



Funded by the
Erasmus+ Programme
of the European Union

Enter
←

TRAINING COURSE ENTREPRENEURSHIP EDUCATION FOR TEACHERS / TRAINERS IN VET

**Developed within ENTER project
Through Entrepreneurship Education towards Improving
the Quality of VET**

(2016-1-CZ01-KA202-024066)



TABLE OF CONTENTS

INTRODUCTION	1
1st MODULE – INNOVATION.....	2
2nd MODULE - TEAMWORK AND COMMUNICATION	11
3rd MODULE – DECISION MAKING	19
4th MODULE – PROJECT MANAGEMENT	26
5th MODULE - ASSESSMENT.....	37
GLOSSARY	38
AFTERWORD	39

INTRODUCTION

The aim of the ENTER project is education for entrepreneurship, respectively entrepreneurship in secondary technical and vocational schools and exchange of experience with foreign partners – Latvia, Austria and Portugal. A new priority for European companies aimed at increasing the competitiveness of the application of entrepreneurship education as well as in other types of schools. Its aim, especially in EU countries, is cultivating the skills and competencies associated with individual business people. First of all is recommended, in terms of creativity, innovation and risk-bearing capacity and to plan and manage projects. Sense is also in changing attitudes to entrepreneurship such as with all social, commercial and political aspects, especially in Eastern European economies reprivatized.

We realized the analysis of the situation in this area in the countries involved in the project. On the basis a specific training program for teachers of secondary vocational schools and vocational schools in teaching entrepreneurship was created. The content of the curriculum can be classified into teaching topics such as application of existing fields (which can be increased by using the number of available hours), use of project teaching, organizing meetings and excursions, etc. Entrepreneurship education can be integrated into several training courses (subjects related content e. g. civics, family education, practical activities).

This training course is focused on enhancing the knowledge, skills, and competencies of teachers and provides tools and methodology for teaching students of VET schools, EQF 3, the principles of entrepreneurship.

Entrepreneurship education is accentuated by the European Commission as a key factor for competitiveness in a globalised economy and is set out in the “Europe 2020” strategy, following on the Lisbon Strategy. January 2013, in an action to promote entrepreneurship (Entrepreneurship 2020 Action Plan), the European Commission called on all Member States to make sure that entrepreneurship is incorporated into the curricula of primary, secondary, tertiary and university education and adult education by the end of 2015 as a key competence.

The concept of entrepreneurship must be understood in a broader context. Entrepreneurial education should not be confused with general economic studies, it should actually be understood as a set of key competences that each graduate should have and should constantly develop. In the context of this programme, this especially concerns the ability to set realistic, achievable goals to be achieved through innovative business and marketing strategies.

Entrepreneurship education requires teachers to use appropriate learning methods, such as project learning, in which theoretical knowledge is combined with practical real-world situations within inter-subject relationships. In the implementation phase, the teacher acts as a counsellor or coach.

In order to develop entrepreneurial competencies, it's necessary to accentuate the student's overall overview, which will include the context of the subject matter and the economic aspects. In short, the concept of entrepreneurial education should include entrepreneurship and creativity as the individual's personal qualities, the preparation for entrepreneurship as a profession as well as entrepreneurship as a social or individual value.

In this brochure you will find short version of all modules. Full version of the course is available on-line for free on the website: www.enter-info.eu.

1st MODULE – INNOVATION

(12 lessons)



Photo by Estée Janssens on Unsplash

After finishing this module, teachers will have the knowledge of Design Thinking, Initiative, Creativity, Openness and Flexibility and Business models. Teachers will be able to give all of this knowledge to their students. The materials include, additional reading, additional interactive tools, case studies and informative videos.

LEARNING OUTCOMES

KNOWLEDGE	SKILLS	COMPETENCES
<ul style="list-style-type: none">✓ to know basic principles of design thinking in entrepreneurship;✓ to know distinctions between design and design thinking;✓ to know how initiative helps entrepreneurship and why entrepreneurs and teachers need initiative;✓ to know how creativity helps entrepreneurs in their everyday life and how it could help teachers;✓ to know how becoming more open and flexible will help teachers in their work;✓ to know four business models; how each model gives certain benefits and raises specific challenges;	<ul style="list-style-type: none">✓ to recognize the framework of design thinking and be able to use it;✓ to be able to instil initiative in students to perform well;✓ to link the creative mindset with the entrepreneurial mindset;✓ to become more flexible in work;✓ to analyse each of the business models in order to determine which one would be the best for different business cases;	<ul style="list-style-type: none">✓ to develop design thinking in their classrooms and schools;✓ to motivate students to take more initiative;✓ to explain to students, how to use creativity in their favour;✓ to demonstrate how to become more flexible in and out of school;✓ to explain how to use the four business models and analyse which one would suit students' individual needs more.

THEORETICAL BASE

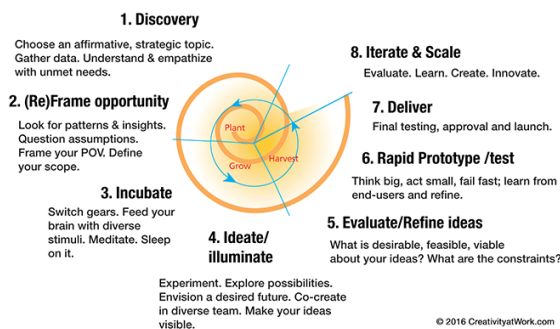
Design Thinking

Design thinking is at the core of effective strategy development and organizational change. You can design the way you lead, manage, create and innovate. The design way of thinking can be applied to systems, procedures, protocols, and customer/user experiences.

Design Thinking is a methodology used by designers to solve complex problems, and find desirable solutions for clients. A design mindset is not problem-focused, it's solution focused and action oriented towards creating a preferred future. Design Thinking draws upon logic, imagination, intuition, and systemic reasoning, to explore possibilities of what could be and to create desired outcomes that benefit the end user (the customer or the students).

“Design thinking can be described as a discipline that uses the designer’s sensibility and methods to match people’s needs with what is technologically feasible and what a viable business strategy can convert into customer value and market opportunity.”
– Tim Brown CEO, IDEO

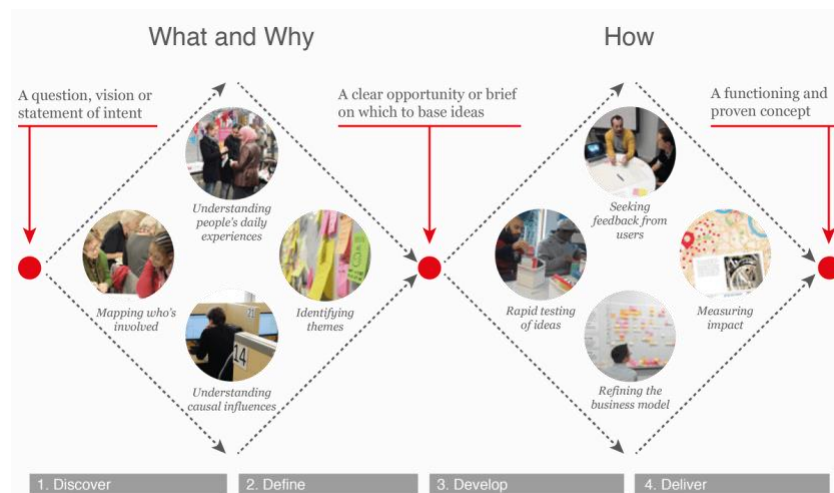
A Framework for Design Thinking



This framework integrates classic creative problem-solving (CPS) with art and design methodologies.

Design thinking offers a structured framework for understanding and pursuing innovation in ways that contribute to organic growth and add real value to your customers. The design thinking cycle involves observation to discover unmet needs within the context and constraints of a particular situation, framing the opportunity and scope of innovation, generating creative ideas, testing and refining solutions.

This diagram illustrates the design thinking framework created by The Design Council (UK), which maps the design process into four distinct phases: Discover, Define, Develop, and Deliver. This illustrates the divergent and convergent stages of the design process.



Design thinking informs human-centred innovation

Human-centred innovation begins with developing an understanding of customers' or users' unmet or unarticulated needs. "The most secure source of new ideas that have true competitive advantage, and hence, higher margins, is customers' unarticulated needs," says Jeanne Liedtka (Batten Briefings 2015), "Customer intimacy—a deep knowledge of customers and their problems—helps to uncover those needs."

Design thinking minimizes the uncertainty and risk of innovation by engaging customers or users through a series of prototypes to learn, test and refine concepts. Design thinkers rely on customer insights gained from real-world experiments, not just historical data or market research.

Develop design thinking capabilities in your organization and in your classroom

You don't have to be a designer to think like one. While learning to be a good designer takes years, you can think like a designer and design the way you lead, manage, teach, create and innovate. Design begins with setting a strategic intention. If you are mapping out a strategy, you are designing.

Initiative

Sense of initiative and entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.



Photo by rawpixel.com on Unsplash

Essential knowledge, skills and attitudes related to this competence

Necessary knowledge includes the ability to identify available opportunities for personal, professional and/or business activities, including 'bigger picture' issues that provide the context in which people live and work, such as a broad understanding of the workings of the economy, and the opportunities and challenges facing an employer or organisation. Individuals should also be aware of the ethical position of enterprises, and how they can be a force for good, for example through fair trade or through social enterprise.



Photo by rawpixel.com on Unsplash

Skills relate to proactive project management (involving, for example the ability to plan, organise, manage, lead and delegate, analyse, communicate, de-brief, evaluate and record), effective representation and negotiation, and the ability to work both as an individual and collaboratively in teams. The ability to judge and identify one's strengths and weaknesses, and to assess and take risks as and when warranted, is essential. An entrepreneurial attitude is characterised by initiative, pro-activity, independence and innovation in personal and social life, as much as at work. It also includes motivation and determination to meet objectives, whether personal goals, or aims held in common with others, including at work.

How does Initiative help Entrepreneurship?

To achieve results in entrepreneurship, one must have the necessary initiative to do things. High initiative would mean higher results. If the desire to do business is not there, then obviously one cannot make a success of the venture.

How does initiative help entrepreneurship?

Motivation levels of the staff are higher. A manager who shows much initiative in attaining results will also encourage his or her staff to do the same.

Higher profits can be attained. Initiative to perform well results in good profits. The staff will perform well.

Targets can be achieved. One must have substantial initiative to achieve targets.

- ✓ Initiative makes one feel positive. The drive to do things makes one feel very enterprising and the staff would feel very happy in their office environment. Being happy means, better results.
- ✓ Initiative also brings in new ideas to generate more business.
- ✓ Initiative can also reset setbacks, in the sense, it can encourage the owner of a business venture to face setbacks and try to win again.

Does the manager/ teacher require initiative to do things?

Certainly, a manager or a teacher must show the initiative to attain results. He or she has to instil initiative in other staff members or students to perform well. A lack-luster approach can result in fewer profits and in fact even the business can wind up. Initiative must be high to attain positive results.

Initiative is very essential to run a business. Success in business venture can be achieved if all the staff members show much initiative in performing well. Just the same – success in studies can be achieved if all the students in class show initiative and are interested to perform well.

Creativity

Why creativity is so crucial for entrepreneurs?

A thorough observation of the entrepreneurial process shows that creative thinking is the must have “skill” of an entrepreneur for the creation of new ideas. Creativity allows a person to devise interesting processes, which gives so many advantages to entrepreneurs. But what exactly makes creativity so crucial and important in an entrepreneur’s work life?



Photo by Atilla_Taskiran on Unsplash

Creativity leads to success by:

Creating new ideas for competitive advantage. The whole process of entrepreneurship is rooted in creation and exploration of new ideas. When an entrepreneur is able to generate a new idea that is feasible as well as efficient, it gives him an edge over the competition. The ability to explore different niches is just like a learned skill or a resource that is possessed by an individual.

Thinking of novel ways to develop your product and improve the business. Creativity helps develop new ways of improving an existing product or service and optimizing a business. There is always room for improvement in the deliverables of an enterprise; it is the creative entrepreneur who can assess how to do it.

Thinking the unthinkable. Creativity requires imagination to produce the most obscure ideas. Imagination is needed to cross the boundary of “usual” and “normal” or to think outside the box. This allows entrepreneurs to think beyond the traditional solutions, come up with something new, interesting, versatile, and yet have success potential.

Finding similar patterns in different areas. Sometimes, due to following a routine or a habit, the thinking process also goes along the line of those established processes. Creativity enables people to connect dissimilar and unrelated subjects and make successful entrepreneurial ideas. Merging different fields creates interesting intersections that creates new niches. Most people are afraid of bringing different disciplines together, but most interesting ideas come from colliding different fields.

Developing new niches through creativity and entrepreneurship. In entrepreneurship, it is important that new aspects of traditional business are explored. This can be in the form of changing the method of manufacturing the product or delivering the service or how are they supplied to the user. All these areas can create a niche that has great potential in business.

Entrepreneurship and creativity – how are they linked?

We have now assessed that entrepreneurs can attribute their success to creativity. But what exactly links entrepreneurship and creativity?

Entrepreneurs link the creative mind and the business mind.

In today's world, due to globalization and excessive industrialization, products are manufactured and exported to international markets. As a result, there is easier access to every product, everywhere. The consumer has access to various kinds of products ranging in type and quality. So, what does a businessperson do in a market flooded with products? How can someone think of manufacturing and supplying a product in markets where consumers already have their trusted preferences and so many choices to choose from? How can we make a product stand out from the rest?

A creative mind answers all those questions. Creativity helps us think of how to improve existing business practices. A brand might be very established and popular among the consumers, but there is always something that can be done differently from them and in a better way. A creative mind is like an artist who creates new and exciting patterns on canvas. Creativity can come up with the most unthinkable ideas and bring innovation into existing practices.

Creativity is simply the ability of imagination. Imagination leads someone to reach never before explored areas. In business terms, imagination alone is what is known as “thinking outside the box”. Using imagination, an entrepreneur can put aside the practical norms and think of something creative and innovative.



Photo by Rob Bye on Unsplash

However, a creative mind has to have entrepreneurial skills to bring those creative ideas to life in a business setting. An entrepreneur assesses the requirements of how to execute an idea by analysing available vs. required resources, how to establish a new enterprise and how to manage it. An entrepreneur designs business models that can support and execute innovative ideas in the first place. An entrepreneur provides the ‘science’ aspect about how to bring the artistic creativity to life. Therefore, an entrepreneur bridges the gap between the creative genius and a traditional business approach.

There are indicators that signify the creative thinking of a successful entrepreneur. Creativity does give an entrepreneur a competitive advantage, but how does one assess whether they are creative enough or not? Following are characteristic features indicative of a creative entrepreneur:

- ✓ An entrepreneur adheres to rules and principles only when they add value to the organization and have a potential to attract more customers.
- ✓ An entrepreneur experiments with his ideas as the first step. The second step is learning from the experience and the third step is implementation of what they have learned.
- ✓ An entrepreneur is less afraid to lose and is always keen to experiment in new ventures.
- ✓ The entrepreneur is not afraid of creativity and believes that creative ideas will only help their enterprise.
- ✓ A creative thinker will take inspiration from new ideas in every area directly or indirectly related to the enterprise.

- ✓ An entrepreneur is not afraid to go beyond the industry and enter new markets. This opens a wide range of opportunities to formulate new niches.
- ✓ Every product and service is not good enough and has room for improvement. An entrepreneur realizes that very well.
- ✓ A creative thinker is interested in bringing totally opposite things together to create new products or services.
- ✓ An entrepreneur creates new products for existing services and new services for existing products.
- ✓ Creative ideas come more quickly when someone is not afraid to appreciate new ideas irrespective of who comes up with them.
- ✓ An entrepreneur shares an idea and is open to feedback that improves and refines the idea.
- ✓ Creativity comes from learning different things, whether they are related to the industry or not.

These indicators show that entrepreneurship and creativity go hand in hand with each other. Entrepreneurs are more flexible and seek improvement more than they seek perfection.



Photo by Chris Adamus on Unsplash

Creativity needs to be structured

Despite all the flexibility to undertake new ventures, creativity does require a bit of structure for successful execution. However, too much structure robs the whole essence of the process. The key lies in having a rigorous approach toward work without being too stiff. Researchers say that creativity works best with two separate approaches: convergent and divergent. A convergent approach is focused and seeks a single solution using available information. However, divergent thinking works to create many creative ideas in different directions.

Creative thinking is not the only skill needed for entrepreneurship.

The discussion so far has led us to think that entrepreneurship is deeply rooted in certain basic skills: creating new ideas and having the ability to take risk in executing them. However, one should realize that this is not the only skill that is required for the successful execution of an idea. Creating an idea might be easy; successfully executing it might be a difficult task. What makes a person a successful entrepreneur? Why do some people recognize the opportunities that exist around them and others do not? Are they genetically different? Or do they have a different perspective to handle things?

There might not be conclusive answers to those questions, but researchers have pointed out some areas for which an entrepreneur should have some expertise. These are:

Personal traits. Personal attributes help entrepreneurs in a variety of ways. Optimism; vision, self-control; and having initiative, persistence, tolerance and resilience are all the features that make an entrepreneur stand out and have the ability to manoeuvre projects.

Interpersonal skills. An entrepreneur has to interact with people at many levels. This requires them to have excellent interpersonal skills. Communication, leadership, motivation, personal relations, negotiation skills, and ethics are attributes that are a must have in a very dynamic business environment.

Critical thinking. An entrepreneur must be his own critic. There should be a keen observation of various aspects of an idea so it can be perfected before implementation. A lot of future effort can be saved if an idea is critically analysed, and no one else can do it better than the entrepreneur himself.

Practical skills. These skills are required at the stage of idea implementation and management of the enterprise. An entrepreneur must be able to plan and organize goals and tasks. There should be effective decision-making and critical monitoring at various stages of the process.

Openness and Flexibility

Eighteenth century poet, Robert Burns wrote, “The best laid plans of mice and men often go awry.” When things don’t go according to plan in your daily job, are you able to change the plan to fit the circumstances? Or do you react and allow the circumstances to negatively affect your behaviour? Learning how to become flexible and open to change can impact your professional career in a positive way. Here we will share action steps on how to change the plan when the plan changes on you.

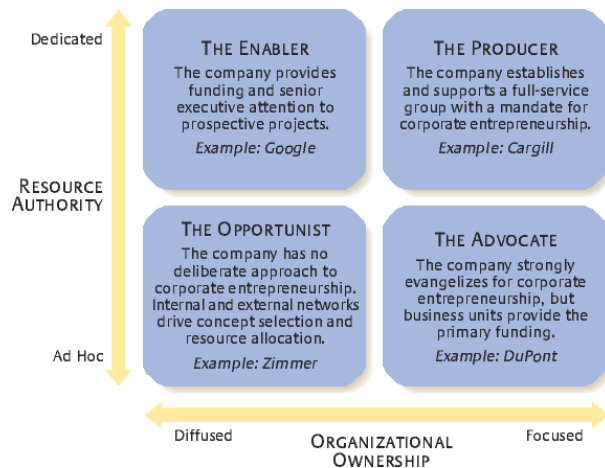
How to Become More Flexible in the Workplace

Flexibility has become a buzz word in today’s workplace environment. A timeless expression that aptly applies to this scenario is that a rigid and unbending tree won’t survive the raging winds of the storm. That is a perfect word picture for what *flexibility* actually means. If you are flexible in the workplace, you are able to respond and not react to both people and changing circumstances. The four steps will help you to become more flexible and open to change in the workplace (*more at the training course on the website: www.enter-info.eu*).

Entrepreneurship models

Companies have found four ways of building businesses from within their organizations. Each approach provides certain benefits – and raises specific challenges.

CEOs talk about growth; markets demand it. But profitable organic growth is difficult. When core businesses begin to flag, research suggests that fewer than 5% of companies regain growth rates of at least 1% above gross domestic product. Creating new businesses, or corporates entrepreneurship, offers one increasingly potent solution. According to a recent survey, companies that put greater emphasis on creating new business models grew their operating margins faster than the competition.



Four Models

Two dimensions under the direct control of management differentiate how companies approach corporate entrepreneurship. Together the two dimensions generate a matrix with four dominant models: *opportunist, enabler, advocate and producer*. (more at the training course on the website: www.enter-info.eu).

DYNAMIC TOOLS

are available at on-line course www.enter-info.eu.

CASE STUDIES

are available at on-line course www.enter-info.eu.

LEARN MORE

- ✓ <http://www.creativityatwork.com/2016/07/18/how-design-thinking-adds-value-to-innovation/>
- ✓ <https://www.fastcompany.com/3037092/9-ways-to-take-more-initiative-at-work>
- ✓ <https://www.entrepreneur.com/article/237570>
- ✓ <http://www.businessnewsdaily.com/5813-creativity-in-entrepreneurship.html>
- ✓ <https://www.entrepreneur.com/article/250312>
- ✓ <http://sgag.eu/>

REFERENCES

All the materials used to prepare this module have been taken from

- ✓ <http://www.creativityatwork.com/design-thinking-strategy-for-innovation/>
- ✓ <http://keyconet.eun.org/initiative-and-entrepreneurship>
- ✓ <http://www.paggu.com/entrepreneurship/how-does-initiative-help-business/>
- ✓ http://www.hitc.com/en-gb/2006/05/05/the_best_employee_in/
- ✓ <https://www.cleverism.com/why-creativity-is-so-crucial-for-entrepreneurs/>
- ✓ <http://www.careeraddict.com/be-flexible-and-open-to-change-in-the-workplace>
- ✓ <http://sloanreview.mit.edu/article/the-four-models-of-corporate-entrepreneurship/>

2nd MODULE - TEAMWORK AND COMMUNICATION (12 lessons)



Photo by rawpixel on Unsplash

The module aims to strengthen learners' skills for successful communication and cooperation with others by supporting their regarding interpersonal processes that develop in communication situations, conflicts and in collaboration with others.

LEARNING OUTCOMES

KNOWLEDGE	SKILLS	COMPETENCES
<ul style="list-style-type: none">✓ to know recall aspects of verbal, non-verbal and para-verbal communication;✓ to distinguish between different communication styles;✓ to name causes and expressions of conflicts;✓ to state indicators of good teamwork;✓ to memorise indicators of stress;	<ul style="list-style-type: none">✓ to review factors that impact communication processes;✓ to identify communication styles in interaction with others;✓ to indicate conflict resolution styles;✓ to evaluate practices of good teamwork considering own position;✓ to recognise stress factors;	<ul style="list-style-type: none">✓ to modify behaviour according to communication and social setting;✓ to interpret communicated messages and deal with them in a sensitive and appreciative way✓ to analyse conflict resolution processes;✓ to organise work in view of groups' common tasks and deadlines;✓ to select methods of stress management.

THEORETICAL BASE

Communication - Introduction



Picture: Communication <https://pixabay.com/de/gruppe-team-sprechblasen-2537395/>

According to the European commission, communication is considered as a key competence. It describes “(...) the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts.”¹

The benefits of managing communication effectively are, i.e. better skills related to dialogue and cooperation, as well as development of a positive attitude towards others.

Communication is complex process. People communicate with words, voice and body. Furthermore, they have different ways of verbal, non-verbal and para-verbal communication. For example, verbal communication styles can be characterised by showing emotions in order to create a relationship. Others prefer to show respect to another person’s space and protecting harmony of the relationship by showing no feelings. In the following chapters, you will be introduced to the topic “communication” with a theoretical model. Further, the different types of communication (verbal, non-verbal and para-verbal communication) and communication styles are explained.

Model for communication

A variety of models and concepts on communication exist. A well-known model is by Shannon and Weaver. It is one of the simplest model and its general applied in various communication theories.

This model describes the process of communication from its sender to its receiver taking into consideration stages of the message. By analysing this process, it becomes clear that misunderstandings may arise during this process due to its complexity. This way communication can be adapted in order to be more effective.

The model was initially developed to improve technical communication, but thanks to its simplicity (which may also be a critical point) it was later applied to a broader context in the field of communication. One field of its possible application is described in the case study.

¹ <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV:c11090>

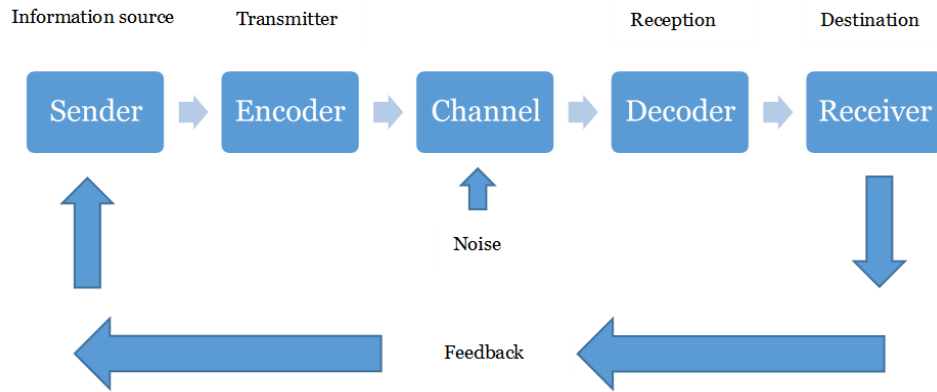


Figure: Shannon and Weaver Model of Communication

Adapted from: http://communicationtheory.org/wp-content/uploads/2011/06/shannon_weaver_model.jpg

The “sender” is the (information) source of the message. The information is “encoded”, which means that the information is converted i.e. into signals (telephone) but also i.e. in a text and/or picture.

The messages are transferred from encoder to decoder through a “channel”. For mutual understanding, it is important that the appropriate channel is chosen by the sender in order to reach the receiver. During this process the messages may be distracted or affected by “noise”. This noise can be i.e. physical like traffic noise, which distracts the process so that the receiver may not receive the correct message, but also a different interpretation of the receiver.

With the “decoder”, the information is converted into the message that reaches the receiver. The “Receiver” is the destination of the information from the sender. Based on the decoded message the receiver gives their feedback to sender. If the message is distracted by noise, it affects the communication flow between sender and receiver. It also depends on the receiver’s motivation and ability to understand the information. Therefore, the sender should support his/her message in order to facilitate its understanding i.e. through redundancies, appropriate body language and the choice of the right channel.²

Types of communication

The term communication is not limited to the exchange of information by verbal interaction, but aspects like term emphasis (para-verbal) and body language (non-verbal). Learning and practicing communication means to understand how different people act, communicate and perceive the world around them.

Verbal communication means the communication through words, which varies from one person to another. Each person has a preferred means of communicating based on values, beliefs, culture, etc.

Para-verbal communication describes aspects of communication that are not generally considered to be part of the language system, but cover the spectrum of the voice with which a message is expressed. Para-verbal communication includes, i.e.:

² Traut-Mattausch, Frey, Dieter (year n.a.): Kommunikationsmodelle. https://www.uni-muenster.de/imperia/md/content/psyifp/aeechterhoff/wintersemester2011-12/vorlesungskonfliktperspektiven/trautmattauschfrey_kommmodelle_handbkap2006.pdf

- ✓ Vocal pitch
- ✓ Volume
- ✓ Emphasis of words or sentences
- ✓ Speaking tempo
- ✓ Speech melody

The definition of non-verbal communication covers aspects concerning body language such as movement, position, gestures or facial expressions. For a better understanding, it is important to know that non-verbal communication is usually non-intentional and differs from individual and culture. For example: In most European countries, eye contact communicates respect and status in conversations, while in some Asian countries, eye contact is rather avoided.

Communication styles

The way people communicate is individual. As mentioned in the previous chapter, it depends on the individual's background, gender, culture, etc. More about typical communication styles you will find at the *on-line course* (www.enter-info.eu).

Besides different styles of speaking, being silent and showing attention are evenly important aspects of successful communication. So called active listening requires several abilities in order to understand what a person tries to communicate.



Figure: Successful communication.
<https://pixabay.com/de/feedback-gedankenaustausch-2466835/>

Below, you find some tips to practice and improve your active listening skills:

- ✓ keep your eyes on the person who is speaking and concentrate on what is being said;
- ✓ observe his/her body language and gesture;
- ✓ use body language and a friendly face to show that you are listening;
- ✓ listen without interrupting;
- ✓ ask questions to make sure that you understood.

Conflicts and conflict management



Figure: Conflict and counselling. <https://pixabay.com/de/beratung-verkehrszeichen-541439/>

According to numerous theories, conflicts arise from diverging interests, competition for power and resources, from the structure of society and its institutions, as well as from social inequality.³ Each conflict is unique in its intensity and subject matter, but they often share common characteristics such as emotional anger and frustration, fear, lack of communication, strategic choices for negotiation, etc.⁴

³ Der Konflikt im Gespräch. Leitfaden für Konfliktsituationen und konfliktrträgige Gespräche, Best Institut 04/2016 (Internal source)

⁴ IPRA/UNESCO 1994

Understanding of conflicts

Understanding conflicts is a fundamental prerequisite for its resolution. To resolve a conflict, it not only requires the use of various methods or techniques, but also a certain ways of thinking, fixed values, analytical and interpersonal skills and a clear focus and reflection.

Conflict resolution is a dynamic process, which has no general solution. For social (interpersonal) conflicts, the resolution requires cooperative attitude, communication and ideally same values or agreements.⁵

Factors of conflicts

An important factor of conflicts is communication. Insufficient communication, different perceptions and communication styles can lead to misunderstandings and even conflicts. On the other hand, communication is essential for the resolution of a conflicts. When people communicate with each other, they interact on a factual level and on an interpersonal level. While the first one concerns the topic of the discussion, the latter expresses the relationship of the people to each other. The interpersonal relationship has an even greater impact on the interaction.

Another possible factor of conflicts are different values. Values reflect principles and convictions. If conflicts are perceived as value issues, the parties are particularly sensitive. Comparable to communication, values can cause conflicts, but also promote their resolution, i.e. through awareness for different values as well as the willingness to find common values forces resolution among counterparties.

Besides interpersonal factors, external factors such as a lack of resources or an important decision making process can lead to an atmosphere with conflict potential.

Dimensions of conflicts

Cognitive dimension: Expression in perception. Perception is an important aspect in understanding conflicts. A conflict takes place when there is the perception of a conflict. That means that at least one of the parties perceives a controversy. *More at on-line course.*

Emotional dimension: Expression in feelings. Controversies are connected with emotional reactions like anger or sadness. *More at on-line course.*

Behavioural dimension: Expression in action. The behavioural dimension of conflicts concerns the actions that we take to express our feelings and make perceptions clear.⁶ *More at on-line course.*

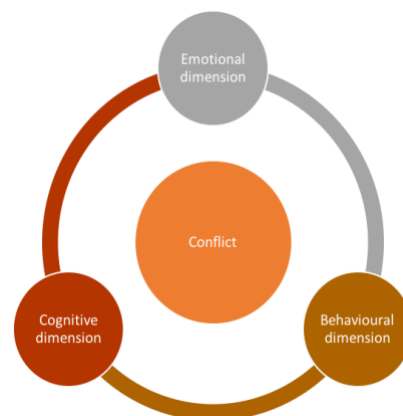


Figure: Dimensions of conflict, own design

⁵ Der Konflikt im Gespräch. Leitfaden für Konfliktsituationen und konfliktträchtige Gespräche, Best Institut 04/2016 (Internal source)

⁶ Der Konflikt im Gespräch. Leitfaden für Konfliktsituationen und konfliktträchtige Gespräche, Best Institut 04/2016 (Internal source)

Conflict resolution

The prerequisite of solving conflicts is to understand them. In a first step that means to understand the nature of the parties, their respective aspirations, interests, values and needs, the perceptions which each has of the other and the dynamics of the interaction involved.

Further, it needs to be assured that all parties are interested in the resolution of the conflict. Ideally, the conflict resolution is a win-win situation for a both. In reality, this goal is not always possible to reach. For a satisfying outcome, all factors and views that support the resolution process, but also those, which are potential obstacle to its smooth implementation.

Through a joint identification of problems, they become shared problems for all participants, which promotes constructive collaboration to solve them.⁷

This model for conflict resolution styles by Thomas and Kilmann shows the tendencies in a two-dimensional matrix. The axes of the matrix represent the orientation of the solution towards “assertiveness”, which represents the own interests and “cooperativeness” which represents the interests of others. *More at on-line course www.enter-info.eu.*

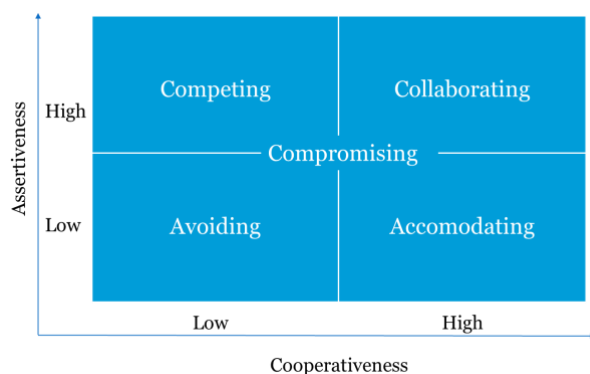


Figure: Thomas-Kilman Conflict Mode Instrument (TKI)
Adapted from: Der Konflikt im Gespräch. Leitfaden für Konfliktsituationen und konfliktträchtige Gespräche, Best Institut 04/2016 (Internal source)

Teamwork



Figure: Teamwork. <https://pixabay.com/de/teamwork-team-zahnrad-tafel-kreide-2499638/>

A variety of concepts exist related to the definition of teamwork. Work organisation using teamwork can refer to a wide range of possibilities, such as quality circles, cross-functional teams, self-managing teams or virtual teams. Many employers provide teamwork with varying degrees of autonomy.

For successful and efficient work in teams, it needs to be considered that each member has an individual communication style and there are differences in conventions in giving feedback and disagreeing publicly.

The best way to ensure a positive process in a team is to create initial conditions that set up the team for success. It can be considered as beneficial to have compelling direction. The members are clear about their tasks and responsibilities and have access to the information and resources they need to successfully carry out the work. Given the built-in challenges these

⁷ IPRA/UNECISO 1994

teams face to begin with, it's essential to staff them with as many curious, flexible, thoughtful, and emotionally stable members as possible.

In case of conflicts, its immediate addressing supports de-escalation, as the problem/misunderstanding is not exaggerated at this stage. The groups even work better if their personal connections are established. Common interests or view can prevent conflicts.



Figure: Characteristics of good teamwork, own design

Stress management



Figure: Stress management. <https://pixabay.com/de/katze-kater-stubentiger-mieze-2360863/>

Stress can be defined as reaction on different internal and external demands that support the perception of discomfort and pressure. It is the state which is seen in response to internal or external stressors. These are recognised as “threats” which leads to a release of hormones. That means that different body systems show reactions and influence a person's emotions and behaviour.⁸

Physiological effects of stress: Increase of heart rate, blood pressure, and sweating. Permanent stress encourages heart diseases and weakens the immune system and can lead to several diseases.

Behavioural effects of stress: Irritation, excitement, excessive and unhealthy life style.

Psychological effects of stress: Interaction and work with others becomes more challenging, selective perception, decrease of the ability to make good decisions, anxiety and depression.

⁸ <https://psychologydictionary.org/stress/>

The factors that causes stress are individual, because it depends on the perception of stress. Stressors can arise from the individual itself, the environment or other people. Factors that put pressure on an individual are i.e.⁹. *More at on-line course www.enter-info.eu.*



Figure: Causes of stress, own design

DYNAMIC TOOLS

Dynamic tools are available at on-line course www.enter-info.eu.

CASE STUDIES

Case studies are available at on-line course www.enter-info.eu.

REFERENCES

- ✓ http://communicationtheory.org/wp-content/uploads/2011/06/shannon_weaver_model.jpg [24.08.2017].
- ✓ <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV:c11090> [02.07.2017]
- ✓ Der Konflikt im Gespräch. Leitfaden für Konfliktsituationen und konfliktträchtige Gespräche, Best Institut 04/2016 (Internal source).
- ✓ <http://www.facet5global.com/facet5-solutions-case-studies/enabling-higher-performing-teams-ikea> [24.08.2017].
- ✓ International Peace Research Association (IPRA) in collaboration with UNESCO (1994): Handbook resource and teaching material in conflict resolution, education for human rights, peace and democracy. unesdoc.unesco.org/images/0010/001037/103774e.pdf [25.10.2016]
- ✓ http://www.oregoncampuscompact.org/uploads/1/3/0/4/13042698/conflict_mgt_styles.pdf [24.08.2017].
- ✓ <https://psychologydictionary.org/stress/> [24.08.2017].
- ✓ Student Academic Services. Academic Skills Center. ASCCalifornia Polytechnic State University: sas.calpoly.edu/asc/ssl/stressmanagement.html [24.08.2017].
- ✓ Traut-Mattausch, Frey, Dieter (year n.a.): Kommunikationsmodelle. https://www.uni-muenster.de/imperia/md/content/psyifp/aeechterhoff/wintersemester2011-12/vorlesungskommperskonflikt/trautmattauschfrey_kommmodelle_handbkap2006.pdf [24.08.2017].

⁹ Student Academic Services. Academic Skills Center (ASCCalifornia Polytechnic State University: sas.calpoly.edu/asc/ssl/stressmanagement.html)

3rd MODULE – DECISION MAKING (12 lessons)

The aim of the module is to support the development of students' entrepreneurial skills in the context of regular education. The teachers will be prepared to lead students to be able to set realistic objectives that they can reach through decision making. Teachers will be able to develop the project intent into learning units, choose appropriate teaching methods corresponding to the courses taught. They will set up a way of evaluating teaching effectiveness.



Photo by Maarten van den Heuvel on Unsplash

LEARNING OUTCOMES

KNOWLEDGE	SKILLS	COMPETENCES
<ul style="list-style-type: none">✓ to understand what decision-making is and why it is important;✓ to describe individual decision-making styles;✓ to describe group decision-making styles;✓ to describe 7 steps in the decision-making process;✓ to describe the way of evaluation of teaching effectiveness;	<ul style="list-style-type: none">✓ to write a simple project containing the definition of objectives, timetable and related costs, including personnel security;✓ to create a teaching plan for a particular subject containing skills training for the relevant aspect of project teaching;	<ul style="list-style-type: none">✓ in co-operation with the relevant educators, to set the project intent;✓ to develop the project intent into learning units, choose appropriate teaching methods corresponding to the courses taught;✓ to set up a way of evaluating teaching effectiveness.

THEORETICAL BASE

Motto: "Decision-making without alternatives is the desperate move of a gambler."
P. F. Drucker

What is decision-making?



What is decision-making? At first glance, the question seems to be a simple one, but the answer isn't as easy as it seems. Should I think about what steps to take before I come to a decision? What if I have to decide as a team member in co-operation with others? So I can perceive decision-making as a process where I deliberately choose from several alternatives.

Decision making is a key skill in the workplace, and is particularly important if you want to be an effective leader. We all have to make constant decisions. Decision-making is key to our personal life and it's also the core of the work of executives, entrepreneurs, same as the related Problem Solving.

Everybody has to deal with decision-making - we decide on the basis of known information, facts, circumstances and experiences that strongly influence decision-making. Some are very simple, such as "What shall I have for lunch?" However, some decisions are more serious, and the consequences of such decisions can affect our lives in the long-term. Some decisions not only affect our lives but also the lives of others. Especially if you own a company and manage your employees. Then your decision-making style will affect the lives of the people you work with each day. Decision-making "on paper" is relatively easy, real decision-making is much more difficult.



Too much responsibility sometimes prevents the development of creativity and initiative. A very responsible person doesn't dare to make some decisions. One of the most important tasks for parents and educators when raising children is to prepare them for making their own decisions. We believe that gaining information regarding the decision-making theory will help to remove this barrier to a certain degree.

Why is it good to know decision-making styles?

If we understand our decision-making style, then we can attempt to change it so that it matches the situation and the starting points with which we work. For our decision-making to

be appropriate, we need to be able to assess the situation and context, determine the most appropriate decision-making style and use this style to make the correct decision. However, more often than not, we must be able to cope with the fact that we lack information and in most cases we can't wait to obtain it. This art will be beneficial for us in our personal as well as professional life.

In the next chapter, we'll think about decision-making styles, the style we use and how this style affects our results.

Individual decision-making styles

Decision-making style can be understood as the way whereby the one making the decision thinks and responds to problems, perceives and realises connections. The decision-making style varies from person to person and from situation to situation. The approach to solving problems affects personality type considerably. Do you know what kind of personality you are? Try the personality test at <https://www.123test.com/personality-test/>.



We can identify four different character pairs that allow you to create sixteen different personality types. The pairs (apart from the last one) are taken over by psychologist Jung and mean:

- Extrovert (E) x Introvert (I)
- Senses (S) x Intuition (N)
- Thinking predominance (T) x Feeling predominance (F)
- Perception (P) x Judging (J)

In the expert literature¹⁰, there are four types of decision-making styles, namely the directive style, analytic style, conceptual style and behavioural style, are given by the way of thinking and tolerance to ambiguity. *More information you will find at on-line course at www.enter-info.eu.*

¹⁰ ROBBINS, S. P.; COULTER, M. Management. 1.ed. Prague: Grada, 2004. ISBN 80-247-0495-1, p. 163

Group decision-making styles

In order to be successful in business, we should know styles or models of group decision-making. Each style affects group events in a unique way and is suitable for different situations. Knowing when to use a particular style will help our success in business.



Decision-making styles vary according to how much subordinates can "talk" into decision-making and how much they're involved in it. If the decision-maker decides single-handedly and therefore carries all the responsibility for the decision, we say that's an autocratic (or authoritative) decision-making style. When a decision-maker uses a democratic decision-making style, they delegate some of their authority when deciding, but it's them who make the final decisions. In collective (team) decision-making, the decision-making process is in the hands of team members, but the final decision is solely in the hands of the decision-maker (team leader). If subordinates are involved in the preparation as well as the decision-making process, it's a group decision-making based on general consensus.

How to know which decision-making style to use you will find at the *at on-line course at www.enter-info.eu*. If you think the decision can influence the running of the company / the team's activities in a fundamental way, it would be advisable to use a collective style if possible, if not then a group style.

Rational decision-making

In business it's necessary to make decisions daily. There are two basic ways of solving problems. We either decide rationally, based on facts or more emotionally, based on intuition. Someone that follows their feelings or instincts more and uses them as a guide to decision-making, rather than facts. This type of decision-making is particularly useful if we lack information or decision-making is very complex. The second, contradictory type of decision-making is called rational decision-making. If I decide rationally, I should take a few steps to make the right decision. First, you need to identify the problem, then find other possible solutions, choose a solution that will most likely solve the problem, implement it and evaluate its effectiveness (i.e. check the results of the decision).

Methods of making variants

When designing variants we look for different ways of solving the decision problem. There are many methods available, such as scientific and creative methods (analogy, aggregation, etc.), normative creative methods (value engineering or value analysis), intuitive creative methods and systematic analytical methods. In this paper, we will focus on intuition and systematic analytical methods that require a creative approach.

Intuitive decision-making methods

When using intuitive decision-making methods, we try to create as many ideas as possible, not criticising, "everything is possible". These are group methods where we create the best working environment, absurd and imaginative is welcome and there is a mutual enrichment of team members. Critical evaluation of ideas is only carried out after the participants' intuition has been exhausted and all the ideas have been written down. For example, this is the well-known brainstorming method, the Gordon method, the controlled discussion method, the Delphic method, etc. More detailed information on these methods can be found in recommended literature.

Systematic analytical methods

Using these methods, we use a structured approach, mathematical, statistical methods as well as the probability theory in the creative process. For example, analogues, mathematical-logical models or methods of alternative queries can be used.

7 steps in the decision-making process

There are several variants in the decision-making process in different textbooks and other information sources, most often the experts use the seven steps shown in the following diagram.



More information about those seven steps you will find at the *at on-line course at www.enter-info.eu.*

Decision-making problems

When making decisions, be aware of the problems you may encounter.

- ✓ Lack-of or excess information. Collecting relevant information is key if we want to implement the decision-making process correctly. But if there's too much unnecessary information, it will overwhelm us and we'll be unable to use our intuition. Be careful that you don't just use one source of information, it can lead to distortion.
- ✓ Incorrect identification of the problem. Sometimes the problem can be identified very easily, but in many cases it is very difficult to find out what specifics are needed. In this situation, it's appropriate to discuss everything with people who have had first-hand experience of the problem and know the most about it. This will save you a lot of time and money in the future.
- ✓ Excessive confidence in the result. We are too sure. Even if you follow the seven steps of the decision process described above, it could occur that the result isn't exactly what you have had in mind. Therefore, it's important to find an acceptable and achievable result. Excessive belief an unlikely result may lead to adverse consequences.
- ✓ Deferring decision. We avoid the decision and defer it for a disproportionately long period, don't defer decision-making forever.
- ✓ Not all decisions are important.
- ✓ Believe your intuition. Don't underestimate your "sixth sense".



Decision-making is the skill necessary for a successful life, of course, even for all entrepreneurs. If you follow a logical procedure like the one outlined above, while taking into account possible decision-making problems, you should make the right decision.

What role does time play in making decisions?¹¹

If you take the right step at the wrong time, you won't be surprised to break your leg. (Samuel Hornek, <https://samuel-hornek.cz/>).

Once a problem occurs or it's needed to be decided, one of the most important question to be answered is: "When is the decision needed to be done?" The timing of the decision to be made may vary considerably; from just seconds / minutes (In case of life threatening) to years (when making strategic plans). Don't be lazy, decide "at the right moment", that's when you have enough information, not when you have all the information (you will never reach that).

Golden rule 10-10-10¹²

Rule 10-10-10, the author of Suzy Welch¹³ in the bestseller with the same name, makes almost any decision very easy. Just ask yourself three questions:

¹¹ more Russo, J., and Schoemaker, P. (1990, October). Decision Traps - The Ten Barriers to Brilliant Decision-Making and How to Overcome Them.

¹² More at: https://www.euro.cz/light/spravne-rozhodnuti-1398854#utm_medium=selfpromo&utm_source=euro&utm_campaign=copylink

¹³ <http://www.suzywelch101010.com/>

- ✓ How will the decision affect me in 10 minutes?
- ✓ How will the decision affect me in 10 months?
- ✓ How will the decision affect me in 10 years?

Differences between time data will ensure immediate spacing. This gives you a better perspective. Some decisions may be insignificant over the years, others in the near future.

At on-line course at www.enter-info.eu you will find games that support the ability to make good decisions and intuition. You can use them at class to improve decision making process of your students.

DYNAMIC TOOLS

Dynamic tools are available at on-line course www.enter-info.eu.

CASE STUDIES

Case studies are available at on-line course www.enter-info.eu.

LEARN MORE and REFERENCES

- ✓ ČAKRT, Michal. *Typologie osobnosti pro manažery*. Management Press. 2009 (2. vydání). EAN 9788072612017. ISBN 978-80-7264-201-7.
- ✓ HALÍK, Jiří. *Vedení a řízení lidských zdrojů*. Grada Publishing a.s. 2008. ISBN: 978-80-247-2475-1.
- ✓ ZEMÁNKOVÁ, Helena. *Volba-příručka pro učitele*. 1. vyd. Most: Hněvín, 2000. 254 s. : il. ISBN 80-902651-3-8.
- ✓ RUSSO, J., AND SCHOEMAKER, P. (1990, October). *Decision Traps - The Ten Barriers to Brilliant Decision-Making and How to Overcome Them*.
- ✓ RUSSO, J., and SCHOEMAKER, P. (1990, October). *Decision Traps - The Ten Barriers to Brilliant Decision-Making and How to Overcome Them*.
- ✓ MATZLER, K., BALLOM, F. and MOORADLAN, T. (2007, Fall). *Intuitive Decision-making*. *MIT Sloan Management Review*. Retrieved April 6, 2010, from <http://sloanreview.mit.edu/the-magazine/files/pdfs/49108SxW.pdf>
- ✓ KRULAK, C. (1999, May). *Cultivating Intuitive Decision making*. *Marine Corps Gazette*. Retrieved April 6, 2010, from http://www.au.af.mil/au/awc/awcgate/usmc/cultivating_intuitive_d-m.htm

Internet sources

- ✓ Samuel Hornek, [tps://samuel-hornek.cz/](https://samuel-hornek.cz/)
- ✓ <http://cmg.prostejov.cz/akademie/metodicke-materialy/dokumenty/rozhodovani--nahled.pdf>

4th MODULE – PROJECT MANAGEMENT (18 lessons)



Photo by rawpixel on Unsplash

The module aims to prepare learners to be pro-active actors of Industry 4.0., providing practical insight to project management, recommending useful methods, tools and approaches for daily use.

LEARNING OUTCOMES

KNOWLEDGE	SKILLS	COMPETENCES
<ul style="list-style-type: none"> ✓ to have basic knowledge about project management's role in the knowledge society; ✓ to have basic knowledge about the main project management approaches; ✓ to have basic knowledge about time management in project management; ✓ to have basic knowledge about project management tools (online, offline); ✓ to have basic knowledge about presentation tools (online, concepts); ✓ to have basic knowledge about self-management (work-life balance, resilience, mindfulness, self-awareness – individual SWOT); 	<ul style="list-style-type: none"> ✓ to recognise the most important skills needed in on the job market oh the 21st century; ✓ to recognise the role and importance of project management skills in the information societies; ✓ to relate project management with labour challenges in everyday life (practicalities); ✓ to list the key elements of a chosen project management method (scrum); ✓ to describe the main topics of time management (prioritizing, attention, optimizing); ✓ to identify best practices of applying project management tools; ✓ to identify best practices of applying presentation tools ✓ to recognise the most important aspects of self-management (work-life balance, resilience, mindfulness, self-awareness); ✓ to relate personal self-management with SWOT analysis; 	<ul style="list-style-type: none"> ✓ to choose between two main project management approaches relating to specific tasks; ✓ to link project management tools with practical functionalities; ✓ to demonstrate project management tools by means of online presentation tools; ✓ to prepare personal SWOT analysis template; ✓ to assist to identify the most important aspects of self-management on students; ✓ to assist the elaboration of personal SWOT analysis based on template.

Top skills in the new industrial revolution

New industrial revolution, new market needs

We live in the era of the **fourth industrial revolution**, which is characterized by extended digitalization. The digital economy, also referred to as '**industry 4.0**', is characterized by arrange of new technologies. According to Klaus Schwab, the founder of the World Economic Forum, this is the time of 'fusing the physical, digital and biological worlds, impacting all disciplines, economies and industries, and even challenging ideas about what it means to be human'. In such an environment, to keep up with the changes, is unavoidable for both individuals and enterprises to learn continuously. Business man and entrepreneurs doesn't need 'superpowers' to succeed in the new era, but need to be more efficient in time and project management, as well in self-management, then maybe ever before.

Let's see with what skills and competences should future entrepreneurs be armed with? As the rhythm of work life got faster, companies and entrepreneurs tend to think more and more in project bases – project teams focus on smaller and more complex goals, enabling more rapid and flexible adaptation to the changes and involving an interdisciplinary approach. Widespread disruption is foreseen in the labour markets over the next years according to the Future of Jobs report published by the World Economic Forum in 2016.

Top 10 skills

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility



Source: Future of Jobs Report, World Economic Forum

in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



This predicts changes in the basic skill sets needed on the job market. Within the coming few years it is estimated that critical thinking and creativity will gain more importance before, and emotional intelligence and cognitive flexibility will become part of the top 10 skills. Most of these skills are key competences for effective project management as well!

SME experts' opinion is in line with the forecast; according to the president of the Portuguese Institute for Support to Small, and Medium-sized Enterprises and Innovation (IAPMEI), there is a growing labour market demand for skills based on personal and relational characteristics. Most of these are essential entrepreneurial skills, e.g. the ability to take risks, to negotiate, to communicate effectively, to manage priorities, to adapt to new contexts and realities, to hold critical and positive attitude, and to establish interpersonal relationships effectively.

Both entrepreneurs and employees need to keep up with the changing world. It is important for future entrepreneurs and labour market actors to understand, that these competences represent key element for entrepreneurial and business success in the industry 4.0.

Warm up - Roots of Project Management (PM)

Let us introduce the topic of project management by citing Cisco System's engineering project manager, Prashanth Kubsad, "*entrepreneurship provides a sense of ownership, while Project Management is its driving force.*"

We agree with Mr Kubsad, as project management covers knowledge, skills and competences that everyone needs in life, let it be related to the renewal of your own flat, the organisation of a company event, or developing a new product, someone needs to take responsibility to overview, coordinate, bring ahead, monitor and evaluate the process. In best case scenario, in work environment a professional project manager is be appointed to cover the task, but in case of a new entrepreneur this seldom happens; he/she someone just needs to take charge of the project, and learn how to do it on the job.

In today's information societies we are technically able to handle numerous on-going things at the same time. At the same time, practically speaking, it requires skills to do it right. Project management requires a range of the essential skills. As it was presented before, the list of top 10 highly demanded skills is changing, and so does the required skills-set of a successful project manager. From the classical project management' methodologies the world is moving towards new, more flexible approaches. More information about *what do we mean on project management and other will you find at our on-line course at www.enter-info.eu.*

Main approaches in Project Management

We can distinguish two main project management approaches. Both are good, both work well, but they are suitable for slightly different business situations.

- ✓ Waterfall PM - the classical way
- ✓ Agile PM - the new generation of PM

Waterfall PM moves along a linear timeline, from stage to stage. The steps are well defined and agreed on (between the developers and the customer) right at the beginning of the project life cycle, then the development goes on step by step; only after concluding the previous stage can the team start to work on the next stage. The main steps generally include:

1. gathering and documenting requirements;
2. project design;
3. development;
4. testing;
5. user acceptance testing (UAT);
6. corrections;
7. delivery of the finished product.

Let's take an example, e.g. a young entrepreneur develops websites and branding for companies. The advantage of the model is that progress is more easily measured, as the full

scope of the work is known in advance. At the same time, the customer's presence is not strictly required after the requirements phase, which make things easier and quicker at the same time bares the risk of leaving the customer unsatisfied with the final outputs. Even if in the initial stage all details and goals have been defined and accepted by the customer, they are not always able to visualize/foresee the product in its complexity it from the early requirements specifications. By that time of arriving to the final project stage, changes can be difficult (and costly) to implement.

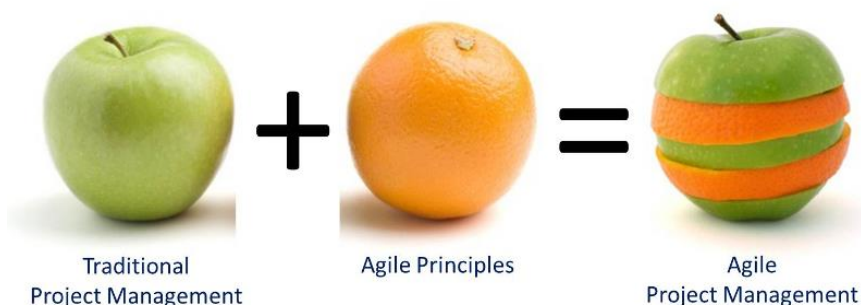
Waterfall

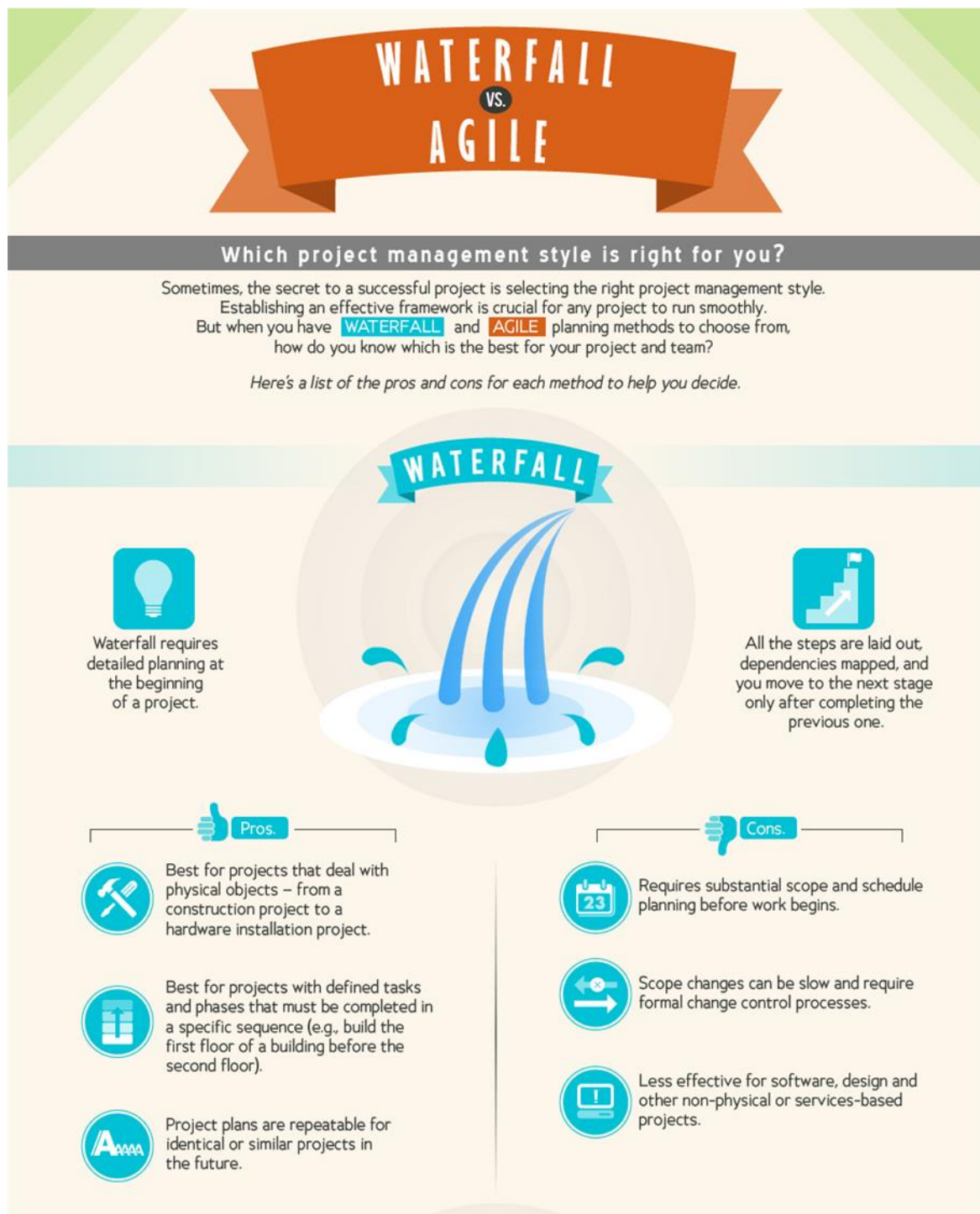


Now let's see a different way of project management, the agile approach. In 2001 17 pioneers of various project management methods met at the Snowbird Ski Resort in Utah. Experiencing new business reality (fourth industrial revolution, digital societies, globalization), and project management needs, they worked out the base of base of a new, 'agile project management' methodology. They laid down its principles in the Agile Manifesto, a declaration of four values, which are the followings:

- ✓ Interactions and communication with individuals is more important than standard procedures and tools;
- ✓ Focus on delivering a working application and less focus on providing thorough documentation;
- ✓ Collaboration with clients and customer over bare contract negotiation;
- ✓ Openness to changes instead of freezing the scope of the work and just following a plan.

The agile approach favours a more organic, responsive, flexible PM approach. As such, agile management refers to an incremental, highly flexible and interactive manner of planning, developing products. It requires capable individuals from the relevant business, openness to consistent customer input, and management openness to non-hierarchical forms of leadership.

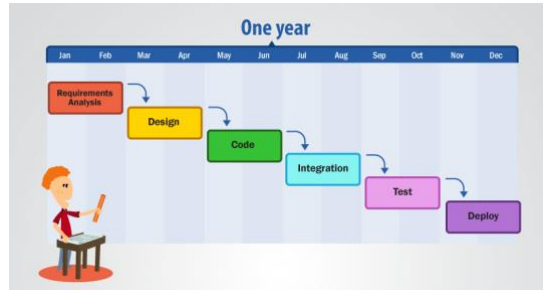




Why do we need agile approach, what is the added value in it?

Think of this: in the 20th century people's work required more execution and implementation than innovation. People used pre-defined best practices and processes, in defined roles to accomplish their goals. In a less complex environment they knew what, and how to accomplish things. The future results were more calculable and changes took longer time.

Even today, the management of more simple projects and working in more predictable conditions can follow this linear planning, and rely on upfront project planning: embracing a larger period, where phases, key elements and milestones are already defined at the beginning, testing and evaluation happens in the last project phase.



More information about the classical linear approach and agile principles as well as their differences *will you find at our on-line course at www.enter-info.eu.*

SCRUM

SCRUM is one of today's leading agile project management methodologies. It's a framework for dealing with complex works. Because of this, it has been associated primarily with new product development projects and SCRUM professionals (SCRUM Master) are in high demand by recruiter companies, nevertheless the method can be used in a much broader context.

More information about the main principles of SCRUM methodology *will you find at our on-line course at www.enter-info.eu.*

Presentation highlights

Presentation psychology

It must be kept in mind that presentations are not always the best ways of transmitting information. e.g. in case of very complex matters, information to memorize, etc. Hence, it is a good way to persuade, to motivate, to move the audience to action.

As mentioned above, good presentations combine logical and emotional persuasion, thus affecting both the left and the right brain hemispheres for better efficiency.

According to cognitive load theory, our minds can easily become 'overloaded' if required to process too much complex information. Once this happens, information only passes through our minds, but it won't stick anymore. Below you will find a short but interesting presentation about this phenomenon.

More information about the main presentation psychology will you find at our on-line course at www.enter-info.eu.

Presentations are necessary part of not only teaching but also of business practice. Project management, as a pillar of business conduct and entrepreneurial life, relies on collaboration, effective coordination and communication among various actors. Presentations are one of the means to make this happen by facilitating

- ✓ mutual understanding;
- ✓ information sharing;
- ✓ idea generation.

Presentations have one indispensable requirement: attention. It makes sense to present something only in case there is audience. In order to ensure that the audience receives the best message and to maintain its attention, the presentation needs to be good.



Presentation structure

Generally speaking, presentations need to be very straightforward and logical. Keep it as simple as possible and focus on what you need to explain and discuss. Depending on the case and the topic, various presentation structures can work fine. However, they all need to include the same basic elements. According to the University of Leichester these are the followings¹⁴:

- ✓ a welcoming and informative introduction;
- ✓ a coherent series of main points presented in a logical sequence;
- ✓ a lucid and purposeful conclusion.

More information about the main presentation structure will you find at our on-line course at www.enter-info.eu.

Presentation tools

There are natural talents, who engage other people easily with their charisma. But not everyone has this gift; in this case, best practice tips, presentation tools and some (or more) practice can help a lot. At the same time, there is always place for further development, even for those who have experience in the field already. *At our on-line course at www.enter-info.eu you will find* the following aspects of presentation tools and techniques, hoping to help you becoming more and more successful:

- ✓ planning;
- ✓ presentation structure;
- ✓ presentation psychology;
- ✓ technical tools.

Self-management

Project management is a task that requires the ability of prioritizing and focusing, resolving problems creatively and effectively, and managing stress related to the daily work. Self-knowledge and self-awareness are essential keys to this; enabling us to take better decisions, from a more complex point of view, and to know our limits.

¹⁴ You will find more details, hints, and tips about this here: <http://www2.le.ac.uk/offices/ld/resources/presentations/structuring-presentation>

Entrepreneurs carry much responsibility on their shoulders; their decisions directly affect their business and thus, their own life. There is no puffer zone, like in case of an employee; if a company goes bankrupt the employee loses the job but can still look for another one, while an entrepreneur loses much more if the business goes wrong – needs to dismiss the employees, pay severance, possibly face mortgage questions, think well how to get back on feet – starting a new business or going back to employee status, etc. This is to illustrate, that an entrepreneur is entrepreneur is 24 hours, not just in the office hours of the useful days. Therefore, an entrepreneur's work-life balance is a sensitive topic that needs a bit more attention.



What is work-life balance? It refers to a healthy rhythm and a sustainable distribution of energy, time and attention between work life and personal life. In case the repartition is not in equilibrium, the individual has a good chance to face burn out (due to too much work) or apathy and demotivation (too little work or insufficient professional motivation and challenge) on the long run. *At our on-line course at www.enter-info.eu you will find more information about this very important theme.*

Mindfulness

In order to keep the balance between the several fields of your life, we need to be able to notice what is going on in us. Mindfulness is very useful skill to develop, which is able to help us in this. What is mindfulness? Well, we can put it like this: the opposite of mindlessness.

Mindfulness is a way of living, looking at things, feeling and thinking in a more complex way. In this sense, it helps us to be in our best; it doesn't equal to be always happy, cheerful and successful. No one is superman, wonder woman, not even a saint, so it is quite normal to pass difficulties, feel negative feelings and go over some bad periods.



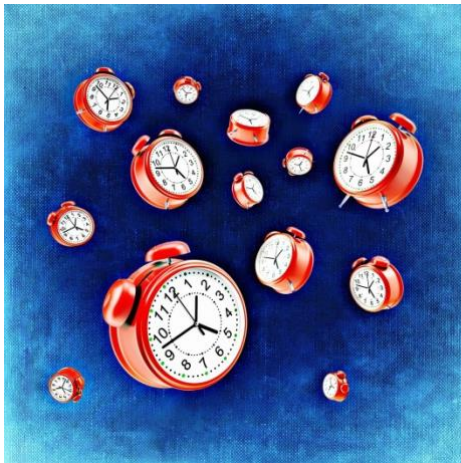
Mindfulness doesn't offer any magical power to make the skies always blue and the seas always calm. So what does it do? It gives the ammunition to navigate; to keep the ship strong and safe to navigate with, in good and bad. It helps to improve the skills and a mindset to:

- ✓ be aware of what is really going on in you (and around you);
- ✓ have a more complete perspective;
- ✓ take better decisions.

Not always the easy way is the good way, only if it's YOUR way; otherwise it won't lead to happiness. Happiness in the sense of mindfulness is the peace of mind, the interior calm. Even in storm, under rain or thunder, just as in sunshine. It is the compass that helps you to navigate your ship, using your experience. *At our on-line course at www.enter-info.eu you will find more information about mindfulness as well as links to a bunch of good exercises and apps free for Android and iOS which can be useful for you*

Time management

It is a cliché to say that time is money. Yet, it is true. Beyond this, time is the most precious asset we have, which we can't manipulate, we can't gain back or multiply; the only thing we can learn to do and need to do is to manage it very well. Better than long essays, we recommend you to see an action sci-fi movie titled 'In Time', from 2011 (directed by Andrew Niccol) which puts time and its value into an interesting futuristic perspective.



Time management has a vast literature, it's enough to browse the web about it. What we aim to do here is not to cover the whole theory, but to tune your thoughts a bit to detect how does time management work for you and inspire the fine-tuning of your time management practices.

Here we provide a few tips. Prepare a daily and weekly to-do list, categorising the items along 2 factors: importance and urgency. Apply a colour code to mark the priority order visually: e. g red - urgent and important, green - important but not urgent, orange - urgent but not so important and blue - not so urgent and not so important. We also recommend to your attention the practice of successful business man; dedicate a pre-defined time of your day (quantity or time slot, whichever works better for you) to the most important tasks that you scheduled to complete the same day on your priority list. This refers to the less important but necessary tasks as well, such as answering less important emails - not all of them are very important, but in today's information societies or you answer the mail instantly, or they pile up into a threatening mass. You need to take decisions: ignore it or deal with it. Surely, we don't encourage you to keep on interrupting your other tasks and break the focus of your attention. If the communication task (e.g. email) is not very not important, doesn't require much time, yet you don't want to ignore it, it's better to answer it the same day, within the pre-set time frame.

It is useful to keep track of your time management. You can develop a simple excel file where you list your tasks, mark the colours and the stage of the work (e.g. done, in process, pending); or else you can also use open source time management tools that measure even the time that you spend with one or other activity.

There are good open source online tools to facilitate time management, such as Bitrix24 (www.bitrix24.com – time tracking, time management and project management, free up to 12 users), Trello (www.trello.com - project management tool that enables you to make several to-do lists, and set deadlines to help you stay on top of your work and errands. “It’s great for keeping yourself motivated too; once you’ve completed a task, drag the card into a column for finished jobs and at the end of the day you’ll have a clear view of what you’ve accomplished. Trello also lets you assign tasks to other people, which is mainly useful for businesses, but could also be handy if your family or housemates are unusually organized.”



“The early morning has gold in its mouth”, said Benjamin Franklin. Many successful persons share this view; mornings are important start points of a good day. This is the time when we can ‘tune our mind’ for positive, think over our day and visualize the positive outcomes of our activities (indeed, the visualization of the good and positive outcome of our actions increases the probability of success, it is scientifically proven fact, in sports for example). It is also a proper moment for practicing mindfulness and gratefulness, as well to wake up our body with a physical exercise.

Reading about the topic is also useful, we recommend to your attention the book titled ‘7 Habits of Highly Effective People’ (Stewen R. Covey, 1988).

Personal SWOT Analysis



SWOT analysis is an easy-to use and very practical method to evaluate and better understand the strengths, weaknesses, opportunities, and threats relating to a topic. It involves specifying the objective (in our case, optimising the proper time management) and identifying the internal and external factors that are favourable and unfavourable to achieve that objective. *At our on-line course at www.enter-info.eu, you will find more information about this theme as well as some practical tips how to use it.*

CASE STUDIES

are available at on-line course www.enter-info.eu.

PRACTICAL PRESENTATION TIPS

are available at on-line course www.enter-info.eu.

PRESENTATION TOOLS – PREZI

is available at on-line course www.enter-info.eu.

DYNAMIC TOOLS

are available at on-line course www.enter-info.eu.

MINDFULNESS QUIZ

is available at on-line course www.enter-info.eu.

PRACTICAL EXERCISES FOR TEACHERS

are available at on-line course www.enter-info.eu.

5th MODULE - ASSESSMENT

(6 lessons)

Final module is focused on the assessment of particular modules. In this module you will get information about the success of your studies. Last but not least, you'll find some practical exercises for teachers.



Photo by Markus Spiske on Unsplash

Identify talents

In this exercise, the idea is that young people can identify their main talents, what they like best and know best. Leadership, for example, can be a talent that starts to reveal itself early in the school context. To do this, young people should record a video with a mobile phone or a tablet (with the help of parents, teachers, colleagues and friends), which answers questions such as: What do you like to do? What do you do well? What aspect make you distinctive from others?

Dialog and overcome conflicts

In this exercise, the goal is to work relational management. To do this, young people should imagine and write a dialogue between a company leader and a collaborator, in which at least one of the basic principles of the behaviour to be worked out is evident: aims and goal planning; communicative quality; promotion of consensus; information exchange. To train the best way to overcome conflicts, the next exercise is to imagine a future situation where the young man is the leader of his own company and has to deal with a situation of conflict with an employee. It should describe what actions it would take to solve the problem.

Solve group problems

In the classroom context, there are several games that can be performed to work different skills. The "Balloon Pairs" and "Human Alphabet" games are two examples appropriated for youngsters. In the first game, young people should pair, and shake hands, face to face, and then try to always keep the balloon in the air without it falling to the ground. The aim is to increase cooperation and learn to solve group problems. The second game involves creating groups of four or five young people so that, with their bodies, they collaborate to form a certain letter of the alphabet assigned at the beginning of the challenge.

Learning to communicate

To train the communication skills of future entrepreneurs, there can be applied two distinct exercises: a live report and an advertising campaign. In order to understand how they communicate with one another, the young people should join their group of friends and each one, in turn, rehearse a one-minute television interview, which may include interviews. In the end, the reports are viewed by all and is elected the best communicator. For the advertising campaign, groups of two elements must be formed to create the text of a radio advertisement and an original television sketch.

Interview an entrepreneur

To better understand what really means to be an entrepreneur, youngsters should think, prepare, develop a script and find one interesting entrepreneur to interview. After the interviews the class should create a magazine with related articles form the interviews.

Organization of a conference on entrepreneurship

The class can organize a conference on entrepreneurship. All the steps and activities need to be carefully thought and defined. Definition of date, place, arrangements, relevant speakers should be selected, invitations, publicity... All school members and students should be invited to the conference.

Assessment of particular modules

Assessment of particular modules you will find at our on-line course at www.enter-info.eu.

GLOSSARY

Glossary is available at on-line course www.enter-info.eu.

AFTERWORD

Entrepreneurship is often perceived as a driver for growth and job creation as well as a means to make economies more competitive and innovative. The 2006 Commission Communication on fostering entrepreneurial mindsets through education and learning set out an extended view of entrepreneurship, presenting it as "an individual's ability to turn ideas into action". This view embraces creativity, innovation, risk taking, as well as the ability to plan and manage projects in order to achieve objectives.

Entrepreneurship is considered as a key competence for all which should be promoted at all levels of education. Entrepreneurial skills are part of (both formal and non-formal) the school education that entrepreneurial skills are very important and helpful to stay competitive on the labour market and to deal with today's varied and unpredictable career paths. The development of entrepreneurial competences is important, because it capacitates students to create and strengthen their position on the job market (competitive advantage), generates motivation and pull to proceed, opens their horizon to be proactive and innovative (e.g. identify new opportunities, create new products).

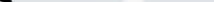
But how to teach someone entrepreneurial mindsets? How to change atmosphere at traditional school systems? How to change thinking of teachers who are used to teach traditionally?

Teachers in countries involved at the project understand that communication, cooperation, initiative and creative thinking skills are those which are a part of a successful school graduate profile. From our questionnaire survey arose that teachers from the Czech Republic consider that communication, cooperation, initiative and creative thinking skills are those which are a part of a successful school graduate profile. In Latvia teachers and staff think that their students should be ambitious, good communicators, they should be motivated for further education and they should have organizational skills. Austrian teachers and staff consider that a successful school graduate should have were communication skills (conflict management, networking, and business communications, to deal with customers and partners and complaints), initiative-taking, self-organisation, self-knowledge, customer oriented acting and professional business administration. Teachers and staff from Portugal consider that these skills should be the ones which characterize their school graduates: punctuality, proactivity, work ethics (e.g. honesty, integrity) and responsibility, autonomy as well teamwork, social relations,...

The VET institutions shall be more in touch with the business environment in the country. Regarding internal or external support to developing integrated entrepreneurial education, in Czech Republic teachers feel lack of support. They would like to use more innovative ways of teaching and learning. They would like to implement entrepreneurial education as an integrated approach that is embedded naturally throughout the learning programme. Teachers in Latvia emphasize that students should have the desire to learn the basics of entrepreneurship, the aim and application of the course should be made clear. Changes in the Educational Standard and correct, appropriate study course proportion should be implemented. In Portugal, the requested teachers' answers showed variety regarding the perceived need of additional materials and trainings for entrepreneurial competence

development. Most respondents think that the upgrading of specific topic related knowledge elements, coaching methods, toolkit on group dynamics, case studies, self-knowledge and mindfulness techniques would be useful and necessary.

We hope that our printed course as well as *on-line course – full version* - available at www.enter-info.eu will help teachers to help students thinking like an entrepreneur, to stimulate creativity, innovation, risk taking, decision making as well as the ability to plan and manage projects in order to achieve objectives in their students.



www.enter-info.eu
educational.as@gmail.com

„Podpora Evropské komise při vypracování této publikace neznámá, že se Komise ztotožňuje s jejím obsahem, který odráží pouze názory autorů, přičemž Komise nemůže nést jakoukoli zodpovědnost za případné využití informací v publikaci obsažených.“