

# IO2: CULTURAL ENTREPRENEURSHIP TOOLKIT

Project title: Cultural entrepreneurship for NEETs and Start-ups  
(Acronym: Resonant)

Project code: 2019-1-DK01-KA202-060192

Output leader:

Izobraževalni center Geoss (Slovenia)

Partners:

Aarhus Universitet (Denmark)

FVB – The Hive (Italy)

ACADEMY OF ENTREPRENEURSHIP (Greece)

SINEGLOSSA (Italy)

## Summary

<b>1. Introduction .....</b>	<b>2</b>
<b>2. Methodological framework and structure of the learning process .....</b>	<b>4</b>
<b>3. Target groups and learners' assessment tool .....</b>	<b>8</b>
3.1. Definition of the target groups .....	8
3.2. Introduction to RESONANT Learners' Assessment Tool.....	10
3.3. Using the RESONANT Learners' Assessment Tool.....	14
<b>4. Activities for enhancing the soft skills .....</b>	<b>18</b>
4.1. Communication .....	18
4.1.1. ACTIVE LISTENING .....	19
4.1.2. STORYTELLING .....	21
4.1.3. PITCHING .....	24
4.1.4. NEGOTIATION .....	27
4.1.5. LEADERSHIP .....	32
4.1.6. TEAMWORK .....	36
4.2. Determination .....	39
4.2.1. SELF-AWARENESS .....	39
4.2.2. PROBLEM SOLVING .....	42
<b>5. Activities for enhancing the hard skills.....</b>	<b>46</b>
5.1. Business Management.....	46
5.2. Financial Management .....	47
5.3. Decision Analysis .....	47
5.4. PROJECT MANAGEMENT SIMULATION .....	48
5.4.1. "Grand Designs" - Work Breakdown Structure (WBS) and Gantt .....	49
5.4.2. Kanban.....	51
5.4.3. SWOT Analysis .....	53
5.4.4. Business Model Canvas (BMC) .....	56
5.4.5. Cash flow analysis for financial aspects .....	58
5.4.6. Business plan and estimation of costs and revenues .....	60
<b>6. Conclusion .....</b>	<b>63</b>
<b>REFERENCES .....</b>	<b>64</b>
<b>APPENDIX .....</b>	<b>66</b>

## 1. Introduction

The RESONANT project (full title: Cultural entrepreneurship for NEETs and Start-ups) deals with the subject of cultural entrepreneurship in EU, an important issue in European policies Framework, having as a main goal to increase the competences possessed by cultural entrepreneurs at European level. To achieve this goal, the project partners work on some specific objectives: to find the common definition of the figure of cultural entrepreneur at European level, to contribute to the enhancement of fundamental key skills related to cultural entrepreneurship, to tackle with labour's market challenges and to increase awareness about cultural entrepreneurship through innovative and digital media. The target groups of the project are Entrepreneurs/Start-uppers interested in the cultural field and NEETs interested in cultural entrepreneurship.

The consortium consists of five partners from four EU countries: Aarhus Universitet (Denmark), FVB – The Hive (Italy), IC GEOSS (Slovenia), Academy of Entrepreneurship (Greece) and Sineglossa (Italy). The partnership, led by Izobraževalni center Geoss, developed this toolkit in the context of the objective SO2: Contribute to enhance fundamental key skills related to cultural entrepreneurship, in order to tackle with labour's market challenges.

The purpose of the toolkit includes the following elements:

- to address the selected soft and hard skills, identified in the IO1 report, with different didactic methodologies through three aspects: content, digital/online learning, target group and four levels of appropriateness: not appropriate, a little appropriate, moderately appropriate, very appropriate
- to apply the selected didactic methodologies for identified soft and hard skills through created activities (exercises)
- to assess the learning styles of the toolkit users through developed RESONANT learners' assessment tool
- to create diverse activities (exercises) addressing selected soft and hard skills as well as different learning styles

The toolkit consists of six parts: **Introduction, Methodological framework and structure of the learning process, Target groups and learners' assessment tool, Activities for enhancing soft skills, Activities for enhancing hard skills and Conclusion.**

Introduction includes some general information about the RESONANT project and the purpose of the toolkit. In chapter 2, the applied methodological framework with structure of the learning process is presented, including overview of didactic methodologies in relation to identified soft and hard skills and the selected didactic methodologies for each of the skills. Chapter 3 contains description of the target groups for the toolkit and the specific designed learners' assessment tool for initial assessment of the learning styles of the toolkit users. Chapters 4 and 5 present various created activities that are addressing the identified soft and

hard skills through different didactic methodologies and learning styles. Finally, general conclusions are presented in chapter 5.



## 2. Methodological framework and structure of the learning process

The applied methodology for elaborating this toolkit is based on the selected **soft and hard skills**, included in IO1 report, as follows:

### **Soft skills**

#### Communication

##### External communication

- Active listening
- Storytelling
- Pitching
- Networking
- Negotiation

##### Internal communication

- Leadership and empathy
- Teamwork

#### Determination

##### Tenacity

- Self-awareness

##### Strategy

- Problem solving

### **Hard skills**

#### Business modelling

##### Business management

- Project management (use of resources, goal setting)

##### Financial management

- Financing aspects and economic literacy

##### Decision analysis

- Evaluation of business actions

All selected skills are detailed described in the final IO1 Report on Cultural Entrepreneurship in chapter 4, elaborated in the first phase of the project.

After that, the applied methodology takes into account various **didactic methodologies**, based on our research, such as:

- (Online) conversation
- (Online) guided discussion
- Brainstorming
- Work with pictures and photos
- “Post-it” wall
- (Online) mixed groups
- Random grouping
- Debate
- Panel discussion
- Case study
- (Interactive) role play
- Problem method
- Explanation
- Lecturing
- Using the text
- Projection/display
- Work evaluation
- Success report
- Digital storytelling
- Flipped classroom
- Project based learning/project work
- Gamification
- Presentation
- Worked examples

- Demonstrations
- Job aids
- Case (scenario) -based exercises
- Symbolic simulation
- Guided research
- Peer tutoring
- Collaborative work

**Three variables** were defined among the consortium for assessing the suitability of the didactic methodologies for each of the skills:

1. Content – is a didactic methodology appropriate for content of this skill?
2. Digital (online) learning – how much is a didactic methodology suitable for online learning?
3. Target group – is this methodology appropriate for our target group (NEETs and start-ups in cultural entrepreneurship)?

After that, all **didactic methodologies were assessed** on a four-level scale of appropriateness:

1. Not appropriate
2. A little appropriate
3. Moderately appropriate
4. Very appropriate

After the conducted assessment, **didactic methodologies with the highest scores** were highlighted as well as those with at least one mark as “not appropriate” which was an **exclusion criteria**. Additional exclusion criteria was also if the methodologies are not suitable for self-paced e-learning course and need a facilitator or instructor as our courses have to be self-paced.

Table 1: Selected didactic methodologies according to the assessment

	Selected methodology 1	Selected methodology 2	Selected methodology 3	Selected methodology 4	Optional methodology
<b>Training course</b>					
<b>Soft skills</b>					
<b>Active listening</b>	(Interactive) Role play	Digital storytelling	Peer tutoring	Gamification	
<b>Storytelling</b>	Digital storytelling	(Interactive) Role play	Gamification	Work with pictures & photos	Projection / display
<b>Pitching</b>	(Interactive) Role play	Peer tutoring	Worked examples	Problem method	Explanation Digital storytelling Presentation Demonstration
<b>Networking</b>	(Interactive) Role play	Gamification	Peer tutoring	Worked examples	Demonstration Presentation
<b>Negotiation</b>	(Interactive) Role play	Digital storytelling	Demonstrations	Peer tutoring	
<b>Leadership &amp; Emphaty</b>	(Interactive) Role play	Digital storytelling	Peer tutoring	Demonstrations	
<b>Teamwork</b>	(Interactive) Role play	Digital storytelling	Gamification	Demonstrations	Projection / display
<b>Self-awareness</b>	Digital storytelling	Gamification	Peer tutoring	(Interactive) Role play	Projection / display
<b>Problem solving</b>	(Interactive) Role play	Gamification	Worked examples	Demonstrations	Peer tutoring
<b>Hard skills</b>					
<b>Project management (use of resources, goals setting)</b>	Explanation	Presentation	Worked examples	Lecturing	Symbolic simulation
<b>Financing aspects &amp; economic literacy</b>	Explanation	Lecturing	Presentation	Worked examples	
<b>Evaluation of business actions</b>	Explanation	Lecturing	Presentation	Worked examples	Symbolic simulation



### 3. Target groups and learners' assessment tool

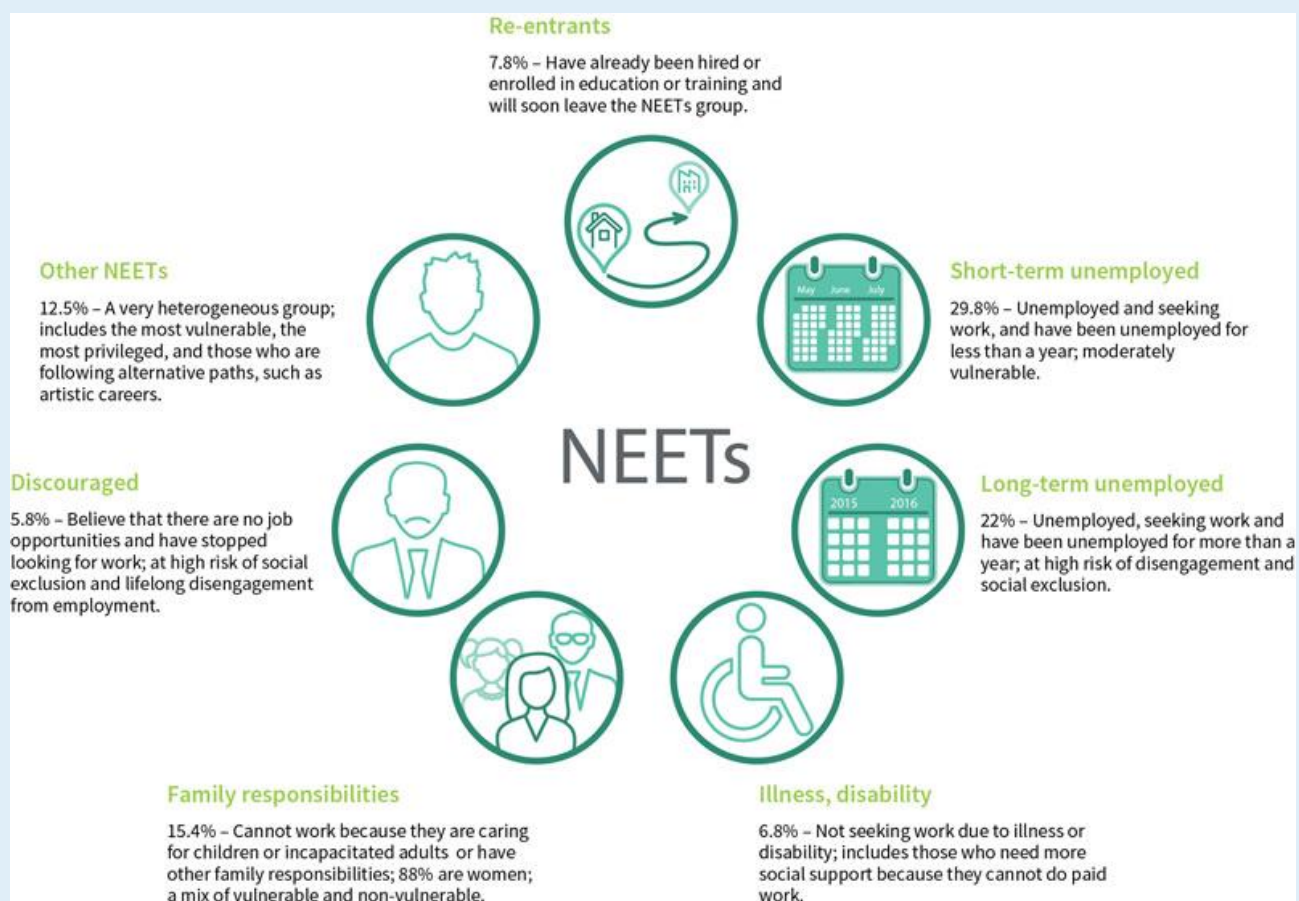
#### 3.1. Definition of the target groups

The target groups that RESONANT project is addressing are entrepreneurs/start-ups interested in the cultural field and NEETs interested in cultural entrepreneurship.

The term **NEET** is used to describe young people who are not in employment, education or training.

The term NEET was first explicitly mentioned in the discussions on European policy in the Europe 2020 flagship initiative "Youth on the Move". The age group covered by this term was 15-24 years, and was later expanded to include young people aged 15-29. The concept is now included in all policy discussions at EU level. Currently, 14.2% of the population aged 15 to 29 is represented by the NEET population.

The latest Eurofound study on NEET population diversity provides a new categorization into seven subgroups to understand better the composition of this group of young people (Eurofound, 2021).



The share of youth which are neither in employment nor in education or training in the youth population (the so-called “NEET rate”) is a relatively new indicator, but one that is given increasing importance by international organizations and the media. The popularity of the “NEET” concept is associated with its assumed potential to address a broad array of vulnerabilities among youth, touching on issues of unemployment, early school leaving and labour market discouragement. These are all issues that warrant greater attention as young people continue to feel the aftermath of the economic crisis, particularly in advanced economies.

Unlike for unemployment or employment, there is no international standard for the definition of NEETs. This in itself could hinder the job of international advisers to countries on the new SDGs. Eurostat, the ILO and certain other organizations have adopted the following definition of the NEET rate: the percentage of the population of a given age group and sex who is not employed and not involved in further education or training (ILO, 2015).

**Start-ups** are young companies founded to develop a unique product or service, bring it to market and make it irresistible and irreplaceable for customers.

Start-ups are rooted in innovation, addressing the deficiencies of existing products or creating entirely new categories of goods and services, thereby disrupting entrenched ways of thinking and doing business for entire industries. That’s why many start-ups are known within their respective industries as “disruptors.”

On a high level, a start-up works like any other company. A group of employees work together to create a product that customers will buy. What distinguishes a start-up from other businesses, though, is the way a start-up goes about doing that.

Regular companies duplicate what’s been done before. A prospective restaurant owner may franchise an existing restaurant. That is, they work from an existing template of how a business should work. A startup, on the other hand, aims to create an entirely new template. In the food industry, that may mean offering meal kits, like Blue Apron or Dinnerly, to provide the same thing as restaurants—a meal prepared by a chef—but with convenience and choice that sit-down places can’t match. In turn, this delivers a scale individual restaurants can’t touch: tens of millions of potential customers, instead of thousands.

This also points to another key factor that distinguishes start-ups from other companies: speed and growth. Start-ups aim to build on ideas very quickly. They often do this through a process called iteration in which they continuously improve products through feedback and usage data. Oftentimes, a start-up will begin with a basic skeleton of a product called a minimal viable product (MVP) that it will test and revise until it’s ready to go to market.

While they’re enhancing their products, start-ups are also generally looking to rapidly expand their customer bases. This helps them establish increasingly larger market shares, which in turn lets them raise more money that then lets them grow their products and audience even more.

All of this rapid growth and innovation is typically, implicitly or explicitly, in the service of an ultimate goal: going public. When a company opens itself up to public investment, it creates an opportunity for early investors to cash out and reap their rewards, a concept in start-up parlance that is known as an “exit” (Baldrige and Curry, 2021).

### 3.2. Introduction to RESONANT Learners' Assessment Tool

The learners will, by taking the prepared RESONANT activities (exercises), described in the following chapters, improve the necessary soft and hard skills needed for modern cultural entrepreneurs, such as:

- internal and external communication (for example listening, storytelling, networking, negotiation, leadership, teamwork etc.),
- creativity and innovation (for example originality, connection, foresight etc.),
- tenacity and strategy (for example self-awareness, problem solving, flexibility etc.),
- curiosity and analysis (for example self-development, learning by doing, knowledge, study etc.),
- project management (use of resources, setting goals),
- financing aspects and economic literacy,
- evaluation of business actions.

In order to select the most optimal activities for different training courses, addressing the above mentioned skills and based on different didactic methodologies, we suggest that a learner first uses the **RESONANT Learners' Assessment Tool** and assess his/her prevailing **learning type**. RESONANT Learners' Assessment Tool is based on different learning types of the learners in the field of **cultural entrepreneurship**.

Have you ever wondered why you do better in some classes than others? It may depend on your individual learning style. Your learning style influences the way you understand information and solve problems.

There are **three primary learning styles**:

- Visual
- Auditory
- Tactile / kinaesthetic

**Visual learners** learn best by seeing. Graphic displays such as charts, diagrams, illustrations, handouts, and videos are all helpful learning tools for visual learners. People who prefer this type of learning would rather see information presented in a visual rather than in written form.

A visual learner implements learning techniques that help them understand and retain information with words, concepts and ideas that are associated with images. Visual learning styles mean that people may use a mixture of photographic memory, spatial awareness, colour/tone/brightness contrasts and other visual information to learn. Research shows that many students in ordinary classrooms need to see information to understand and learn from it. In fact, resources show that 65 percent of the population are visual learners (Croman, 2017).

### **Tips for visual learners to learn better:**

- Seat near the front of the classroom.
- Have your eyes checked on a regular basis.
- Use flashcards to learn new words.
- Try to visualize things that you hear or things that are read to you.
- Write down key words, ideas, or instructions.
- Draw pictures to help explain new concepts and then explain the pictures.
- Color code things.
- Avoid distractions during study times.
- Remember that you need to **see** things, not just hear things, to learn well.

**Tips to utilize for business:** As a business leader, engage yourself by telling a story. Paint a picture or a visual map of how you will achieve your business goals. For example, if you want to leverage capital by a specific date, draw a map of how you will do that by including visuals of all the items or information you will need. In addition, if you want to appeal to other business leaders, try presenting the information you have learned about your industry in a visual presentation or SlideShare. As you learn information about developing your business, try to utilize videos and infographics, too. As the majority of people learn this way, branded video content and visual representations of data can help you quantify your market and learn what attracts consumers to your company in the process (Croman, 2017).

For instance, if you are teaching your employees about the sales process, visual learners will benefit most from watching a slideshow or similar visual presentation that illustrates the steps in closing a sale successfully. If you are conducting role-playing exercises, visual learners will benefit more from watching the exercise than participating in it.

**Aural (or auditory) learners** learn best by hearing information. They tend to get a great deal out of lectures and are good at remembering things they are told.

Aural, or auditory, learners maximize information best when they hear sound, rhythm and music. Making up roughly 30 percent of the population, these learners love listening to information and thrive in meetings, group projects and networking events. Oral presentations can significantly assist business leaders with this tendency. Although visual tools may not always help aural learners, infographics or video tools in conjunction with sound may help them gain insight into business approaches or lessons. In addition, creating original lyrics, or rhymes to music can help you retain the information you need to know better and faster. Keep in mind, however, that aural learners need to repeat the information they learned to fully grasp it (Croman, 2017).

### **Tips for auditory learners to learn better:**

- Sit where you can hear.
- Have your hearing checked on a regular basis.
- Use flashcards to learn new words; read them out loud.
- Read stories, assignments, or directions out loud.

- Record yourself spelling words and then listen to the recording.
- Have test questions read to you out loud.
- Study new material by reading it out loud.
- Remember that you need to **hear** things, not just see things, in order to learn well.

**Tips to utilize for business:** If you want to learn new information, it is best to have direct communication with co-workers, investors and mentors. When you talk with investors or network with industry professionals, you may want to meet them in person or over video chat and use dictation tools to listen to emails or important documents. In many fields, personal voice assistants help direct and guide users as they undergo professional tasks. In the future, personal voice assistants can help aural learners assess more online content and resources. The play-and-repeat mode will be highly effective for these learners to obtain accurately information (Croman, 2017).

In a sales training session, auditory learners pick up more information from listening to the instructor explain the sales process than from a slideshow or a role-play.

**Kinaesthetic (or tactile) learners** learn best by touching and doing. Hands-on experience is important to kinaesthetic learners. The kinaesthetic learner, or tactile learner, learns best by engaging in activities. Generally, they use their body and sense of touch to approach information. Ample space may be needed for these learners to move around while they take in data and information. This learning modality is less frequent; only 5 percent of the population learn this way. However, remember that these types of learners are not trying to be rude if they fidget while they listen to you. When blended with visual or auditory approaches, these types of individuals make great business leaders since so much of the job requires action and attention (Croman, 2017).

**Tips for kinaesthetic learners to learn better:**

- Participate in activities that involve touching, building, moving, or drawing.
- Do lots of hands-on activities like completing art projects, taking walks, or acting out stories.
- It's OK to chew gum, walk around, or rock in a chair while reading or studying.
- Use flashcards and arrange them in groups to show relationships between ideas.
- Trace words with your finger to learn spelling (finger spelling).
- Take frequent breaks during reading or studying periods (frequent, but not long).
- It's OK to tap a pencil, shake your foot, or hold on to something while learning.
- Use a computer to reinforce learning through the sense of touch.
- Remember that you learn best by doing, not just by reading, seeing, or hearing.

**Tips to utilize for business:** Kinaesthetic learners need safe, calm environments to grow, which might seem counterintuitive since business is often risky and challenging. However, leaders can implement this type of learning technique into their everyday office environments. Centring your work culture around frequent group activities that include respect, transparency and inclusivity can build a positive team dynamic that fuels this learning style. Writing and drawing are physical acts, and often, this modality can go hand-in-hand with verbal learning techniques. In turn, physical, hands-on activities at work can help kinaesthetic learners assess the next approach of a business. These leaders might want to set the innovation pace at their company by

experimenting with building databases or new products that will help them streamline their process. They may especially make for good mentors because they can physically show their employees how to handle certain activities. Implementing digital simulations into leadership and mentorship approaches at work can really help business leaders focus on the company's trajectory and new market trends while helping their employees to visualize and gain more experience with data. If leaders want to memorize information, flashcards can help them since they are physical objects. Implementing physical tools while talking or assessing information can help kinaesthetic entrepreneurs understand concepts with ease (Croman, 2017).

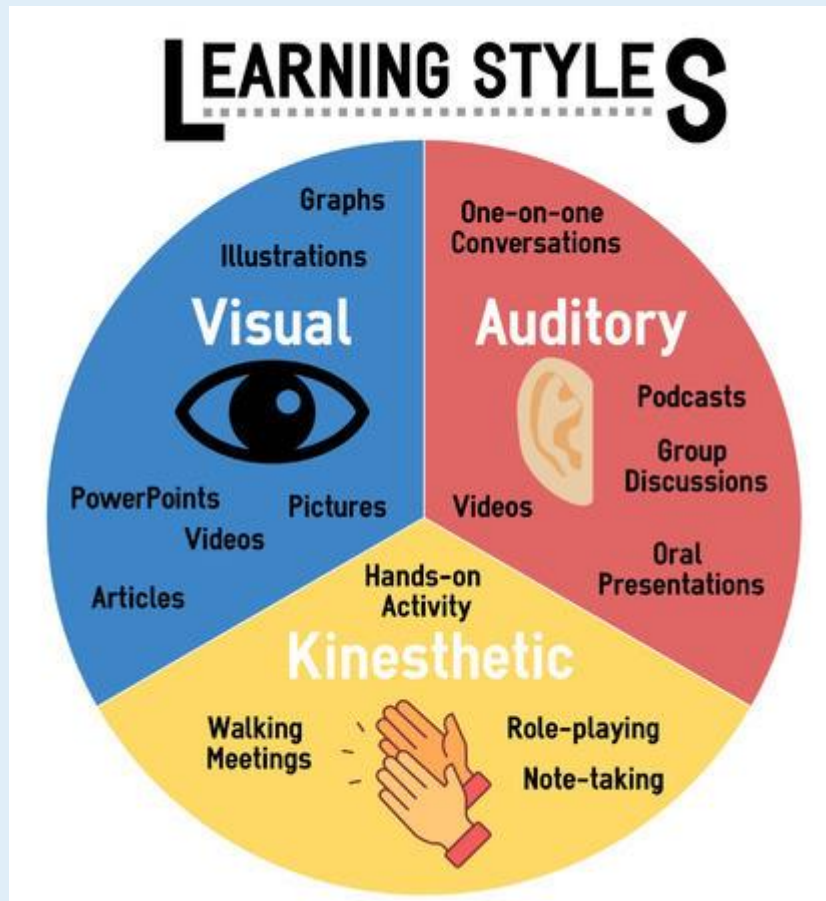
In a sales training class, the kinaesthetic learners will benefit most from the role-playing exercises where they can overcome objections and close the sale themselves. They also like to take many notes, as the act of notetaking helps them fix the information in their minds. In a job requiring any type of technical know-how, kinaesthetic learners pick up new skills most quickly when they're allowed to practice and tinker. For example, rather than watching a presentation about a new type of software, a kinaesthetic learner would prefer to open it and start experimenting.

Many people use a combination of learning styles, whereas others learn best by using just one.

**Tips for trainers/educators on how to maximize different learning styles of their learners:**

- Assess the learning styles of the learners by using the below questionnaire.
- Discuss the results with the learners (e.g. do they think the results are correct and reflect their real learning styles and to what extent, invite them to share examples from their everyday life and/or business etc.).
- Remember or note number/share of learners having each learning style.
- Pay attention to all existing learning styles among your learners through combining different teaching methods and tools. A set of activities addressing different learning styles is included in this Toolkit in chapter 4 and 5.





### 3.3. Using the RESONANT Learners' Assessment Tool

Know your prevailing learning style as a (future) cultural entrepreneur by scoring the following statements by using the following scores / points:

- 5 – almost always
- 4 – quite often
- 3 – sometimes
- 2 – rarely
- 1 – almost never

<sup>1</sup> <https://turningpointcentre.com/identifying-your-learning-style.html>

Nr.	Statement	Scores
1.	I understand something easier if I talk about it with other people (colleagues, peers, mentors, employment/business consultants etc.).	
2.	I observe the face of other people involved in the conversation quite carefully during a conversation.	
3.	When writing in a notebook on the topics which interest me, I use colours (for example markers, felt-tip pens, text accentuates).	
4.	Good ideas come to me when I am physically active.	
5.	I prefer oral rather than written instructions when filling in different forms.	
6.	I would rather listen to the study material than read it myself.	
7.	More than an oral description of steps to complete a task, a drawn scheme of the process suits me.	
8.	I am better at oral questioning than at written tasks, for example at job interview.	
9.	When I study something, I don't like to sit at the table but prefer different places (for example on the floor, on the bed, in a sitting bag...).	
10.	I take notes when talking to someone, but they are somewhat untidy.	
11.	I can easily read and understand maps, tables, graphs etc. I come across when studying business material.	
12.	I can't sit still for a long time during conversation.	
13.	I like to do objects/prototypes/models with my hands.	
14.	If I do something that requires full concentration, the turned-on radio bothers me.	
15.	When I learn something new (for example study material), I like to have many pauses.	
16.	When I am passionately explaining something I usually do gestures, hand movement, mimics and other body language expressions.	
17.	I have a hard time imagining something, which is still unknown, or how something will look like in the future.	



18.	I would rather start to design a product/perform a service of my future business immediately, than listen to the theory on how to design/perform it before.	
19.	I like to tell stories and I remember them easily.	
20.	When I read or listen to an explanation about something important, I write down a lot.	
21.	While listening to the explanation about how to implement something, I often do scribbles on paper or a desk.	
22.	Even if I don't look at the co-speaker with whom I am discussing about ideas, I can follow what he/she is saying well.	
23.	I like to create physical models/prototypes/objects about what I imagine to do in the future.	
24.	When I write my goals, I can easily imagine a page in the material where I was reading/taking notes about them.	
25.	I prefer project assignments rather than writing reports.	
26.	When I write for example my business plan, I like to talk to others (counsellor, mentor, peers, colleagues etc.).	
27.	When I read for example study material, I »listen« to the words in my mind.	
28.	If I write down my goals, I remember them better.	
29.	I don't remember appearance of the people I meet new well; I remember their words better.	
30.	If I want to remember something, for example a phone number, it helps me if I create an image about it in my mind.	
31.	If I learn aloud about something important for me, I remember the material better.	
32.	In my mind I can imagine what I read, listen to.	
33.	I would rather read a study material alone than have someone else (for example a lecturer) read to me.	

After scoring all the statements, transfer your points in the table below, add up the points and find out, what type of a learner you are. Based on this, you will be able to select the proper (optional) exercises for specific training course.

Visual type		Kinaesthetic type		Auditory type	
2.		4.		1.	
3.		9.		5.	
7.		10.		6.	
11.		12.		8.	
14.		13.		17.	
20.		15.		19.	
24.		16.		22.	
28.		18.		26.	
30.		21.		27.	
32.		23.		29.	
33.		25.		31.	
Total points:		Total points:		Total points:	

### Explanation of results

The highest sum of points shows which learner's strongest learning style is, the lowest sum of points on the other hand shows which is learner's weakest learning style.

There is no correct or perfect learning style: each of us shows a mixture of all three learning styles but for most people, one style predominates. Sum of points higher than 40 shows particularly strong learning style, sum of points lower than 20 means that a certain learning style is quite weak.

Based on defined learning style a learner will be able to select the most appropriate exercises for each of the training courses for soft and hard entrepreneurial skills.



## 4. Activities for enhancing the soft skills

*Note: All the times indicated in this document refer to the duration of the activity. The overall duration depends on the time devoted to final feedback / discussion with the participants.*

### 4.1. Communication

No matter how big or small a business is, having constant communication can have a significant impact on productivity, employee satisfaction and revenues.

The skill sets identified within the area of communication are:

External communication: active listening, storytelling, pitching, and negotiation

Internal communication: leadership and teamwork

#### 4.1.1. ACTIVE LISTENING

##### **What's active listening and why it's important**

Good communication is all about listening effectively. Customers, colleagues and collaborators desire nothing more than to be understood by a company and they wish to feel like they are being heard and listened to ("Delivering happiness to my clients through hard problem solving" (Anonymous, Architect)). This is a particularly important point if a business involves a large amount of contact with customers/collaborators, either face-to-face or over the phone as it builds better rapport with them.

Being able to actively listen is an important communication skill. It's easily overlooked, as people tend to focus more on what they want to say, rather than listening to what the other person is saying. Knowing when to pause to allow the other person to talk is important. It conveys respect and a willingness to hear the other person's point of view. As Luca Stratti, freelance artist, said: "I honed the ability to ... understand what my client wants".

The activities in this section show what happens when communication breaks down. In particular, they show the importance of two-way communication, demonstrating that, in addition to transmitting and interpreting a message, communication is about creating strategies to understand one another.

Here are two short inspirational videos on the importance of active listening:

<https://www.youtube.com/watch?v=D6-MleRr1e8>

<https://www.youtube.com/watch?v=7wUCyjiyXdg>

##### **Experiencing the importance of active listening**

###### **Listener and Talker**

**Learning type: Auditory (Kinaesthetic, Visual)**

**Time: 10-15 minutes**

**In person or virtual: Either**

**Number of participants: At least 2 people**

- Talker has to describe what he/she wants from a holiday but without mentioning a destination.
- Listener has to practice active listening skills – listening attentively to what is being said and what is not quite being said – and demonstrating their listening to the talker by their behavior.
- After 3-4 mins the Listener has to summarize the three or four main issues or criteria that they have heard the Talker express and then make a tentative sale of a suitable destination.
- Review how close the Listener was to what the Talker said and needed.
- After having exchanged feedback about the way they communicated, swap roles and repeat.

### Chinese Whisper

**Learning type:** Kinaesthetic (Auditory, Visual)

**Time:** 10 minutes

**In person or virtual:** Either

**Number of participants:** At least 5 people

- The goal is that a story will go around in the group and stays fully intact.
- The trainer starts to tell a story by whispering to one of the participants (or using a separate room/audio channel in a virtual platform)

Here's an example of what kind of story should be told:

*I remember the first time when I was in Florida with my parents. I was still very young and had never been this far from home. I never forgot how big the food portions were. As a nine-year-old I ordered a pancake for breakfast. Not much later, the waitress came back with a plate on which eight pancakes were stacked on top of each other! With a lot of effort, I could barely finish three. The rest of the day I couldn't even eat because I was so full.*

- The listener tries to remember as much of the story as he can and tells the story to the next participant.
- Get the participants to continue with this sequence until all of them have been involved.
- The last person tells the story out loud to the rest of the group.
- The trainer shows the original story: the participants compare the final version to the original one, commenting on what remained intact and what has been altered.

### Blind Drawing

**Learning type:** Visual (Kinaesthetic, Auditory)

**Time:** 10 minutes

**In person or virtual:** Either

**Number of participants:** At least 2 people

- Divide groups into pairs, assigning one person in the pair the role of Speaker and the other the role of Listener: the Listener will need a pencil and sheet of paper.
- Without letting the Listener see, give the Speaker a picture of geometric shapes.
- The Speaker needs to describe the picture to the Listener, who is not allowed to speak.
- Once the Listener has finished drawing, compare the attempt to the original picture.
- After having exchanged feedback about the differences in the drawings and the way they communicated, they switch roles.

## Improve your active listening skill

### Active listening role play

**Learning type:** All

**Time:** 30 minutes per iteration

**In person or virtual:** Either

**Number of participants:** At least 3 people

**Didactic methodology:** Interactive/Role play

- Show the participants this tutorial about active listening:  
<https://www.youtube.com/watch?v=ZAARJoC0Fnc>
- Divide participants in couple: one of them is the Talker, the other is the Listener. All the other participants are the Observers.
- The Talker has to tell a story about a problem he/she is experiencing within his/her work field: job, study or even the lack of them, e.g. *I am having problems getting dominated in meetings, I am late for meetings more often than I like, I don't feel my clients/bosses/colleagues understand what I do for them...* The Talker should talk for about 4 minutes.
- The Listener has to interact with the Talker, trying to apply the tips from the tutorial.
- The Observers have to take notes about what the Listener is doing well and what he/she could do better.
- At the end of the story, the group exchange feedbacks about what they have experienced (the Talker and the Listener) or observed (the Observer).
- The Talker and the Listener switch roles.
- All the participants have to experience each role (Talker, Listener, Observer) at least once.

### 4.1.2. STORYTELLING

#### What's storytelling and why it's important

Being able to convey the message with confidence and clarity significantly impacts an entrepreneur's ability to influence and persuade others to follow his/her lead. Whether one is looking to inspire his/her colleagues to collaborate on a tough project, win stakeholder support for a new idea, or persuade clients to buy the latest solution/service, how one presents the message is critical to his/her success. Effective communication is more than telling people what they want or need to hear. As Luca Strati, freelance artist mentioned "mine is a product resulting from years of study and experience, designed to create a product that does not have a practical utility but an emotional and cultural popular utility". To fully connect with the audience and influence them with the message, it takes skilled communication on all levels – verbal, written, body language and of course effective listening. According to trainers Michele Barchiesi and Aristides Notis "Knowing how to sell" and "Persuasion: to inspire partners and customers" are important aspects (respectively).

The activities in this section show what it takes to create an involving story: you have to be imaginative, choose the right words, put yourself in the shoes of your listener. They also show the power of storytelling: do you remember a certain Scheherazade?

Here is a short inspirational video on the importance of storytelling:

<https://www.youtube.com/watch?v=yBsGd3Lij-g>

## Experiencing the importance of storytelling

### Campfire stories

**Learning type: Auditory (Kinaesthetic, Visual)**

**Time: 10 minutes per participant**

**In person or virtual: Either**

**Number of participants: at least 3 people**

- Give each participant the same campfire story: participants have few minutes to read it and remember the gist of it.  
(Here you can find some nice campfire stories to use:  
<https://icebreakerideas.com/campfire-stories/>)
- The first participant tells the story to the others: the objective is to involve the listeners, so he/she can enrich the story with made up details, mimic the moves and voices of characters, etc.
- All the participants exchange feedbacks about what was effective and what didn't about the storytelling.
- The second participant tells the same story, improving it according to the feedbacks.
- Participants continue with this sequence until all of them have been involved.
- All the participants compare the final version of the story to the first one, commenting on what improved the story (certain details, a plot twist, a made-up character, etc.).
- *The iteration should involve 5 participants at most: if you have a larger number of participants, split them into groups of 5 and assign a different story to each group.*

### Medieval vs. Modern Man

**Learning type: Kinaesthetic (Auditory, Visual)**

**Time: 20 minutes**

**In person or virtual: Either**

**Number of participants: at least 2 people**

- Divide the participant into pairs and ask them to decide who will be the medieval character and who the modern character. The medieval character has to put him/herself in the position of a person who lived 500 years ago: he/she can also use objects and garments to get into the part.

*(You can use different setups: the medieval character could also be a man from the future, an alien, a caveman, etc.)*

- Explain to the medieval character that the important thing is not the historical accuracy, but the storytelling: he/she has to imagine a world and put it into words, with the goal of being as believable as possible.
- The medieval character has to talk about him/herself, answering to the questions of the modern man (e.g., *What do you do for a living? What are you planning to do tonight?*).
- After 10 minutes swap the roles and repeat the exercise.

### **Make a story with three images**

**Learning type:** Visual (Auditory, Kinaesthetic)

**Time:** 5 minutes per participant + 10 minutes for briefing

**In person or virtual:** Either

**Number of participants:** at least 2 people

- Prepare a series of three images for each participant: the images don't have to be related (e.g., *two people greeting, an apple, a car accident; a lion, a fairy, a skyscraper; a job interview, a lamp, a flowery meadow...*).
- Show image 1 of series A to the first participant and ask him/her to start a story inspired by it.
- Show the next image of series A and ask the participant to continue the story including the new subject.
- Continue with the third image.
- Move on to the next series and show it to the next participant, until all the participants have delivered a story.
- Ask the participants to vote for the best story, explaining why they think it's the best.

### **Improve storytelling skill**

**From experience to story**

**Learning type:** All

**Time:** about 1 hour (according to the number of participants)

**In person or virtual:** Either

**Number of participants:** At least 2 people

**Didactic methodology:** Application/Group discussion

- Show the participants this tutorial about storytelling:  
<https://www.youtube.com/watch?v=uHvg7pAfgEg>
- Give the participants 10 minutes to write down a personal experience according to what they've learned from the tutorial: you can narrow down the choices, indicating them the nature of the



experience (e.g., *the last time I felt proud of myself, the last time I met someone new, the last time I've learned something new*, etc.).

- The first participant reads his/her story out loud.
- All participants exchange feedbacks about what worked and what didn't in the story.
- Move on to the next participant, until everyone has read their story.
- Upgrade the exercise, giving the participants 15 minutes to write down a presentation of themselves (or their work activity, their product or service, etc.).
- The first participant reads his/her presentation out loud.
- All participants exchange feedbacks about what worked and what didn't in the presentation.
- Move on to the next participant, until everyone has read their presentation.

#### 4.1.3. PITCHING

##### What's pitching and why it's important

A good pitch can be used as a tool for entrepreneurs to get the outcome that they are looking for from delivering the pitch. Acquiring funding is a critical step for early-stage entrepreneurs to sustain and build their ventures, and the business pitch is a great way to reach potential investors—often the only way. As Claus R., bagpipe comedian mentioned, you should “know how to sell your product”. In order to prove convincing, however, entrepreneurs need more than a great idea and a stylish presentation. They need to overcome their “newness liabilities” and show that their enterprise can be relied upon. “The skills that entrepreneurs seek to acquire mostly are related to fundraising and pitching”, pitching should be more entertaining but not specific, e.g., asking for money (Jakob Breddam, mentor). For the trainer Tommaso Sorichetti, it is important how a cultural entrepreneur displays his/her product or service “If he/she is selling something, or pretends to, has to be aware of the target, his/her users, so he/she has to be user-oriented and not only “inspiration-driven”.

The activities in this section show how it's difficult to deliver a message in a persuasive way. When it comes to business, you have just a few minutes to nail the interlocutor's attention to what you're selling, whether it is your product or yourself. You have to know how to make them count.

Here is a short inspirational video on the importance of pitching:

<https://www.youtube.com/watch?v=UCo3Z-y72Kg>

<https://www.youtube.com/watch?v=fhz5Gy2oUnM>

##### Experiencing the importance of pitching

**Famous speech**

**Learning type: Auditory (Kinaesthetic, Visual)**

**Time: 5 minutes**

**In person or virtual: Either**

**Number of participants: at least 3 people**

- Give each participant the text of a famous speech and make them listen to it, asking them to pay attention to the inflection, the pauses, the marked use of some words, etc.  
(Here you can find some famous historical speeches:  
[https://www.youtube.com/watch?v=MkTw3\\_PmKtc](https://www.youtube.com/watch?v=MkTw3_PmKtc)  
<https://www.youtube.com/watch?v=ElixqbRw4g4>  
<https://www.youtube.com/watch?v=bC4kQ2-kHZE>)
- One by one, all the participants have to read the speech aloud, trying to give back the deep meaning and the authority of the original performance.
- When all participants have read the speech, stimulate them to exchange feedbacks about what was effective and what didn't in their performances (*you can also decide to make them vote the most effective one*).
- The iteration should involve 5 participants at most: if you have a larger number of participants, split them into groups of 5 and assign a different speech to each group.

**Once more with feeling**

**Learning type: Kinaesthetic (Auditory, Visual)**

**Time: 30 minutes per group (1 group = 3/4 participants)**

**In person or virtual: Either**

**Number of participants: at least 3 people**

- Prepare a set for each participant. The set should contain:  
a brief paragraph of gibberish (*here you can find some nice gibberish samples:*  
<https://www.thoughtco.com/gibberish-in-language-terms-1690785>)
- a difficult word whose definition the participants cannot know
- a trivial object, such as a kitchen utensil
- You should prepare a different set every 3/4 people.
- Round 1: Speak Nonsense  
Explain to the participants that, according to research, an excellent presentation is 38% voice, 55% non-verbal communication and just 7% content: each participant has to say aloud the gibberish text, paying mind to the tone and inflections.
- After the round 1 all participants comment on the performances and elect the most effective one.
- Repeat the round for the other groups with different texts.
- Round 2: Make Up a Definition  
Explain to the participants that, no matter what your presentation is about, you should always seem like you have authority over the topic: each participant has to say with authority what they think the

difficult word means, paying attention to how they use their voice and intonations to have more command and seem more authoritative.

- After the round 2 all participants comment on the performances and elect the most effective one.
- Repeat the round for the other groups with different words.
- Round 3: Gush About Something You Don't Love  
Explain to the participants that enthusiasm is contagious: each participant has to speak enthusiastically about the trivial object, using their voice, emphasis and body language to make it seem like the most exciting thing in the universe.
- Repeat the round for the other group with different objects.
- After the round 3 all participants comment on the performances and elect the most effective one.

### Watch and learn

**Learning type: Visual (Auditory, Kinaesthetic)**

**Time: 20-30 minutes**

**In person or virtual: Either**

**Number of participants: at least 3 people**

- Show the participants a video of an epic selling speech, giving them the opportunity to watch it more than once. Ask the participants to pay attention to the attitude of the seller: how does it move? What kind of words does he use? When does he remain silent?  
(Here you can find a selection of great selling speeches from the movies:  
<https://www.youtube.com/watch?v=rylwgRSgjG0>)
- Give each participant a picture of a different object (any kind of object, from a car to underwear), and tell them that they have 5 minutes to arrange a selling speech for that object, using what they've learned from the video (the gestures, the tone of voice, the pauses...).
- One by one, the participants tell aloud their selling speech.
- At the end of the speeches, each participant votes the more persuasive speech, explaining the reason of his/her choice: stimulate the participants to relate to the video as much as possible, so to help the others understand what they did well and what they could improve.

### Improve pitching skill

#### Shark Tank

**Learning type: All**

**Time: about 90 minutes**

**In person or virtual: Either**

**Number of participants: At least 4 people**

#### Didactic methodology: Interactive/Gamification

- This activity is based off the eponymous TV show. The objective is the same: teams pitch mock products in front of a group of “Sharks” (the trainer/s or the other participants) to secure investments. *(To help participants figuring out the pitch requirements, you can play them this video from the original show, where the Sharks give tips about pitching: <https://www.youtube.com/watch?v=AjLTlhSdtxI>)*
- Divide participants into teams of 2-6 people.
- Ask the participants to come up with an imaginary product and develop a pitch for it. This pitch must be professional and include:
  - Brand name
  - Brand slogan
  - Business plan
  - Marketing plan
  - Financial data (predicted sales, market size, profit margins, etc.)
- Choose at least 2 people to be the “Sharks”: you can also give them an imaginary pool of money to invest in pitched ideas.
- Ask each team to develop their pitch and present it in front of the Sharks. Encourage the Sharks to ask questions as if they're evaluating a real business and parting with their own real cash. If a pitch is promising, the Sharks can invest their mock money into the business.
- The team that wins the most investment at the end wins.

#### 4.1.4. NEGOTIATION

##### What's negotiation and why it's important

Negotiations involve two or more parties who come together to reach some end goal through compromise or resolution that is agreeable to all those involved. Negotiations occur frequently within the workplace and may occur between coworkers or between an entrepreneur and external stakeholders. Professionals may negotiate contract terms, project timelines, compensation and more. “Managing vendors that supply raw material to us. This can be very hard” (Anonymous, shoe entrepreneur). However, in order to achieve a win-win situation and maintain relationships “to be fair” is important for a cultural entrepreneur, as said by the trainer Aristides Notis.

The activities in this section show that negotiation isn't a dispute. Great negotiators don't fight, they communicate. You have to show that you know what you're talking about, to consider the other's reactions and above all to stay calm. No one will listen to someone who starts shouting!

Here is a short inspirational video on the importance of negotiation:

<https://www.youtube.com/watch?v=QIRk382yJm4>

## Experiencing the importance of negotiation

### You're Out!

**Learning type:** Auditory (Kinaesthetic, Visual)

**Time:** about 30 minutes

**In person or virtual:** Either

**Number of participants:** at least 6 people

- Select 2/3 people randomly from the group ("name in the hat" or other methods can be used to make sure selection is completely random).
- The chosen people have two minutes each to negotiate their way into staying in the group, explaining why they should stay. Explain to the "negotiators" that the reasoning could be based on everything they want: valuable past experiences, likeability, personality or even bribing.
- The group then has 15 minutes to debate and reach a decision (this could be through anonymous ballot, hand raising or other methods of voting).
- Start a discussion where the "judges" explain who they want to go out of the group and how they have reached their decision.
- *You can repeat the exercise reversing the roles (the negotiators became the judges and vice versa).*

### The barter

**Learning type:** Kinaesthetic (Visual, Auditory)

**Time:** about 20 minutes (depending on the difficulty of the puzzles and number of mixed pieces of the puzzles)

**In person or virtual:** Either

**Number of participants:** at least 6 people

- Divide the group into at least three teams of two.
- Give each team a jigsaw puzzle of the same difficulty level and challenge them to complete their puzzles as quickly as possible: the twist, though, is that some pieces (not too many, between 3-5 pieces, there should be the same number of mixed pieces in all teams) will be mixed around in the puzzles of other groups.
- When the teams realize that they're missing some pieces, explain them that they must identify the mismatched pieces and then figure out a way to get their own back from the other teams. They can use whatever methods they want, including trading pieces or even trading team members.
- Give them around ten minutes to negotiate with the other teams for the pieces that are missing and they need: the winner is the team that has the most complete puzzle (or cards).
- Stimulate a discussion about what strategies they used and why, focusing on what worked and what didn't.

- *Optional adaptation: if you want to bring more power in the activity, add some elements so that all groups are not equal (for example mark some pieces with 2 points and other with 1 point, meaning that those pieces are worth two times more when trading them). If the groups are equal try to find something creative/attractive/out of the box as your offer in negotiation process.*

## The bluff game

**Learning type: Visual (Kinaesthetic; Auditory)**

**Time: 5 minutes of explanation, 15 minutes of discussion, 5 minutes per iteration**

**In person or virtual: Either**

**Number of participants: at least 2 people**

- Divide the group into pairs: each participant should have a blank notecard and a marker.
- There are two points which can be earned and there are three options you can write down on the note card: Split, Steal or You're a stealer ->  
Split means *I want to split the 2 points*  
Steal means *I want to steal all the 2 points*  
You're a stealer means *I think you are going to steal the 2 points*  
If both persons decide they want to split the two points, and they both eventually really write down Split on their notecards, the points will be split, and each person gets 1 point.  
If one person wrote down Steal and the other person wrote down Split, all the two points go to the person who wrote down Steal.  
If both two persons wrote down Steal no one gets a point.  
If one person wrote down Steal and the other person wrote down You're a stealer, the two points go to the one who wrote down You're a stealer.  
If one person wrote down You're a stealer and the other person wrote down Split, the two points go to the person who wrote down Split.  
If both persons wrote down You're a stealer, no one gets a point.  
Here's the scoring scheme:  
Split/split  
1/1  
Steal/split  
2/1  
Steal/Steal  
0/0  
You're a stealer/Steal  
1/0  
You're a stealer/You're a stealer  
0/0
- No one knows what the other person will eventually write down on his notecard. Before each person actually will write down his final choice on his notecard, they will start talking to each other and trying to influence the other person in such a way that you will get the most points out of this round.

- Have participants observe non-verbal cues, including vocal fluctuations, both to understand if the other person is lying and to be convincing.
- Stimulate a discussion about what they observed and what tactics worked best.
- *You can iterate the negotiation up to 5 five times: if there is more than 1 round, stimulate participants to exchange feedbacks about what they improved.*

## Improve negotiation skill

### The Orange Negotiation

**Learning type:** All

**Time:** about 45 minutes

**In person or virtual:** Either

**Number of participants:** At least 2 people

**Didactic methodology:** Interactive/Role play/Gamification

- Have the participants break into pairs or groups and hand out printed role instructions, one each per pair.
- Show them this tutorial video about negotiation rules and tell them that they will need these rules and techniques for the exercise:  
<https://www.youtube.com/watch?v=RfTaIFeEKKE>
- Say, “I am the owner of the remaining Ugli oranges. After you read about your roles, meet the other firm's representative and decide on a course of action. I am strictly interested in making a profit and will sell my oranges to the highest bidder. Since my country is alien to yours, there is no way either government will assist you in obtaining the oranges from me. Each pair of negotiators can assume that there are no others interested in the oranges. When you have reached a decision, pick a spokesperson who will tell me:
  1. What do you plan to do?
  2. If you want to buy the oranges, what price will you offer?
  3. To whom and how will the oranges be delivered?”
- Stop the exercise after about 20 minutes, even if not all the pairs (or groups) have reached a solution, and start a discussion.  
In the discussion, pay particular attention to those groups who have not reached agreement. What were the issues there? Were they withholding or disclosing information? What was the trust level? An important factor in this role play is that one person is seeking the rinds of the oranges and the other person is seeking the juice. Usually, the participants will begin the role play perceiving themselves to be in competition over the whole orange. How the role play proceeds depends on how soon (if ever) the participants realize that their needs are not necessarily mutually exclusive.
- *You can vary the way you use this exercise according to the situation and your purpose for using it. One common variation is to have a third participant observe the role play and give feedback and analysis afterwards. Another is to have the roles of Dr. Roland and Dr. Jones played by groups of two or three*



*individuals and to require a consensus decision of the group. This variation has the added complexity of forcing participants to agree with the other members of their team as well as competing with an “adversary”. Competition is often more intense in this situation.*

#### THE ROLES:

*A. Role for Roland - You are Dr. P. W. Roland. You work as a research biologist for a pharmaceutical firm. The firm is under contract with the government to do research on methods to combat enemy uses of biological warfare. Recently several World War II experimental nerve gas bombs were moved from the U.S. to a small island just off the U.S. coast in the Pacific. In the process of transporting them two of the bombs developed a leak. The leak is presently controlled but government scientists believe that the gas will permeate the bomb chambers within two weeks. They know of no method of preventing the gas from getting into the atmosphere and spreading to other islands, and very likely to the West Coast as well. If this occurs, it is likely that several thousands of people will incur serious brain damage or die. You have developed a synthetic vapor that will neutralize the nerve gas if it is injected into the bomb chamber before the gas leaks out. The vapor is made with a chemical taken from the rind of the Ugli orange, a very rare fruit. Unfortunately, only 4000 of these oranges were produced this season. You have been informed, on good evidence, that a Mr. R.H. Cardoza, a fruit exporter in South America, is in possession of 3000 Ugli oranges. The chemicals from the rinds of this number of oranges would be sufficient to neutralize the gas if the serum is developed and injected efficiently. You have been informed that the rinds of these oranges are in good condition. In addition, you have been informed that Dr. J. W. Jones is also urgently seeking purchase of Ugli oranges and he is aware of Mr. Cardoza's possession of the 3000 available. Dr. Jones works for a firm with which your firm is highly competitive. There is a great deal of industrial espionage in the pharmaceutical industry. Over the years, your firm and Dr. Jones' firm have sued each other for violations of industrial espionage laws and infringement of patent rights several times. Litigation on two suits is still in process. 3 The Federal government has asked your firm for assistance. You have been authorized by your firm to approach Mr. Cardoza to purchase the 3000 Ugli oranges. You have been told he will sell them to the highest bidder. Your firm has authorized you to bid as high as \$250,000 to obtain the rind of the oranges. Before approaching Mr. Cardoza, you have decided to talk to Dr. Jones to influence him so that he will not prevent you from purchasing the oranges.*

*B. Role for Jones - You are Dr. John W. Jones, a biological research scientist employed by a pharmaceutical firm. You have recently developed a synthetic chemical useful for curing and preventing Rudosen. Rudosen is a disease contracted by pregnant women. If not caught in the first four weeks of pregnancy, the disease causes serious brain, eye, and ear damage to the unborn child. Recently, there has been an outbreak of Rudosen in your state and several thousand women have contracted the disease. You have found, with volunteer victims, that your recently developed synthetic serum cures Rudosen in its early stages. Unfortunately, the serum is made from the juice of the Ugli orange which is a very rare fruit. Only a small quantity (approximately 4000) of these oranges were produced last season. No additional Ugli oranges will be available until next season, which will be too late to cure the present Rudosen victims. You've demonstrated that your synthetic serum is in no way harmful to pregnant women. Consequently, there are no side effects. The Food and Drug Administration has approved the production and distribution of the serum as a cure for Rudosen. Unfortunately, the present outbreak was unexpected and your firm had not planned*



*on having the compound serum available for six months. Your firm holds the patent on the synthetic serum and it is expected to be a highly profitable product when it is generally available to the public. You have recently been informed, on good evidence, that Mr. R.H. Cardoza, a South American fruit exporter, is in possession of 3000 Ugli oranges in good condition. If you could obtain the juice of all 3000 you would be able to both cure the present victims and provide sufficient inoculation for the remaining pregnant women in the state. No other state currently has a Rudosen threat. You have recently been informed that Dr. P. W. Roland is also urgently seeking Ugli oranges and is also aware of Mr. Cardoza's possession of the 3000 available. Dr. Roland is employed by a competitor. He has been 4 working on biological warfare research for the past several years. There is a great deal of industrial espionage in the pharmaceutical industry. Over the past several years, Dr. Roland's firm and your firm have sued each other for infringement of patent rights and espionage law violations several times. You've been authorized by your firm to approach Mr. Cardoza to purchase the 3000 Ugli oranges. You have been told he will sell them to the highest bidder. Your firm has authorized you to bid as high as \$250,000 to obtain the juice of the 3000 available oranges. Before approaching Mr. Cardoza, you have decided to talk with Dr. Roland to influence him so that he will not prevent you from purchasing the oranges.*

#### 4.1.5. LEADERSHIP

##### **What's leadership and why it's important**

Effective leaders have the ability to communicate well, motivate their team, handle and delegate responsibilities. Good leaders surround themselves with the right people in the right jobs. This facilitates being able to lead people, delegate tasks and empower them. Marko Slapnik from Natur-Etno Alp and Graziella Santinelli stated that "leadership of people" and "knowing how to manage a team" is an important skill to possess before starting their business respectively. According to Lili Mahne "Transfer of knowledge of guidance and management on youth" is a key challenge in daily operations in Area Gea Institute. A leader can be a morale booster for its people by achieving full cooperation so that they perform with best of their abilities as they work to achieve goals, a skill that has been recognized as important from nearly all trainers via interviews.

These activities show that in order to be a great leader you have to find the balance between guiding other people, inspiring them and cooperating with them. If you just impose your point of view, sooner or later they will stop following your guidance.

Here are two short inspirational videos on the importance of leadership:

What's leadership:

<https://www.youtube.com/watch?v=UZTyvbmW92M>

Why it's important:

[https://www.youtube.com/watch?v=Qi5uw\\_Wy9LQ](https://www.youtube.com/watch?v=Qi5uw_Wy9LQ)

## Experiencing the importance of leadership

### The perfect leader

**Learning type:** Auditory (Visual, Kinaesthetic)

**Time:** 10-20 minutes (according to the number of participants)

**In person or virtual:** Either

**Number of participants:** at least 3

- Split the participants into trios.
- Each trio has to write down on a paper three characteristics they think the perfect team leader should have (e.g., Powerful, Sensitive, Funny).
- Now tell them to write down 3 characteristics of appearance they think the perfect team leader would look like and draw their perfect team member at the back of the paper.
- All the trios come together and show to each other the characteristics of appearance and the drawing of their perfect team leader (*if you're working with 3 people the exercise is ended*).
- Now the whole group makes one final perfect team leader. Like in the first round they all have to agree on three characteristics and they also have to come up with three characteristics of appearance. If one person disagrees, they must go over it again to come to a final perfect team member on which they all agree.
- Finally, they make a drawing (or a collage, cutting and pasting the perfect team leader out of some magazines) of their perfect team leader.

### The orchestra

**Learning type:** Kinaesthetic (Auditory, Visual)

**Time:** 10-15 minutes

**In person or virtual:** Either

**Number of participants:** at least 4

- Tell the participants they are an orchestra, and each person will perform one piece of the orchestra.
- To break the ice, you begin to perform the rhythm for example by clapping your hands.
- You point to someone who will copy your rhythm.
- Now you perform the hi-hat and point to another person who will copy your sound.
- Then you do the base line, and another person copies it.
- You do the same with the strings.
- You whistle or hum the melody.
- The team is now an orchestra that performs the song of the Lion King.  
(Here's a video where you can see how the Lion King can be performed:  
<https://teamexercises.info/musical-team-building-the-orchestra/>)

- Tell the team that if you point to someone that person will stop making the sound and if you make a fist and point to someone everyone else has to remain silent, so we only hear that particular person.
- When you point to someone who is already silent, he becomes active again.
- After a doing this for a while you take the place from a participant and that participant will now be the conductor. Go on like this until each participant has been the conductor once.
- *Encourage people to make rhythm or sounds in original ways (for example: make a rhythm by shaking your keys).*

**Talk like a leader!**

**Learning type: Visual (Auditory, Kinaesthetic)**

**Time: about 30 minutes (according to the number of participants)**

**In person or virtual: Either**

**Number of participants: at least 3**

- A great leader has to inspire and motivate others, but he/she also has to identify and valorise others' talents. Split the group into teams of 3 and give to each team a famous inspiring speech.
- *(Here's a selection of great inspiring speeches:*  
Steve Jobs: <https://www.youtube.com/watch?v=UF8uR6Z6KLc>  
J.K. Rowling: <https://www.youtube.com/watch?v=wHGqp8lz36c>  
Any Given Sunday: <https://www.youtube.com/watch?v=f1yWSePMqsk>
- Give the teams about 15 minutes to create a 4 minute performance: they have to deliver the speech together, exploiting their talents. Explain them that they can arrange their roles as they wish: they can split the speech into three parts, one of them can talk while the others mimic the speech or hum a motif, etc.
- One by one, the team give their performance: after each exhibition, stimulate the other teams to give feedback about what they've found more effective.

## Improve your leadership skill

**Island survival**

**Learning type: All**

**Time: 30-60 minutes (according to the number of iterations)**

**In person or virtual: Either**

**Number of participants: at least 4**

**Didactic methodology: Interactive/Role play/Gamification**

- Tell the group that their airplane just crashed on an uninhabited land and that the airplane will explode within ten minutes. In the airplane there are fifteen objects of which just three objects can be taken out. *(When the group is big you can arrange it into smaller groups with around five persons)*
- Show the group the images of the objects:
  - a box of matches
  - a crate of beer
  - a crate of twelve bottles of water
  - five warm sweaters
  - first aid kit
  - transistor radio
  - an axe
  - a gun with twenty bullets
  - a bag with twenty-five magazines
  - inflatable lifeboat for 4 persons
  - compass
  - anti-insect spray
  - sewing kit
  - flashlight
  - a bag with five big blankets
- Within 10 minutes the group has to unanimously decide which three objects will be taken out of the airplane: if they don't make a unanimous decision, the airplane will crash, and they will have nothing at all.
- When they all agreed on the 3 objects, they have to explain why they choose them and how they will use them. If their explanation is convincing, tell them that they made a good choice and that they are living safe for a few weeks on the island. Otherwise, give them another 5 minutes to choose another set of objects.
- Now tell them an airplane is flying over the island: they have 10 minutes to decide how to use the three objects to build a distress beacon.
- When they all agreed on how to build the beacon, they have to explain it. If their explanation is convincing, tell them that they made a good choice and they are safe! Otherwise, give them another 5 minutes to choose another way to use the objects.
- Start a discussion about what they've experienced: Was it easy to come to a unanimous decision together? What happens when you have to make an important decision in a short time, and no one takes the lead? What happens when someone imposes his/her choice, without listening to the others?
- *Variation: After the fantasy exercise is played you can tell the team to make real decisions in the same manner. So also come to a decision within ten minutes.*

#### 4.1.6. TEAMWORK

##### What's team working and why it's important

Good communication builds good teams. When team leaders are effective communicators, they inspire workers to reach for a common goal. They make sure everyone knows their responsibilities and how to perform them. With an open dialogue, employees pitch in when others in the organization need their help, and know when to ask for help, in return. One can prevent misunderstandings with good communication. Lili Mahne from Area Gea Institute, who is working with youth, stated that in order to overcome challenges she gives “very clear and precise explanation to youth, listen to them carefully, make them equal”, while in case of Frosso Marina Troussa’s team (ARC FOR DANCE) “We first try to calm each other, it needs composure to move forward. Then collectively, we look for alternatives, even if we do not like them, so as to make the necessary adjustments. One needs stubbornness and team spirit to overcome such challenges”. In addition, Massimiliano Gianotti from cooperative 19 said that “I believe that the dimension of teamwork is fundamental, even if the cultural sector tends to be a bit individualistic, not so much in relapse but in approach”. The importance of teamwork was identified from all interviewed trainers.

The activities in this section show what happens when different people with a common goal can't manage to cooperate. In the best case, they obtain an unsatisfying output. In the worst, they don't reach the goal at all.

Here are two short inspirational videos on the importance of team working:

What's team working:

<https://www.youtube.com/watch?v=8PAnd4fVpxs>

Why it's important:

<https://www.youtube.com/watch?v=kYjgtLCNqSA>

##### Experiencing the importance of team working

###### Round Robin

**Learning type: Auditory (Kinaesthetic, Visual)**

**Time: 10-20 minutes (according to the number of iterations)**

**In person or virtual: Either**

**Number of participants: at least 5**

- The group has to build a fictional story in a Round Robin fashion, which means: every person will speak in sequential order.
- They have to play by the following rules:  
Rule #1: each participant has only a sentence (e.g., the first participants says: Once upon a time there was a boy).

Rule #2: each participant has to continue the sentence of the previous participant (e.g., the second participant says: ... who was scared of spiders).

Rule #3: the story has to come to a conclusion by the time it reaches the last person.

- You can repeat the round several times, adding obstacles (e.g., give the participants objects or abstract concepts that they have to insert into the story).

### **Ball Point Game**

**Learning type: Kinaesthetic (Visual, Auditory)**

**Time: 15-30 minutes**

**In person or virtual: Either**

**Number of participants: at least 6**

- The goal is to work as a team to pass a virtual ball between each other according to a specific order, as many times as possible to score goals, according to the following rules:  
Everyone is part of one big team.  
Each ball must have air-time.  
Each ball must be touched at least once by every team member.  
Balls cannot be passed to your direct neighbour to your immediate left or right.  
Each ball must return to the same person who introduced it into the system.  
There are a total of five iterations.
- Give the team two minutes of preparation time to determine how they will organize themselves.
- Get an estimate from the team of how many balls they can pass through the system.
- Run a two-minute iteration.
- Allow the team one minute to discuss how to improve the process.
- Repeat for five iterations. Make the fifth iteration a challenge. If you need to, make up some ridiculous statistic such as "The world record is 150 points. Can you beat that?"
- At the conclusion of the exercise, debrief for about ten minutes: when it comes to team strategy, what worked and what didn't?
- *If you're working online, here's a video that explains how arrange a virtual Ball Point Game:*  
<https://www.youtube.com/watch?v=bcVW9riUrds>

### **Zoom**

**Learning type: Visual (Auditory, Kinaesthetic)**

**Time: 30 minutes**

**In person or virtual: Either**

**Number of participants: at least 6**

- This activity requires the wordless, picture book entitled, “Zoom” by Istvan Banyai. This book features 30 sequential pictures that work together to form a narrative.  
(You can also use sequential images from an illustrated story. Here you can find the Zoom sequence to get inspired: <https://www.youtube.com/watch?v=Kgi-RCEjOLw>)
- Hand out one picture to each participant, making sure a continuous sequence is being used. Explain to the participants that they can only look at their own pictures and must keep their picture hidden from other participants.
- Give the participants a few minutes to study their pictures because each picture will contain important information that will help them solve the problem of putting them into order. The ultimate goal is for the group to place the pictures in sequential order without looking at one another’s pictures. The participants can talk to each other and discuss what is featured in their picture.
- *If you’re working with less than 15 participants, you can repeat the round with another set of images, until the story is completed.*

## Improve team working skill

### Virtual Alignment Game

**Learning type:** All

**Time:** 45-60 minutes

**In person or virtual:** Either

**Number of participants:** at least 6

**Didactic methodology:** Interactive/Gamification

- Split the group into three teams of 2-3 people.
- Give to each group a secret goal:  
Group 1: Must put all the chairs in the board to the side of the room  
Group 2: Must turn all of the chairs in the board upside down  
Group 3: Must put all of the chairs in the board on the table
- Mute the microphones: each team has to achieve its task simultaneously without speaking with each other, unaware of the tasks the others have been assigned.  
The teams must find a way of collectively satisfying their goals: to move the table to the right-side of the room and stack the chairs on top of it upside down.
- At the conclusion of the exercise, debrief for about ten minutes about the difficulties of the lacking of communication and the importance to have a common goal.  
(Here you can find a tutorial on how to play the game online: <https://www.youtube.com/watch?v=1Lkb3gqYXP0>)

## 4.2. Determination

One of the biggest key traits that entrepreneurs share is that they are all determined to succeed and possess the drive and self-motivation to ensure they reach their goal.

Determination skill set involves both the ability of being tenacious (self-awareness) and strategic (problem solving).

### 4.2.1. SELF-AWARENESS

#### What's self-awareness and why it's important

Self-awareness refers to the awareness of one's own personality or individuality; self-awareness is how an individual consciously knows and understands their own character, feelings, motives, and desires. There are two broad categories of self-awareness: internal self-awareness and external self-awareness; self-awareness is the ability to see yourself clearly and objectively through reflection and introspection. As Davide Barbato from Play with Food and Urban Logar from Urtica mentioned: "Modesty was another important element for me, I have always been aware of having good ideas, but I have always recognized my limits."; "Maintaining my price for my services – keep value of my work". For Sara Gambelli (trainer) self-awareness is essential: "Focusing more on the psychological side of the matter I would say that developing Self-awareness is crucial to spread new cultural entrepreneurial ideas, to better know yourself in order to make decisions and run strategies".

The activities in this section show that in order to sell yourself in the business world you have to know yourself. Only if you're aware of your limits you can overcome them. Only if you're aware of your strengths you can show them to other people.

Here is a short inspirational video on the importance of self-awareness.

<https://www.youtube.com/watch?v=brhl49ERDTA>

#### Experiencing the importance of self-awareness

##### **Selling each other**

**Learning type: Auditory (Kinaesthetic, Visual)**

**Time: about 30 minutes (according to the number of participants)**

**In person or virtual: Either**

**Number of participants: at least 4**

- Divide the group in pairs of two. The duos will decide who will be person A and who will be person B.



- Person A has 5 minutes to ask person B about everything that's positive about him/her and remembers what is being said (e.g., What sports are you good at? or What is the nicest thing someone has ever said to you?)
- After five minutes person B will ask similar positive questions to person A.
- After the duos have exchanged their positive traits with each other the trainer picks a pair to present themselves first (the other pairs will be the audience).
- Person A presents person B as enthusiastically as he can as if it were a commercial about that person. During the presentation person B remains silent and calmly looks at the audience, even if person A says something incorrectly about him.
- Now the roles switch, and person B will now present person A.
- Continue until everyone has given a presentation.
- As second part of the exercise each participant will present himself with the same text and enthusiasm as the other person just presented him, so everyone will give a positive presentation about himself.
- Stimulate the group to share what they felt when they have been presented by another person and what they felt when they had to present themselves.

### Personal Logo

**Learning type: Kinaesthetic (Visual, Auditory)**

**Time: 5-8 minutes**

**In person or virtual: Either**

**Number of participants: at least 2**

- Ask all participants to empty their pockets, purses, and wallets of any coins they may have and place them on the table in front of them. Other materials they may have on them, such as pens, notebooks, wallets, etc. can also be used.  
*(If you're working online, you can ask participants to use all the objects on their desk)*
- Each participant has to create his/her own personal logo using the objects in front of them in just a couple of minutes.
- One by one, participants have to use the logo to present themselves to the others, explaining what the logo represents. For each presentation, give the participants a few Q&A minutes to learn more about the traits of the person "on stage".

### What's your avatar?

**Learning type: Visual (Kinaesthetic, Auditory)**

**Time: 5-20 minutes (according to the number of participants)**

**In person or virtual: Either**

### Number of participants: at least 2

- Give participants few minutes to think about a famous character who could be their avatar. Explain them that an avatar should be an enhanced version of themselves (e.g., if they're good at helping other people they could be Forrest Gump, if they're good at solve problems they could be Sherlock Holmes, etc.)
- As the participants to pick an image of their avatar.
- One by one, participants have to use the avatar to present themselves to the others, explaining why they choose that character. For each presentation, give the participants a few Q&A minutes to learn more about the traits of the person "on stage".

### Improve self-awareness skill

#### 16 personalities test

**Learning type:** All

**Time:** 15 minutes

**In person or virtual:** Either

**Number of participants:** /

**Didactic methodology:** Individual/Application

"16 personalities" is a fully accurate personality test.

The test can be taken individually or could be a group activity.

Either way, after taking the test participants should think about the results, picking the strengths and the weaknesses that represent them the most.

If you're leading a group activity you can use the test to make the participants introduce themselves, using their personality type (e.g., I'm a commander, because I'm self-confident and I'm very good at strategic thinking, but I can also be too stubborn...).

*You can find the test here:*

<https://www.16personalities.com/>

*After the test, participants could watch this video to get inspired about how they can know themselves and keep working on their self-awareness:* [https://www.youtube.com/watch?v=52S2r\\_7354U](https://www.youtube.com/watch?v=52S2r_7354U)

#### 4.2.2. PROBLEM SOLVING

##### What's problem solving and why it's important

Problem solving is the process or act of finding a solution to a problem; the act of defining a problem, determining the cause of the problem, identifying, prioritizing, selecting alternatives for a solution, and implementing a solution. Problem solving consists of using generic or ad hoc methods in an orderly manner to find solutions to problems. The cultural entrepreneur Luca Piermattei through his experience states that

“By opening to a new market there are a thousand challenges encountered that have taught me a thousand lessons.”. Sharing this view, Massimiliano Gianotti from Cooperativa19 says that “I have always interpreted the crisis as a generative moment; it is certainly a difficult moment when you have to deal with the error, but it is also a moment that requires great creativity and problem-solving skills.”

The activities in this section show how much problem solving and creativity go hand-in-hand. In order to find innovative ideas and disruptive solutions you usually have to look outside the box!

Here is a short inspirational video on the importance of problem solving:

<https://www.youtube.com/watch?v=-6IMRBDvOwo>

##### Experiencing the importance of problem solving

###### Brainstorming

**Learning type: Auditory (Visual, Kinaesthetic)**

**Time: about 30 minutes**

**In person or virtual: Either**

**Number of participants: at least 3**

- For this exercise, each participant should be equipped with paper and a pen.
- Round #1 (about 15 minutes)  
Ask the group what goal they would like to work on (or assign them a problem to solve, such as “you’re a group of dance instructors and you’d like to get more people to join the dance school”).  
Ask the group to draw a vertical line in the middle of a piece of paper. Participants have to write down the opposite of what they are trying to achieve (e.g., “ideas on how to repel as many people from the dance school as possible”) on the left side of the vertical line (e.g., “sending everyone an email that they are unwelcome in our dance school”).  
Now write the same ideas on the right side of the line, but now positive instead of negative (e.g., “sending everyone an email inviting them to visit our dance school”).  
Each participant shares his or her positive ideas. The three most common ones (ore the most voted ones) will be written down on the whiteboard.
- Round #2 (15 minutes)  
Divide the participants into teams of three and give each team a random book.

The book will be opened on a random page and someone else in the team will call out a random sentence and word on that page (e.g., “4th sentence 3rd word”). If the word happens to be “the” the first noun after that word will be used for the exercise (e.g., “white bag”).

Based on the random word the team has to think of a new way to put the first of the three ideas into practice, including the word into the idea.

Each team repeat the exercise with a new random word to be associated to the second idea and a third random word to be associated to the third idea.

Each team share its ideas with the others, who will vote the ideas.

The ideas with the most votes will be written down on the whiteboard as the final solutions to the problem.

### Funmingo games

**Learning type:** Kinaesthetic (Visual, Auditory)

**Time:** 5-15 minutes

**In person or virtual:** Either

**Number of participants:** at least 3

- Explain the participants they will have a short time to do what you command. There’s no time for questions or second thoughts, they just have to act!
- Round #1  
Say “You will have 60 seconds to use anything in your room to build... a zoo”
- Round #2  
Say “You will have 30 seconds to find... something green/something that you love/something hard”
- Round #3  
Say “You’re an inventor who combines items (like yours) to solve big problems. Explain what you will make, and what problem it will solve: You will have 45 SECONDS to speak and you must use ALL 3 THINGS you found!”
- Round #4  
Time for an epic crossover. ALL of you will take turns telling a story... together! Each of you will be called on again, but when the name changes, you stop talking and the next person continues where you left off!  
You each have 20 SECONDS!

This is the beginning of the story: *A hungry mob of toddlers is coming at you. How do you defend yourself and distract them with your 3 items?*

You can repeat the sequence another time, changing the challenges:

- Round #1 ...a salamander
- Round #2 ... something blue / something that was made by someone you know / something special
- Round #4 This is the beginning of the story: *You’re a spy that has just been caught with your items in a house you broke into. Make up a reason why you are here.*

- You can play the game online here:  
<https://www.funmingo.games>

### **Back of the Napkin**

**Learning type: Visual (Kinaesthetic, Auditory)**

**Time: 15-30 minutes**

**In person or virtual: Either**

**Number of participants: at least 6**

- Come up with a bunch of open-ended problems. These could be related to your business, an imaginary product, an environmental problem, etc.
- Divide participants into teams of 2 to 4 players.
- Give each participant some folded napkin and a pen.
- Give each participant 3 minutes to draw a solution to the problem on the back of the napkin as a flow chart/sketch/graph.
- Give each team 7 minutes to come up with a collective solution, putting together the ideas of each member.
- One by one, each team explain its solution: evaluate all solutions and pick the best one.
- You can repeat the round with another problem.

## **Improve problem-solving skill**

### **Escape Room**

**Learning type: All**

**Time: 60-90 minutes**

**In person or virtual: Either**

**Number of participants: at least 3**

**Didactic methodology: Interactive/Gamification**

- Escape rooms provide a great opportunity for helping people practice keeping an open mind when problem-solving.
- Split the group team into:  
Facilitator: A single person who cannot take any independent actions but must fulfil the decisions made by the team. This person runs the escape room game on their computer and shares their screen.  
Team: Remaining team members who must discuss and guide the facilitator on the next course of action.

- During the experience, Facilitator can help the team, stimulating them to use problem solving techniques (such as: minding the details, connecting the dots, using the lateral thinking)
- After the experience, team can subsequently reflect on its performance in the game.
- *You can use this tutorial video about problem solving skills to help them focus on what they've could done better:*  
<https://www.youtube.com/watch?v=kIAE9ML0XLs>
- *Here you can find two free escape rooms to play with your team:*  
[Rusty Lake – Samsara Room](#)  
[Rusty Lake – Paradox](#)

## 5. Activities for enhancing the hard skills

Business modelling, as a set of skills necessary for starting up and carrying out a functional and efficient entrepreneurial activity, is primarily composed of three skills and their related sub-skills, assessed as essential in order to obtain the expected results.

### 5.1. Business Management

#### **Handling and using resources**

It is the process by which businesses manage their various resources effectively. Those resources can be intangible – people and time – and tangible – equipment, materials, and finances. It involves planning so that the right resources are assigned to the right tasks. As seen from the analysis of interviews, a challenge for Luca Piermattei is to “manage primary resources (time, money, space, personal relationships)”, supporting by “High demands that cannot met within limited time and budget” (anonymous, architect). In addition, Claus Reiss, bagpipe comedian mentioned that it is essential to “Learn skills about the business, in order to limit the outsourced activities”. Handling and using resources is a certain characteristic of project management, a skill that has been highlighted from both cultural entrepreneurs and trainers.

#### **Planning**

The importance of this skill manifests when it comes to being efficient. Time is money and it is best to plan for effective resource management from the very beginning of projects/new initiatives. Every entrepreneur, at any stage of the business lifecycle, needs goals to keep moving forward, get them motivated to do more, and maintain success in their businesses. Goal setting can follow many different processes, and each one can be successful as long as it defines the long- and short-term goals and devises a plan for getting there.

As Nikos Ververidis from elculture stated: “The biggest challenge is to find ways to bring revenue so that the company remains sustainable”. This view is supported by Massimiliano Gianotti from cooperativa19: “At the very beginning it is definitely necessary to be able to set goals and work to achieve them”.

#### **Technical and Digital literacy**

This is the ability to use information and communication technologies to find, evaluate, create, and communicate information that requiring both cognitive and technical skills. Through his occupation, Luca Piermattei mentioned that “I learnt how to use new tools. Digital platforms never seen before (by me) or imagined”. Technical and digital literacy is gaining recognition as one of the valuable operational skills. The bagpipe comedian Claus Reiss mentioned that a skill acquired over time was to give “Focus on social media for marketing”. Going to the trainers’ point of view, digital literacy is necessary for cultural entrepreneurs: “Digital literacy skills: computer literacy, media literacy, information technology literacy, social media literacy, infographic and big data” (Sara Gambelli); “use of ICT (excel, word, typing)” (Stanko Miklič, VET lecturer). Finally, as Aristides Notis stressed “there is need for entrepreneurs to possess knowledge in both management and technology and be able to incorporate this mix of management and computer science to his/her business model”.

## 5.2. Financial Management

### Financing

It entails the understanding of various financial areas including topics related to managing personal/business finance, money, borrowing, and investing. Cultural entrepreneurs recognize the importance of getting economic related hard skills: “Accounting is a course that I am interested to follow and I would recommend this to any entrepreneur” as “cash flow issues is a challenge” (Anonymous, shoe entrepreneur). Being able to conduct basic financial statements and boost financial acumen is essential; as Urban Logar from Urtica stated, among the skills acquired over time “maintaining my price for my services-keep value of my work” is included. Having awareness of how money should be spent and managed, and how it can be used in ways that would make a business more financially secure in the future is definitely an important factor for sustainability and development.

### Economic Literacy

Is the skill which gives entrepreneurs the tools for understanding their economic world and how to interpret events that will either directly or indirectly affect them. The trainer Jakob Breddam, knowledge of economics and accounting are perceived as skills on demand for cultural entrepreneurs as “such profiles are often scared of making excel budgets”. According to Massimiliano Gianotti from cooperativa19: “...structuring a budget, are notions that pass from a theoretical point of view into a practical one and acquire a different value.” Changes in tax system can affect a company and an entrepreneur should be aware of the impact that external factors can have in his profits. In case of Zeus+Dione, the background of the co-founder Mareva Grabowski in Banking and Asset Management would certainly be a factor of creating a healthy cultural business.

## 5.3. Decision Analysis

### Estimating

This process includes a bit of experience, research, decision-making and judgment. Within a certain project/business, estimation may include the elements of costs, time, and impact. Every product/service has a price tag, but you never see a “value tag.” As Nikos Ververidis from elculture depicted “After all these years, I became better in filtering information connected to various situations related to my work and assess people, opportunities and threats in business environment”. Massimiliano Gianotti from cooperative 19 said, “Along the way you realize that you cannot think about the realization of an idea, but that idea must have its own feasibility, which has an economic aspect. Estimating can be an internal or external business process: “I consult experts ... once the opinions have been put together and the answers analyzed, the best way is sought” (Graziella Santinelli, cultural entrepreneur). Trainers also mentioned the importance of estimation, as “they should be able to perform a thorough market analysis in order to have more chances to succeed” (Aristides Notis).



## Evaluation

When considering how to evaluate a decision, it's important to be clear about which stage of the decision making process you're working at. The idea is to make sure that one is making the best choice and avoids negative consequences. At the same time, people often waste a lot of time, worrying about what will happen and trying to predict the future. Evaluation should be based on specific data, as Lili Mahne, Area Gea institute, referred to the competences acquired over time included the “system of evaluation of cultural heritage-own capacities-cultural competences”. For Frosso Marina Troussa from ARC FOR DANCE festival, an evaluation at an early stage is vital “Even if I say that I believe in this and I try it once more, if the results are not good then this is certainly a failure- you have to assess if this is worthy, from the moment that you get some negative signals.” In line with the above insights, the trainer Tommaso Sorichetti supports that “As other entrepreneurs, the cultural one has to improve his/her skill in building and monitoring impact”.

## 5.4. PROJECT MANAGEMENT SIMULATION

Hard skills are job-specific skills, acquired through education, training or hands-on experience. Project management requires a general set of expertise that can be difficult to learn and master in a short amount of time, therefore we have decided to implement a particular training path to facilitate the process. It is a simulation which uses practical tools and methodologies based on specific learning approaches.

The hard skills covered in the simulation are:

- Project management (use of resources, goals setting)
- Financing aspects & economic literacy
- Evaluation of business actions

**Learning Types:** All three learning types are being stimulated throughout the participation in the simulation, however visual and the majority of the exercises stimulates auditory types.

**Covered Skills:** All the identified skills and their subsets will be tackled through the simulation, although each individual exercise will tackle specifically some of them, which will be stated for every one of them, as to allow for a better comprehension of each exercise's impact.

**Total Time:** 9 hours to be distributed in various sessions (possibly each session is to be done after the theoretical lessons concerning the topics of the exercises, therefore their distribution may vary greatly).

**Number of participants:** The number of participants has been stated for all exercises as minimum 8. Despite that not being mandatory, it is strongly advised to have a constant number of participants for the entire simulated path, as to maintain a balance in work distribution for each participant.

#### 5.4.1. “Grand Designs” - Work Breakdown Structure (WBS) and Gantt

A work breakdown structure (WBS) is a visual, hierarchical and deliverable-oriented deconstruction of a project. It is a helpful diagram that allows project managers to work backwards from the final deliverable of a project and identify all the activities needed to achieve a successful project. All the steps of a project are outlined in an organizational chart: the final deliverable rests on top of the diagram, and the levels below subdivide the project scope to indicate the phases, deliverables and tasks that are needed to complete the project. It is an essential project management tool for planning and scheduling.

A Gantt chart is a bar chart that provides a visual view of tasks scheduled over time. It is used for planning projects of all sizes, and it is a useful way of showing what work is scheduled to be done on a specific day. It can also help you view the start and end dates of a project in one simple chart.

**Learning Types:** Visual (Kinaesthetic, Auditory)

**Covered Skills:**

- **Business Management:** Handling and using resources, Planning;
- **Financial Management:** Economic literacy;
- **Decision Analysis:** Estimating, Evaluation.

**Time:** 60 minutes

**In person or virtual:** Either, but in person is preferable

**Number of participants:** Minimum needed 8

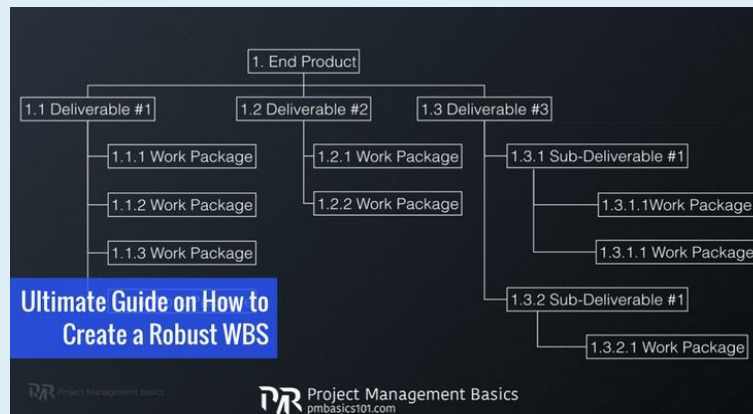
- Presentation of the exercise. After a brief introduction to the exercise (context), the teacher will give to each student a list of already identified tasks (work packages) and intermediate and final deliverables, giving them the time to analyse it and understand individually the connection among them. The activities will be listed as randomly as possible; moreover, it is encouraged to put in the list redundant or useless activities to stimulate students' attention. (5 minutes)
- Individual WBS production. Students will be given some time to rearrange the list in a WBS structure. (10 minutes)
- Collective WBS. Students will discuss and produce together a collective WBS structure (resulting from comparing their individual ones), which will be the one used for the next steps of the exercise. (20 minutes)
- Individual Gantt production. Taking into consideration the context of the exercise, the students will produce an individual Gantt chart for the activities. (10 minutes)
- Collective Gantt. Students will discuss and produce together a collective Gantt chart (from comparing their individual ones). (15 minutes)

**Exercise objectives/explanation:**

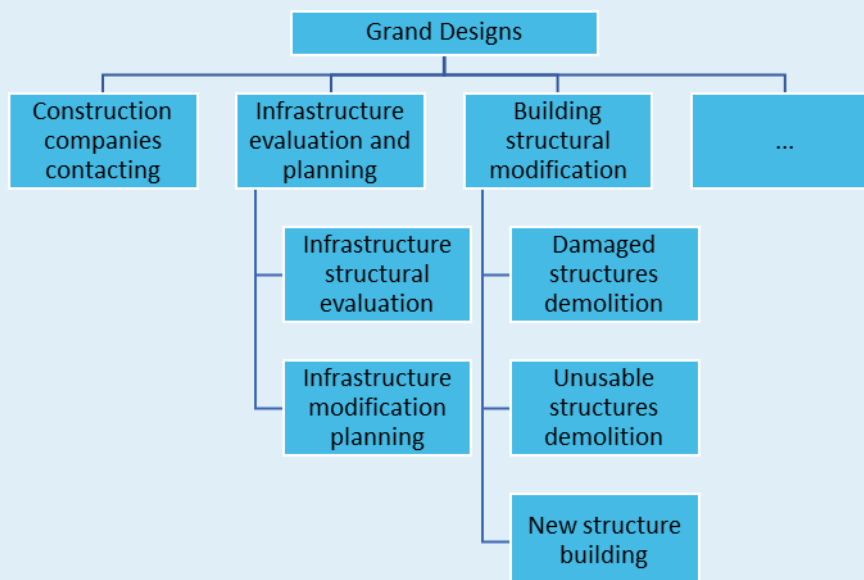
You want to build your dream house. You decide to participate in the TV programme Grand Designs, a British television series that features unusual and often elaborate architectural home building projects.

Use the Work Breakdown Structure (WBS) to assess the project objectives and the required deliverables and a Gantt chart to check deadlines.

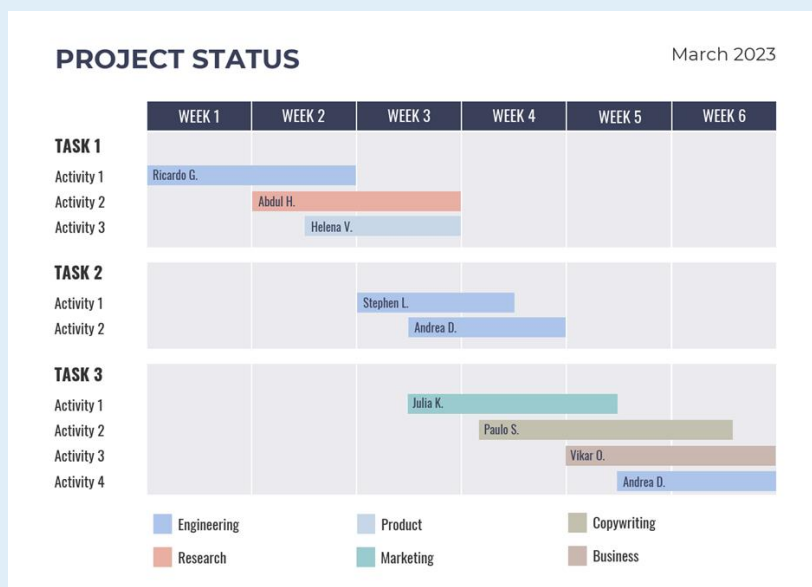
Here is a sample diagram to visualize a standard WBS structure:



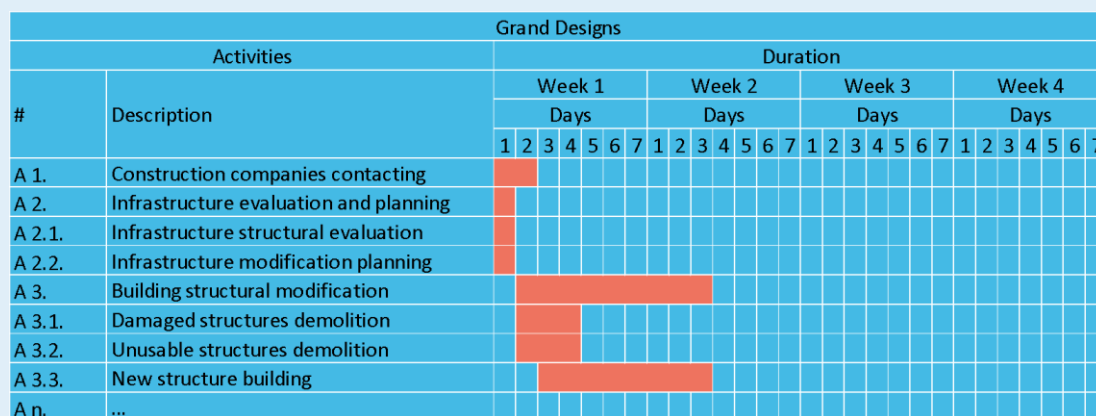
And its application to the Grand designs exercise:



The following picture represents an example of a Gantt chart:



While the following is the application of the Gantt chart to Grand Designs exercise:



For what concerns the Gantt chart, students, and teachers, may find useful the following free online tool as an instrument with which to further exercise the acquired knowledge:

<https://www.makeuseof.com/free-gantt-chart-apps-project-management/>

#### 5.4.2. Kanban

Kanban is a workflow management method for defining, managing, and improving services that deliver knowledge work. It aims to help you visualize your work, maximize efficiency, and improve continuously. It hinges on the fundamental truth that you must know where you are before you can get to your desired destination. Kanban can be applied to virtually any type of work that follows a repeatable process; if your work follows the pattern of “To Do,” “Doing,” and “Done,” it can be managed on a Kanban board.

### Learning Types:

**In person:** Kinaesthetic, Visual (Auditory)

**Online:** Auditory, Visual (Kinaesthetic)

### Covered Skills:

- **Business Management:** Handling and using resources, Planning;
- **Financial Management:** Economic literacy;
- **Decision Analysis:** Estimating, Evaluation.

**Time:** 60 minutes

**In person or virtual:** Either, but in person is preferable

**Number of participants:** minimum needed 8

- Reading of a brief explanation of the exercise. (2-3 minutes)
- Attribution of the role of each participant. It's better to leave to students this task, the teacher should intervene and determine roles only in particularly chaotic or indecisive groups. (4-5 minutes)
- Kanban board designing. (2-3 minutes)
- Task cards preparation. Teachers are encouraged to provide at least 2 pre-created cards
- To inspire the students (these cards will not be used by students, they are just for demonstration). Cards must include: Task Topic; Task Objective; Task Produce; Task Preparatory activities (connections to other cards). (30 minutes)
- Card placing on Kanban board. It is a strategic placing, in which individual roles and responsibilities and connections must be taken into account. (20-21 minutes)

### Exercise objectives/explanation:

Let's imagine that you work in a communication agency. Among you there are: content writers, video creators/editors and graphic designers.

You all work as a team to create and release high-quality content, producing blog posts, web pages and infographics every week.

You are supervised by a Director of Content Marketing, whose job is to check the status of each project and ensure the quality of the final results.

The Director highlights some organizational problems: the members of the team often get confused about who is working on what, so you often end up with duplicate effort and sometimes the work must be redone because it fails to meet its requirements.

The objective is to foster a more collaborative work environment, with more effective communication and hence more efficient results.

The Director decides to begin using a Kanban board to manage all content creation.

The first task is to design your board as a team and create cards for each piece of content needed for the next month.

Each card must include the topic, any requirements for the piece, and the specific goal for each piece. You place these cards on the board.

The team is collectively responsible for all work on the board.

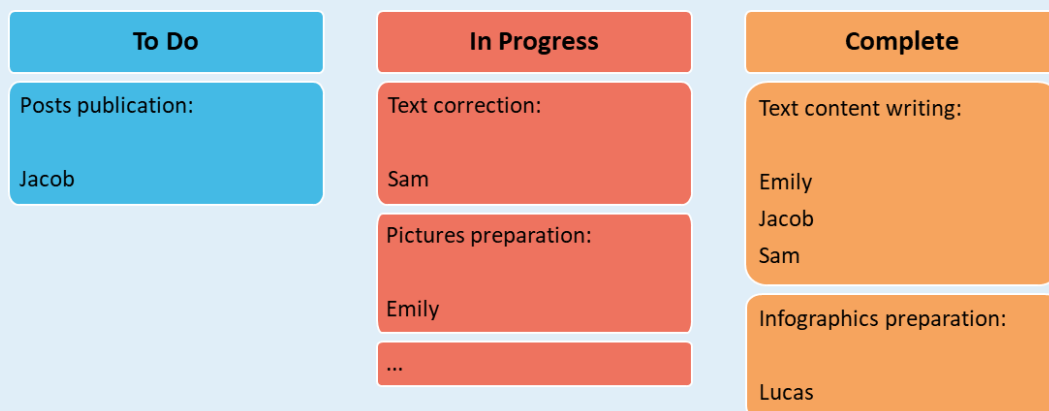
Team members are responsible for assigning themselves to cards (unless the director wants to assign a piece specifically to a specific person).

Team members should only be assigned up to two active cards at a time.

Everything being worked on should be visible on the board.

Seeing all current work in a shared, collaborative space should allow your team to work together more efficiently and effectively, towards the creation of high quality and goal oriented content.

An example of a Kanban applied to the exercise:



#### 5.4.3. SWOT Analysis

SWOT (strengths, weaknesses, opportunities, and threats) analysis is a framework used to evaluate a company's competitive position and to develop strategic planning. It assesses internal and external factors, as well as current and future potential ones. The primary objective of a SWOT analysis is to help organizations develop a full awareness of all the factors involved in making a business decision. The idea is to discover recommendations and strategies, with a focus on leveraging strengths and opportunities to overcome weaknesses and threats.

**Learning Types:** Visual, Auditory (Kinaesthetic)

**Covered Skills:**

- **Business Management:** Handling and using resources, Planning, Technical and Digital literacy;

- **Financial Management:** Economic literacy;
- **Decision Analysis:** Estimating, Evaluation.

**Time:** 60 minutes

**In person or virtual:** Either, but in person is preferable

**Number of participants:** At least 8 people

- Reading of the context of the exercise, of the exercise itself and brief explanation of its goals. If the exercise is done online, the teacher will take notes in the SWOT framework of what has been identified by participants in the next phases; else, a student will be delegated with the role previously attributed to the teacher. (5 minutes)
- Identification of all possible factors that may influence the outcome of the goal stated in the introduction to the exercise. (20 minutes)
- Conduction of a SWOT analysis for each identified factor. At least one strength, one weakness, one opportunity and one threat should be identified. (30 minutes)
- Results discussion. Students will be asked to discuss the obtained results to determine together if they achieved the objectives of the exercise and if all the included factors and SWOT results are still to be considered as valid. (5 minutes)

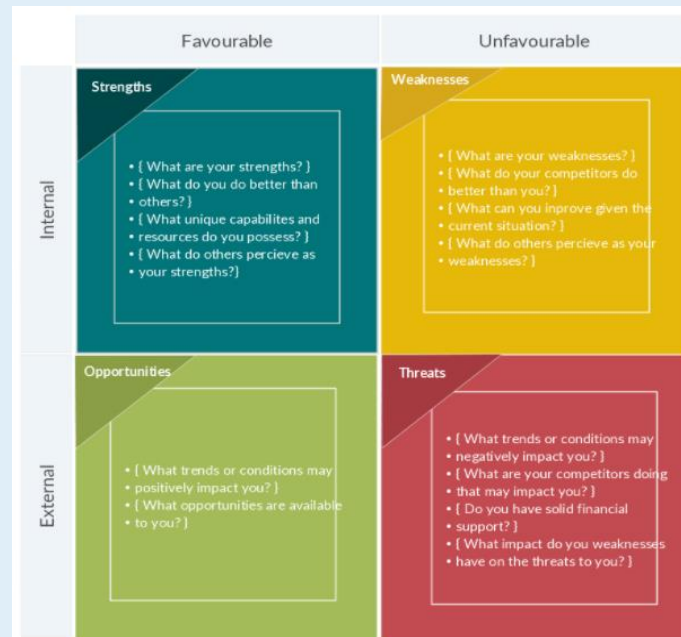
#### **Exercise objectives/explanation:**

A private gym has hired you to help them with their marketing decision-making.

Perform a SWOT analysis on the gym, based upon the following issues:

- The gym is located within a two-minute walk of the main bus station, and is fifteen-minute away from downtown by car.
- In the same area there are other three gyms.
- Competitors offer more courses and services but at a higher monthly cost.
- It is the oldest gym in the area and needs some restoration.
- The gym has received a grant to fit special ramps and changing rooms to accommodate the local disabled.
- It is widely acknowledged that the gym has the best-trained and most respected staff of all of the centres in the area.
- Few parking slots.

Follows a sample picture of a SWOT analysis structure with included explanations:



Here is the SWOT analysis applied to our exercise:

STRENGTHS	WEAKNESSES
Gym favourable position: - 2 minutes walk from main bus station - Close to downtown by car  Competitive monthly costs  Best staff of the entire area	Oldest gym in the area - Need restoration  Few parking slots
OPPORTUNITIES	THREATS
Grant for accommodations	Other 3 gyms in the same area  Competitors have more courses/services



#### 5.4.4. Business Model Canvas (BMC)

The Business Model Canvas (BMC) is a strategic management tool to define and communicate a business idea or concept.

It is a one page document which works through the fundamental elements of a business or product; the right side of the BMC focuses on the customer (external), while the left side of the canvas focuses on the business (internal). Both external and internal factors meet around the value proposition, which is the exchange of value between your business and your customer/clients.

The goal is to draw a picture of the business idea and start making connections to understand how the idea can react in the market.

**Learning Types:** Auditory (Visual, Kinaesthetic)

**Covered Skills:**

- **Business Management:** Handling and using resources, Planning, Technical and Digital literacy;
- **Financial Management:** Financing, Economic literacy;
- **Decision Analysis:** Estimating, Evaluation.

**Time:** 60 minutes

**In person or virtual:** Either, but in person is preferable

**Number of participants:** At least 8 people

- Explanation of exercises objective and procedure. (2 minutes)
- Discussion as to identify the product that the participants want to produce. (maximum 8 minutes)
- Brainstorming phase in which at least five ideas should be put in each block of the BMC. If the exercise is done in an online course, the teacher will fill in the blocks to allow for complete concentration on the task by participants, while if the exercise is done in person, a student will cover the role previously attributed to the teacher. (maximum 45 minutes)
- Discussion of obtained results. Students will be encouraged to discuss if they achieved the goal of the exercise and if any fundamental last-minute idea was left outside of the BMC framework. (5 minutes)

**Exercise objectives/explanation:**

This exercise uses the framework around the Business Model Canvas.

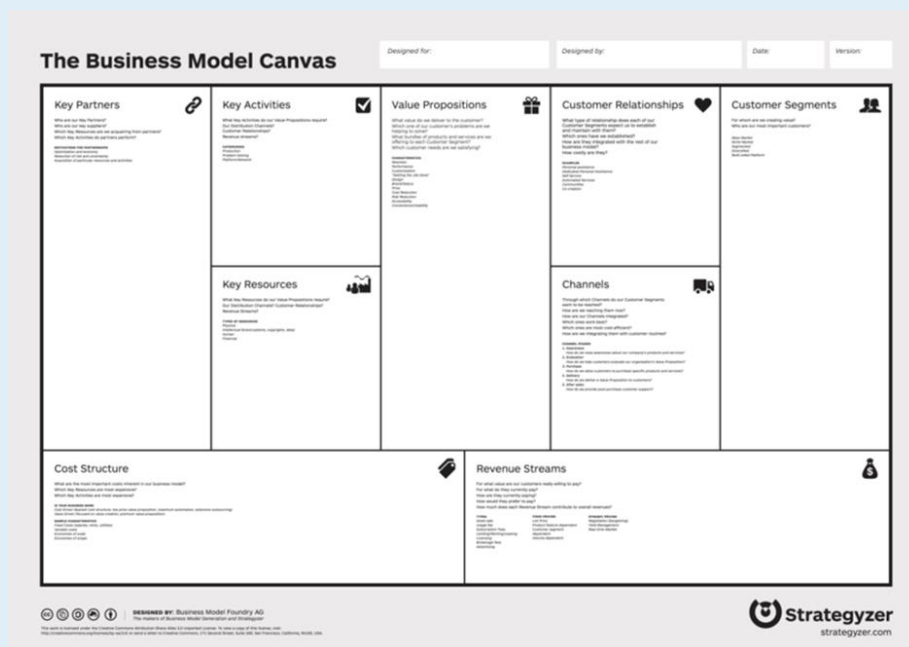
The participants must choose a product or service they would like to analyze. What value is created, for whom, by whom and how? (Choice is left to participants as to allow for the exploitation of a common interest.)

The Business Model Canvas itself is made of the following nine building blocks:

- Customers
- Value Proposition
- Customer Relationships
- Channels
- Revenue Streams
- Key Activities
- Key Resources
- Key Partners
- Costs

During the brainstorm, all the participants should share as many ideas as possible to fill these blocks.

Here is an empty Business Model Canvas to use as a reference:



The Business Model Canvas template includes the following sections:

- Key Partners**: Who are our key partners? Who are the resources we rely on to deliver our value proposition? Who are the activities we perform to deliver our value proposition?
- Key Activities**: What activities do we perform to make our value proposition? What activities do we perform to deliver our value proposition? What activities do we perform to deliver our value proposition?
- Key Resources**: What resources do we need to make our value proposition? What resources do we need to deliver our value proposition? What resources do we need to deliver our value proposition?
- Value Propositions**: What value do we deliver to the customer? What value do we deliver to the customer? What value do we deliver to the customer?
- Customer Relationships**: What type of customer relationship do we offer? What type of customer relationship do we offer? What type of customer relationship do we offer?
- Channels**: Through which channels do we deliver our value proposition? Through which channels do we deliver our value proposition? Through which channels do we deliver our value proposition?
- Customer Segments**: Who are our target customers? Who are our target customers? Who are our target customers?
- Cost Structure**: What are the most important costs involved in our business model? What are the most important costs involved in our business model? What are the most important costs involved in our business model?
- Revenue Streams**: How do we generate revenue? How do we generate revenue? How do we generate revenue?

DESIGNED BY: Business Model Foundry AG  
The Masters of Business Model Innovation and Strategy  
strategyzer.com

Follows an application of the BMC structure to our Exercise. A nail polish factory has been chosen as example. The product will be a high quality nail polish colour collection, with vibrant and particular colours. They will be produced via an innovative series of processes and use of materials, which are less damaging for the environment:

KEY PARTNERS	KEY ACTIVITIES	VALUE PROPOSITIONS	CUSTOMER RELATIONSHIP	CUSTOMER SEGMENTS
<ul style="list-style-type: none"> <li>- Pigments supplier</li> <li>- Suppliers of low environmental impact solvents</li> <li>- Supplier of recycled glass bottles</li> </ul>	<ul style="list-style-type: none"> <li>- Nail polish production</li> <li>- Nail polish bottling</li> </ul>	<ul style="list-style-type: none"> <li>- High quality and low environmental impact products</li> <li>- A new way to express yourself</li> </ul>	<ul style="list-style-type: none"> <li>- Partly already established due to pre-existing product lines</li> </ul>	<ul style="list-style-type: none"> <li>- Younger generation audience</li> </ul>
	<b>KEY RESOURCES</b> <ul style="list-style-type: none"> <li>- Pigments</li> <li>- Low environmental impact solvents</li> </ul>		<b>CHANNELS</b> <ul style="list-style-type: none"> <li>- Television advertisement</li> <li>- Social Media (Facebook, Instagram, Twitter)</li> </ul>	
<b>COST STRUCTURE</b>		<b>REVENUE STREAMS</b>		
<ul style="list-style-type: none"> <li>- General costs</li> <li>- Materials costs</li> <li>- Advertisement and Marketing costs</li> </ul>		<ul style="list-style-type: none"> <li>- Other nail polish product lines revenues</li> </ul>		

#### 5.4.5. Cash flow analysis for financial aspects

The cash flow statement is a financial statement that summarizes the amount of cash and cash equivalents entering and leaving a company. It measures how well a company manages its cash position, meaning how well the company generates cash to pay its debt obligations and fund its operating expenses.

The main categories found in a cash flow statement are:

- 1 operating activities;
- 2 investing activities;
- 3 financing activities;

and are organized respectively.

The total cash provided from or used by each of the three activities is summed to arrive at the total change in cash for the period, which is then added to the opening cash balance to arrive at the cash flow statement's bottom line, the closing cash balance.

**Learning Types:** Auditory, Visual (kinaesthetic)

**Covered Skills:**

- **Business Management:** Handling and using resources, Planning, Technical and Digital literacy;
- **Financial Management:** Financing, Economic literacy;
- **Decision Analysis:** Estimating, Evaluation.

**Time:** 60 minutes

**In person or virtual:** Either, but in person is preferable

**Number of participants:** At least 8 people

- Reading and explanation of the exercise. (5 minutes)
- Participants will be given a copy each of a more than half-empty Cash Flow framework to be observed and reflected on. If the exercise is done in an online course, the teacher will fill the empty spaces of the framework for the entire class. If the exercise is done in person, a student will be nominated to fill in the empty spaces of the framework. In both cases,

students will be also encouraged to fill in each own framework during the next phases. (5 minutes)

- Operating activities. Participants will be encouraged to discuss together on how to fill the empty spaces in the operating activities section of the framework. (15 minutes)
- Investing activities. As for operating activities analysis phase. (15 minutes)
- Financing activities. As for operating and investing activities analysis phases. (15 minutes)
- Closing balance and results discussion. Students will be presented with the correct solution of the exercise and will be encouraged to discuss what is different from their proposed solution (if differing at all). (5 minutes)

### Exercise objectives/explanation:

Following are presented a diagram of the functionality of the Cash Flow Statement and an example of a fully filled Cash Flow:



© Corporate Finance Institute. All rights reserved.

	Startup year						Terminal year
	2016	2017	2018	2019	2020	2021	2022
Balance Sheet Check	OK	OK	OK	OK	OK	OK	OK
<b>Cash Flow Statement</b>							
<b>Cash from Operations</b>							
Net Income	(2,573,040)	(1,340,320)	42,855	925,320	2,086,560	3,706,200	4,303,920
Depreciation	100,000	120,000	140,000	250,000	300,000	420,000	520,000
Changes in non cash working capital							
Accounts Receivable	52,529	23,456	45,022	68,373	72,976	105,363	68,813
Inventory	900,493	154,849	396,740	733,068	766,356	1,084,438	755,260
Accounts Payable	880,708	(111,228)	7,108	66,245	265,394	383,178	256,961
1 Total	(2,545,354)	(1,509,854)	(251,799)	443,124	1,812,621	3,319,576	4,256,808
<b>Cash Invested</b>							
Capital Expenditures	500,000	100,000	100,000	550,000	250,000	1,100,000	600,000
Acquisitions	0	0	0	0	0	0	0
2 Total	500,000	100,000	100,000	550,000	250,000	1,100,000	600,000
<b>Cash from Financing</b>							
Increase (decrease) in Debt	0	0	0	0	0	0	0
Equity Issued (repurchased)	8,000,000	0	0	0	0	0	0
Dividends Paid	0	0	0	0	0	0	0
3 Total	8,000,000	0	0	0	0	0	0
<b>Total Cash</b>	4,954,646	(1,609,854)	(351,799)	(106,876)	1,562,621	2,219,576	3,656,808
Operating balance	0	4,954,646	3,344,792	2,992,993	2,886,117	4,446,738	6,668,315
Increase (Decrease)	4,954,646	(1,609,854)	(351,799)	(106,876)	1,562,621	2,219,576	3,656,808
4 Closing balance	4,954,646	3,344,792	2,992,993	2,886,117	4,446,738	6,668,315	10,325,123

The following link leads to a useful free online tool with which students can exercise on their own on Cash Flow analysis mechanics they learned in class: <https://yeap-project.eu/en/e-tools/cash-flow.html>

#### 5.4.6. Business plan and estimation of costs and revenues

A business plan is a written document that describes in detail the objectives of a company-usually a start-up-and how to reach them. A business plan lays out a written roadmap for the firm from marketing, financial, and operational standpoints.

Business plans are important documents used to attract investments and thus they are especially useful for new businesses, but the truth is that every company should have a business plan. In fact, the plan should be reviewed and updated periodically to see if goals have been met or have changed and evolved. Sometimes, a new business plan is created for an established business that has decided to move in a new direction.

The length of the business plan varies greatly from business-to-business. All of the information should fit into a 15- to 20-page document.

A traditional business plan has the following components:

- **Executive summary:** This section outlines the company and includes the mission statement along with any information about the company's leadership, employees, operations, and location.
- **Products and services:** Here, the company can outline the products and services it will offer, and may also include pricing, product lifespan, and benefits to the consumer. Other factors that may go into this section include production and manufacturing processes, any patents the company may have, as well as proprietary technology. Any information about research and development (R&D) can also be included here.
- **Market analysis:** A thorough market analysis will help you define your prospects as well as help you establish pricing, distribution, and promotional strategies that will allow your company to be successful against competition, both in the short and long term. You should cover: market size, demographics, structure, growth prospects, trends, sales potential, possible market share, positioning, distribution channels, marketing strategy, pricing etc. An important part of the section refers to the study of competitors: identify them, analyze their marketing strategies and identify their vulnerable areas by examining their strengths and weaknesses; this will help you determine your distinct competitive advantage.
- **Operations and management:** this section describes how the business functions on a continuing basis. The operations plan highlights the logistics of the organization, such as the responsibilities of the management team, the tasks assigned to each division within the company, and capital and expense requirements related to the operations of the business.
- **Financial planning:** In order to attract the party reading the business plan, the company should include its financial planning and future projections. After defining the product, market and operations, the next area to turn your attention to are the three financial statements that form the backbone of your business plan: the income statement, cash flow statement, and balance sheet.

**Learning Types:** Auditory, Visual (kinaesthetic)

### Covered Skills:

- **Business Management:** Handling and using resources, Planning, Technical and Digital literacy;
- **Financial Management:** Financing, Economic literacy;
- **Decision Analysis:** Estimating, Evaluation.

**Time:** 4 hours

**In person or virtual:** Either, but in person is preferable

**Number of participants:** At least 8 people

- Exercise's first part explanation. Participants will be instructed on how to complete the task of the exercise's first part. Context will be explained and a copy of basic data will be distributed to each of them. They will be given time to analyse the aforementioned data. Both if done online or in person, a student will be nominated to fill the framework. (15 minutes)
- Drafting activity. Participants will work together to produce some basic drafts of the five basic components of a business plan. They will be encouraged to compile as much information as possible. For each individual part they will be given time-slots as follows (a 10 minutes pause will be inserted as to allow for the recovery of a clear and focused state of mind):
  - Executive summary (30 minutes)
  - Products and services (30 minutes)
  - Market analysis (30 minutes)
  - Operations and management (30 minutes)
  - Pause (10 minutes)
  - Financial planning (30 minutes).
 (overall time 2 hours and 40 minutes)
- Exercise's second part explanation. Participants will be instructed on how to complete the second part of the exercise. Again, context will be explained and a copy of basic data will be distributed to each of them. They will be given a copy of a costs and revenue estimation framework each, and during the next phase they will be encouraged to fill each own. If done in person, a new participant will be nominated to fill a shared framework, else the teacher will cover that role. (5 minutes)
- Costs and revenue estimation completion. Basing their common work on the data they have been given in the previous phase, the participants will work together to fill the framework. (40 minutes)
- Discussion of results. Participants will be encouraged to discuss together the results of the Business Plan they have produced. They will be also presented with the correct execution of the second part of the exercise, and will be encouraged to discuss together about the differences from their proposed solution (if any). (20 minutes)

**Exercise objectives/explanation:**

Because of the variability of the collective documentation called Business Plan, it is not possible to produce a sample exercise or a generalized document to use as demonstration.

## 6. Conclusion

The present cultural entrepreneurship toolkit is serving as a theoretical-practical tool for strengthening different soft and hard skills, needed to become a successful cultural entrepreneur. These skills were identified already during the first phase and are elaborated in the final IO1 report, while IO2 toolkit is building on some selected soft and hard skills than can be strengthened by using different activities.

For this purpose, we developed a unique methodology, combining the skills with diverse didactic methodologies using three variables (content, digital learning, target group) and four level appropriateness. By assessing all selected skills using these two parameters, a grid with selected methodologies for each skill was created.

Afterwards a specific learner's assessment tool was created for assessing the learning styles of the toolkit users (NEETs and start-ups). The tool is involving three key learning styles: visual, auditory and kinaesthetic and includes a set of questions, adapted to (cultural) business. Completing this tool will enable learners to find out their prevailing learning style and select the most appropriate activities for strengthening the desired skills.

So the following two chapters describe diverse activities for strengthening the selected soft and hard skills, which are designed in the same structure: first **describing the skill** and why it is important, then **experiencing that skill** through different short activities for each learning style and lastly, **improving the skill** through a more comprehensive activity, suitable for all learning types. Each activity includes the following elements: title, learning type, time, in person or virtual implementation, number of participants, didactic methodology and step-by-step implementation.



## REFERENCES

- *Baldrige, R. and Curry, B., 2021: What is a startup?*  
<https://www.forbes.com/advisor/investing/what-is-a-startup/>
- *Croman, J., 2017: The 4 key learning styles and how you can use them to learn, teach and grow your business* The 4 Key Learning Styles and How You Can Use Them to Learn, Teach and Grow Your Business (entrepreneur.com)
- *Eurofound, 2021: NEET population* Populacija NEET | Eurofound (europa.eu)
- *FAO, 2011: E-learning methodologies. A guide for designing and developing e-learning courses*
- *International Labour Office, 2015: What does NEETs mean and why is the concept so easily misinterpreted?* [https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms\\_343153.pdf](https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_343153.pdf) *Resnik Planinc, T., Faculty of arts, University in Ljubljana: Learning forms and learning methods*
- *Mavrin et al., 2012: Learning achievement folder* MUD\_MapuUcnihDosezkov\_za-tisk.pdf (arnes.si)
- *Thompson, S.: Differentiated learning styles in business* Differentiated Learning Styles in Business (chron.com)
- <https://teamexercises.info>
- <https://www.skillsconverged.com>
- <https://speakupforsuccess.com/public-speaking-avatar/>
- <https://fys-forums.eu/en/fys-toolkit/leadership-skill-training-modules/123-negotiation-and-persuasion>
- <https://myva360.com/blog/9-communication-exercises-for-teams>
- <https://www.indeed.com/career-advice/career-development/communication-team-building-activities>
- <https://www.inc.com/jeff-haden/tk-highly-effective-negotiation-tactics-anyone-can-use.html>
- <https://www.indeed.com/career-advice/career-development/communication-team-building-activities>
- <https://www.funmingo.games/>
- <https://www.pmi.org/learning/library/dynamic-project-management-using-simulations-7328>
- <https://www.managementconcepts.com/course/id/6106>

- <https://resumegenius.com/blog/resume-help/hard-skills>
- <https://pmbasics101.com/work-breakdown-structure-guide/>
- <https://www.planview.com/resources/guide/introduction-to-kanban/kanban-examples/>
- <http://www.innovation-portal.info/wp-content/uploads/activity-business-model-innovation.pdf>
- <https://www.denis-oakley.com/strategy-workshop-business-model-canvas/>
- <https://www.excelway.co/how-to-run-a-business-model-canvas-workshop-remotely/>
- <https://medium.com/seed-digital/how-to-business-model-canvas-explained-ad3676b6fe4a>
- <https://www.investopedia.com/investing/what-is-a-cash-flow-statement/>
- <https://corporatefinanceinstitute.com/resources/knowledge/accounting/cash-flow-statement%E2%80%8B/>
- <https://www.investopedia.com/terms/b/business-plan.asp>
- <https://www.sba.gov/business-guide/plan-your-business/write-your-business-plan>
- <https://www.entrepreneur.com/encyclopedia/business-plan>
- <https://www.fsb.org.uk/resources-page/what-is-a-business-plan.html>

# APPENDIX

Table 2: Overview of the didactic methodologies with assessment by each skill

Didactic methodology - part 1	(Online) Conversation	(Online guided) Discussion	Brainstorming	Work with pictures & photos	»Post-it« wall	(Online) Mixed groups	Random grouping	Debate	Panel discussion	Case study
Training course										
Soft skills										
Active listening	C: +	C: +	C: +	C: -	C: +	C: ++	C: +++	C: ++	C: +++	C: +
	D: +	D: ++	D: +	D: +	D: -	D: +	D: -	D: -	D: -	D: ++
	N: +++	N: ++	N: +++	N: ++	N: ++	N: ++	N: +++	N: ++	N: ++	N: +
	Total: 5	Total: 5	Total: 5	Total: 3	Total: 3	Total: 5	Total: 6*	Total: 4	Total: 5*	Total: 4
Storytelling	C: ++	C: ++	C: ++	C: +++	C: ++	C: +++	C: ++	C: +	C: ++	C: ++
	D: +	D: ++	D: +	D: +	D: -	D: +	D: -	D: -	D: -	D: ++
	N: +++	N: ++	N: +++	N: +++	N: +++	N: ++	N: ++	N: +	N: ++	N: ++
	Total: 6	Total: 6	Total: 6	Total: 7	Total: 5*	Total: 6	Total: 4	Total: 2	Total: 4	Total: 6
Pitching	C: +	C: +	C: ++	C: +	C: ++	C: +++	C: +	C: ++	C: ++	C: +
	D: +	D: ++	D: +	D: +	D: -	D: +	D: -	D: -	D: -	D: ++
	N: +	N: +	N: ++	N: +	N: ++	N: ++	N: +	N: ++	N: ++	N: +
	Total: 3	Total: 4	Total: 5	Total: 3	Total: 4	Total: 6	Total: 2	Total: 4	Total: 4	Total: 4

<b>Networking</b>	C: +	C: +	C: ++	C: +	C: ++	C: ++	C: +++	C: +	C: +	C: +
	D: +	D: ++	D: +	D: +	D: -	D: +	D: -	D: -	D: -	D: ++
	N: ++	N: ++	N: ++	N: +	N: ++	N: ++	N: ++	N: ++	N: ++	N: +
	Total: 4	Total: 5	Total: 5	Total: 3	Total: 4	Total: 5	Total: 5	Total: 3	Total: 3	Total: 4
<b>Negotiation</b>	C: +	C: +	C: ++	C: +	C: +	C: ++	C: -	C: +++	C: ++	C: +
	D: +	D: ++	D: ++	D: +	D: -	D: +	D: -	D: -	D: -	D: +
	N: ++	N: ++	N: +++	N: +	N: ++	N: ++	N: +	N: ++	N: ++	N: +
	Total: 4	Total: 5	Total: 7	Total: 3	Total: 3	Total: 5	Total: 1	Total: 5	Total: 4	Total: 3
<b>Leadership &amp;</b>	C: ++	C: +	C: ++	C: +	C: ++	C: ++	C: +	C: ++	C: +++	C: +
<b>Emphaty</b>	D: +	D: ++	D: ++	D: +	D: -	D: +	D: -	D: -	D: -	D: +
	N: ++	N: ++	N: +++	N: +	N: ++	N: ++	N: +	N: ++	N: ++	N: +
	Total: 5	Total: 5	Total: 7	Total: 3	Total: 4	Total: 5	Total: 2	Total: 4	Total: 5*	Total: 3
<b>Teamwork</b>	C: +	C: +	C: +	C: +	C: ++	C: +++	C: +	C: +	C: ++	C: -
	D: +	D: ++	D: ++	D: +	D: -	D: +	D: -	D: -	D: -	D: +
	N: +	N: +	N: +++	N: ++	N: ++	N: +++	N: +	N: +	N: ++	N: +
	Total: 3	Total: 4	Total: 6	Total: 4	Total: 4	Total: 7	Total: 2	Total: 2	Total: 4	Total: 2

<b>Self-awareness</b>	C: +	C: +	C: ++	C: -	C: ++	C: +	C: -	C: ++	C: +	C: +
	D: +	D: ++	D: +	D: +	D: -	D: +	D: -	D: -	D: -	D: +
	N: +	N: +	N: ++	N: ++	N: ++	N: +	N: +	N: ++	N: ++	N: +
	Total: 3	Total: 4	Total: 5	Total: 3	Total: 4	Total: 3	Total: 1	Total: 4	Total: 3	Total: 3
<b>Problem solving</b>	C: +	C: +	C: +	C: ++	C: ++	C: +++	C: ++	C: ++	C: ++	C: ++
	D: +	D: ++	D: +	D: +	D: -	D: +	D: -	D: -	D: -	D: ++
	N: +	N: +	N: ++	N: ++	N: ++	N: ++	N: +	N: ++	N: ++	N: +
	Total: 3	Total: 4	Total: 4	Total: 5	Total: 4	Total: 6	Total: 3	Total: 4	Total: 4	Total: 5
<b>Hard skills</b>										
<b>Project management (use of resources, goals setting)</b>	C: ++	C: ++	C: ++	C: ++	C: ++	C: +	C: +	C: ++	C: ++	C: ++
	D: +	D: +	D: +	D: +	D: -	D: +	D: -	D: -	D: -	D: ++
	N: +	N: +	N: ++	N: ++	N: ++	N: +	N: +	N: ++	N: ++	N: +
	Total: 4	Total: 4	Total: 5	Total: 5	Total: 4	Total: 3	Total: 2	Total: 4	Total: 4	Total: 5
<b>Financing aspects &amp; economic literacy</b>	C: +	C: +	C: -	C: -	C: +	C: +	C: -	C: +	C: +	C: -
	D: +	D: +	D: +	D: +	D: -	D: +	D: -	D: -	D: -	D: +
	N: +	N: +	N: +	N: +	N: ++	N: +	N: +	N: +	N: +	N: +
	Total: 3	Total: 3	Total: 2	Total: 2	Total: 3	Total: 3	Total: 1	Total: 2	Total: 2	Total: 2

<b>Evaluation of business actions</b>	C: +	C: +	C: -	C: -	C: +	C: +	C: -	C: +	C: +	C: -
	D: +	D: +	D: +	D: +	D: -	D: +	D: -	D: -	D: -	D: +
	N: +	N: +	N: +	N: +	N: ++	N: +	N: +	N: +	N: +	N: +
	Total: 3	Total: 3	Total: 2	Total: 2	Total: 3	Total: 3	Total: 1	Total: 2	Total: 2	Total: 2

<b>Didactic methodology - part 2</b>	<b>(Interactive) Role play</b>	<b>Problem method</b>	<b>Explanation</b>	<b>Lecturing</b>	<b>Using the text</b>	<b>Projection / display</b>	<b>Work evaluation</b>	<b>Success report</b>	<b>Digital storytelling</b>
<b>Training course</b>									
<b>Soft skills</b>									
<b>Active listening</b>	C: +++	C: +	C: +	C: +	C: -	C: ++	C: +	C: +	C: ++
	D: ++	D: ++	D: ++	D: ++	D: ++	D: +	D: ++	D: ++	D: +++
	N: ++	N: +	N: ++	N: ++	N: +	N: ++	N: +	N: +	N: ++
	Total: 7	Total: 4	Total: 5	Total: 5	Total: 3	Total: 5	Total: 4	Total: 4	Total: 7
<b>Storytelling</b>	C: +++	C: +	C: +	C: +	C: +	C: +++	C: +	C: +	C: +++

	D:++	D: ++	D: ++	D: ++	D: ++	D: ++	D: ++	D: ++	D: +++
	N: ++	N: +	N: ++	N: ++	N: +	N: ++	N: +	N: +	N: ++
	Total: 7	Total: 4	Total: 5	Total: 5	Total: 4	Total: 7	Total: 4	Total: 4	Total: 8
<b>Pitching</b>	C: +++	C: ++	C: +	C: -	C: -	C: -	C: +	C: +	C: +
	D: ++	D: ++	D: ++	D: ++	D: ++	D: ++	D: ++	D: ++	D: ++
	N: ++	N: +	N: ++	N: ++	N: +	N: ++	N: +	N: +	N: ++
	Total: 7	Total: 5	Total: 5	Total: 4	Total: 3	Total: 4	Total: 4	Total: 4	Total: 5
<b>Networking</b>	C: +++	C: +	C: +	C: +	C: -	C: +	C: +	C: +	C: +
	D: ++	D: +	D: +	D: +4	D: ++	D: +	D: +	D: +	D: ++
	N: ++	N: +	N: ++	N: ++	N: +	N: ++	N: +	N: +	N: ++
	Total: 7	Total: 3	Total: 4	Total: 4	Total: 3	Total: 4	Total: 3	Total: 3	Total: 5
<b>Negotiation</b>	C: +++	C: +	C: +	C: -	C: +	C: +	C: +	C: +	C: ++
	D: ++	D: +	D: ++	D: +	D: ++	D: ++	D: +	D: +	D: +++
	N: ++	N: +	N: +	N: +	N: +	N: ++	N: +	N: +	N: ++
	Total: 7	Total: 3	Total: 4	Total: 2	Total: 4	Total: 5	Total: 3	Total: 3	Total: 7
<b>Leadership &amp;</b>	C: +++	C: +	C: ++	C: +	C: +	C: +	C: +	C: +	C: ++
<b>Emphaty</b>	D: ++	D: +	D: ++	D: ++	D: ++	D: ++	D: +	D: +	D: +++



	N: ++	N: +	N: +	N: +	N: +	N: ++	N: +	N: +	N: ++
	Total: 7	Total: 3	Total: 5	Total: 4	Total: 4	Total: 5	Total: 3	Total: 3	Total: 7
<b>Teamwork</b>	C: +++	C: ++	C: +	C: +	C: +	C: ++	C: +	C: +	C: ++
	D: ++	D: ++	D: +	D: +	D: +	D: ++	D: +	D: +	D: +++
	N: ++	N: +	N: ++	N: +	N: +	N: ++	N: +	N: +	N: ++
	Total: 7	Total: 5	Total: 4	Total: 3	Total: 3	Total: 6	Total: 3	Total: 3	Total: 7
<b>Self-awareness</b>	C: ++	C: +	C: +	C: -	C: +	C: ++	C: -	C: -	C: ++
	D: ++	D: ++	D: ++	D: +	D: +	D: ++	D: +	D: +	D: +++
	N: ++	N: +	N: +	N: +	N: +	N: ++	N: +	N: +	N: ++
	Total: 6	Total: 4	Total: 4	Total: 2	Total: 3	Total: 6	Total: 2	Total: 2	Total: 7
<b>Problem solving</b>	C: +++	C: ++	C: -	C: -	C: +	C: +	C: -	C: +	C: +
	D: ++	D: ++	D: ++	D: +	D: ++	D: +	D: +	D: +	D: ++
	N: ++	N: +	N: +	N: +	N: +	N: ++	N: +	N: +	N: ++
	Total: 7	Total: 5	Total: 3	Total: 2	Total: 4	Total: 4	Total: 2	Total: 3	Total: 5
<b>Hard skills</b>									
<b>Project management (use of</b>	C: +	C: ++	C: +++	C: ++	C: ++	C: +	C: ++	C: ++	C: +
	D: ++	D: ++	D: ++	D: ++	D: ++	D: +	D: +	D: +	D: ++

<b>resources, goals setting)</b>	N: ++ Total: 5	N: + Total: 5	N: ++ Total: 7	N: ++ Total: 6	N: + Total: 5	N: ++ Total: 4	N: + Total: 4	N: + Total: 4	N: ++ Total: 5
<b>Financing aspects &amp; economic literacy</b>	C: - D: ++ N: + Total: 3	C: + D: ++ N: + Total: 4	C: +++ D: ++ N: ++ Total: 7	C: +++ D: ++ N: ++ Total: 7	C: + D: ++ N: + Total: 4	C: + D: + N: ++ Total: 4	C: ++ D: + N: + Total: 4	C: ++ D: + N: + Total: 4	C: - D: ++ N: ++ Total: 4
<b>Evaluation of business actions</b>	C: - D: ++ N: + Total: 3	C: + D: ++ N: + Total: 4	C: +++ D: ++ N: ++ Total: 7	C: ++ D: ++ N: ++ Total: 6	C: + D: ++ N: + Total: 4	C: - D: + N: ++ Total: 3	C: ++ D: + N: + Total: 4	C: ++ D: + N: + Total: 4	C: - D: ++ N: ++ Total: 4

<b>Didactic methodology - part 3</b>	<b>Flipped classroom</b>	<b>Project Based Learning / Project work</b>	<b>Gamificatio n</b>	<b>Presentati on</b>	<b>Worked examples</b>	<b>Demonstra tions</b>	<b>Job aids</b>	<b>Case (scenario)- based exercices</b>	<b>Symbolic simulation</b>
<b>Training course</b>									

## Soft skills

<b>Active listening</b>	C: ++	C: +	C: +	C: +	C: +	C: +	C: -	C: -	C: -
	D: ++	D: +	D: +++	D: ++	D: ++	D: ++	D: +	D: ++	D: +++
	N: ++	N: +	N: ++	N: ++	N: ++	N: ++	N: +	N: +	N: +
	Total: 6	Total: 3	Total: 6	Total: 5	Total: 5	Total: 5	Total: 2	Total: 3	Total: 4
<b>Storytelling</b>	C: ++	C: ++	C: ++	C: ++	C: ++	C: +	C: -	C: -	C: -
	D: ++	D: +	D: +++	D: ++	D: ++	D: ++	D: +	D: ++	D: +++
	N: ++	N: +	N: ++	N: ++	N: ++	N: ++	N: +	N: +	N: +
	Total: 6	Total: 4	Total: 7	Total: 6	Total: 6	Total: 5	Total: 2	Total: 3	Total: 4
<b>Pitching</b>	C: +	C: ++	C: +	C: +	C: ++	C: +	C: -	C: +	C: -
	D: ++	D: +	D: +++	D: ++	D: ++	D: ++	D: +	D: ++	D: +++
	N: ++	N: +	N: +	N: ++	N: ++	N: ++	N: +	N: +	N: +
	Total: 5	Total: 4	Total: 5	Total: 5	Total: 6	Total: 5	Total: 2	Total: 4	Total: 4
<b>Networking</b>	C: +	C: +	C: +	C: +	C: +	C: +	C: -	C: -	C: -
	D: ++	D: +	D: +++	D: ++	D: ++	D: ++	D: +	D: ++	D: +++
	N: ++	N: +	N: ++	N: ++	N: ++	N: ++	N: +	N: +	N: +
	Total: 5	Total: 3	Total: 6	Total: 5	Total: 5	Total: 5	Total: 2	Total: 3	Total: 4

<b>Negotiation</b>	C: ++	C: +	C: +	C: +	C: +	C: ++	C: +	C: ++	C: -
	D: ++	D: +	D: +++	D: ++	D: ++	D: ++	D: +	D: ++	D: +++
	N: ++	N: +	N: +	N: ++	N: ++	N: ++	N: +	N: +	N: +
	Total: 6	Total: 3	Total: 5	Total: 5	Total: 5	Total: 6	Total: 3	Total: 5	Total: 4
<b>Leadership &amp; Emphaty</b>	C: ++	C: +	C: +	C: +	C: +	C: +	C: -	C: +	C: +
	D: ++	D: +	D: +++	D: ++	D: ++	D: ++	D: +	D: ++	D: +++
	N: ++	N: +	N: +	N: ++	N: ++	N: ++	N: +	N: +	N: +
	Total: 6	Total: 3	Total: 5	Total: 5	Total: 5	Total: 5	Total: 2	Total: 5	Total: 5
<b>Teamwork</b>	C: +	C: ++	C: ++	C: +	C: +	C: ++	C: +	C: -	C: -
	D: ++	D: +	D: +++	D: ++	D: ++	D: ++	D: +	D: ++	D: +++
	N: ++	N: +	N: ++	N: ++	N: ++	N: ++	N: +	N: +	N: +
	Total: 5	Total: 4	Total: 7	Total: 5	Total: 5	Total: 6	Total: 3	Total: 3	Total: 4
<b>Self-awareness</b>	C: +	C: +	C: ++	C: +	C: +	C: -	C: -	C: -	C: -
	D: ++	D: +	D: +++	D: ++	D: ++	D: ++	D: +	D: ++	D: +++
	N: ++	N: +	N: ++	N: ++	N: ++	N: ++	N: +	N: +	N: +
	Total: 5	Total: 3	Total: 7	Total: 5	Total: 5	Total: 4	Total: 2	Total: 3	Total: 4

<b>Problem solving</b>	C: ++	C: ++	C: ++	C: +	C: ++	C: ++	C: +	C: ++	C: +
	D: ++	D: +	D: +++	D: ++	D: ++	D: ++	D: +	D: ++	D: +++
	N: ++	N: +	N: ++	N: ++	N: ++	N: ++	N: +	N: +	N: +
	Total: 6	Total: 4	Total: 7	Total: 5	Total: 6	Total: 6	Total: 3	Total: 5	Total: 5

### Hard skills

<b>Project management (use of resources, goals setting)</b>	C: +++	C: ++	C: +	C: ++	C: ++	C: +	C: +	C: ++	C: ++
	D: ++	D: +	D: +++	D: ++	D: ++	D: ++	D: +	D: ++	D: +++
	N: ++	N: +	N: +	N: ++	N: ++	N: ++	N: +	N: +	N: +
	Total: 7	Total: 4	Total: 5	Total: 6	Total: 6	Total: 5	Total: 3	Total: 5	Total: 6
<b>Financing aspects &amp; economic literacy</b>	C: +++	C: +	C: -	C: ++	C: +	C: -	C: +	C: +	C: -
	D: ++	D: +	D: +++	D: ++	D: ++	D: ++	D: +	D: ++	D: +++
	N: ++	N: +	N: +	N: ++	N: ++	N: ++	N: +	N: +	N: +
	Total: 7	Total: 3	Total: 4	Total: 6	Total: 5	Total: 4	Total: 3	Total: 4	Total: 4
<b>Evaluation of business actions</b>	C: +	C: +	C: +	C: ++	C: ++	C: +	C: +	C: ++	C: ++
	D: ++	D: +	D: +++	D: ++	D: ++	D: ++	D: +	D: ++	D: +++
	N: +	N: +	N: +	N: ++	N: ++	N: ++	N: +	N: +	N: +
	Total: 4	Total: 3	Total: 5	Total: 6	Total: 6	Total: 5	Total: 3	Total: 5	Total: 6

Didactic methodology	Guided research	Peer tutoring	Collaborative work
- part 4			
Training course			
Soft skills			
Active listening	C: -	C: +++	C: +++
	D: +	D: +	D: +
	N: +	N: ++	N: ++
	Total: 2	Total: 6	Total: 6
Storytelling	C: -	C: +++	C: +++
	D: +	D: +	D: +
	N: +	N: ++	N: ++
	Total: 2	Total: 6	Total: 6
Pitching	C: -	C: +++	C: ++

	D: +	D: +	D: +
	N: +	N: ++	N: ++
	Total: 2	Total: 6	Total: 5
<b>Networking</b>	C: -	C: +++	C: +++
	D: +	D: +	D: +
	N: +	N: ++	N: ++
	Total: 2	Total: 6	Total: 6
<b>Negotiation</b>	C: -	C: +++	C: +++
	D: +	D: +	D: +
	N: +	N: ++	N: ++
	Total: 2	Total: 6	Total: 6
<b>Leadership &amp;</b>	C: -	C: +++	C: +++
<b>Emphaty</b>	D: +	D: +	D: +
	N: +	N: ++	N: ++
	Total: 2	Total: 6	Total: 6
<b>Teamwork</b>	C: -	C: +++	C: +++
	D: +	D: +	D: +

	N: +	N: ++	N: ++
	Total: 2	Total: 6	Total: 6
<b>Self-awareness</b>	C: -	C: +++	C: +++
	D: +	D: +	D: +
	N: +	N: ++	N: ++
	Total: 2	Total: 6	Total: 6
<b>Problem solving</b>	C: -	C: +++	C: +++
	D: +	D: +	D: +
	N: +	N: ++	N: ++
	Total: 2	Total: 6	Total: 6
<b>Hard skills</b>			
<b>Project management (use of resources, goals setting)</b>	C: +	C: +	C: ++
	D: +	D: +	D: +
	N: +	N: ++	N: ++
	Total: 3	Total: 4	Total: 5
<b>Financing aspects &amp;</b>	C: +	C: +	C: +
	D: +	D: +	D: +



<b>economic literacy</b>	N: + Total: 3	N: ++ Total: 4	N: ++ Total: 4
<b>Evaluation of business actions</b>	C: + D: + N: + Total: 3	C: + D: + N: ++ Total: 4	C: + D: + N: ++ Total: 4

#### EXPLANATION OF USED LABELS IN THE TABLE:

##### Variables taken into account:

Content - C

Digital / online learning - D

Target group (NEETs) – N

##### Possible scores for each variable:

Not appropriate: -

A little appropriate: +

Moderately appropriate: ++

Very appropriate: +++

**Green shading** = highest scores

**Red shading** = scores with »minus« (not appropriate) in certain variable – excluding criteria

**Excluding criteria** - also if certain methodologies are not suitable for self-paced e-learning course and need a facilitator or instructor as our courses have to be self-paced.