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PROJECT

FIND YOUR INNER INVENTOR

WORKBOOK
SHORT VERSION

This project is financed by Erasmus+ Strategic partnership, Grant Agreement No.: 2016-CZ01-KA202-024054.

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PROJECT DETAILS

PROJECT TITLE: FIND YOUR INNER INVENTOR

PROJECT ACRONYM: FYII

PROJECT NUMBER: 2016-1-CZ01-KA202-024054

UNIVERSITY OF ICELAND
SCHOOL OF EDUCATION

University
of Bielsko-Biala

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INTRODUCTION

Introduction

The objective of the proposed activities is to increase the interest in entrepreneurship among students of secondary vocational schools and to improve the quality of entrepreneurial education. The project aims to involve into the tuition experienced contract workers who have experience in team management, business and its development, new forms of business, and usage of modern technologies. It contributes to a quality interconnection not only of students' and teachers' theoretical knowledge with practice but also to an enrichment by the element of solving real problems which arise during planning and implementation of a business plan.

The objective will be achieved by the implementation of a business subject which will be specialised in teamwork of students under the guidance of experienced mentors. The activity output will be also students and teachers motivated to entrepreneurial practice. The teachers will acquire experience to pass onto students in the future.

Both the Czech Republic and the European Union are undergoing a number of changes that have, among other things, an impact on the labour market and the demands on both entrepreneurs and employees. Innovation and technological progress means, at the same time, a number of new opportunities and fields of business, however sufficient attention must also be paid to creation the conditions that will allow these new opportunities to be exploited. For this reason, the entrepreneurial education is recently being discussed and it has become a priority to promote entrepreneurship and entrepreneurial spirit.

The business sector plays an irreplaceable role in the development of the national economy and in creation of new jobs. The multiple positive impacts of entrepreneurship education on growth and employment were presented by the European Commission in its 2015 Business Education: A Journey to Success mapping the impact of entrepreneurship education both on students and entrepreneurs as well as on the EU economy and its society. Entrepreneurs contribute significantly to the formation of gross domestic product (GDP), increase in investments and foreign trade support. Their ability to take advantage of new business opportunities also contributes to increase competitiveness of the country. Entrepreneurs create new jobs and this leads to a reduction of unemployment. However, just few school graduates decide after their graduation to start their own business.The young generation is reluctant to set up its own business and prefers certainty and stability in an employment in the form of an employee's position, which results also from insufficient and inconsistent support for young people's entrepreneurship.

The expected change of proposed project is to introduce an element of entrepreneurial education, both by working on real business plans and by bringing entrepreneurs directly into tuition and within supporting activities also into solving specific sub-projects.

Especially for the topic on entrepreneurship, it is very important that the students, teachers and R&D workers realise in full complexity what activities they carry out in connection with business and also the fact that entrepreneurship is a real alternative to an employment. It is also necessary for entrepreneurs to become aware of the opportunities for business support and the risks associated with business. At the same time, there is a need to develop soft skills neglected in tuition, but for today's business absolutely necessary such as the ability to present themselves, the art of networking and business skills.

Changes generally taking place in the field of entrepreneurship support are identified in these key areas - the development of key entrepreneurial skills of students as well as teachers, cooperation between universities and secondary schools, respectively, their knowledge base in relation to the development of entrepreneurship. A key challenge for universities is to ensure the students acquire also transferable soft skills during their university studies.

In general, the interest in entrepreneurship remains weak and, in principle, it is restricted to those students who are internally motivated to strive for entrepreneurial career. It is also necessary to reflect the demand for development of entrepreneurial skills into the system of teacher's training and to support them in positive approach to entrepreneurship, as they are the ones who provide students with important information of this character. According to the surveys, it is necessary to involve companies and experts from practice into the process of education. Enhancement of entrepreneurship education requires extensive training for current academics in the field, or the recruitment of new contract workers.

Project benefits for target groups:

- acquiring practical knowledge from the business environment
- gaining invaluable experience in working on real business plans in a team under the guidance of experienced experts from practice
- possible contribution from the implementation of own business plan: company foundation is an ideal output of the proposed project activities. Even outside the learning subject, the supported target group will receive further support for the development of a

prototype and the establishment and development of its own company

- increase in qualification of the teachers who participated in the project
- set up networking of universities and secondary schools by implementation of activities in common

Needs of target group:

- a need for motivation and real support for the development of business activities
- a need for self-realization or realization of own idea through the entrepreneurial path
- a need for knowledge of modern business practice, technologies
- teamwork and team creation (to be able to find own strengths and find an effective place in a team, the art of collaboration and task delegation, the art of establishment of an efficient team ...)
- Another important need for both student and teacher is the contact with practice. Only in this way it is possible to effectively create important context gained by the theoretical study. Students will be able to understand what they have learned and teachers will gain much more applicable and useful competences to transfer acquired experience to other students more efficiently within the tuition

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RECEPCE

1.
MOTIVATION AND ENTREPRENEURIAL SPIRIT

The Objective of module "Motivation and Entrepreneurial Spirit" is:

- to explain the model of entrepreneurial learning
- to relate your personal experience to the framework of entrepreneurial learning.
- to characterize the relationship between motivation and own performance.

You will be able to:

- Identify and assess your own values, goals and motivation.
- Assess harmony between personal goals and ideas.
- Develop your own entrepreneurial potential.

The goal of this is to develop your entrepreneurial spirit. It deals with how people learn to work in an entrepreneurial way, and how they become entrepreneurs, why they choose certain opportunities, and what relation there is between learning and the choice of opportunities. It focuses, particularly, on the important concept of entrepreneurial learning and its key elements. It includes exercises to help you learn your entrepreneurial learning and identify areas which you need to develop and improve. It includes your reflection, evaluation of your values, goals, motivation, self-confidence and abilities.

Model of entrepreneurial learning (Rae, 2007)

1. Personal and Social Development: Become an Entrepreneur

The goal of the entrepreneurial learning model is to stimulate deeper understanding and reflection of your path of entrepreneurial learning. It is not just a questionnaire on whether you are an entrepreneur. The following sections will explain each folder and a set of questions to the sub-areas. The goal is to help you reflect your entrepreneurial development, whether individually or in small groups. Take a look at each of these three themes and a set of sub-areas. Each subtopic may not relate to you personally. Some may be conditioned by work experience in a company. Focus on those that concern you. You may study some of them later as you fulfil the tasks below. Make notes and return to certain points.

Personal and social development

The questions in each of the four sub-topics will help you reflect your personal and social development:

Narrative creation of identity

- How would you tell your life story? Think about your past, present, and expected future.
- What would you emphasize (what is your role in the story)? Think about examples when you have acted entrepreneurially, trying to take advantage of opportunities, and experimenting with new opportunities.
- How would you like to change your identity further?

The role of the family

- What is your role in the family? What does your family expect from you?
- Has your family's business experience affected your aspirations?
- How do your family expectations affect your life, career, and business aspirations?
- How do you feel about these expectations?
- How would you like to change your family's expectations concerning you?
- What consequences could your decision to start your own business have on your relationships and family?

Identity as a practice

- What are you good at, what do you enjoy doing?
- How can you apply your abilities and skills in the best way?
- How do you find situations, opportunities, and people to apply your abilities on in the best way?

The tension between existing and future identity

- What would you like to achieve in your life, work and study?
- Does your current work or education offer you an opportunity to achieve these goals?
- What could encourage you to change your current role? Would you start your own business?
- Do you have any "future" reality which you would like to create?
- Do you believe you could really create it? What is needed for it?

2. Contextual learning

Learning through immersion into community and industry

- What are your most beneficial skills, what is your main expertise? In which situations can you apply them?

- What tacit abilities and skills did you develop?
- Which social networks are you a member of? What are your contacts within these networks?
- How can you use these contacts at the beginnings of social business?

Recognizing opportunities and innovation through participation

- What needs and problems do you see in your everyday life?
- Which of them could create opportunities?
- How could your experience and contacts help you create opportunities?
- How could you combine existing knowledge, technology and ideas to create new opportunities and innovations?

Practical theories of entrepreneurial behaviour

- What did you do to develop new ideas and to implement them?
- What are your "practical theories" and how can you apply them to social business?

3. Negotiated entrepreneurial spirit

Involvement of others into the project implementation

- How effectively do you work with others during negotiation of common goals and fulfilling them?
- Are you aware of your strengths in the team?
- Can you recognize the abilities of others?
- Do you trust the people you work with? And do they trust you?

Creation structures in common and sharing of meaning and values

- How do you share values and ways of working?
- How do you stimulate and maintain the fun and enthusiasm when working on a project?
- How can you effectively manage conflicts?

Engagement of stakeholders' network

- What is your most important contact for the project implementation?
- How can you involve clients into the functioning of social enterprise?
- Are there any gaps in relationships with key stakeholders?

Gradual change and rotation of roles

- Are you willing to agree with a role change during social business?
- How can you involve new people into teams or business?
- What would you do with the people involved in a business at its beginning and with the business growth recognized to be incapable of any further participation in it?

Individual task

Watch out the video of Dan Pinko's performance which explains why traditional motivation tools are not as effective as we think. The video has Czech subtitles. You can find the recording on: http://www.ted.com/talks/lang/eng/dan_pink_on_motivation.html

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2.
IDEAS AND OPPORTUNITIES

In the module "Ideas and Opportunities", you will learn:

- The core and importance of business opportunities.
- How to evaluate opportunities.
- What risks of opportunities are there?
- The link between creativity, entrepreneurial spirit and its development.

You will be able to:

- Use methods and techniques appropriate for the development of opportunity.
- Develop your skills, entrepreneurial spirit and creativity.

Business Opportunities

The purpose of this chapter is to explore the concept of business opportunity and its importance in the decision making process of entrepreneur.

Definition

1. A desirable future state of affairs that is different from the current state and there is a belief that its achievement is possible. People have a different perception. A certain state of affairs is an opportunity for someone and an obstacle for the others. The result of perception depends on the environment, access to resources and the right timing.
2. Time, critical moment or states of affairs favourably incline towards a goal or purpose, chance, advantage or benefit of particular place or position. In free business environment opportunities are born from changing circumstances (conditions), chaos, confusion, contradictions, deceleration or acceleration, knowledge or information gaps and a number of other types of irregularities in the industry and market.

Difference between ideas and opportunities

If the idea is not an opportunity, then what is the opportunity? The opportunity has the value to become:Attractive, Long-lasting, Current.

It is embedded in a product or service that adds value or benefits to its buyer or user.

Task: What is the difference between idea, opportunity and challenge?

Opportunities Sources

Opportunities are generated independently only in exceptional situations. Generally, they need to be actively created. A skilled entrepreneur is able to see an opportunity where others do not see it.

Understanding and Identifying of Opportunity

It is important for the entrepreneur to know where to look for opportunity sources and which factor creates an opportunity because the current dynamics of the business environment forces entrepreneurs to come up with new ideas and approaches.

Opportunity Sources

To understand the business as a service for other people.

Sources Discover:

Looking for things and services which people need and require.

Looking for a harmony between what I am able to offer and what the others need.

Development of Creativity and Imagination

Creativity/Inventiveness

One of the most important roles in learning about business opportunities is creative thinking. Creativity is one of the attributes with which people are born. This thinking culminates naturally in the period of adolescence. One of the reasons is that personal life is influenced by formal education; they are forced to think logically, rationally. Social pressure forces us to suppress creative thinking.

Creative thinking can be practiced and improved. Everyone is able to master creative thinking and learn how to apply it in business.

Special Methods - creative problem solving

There is a number of special methods to solve problems. In this chapter, we will present some of them.

Brainstorming

It is the most well-known and used method for creative problem solving and generation of ideas. It starts with a presentation of a problem. After this presentation, a team of 6 up to 12 people is chosen to represent the widest range of knowledge. None of the participants should be a recognized experts on the relevant issue. All the ideas that are spoken are recorded, regardless their often illogical content. The mutual criticism and participant evaluation are unacceptable during the session.

Reversed brainstorming

It differs from the brainstorming just in allowance of criticism. In practice, this method is based on looking for drawbacks through the question: How many ways are there to failure? Using it, you are able to identify all the deficiencies of an idea and then you can discuss the methods for their remediation.

Synetics

It is a creative process that forces individuals to solve problems through four analogous mechanisms - personal, direct, symbolic, and fantasy. The group operates in two phases. In the first phase, participants will learn about the problem from a well-known perspective. In the second phase, they attempt to transform the known to unknown and find a new, novel solution.

Gordon's method

The group members do not know the exact nature of the problem in advance - it is especially important for the group members in finding solutions not to be burdened with already formulated stereotypes and ideas.

Free association

It is a simple and effective method. This method contributes to the development of completely new insights into the problem. Firstly, a word or sentence related to the problem is written and then there are new ones added. Each new word has the task to evoke something new in the ongoing thought process, which creates a chain of thoughts that show an idea about a new product.

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3.
CREATIVITY AND INNOVATION

The module "Creativity and Innovation" aims to:

- Describe a model of a creative problem solution.
- Explain the stages of the creative problem solution.
- Explain Herrmann's model.

You will be able to:

- Identify your own style of creative thinking.
- Develop individual styles of creative thinking.

This module focuses on the creative process. A great attention is paid to so-called Herrmann's model of creativity. You will get acquainted with its individual quadrants and you will have the opportunity to find out which of the quadrants you have developed the most. By analyzing the number of solved problems, it has been found that there are certain algorithms and principles in the process of creative work. Let's concentrate on the starting point of creative working process. It can be divided into several subsequent stages - steps which continuity and existence are not usually realized during the process of problem solving. However, it is desirable to take them into account and use them to manage the work process.

1. Preparation - Selection, collection and analysis of necessary information. It decides about the method of analysis and the methods by which the obtained information will be processed. The degree of synthesis is determined; the characteristics of solved problem and target state of the solution are specified.

2. Maturation - rational work with collected information. The conditions for solution creation are created; the intuition methods and the association of other solutions are used. The themes are analyzed, their realization is simulated under the given conditions and their effectiveness is investigated. It forms the basis of the future form of innovation.

3. Birth (enlightenment) - the researcher reaches a concrete form of invention -she/he is not satisfied with the only solution but is looking for other variants. The researcher develops the invention into a final form to be easily and comprehensively implemented as a successful innovation.

4. Verification - the investigator evaluates the properties, pros and cons of generated variants of inventions, examines their efficiency and effectiveness. The researcher decides for the optimal variant which presents as a result of the work. We consider creative work to be an implementation of results of creative thinking.

Creativity process

The creativity process can be divided into several phases or stages:

1. Preparation

Preparation for creative thinking. The good training is:

- to recognize that education is a never ending process and each situation presents an opportunity to learn something.
- to read about the topic.
- to create a set of articles on the topic.
- to take time to discuss with others, including those who do not know much about the subject.
- to devote time to study other countries and cultures, which can contribute to identification global opportunities.
- to develop the ability to listen and learn from others.

2. Exploration

It involves the exploration of problem and its components.

3. Transformation

The recognition of similarities and differences in obtained information. It includes convergent and divergent thinking. Convergent thinking is the ability to see similarities and connections. Divergent thinking is the ability to see differences. Ability to transform information can be enhanced by:

- trying to see things as a complex and not to be interested just in a detail.
- reorganization of individual elements.
- considering different approaches at the same time.
- resistance to the first impression.

4. Incubation

Sometimes it is necessary to involve the unconscious look for answers. It often requires time which can be supported by the following techniques:

- do something that does not relate to the problem.
- dream sometimes during the day.
- think about the problem before falling asleep.
- think about the problem in different environments.

5. Enlightenment

Maturation of the problem, thinking the problem over and apparently passive waiting for an idea.

6. Verification

It may include experiments, simulations, marketing verification, creation of a pilot program, etc. The aim is to verify the idea able to work, able to be implemented practically and that represents a better solution to a particular problem or opportunity.

7. Implementation

Conversion of the idea into reality.

4.
NETWORKING AS A WAY TO ACHIEVE ENTREPRENEURSHIP

How to Build a Network

In this module, you'll learn how to build and maintain networking for your business.

Social networks and networking have a key role in entrepreneurship (Durda and Krajčík, 2016). Social capital is one of the important factors of innovation, a source of organizational benefits and value creation (Adlešič and Slavec, 2012). Entrepreneurs have certain ideas, knowledge and competences for entrepreneurship, but they also need some other resources, which they themselves do not have, to be able to develop and offer a particular product or service.

Networking is a balancing act between having a lot of contacts and having closer, deeper relationships within that group. It's simply not possible to have 3,000 close relationships. Especially in the beginning phases, it takes time to build trust – after that you don't have to put so much energy in, but it's about how often you are in contact with the people.

Tips for usefull activities:

Draw your Own Personal Network

This is an activity that could tell each of the students what connection they have to different resources. It could tell them where to find useful information and how they could communicate to get help with their work. It is also possible to build up the missing network on the paper and prepare an optimal network.

Draw the Network for the Project You Are Working on

This is an important exercise for the whole project. Which resources are needed, what partners and resources do we have in a project, and how could we develop the organization for the project?

Which Are theThree Most Important Companies in Your Local Society?

Do brainstorming with the students to discuss what competence or resources there are in the local community. Make an appointment with the persons or companies, go and do interviews, make photos and videos and make a presentation.

Use the Business Sector as an Important Learning Area

Do a project in which the students analyze and get to know different sides of the local community through networking. After planning a project together with the school's network in the local society, the students should go out and collect information about the community. The main aim for the project could be to understand the different roles in the society and get a feeling for the value creation.

Awareness of Resources in your Local Community

This activity tries to give an over view of what natural or man-made resources in the local community exist. Through a registration the aim is to develop understanding of what resources there are, how they are being used, and how they are being exploited.

Get to Know Local Companies

The learners prepare visits to local companies to look for similarities and differences. They should develop understanding for business life and also look for possibilities to cooperate or interact with the companies during projects or other activities later.

The Most Important Company in your Community

Everywhere you will find what we can call "a corner stone company" that has an important role for the local community. This activity focuses on an important company like a big industry, a farm, a fishingboat. The schoolar ranges an excursion to the company to learn about the history of the company, the development of the business, the production activities and so on. Photos, videos and interviews through groupwork are used to prepare a presentation and further work at the school.

(Source: Teach&ESPRIT. Developing Entrepreneurial Spirit in European Teachers´ Training for Vocational Education)

Tips for students - networking icebreakers

Networking is animportant part of events, and allows participants to meet newpotential clients, suppliers or useful contacts for later collaborations. You can try funny icebreaker ideas that are easy, and should loosen everyone up. It's essential to develop relationships with contacts because they can convert into milestones for your business and career development.

With so much time nowadays spent on online interactions, real, face to face human interaction is even more important. Networking can however be a huge cause of large anxiety for many introverted attendees.

Here are some easy icebreaker ideas to boost networking, kick off your event conversations and have some fun with it.

Avatars and Virtual Networking

Many people find introducing themselves online to be easier than in person. Connecting your participants via social media can help to reduce the anxiety of not knowing anyone else at the event. Create a private event group on Facebook or host a Twitter chat to help people to get to know each other.

One Word Icebreaker

This can be adapted to any situation and is great on topic introduction to any conference. In small groups of up to five people ask everyone to think for a minute o fone word that describes X (insert any topic). This will give a great variety of responses and insights which sparks spontaneous conversations as they question each other and discuss the meanings behind the chosen words. A few volunteers can then be asked to share with the wider group. The small groups can then delvedeeperin to follow up questions.

Quick Fire Questions

This is a fun and easy game that costs nothing. Tell your attendees to find a partner and give them 60 seconds each to fire off quick questions to the other person (you could display them on your plasma screens or on the home screen of your event app. Make sure to add some interesting and funny questions such as if youcould be any cartoon character which one would you be?

(Source: https://www.eventmanagerblog.com/20-ideas-to-help-event-networking)

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5.
SELF – PRESENTATION /ELEVATOR PITCH

In this module, we will deal with the presentation, audience, and environment. We will look for the goal of your presentation, depending on which we collect, select and organize materials. We will try to prepare a manual and cards that can be a guide to our presentations. In the end, we will try it all out because, as we know, only practise makes perfect.

Preparation of the presentation

Without exaggeration, we can mark the preparation as the most important part of the presentation process. Because a good presentation is based on the needs of the listener, answers the questions and reflects the reasons that led the audience to participate in your presentation. A good presentation is based on careful preparation, taking into account the needs of the listeners, the objectives pursued, but also the personality of the listener and the environment in which you will present.

The first step in the preparation should be based on the needs of the target group, the enviroment in which you will present and, of course, the tools you will be able to use. And here's the first advice.

Think about the end of your presentation

Think about the end of the action that includes your presentation. Start with the thought of what you want to achieve. What is the result. In short, you have to convince, reach agreement, gain time, or simply have the opportunity to meet again. Keep in mind that you do not always have the opportunity to present and persuade a partner for ten or more minutes. Just when getting in touch, you need to quickly catch up, your partnerneeds to get "hooked" and your only goal will be to convince him/her to another meeting. A meeting where you can take advantage of your great presentation. For you, however, it means that you will not only have one presentation ready for your situation, but for different occasions you will prepare more variants to reflect the listener's time. If you already have a deadline, you know how much time you have for the presentation, you have half-won, it's only up to you to convince. If you do not have the date and need to get it. Prepare a second presentation, or "ElevatorPitch".

Key questions before the presentation

- What I Want to Achieve
- Who Will Be my Audience
- What I Present
- Why and Where I Present
- How Long is the Presentation
- What Tools And Techniques I Use
- How Do I Open a Presentation
- What's Next - Next Steps After the Presentation

The elevator speech

Your ability to gain the attention and interest of a potential business partner, employer or customer can be built on such a banal thing as a day-trip journey. The key to a successful presentation is the elevator speech.

Elevator speech is a shor tspeech ranging from 30 seconds to 2 minutes. You should take it, get attention and capture all the essentials ... in a maximum of ten sentences. It may seem like a difficult task, but it is one of the best ways to make a positive, original and distinctive first impression.

One of the occasions when it is appropriate to have a perfectly controlled elevator speech is when you need to introduce yourself. With the need to quickly introuduce and engage in meeting you, for example in a job interview, but also in an ordinary communication, we meet new people all the time. Nobody else does as well as you do not know, so it's good to have a clear structure for your lightning-card business, just to get the real data.

The first is to come up with a series of performances, a name, what you do, what you are doing. The second in the sequence is what you know. And the third part, most importantly, is the differentiation from others, meaning why you are the right choice. And because the elevator speech is nothing that a man would just throw out of his sleeve, I recommend to think about it and write down on paper five things that distinguish you from the others.

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