



greenpreneurs

A guide to curriculum design

LBD-R3E TRAINING PROGRAMME
INTELLECTUAL OUTPUT 3 (IO3)
V1.3 July 2017



Co-funded by the
Erasmus+ Programme
of the European Union



Acknowledgements

The programme was funded and made possible under the LBD-DECR3E project (Adaptation of the LEARNING-BY-DOING Methodology for the Development of Entrepreneurial Competencies in the sectors of Renewable Energy and Energy Efficiency – R3E) through the European Union’s Erasmus + KA2 scheme. LBD-DECR3E is a transnational partnership between three Universities (MIK, UWE, TUAS) and one Training and Technological Centre (SNE-CENIFER) - a National Reference Centre in the area of Renewable Energy and Energy Efficiency (R3E).

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We would also like to extend our thanks to all the organisations and entrepreneurial individuals who contributed so generously to the pilot programmes and the learning experience of our Greenpreneurs. Last but by no means least, a big thank you to the ‘Greenpreneurs’ who participated so actively in our pilot programmes and whose questions have contributed to the development of the programme and curriculum guide. We wish you all every success in your new ventures.

We wish you happy reading and hope this Curriculum Design Guide will help you to design and deliver your own, successful Greenpreneurs course.

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Chapter 1: Background

In Chapter 1 we provide an overview of the context for this Curriculum Design Guide, outlining how it has been designed, who it has been written for and how best to use it.

1.1 Background to the Greenpreneurs programme

The 'Greenpreneurs' programme was developed for and piloted with unemployed and under-employed professionals and graduates with a background in renewable energy and/or energy efficiency in construction and buildings, with the aim of developing their entrepreneurial mindset and capacities. The pilot took place in 2016 in three countries simultaneously: Spain, Finland and the United Kingdom. The pilot programme was intensive and delivered over 12 weeks.

The programme was funded and made possible under the LBD-DECR3E project (Adaptation of the LEARNING-BY-DOING Methodology for the Development of Entrepreneurial Competencies in the sectors of Renewable Energy and Energy Efficiency – R3E) through the European Union's Erasmus + KA2 scheme. LBD-DECR3E is a transnational partnership between three Universities (MIK, UWE, TUAS) and one Training and Technological Centre (SNE-CENIFER) - a National Reference Centre in the area of Renewable Energy and Energy Efficiency (R3E).

MIK (Mondragon Innovation & Knowledge) is a research centre dedicated to the specialised management of social and organisational innovation. It forms part of the Mondragon University and Mondragon Cooperative Corporation, the biggest co-operative in the world.

The Employment Service of Navarre (SNE) is an autonomous office of the Government of Navarre (Spain). Its mission is planning and implementing the employment policies of Navarre. SNE gives opportunities to active employees and the unemployed in order to access new markets by developing competencies appropriate to R3E. In this, SNE partners with the National Centre for Training on Renewable Energy (Centro de Formación en Energías Renovables - CENIFER).

The University of the West of England, Bristol (UWE) is a partnership university and is the largest provider of higher education in the South West of England with around 30,000 students. UWE has a strong commitment to enterprise and entrepreneurship, with its Enterprise 2020 strategy committing to include enterprise and entrepreneurship in all programmes across the university. Through its Team Entrepreneurship Hub, UWE has pioneered the introduction of Tiimiakatemia (TA) methodologies in the UK Higher Education sector. It is actively involved in their wider dissemination.

Turku University of Applied Sciences (TUAS) is a multidisciplinary higher education institution, hosting 9 500 students studying for a Bachelor's or Master's degree. One of the main aims of TUAS is the development of higher professional education and expertise in Southwest Finland.

LBD – DECR3E Erasmus+ 2015-1-ES01-KA202-016268 gratefully acknowledge the support of the European Union's Erasmus+ Programme, which has made this project possible.

The Greenpreneurs pilot courses did not seek to deliver professional certification in the technical competencies relating to energy efficiency. Indeed, we sought learners who already had some experience in the sector. The content of this Curriculum Design Guide reflects this and will guide educators on hands-on, practical ways in which entrepreneurship can be introduced into your own curricula.

The diverse nature of the projects which Greenpreneurs develop do not lend themselves to a single technical curriculum which could be submitted for accreditation. One of the key benefits of the course structure is that it develops Greenpreneurs with a learning mindset who are capable of identifying the technical knowledge they need and obtaining training / learning as they need it.

Training providers who deliver the Greenpreneurs course should ensure they are aware of the relevant VET course provision in their area. This will enable them to support learners by pointing them to other courses which they could take to gain certification in a particular technical field if that is required. This might be the case if the type of business the Greenpreneur is developing requires certification for legal or reputational reasons. In the UK for example, this might be certification for electrical works (Electrotechnical NVQs Levels 2-3) or accreditation as an Energy Assessor.

1.2 The Greenpreneurs Trainers' Handbook and the Curriculum Design Guide

The Greenpreneurs pilot programmes and their subsequent evaluation have informed the design of two main documents to support educators working in sustainability in introducing entrepreneurship and the development of entrepreneurial capacities into their programmes:

The **Greenpreneurs Trainers Handbook** outlines the philosophy and methodology underpinning the Greenpreneurs programme and its approach to 'learning by doing' in some detail. It also describes the key tools and techniques used in the Greenpreneurs programme and includes practical suggestions for organising your own Greenpreneurs programme. It has also led to the production of this **Curriculum Design Guide (CDG)**. You can find the Greenpreneurs Trainers' Handbook in the "Intellectual Outputs" section of www.greenpreneurs.eu

Before reading the CDG, we suggest that you read the 'Greenpreneurs Trainers' Handbook' to familiarise yourself with the learning by doing approach and to assess any learning and development needs you may have before embarking on delivering a Greenpreneurs programme yourself. The two documents can then be read and used in tandem: where the first will give the reader an overview and feel for the programme, the second looks at potential content ordered around the skills and attributes Greenpreneurs aim to develop whilst on the course. Both are written for potential trainers, educators, organisations and providers in sustainability, with a particular emphasis on the renewable energy and energy efficiency in buildings and construction sectors, who are considering including the Greenpreneurs approach in their educational offer. (In the rest of this handbook we will use 'energy efficiency' as a short hand, to make the document easier to read.)

Providers, trainers and educators can use the two handbooks to consider for instance the following:

Trainers' handbook:

- Would a Greenpreneurs course be of benefit to my intended audience?
- Would a Greenpreneurs course help me to deliver the intended learning objectives and outcomes?
- What do I need to do and have in place to organise a Greenpreneurs course?

Curriculum Design Guide:

- What content do we need to focus on and what activities would support that focus?
- What materials and templates are already available for the development of the course?

1.3 Introduction to the Curriculum Design Guide

This CDG includes four main sections:

- **Chapter 1** provides an overview of the CDG, who it is written for and how to use it.
- **Chapter 2** is a practical resource designed around the entrepreneurial skills and attitudes Greenpreneurs aim to develop whilst on the course and providing links to resources and some example activities.
- **Chapter 3** includes brief summaries of some key terms, tools and techniques¹ used on the Greenpreneurs programme.
- **Appendices** include a number of templates one can use when developing and delivering the Greenpreneurs course.

Chapter 2 forms the bulk of this guide and is ordered around the Greenpreneurs course and the activities that take place in relation to the skills and attributes to be developed. The Greenpreneurs course is set in the context of relevant industry knowledge (Section A) and twenty-one skills associated with effective entrepreneurship (Section B). These are:

Section A: Knowledge

- A.1 The enterprise and its environment
- A.2 Instrumental Knowledge
- A.3 Creation and management of companies

Section B1: Skills associated with team learning and team work

- B1.1 ICT and computer abilities
- B1.2 Team learning methods
- B1.3 Personal methods of learning and attitudes
- B1.4 Creativity
- B1.5 International vision
- B1.6 Communication skills
- B1.7 Self-orientation

Section B2: Skills associated with team leading

- B2.8 Self-organisation and self-management abilities
- B2.9 Strategic planning
- B2.10 Project planning
- B2.11 Project management skills
- B2.12 Team roles and leadership capacities
- B2.13 Coaching abilities and skills
- B2.14 Problem-solving and decision-making

Section B3: Skills associated with Team Entrepreneurship

- B3.15 Customer service, negotiation techniques and sales
- B3.16 Financial planning, rules and conditions

¹ These are described in more detail in 'Greenpreneurs: A Handbook for Trainers'

- B3.17 Marketing
- B3.18 Innovation
- B3.19 Theoretical insights and entrepreneurial modelling
- B3.20 Creation of networks and networking
- B3.21 Resilience and entrepreneurial mindset

For each of these knowledge areas and entrepreneurial skills and attributes, Section 2 looks at:

- What the knowledge area, skill or attribute entails – how it can be defined
- Where relevant, how it links to the EU’s Entrepreneurial Competencies (EntreComp) Framework:
<http://publications.jrc.ec.europa.eu/repository/bitstream/JRC101581/lfna27939enn.pdf>
- Any activity, intervention, tool or technique that was used in the Greenpreneurs pilot to support the development of that skill, attribute or knowledge area
- What else/what other activities could be used to develop that skill, attribute or knowledge. These sections include a range of materials from exercises and activities, to web-based resources and video clips. Web links are correct and active at the time of production of this Curriculum Design Guide in June 2017 and may be subject to change. They are based on materials we use ourselves and provide a small sample of the wide range of material available. We recommend that you use them as a starting point and explore further to find the resources that are right for you and your Greenpreneurs.

You can see a shortened example below:

Attribute/Skill	B1.2 Team learning
Description	<ul style="list-style-type: none"> • Knows and uses the basic principles of dialogue • Knows the basic theories of team learning • Can successfully deliver an engaging and learning-full ‘Out of the Chrysalis’ • Knows how to prepare a team Learning Contract, based on the individual Learning Contracts of team members
Links to EntreComp Framework	1.4 Valuing ideas, 1.5 ethical and sustainable thinking, 3.4 working with others, 3.5 learning through experience
Greenpreneurs activities supporting this attribute/skill	Dialogue: Greenpreneurs work in teams and through ‘training sessions’. These training sessions are facilitated by a team coach or facilitator who uses and shares the principles of ‘dialogue’ (Isaac, 1999). In dialogue, Greenpreneurs are invited to engage in conversations not to convince the other, to debate or win an argument but to exchange ideas, views, insights and information in order to create new etc, etc, etc
Other potential activities and resources	On learning in groups: Jacques D. (2000) Learning in Groups. 3rd ed. London: Kogan Page Or Web resources: https://www.youtube.com/watch?v=NZiaLtG7xDE – this provides an overview of learning, training and development in a work setting covering some of the Greenpreneurs techniques in a wider setting.

However, before getting into the detail of the different skills, attributes and knowledge area, we will first explore and outline the starting point of every Greenpreneur's learning journey: the Learning Needs Analysis and the development of an individual Learning Contract. This is the subject of the rest of this chapter.

1.4 Learning Needs Analysis and the Learning Contract

At the start of the programme, each learner should complete a self-assessment 'learning needs analysis'. The learning needs analysis is based on the knowledge, attributes and skills targeted on the Greenpreneurs course. The learner rates him/herself on a 5 point scale, estimating where they are now and showing where they would like to be on completion of the course. The Greenpreneur then identifies up to three top priorities for the course. The learning needs analysis template is included as Appendix 1.

The steps the learner intends to take to address their top three priorities are reflected in their **individual learning contract**. The learning contract is a means of individually reviewing the learning journey and committing to future learning goals. The learning contract is structured around the following five questions:

1. Where have I been? (learning history)
2. Where am I now? (current moment)
3. Where am I going? (future, goals)
4. How do I get where I want to go? (means to reach goals)
5. How do I know I have reached my goals? (metrics)

A learning contract template is included as Appendix 2.

At the beginning of the course Greenpreneurs are invited to share their learning contracts with the whole cohort to ask for support and to contribute to the development of a team learning contract. The Greenpreneurs trainers' handbook provides detailed guidance on developing and using the learning contract to encourage self-directed learning.

1.5 Reflections on learning

We have designed four templates to guide Greenpreneurs in their reflections on their learning – one linked to knowledge (Section A) and one linked to each of the B1, B2 and B3 skills and attributes sections. These are for completion by Greenpreneurs at the point in your programme when they have covered the relevant knowledge, skills and attributes. The questions in the guided reflection templates are designed to help Greenpreneurs assess their learning and progress and to see if there are any areas they need to revisit. They have not been written as formal assessments that Greenpreneurs must 'pass' if they are to progress. Rather, we would encourage the Greenpreneurs' team coaches to facilitate peer learning/coaching opportunities for any areas of weakness for individual Greenpreneurs. Any areas of weakness for the cohort as a whole can be addressed, for example, through a 'masterclass' or interactive workshop. The templates are available as separate documents in the "Intellectual Outputs" section of www.greenpreneurs.eu

1.6 What next? Post-programme help and support

Once they have completed the Greenpreneurs programme with you, your Greenpreneurs should have a good grounding in what it takes to set-up and run a successful project, both 'hard' and 'soft' skills

and attributes. It is likely that some will have a business idea that they wish to continue to explore with a view to setting-up their own business or social enterprise.

In our experience, working with them to identify mentors, networks and other sources of advice, support and funding is important in helping them to make a successful transition to becoming a fully-fledged 'green' entrepreneur. You will know what is available in your local area. In the tables below, we provide some links to a number of European and national (UK, Spain and Finland) sites that you might find helpful.

1.6.1 European and International Initiatives

Provider	Web link and brief description
European Union	Erasmus for Young Entrepreneurs (EYE): For Greenpreneurs who have a developed business idea and who would benefit from gaining some international experience, the 'Erasmus for Young Entrepreneurs' scheme can offer an excellent opportunity. Successful applicants have the opportunity to spend up to six months in another participating country, working with a more established entrepreneurial venture. For more details visit: http://www.erasmus-entrepreneurs.eu/
European Union	Your Europe: A great starting point for guidance on doing business in Europe for start-ups and SMEs. Includes details of access to loans and venture capital from sources supported by the European Union: http://europa.eu/youreurope/business/index_en.htm
Youth Business	Private foundation that supports young people to launch self-employment projects, providing training, access to funding and mentoring. https://www.youthbusiness.org/
InnoEnergy	Supports and invests in sustainable energy innovation at every stage of the journey – from classroom to end-customer. Building connections across Europe, bringing together inventors and industry, graduates and employers, researchers and entrepreneurs, businesses and markets. It works in three essential areas of the innovation mix: education, innovation projects and business creation services. www.innoenergy.com .

1.6.2 United Kingdom

Provider	Web link and brief description
UK Govt.	The UK Government's 'Business is GREAT Britain' web pages are a portal with links to sources of advice and support from start-up, through growth and acceleration: http://www.greatbusiness.gov.uk/
UK Govt.	Start-up Loans UK provide loans to businesses that are not yet trading and start-ups that have been trading for less than 2 years: https://www.gov.uk/business-finance-support/start-up-loans-uk
British Library	The British Library's 'Business and IP Centre' offers one-to-one advice sessions and workshops, as well as access to a wide range of databases: http://www.bl.uk/business-and-ip-centre
NESTA	NESTA is an innovation foundation that supports the development of new ideas and innovations that tackle important and difficult "challenges of our time". Useful for both funding opportunities and networks and support: http://www.nesta.org.uk/?gclid=CjsKDwjw6qnJBRDpoonDwLSeZhIkAlpTR8ljOw4CXJeatlE5x0e7Z60DX-S_00ufZ8Q7pmfz2LymGgKSF_D_BwE

Provider	Web link and brief description
NESTA	This Directory produced by NESTA provides the most comprehensive listing of incubators and accelerators in the UK and is a good starting point for start-ups looking for space and support to grow: https://docs.google.com/spreadsheets/d/1wPuLAYistG2D_8uCqxxz3xHwTtkS3dQbzoK4dYzIHp8/edit#gid=1799612838
Chamber of Commerce	Your local Chamber of Commerce can provide a useful introduction to the full range of support and advice available locally. Many also offer workshops and other services themselves. A full list of UK Chambers of Commerce can be found at: http://www.britishchambers.org.uk/find-your-chamber
Start-up Britain	Linked to the Centre for Entrepreneurs, Start-up Britain was set-up by entrepreneurs, for entrepreneurs. As well as an annual bus tour offering free advice to start-ups and small businesses, their website includes an easy-to-use guide on local sources of support and advice: http://startupbritain.org/
Web based	Start-up.co.uk is a web-based community offering tips and advice, as well as inspiring stories, details of competitions, funding sources, etc: http://startups.co.uk/
Web based	The 'Entrepreneur handbook' is a web-based resource that offers tips and advice to entrepreneurs and small businesses, including funding sources: http://entrepreneurhandbook.co.uk/
CLT	Carbon Limiting Technologies (CLT) offer a range of services and support to clean technologies businesses (from early stage) in the UK and internationally. They are the Delivery Partner for the UK Government's Energy Innovation Programmes: http://www.carbonlimitingtechnologies.com/
Shell Springboard	Shell Springboard offers low-carbon innovation awards for UK entrepreneurs: http://www.shellspringboard.org/
Carbon Trust	Targeted more at SMEs looking to reduce their carbon footprint and a useful network for Greenpreneurs to be plugged into: https://www.carbontrust.com/client-services/

1.6.3 Spain

Provider	Web link and brief description
ANCES	The association of Spanish BICs (Business Innovation Centers) stimulates the creation of companies with two projects: Ances BAN y EBN Spain By Ances. www.ances.com
FORO ADR	The Spanish Association of Regional Development Agencies (ADR FORUM) works in the field of entrepreneurship, advanced financing, innovation, ICT, industrial land, internal management, customer service and training. www.foroadr.es
Commerce Chamber Spain	In addition to information on grants, procedures to undertake and be more competitive, positioning or resolve conflicts, offers a global view of the business situation in Spain through its databases. www.camara.es
SPRI. Basque Agency for Business Development	EUSKADI EMPRENDE Up! Euskadi is the Basque system of entrepreneurship that offers aid in different areas. It places special emphasis on technological innovation, with programs such as Bind 4.0, an international acceleration plan that drives the Intelligent Industry and new generation proposals. www.spri.eus/es/up-euskadi

Provider	Web link and brief description
SODENA	Sodena works to try and ensure all viable projects in Navarra should be able to receive financing to carry them out. Sodena is the financial instrument of the Government of Navarra for the development of business in the region offering training, acceleration and incubation programs. www.sodena.com .
InnoEnergy Spain	InnoEnergy, the largest sustainable energy accelerator in Europe, announced the opening of a new call for startups in Spain and Portugal. The program offers business growth support valued at up to € 500,000 to the most innovative entrepreneurs and small businesses working for the future of sustainable energy. www.innoenergy.com
Yuzz	Organisation dedicated to look for young entrepreneurs especially related to technology sectors to train them and to advise them in their business plan. http://yuzz.org.es/
Emprendedores.es	Online resource that provides with a large list on accelerators and incubators in Spain promoting start-ups and entrepreneurs. www.emprendedores.es

1.6.4 Finland

Provid-er	Web link and brief description
Fin. Gov	Finnish government's web pages for all type of business: https://yriytyssuomi.fi/
Turku area	There are a lot of local offices supporting local business. Here is an example for the Turku area: http://www.businessturku.fi/bt/fi/cms.nsf/pages/B3AF614C91B852A9C2257E65002FD98B?openDocument

In Chapter 2 below, we now look at the development of the individual knowledge, skills and attributes in more detail, including an example programme outline.

Chapter 2: Greenpreneurs' Knowledge, Attributes and Skills

2.1 Programme overview

The pilot runs of the Greenpreneurs programme were delivered as an intensive programme over a 12-week period between April-June 2016. Overleaf we include an example programme outline, based on the programme delivered by UWE, Bristol. The timings of different activities will vary according to local and cohort needs. However, there are key elements that it is important to include to ensure that all key attributes, skills and knowledge area are covered. The tools and techniques that support their delivery are outlined in Chapter 3 of this Curriculum Development Guide (CDG) and described in more detail in the Greenpreneurs Trainers' Handbook. Here we list key elements of the programme delivery and highlight the knowledge areas, skills and attributes that are emphasised in each.

Training sessions: Training sessions form the spine of the Greenpreneurs programme. Typically, 3-4 hours in length, this is where the team(s) come together to 'train' with their coach. The sessions are led by nominated Greenpreneurs, rotated for each session. This provides an opportunity for all to practice their communication skills (B1.6) and brings insight into learning approaches (B1.3) and managing time (B2.8). The in-depth research and preparation required from the training session leaders also provides a significant boost to their understanding of the knowledge, skill or attribute they have researched and delivered.

Active participation in training sessions is a prerequisite for effective 'learning by doing', promoting the development of an entrepreneurial mindset and capacities and a commitment to lifelong learning. It makes an important contribution to the following skills and attributes: team learning methods (B1.2); personal methods of learning and attitudes (B1.3); communication skills (B1.6); self-orientation (B1.7); self-organisation and management abilities (B2.8); developing leadership capacities (B2.12); coaching abilities (B2.13); problem-solving and decision-making (B2.14); and resilience and entrepreneurial mindset (B3.21). Beyond this, individual training sessions will have a specific topic focus that will develop other knowledge areas, skills and attributes.

One-to-one coaching sessions: At a minimum, each Greenpreneur receives two one-to-one coaching sessions with their team coach, one near the beginning of the programme and one close to the end. The first coaching session supports to the Greenpreneur in developing their learning contract, whilst the second supports their planning for their continued entrepreneurial/enterprise development beyond the end of the Greenpreneurs course. Their focus will depend on the learning and development needs of the individual Greenpreneur and they also help to develop coaching abilities (B2.13) through the team coach's role modelling of the technique.

Innovation challenges: Innovation challenges vary in their scope and duration and may be set in response to an external brief based on a genuine business issue or can be more 'open' and generated by the programme coaching team. All innovation challenges contribute to the development of: instrumental knowledge (A2); team learning methods (B1.2); creativity (B1.4); communication skills (B1.6); self-organisation and self-management abilities (B2.8); project planning (B2.10); project management (B2.11); problem-solving and decision-making (B2.14); customer service and negotiating (B3.15); marketing (B3.17); networking (B3.20); and resilience and entrepreneurial mindset (B3.21). Those with a larger scope contribute to innovation (B3.18) and to the development of all the knowledge areas, skills and attributes.

Programme Overview: UWE, Bristol Pilot

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	B1.2; B1.5; B1.6; B2.8; B2.12	A1; A2; B1.2; B1.4; B1.6; B2.8; B2.12; B2.14; B3.18; B3.20	A1; A2; B1.2-B1.7; B2.8; B2.10; B2.11; B2.14; B3.20; B3.21		
		B1.2; B1.6; B2.10; B2.12 B3.19-B3.21		A1-A3; B1.6; B1.7; B2.9; B2.14; B2.15 B3.17-B3.21	
3	Bootcamp – see separate table for session breakdown				
4		B1.2; B2.9; B2.10; B2.14		A1-A3; B1.6; B1.7; B2.9; B2.14; B2.15 B3.17-B3.21	
5	Green Futures Independent Working Week B1.4; B2.8; B2.9; B3.18; B3.20; B3.21				
6		B1.5; B2.10; B2.11		B1.1; B1.6	
7	CSR in Action A1; B1.2; B1.5; B2.8; B2.14; B3.18		CSR in Action B1.4; B1.5; B2.10; B2.11; B3.17; B3.19		
8	CSR in Action A3; B1.5; B2.12; B3.15; B3.21			B1.2; B2.8; B2.10- B2.12; B2.14 B3.18	
9	Company creation & financial management A3; B3.16		B1.6; B2.10; B2.11; B2.14		
10	Bristol Big Green Week (Challenge Week – emphasis on project development and researching)				
11		A1; A2; B1.2		Preparation for final presentation B1.6; B2.10; B2.11; B2.14	
12	Preparation for final presentation B1.6; B2.10; B2.11; B2.14		Presentation: Out of the Chrysalis final projects	Evaluation & feedback day B1.2; B1.3; B1.6- B2.8; B2.13	Goodbyes & closing

Key:

	Training session		Customer/site visit
	Innovation challenge		Interactive workshop/masterclass
	Bootcamp		Linking to external events

Bootcamp: The bootcamp is an intensive three-day event, which immerses the Greenpreneurs in a hands-on, learning-by-doing approach to developing business start-up ideas. It is based on a Lean

Startup methodology (Ries, 2011) and uses the Business Model Canvas (Osterwalder, 2010) as a tool to develop an overview of their enterprising project. If you are including a bootcamp in your learning programme, learners are likely to get most benefit from it if it is offered post-induction but before teams and ideas have become too established. An example bootcamp outline is included below.

The bootcamp makes a contribution to the development of all 21 attributes. It makes a particularly significant contribution to: A1 (the enterprise and its environment); A2 (instrumental knowledge); B1.4 (creativity); B1.5 (international vision); B2:12 (leadership capacities); B2.10 (project planning); B2.9 (strategic planning); B2.14 (problem-solving and decision-making); B3.15 (customer service); B3.16 (financial planning); B3.17 (marketing); and B3.18 (innovation).

Example three day bootcamp

	Day 1	Day 2	Day 3
Session 1 (1.5 hours)	Welcome/introduction Ice-breaker and team formation/building	Introduction to Lean Startup methodology and concept of “Minimum Viable Product”.	Internal review of business ideas.
Break			
Session 2 (1.5 hours)	Briefing the innovation challenge	Initial “pitches” of “hypothesis” for venture ideas. Introduction of “Customer Development Model” (Blank, 2010)	Final preparation of business ideas.
Lunch			
Session 3 (1.5 hours)	Introduction to Business Model Canvas. Brainstorming and presenting potential ideas.	Customer Development exercise.	Pitching business ideas to panel & constructive feedback
Break			
Session 4 (1.5 hours)	Introduction to “effectuation” (Sarasvathy, 2009). Formation into project teams based around common interests.	Development of business ideas	Full learning debrief and next steps

Customer/site visits: Visits to relevant, landmark sites (e.g. green business parks, energy efficient buildings) and to potential customers and industry experts are inspiring and make an important contribution to developing Greenpreneurs’ understanding of the enterprise and its environment (A1). They are also influential in promoting: creativity (B1.4); communication skills (B1.6); customer service, negotiation and selling skills (B3.15); marketing (B3.17); creation of networks and networking (B3.20);

and resilience and entrepreneurial mindset (B3.21). Initial visits are likely to be organised by the coaching team but towards the end of the programme, Greenpreneurs should be organising their own.

Interactive workshops/masterclasses: The topics covered in interactive workshops and masterclasses will depend on the specific requirements of your cohort of Greenpreneurs and can be targeted to fill any 'gaps' in knowledge areas, skills and attributes left in your overall programme. They will also often make a contribution to theory and entrepreneurship (B3.19) and typically encourage the development of new networks (B3.20).

Linking to external events: Relevant external events can make an important contribution to the learning opportunities available to your Greenpreneurs and making links with events that are taking place locally will role model entrepreneurial behaviours! The knowledge areas, skills and attributes developed will vary according to the nature and topic of the events you link with. All will though make a contribution to building networks and networking (B3.20).

Project team meetings: Once they are working on live projects, project teams will need to meet up between formal sessions to develop and progress their projects. The team coach is not present during these meetings. Asking project teams to report developments, learning and activities to the rest of the cohort regularly during training sessions, provides important opportunities for feedback and a safe space to take a risk and trial new ideas. It makes an important contribution to team learning and to developing as an effective, reflective practitioner. It is also a stimulus to action, helping projects to build and keep momentum.

In sections 2.2 – 2.5 below we look at each of the knowledge areas, skills and attributes in turn and suggest activities and resources that can help you to plan your own Greenpreneurs programme.

2.2 Section A: Knowledge

Attribute	A1: The enterprise and its environment
Description	Learners develop: <ul style="list-style-type: none"> • a high-level understanding of the role of the enterprise and its impacts on sustainability including: <ul style="list-style-type: none"> ○ financial, ○ environmental and ○ social.
Links to Entre-Comp Framework	1.1 Spotting opportunities
What we do on the Greenpreneurs programme to support development of this attribute	<p>Entrepreneur Panel: Very early in the Greenpreneurs programme, the learners attend an Entrepreneur Panel - a small group of entrepreneurs who present for 10-15 minutes about their area of business and its impact on sustainability. Learners have the opportunity to ask questions of the entrepreneurs and benefit from their experience. The Entrepreneurs each offer a genuine business challenge which the learners can choose to work in teams to develop a potential solution over the following 48 hours (see B1:4 – Creativity).</p> <p>Boot camp: This is an intensive three day event which immerses the Greenpreneurs in a rapid approach to developing business start-up ideas based on the Lean Startup approach (Ries, 2011) and using the Business Model Canvas (Osterwalder, 2016) as a tool to develop the enterprise overview. On the first day, the learners are introduced to the Greenpreneurs Objectives in the context of a client challenge presentation. At the end of the three days, the Greenpreneurs present their enterprise ideas to the client and/or TE coach.</p> <p>Additional half-day workshops: As their projects develop and Greenpreneurs establish their projects and project teams, 2-3 additional half-day workshops are offered to address the specific needs of the cohort. These are selected and agreed between the TE coaches and the cohort</p> <p>UN Sustainable Development Goals: Greenpreneurs are introduced to the United Nations Sustainable Development Goals (United Nations General Assembly, 2015) as an agreed global set of goals and targets which enterprises should play their part in progress towards achieving.</p> <p>ISO 26000 Social Responsibility: Learners are introduced to International Standard ISO26000 on Social Responsibility (ISO, 2010). This is the responsibility of an organization for the impacts of its decisions and activities on society and the environment through transparent and ethical behaviour. Greenpreneurs should aim to be compliant with the principles of ISO26000 in their enterprises.</p>
Other potential activities and resources	ISO (2010) ISO 26000 - Social Responsibility. Available from: http://www.iso.org/iso/home/standards/iso26000.htm [Accessed 23 May2016]. Osterwalder, A. (2016) <i>The Business Model Canvas</i> . Available from: http://www.businessmodelgeneration.com/canvas/bmc . Ries, E. (2011) <i>The lean startup: how constant innovation creates radically successful businesses</i> . London: Portfolio Penguin. UK Green Building Council (2015) <i>Tackling embodied carbon in buildings</i> [online]. pp. 16. http://www.ukgbc.org/sites/default/files/Tackling embodied carbon in buildings.pdf United Nations General Assembly (2015) <i>Transforming our world: the 2030 Agenda for Sustainable Development</i> . [online]. p.pp. 1–35. Available from: http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E .

Attribute	A2: Instrumental Knowledge
Description	<p>Learners will gain core awareness of knowledge relating to Renewable Energy and Energy Efficiency in buildings and construction. This will be sufficient to identify areas for business opportunities. They will learn where to find further detail for when they require it.</p> <p>This may be divided into:</p> <ol style="list-style-type: none"> 1. Construction phase <ol style="list-style-type: none"> a. Designing for energy efficiency <ol style="list-style-type: none"> i. EU. Directive 2010/31/EU on the energy performance of buildings. http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX%3A32010L0031 ii. ES. Ministerio de Energía, Turismo y Agenda Digital: Instituto para la Diversificación y Ahorro de la Energía. http://www.idae.es/tecnologias/eficiencia-energetica/edificacion iii. FI. Ministry of the Environment. Legislation on the energy efficiency of buildings. http://www.ymp.fi/en-US/Land_use_and_building/Legislation_and_instructions/Legislation_on_the_energy_efficiency_of_buildings iv. GB. Building Regulations Part L and Standard Assessment Procedure for energy performance of buildings https://www.gov.uk/guidance/standard-assessment-procedure b. Energy efficient materials <ol style="list-style-type: none"> i. Reducing embodied carbon in building materials (UK Green Building Council, 2015) c. Energy efficient construction and supply chain 2. Use phase / building occupation <ol style="list-style-type: none"> a. Energy efficiency in operation (Directive 2010/31/EU on the energy performance of buildings – see link above) <ol style="list-style-type: none"> i. Heat use management ii. Lighting management iii. Energy efficiency in operations (e.g. in Kitchens) b. Renewable energy in practice <ol style="list-style-type: none"> i. Buying renewable energy ii. District heating networks iii. Solar energy – Photovoltaic and Thermal iv. Biomass – boilers and anaerobic digestion v. Combined Heat and Power (CHP) vi. Wind (note inefficiency of small scale wind generation) 3. End of life <ol style="list-style-type: none"> a. Energy efficiency in re-use and demolition
Links to EntreComp Framework	1.5 Ethical and Sustainable Thinking
What we do on the Greenpreneurs programme to support	<p>Business Bootcamp: Customer brief. Sets out an overview of the opportunity to create green jobs in the area of Renewable Energy and Energy Efficiency in the Built Environment. Sets the context of the imperative to mitigate climate change and the contribution of the built environment.</p> <p>Site and Customer Visits: Learning from experience of existing buildings and from the identified needs of potential customers.</p>

development of this attribute	Expert briefings: Talks from experts in aspects of the instrumental knowledge
Other potential activities and resources	<ol style="list-style-type: none"> 1. Web resources: e.g. BREEAM (BRE Environmental Assessment Method) http://www.breeam.com/ 2. Online training: e.g. http://www.energysavingtrust.org.uk/ 3. Specialist training: <ol style="list-style-type: none"> a. ES. Centro Nacional de Formación en Energías Renovables y Eficiencia Energética. www.cenifer.com Centro de Investigaciones Energéticas, Medioambientales y Tecnológicas (CIEMAT) http://www.ciemat.es/ Centro Nacional de Energías Renovables (CENER) http://www.cener.com/es/ b. GB. SAP Assessor Training. E.g. https://www.stroma.com/certification/training/domestic-on-construction-energy-assessment-docea <p>ISO (2010) ISO 26000 - <i>Social Responsibility</i>. Available from: http://www.iso.org/iso/home/standards/iso26000.htm [Accessed 23 May 2016].</p> <p>Osterwalder, A. (2016) <i>The Business Model Canvas</i>. Available from: http://www.businessmodelgeneration.com/canvas/bmc.</p> <p>Ries, E. (2011) <i>The lean startup: how constant innovation creates radically successful businesses</i>. London: Portfolio Penguin.</p> <p>UK Green Building Council (2015) <i>Tackling embodied carbon in buildings</i> [online]. pp. 16. http://www.ukgbc.org/sites/default/files/Tackling embodied carbon in buildings.pdf</p> <p>United Nations General Assembly (2015) <i>Transforming our world: the 2030 Agenda for Sustainable Development</i>. [online]. p.pp. 1–35. Available from: http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E</p>

Attribute	A3 Creation and management of companies
Description	<ul style="list-style-type: none"> • Gain sufficient knowledge to create a company in their jurisdiction. • Understand how to develop the essential content for a business plan. • Develop a team approach to the management of a company.
Links to EntreComp Framework	2.4 Financial and Economic Literacy
What we do on the Greenpreneurs programme to support development of this attribute	<p>Entrepreneur Panel: Very early in the Greenpreneurs programme, the learners attend an Entrepreneur Panel. This small group of entrepreneurs who present for 10-15 minutes about their area of business and its impact on sustainability. Learners have the opportunity to ask questions of the entrepreneurs and benefit from their experience. This includes time to ask about creating and managing companies.</p> <p>Boot camp: This is an intensive three day event which immerses the Greenpreneurs in rapid approach to developing business start-up ideas based on the Lean Start-up approach (Ries, 2011) and using the Business Model Canvas (Osterwalder, 2016) as a tool to develop the enterprise overview. This helps learners understand the key areas of the company which they will have to manage. The output includes a set of candidate companies to be developed.</p> <p>Team company roles: In week 4 of the programme, learners are introduced to the key roles required in a team which will create and manage a company. They work together to select individuals into these key roles for each of the candidate companies selected to progress. These roles include: team leader; team communicator; team finance officer; and team planner.</p> <p>Business Plan Development (10 Questions): In week 5 and onwards, the Greenpreneurs iteratively complete an outline business plan for their candidate businesses. This can be based around a tool like the '10 Questions' from the University of the West of England, included in Appendix 3.</p> <p>Company law and the role of directors: Greenpreneurs are given teaching by an appropriately qualified expert on the law applying to creation and management of companies and to the responsibilities of company directors. This must be specific to the law and responsibilities in the jurisdiction where the course is being run.</p> <p>Financial reporting and taxation: Greenpreneurs are given teaching by an appropriately qualified expert on the law applying to financial reporting and taxation compliance. This must be specific to the law and responsibilities in the jurisdiction where the course is being run.</p>
Other potential activities and resources	<p>Resources:</p> <p>Osterwalder, A. (2016) <i>The Business Model Canvas</i>. Available from: http://www.businessmodelgeneration.com/canvas/bmc.</p> <p>Ries, E. (2011) <i>The lean startup: how constant innovation creates radically successful businesses</i>. London: Portfolio Penguin.</p> <p>Companies House (2017) <i>Life of a company: annual requirements</i>. Available from: https://www.gov.uk/government/publications/life-of-a-company-annual-requirements [Accessed 7 May 2017].</p> <p>ICAEW (2017) <i>Guide to the duties and responsibilities of directors</i>. Available from: https://www.icaew.com/en/technical/business-resources/legal-regulatory-tax-governance/directors-duties/the-icaew-guide-to-the-duties-and-responsibilities-of-directors [Accessed 7 May 2017].</p> <p>UK Government (2017) <i>Set up a business</i>. Available from: https://www.gov.uk/set-up-business [Accessed 7 May 2017].</p>

2.3 Section B1 –Team Learning Skills

Attribute	B1.1 ICT and computer abilities
Description	<ul style="list-style-type: none"> Learners will master a minimum set of ICT and computer abilities to enable effective development of their business
Links to EntreComp Framework	2.3 Mobilising Resources
What we do on the Greenpreneurs programme to support development of this attribute	<p>Email communication: Greenpreneurs are issued with email accounts from the training provider and expected to use these for their formal communication.</p> <p>Online research: Greenpreneurs are expected to use online sources for research, including preparation for site / customer visits. Where possible, training providers should enable access to extended resources through their online library services e.g. market analysis databases</p> <p>Team online collaboration: Greenpreneurs should be provided with secure, online collaboration tools including wiki-style knowledge management tools. For example, Greenpreneurs can develop and maintain their business plans in a wiki format.</p> <p>Computer-based presentation development: Greenpreneurs are encouraged to be imaginative in their presentation styles but should learn a basic level of competence with computer-based presentation tools.</p>
Other potential activities and resources	European Computer Driving Licence. Consider training and testing at appropriate levels from Base to Advanced. http://ecdl.org/about-ecdl

Attribute	B1.2 Team learning methods
Description	<ul style="list-style-type: none"> • Knows and uses the basic principles of dialogue • Knows the basic theories of team learning • Can successfully deliver an engaging and learning-full ‘Out of the Chrysalis’ • Knows how to prepare a team Learning Contract, based on the individual Learning Contracts of team members
Links to EntreComp Framework	1.4 Valuing ideas, 1.5 ethical and sustainable thinking, 3.4 working with others, 3.5 learning through experience
What we do on the Greenpreneurs programme to support development of this attribute	<p>Training sessions: Greenpreneurs work in teams and through ‘training sessions’. Training sessions are facilitated by a TE coach (or facilitator), who uses and shares the principles of ‘dialogue’ (Isaacs, 1999). In dialogue, we invite Greenpreneurs to engage in conversations not to convince the other or to debate or win an argument but to exchange ideas, views, insights and information. The purpose is to embrace diversity of opinion and allow new insights to emerge from this amalgamation of ideas and viewpoints, and thus to create new value, to innovate and to develop new projects and enterprises. A more detailed handout on the principles of dialogue is included in Appendix 4 and can be shared with Greenpreneurs to help develop their understanding and practice.</p> <p>Greenpreneur-led training sessions: After the first few, training sessions are led by the Greenpreneurs, with the team coach present. The team coach also provides support to the Greenpreneur with developing the session plan. Greenpreneur led training sessions allow the facilitator to engage all learners in what they are interested or passionate about. It requires every learner to select a topic from a range given by the facilitator, research that topic and then create a training session on the topic for everyone else in the group or team. The output could be a training workshop, a short video, a written handout or a planned experience. It allows for a lot of information to be learnt and shared, while engaging learners in focussed research.</p> <p>Team learning: Greenpreneurs are introduced to a wide range of different techniques and methods useful for working in teams. The methods are introduced by the team coach, the purpose explained and the outcome reviewed at the end of the activity. Learners will be asked to reflect on how they respond to each technique, which they prefer and why, which was most effective for their learning and why and what types of activities they found less pleasing and less effective and why.</p> <p>Greenpreneurs’ team learning techniques are described in more detail in the Handbook for Trainers. Examples of some of those used include:</p> <p>Motorola: Project reports (Pre and post Motorolas) are used to encourage learners to think through before acting: why they are undertaking certain activities, what they wish to gain, what they need to consider and how they need to prepare, and having completed the activity, what they actually achieved by their efforts and to</p>

learn from their undertakings. These activities will need the facilitator to guide the learners through the processes initially to build up competence and skill. However, once the Greenpreneurs can use the method confidently, they are encouraged to make it part of their everyday project planning and management practice.

Out of the Chrysalis:

The 'Out of the Chrysalis' (also referred to as 'Birthgiving') technique is a way of the group showing its current capability to: share and crystallise their knowledge and learning, problem solve creatively, innovate and deliver to a given specification, in a highly interactive, time specific environment. The time of the "Out of the Chrysalis" sessions can vary from 30 minutes to 24 hours. There are four basic principles:

1. The knowledge is created together by all of the participants.
2. Everybody must be involved in the process.
3. We come "Out of the Chrysalis" in our own unique way, the way that we choose.
4. We evaluate the results together.

Each "Out of the Chrysalis" is guided by the "5Es" (adapted from Pine and Gilmore, 1999) so that the group and their audience get the most out of it. The 5Es are:

- aE**sthetics**
- **E**ducation
- **E**ntertainment
- **E**scapism
- **E**sprit

This technique is an excellent way of galvanising learners into solving problems creatively using all of the resources of the team.

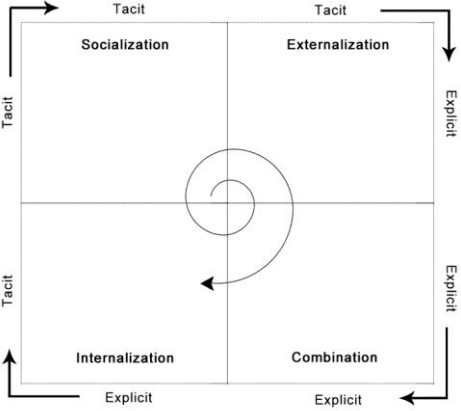
Knowledge reviews:

Knowledge reviews – of books, journal articles, good quality web resources, etc – are important in providing a context for experiential learning and underpin the Greenpreneur learning approach. In writing up the key ideas from the source, how they have used those ideas in their practice, how useful they found them, and how those ideas compare and contrast with other ideas they are familiar with, Greenpreneurs are encouraged to reflect critically on their practice. When ideas, theories and concepts are working with in this way, they are more likely both to be remembered and to inform future practice, And in sharing their learning and knowledge reviews in training sessions (and, where appropriate, on the intranet), all team members benefit and the team's knowledge-base expands more rapidly.

Team learning contract:

The individual learning contracts of team members are used to negotiate a team learning contract that is designed to support individual team members in achieving their learning goals – sharing learning to ensure the team achieves more than would be achieved by its individual members. The team learning contract is structured around the following five questions:

1. Where have we been? (learning history)

	<ol style="list-style-type: none"> 2. Where are we as a team now? (current moment) 3. Where are we going as a team? (future, goals) 4. How does our team get to where we want to go? (means to reach goals) 5. How do we know when we have reached our team goals? (metrics) <p>A template for the team learning contract is included in Appendix 5.</p>
Other potential activities and resources	<p>On dialogue : Isaacs, W. (1999) <i>Dialogue and the art of thinking together: a pioneering approach to communicating in business and in life</i>. New York, N.Y: Double Day</p> <p>On learning in groups: Jacques D. (2000) <i>Learning in Groups</i>. 3rd ed. London: Kogan Page Supporting exercises or routines can be found on line for instance: Check – in, Round Robin, jigsaw reading e.g. see http://www.ode.state.or.us/opportunities/grants/nclb/title_iii/5cooperative-learning-strategies.pdf</p> <p>Knowledge creation: Nonaka and Tacheuchi (1995) <i>The Knowledge-Creating Company: How Japanese Companies Create the Dynamics of Innovation</i>, Oxford: Oxford University Press. - There is a good summary of Nonaka and Tacheuchi’s SECI model (shown below) from Tallinn University at: http://www.tlu.ee/~sirvir/IKM/Theoretical_models_of_Information_and_Knowledge_Management/the_nonaka_and_takeuchi_knowledge_spiral_model.html</p>  <p>Group work tools and techniques: There are a range of texts which can help you enlarge your repertoire of group work tools and techniques e.g. Chambers, R. (2002) <i>Participatory Workshops: A Sourcebook of 21 Sets of Ideas and Activities</i>, Abingdon: Earthscan/Routledge. Cowley, S. (2013) <i>The Seven Rs of Group Work</i>, Bristol: Sue Cowley Books. Gray, D. Brown, S. and Macanujo, J. (2010) <i>Gamestorming: A Playbook for Innovators, Rulebreakers, and Changemakers</i>, Sebastopol, CA: O’Reilly Media. - includes a wide range of exercises to encourage team working Harrison, R.T. and Leitch, C.M. eds (2011) <i>Entrepreneurial Learning: Conceptual Frameworks and Applications</i>, Abingdon: Routledge. – a good introduction for educators to entrepreneurial learning, with a range of exercises and activities with detailed instructions for their use.</p>

	<p>Pine, B.J. and Gilmore, J.H. (1999) <i>The Experience Economy: Work is Theatre and Every Business a Stage</i>, Boston, MA: Harvard Business School Press. – the source of the 4E's (the 5th 'E' – Esprit – has been added to capture the spirit of this form of team learning)</p> <p>Web resources:</p> <p>https://www.youtube.com/watch?v=NZiaLtG7xDE – this provides an overview of learning, training and development in a work setting covering some of the Greenpreneur techniques in a wider setting.</p> <p>https://www.youtube.com/watch?v=vLJ7cRwKI-I – a good overview of adult learning principles and how to use these in the work place</p> <p>https://www.youtube.com/watch?v=vtQzuwnyW6E – thought provoking TED x talk questioning how we learn and how we can make everyone great learners</p>
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Attribute	B1:3 Personal methods of learning and attitudes
Description	<ul style="list-style-type: none"> ○ Knows the theoretical basics of developing his or her know-how and has tried a few different types of ways of learning. ○ Knows how to prepare a Learning Contract and can put it into practice in a target-oriented way. ○ Understands his or her own strengths and weaknesses as a learner. ○ Has command of the personal tools for learning to learn (e.g. learning journal, reading plan, etc.)
Links to EntreComp Framework	2.1 Self-awareness and self-efficacy 2.2 Motivation and perseverance 3.1 Taking the initiative 3.2 Planning and management 3.3 Coping with uncertainty, ambiguity and risk
What we do on the Greenpreneurs programme to support development of this attribute	<p>‘Learning Needs Analysis’ and ‘Learning Contract’: The Learning Needs Analysis (Appendix 1) and individual ‘Learning Contract’ (Appendix 2) are completed during induction or prior to the start of the Greenpreneurs course. The individual learning contracts of team members contribute to the development of the team learning contract (Appendix 5) and team charter (Appendix 6). The learning contract is an evolving document as Greenpreneurs learn new things and experience new challenges, setbacks and successes. Regular reference to learning contracts in training sessions encourages Greenpreneurs to reflect on and update their learning contracts, as needed.</p> <p>Learning journal: Greenpreneurs are encouraged to keep detailed notes and reflections – of their ideas, thoughts, feelings and observations, rather than simple descriptions of what has happened. Whilst these notes and reflections may be recorded and stored on an electronic device, our experience is that they are more likely to be referred back to and engaged with if they are made in in a ‘hard copy’ notebook. Using different coloured pens to highlight different types of notes and reflections can also be helpful.</p> <p>Reading plan: Preparing a ‘reading plan’ (which can include video and other media as well as books and articles) helps Greenpreneurs to think critically about the information they need to collect from external sources and to manage their time around engaging with these resources. Reading plans can be shared in training sessions and Greenpreneurs can use them to think about how they undertake and share their knowledge reviews.</p> <p>Diagnostics and inventories: Asking Greenpreneurs to complete some diagnostics/inventories that explore their learning preferences and personal attitudes during induction helps to create a shared language for talking about learning. The resulting insights are used to create diverse and balanced teams where members can support and complement each other. If you are trained in and have access to diagnostic tests, you may wish to use these (in Bristol, for example we use diagnostics such as the Type Dynamic Indicator (TDI) and Kirton’s Adaptor-Innovator Index (KAI) on our programme). Alternatively, there are a range of inventories and self-</p>

	<p>assessment tools available on-line and we have included links to a selection of these below.</p> <p>Drawing it out: Greenpreneurs express their learning preferences, background and targets in a drawing that is then explained to the other Greenpreneurs. This drawing is kept and reviewed throughout the course and used as an artefact informing their learning contract</p>
Other potential activities and resources	<p>Personality Poker: Play Personality Poker – a ‘card-game’ as developed by Stephen Shapiro, to bring to the fore different personalities, different learning and working styles. The book reference is: Shapiro, S. (2010) Personality Poker: The playing card tool for driving high-performance teamwork and innovation, London: Portfolio Penguin.</p> <p>Reflective workshop A workshop allowing Greenpreneurs to reflect who they are, how they learn and how they can become more effective learners. The workshop can be delivered in three phases. If all three phases are being completed in the workshop you should allow 3 hours.</p> <p>The workshop starts with analysing how people learn 20 minutes The work of Belbin, E., Downs, S. & Perry, P. (1981) How Do I Learn? Middlesex: DES can be used to work with groups to identify how the group would learn a wide range of activities. They are asked to separate activities into learning by Memory, Understanding or Doing. The facilitation of the discussion highlights that different activities require different ways of learning and each of these requires a different range of skills. Learners can be asked to consider which ways of learning they prefer and to reflect on the effectiveness and impact on self and others in the team.</p> <p>The second phase identifies personal learning styles If carried out in the workshop allow 90 minutes - 1 hour to complete the exercise and 30 minutes to discuss the feedback in pairs. There are a range of Learning Styles inventories, which can be used to allow learners to consider learning preferences, see the links below in extra resources. Learners can be asked to do them in their own time and bring the results to the workshops. These can be used as a basis of forming individual learning contracts in 1:1 sessions, or, as the basis for pair work or small team work reflecting on personal learning.</p> <p>Phase three considers social styles 60 minutes Another way of looking at personal styles and mindsets can be considered using Social styles: Kramlinger, T., Leimbach, M., Tittel, E., Yesford, D. (2004) <i>The Social Styles Handbook</i>, USA: Wilson Learning Library, Nova Vista Publishing A good resource and fun way of introducing the concept is the youtube clip https://www.youtube.com/watch?v=BpP22JI9asA You can show the clip and ask the group to identify what they noticed about each person’s styles and preferences. Ask them to identify their and others in the group’s styles. The web site; https://www.tracomcorp.com/social-style-training/model/ gives information about social styles in general and of the four main styles.</p>

The group can be split into the four main styles and given the task of describing how they like to be treated and what they require to learn effectively. Ask each group to present their findings to the other three styles.

The group can then be tasked with creating an action plan of how they are going to work and learn more effectively considering the variety of learning and social styles in the group.

Web resources:

Memletics link: <http://www.learning-styles-online.com/inventory/questions.php?cookieset=y> – this learning style questionnaire allows learners to reflect on how they learn and in what contexts their learning is most effective

<https://www.learning-styles-online.com/overview/> - an overview of learning style theories and tools and access to range of inventories.

http://changingminds.org/explanations/preferences/social_styles.htm - general overview of social styles

<http://www.smallworldalliance.com/documents/SocialStyles-Assessment.pdf> - a self assessment checklist for social styles

Attribute	B1.4 Creativity
Description	<ul style="list-style-type: none"> • Knows a range of tools for generating and selecting ideas • Understands how, when and why these tools can be used
Links to EntreComp Framework	1.2 Creativity
What we do on the Greenpreneurs programme to support development of this attribute	<p>Innovation challenges: Innovation challenges include sessions on idea generation and idea selection, designed to provoke creativity and creative problem solving – without creativity there can be no innovation! These sessions encourage Greenpreneurs to experiment with different tools and techniques to generate and select ideas. A handout outlining some simple tools and techniques that can be used in these sessions is in Appendix 7.</p> <p>Training sessions: The appreciative, team coaching approach adopted for training sessions provides a safe and supportive space for exploring and sharing new ideas, helping Greenpreneurs to express their creative spirit and develop their confidence and competence in creative problem solving.</p>
Other potential activities and resources	<p>Videos: There are some great TED talks on coming up with ideas, for example:</p> <p>This TED talk from Adam Grant on “originals” is an inspiring look at some of the habits creative thinkers share. (The reference for his book “Originals”, which expands on these ideas, is listed below): https://www.ted.com/talks/adam_grant_the_surprising_habits_of_original_thinkers</p> <p>In this TED talk Steven Johnson suggests that the idea that most good ideas come from individual "Eureka!" moments is a myth. He suggests that history tells a different story - from the "liquid networks" of London's coffee houses to Charles Darwin's long, slow hunch to today's high-velocity web. https://www.ted.com/talks/steven_johnson_where_good_ideas_come_from</p> <p>This abbreviated Ted talk “Start with Why” addresses the values behind effective organisations, which is relevant in selecting an idea to which you would like to devote your energies: https://www.youtube.com/watch?v=IPYeCltXpxw</p> <p>There are a number of good TED talks on creativity and creative thinking. See, for example: ‘creative thinking - how to get out of the box and generate ideas’ from Giovanni Corazza at TEDxRoma: https://www.youtube.com/watch?v=bEusrD8gdM</p> <p>This you tube clip is short and fun - an example of someone brave enough to start a movement, an early adopter. This is used a lot in marketing to demonstrate the tipping point when a new idea reaches the point of general acceptance. The principle being, have the courage of your convictions when you have ideas: http://www.youtube.com/watch?v=GA8z7f7a2Pk</p>

Web links:

An overview of a range of creative thinking techniques:

<https://www.skillsyouneed.com/ps/creative-thinking.html>

This is a brief introduction to using Edward De Bono's '6 thinking hats', which encourages participants to look at problems from different perspectives:

https://www.mindtools.com/pages/article/newTED_07.htm For more

information, the original reference is:

De Bono, E. (2016) *Six Thinking Hats* (revised), London: Penguin.

Harvard Business Review Online has some well-written and researched articles on creativity, and is worth exploring to find material relevant for your group. See, for example this article from Ron Carucci on creativity in teams:

<https://hbr.org/2017/05/how-to-nourish-your-teams-creativity> or David

Livermore on brainstorming with a cross-cultural team:

<https://hbr.org/2016/05/leading-a-brainstorming-session-with-a-cross-cultural-team>

Some guides to creative methods for facilitators:

Gray, D., Brown, S. and Macanufo, J. (2010) *Gamestorming: A Playbook for Innovators, Rulebreakers and Changemakers*, Sebastopol, CA: O'Reilly.

Kristiansen, P. and Rasmussen, R. (2014) *Building a Better Business Using the Lego Serious Play Method*, Hoboken, New Jersey: John Wiley & Sons.

Michalko, M. (2006) *Thinkertoys: A Handbook of Creative-Thinking Techniques*, New York: Ten Speed Press.

Sibbet, P. (2010) *Visual Meetings: How Graphics, Sticky Notes and Idea Mapping Can Transform Group Productivity*, Hoboken, New Jersey: John Wiley & Sons.

Example reading:

Grant, A. (2017) *Originals: How Non-conformists Change the World*, WH Allen.

Judkins, R. (2016) *The Art of Creative Thinking*, London: Sceptre

Littleton, K. and Mercer, N. (2013) *Interthinking: Putting Talk to Work*, Abingdon: Routledge.

Nussbaum, B. (2013) *Creative Intelligence: Harnessing the Power to Create, Connect, and Inspire*. New York: Harper Business.

Trott, D. (2016) *One Plus One Equals Three: A Masterclass in Creative Thinking*, London: Pan Macmillan.

Attribute	B1.5 International vision
Description	<ul style="list-style-type: none"> • Has basic skills to communicate with people from different cultures (e.g., courage to begin conversations, greeting) • Shows good cultural sensitivity and takes cultural considerations into account when working with others
Links to EntreComp Framework	3.4 Working with others 3.5 Learning through experience
What we do on the Greenpreneurs programme to support development of this attribute	<p>Team Academy network: Greenpreneurs are encouraged to engage with Greenpreneurs projects in other countries. All three projects in the pilot programme established cross-country contact through the use of social media e.g. LinkedIn, Whatsapp and Facebook. Greenpreneur Team leaders set up groups on social media and invited all Greenpreneurs to become members of these groups with the aim to explore joint working opportunities and exchange information.</p>
Other potential activities and resources	<p>To explore cultural differences it is useful to do the Group Membership exercise explained below.</p> <p>Resources needed: a large room</p> <p>Instructions: The group forms a large circle and a facilitator asks if all those that are part of a certain sub group would step forwards. E.g. “all people with brown hair Step forward” and form a small subgroup in the middle of the large circle. The stay in the middle for a bit and then step back to join the large circle. This process continues with the facilitator calling out for different groups to step into the centre of the circle e.g. people with brown hair, people from a large family etc. Work it up to include groups that are typically discriminated against or under-represented (e.g. African American, Asian, female, gay, person with disabilities). You start with the low risk groups and as the confidence grows, call out for the more sensitive cultural differences and characteristics of diversity. (15 minutes)</p> <p>Goal of this exercise: To create a supportive environment in which the learners can disclose their group memberships and to allow them to experience what it is like to be part of a group that is different.</p> <p>Discussion and debrief: (15 minutes) Questions for the discussion might include:</p> <ul style="list-style-type: none"> ○ How did it feel to be in the centre of the circle? (Were you comfortable being stared at?) ○ How did it feel to be on the outside of the circle? ○ How did you feel about those with you in the centre of the circle or about those in the outer circle? ○ What does this make you think of in the sense of learning and working together?

	<p>Small group exercise following the group membership exercise: How can we work together and help each other learn taking into account that we are all very different? (15 minutes)</p> <p>Ask Greenpreneurs to make notes of all their findings on flipchart. The results can be discussed in a plenary and/or can be used as part of the groundrules and contract for the course defining 'how the group will work together taking into account difference?' (15 minutes)</p> <p>To view an example of how this exercise can work: https://youtu.be/8mm-OxGerPk</p> <p>For more information regarding this exercise click on the link below: http://www.nwlink.com/~donclark/leader/diverse2.html</p> <p>An interesting book regarding different cultures is Rosinski P. (2003) <i>Coaching across cultures. New tools for leveraging National, Corporate and Professional Differences</i>. London: Nicolas Brealey Publishing.</p> <p>and in particular chapter 2 "Integrating the cultural dimension".</p> <p>Erasmus for Young Entrepreneurs (EYE): For Greenpreneurs who have a developed business idea and who would benefit from gaining some international experience, the 'Erasmus for Young Entrepreneurs' scheme can offer an excellent opportunity. Successful applicants have the opportunity to spend up to six months in another participating country, working with a more established entrepreneurial venture. For more details visit: http://www.erasmus-entrepreneurs.eu/</p>
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Attribute	B1.6 Communication skills
Description	<ul style="list-style-type: none"> • Knows how to write simple business documents (reports, letters, etc.) and how to present a business case effectively, verbally and in writing • Can present to small groups (including external clients and potential investors) effectively and with confidence • Can target a pitch or presentation to meet the needs of the audience.
Links to EntreComp Framework	2.1 Self-awareness and self-efficacy 3.4 Working with others
What we do on the Greenpreneurs programme to support development of this attribute	<p>Personal statements: As part of the recruitment process, Greenpreneurs write a personal statement to describe and explain their motivation and drive to attend the course, how they believe they will benefit from participating and the contribution they believe they can make to the cohort. An example application form is included as Appendix 8.</p> <p>Pitching and presentations: For many participants at the outset of the Greenpreneurs course, having the confidence to pitch and present their ideas is a real challenge. To help develop their confidence and technique, Greenpreneurs create and give pitches and presentations throughout the course. This starts for instance with presentations of their solutions for challenges they are presented with by business leaders at the beginning of the course (sometimes called Out of the Chrysalis). They also present their own learner journey and objectives to the group at the beginning of the course and for their final project they present to a panel of experts.</p> <p>Training sessions provide regular opportunities to pitch your project to the rest of the cohort, and the bootcamp includes a session on preparing your pitch.</p> <p>Leading training sessions: All Greenpreneurs will have the opportunity to lead at least one training session (often with a team mate/s), during the course. Preparing a training session with their audience in mind, considering timings, engagement and knowing their material well enough to respond to questions, is good practice for making pitches and presentations. The learning from it is enhanced by good, constructive feedback from the team coach and their peers in a safe learning environment.</p>
Other potential activities and resources	<p>Exercise 1: Telling a story based on an image</p> <p>This exercise helps to highlight the assumptions we make when we are describing a product or service to other people. It is a good icebreaker used early in the programme and can be an effective way of getting learners to start thinking about how they tell their story in a pitch or to potential customers in a way that their audience can hear. You should allow 60 minutes for this exercise, and ensure that there is sufficient time for a thorough debrief that makes clear links back to entrepreneurship.</p> <p>Resources required: Enough copies of a photograph or image in black and white of something that is not too complex and that includes some unusual but</p>

	<p>recognisable features for half the Greenpreneurs in your group; pencils; plain white A4 paper.</p> <p>Duration of the exercise: You should allow 45 minutes for this exercise, and ensure that there is sufficient time for a thorough debrief that makes clear links back to entrepreneurship.</p> <p>Phase 1: Get the group to split into pairs, with each pair having an 'A' and a 'B' (if you have an odd number in your cohort, the triad should have two 'B's). Get the pairs to sit in a line, back-to-back, with all the 'A's facing one way and all the 'B's facing the other. (If your room is big enough, it is easier if there is a bit of a space between each pair. If it's not, this simply adds to the challenge!) 5 mins</p> <p>Phase 2: Give each 'B' a blank piece of paper and a pencil. Give each 'A' a copy of your chosen photo or image – they should all have the same image – being clear that they must not let any of the 'B's see the image. 3 mins</p> <p>Phase 3: The 'A's have to describe the photo/image to their partner. The 'B's have to listen to their partner and draw what their partner describes on the blank piece of paper. 12 mins</p> <p>Phase 4: The pairs compare the original image with the drawing produced – similarities and differences - and the drawings are stuck to a wall/laid out on a table where all can see them, next to a copy of the original image. 5 mins</p> <p>Phase 5: Whole group debrief. What themes have emerged? What can we learn from this about how we communicate our messages to others? How did the 'A's feel and respond when they saw their partner's drawing? How did the 'B's feel when they saw the original?</p> <p>Exercise 2: Non-verbal communication (NVC):</p> <p>In addition to the practicing verbal communication, Greenpreneurs could do an exercise around non- verbal communication (NVC). Non-verbal communication and understanding of NVC is essential for effective communication. NVC gives you information about for instance</p> <ul style="list-style-type: none"> - feelings and emotions surrounding the message - if and how the message has been received - if there is agreement - if there is rapport <p>This exercise can be completed with either big groups or small groups.</p> <p>Resources needed: a room big enough for several small break out groups Duration of the exercise: including de-brief 30 minutes max. The exercise: Split the group into triads</p> <ol style="list-style-type: none"> 1. Each triad ask for one volunteer to come with you to a space where the other group members cannot hear you 2. Outside of hearing explain the volunteers they are going to observe NVC and hand then the observer feedback sheet. 3. Explain to the observers:
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- Notice mirroring and the impact of mirroring on rapport between the two.
 - Verbal – same language / different language used
 - Hands and gesturing
 - Legs crossed/ or not
 - Position and Posture – leaning forward /backward
 - Pace of speech aligned or not
4. Notice difference in agreement and non-agreement.
 5. Go back into the large group. Ask the groups to discuss the latest film they have seen with each other (or the latest gig they attended, play they have seen, book read, etc) Observer to observe NVC. Feedback on what they observed, rapport or no rapport, agreement or not, feelings, experiences etc.
 6. Debrief: Ask observers to tell their small groups what they have observed and how they have interpreted the NVC.
 7. Plenary: discuss the importance and appearance of NVC

Exercise 3: Barriers to communication

This exercise is adapted from:

Janasz, S.C.D., Dowd, K.O. & Schneider, B.Z. (2012) *Interpersonal skills in organizations*. 4th International ed. New York: McGraw-Hill

The exercise takes 30 minutes to complete.

Step 1: 15 minutes

In small groups, ask the Greenpreneurs to discuss what could hinder and what could help good communications. They should record their findings in a form suitable for sharing with the rest of the group.

Step 2: 15 minutes

Ask groups to share their findings and use the following information and prompts to facilitate the plenary:

- Communication is two way– sender and receiver
- What hinders good communication:
 - Lack of trust
 - Lack of time to give or receive and process information
 - Info overload
 - Info is too complex – too difficult for that audience
 - Info comes too quickly
 - Filtering
 - Emotions
- What helps good communication:
 - Clarity of goal
 - Clarity of vision
 - Clarity of plan

For more information on NVC:

https://www.mindtools.com/pages/article/Body_Language.htm

<https://www.helpguide.org/articles/relationships/nonverbal-communication.htm>

Resources on making effective pitches and presentations

The business balls website has an extensive chapter on presentations, preparing for presentations, tips for presentations etc. Do visit:

<http://www.businessballs.com/presentation.htm>

An article about pitching compared to storytelling:

http://www.huffingtonpost.co.uk/neeta-patel/pitching-or-presenting-is_b_3264894.html

Book resources on effective communication and interpersonal skills

Hargie, O. (2011) *Skilled Interpersonal Communication: Research, Theory and Practice*. 5th ed. London: Routledge.

Janasz, S.C.d., Dowd, K.O. & Schneider, B.Z. (2012) *Interpersonal skills in organizations*. 4th, International edn. McGraw-Hill. New York.

Resources on effective communication taking into account diversity and social styles:

Merrill, D.W. and Reid, R.H. (1999) *Personal Styles and Effective Performance*. London: CRC Press

Ofman, D. Weck, van der R. (2001) *The Core Qualities of the Enneagram*. Schiedam: Scriptum

Attribute	B1.7 Self orientation
Description	<ul style="list-style-type: none"> • Knows what areas of influence to explore and how to identify, evaluate and reflect on own strengths and weaknesses and ambitions • Knows how to use that information to inform personal development plans and learning contracts
Links to EntreComp Framework	2.1 Self-awareness and self-efficacy 2.2 Motivation and perseverance
What we do on the Greenpreneurs programme to support development of this attribute	<p>Recruitment process/personal statement: As part of the recruitment process, Greenpreneurs are asked to reflect on their motivation to participate in the course. They write a personal statement regarding their motivation to join before attending the course (Appendix 8)</p> <p>Induction: During induction in an initial training session, Greenpreneurs share their motivation to join the programme with the group. They are also encouraged to complete a relevant psychometric test, such as Type Dynamics Indicator (TDI® - https://teamfocus.co.uk/wp-content/uploads/2016/10/Type_Dynamics_Indicator- TDI .pdf). The results help them to reflect on who they are in the group and in life and to identify aims and objectives for the course. These are included in their learning contract, which is shared with the group.</p> <p>They are then asked to do the following:</p> <p>Activity – “draw your story” This activity requires around 2 hours, depending on the size of the group. Resources needed: a lot of paper, pens, colouring pens, erasers</p> <p>In the initial briefing, Greenpreneurs are asked to make a drawing of their story and ambitions for the course, based on the learning contract questions</p> <ol style="list-style-type: none"> 1. Where have I been? (learning history) 2. Where am I now? (current moment) 3. Where am I going? (future, goals) 4. How do I get where I want to go? (means to reach goals) 5. How do I know I have reached my goals? (measurement) (30 minutes) <p>The drawings are put on the walls for all the see. Greenpreneurs read and explore the drawings and put questions on post-its on the drawings if they have questions. (10 minutes)</p> <p>Greenpreneurs answer any questions and explain their drawings (60 minutes)</p> <p>The team coach summarises and draws the session to an end (15 minutes)</p> <p>These drawings are presented to the group at the beginning of the course, reviewed mid-course and used for the evaluation at the end of the course.</p>

Other potential activities and resources

Activity 'wheel of life'

The wheel of life is widely used in a coaching to help people reflect on different aspects of their life in order to identify any changes they want and can make. It can also be used as a self assessment tool and is available online as a download e.g. from <http://www.startofhappiness.com/wheel-of-life-a-self-assessment-tool/>



The activity takes approximately 1 hour to complete and will add most value if completed in the early stages of the programme.

- Using the wheel ask your Greenpreneurs to reflect on their life in order to identify areas for improvements and change which can be supported through the course (20 min);
- Ask to share in small pairs and identify actions that can take place within the course that would help the individual Greenpreneur (20 min);
- Ask all to share their findings but do not demand disclosure (10 min);
- Ask all to make some final notes for their own learning contracts (5 min).

NB The activity can be amended/repeated replacing the wheel of life themes with the Greenpreneurs competencies or the EntreComp Framework to help Greenpreneurs to orient and focus their ambitions and objectives towards developing the Greenpreneurs skills and attributes.

For more on the wheel of life see:

<https://www.thecoachingtoolscompany.com/products/wheel-of-life-coaching-tool/>

https://www.mindtools.com/pages/article/newHTE_93.htm

2.4 Section B2: Team Leading

Attribute	B2.8 Self organisation and self-management abilities
Description	<ul style="list-style-type: none"> • Knows the basics of planning his or her own work. • Understands his/her strengths and weaknesses and knows how to set and achieve short-term goals. • Knows the basics of time management.
Links to EntreComp Framework	2.1. Self-awareness and self-efficacy 2.2. Motivation and perseverance 3.2. Planning and management
What we do on the Greenpreneurs programme to support development of this attribute	<p>Training sessions: The use of small group work and goal setting exercises in the training sessions help the Greenpreneurs to organise their work to make progress in the development and establishment of their companies and projects. See for instance the exercise ‘draw your own story’ (B2.7) which is not only used to be able to describe where Greenpreneurs are coming from and what moves them but also to reflect on potential goals.</p> <p>The acronym SMART (Specific, Measurable, Achievable, Realistic and Time bound) is used in the training session to help Greenpreneurs identify exactly what they want to achieve. For more information using the SMART acronym please have a look at https://www.mindtools.com/pages/article/smart-goals.htm</p> <p>Project management planning tools are used to plan for the work to be done (see also B2.10 and 11). Sometimes however planning takes the form of a simple ‘to do ‘ list consisting of tasks that are urgent and/or important. Greenpreneurs learn to differentiate that some tasks have to be done now, whereas other tasks can wait for a few days, despite the fact that the task considered is crucial to the success of the project. For more on the distinction between urgent and important tasks that need to be now/soon or later have a look at the article on the below webpage. https://www.mindtools.com/pages/article/newHTE_91.htm</p>
Other potential activities and resources	<p>Exercise: Reflecting on managing self Greenpreneurs reflect on how they organise, or fail to organise themselves and consider the concept of self-management. The session can be delivered in four phases: phase one could be done as homework before the session or in the workshop, all other phases would be completed in the workshop. The exercise will take two hours in total to complete.</p> <p>Phase one Ask learners to work individually asking them to recall a time when they were set a task by someone else and they successfully achieved it. Ask them to consider how they achieved the task, what tools or techniques did they use to plan or organise themselves or the activity? (5 minutes) Once completed ask learners to recall a time when they were set a task by someone else and they either did not achieve it, their outcome was not considered satisfactory or they were dissatisfied with the outcome. Ask them to consider why the task was not achieved to the expected standard. (5 minutes)</p>

Phase two

Form small groups of four or five. Ask the group to share firstly the reasons for not achieving the task set. Ask them to write their findings on a flip chart or whiteboard. (10 minutes)

Share the findings with all groups by asking them to read the findings.

Summarise the themes and patterns emerging. (10 minutes)

Ask the group to now focus on the tools, techniques and methods they used to successfully achieve a task. Ask them to list the tools and techniques used by the group. (10 minutes)

Ask each group to present one tool or technique from their list- avoid any duplicates. (10 minutes)

Give out the handout from <https://student-learning.tcd.ie/undergraduate/topics/self-management/>

Ask learners to compare their findings to those of Trinity college.

Summarise ensuring all learners have the basics of goal setting, SMART objectives, To do lists, diary use, a planning tool. (10 minutes)

Phase three

Ask the group to form triads to carry out individual coaching sessions.

Explain that everyone will play one of three roles in turn: Coach – actively listening to the learner and asking questions to help the learner to set and clarify their goals and consider how they will achieve them resulting in an action plan; the Learner to think of something they need to achieve within the next two weeks and be prepared to discuss it with two others and the observer to observe what behaviours of the coach appears to have the most impact on the learners focus, thinking and planning.

(Allocate 10 minutes to each coaching session and five minutes for feedback from the observers i.e. 15 minutes for each round.)

Phase four

Ask each learner to visualise that they have successfully completed their planned tasks. Ask them to imagine what it would look and feel like to have it successfully completed. Ask them to ensure they have written down their commitments on their action plans and to verbally commit to the triad members achieving these tasks. Ask the triads to plan how they would monitor each other's progress. (10 minutes)

It is important to revisit after an agreed period of time has elapsed to check progress!

Web resources:

https://www.mindtools.com/pages/article/newHTE_90.htm - useful clip and description of goals setting, different types of goals and SMART

<https://www.kent.ac.uk/careers/sk/time.htm> - a comprehensive guide to time management techniques and pitfalls. It includes a self assessment questionnaire

https://www.mindtools.com/pages/article/newLDR_57.htm - a comprehensive site including a self motivation quiz, self confidence and self efficacy, positive thinking, goal setting and setting a motivating environment.

Attribute/Skill	B2.9 Strategic Planning
Description	<ul style="list-style-type: none"> Has participated in one way or another in practical strategic planning (e.g. project and business development strategies) and implementation.
Links to EntreComp Framework	3.2 Planning and Management
What we do on the Greenpreneurs programme to support development of this attribute	<p>Project team meetings: Once project teams are set-up, they will undertake work between training sessions. For example, between sessions project teams meet to plan and develop their projects based on the exploration and consecutive establishment of their teams' vision, mission and values and a thorough scan of the environment they operate in. This helps them to develop a strategy, a well thought through plan on how to achieve their goals having taken into account the external and internal environment and their own ambitions. Key decisions and project plans are then shared with the rest of the cohort in training sessions.</p> <p>The figure below is a visual representation of the strategic planning process:</p> <div data-bbox="531 891 1027 1335" data-label="Diagram"> </div> <p>Source: http://www.strategymanage.com/ This website offers a wealth of tips and web-based information on strategic planning.</p> <p>Bootcamp: As part of the bootcamp, teams are created around common interests. Greenpreneur project teams explore the mission and vision for their project, ensuring its alignment with their values. An example exercise is included below.</p> <p>Activity 1 - Identifying your values The activity below can be used to help inform the mission and vision of the team and is adapted from: http://www.mindtools.com/pages/article/newTED_85.htm#sthash.uB1TwmWn.dpuf</p> <p>Step 1: 5 minutes Greenpreneurs work individually and the team coach asks them to think about and identify the times when they were happiest, finding examples from both</p>

their work and personal life to ensure some balance in their answers. Prompts can include:

- What were you doing?
- Were you with other people?
- Who?
- What other factors contributed to your happiness?

Step 2: 5 minutes

Repeat the exercise, this time asking Greenpreneurs to identify the times when they were most proud, using examples from their work and personal life.

Prompts can include:

- Why were you proud?
- Did other people share your pride?
- Who?
- What other factors contributed to your feelings of pride?

Step 3: 5 minutes

Repeat the exercise, this time asking Greenpreneurs identify the times when they were most fulfilled and satisfied, using examples from their work and personal life. Prompts can include:

- What need or desire was fulfilled?
- How and why did the experience give your life meaning?
- What other factors contributed to your feelings of fulfilment?

Step 4: 5 minutes

The team coach asks Greenpreneurs to think about why each experience was truly important and memorable and to determine their top values, based on their experiences of happiness, pride, and fulfilment. You can use the list of pre-prepared values included in Appendix 9 to help the Greenpreneurs get started – what values were most fulfilled in the situations they identified?

Step 5: 15 minutes

Greenpreneurs get into pairs and discuss and decide the three most important values they think need to be met, incorporated or reflected in their mission statement. (These can be shared with the rest of their team in a future training session.)

Activity 2: Environment scanning

Greenpreneurs investigate the environment critically to identify any threats to their ideas but also to spot opportunities. However they also look critically at the internal environment to identify the strengths they have as a team and their weaknesses. This exercise is called a SWOT analysis, which stands for strengths weaknesses, opportunities and threats.



	<p>Another tool that can be used to ‘scan the environment’ is a PESTLE analysis. Pestle is an acronym and stands for</p> <ul style="list-style-type: none"> • Political aspects • Economic aspects • Social aspects • Technical aspects • Legal and • Environmental aspects <p>Activity format – 1 ½ hours</p> <p>Step 1: 30 minutes Greenpreneurs idea-storm in small groups using flipcharts and pens both or one of the analytical tools a SWOT and/or PESTLE analysis. The team coach moves the groups along to ensure all elements of the analysis are covered within the timeframe set. (30 minutes)</p> <p>Step 2: 15 minutes The resulting flipcharts are displayed around the room for all to see and reflect on. Greenpreneurs read the flipcharts and put post its on the flipchart with questions or comments to discuss (15 minutes)</p> <p>Step 3 : 15 minutes The group discusses the findings so far and questions can be raised and answered.</p> <p>Step 4 : 15 minutes The original small groups take back their original flipcharts and identify strategic actions based on the discussions and findings.</p> <p>Step 5: 15 minutes Each group presents and suggest their ideas informing the team strategy.</p>
Other potential activities and resources	<p>Writing a mission statement: Help the team to write a mission statement - a useful webpage that helps to write a mission statement is http://articles.bplans.com/writing-a-mission-statement/</p> <p>What is strategic planning training session: There are many Youtube clips showing what strategic planning is and what it entails. Ask your Greenpreneurs to watch some of these clips and create a training session where the objectives is to teach the team what strategic planning is and how it can be used to develop their business idea. Examples of clips are : https://www.youtube.com/watch?v=jVRIWeZP52k https://www.youtube.com/watch?v=6c5kl5rJyBo</p> <p>The SWOT analysis and PESTLE: these can be used and revisited at any time in the project lifecycle. They can be used as a strategic planning tools as suggested above, but can also be used to monitor the project and help identify issues and opportunities. There are many websites giving guidance on completing SWOT and PESTLE analyses and it can be a good exercise for your Greenpreneurs to track them down. If you want examples: The Queensland Government, Australia has comprehensive guidance on completing a SWOT analysis on your business: https://www.business.qld.gov.au/starting-business/planning/market-customer-research/swot-analysis</p>

	This pdf from free business e-books is a comprehensive guide to completing a PESTLE analysis: http://www.free-management-ebooks.com/dldebk-pdf/fme-pestle-analysis.pdf
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Attribute/Skill	B2.10 Project Planning
Description	<ul style="list-style-type: none"> • Understands the theoretical foundations of project planning (a few techniques and basic starting points). • Has experience in small-scale project planning
Links to EntreComp Framework	3.2 Planning and Management Also indirectly contributes to: <ul style="list-style-type: none"> 1.3 Vision 1.4. Valuing ideas 1.5 Ethical and sustainable thinking 2.3 Mobilising resources – planning to be able to allocate tasks to team members
Greenpreneurs activities supporting this attribute/skill	<p>Pre-project plan (also known as ‘Pre-Motorola’): The pre-project plan is a central element of Greenpreneurs’ project planning and asks project teams to be clear about their project (learning) objectives and how they will add value to their customer. The basic questions are:</p> <ol style="list-style-type: none"> 1. What are the business and learning goals of this project? 2. What is the role of the customer and the team in this project? 3. What ideas, theories and concepts are applied to practice in this project? 4. What specific Greenpreneur's skills do we train and develop in this project? 5. How does this project take us closer to our vision? <p>A ‘post’ project review (or post-Motorola) is conducted at key stages of the project, as well as on completion, so that plans can be reviewed and adapted in a timely fashion.</p> <p>Project team meetings: Once project teams are set-up, they will undertake work between training sessions. Greenpreneurs work in small teams to develop their chosen business idea. These ideas are then structured as projects with a project team that needs to project plan to achieve the project objectives.</p> <p>They work towards a deadline which is the day that they present their project to business leaders and plan the work accordingly counting backwards. They share the work amongst team members. Key decisions and project plans are shared with the rest of the cohort in training sessions.</p> <p>The activities that support their project planning are:</p> <ul style="list-style-type: none"> • What is back casting? • What are consecutive and parallel tasks? <p>Activity 1 : 1 ½ hour Backcasting theory (Robinson, 1982)</p> <p>Information for this activity : Starting with the end goal in mind Greenpreneurs use the method of back casting to determine the path to take. ‘Backcasting’ is especially relevant for Greenpreneurs since it is associated with planning for sustainable futures. It was developed with the guided principle in mind that if we truly want to improve sustainability and achieve sustainable futures we need to start from an ideal</p>

	<p>vision as opposed to start from the beginning and ‘forecast’ steps which almost unavoidably are influenced by identified limitations and restrictions. Backcasting as such is a more positive, generative and an ambitious way of working out a plan to achieve targets. Greenpreneurs paint an ideal future and work their way backwards step by step to identify what the step is they need to have taken to have arrived at their ideal scenario.</p> <p>For more information visit http://www.naturalstep.ca/backcasting. Or read Nidumolu, R., Prahalad, C.K. and Rangaswami, M.R. (2015) Why sustainability is now the key driver of innovation. <i>IEEE Engineering Management Review</i>. 43 (2) pp. 85-91.</p> <p>Robinson, J. (1982), Energy backcasting – A proposed method of policy analysis. <i>Energy policy</i> 12, pp 337-344</p> <p>Step 1: 45 minutes Ask your Greenpreneurs to research ‘backcasting’ and prepare a training session around back casting to be presented to the whole group Interesting Youtube clips can be used e.g. https://www.youtube.com/watch?v=lvfHmmm5gi8 https://www.youtube.com/watch?v=DeDm-HTFuiY</p> <p>A clip about back casting and innovation: https://www.youtube.com/watch?v=UshLmJ5uW6U</p> <p>Step 2: 20 minutes The Greenpreneurs share their learning in a facilitated session.</p> <p>Step 3: 10 minutes preparation and 10 minutes presentation Ask the Greenpreneurs to prepare a representation (written or visual) of their ideal outcome for their projects and present their vision to the other groups.</p> <p>Step 4: 20 minutes Greenpreneurs use the back casting method to plan their projects to achieve their vision.</p>
Other potential activities and resources	<p>Activity: Consecutive and parallel tasks in a project Duration: 45 minutes</p> <p>Step 1: 20 minutes Split the group in two and give them both the assignment to plan, develop and have a dinner party. Choose a meal you think the group roughly knows how to cook. Don’t make it ‘haute cuisine’. Resources needed:</p> <ul style="list-style-type: none"> - Small cards with on each card a task. - Some cards with milestones - Cards with time slots of 30 minutes from 13.00 to 20.00

	<p>The groups put the time slots at the top and start putting the cards/tasks/milestones under the time slots. The first card is 'find a recipe' and the last card is 'dinner served'.</p> <p>In between start and end cards you will have cards that</p> <ul style="list-style-type: none"> - are tasks that can happen in the same time slots – simultaneously- e.g. boil water and cut the onion - cannot start before the other has finished – consecutive tasks - e.g. marinate the meat, roast the meat - create cards that are 'milestones' e.g. ' recipe' (milestone) <p>You need to have created all these cards beforehand and you give all the cards to the groups to sort under the timeslots.</p> <p>The aim of this exercise is to illuminate the difference between</p> <ul style="list-style-type: none"> - tasks and mile stones, - parallel and consecutive tasks <p>You then get learners to calculate how much time this project will take in 'duration' (e.g. from 2 pm until 8pm when dinner is served) and 'effort' (how much time am I actually doing something e.g. two hours of shopping, shopping, cooking – but I watched telly at 5pm until 7pm whilst the roast was in the oven - so that does not count as an 'effort'.)</p> <p>Step 2: 20 minutes</p> <p>The facilitator looks at the plans the groups have created and probes around:</p> <ol style="list-style-type: none"> 1. Effort: how much effort it will cost you to do this – how many hours you need to do this – put the answer on your post-it 2. Duration: over how many hours/days/weeks/months is the effort spread – when will it be finished? 3. Think about the cost involved in this task – estimated cost on post-it 4. Think about who will do this task – delegate tasks to team members <p>Additional information:</p> <p>To learn more about projects Greenpreneurs could visit: https://www.pmi.org/about/learn-about-pmi/what-is-project-management</p> <p>Reading:</p> <p>Baker, S and Baker K (2000) The complete Idiot's Guide to Project Management. 2nd Ed. Indianapolis: Alpha Books. Pearson Education</p> <p>Nidumolu, R., Prahalad, C.K. and Rangaswami, M.R. (2015) Why sustainability is now the key driver of innovation. IEEE Engineering Management Review. 43 (2) pp. 85-91.</p>
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Attribute/Skill	B2.11 Project Management skills
Description	<ul style="list-style-type: none"> • Knows the theoretical basics of project management • Beginner-level experience of setting-up and running a project
Links to EntreComp Framework	<p>3.2 Planning and Management</p> <p>Also indirectly contributes to</p> <ul style="list-style-type: none"> 1.3 Vision 1.4. Valuing ideas 1.5 Ethical and sustainable thinking 2.3 Mobilising resources – planning to be able to allocating tasks to team members
Greenpreneurs activities supporting this attribute/skill	<p>Bootcamp: The bootcamp immerses the Greenpreneurs in a hands-on, learning-by-doing approach to developing business start-up ideas. It takes place early in the programme and is typically the place where project teams form and scope their first project.</p> <p>Project team meetings: Once project teams are set-up, they will undertake work between training sessions and other facilitated interventions. This is where the real project development work takes place! Greenpreneurs work in small teams, with assigned roles (including team leader and team planner) to develop their chosen business/project idea.</p> <p>Project teams work towards a deadline which is the day that they present their project to business leaders and plan the work accordingly counting backwards. Key decisions and project plans are shared with the rest of the cohort in training sessions.</p> <p>Training sessions: To understand more deeply what projects are and what project management entails Greenpreneurs organise a training session on the topic and with guidance of the team coach undertake</p> <ul style="list-style-type: none"> • An exercise on the question ‘what is a project’? • An exercise on the question ‘what are key elements of project management’? <p>Example exercises that can be used to address these questions are outlined below.</p> <p>Activity: Defining a project The total time needed for this activity is 60 minutes.</p> <p>Step 1: 30 minutes +/- Formal input using your preferred method, brief Greenpreneurs on the difference between a project and a routine, ongoing task so that they understand the importance of project planning and the use of project management techniques to help them achieve their objectives.</p> <p>Step 2: 10 minutes Ask Greenpreneurs to back in their mind to a previous job or environment where they had to do a task/ job. Make notes of what the job entailed.</p>

	<p>Step 3: 10 minutes Using the worksheet (Appendix 10) go through each element and answer the questions</p> <p>Step 4: 10 minutes Discuss your answers with your neighbour and conclude: was this a routine job or a project that needed a clever plan and clear controls and monitoring to achieve the objectives within a certain timeframe?</p> <p>This activity will help Greenpreneurs understand that not all tasks need an elaborate project plan but that wanting to achieve their goals within a short space of time with limited resources and a new team requires project management.</p> <p>Information that can be used for the de-brief: Definition of a project The chartered body for the project management professions https://www.apm.org.uk/resources/what-is-project-management/ defines a project as:</p> <p>“ A project is a unique, transient endeavour, undertaken to achieve planned objectives, which could be defined in terms of outputs, outcomes or benefits. A project is usually deemed to be a success if it achieves the objectives according to their acceptance criteria, within an agreed timescale and budget. A key factor that distinguishes project management from just 'management' is that it has this final deliverable and a finite timespan, unlike management which is an ongoing process. Because of this a project professional needs a wide range of skills; often technical skills, and certainly people management skills and good business awareness”.</p> <p>Activity two: what tasks are included in project management? Duration 50 minutes</p> <p>Step 1: 10 minutes Ask the greenpreneurs to recall a time that they were involved in a project and to identify what had to be done to manage that project. Note the answers on a flipchart or white board e.g.</p>
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	<div data-bbox="630 190 1220 761" data-label="Diagram"> </div> <p>Step 2: 20 minutes Ask the Greenpreneurs to look at each other’s flipcharts and then invite them to group their own collection of tasks and activities</p> <ol style="list-style-type: none"> 1) The different stages of project management e.g. Initiation – Definition – Design - Preparation – realisation/ results - evaluation And/or 2) Management and control tasks e.g. <ul style="list-style-type: none"> • People management - Management and leadership of team, stakeholders, the company culture, individuals in the team ; • Resource management - Control of time, money, quality, information and organisation. <p>Step 3: 10 minutes The team coach/facilitator leads a plenary presentation and reiteration of the key elements/activities that are part of project management.</p> <p>Step 4: 10 minutes Guided reflection focussing on what Project management activity would the Greenpreneur like to take the lead on? Invite them to make a note of this for further development opportunities that might come up in the team.</p>
Other potential activities and resources	<p>Reading: Baker, S and Baker K (2000) <i>The complete Idiot’s Guide to Project Management</i>. 2nd Ed. Indianapolis: Alpha Books. Pearson Education Nidumolu, R., Prahalad, C.K. and Rangaswami, M.R. (2015) Why sustainability is now the key driver of innovation. <i>IEEE Engineering Management Review</i>. 43 (2) pp. 85-91.</p> <p>Powerpoint presentation: A more detailed briefing on project management can be found in Appendix 11 (available as a separate document)</p>

Attribute	B2.12 Team roles and leadership capacities
Description	<ul style="list-style-type: none"> • Has insight into team roles, including team leadership • Has some theoretical knowledge of leadership and leading teams. • Knows how to apply theory to practice in teamwork and team leadership. • Understands his/her own role and task in the team.
Links to EntreComp Framework	<p>2.1 Self-awareness and self-efficacy</p> <p>2.5. Mobilizing others</p> <p>3.1.Taking the initiative</p> <p>3.4. Working with others</p> <p>3.5. Learning through experience</p>
What we do on the Greenpreneurs programme to support development of this attribute	<p>Team roles:</p> <p>The Greenpreneur teams define roles within the teams. The team roles are those of</p> <ul style="list-style-type: none"> • Team leader • Team communicator • Team finance officer • Team planner <p>(See Trainers Handbook for an outline of these roles.) Greenpreneurs are encouraged to build on their strengths and take on the role they feel most comfortable with and are good at and also to work on their weaknesses and take on a role that they aim to develop into a strength. Their Learning Needs Analysis and Learning Contract provide a good basis for starting this discussion.</p> <p>Greenpreneurs experiment with these roles throughout the process. At the end of the course, constructive feedback is given to all in order to assess, evaluate and consolidate learning of new skills and progress made. Appendix 12 includes a template you can use for giving and receiving constructive feedback.</p> <p>Workshop on ‘Friend Leadership’:</p> <p>‘Friend Leadership’ is an idea developed by Tiimiakatemia (Team Academy) and is an approach to leadership that fits naturally with the philosophy of the Greenpreneurs course. There is a free e-book available detailing the ideas from: http://pellervo.fi/wp-content/uploads/2014/04/friend-leadership.pdf</p> <p>We suggest team coaches read and absorb the book, prepare a short introductory session to the key ideas and then provide Greenpreneurs with the link so that they can engage with the ideas themselves.</p> <p>Knowledge review: Snowballing exercise</p> <p>Pre-preparation</p> <p>Split the participants into 3 or 4 small groups and for homework give each small group a different article on leadership to read (see below for some suggestions). In preparation, each individual has to read the article and come to the session with a ‘review’ in note form, highlighting the key ideas in the article.</p> <p>Phase 1</p> <p>Participants meet in their small group to discuss the article and their learning. The output is an agreed page of notes that summarises the main ideas and key learning points. (45 minutes)</p>

	<p>Phase 2 Reorganise the groups with one or more people from each of the reading groups in each of the new groups. Share the review of each article with other members of your new group. Compare and contrast the different ideas about leadership from the different articles. How do they fit with group members' experience of leadership? Create a shared story of leadership based on the small group discussion for sharing with the whole group (should take no more than 2-3 minutes to present) (60 minutes)</p> <p>Phase 3 Each small group tells their story to the whole group, followed by a plenary discussion and debrief. (30 minutes)</p> <p>Example articles: You can choose articles that you feel are most appropriate for your cohort of Greenpreneurs and the following are intended as a starting point, rather than a definitive list: Badaracco Jr., J.L. (2003) 'A lesson for the times: Learning from quiet leaders', <i>Ivey Business Journal</i>. Jan/Feb2003, 67(3): 1-6. Butler, T. (2017) 'Hiring an entrepreneurial leader' <i>Harvard Business Review</i>, Feb-Mar 2017 https://hbr.org/2017/03/hiring-an-entrepreneurial-leader Tian, Y. and Smith, W. K. (2014) 'Entrepreneurial Leadership of Social Enterprises: Challenges and Skills for Embracing Paradoxes', <i>Journal of Leadership Studies</i>, Fall 2014, 8(3): 42-45. Zaech, S. and Baldegger, U. (2017) 'Leadership in Start-ups' <i>International Small Business Journal</i>. Mar2017, 35(2): 157-177.</p>
Other potential activities and resources	<p>Activity 1 : Leadership collage Resources: magazines, flipchart paper, glue, scissors, coloured pens Duration of exercise: approximately 1 hour depending on the number of groups</p> <p>Step 1: 20 Minutes In small groups collect images of leadership and make a collage. Step 2: 5 minutes per group Ask the groups to present the collages to the other groups explaining</p> <ul style="list-style-type: none"> - Why they have chosen these images - What they represent. - What that means for their views of what leadership is <p>Step 3: 10 minutes Ask them to discuss in pairs how what has been discussed relates to their own experience as leader? Step 4: 10 minutes To end ask them to reflect individually and note or draw in their learning journal what leadership lessons they have learned and how this learning has affected their plans for their own leadership development.</p> <p>Activity 2 – Leadership: what is it? Facilitated discussion - 20 minutes approximately</p> <p>Using the questions below, prompt a facilitated discussion regarding leadership:</p> <ul style="list-style-type: none"> - Is the same person always the leader of the group?

- What makes a person a leader?
 - Is the leader always 1 person?
 - Is a leader a person – or could the act of leading be done by a group?
- What after all these questions are now your thoughts on leadership?

Useful theories to help understand teams:

Tuckman's theory regarding developmental stages in teams:

<http://infed.org/mobi/bruce-w-tuckman-forming-storming-norming-and-performing-in-groups/> provides a good foundational insight into the typical stages of team development

Katzenbach and Smith's theory on high performing teams looks at the characteristics of high performing teams and their differences from, for example, groups and 'pseudo teams'. The full reference is:

Katzenbach, J.R. and Smith, D.K. (1993) *The Wisdom of Teams: Creating the High-Performance Organization*, Maidenhead, Berks: McGraw Hill.

An outline of their ideas can be found at:

<https://www.praxisframework.org/library/katzenbach-and-smith>

Belbin's theory on team roles is one of the most widely used. The full reference is:

Belbin, R.M. (2010) *Team Roles at Work*, 2nd edn. London: Butterworth-Heinemann.

Belbin's web site also provides useful materials and insights, though there is a charge for completing the team roles questionnaire: <http://www.belbin.com/>

Leadership and leadership development:

Useful leadership texts include:

Barrett, F.J. (2012) *Yes to the Mess: Surprising Leadership Lessons from Jazz*, Boston: Harvard Business Review Press – an insightful book on leading through complexity.

Bolden, R. (2011) *Exploring leadership: individual, organizational, and societal perspectives* Oxford: Oxford University Press – textbook including a range of contemporary ideas and leadership theories.

Schedlitzki, D. and Edwards, G. (2014) *Studying Leadership: Traditional and Critical Approaches*. London: Sage – a thorough textbook with a good selection of case study material.

Thompson, N. (2016) *The Authentic Leader*, London: Palgrave – a good introduction to the theory and practice of authentic leadership.

Activity 3: Using web-based leadership tests

Duration : to do the test individually – 30minutes

On line you can find various leadership tests and questionnaires. You can ask Greenpreneurs to take one or more of those tests and use the results for

- 1) Discussion in the group (see above for suggestions for prompts)
- 2) Discussion regarding team roles (within the training session – see above)

A leadership test can be found on:

https://www.mindtools.com/pages/article/newLDR_50.htm

Or for Hersey and Blanchard situational leadership theory click on the links below:

<http://www.leadership-central.com/situational-leadership-theory.html#axzz4dNhdx3LI>

<http://study.com/academy/lesson/hersey-blanchards-model-of-situational-leadership.html>

Attribute	B2.13 Coaching abilities and skills
Description	<ul style="list-style-type: none"> • Understands the theoretical foundations of coaching. • Has beginner-level experience in being coached. • Discuss the definitions of coaching and how it is used in own context • Analyse the attributes of an effective, ethical coach • Practise listening, summarising and reflecting
Links to EntreComp Framework	2.1 Self-awareness and self-efficacy 3.1 Taking the initiative 3.3 Coping with uncertainty, ambiguity and risk
What we do on the Greenpreneurs programme to support development of this attribute	<p>Induction: Greenpreneurs are introduced to the ways of working, team coaching and peer support and complete the exercise outlined below.</p> <p>Training sessions: Greenpreneurs develop their coaching skills and learn by observing team coaches, coaching the team</p> <p>Individual coaching: Greenpreneurs are given scheduled, individual coaching sessions around their individual learning contracts in the early weeks of the course. Towards the end of the course they have a second scheduled individual coaching session focussing on ‘what next’ on their entrepreneurial journey.</p> <p>Mentoring: Where appropriate for their future development, Greenpreneurs are encouraged to find an external mentor who can support them in their entrepreneurial journey going forward.</p>
Other potential activities and resources	<p>Exercise 1: What does coaching mean to you? Greenpreneurs discuss the term coaching and understand how it will be used in the Greenpreneur programme. They will practise the key core skills of listening, active listening, observing, questioning, summarising and reflecting. The session outlined below will take 2 hours to complete.</p> <p>This could be split into the following sections:</p> <p>Phase 1: An individual exercise asking participants: “What does coaching mean to you?” “How was it used in organisations in which you have worked?” Ask the whole group for their views and agree how the term will be used in your context. (10 minutes)</p> <p>Phase 2: Group exercise asking participants to consider what would make the worst coach ever. Ask small groups to create a depiction of “The worst coach ever.” (10 minutes) Ask the group to present their findings and gather the main points on a flip chart. Summarise the findings and lead a whole group discussion on the attributes required for an effective coach and highlight which attributes must be avoided. (20 minutes)</p>

	<p>Phase 3: Ask the participants to work in triads.</p> <p>The first step involves starting with listening exercises e.g. ask one person to talk about a favourite holiday, for about a minute, ask one person to listen without speaking and the other to observe. Ask the listener to feedback to the teller what was said and any emotions they picked up. Ask the teller to comment on the accuracy of the feedback. (5 minutes per round)</p> <p>Talk through the behaviours of the listener as observed by the observer. Ask why observation is important. (5 minutes)</p> <p>Do the same exercise but with the listener being able to ask questions and allow the interaction five minutes instead of one. Ask the observer to comment on the impact of asking questions. (10 minutes per round)</p> <p>Could give out a sheet on different types of questions and discuss with the group when they are most useful.</p> <p>Ask the triads to discuss the difference of summarising, in listener's own words, and reflecting, using the speakers words. (10 minutes)</p> <p>Ask the triads to use all of these skills in considering Greenpreneur ideas for projects and start-ups. These could be linked to the participant's Learning contract.</p> <p>Web resources:</p> <p>https://www.youtube.com/watch?v=D6-MleRr1e8 – good for covering why listening is important and for giving tips on techniques</p> <p>https://www.youtube.com/watch?v=848MrvcOnfk – good for testing and assessing individual listening skills</p> <p>https://www.mindtools.com/pages/article/newTMM_15.htm - information on what is coaching, and how to be an effective coach</p> <p>https://www.davidclutterbuckpartnership.com/team-coaching-whats-the-point/ - useful information on team coaching and its benefits</p>
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Attribute	B2.14 Problem-solving and decision-making
Description	<ul style="list-style-type: none"> • Knows how to make decisions and is able to use analytical and explorative techniques to support decision making • Undertakes a given problem solving exercise • Evaluates own and team behaviour and outcomes • Compares Appreciative Inquiry to classical problem solving models
Links to EntreComp Framework	3.2. Planning and management 3.3. Coping with uncertainty, ambiguity and risk 3.4. Working with others 3.5. Learning through experience
What we do on the Greenpreneurs programme to support development of this attribute	<p>Innovation challenges: Innovation challenges vary in their scope and duration and may be set in response to an external brief based on a genuine business issue or can be more ‘open’ and generated by the programme coaching team. Whatever their scope and duration they are built around problem posing and identification and idea generation and selection fostering the development of creative problem-solving and decision-making capacities.</p> <p>Bootcamp: The bootcamp encourages Greenpreneurs to look at issues and business opportunities from different perspectives; to follow tried and tested models to analyse the viability of solutions. It helps Greenpreneurs to define a problem accurately and, when all information and ideas have been taken into account, to make decisions and suggest solutions.</p> <p>Out of the Chrysalis: The ‘Out of the Chrysalis’ (also referred to as ‘Birthgiving’) technique is a way of the group showing its current capability to: share and crystallise their knowledge and learning, problem solve creatively, innovate and deliver to a given specification, in a highly interactive, time specific environment. It encourages the development of the capacity to improvise and to make informed decisions and actions under time pressure.</p>
Other potential activities and resources	<p>Exercise: Appreciative enquiry and decision-making Greenpreneurs will analyse how they and the team make a decision and consider a problem-solving model against Appreciative Inquiry. The learners will analyse both a given problem and one of their own choosing. This could be split into the following six phases:</p> <p>Phase 1 (The timing of this phase will depend on the complexity of the problem set.) Set the team a problem, either one of your own choosing, one from an outside employer or one from http://www.learning-for-life.org/exploring/resources/99-720/x09.pdf</p> <p>Ask for two to three learners to be observers. Prepare the group for the problem, check their understanding and set them off on the problem solving exercise.</p>

Ask the observers to note what they observe the group doing to solve the problem, what behaviours they felt was effective and not so effective. Tell the observers that they will be asked to feedback their findings to the group.

Phase 2 (20 minutes)

Ask the group to reflect on: what went well for themselves and for the team, what went not so well for them and the team and what they would do differently for themselves and as a team, if they had to do it again. Do the reflection in teams according to how many teams completed the task. Allocate an observer to each team to give feedback.

Ask each team to feedback their results and pick-up on patterns and themes.

Phase 3 (10 minutes)

Give out the handout from: <http://www.project-management-skills.com/problem-solving-techniques.html> which uses the following model of decision making

- Define the Problem
- Determine the Causes
- Generate Ideas
- Select the Best Solution
- Take Action

Ask the groups to consider if they went through all of these stages and, if not, what was the impact? Ask them to evaluate which stages were done well and not so well and to give their reasons.

Phase 4 (15 minutes)

Explain the Appreciative inquiry model – see overleaf.

Talk through the differences from the problem solving model covered in phase three.

- Appreciative Inquiry focuses on what is the best that could be, what could we create that is better, not focussing on what is wrong or an issue.
- Envisages what might be not on analysing a problem
- Engages in dialogue about what should be, not on creating possible ideas for a solution
- Innovates what will be instead of action planning

(Adapted from: Cooperrider & Srivastva, 1987)

Phase five (Allow 30 minutes per learner)

Ask the group to split up into pairs. Ask each of them to coach the other through the 5 stages of the model using a topic that the learner is passionate about or highly motivated to achieve.

Phase six (10 minutes)

Review the exercises and ask for what has been learned.

This could be followed by an 'Out of the Chrysalis' activity to crystallise learning.



(Adapted from Cooperrider & Whitney, 2007)

References:

Cooperrider, D. L. & Srivastva, S. (1987) 'Appreciative Inquiry in Organizational Life' in Woodman, R. W. & Pasmore, W. A. (eds) *Research in Organizational Change and Development*, Vol 1: 129-169, Stamford: JAI Press

Cooperrider, D. L. & Whitney, D. (2007) 'Appreciative Inquiry: A Positive Revolution in Change' in Holman, P. & Devane, T. *The Change Handbook: The Definitive Resource to Today's Best Methods for Engaging Whole Systems*, pp73-89. San Francisco: Berrett-Koehler

Other reading:

Klein, G. (2014) *Seeing What Others Don't: The Remarkable Way We Gain Insights*, London: Nicholas Brealey.

Orem, S.L, Binkert, J. & Clancey, A. L. (2007) *Appreciative Coaching: A Positive Process for Change*, San Francisco: Jossey Bass

Watkins, J. & Mohr, B. (2001) *Appreciative Inquiry: Change at the Speed of Imagination*, John Wiley & Sons.

Web resources:

<https://www.youtube.com/watch?v=QQjTJAFyNrU> - gives a four step model of problem solving and includes techniques like Fishbone analysis, SWOT analysis and SMART goals. Very good for showing the importance of determining the root cause of problems

<https://www.youtube.com/watch?v=vg936IW9i7Q> – looks at the psychology of problem solving. It highlights the barriers that exist to creativity and changing mindset and perspective

<https://www.youtube.com/watch?v=QbxyiUG5RRI> – looks at creative problem solving, looks at both divergent and convergent thinking

2.5 B3: Team Entrepreneurship

Attribute/ Skill	B3.15 Customer service, negotiation techniques and sales
Description	<ul style="list-style-type: none"> • Understands the theoretical basics of customer service and is capable of taking initiative and actively approaching customers in service situations. • Understands the theoretical basics of selling. • Has some experience in customer service situations.
Links to EntreComp Framework	1.1 Spotting opportunities 2.5 Mobilising others 3.5 Learning through experience
What we do on the Greenpre neurs programm e to support developme nt of this attribute	<p>Out of the Chrysalis: ‘Out of the Chrysalis’ presentations take place several times during the programme. For example, in induction week we organise an ‘Out of the Chrysalis’, where a business presents a challenge that the team needs to resolve in 4 hours. The Greenpreneurs team acts as a consultant for the business, which helps them realise that they can offer value to the customer if they work together as a team straight away.</p> <p>Customer visits A customer visit is any interaction with a potential customer or partner. The idea of visiting a customer is not only to sell a product or service, it can also be to find out more about what this business is doing, to get inspiration, enlarge networks or explore the possibility of collaborating in the future. Some customer visits may also include an innovation challenge where the customer presents a challenge to the Greenpreneurs team and they need to generate ideas and propose solutions.</p> <p>Bootcamp: As part of the bootcamp participants form project teams and are tasked with developing a business model canvas and value proposition canvas. The aim is to develop the skill of identifying a customer segment and identify a product or service that will generate value for them, as a prerequisite to negotiating or selling offerings based around these value propositions. If preferred, the bootcamp can be delivered as a series of individual workshops.</p> <p>Pitching techniques: Greenpreneurs practice pitches and presentations frequently through the 12 week programme. For example, they practice pitching ideas to their peers, to their team coaches, to the different experts that deliver the workshops. Through practicing and feedback they develop both confidence and their pitch. At the end of the course Greenpreneurs, supported by their team coaches, organise an event possible partners, investors or customers are invited to hear the different project pitches.</p>
Other potential activities and resources	<p>Exercise 1: Good customer service Resources needed: Sheets of paper and pens (or a prompt in a document for virtual teams) Time needed: 50-60 minutes</p> <p>Phase 1: 10 minutes including briefing</p>

Give each participant a piece of paper and five minutes to recreate a difficult customer service experience they had and how it was resolved (they can be the seller or the customer). This could be due to a number of factors, whether it be a difficult customer, internal error, or multitasking strains. Encourage participants to think creatively.

Phase 2: 20 minutes

Split the group into small groups of 3-5 people. Each person shares their service experience with the small group, including how they handled it and how would they would improve their handling of the situation in future. Encourage Greenpreneurs to identify any themes and to explore what good customer service looks like and to record these for sharing with the whole group (no more than 3 minutes to present for each group).

Phase 3: 20-30 minutes depending on numbers

Each group presents back key themes and their views on good customer service. Facilitated plenary discussion and pull out learning.

Exercise 2: The art of persuasion

This exercise is a good icebreaker and ideally takes place when the group are still getting to know each other.

Resources needed: Floor space

Time needed: 10-15 minutes

Phase 1: 5 minutes, including set-up

Get the Greenpreneurs into pairs, with an 'A' and a 'B' in each. Brief the A's to lie down on the floor (you can use chairs if more appropriate for your group) and brief the B's to try to get their partner to stand up within a minute. Tell the A's that they are comfortable where they are and standing-up is difficult so they should resist the B's unless they give them a clear and persuasive rationale for moving. Time 60 seconds exactly and then see how many have stood up. What persuaded those who did stand up to do so?

Phase 2: 2 minutes

Swap roles and repeat the exercise, again timing exactly 60 seconds.

Phase 3: 8 minutes

Speed debrief. Did more people stand-up second time round? What was most persuasive? Could we take any of these techniques into a customer sales environment? If not, why not? Make sure you cover ethics (some people may have used threat or bribery!)

Exercise 3: Knowing your audience

This exercise is adapted from:

https://www.businesstrainingworks.com/workshop_downloads_PDF/Five_Free_Sales_Training_Games.pdf

Its purpose is to illustrate the importance of discovering needs before launching into a sales speech and the goal is to remind salespeople that selling is not about the product or service. It is about how products and services can solve problems for customers.

	<p>It works well when run a couple of weeks after Exercise 2 above.</p> <p>Resources Needed: An object available in the training room</p> <p>Time needed: 25 minutes – keep the pace fast</p> <p>Phase 1: 10 minutes, including set-up and briefing Ask the Greenpreneurs to find a partner and then decide who will play the role of the buyer and who will play the role of the seller. Once the decision is made, instruct the sellers to sell an item in the room to the buyers. While the activity is in progress, walk around the room and listen in on the conversations. Take note of which sellers are discovering needs versus those who are pushing the features of the objects they have selected. Give the sellers 5 minutes.</p> <p>Phase 2: 5 minutes Switch roles and repeat the exercise.</p> <p>Phase 3: 10 minutes Debrief - Ask the buyers if they were asked questions to determine needs or if their sellers immediately launched into pushing the features of their items (and remember to draw on what you overheard for examples of good practice). If buyers report that they were sold features without discovering or confirming need, make the point that even seasoned salespeople can fall into this trap. If nobody failed to discover needs, congratulate the group for their good work.</p> <p>Exercise 4: Preparing an elevator pitch: This exercise is based on: Kawasaki, G. (2015) <i>The Art of the Start 2.0</i>. London: Penguin Books</p> <p>This is a half day workshop.</p> <p>Briefing (20 mins) The team coach or workshop facilitator outlines what a pitch is, using their preferred method.</p> <p>Phase 1 (60 mins) In project teams participants are asked to prepare their project pitch. For that they need to follow to “The only 10 slides you need in a pitch” (Kawasaki, 2015) available at https://guykawasaki.com/the-only-10-slides-you-need-in-your-pitch/</p> <p>They need to prepare in 1 hour a pitch that has 10 slides, that lasts no more than 20 minutes and contains no font smaller than 30 points. The pitch will be made to their colleagues and team coaches. The content of the 10 slides is:</p> <ol style="list-style-type: none"> 1. Introduction 2. Problem 3. Solution / Value proposition 4. Why? / Underlying magic 5. Business model 6. Go to market plan 7. Competitive analysis 8. Management team 9. Financial projections and key metrics 10. Current status and needs
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Phase 2 (30 minutes per team) The pitches are made to the rest of the cohort and team coaches. The pitches are no longer than 20 minutes, allowing 10 minutes for questions and feedback. The audience gives constructive feedback to the project team. It is expected that the project team will be improving their pitch throughout the programme, and in some **training sessions**, the different project teams will present their pitch, to show how their projects and pitches have developed.

Customer communication web links:

The following TED talks provide a good introduction to communicating with potential customers:

Treasure, J (2013) *How to speak so that people want to listen*.

https://www.ted.com/talks/julian_treasure_how_to_speak_so_that_people_want_to_listen

Headlee, C (2015) *10 ways to have a better conversation*.

https://www.ted.com/talks/celeste_headlee_10_ways_to_have_a_better_conversation

Science Of Persuasion:

<https://www.youtube.com/watch?v=cFdCzN7RYbw> This animated video describes six universal Principles of Persuasion and is narrated by Dr. Robert Cialdini and Steve Martin, CMCT (co-author of YES & The Small Big).

Other reading:

Watkinson, M. (2013) *The Ten Principles Behind Great Customer Experiences*, Harlow: Pearson Education.

Attribute/ Skill	B3.16 Financial planning, rules and conditions
Description	<ul style="list-style-type: none"> • Understands the cost and expense structure of their project. • Understands the basics of financial management in practice (e.g., financial statements, taxation basics).
Links to EntreComp Framework	2.4 Financial and economic literacy Also touches on: 1.5. Ethical and sustainable thinking 2.3. Mobilising resources
What we do on the Greenprene urs programme to support developmen t of this attribute	<p>Bootcamp: As part of the 3 day bootcamp, Bootcamp participants form project teams and are required to develop a Business Model Canvas around a specific value proposition. This “canvas” requires the identification of revenue streams and cost structures which help evaluate the financial conditions necessary to validate their business model design.</p> <p>Half day workshop on finances: This is a good area to run an additional half day workshop towards the end of the programme, when business ideas are more developed. It can be helpful to invite in an external expert who can also talk about potential funding sources and give an external view on the financial planning aspects of projects and to help them prepare for the pitch in the final week.</p> <p>Training sessions: Teams are encouraged to define, review and share updates of their project’s financial plans during Training Sessions. They refine their plans on the basis of feedback. It can also be helpful actively to encourage one of the project teams to run a training session on financial reporting. We find many Greenpreneurs find this one of the more challenging aspects of developing their project and it may require the coaches to push a little harder to ensure it is engaged with.</p>
Other potential activities and resources	<p>Web resources:</p> <p>In the UK, the Government’s site ‘Business is GREAT Britain’ has links to a range of resources and organisations who provide advice, mentoring and support to start-ups, often free of charge, and is a good starting point: http://www.greatbusiness.gov.uk/where-to-get-start-up-advice/</p> <p>The site also includes links to resources from a number of the UK’s leading retail banks, who provide excellent web guides and free materials on financial planning and management for small businesses.</p> <p>The ACCA’s guide to business planning includes a good section on preparing a cash flow forecast: http://www.accaglobal.com/gb/en/business-finance/business-plans/example-cashflow.html</p> <p>An overview of corporation tax from HM Revenue and Customs is at: https://www.gov.uk/corporation-tax/overview</p> <p>This start-up budget template from Quickbooks is one of a number of free templates they offer and can provide useful guidance (please be aware that Quickbooks are a commercial company offering accounting software):</p>

<http://quickbooks.intuit.com/r/budgeting/essential-small-business-financial-tools-free-startup-budget-template-and-guide/>

Videos:

There are some helpful youtube videos on start-up funding and finance, including:
<https://www.youtube.com/watch?v=677ZtSMr4-4> – start-up funding explained

https://www.youtube.com/watch?v=2PU9F4CeKqI&list=PLkplm4nc4fY_ss38UyFUyi6omNnMS7s8h – an introduction to start-up finance from Bill Reichert, an experienced venture capitalist.

Texts:

The Financial Times publish a series of readable guides, including:

Haigh, J. (2011) *FT Guide to Finance for Non Financial Managers: The Numbers Game and How to Win It*

Wyatt, N. (2012) *The Financial Times Essential Guide to Budgeting and Forecasting: How to Deliver Accurate Numbers*

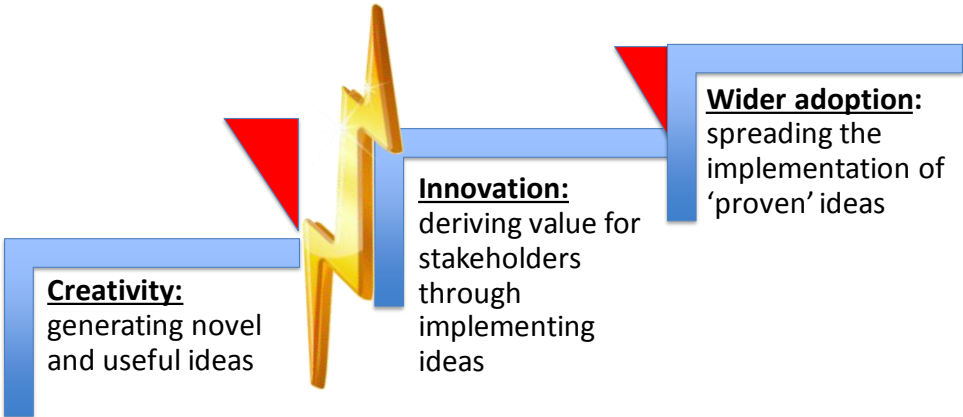
Another easy-to-read guide is:

Wainman, T. (2015) *How To Talk Finance: Getting to Grips with the Numbers in Business*, Harlow: Pearson Education.

Attribute/Skill	B3.17 Marketing
Description	<ul style="list-style-type: none"> • Has basic skills in marketing planning (e.g. 4P) • Has participated actively in marketing (planning and implementation), on a small scale project • Has a personal understanding of the significance of customer relationships.
Links to EntreComp Framework	1.2. Creativity 2.5. Mobilising resources 3.2. Planning and Management
What we do on the Greenpreneurs programme to support development of this attribute	<p>Bootcamp: The ‘bootcamp’ adopts a rapid approach to developing business start-up ideas based on the Lean Startup approach (Ries, 2011) and using the Business Model Canvas (Osterwalder, 2016) as a tool. It includes marketing activities such as:</p> <ul style="list-style-type: none"> • Market research: Greenpreneurs are challenged to explore their market by doing desk research, visit competitors and potential buyers. • Customer Discovery: ideas are tested with potential buyers and users. Greenpreneurs go out to meet potential customers and ask them questions about the value of their suggested product or service. As such they get input before moving forward. • Customer development (Blank, 2013) <p>For more information: Blank, S.G. (2013) <i>The four steps to epiphany: successful strategies for products that win</i>. 5th edn. Pescadero: K&S Ranch.</p> <p>Training sessions Site visits are evaluated during training sessions using pre- and post-Motorolas (see B1.2) and - assuming the project is deemed to have development potential - strategic choices are made, including market positioning, sector attractiveness and routes to market. Training session topics can also include, for example: Branding: Greenpreneurs are challenged to create a brand for their project, including a logo and a strap line. They develop a short paragraph to describe their project. They develop a formal business presentation based on their marketing plan for potential buyers and stakeholders. The 4P’s: The 4P’s are a tried and tested aide-memoire to help Greenpreneurs to develop their marketing plan. The ‘P’s stand for</p> <ul style="list-style-type: none"> • Product/Service • Price • Place and • Promotion <p>Product/Service</p> <ul style="list-style-type: none"> ○ Creating a product/service that people need and want based on research into the market and other provision/competition. ○ Creating a product/service that is based on your unique organisational strengths and abilities that hopefully finds a niche in the market place and is within your capacity to deliver. ○ Continuous improvement and development of that product/service. (Quality)

	<p>Price</p> <ul style="list-style-type: none"> ○ Pricing your service so that you at least break even, but even better, at a profit so you can be less reliant on funding and more reliant on your own financial reserves. ○ Pricing your service competitively and based on what you think the market will bear based on research in to market and competitors. <p>Place</p> <ul style="list-style-type: none"> ○ Offering your service in the right place at the right time to suit your customers. In the service industry this can involve being very flexible about where you offer your service. <p>Promotion</p> <ul style="list-style-type: none"> ○ This is how you reach your customers and let them know what you do. This includes, printed publicity, advertising, media relations, e-marketing, websites, direct mail, targeting key influencers, open days and promotional events etc. <p>Activity based on the 4P's: 30 minutes Using the 4 P's ask your Greenpreneurs to develop ideas for their marketing (20 minutes) and present their marketing plan to the group (10 minutes)</p>										
Other potential activities and resources	<p>Activity: Benefits vs Features: This activity takes c60 minutes to complete, depending on the level of complexity.</p> <p>Phase 1 - Introduction and briefing information: the most common mistake small businesses make when producing their own advertising copy is that they often list the features of their product/service. Customers are more strongly persuaded by knowing how a product is going to benefit them, rather than what it is made of. That does not mean you should leave out the descriptive features of your product or service; but, in most cases, the main thrust of your presentation or ad should be the benefits your customer will enjoy. (10 minutes)</p> <p>Features: Characteristics of your product or service Product centred</p> <p>Benefits: Advantages your buyers receive by buying your product or service. Consumer centred</p> <p>Hot Buttons: Emotional triggers - words / phrases that help describe benefits</p> <p>Examples:</p> <table data-bbox="416 1765 1251 1906"> <tr> <td>Product</td> <td>Four wheel drive vehicle</td> </tr> <tr> <td>Feature</td> <td>Four wheel drive</td> </tr> <tr> <td>Benefits</td> <td>Greater safety when driving on poor surfaces Less likely to get stuck in the winter</td> </tr> </table> <table data-bbox="416 1944 1139 2007"> <tr> <td>Product</td> <td>Local Playschool</td> </tr> <tr> <td>Feature</td> <td>All staff fully trained to highest level</td> </tr> </table>	Product	Four wheel drive vehicle	Feature	Four wheel drive	Benefits	Greater safety when driving on poor surfaces Less likely to get stuck in the winter	Product	Local Playschool	Feature	All staff fully trained to highest level
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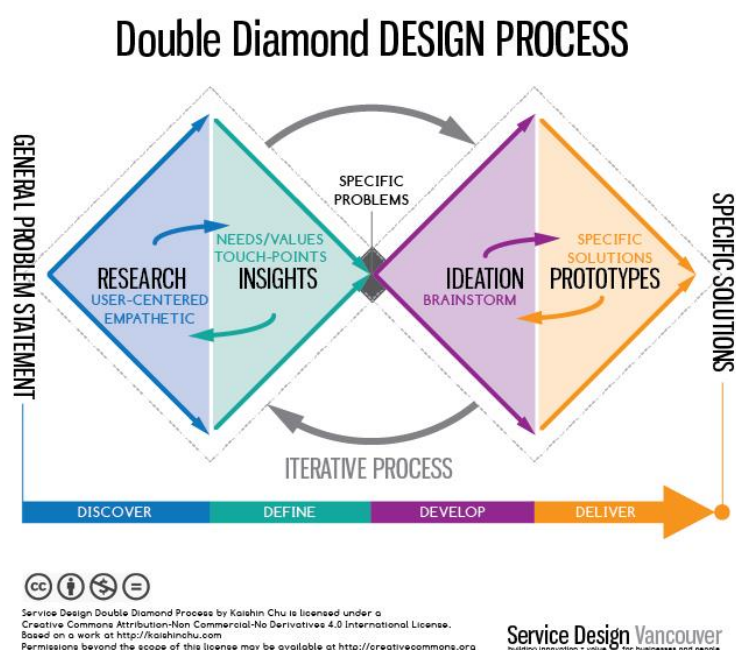
	<p>Benefits</p> <p>Peace of mind Safe environment</p> <p>Phase 2: Ask the Greenpreneurs to describe on flipchart the benefits and features of their products and services (10 minutes)</p> <p>Phase 3: Ask them to create a strapline based on the first the features and secondly the benefits. Get them to identify and discuss the different results/ effectiveness in their teams and to explore why focussing on the features is less effective to promote a product. (15 minutes)</p> <p>Phase 4 Ask each team to present their strapline to the whole group (5 minutes)</p> <p>Phase 5 Plenary debrief pulling out key themes, learning and how this learning will be applied to their current project (15 minutes)</p> <p>Additional Resources: Youtube clips covering marketing tools and techniques for example:</p> <p>4P's : https://www.youtube.com/watch?v=JlirzTdaey4</p> <p>Pokemon Go explained using the Business Canvas Model : https://www.youtube.com/watch?v=CN0cBZwNtWs</p> <p>Templates on line for instance: http://marketing-made-simple.com/marketing-plan/</p>
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Attribute/Skill	B3.18 Innovation
Description	<ul style="list-style-type: none"> • Understands the difference between creativity and innovation, and how innovations are created in the field of team entrepreneurship. • Has participated in developing one or more innovations, and has conducted small experiments/tests with them.
Links to EntreComp Framework	1.3 Vision 2.3 Mobilising resources 2.5 Mobilising others
What we do on the Greenpreneurs programme to support development of this attribute	<p>The terms ‘creativity’ and ‘innovation’ are sometimes confused and used interchangeably. For the purposes of the Greenpreneurs programme, we have differentiated between creativity and innovation as illustrated in the diagram below.</p>  <p>Creativity: generating novel and useful ideas</p> <p>Innovation: deriving value for stakeholders through implementing ideas</p> <p>Wider adoption: spreading the implementation of ‘proven’ ideas</p> <p>Bootcamp: As part of the Bootcamp participants are placed in project teams to develop a potential project/venture. They are encouraged to apply design thinking and ideation methods to explore and generate innovative projects that they could explore and develop. Greenpreneurs are challenged to create a project that is innovative, using tools such as the Double Diamond.</p> <p>Double Diamond Divided into four distinct phases – Discover, Define, Develop and Deliver – the Double Diamond is a simple visual map of the design process.</p> <p>In all creative processes a number of possible ideas are created (‘divergent thinking’) before refining and narrowing down to the best idea (‘convergent thinking’), and this can be represented by a diamond shape. But the Double Diamond indicates that this happens twice – once to confirm the problem definition and once to create the solution. One of the greatest mistakes is to omit the left-hand diamond and end up solving the wrong problem.</p> <p>Discover – The first quarter of the Double Diamond model covers the start of the project. Designers try to look at the world in a fresh way, notice new things and gather insights.</p>

Define – The second quarter represents the definition stage, in which designers try to make sense of all the possibilities identified in the Discover phase. Which matters most? Which should we act on first? What is feasible? The goal here is to develop a clear creative brief that frames the fundamental design challenge.

Develop – The third quarter marks a period of development where solutions or concepts are created, prototyped, tested and iterated. This process of trial and error helps designers to improve and refine their ideas.

Delivery – The final quarter of the double diamond model is the delivery stage, where the resulting project (a product, service or environment, for example) is finalised, produced and launched.



For more details on the double diamond see:

<http://servicedesignvancouver.ca/wp-content/uploads/2014/11/SDV-DoubleDiamond.pdf>

Innovation Challenges:

Whilst some shorter, small scale innovation challenges tend to be limited to the idea generation and idea selection phase (covered in B1.4 Creativity), others involve a longer term project that is designed to encourage innovation in a product, service or process.

Other potential activities and resources

Customer Journey Mapping:

Customer Journey Mapping is the process of capturing the total customer experience across all touchpoints of a service, organisation, etc and identifying the gaps. If there is a gap, there is an opportunity for an improvement/innovation. Some good templates and explanations can be found at:

<http://www.designthinkersacademy.com/wp-content/uploads/2013/05/CLICK-HERE-TO-DOWNLOAD-YOUR-FREE-COPY-OF-THE-NEW-CUSTOMER-JOURNEY-MAP.pdf>

<https://www.questionpro.com/blog/customer-journey-template/>

<http://www.mycustomer.com/experience/engagement/mapping-out-customer-experience-excellence-10-steps-to-customer-journey>

Videos:

In this TED talk (from 2010, so a little out of date) Catherine Mohr does the sums on building her 'green' home:

https://www.ted.com/talks/catherine_mohr_builds_green

Navi Radjou, author of 'Frugal Innovation' (winner of the CMI Innovation and Entrepreneurship book of the year award 2016 - see full reference below) summarises ideas for innovating with less in this TED talk

https://www.ted.com/talks/navi_radjou_creative_problem_solving_in_the_face_of_extreme_limits

A collection of TED talks and other 'TED' resources is hosted at

<https://www.ted.com/topics/innovation> where you can select those most suitable for your group.

Web resources:

NESTA produce a series of reports and publications on all aspects of innovation, available from:

http://www.nesta.org.uk/search?search_api_views_fulltext=innovation&gclid=CjwKEAjw9_jBRCXycSarr3csWcSjABthk07MeOz54ww-e-e0x1KUvKDW9t2GnREWH4bsm4vymhBxoCr5Lw_wcB

Mozilla's 'Open Innovation Toolkit' is a community sourced collection of innovation techniques and methods and is continually evolving. Browse for ideas and contribute your own: <https://toolkit.mozilla.org/about/>

The 'Rainforest Scorecard' from Victor Hwang is based on ideas from Silicon Valley's tech start-ups. An interesting read for facilitators and team coaches, a pdf is available from <http://www.t2vc.com/books/>. Also see:

Doss, H. & Brett, A. (2015) *The rainforest scorecard: A practical framework for growing innovation potential* CA, USA: Regenwald.

Crowdsourcing Innovation:

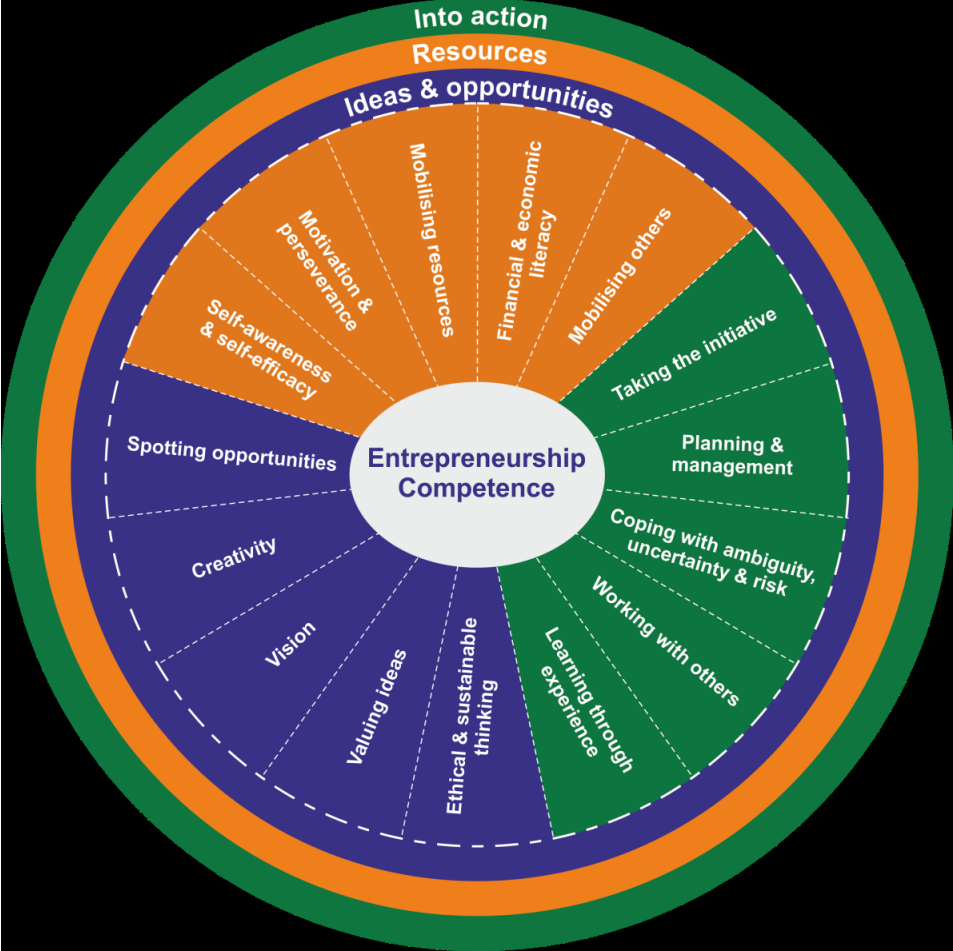
Von Hippel, E. (2016) *Free Innovation*, Boston: MIT Press – this text on sourcing ideas from your customers is available free for Kindle

From Idea to Innovation:

Sawyer, R.K. (2012) *Explaining Creativity: The Science of Human Innovation*. 2nd ed. New York: Oxford University Press.

Keeley, L., Walters, H., Pikkell, R. and Quinn, B. (2013) *Ten Types of Innovation: The Discipline of Building Breakthroughs*, Hoboken, NJ: John Wiley & Sons

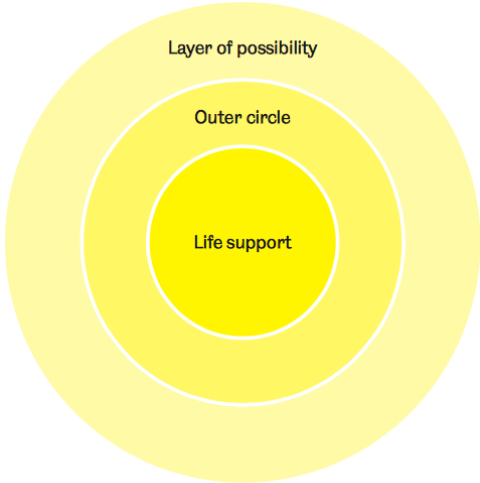
	<p>Radjou, N. and Prabhu, J. (2015) <i>Frugal Innovation: How to do Better with Less</i>, London, The Economist & Profile Press</p> <p>Entrepreneurship and Innovation</p> <p>Amor, M. and Pellow, A. (2016) <i>The Idea in You: How to Find It, Build It, and Change Your Life</i>. London: Penguin</p> <p>Hwang, V.W. (2013) <i>The Rainforest Blueprint: How to Design Your Own Silicon Valley</i> CA, USA: Regenwald.</p> <p>Priestley, D. (2013) <i>Entrepreneur Revolution: How to Develop Your Entrepreneurial Mindset and Start a Business That Works</i>, Chichester, West Sussex, UK: Capstone.</p> <p>Big Organisations and Innovation</p> <p>Christensen, C.M. (2009) <i>Innovator's Dilemma: When New Technologies Cause Great Firms to Fail</i> (Management of Innovation and Change). Boston: Harvard Business Review Press.</p>
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Attribute/Skill	B3.19 Theoretical insights and entrepreneurial modelling
Description	<ul style="list-style-type: none"> • Has basic-level theoretical knowledge of entrepreneurship and applied it to his/her practice. • Knows how to make models of various phenomena (e.g. team development, management practices).
Links to EntreComp Framework	<p>The EntreComp framework assists with entrepreneurial modelling and is a useful reference guide for educators. It includes 3 interconnected competence areas - 'ideas and opportunities', 'resources', and 'into action' - and each of these areas comprises 5 competences, as shown in the diagram below.</p>  <p>Source: Bacigalupo et al (2016: 6)</p> <p>The full reference for the EntreComp Framework is: Bacigalupo, M., Kampylis, P., Punie, Y. and Van den Brande, G. (2016) EntreComp: <i>The Entrepreneurship Competence Framework</i>, Luxembourg: Publication Office of the European Union; EUR 27939 EN; doi:10.2791/593884. It is available as a pdf from: http://publications.jrc.ec.europa.eu/repository/bitstream/JRC101581/Ifna27939enn.pdf</p>

<p>What we do on the Greenpreneurs programme to support development of this attribute</p>	<p>Bootcamp: As part of the Bootcamp participants are introduced to a range of models, frameworks and methodologies which support new venture creation including:</p> <p>Effectuation Sarasvathy, S. D. (2008) <i>Effectuation: Elements of Entrepreneurial Expertise</i>. Northampton: Edward Elgar Publishing Ltd.</p> <p>Customer Discovery Blank S. (2013) <i>The Four Steps to the Epiphany: Successful Strategies for Products That Win</i>. 5th ed. Pescadero: K & S Ranch.</p> <p>Business Model Canvas Osterwalder, A and Pigneur, Y. (2010) <i>Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers</i>. New Jersey: John Wiley & Sons.</p> <p>Lean Start Up Ries, E. (2011) <i>The Lean Startup: How Constant Innovation Creates Radically Successful Businesses</i>. London: Penguin Book.</p> <p>Design Thinking Brown, T (2009) <i>Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation</i>. Harper Collins.</p> <p>Disciplined Entrepreneurship Aulet, B. (2013) <i>Disciplined Entrepreneurship: 24 Steps to a Successful Startup</i>. New Jersey: John Wiley & Sons.</p> <p>The vocabulary, methods and frameworks introduced and used in the Bootcamp continue to be used and applied in Training Sessions, thereby embedding the vocabulary such that it becomes part of the Greenpreneurs' language. The use of different theories and tools for the development of the team and projects is surfaced, with the team coaches providing an example of using theory in practice.</p> <p>Training sessions: When delivering Training Sessions the Team Entrepreneurs need to include the presentation of a new theory or tool that they have found related to their area of interest in the Greenpreneurs course. Exercises such as the Snowballing exercise described in B2.12 can reinforce and speed up this learning process.</p> <p>In some training sessions, we also do some short exercises – for example: try to find 5 theories about a selected topic (a topic that is relevant at that moment, such as customer services, market research, etc.) in the following 10 minutes and present them to the team.</p>
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	<p>Knowledge reviews:</p> <p>Greenpreneurs are encouraged to engage with ideas, theories and concepts at a point in their projects when they are relevant. Knowledge reviews – of books, journal articles, good quality web resources, etc – are important in providing a context for experiential learning and underpin the Greenpreneur learning approach. In writing up the key ideas from the source, how they have used those ideas in their practice, how useful they found them, and how those ideas compare and contrast with other ideas they are familiar with, Greenpreneurs are encouraged to reflect critically on their practice. When ideas, theories and concepts are working with in this way, they are more likely both to be remembered and to inform future practice.</p>
Other potential activities and resources	<p>Sourcebook for facilitators:</p> <p>Harrison, R.T. and Leitch, C.M. eds (2011) <i>Entrepreneurial Learning: Conceptual Frameworks and Applications</i>, Abingdon: Routledge.</p> <p>Jones, O., MacPherson, A. and Jayawarna, D. (2014) <i>Resourcing the Start-Up Business: Creating Dynamic Entrepreneurial Learning Capabilities</i>, London: Routledge.</p> <p>Neck, H.M., Greene, P.G. and Brush, C.G. (2014) <i>Teaching Entrepreneurship: A Practice-Based Approach</i>, Cheltenham: Edward Elgar.</p> <p>Other approaches to start-up and useful guides:</p> <p>Blank, S. and Dorf, B. (2012) <i>The Startup Owner's Manual: The Step-by-step Guide For Building a Great Company</i>. California: K & S Ranch.</p> <p>Hill, I. (2016) <i>Start-Up: A Practice Based Guide for New Venture Creation</i>, London: Palgrave.</p> <p>Kariv, D. (2011) <i>Entrepreneurship: An International Introduction</i>, London: Routledge.</p> <p>Knapp, J., Zeratsky, J. and Kowitz, B. (2016) <i>Sprint: How To Solve Big Problems and Test New Ideas in Just Five Days</i>, New York: Simon & Schuster.</p> <p>Liedka, J. and Ogilvie, T. (2011) <i>Designing for Growth: A Design Thinking Toolkit for Managers</i>, New York: Columbia Business School Publishing</p> <p>Waite, R. (2015) <i>Online Business Startup: The entrepreneur's guide to launching a fast, lean and profitable online venture</i>, Rethink Press.</p>

Attribute/Skill	B3.20 Creation of networks and networking
Description	<ul style="list-style-type: none"> • Understands the significance of networks for entrepreneurship. • Has command of the big picture of his/her own networks • Has networked in his/her own near environment • Knows how to build networks actively and has several 'contacts'. • Recognises the different networks in his/her own operating environment and knows how to use them to benefit his/her business.
Links to EntreComp Framework	3.4 Working with others
What we do on the Greenpreneurs programme to support development of this attribute	<p>Induction: It is important for the team to realise that they are already a network and that as a team they can have access to wider networks.</p> <p>Simple ice-breaker/networking exercises include:</p> <p>Speed dating: set up two rows in the room, team members are seated in pairs they have 1-2 minutes each to introduce themselves, their background and why they are interested in entrepreneurship (topics can be changed). Ring a bell to end the session. The group on one side move a space to the left and repeat. This is an opportunity for team members to get know each other and start getting used to meeting a lot of different people in a short time.</p> <p>Human Bingo: A flexible idea that can be scaled up or down depending on the size and interests of the group. Create the bingo cards in advance. On these cards should be human characteristics, qualities or interests that they need to find and cross off. Some examples you could try are:</p> <ul style="list-style-type: none"> ○ someone who hates sprouts ○ a guitar player ○ someone with blue eyes ○ someone born in April ○ someone younger than 25 ○ a football player ○ and so on – use your imagination <p>Write the name of the person with each characteristic on the card and whoever finds a team member for each of the criteria first shouts “bingo” and wins.</p> <p>A more complex exercise is to:</p> <p>Visualise your own network: For this exercise, Greenpreneurs create a map of their professional networks that helps them to get new insights into the diversity of their connections that can enhance and support their professional work and learning. Depending on preference, mapping can use:</p> <ul style="list-style-type: none"> • paper and pens – a paper table cloth (to combine individual team members contributions), sticky notes and coloured pens work well • digital tools and software, such as: https://gephi.org/ or https://www.kumu.io/

	<p>The aim is to highlight that when the team members combine their individual network maps, the team has access to different and wider networks. They might also find they have some common connections.</p> <p>Networking with other Greenpreneur programmes: Go onto the 'Greenpreneurs' web pages at www.greenpreneurs.eu to discover other programmes your Greenpreneurs can link to and to post opportunities for collaborating.</p> <p>External networks: In Training Sessions networks local to your Greenpreneurs course area are discussed. Visiting different networking events together is encouraged.</p> <p>Customer weeks: Where appropriate, you can consider setting up a 'customer week' where project teams compete to make the most customer visits, generate the most income, etc – you set targets and challenges relevant for your group. Outcomes of this visits and events are shared in a Training Session and a small prize can be awarded.</p>
Other potential activities and resources	<p>Activity 1: Who is in my network?</p>  <p>Resources needed: paper, pens, markers, flip chart paper Time needed: 55 minutes</p> <p>Phase 1: 10 minutes The team coach/facilitator introduces the 3 layers of network in the diagram above and asks Greenpreneurs to write names from their own networks in each circle as they are speaking.</p> <p>Phase 2: 10 minutes Ask Greenpreneurs to consider what happens if a relationship in their life support group breaks down? Make solving this a priority. Discuss in triads.</p>

Phase 3: 15 minutes

Next ask them in their triads to discuss how they can develop a vibrant, buoyant outer circle? Triads share with the whole group and the facilitator can probe on e.g. offering to help, volunteering, getting out and about, strengthening weak relationships through face to face meetings, etc, as needed.

Phase 4: 15 minutes

Greenpreneurs explore in their triads how they tap into their layer of possibility? (E.g. conferences, social media, talks, publications, other media, professional bodies, volunteering – inside and outside work. Sometimes need to be brave and move out of comfort zone.) Share their ideas and experiences with the whole group

Phase 5: 10 minutes

Final facilitated discussion: Any final questions, observations, etc. Discussion and wrap up.

Activity 2: Creating a networking plan

This activity can be completed outside of contact sessions and presented in a **training session**. See the example networking planner below.

Team members can use this networking planner example:

	group 1	group 2	group 3
what is my aim?			
ideal connections (people) - describing words			
group name and type			
group profile/sector/interests (relevance to me)			
tactical group notes/tips - what works well?			
my elevator speech (for this group)			
what I can do for these people			
what do I want from these people?			
diary dates/scheduled tasks			
targets/expectations			
actuals			
time spent			
compare with my other marketing activities			

Obviously alter the box sizes to allow for whatever content you want to insert.

Books:

Kintish, W. (2014) *Business Networking - the Survival Guide: How to Make Networking Less About Stress and More About Success*. UK: Pearson Business.

Carnegie, D. (2011) *How to Win Friends and Influence People in the Digital Age*. New York: Pearson Business.

Attribute/ Skill	B3.21 Resilience and entrepreneurial mindset
Description	<ul style="list-style-type: none"> • Has the courage to step out of his or her comfort zone for at least a short period of time. • Can learn from experience and failure and take a solution focussed approach
Links to EntreComp Framework	3.3 Coping with uncertainty, ambiguity and risk Also contributes to: 1.5 Ethical and sustainable thinking 2.1 Self-awareness and self-efficacy 3.1 Taking the initiative 3.5 Learning through experience
What we do on the Greenpreneurs programme to support development of this attribute	<p>The combination of ‘learning by doing’, team coaching and critical reflection that underpins the Greenpreneurs approach is designed to foster resilience and the development of entrepreneurial capacities, as illustrated in the diagram below.</p> <div data-bbox="446 828 1356 1232" data-label="Diagram"> </div> <p>Source: Carol Jarvis (unpublished)</p> <p>The core activities and interventions all contribute in their different ways to all aspects of this development. For example:</p> <p>Training sessions: A key element of the team coach’s role is to foster the development of a safe and supportive learning environment, where critical friendship can thrive. Dialogue and practicing giving and receiving constructive feedback are examples of activities that encourage this – see Appendix 4 (dialogue handout) and Appendix 12 (feedback template) for more details.</p> <p>Learning journals and knowledge reviews: Keeping a learning journal helps develop self-awareness and self-reflection. When this is combined with knowledge reviews, and the feedback from training sessions, it encourages deep critical reflection.</p> <p>Innovation challenges, out of the chrysalis, presentations and pitches: Knowledge reviews and other forms of engagement with external sources of information are an important part of any innovation challenge and contribute to critical analysis. Preparing presentations and pitches involves critical evaluation and helps to crystallise learning and sense making.</p>

	<p>Customer visits: As well as helping to develop confidence and resilience, regular engagement with potential ‘customers’ and other external stakeholders and networks makes an important contribution to developing critical practice and the development of ethical and sustainable behaviours and projects.</p> <p>The learning needs analysis (see Appendix 1) will help to highlight any areas of strength and development. The EU’s EntreComp Framework (http://publications.jrc.ec.europa.eu/repository/bitstream/JRC101581/lfn27939enn.pdf), which includes proficiency levels, can also provide a helpful framework.</p>																						
Other potential activities and resources	<p>Exercise: Innovation and Your Entrepreneurial Mindset</p> <p>This exercise is designed to encourage your Greenpreneurs to start thinking about ‘mindset’ and personal characteristics and behaviours that will support them in achieving their entrepreneurial goals. There is no single definition of an entrepreneurial mindset. We have used the Berkeley Innovation Index (BII) as it has a robust academic underpinning and there is a range of individual and team self-assessments available that are easy to complete and debrief and that are freely available from: https://berkeleyinnovationindex.org/. The BII links to their 10 attributes of entrepreneurs, summarised in the table below.</p> <table border="1" data-bbox="435 1041 1375 1653"> <thead> <tr> <th>Behaviour</th> <th></th> </tr> </thead> <tbody> <tr> <td>Pay it forward</td> <td>Responding to the help you get from someone, by helping someone else when you are in a position to do so – grow the system</td> </tr> <tr> <td>Story telling</td> <td>Translate your entrepreneurial endeavour, passion and vision into a story in a language that will resonate with your audience</td> </tr> <tr> <td>Trust</td> <td>Trust your instincts – and where you can’t tell learn to trust others without expecting a return</td> </tr> <tr> <td>Seek fairness</td> <td>Seek fairness, rather than advantage – ‘win: win’ creates new value meaning there is more to go around</td> </tr> <tr> <td>Resilience</td> <td>Plan to fail and fail fast. Experiment and take the learning – if you never fail you are not trying hard enough</td> </tr> <tr> <td>Diversify</td> <td>Grow your networks and seek out and listen to people you would not normally meet – and connect them to others</td> </tr> <tr> <td>Good enough</td> <td>‘Good enough’ is the new perfection – if you are still happy with your product/service after a year or two, you launched too late</td> </tr> <tr> <td>Collaboration</td> <td>Effective teams will achieve more than the individual members can on their own – collaboration and partnerships foster growth</td> </tr> <tr> <td>Believe</td> <td>If you don’t believe in your idea and vision nobody else will! And belief helps you persevere when things don’t go as you planned!</td> </tr> <tr> <td>Be a role model</td> <td>Live your values and be a role model for other entrepreneurs and innovators</td> </tr> </tbody> </table> <p>Greenpreneurs will get most value out of this exercise if it is completed during induction and repeated (with some amendments) towards the end of the programme.</p> <p>Resources: internet access and access to a PC or laptop for all participants Duration: 1 hour 40 minutes</p>	Behaviour		Pay it forward	Responding to the help you get from someone, by helping someone else when you are in a position to do so – grow the system	Story telling	Translate your entrepreneurial endeavour, passion and vision into a story in a language that will resonate with your audience	Trust	Trust your instincts – and where you can’t tell learn to trust others without expecting a return	Seek fairness	Seek fairness, rather than advantage – ‘win: win’ creates new value meaning there is more to go around	Resilience	Plan to fail and fail fast. Experiment and take the learning – if you never fail you are not trying hard enough	Diversify	Grow your networks and seek out and listen to people you would not normally meet – and connect them to others	Good enough	‘Good enough’ is the new perfection – if you are still happy with your product/service after a year or two, you launched too late	Collaboration	Effective teams will achieve more than the individual members can on their own – collaboration and partnerships foster growth	Believe	If you don’t believe in your idea and vision nobody else will! And belief helps you persevere when things don’t go as you planned!	Be a role model	Live your values and be a role model for other entrepreneurs and innovators
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	<p>Phase 1: (40 minutes) Brief the exercise (including a quick overview of entrepreneurial mindset and a reminder of the appreciative approach outlined in B2.14 – Problem-solving and decision-making) and ask Greenpreneurs to complete the individual BII at: https://berkeleyinnovationindex.org/ (or choose another suitable self-assessment tool). Each individual will get a personalised report of their scores which they can download and keep. Ask them to spend some time reflecting on their scores and noticing:</p> <ul style="list-style-type: none"> • What did you learn about yourself? • Did anything surprise you? • What are your main areas of strength you can use to help you grow your entrepreneurial venture? <p>Phase 2: (15 minutes) Split the group into pairs. Ask one member of each pair to coach the other, taking an appreciative approach (outlined in B2.14), to explore their learning and the strengths they will build on to develop their entrepreneurial mindset.</p> <p>Phase 3: (15 minutes) Coach and coachee swap and repeat the exercise</p> <p>Phase 4: (5 minutes) In pairs, look at the key themes that emerged and record to share (no more than 90 seconds per pair, only adding to what has gone before) in the whole group plenary.</p> <p>Phase 5: (25 minutes) Feedback from pairs. What have we learnt? What are our key areas of strength as a group? How are we going to build on these in our entrepreneurial ventures?</p> <p>If the exercise is repeated at the end of the programme, suggest the Greenpreneurs use the template in Appendix 13, which encourages them to reflect on what an ‘entrepreneurial mindset’ means to them and to identify their development priorities going forward beyond the end of the course.</p> <p>Other potential self assessment tests: The following self-assessment tools can also be used in place of or alongside the BII. Choose one that you feel is right for your Greenpreneurs:</p> <p>http://www.get2test.net/ the GET2 self-assessment test looks at enterprising potential, focussing on four key areas: motivation; creative tendency; calculated risk-taking; and locus of control. It takes around 10 minutes to complete and lends itself to re-testing on completion of the course to see if and how their scores have shifted.</p>
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	<p>https://talenttools.org/ Talent Tools offers a range of free questionnaires, including a good resilience self-assessment. You will need to sign-up to join and can then add participants to your survey.</p> <p>Videos and web resources:</p> <p>https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve This TED talk from psychologist Carol Dweck outlines her argument for adopting a “growth mindset”. See below for her book that explores the concept in more detail.</p> <p>https://positivepsychologyprogram.com/ The positive Psychology Program provide a wide range of resources and references, including activities designed to promote development of resilience and psychological capital</p> <p>Reading:</p> <p>Csikszentmihalyi, M. (2002) <i>Flow</i>, London: Random House.</p> <p>Dweck, C.S. (2012) <i>Mindset: Changing the way you think to fulfil your potential</i> London, UK: Robinson.</p> <p>Hwang, V.W. and Horowitz, G. (2012) <i>The Rainforest: The Secret to Building the Next Silicon Valley</i>, Los Altos Hills, CA: Regenwald.</p> <p>Peters, S. (2012) <i>The Chimp Paradox: The Mind Management Programme to Help You Achieve Success, Confidence and Happiness</i>, Vermilion.</p> <p>Syed, M. (2016) <i>Black Box Thinking: Marginal Gains and the Secrets of High Performance</i>, London: John Murray.</p> <p>Walker, B. and Salt, D. (2006) <i>Resilience Thinking: Sustaining Ecosystems and People in a Changing World</i>, Washington: Island Press.</p> <p>Zolli, A. and Healy, A.M. (2012) <i>Resilience: Why Things Bounce Back</i>, London: Headline Publishing.</p>
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Chapter 3: Key Terms, Tools and Techniques at a Glance

The Greenpreneurs tools and techniques are explored in more detail in the Greenpreneurs Trainers' Handbook (available in the 'Intellectual Outputs' tab at www.greenpreneurs.eu). Here we provide a brief outline of the main terms, tools and techniques referred to in this Curriculum Design Guide.

Check in

All **training sessions** begin with a check in. Check in is a way of bringing everyone into the learning environment, encouraging them to focus on what is happening in the room leaving past events behind, as far as is possible, and focussing on the learning that is about to happen. It is carried out in a circle as it needs to involve the whole group, allow eye contact with everyone and encourage a feeling of "We" as well as "I".

Check-in questions are important and set the tone for the training session so be thoughtful about how they are worded. They should be time limited – no more than a minute or two per person. Everyone's voice should come into the room (even if only to say "pass") and no response is made to their words.

Check out

Check out is a way of bringing the session to a close, encouraging each individual to reflect on the learning experience, give feedback to the group, revisit needs and expectations and start the sense making process. All **training sessions** should end with a check out. As with check in, is completed in a circle, sitting or standing, as appropriate.

It is important to allow sufficient time for all members of the circle to check out, though check out can be limited to a single word or breath.

Contracting

Contracting is a means of making explicit any assumptions, expectations or needs, alongside what can feasibly be delivered or achieved as an outcome. This can be formal or informal and be written or verbal. It can include negotiation over what is being delivered, how it will be delivered, when, where and by whom.

Contracting should be reviewed regularly during the programme to ensure the 'contract' is still meeting the needs of the group.

Dialogue

Effective **training sessions** are typically based on dialogue and it is important that the principles of dialogue are observed. This is a central part of the team coach's role and contributes to the creation of a safe and productive learning environment that is supportive of team working.

Dialogue is a conversation with a centre and no sides. Its aim is to build common ground and provoke creativity in thought and action and it is most effective where the topic of the dialogue is important to the participants and there is a divergence of views (often deeply held) on how to move forward. Dialogue is not about reaching consensus, rather it aims to grow our shared understanding and find

shared meaning in the dialogue topic so that our actions are in alignment with our values. Dialogues take place in a circle and value equally the contribution of all participants. Steps in the dialogue process include:

1. **Voice** what needs to be said
2. **Listen** for how you and others are feeling
3. **Respect** the integrity of others' views
4. **Suspend judgement** and **surface assumptions** that may influence your response
5. **Voice insights.**

A more detailed description of the dialogue process is in Appendix 4.

Greenpreneur

'Greenpreneur' is the name given to participants on our pilot programmes. It implies both an entrepreneurial spirit and a commitment to team working and learning in support of sustainable enterprise.

Ground rules

Ground rules are an explicit agreement on how the group will work together and how they will deal with any challenges or breaking of these agreements. Agreeing and implementing ground rules is a fundamental element of creating a 'safe' environment for experiential learning and team working.

It is good practice to revisit ground rules periodically and, particularly in the early weeks, you could consider putting them on the wall in the training room as a visible reminder.

Individual Learning Contract

A learning contract is a means of individually reviewing one's own learning journey and committing to future learning goals. It is normally a contract with the group sharing plans, gaining support from others and jointly sharing learning and monitoring progress. The plan is normally structured around the following five questions:

1. Where have I been? (learning history)
2. Where am I now? (current moment)
3. Where am I going? (future, goals)
4. How do I get where I want to go? (means to reach goals)
5. How do I know I have reached my goals? (measurement)

Innovation Challenge

Innovation challenges are defined events where Greenpreneurs work in teams to tackle a 'live' complex issue or problem. The challenge may be set by an external issue holder or by the team coach and can vary in scope and complexity. Whatever the nature of the challenge, Greenpreneurs follow a three-step process:

1. Explore and define the challenge
2. Generate and select ideas
3. Planning for implementation

Learning by Doing

The learning by doing approach adopted on the Greenpreneurs course attaches equal value to ‘action’ or ‘practice’ (the ‘doing’) and critical reflection on and in their actions (the source of new ‘learning’). Learning methods used in the programmes intend to challenge the existing perspectives of the Greenpreneurs and encourage creative thinking; a solution-focussed perspective; and personal resilience. Working on and evaluating real, ‘live’ projects and business ideas gives Greenpreneurs practical experience of applying concepts and problems in a range of contexts to add depth and complexity to their understanding. Seeking information from others and from published sources as and when it is relevant further deepens learning and understanding. Group learning approaches also challenge Greenpreneurs in a number of ways that will play a significant role in learning about leading and managing both self and others.

Learning journal/diary

A learning journal/diary is a way of recording ideas, thoughts, insights, things to look up, and things to research or things which require deeper thought. Its aim is to help the learner to make sense of their learning, analyse what they have learnt and apply in to past learning, to encourage reflection and develop insights and ideas for the future.

The learning diary is an important record of a Greenpreneurs learning journey and is personal to them. Whilst many Greenpreneurs may wish to keep an electronic diary, our experience suggests that a hard copy journal tends to be a more useful ‘aide memoire’ and learning tool.

Learning Needs Analysis

The Learning Needs Analysis (LNA) is designed to be completed by Greenpreneurs prior to joining the course or in induction and is based on the skills, knowledge and attributes discussed in Chapter 2. It is a self-assessment questionnaire and encourages Greenpreneurs to reflect on their strengths, development needs and learning priorities. In comparing the LNAs of the whole cohort, team coaches may also identify particular sessions/attributes that require more attention for that cohort.

Out of the chrysalis

‘Out of the chrysalis’ is also known as ‘birthgiving’. This technique is a way of the group showing its current capability to: share and crystallise their knowledge and learning; problem solve creatively; innovate and deliver to a given specification; and in a highly interactive, time specific environment. The time of the “Out of the Chrysalis” sessions can vary from 30 minutes to twenty-four hours. There are four basic principles:

1. The knowledge is created together by all of the participants.
2. Everybody must be involved in the process.
3. We come “Out of the Chrysalis” in our own unique way, the way that we choose.
4. We evaluate the results together.

Each “Out of the Chrysalis” should be guided by the “5Es” so that the group and their audience get the most out of it. aEsthetics | Education | Entertainment | Escapism | Esprit

Pre-Project Plan

The pre-project plan (also known as 'Pre-Motorola') asks project teams to be clear about their project (learning) objectives and how they will add value to their customer. The basic questions are:

1. What are the business and learning goals of this project?
2. What is the role of the customer and the team in this project?
3. What ideas, theories and concepts are applied to practice in this project?
4. What specific team entrepreneur's skills do we train and develop in this project?
5. How does this project take us closer to our vision?

Post-Project Review

Following what in consultancy terms might be described as a 'plan-do-review' cycle and to encourage double loop learning (Argyris and Schön, 1978), the post-project review (also known as post-Motorola) encourages project teams to reflect on their learning from the project – whether a 'success' or a 'failure'; to take the lessons and explore what they will do differently in the future. On larger projects, 'post'-project reviews will take place at key points throughout the project. The questions the project team are expected to address in their review are:

1. What went well?
2. What went less well?
3. What did I/we learn?
4. What actions will we take from this in the future?
5. What were the practical steps that took us closer to our vision?

Pre-project plans and post project reviews are shared with the rest of the cohort to get feedback and to share learning. In this way, each time the project team completes this cycle they will be building on and consolidating their learning and contributing to the success and goals of the whole cohort.

Team Academy/Tiimiakatemia and the Greenpreneur course:

The 'Tiimiakatemia' (Team Academy) model for undergraduate education was pioneered by Johanes Partenan, Jyväskylä University of Applied Sciences, Finland, and takes an active learning approach to "learning by doing" in teams. Placing the learning and development potential of programme participants firmly at its core, it is an emancipatory andragogy, which is practice-led and experiential in approach.

The Greenpreneurs course is based on this underpinning philosophy, adapted to a shorter course designed to encourage the development of an entrepreneurial mindset and capacities in those with a relevant technical qualification and/or experience. As such, during the course, Greenpreneurs are coached in teams, rather than taught, and are encouraged to draw on their own resources and those of their team mates, to tackle complex project and business challenges.

The purpose of the Greenpreneur approach is to:

- Create the future not, predict it.
- Create a community where Greenpreneurs can work together in a mutually supportive and safe environment to reach a shared goal
- Create project teams that are solution-focussed and bring value to their communities supported by coaching that is effective and of the highest quality.

- Give time and attention to each individual and project team so that they can achieve their maximum potential
- Inspire and work in a determined and passionate way to reach goals that are jointly and individually held.

The main educational aims of the approach are to:

1. Encourage the development of entrepreneurial mindset and capacities
2. Foster team working skills and understanding of group processes and team dynamics
3. Ensure Greenpreneurs leave the programme equipped with an enhanced understanding and capacity for managing and leading projects.
4. Develop Greenpreneurs who are:
 - a. committed to their own personal development and to the development of others
 - b. becoming skilled in working in teams and in using the creative power of the team to build value for customers
 - c. more confident and resilient learners with a nascent capacity to lead others

Team Coach

The team coach is responsible for coaching their team in and beyond training sessions and for communicating the programme's ethos. The team coach provides support and guidance, but does not provide answers. Through our approach to learning and development, as team coaches we role model and encourage Greenpreneurs to adopt the following principles in their working practices:

1. We hold ourselves to account for our actions and others to account for theirs. We do this through a commitment to critical self-reflection and the giving and receiving of constructive feedback with compassionate honesty.
2. We embrace diversity and value and respect differences. Dialogue helps us to negotiate how we work effectively with diversity and difference to broaden our perspective on and deepen our understanding of complex issues.
3. Our way of working is fun, productive and transparent and we understand that we learn and achieve results in our projects by co-creating and working co-operatively with our customers.
4. We have good awareness of and can articulate to others how we contribute and add value to our projects, business, cohort and communities.
5. We are committed to our own learning and development and to enhancing the learning and development of others. We seek to create new knowledge and to spread it across borders.
6. We recognise that learning comes from many and varied sources, including sharing our experiences, as well as from observations and conversations, books and other media and our own reflective practice.

Team Learning Contract

The team learning contract is developed by the whole team, taking account of team members' individual learning contracts and learning needs. It is based on five questions:

1. Where have we been?

2. Where are we as a team now?
3. Where are we going as a team?
4. How does our team get to where we want to go?
5. How do we know when we have reached our team goals?

Training Sessions

Training sessions form the spine of the Greenpreneurs programme. Typically 3-4 hours in length, this is where the team(s) come together to 'train' with their coach. As well as an opportunity to explore specific topics in depth, training sessions provide a forum for sharing and getting feedback on project developments, learning and behaviours. In training together, the aim is to move the group towards becoming a high performing team.

After the first few sessions, where the team coach takes a lead, training sessions are led by nominated Greenpreneurs, rotated for each session. Active participation in training sessions is a prerequisite for effective 'learning by doing', promoting the development of an entrepreneurial mindset and capacities and a commitment to lifelong learning. Individual training sessions will have a specific topic focus that encourages the Greenpreneur(s) leading the session to delve deep into that topic and to learn to both value their own knowledge and experience and to communicate it effectively to others.

Appendices

In the pages that follow, we have included copies of the appendices so that you have them together in one document.

For ease of use and sharing with your Greenpreneurs, the appendices are also available as individual documents.

Appendix 1 – Learning Needs Analysis

The table below is designed to help you identify your key Greenpreneur learning needs, during the programme and beyond. Please score yourself as honestly as you can on a scale of 1-5, where:

- 5 = this is a key strength of mine
- 4 = I always feel confident in this
- 3 = I feel adequate in this
- 2 = this is an area of weakness for me
- 1 = I have little or no confidence in my competence in this

This form is for your personal use and to help you develop. There are no right or wrong answers and you should not expect to score '5' – or even 4 – in all areas. Instead, we ask you to identify the 3-5 areas that you feel you would most like to work on and develop during the course of your 'Greenpreneurs' programme (there is a space to fill these in towards the end of this document). These can help to shape your individual and team learning contracts.

As you start on the 'Greenpreneurs' programme, complete the 'current' and 'target' columns (these are unshaded). You can review where you have got to as you are completing the programme, and may also want to ask for feedback from your team coach and/or project team members and to think about which areas you want to develop going forward. These columns are shaded.

Skill/attribute	Greenpreneurs Programme		Review on completion		2 years on	Key actions
	Current	Target	Self-assess	Coach assess	Target	
A1 The enterprise and its environment: <i>I have a high level understanding of the role of the enterprise and its impacts on sustainability including, financial, environmental and social</i>						
A2 Instrumental knowledge: <i>I have a core awareness of knowledge relating to Renewable Energy and Energy Efficiency in buildings and construction, sufficient to identify areas for business opportunities</i>						
A3 Creation and management of companies: <i>I have sufficient knowledge to create a company in my home country. I understand how to develop the essential content for a business plan.</i>						

Skill/attribute	Greenpreneurs Programme		Review on completion		2 years on	Key actions
	Current	Target	Self-assess	Coach assess	Target	
<p>B1.1 ICT and computer abilities <i>I have sufficient ICT and computer abilities to enable effective development of my business/project</i></p>						
<p>B1.2 Team learning methods <i>I know the basic principles of dialogue and how to use them</i> <i>I know some basic theories of team learning</i> <i>I understand how my own learning needs and the learning needs of other team members shape our learning as a team</i></p>						
<p>B1.3 Personal methods of learning and attitudes <i>I have a basic understanding of learning methods and some insight into how I learn best</i> <i>I can prepare a Learning Contract and put it into practice in a target-oriented way.</i> <i>I understand my strengths and weaknesses as a learner.</i></p>						
<p>B1.4 Creativity <i>I am good at coming up with new ideas and making them happen</i> <i>I am familiar with a range of tools for generating and selecting ideas and understand when to use them</i></p>						
<p>B1.5 International vision <i>I am good at communicating with people from different cultures</i> <i>I have good cultural sensitivity and take cultural considerations into account when working with others</i></p>						
<p>B1.6 Communication skills <i>I can write simple business documents and present a business case effectively, verbally and in writing</i> <i>I can present to small groups effectively and with confidence</i> <i>I can target a pitch or presentation to meet the needs of the audience.</i></p>						

Skill/attribute	Greenpreneurs Programme		Review on completion		2 years on	Key actions
	Current	Target	Self-assess	Coach assess	Target	
B1.7 Self-orientation <i>I know what areas of influence to explore and how to identify, evaluate and reflect on my strengths, weaknesses and ambitions</i> <i>I know how to use this information to inform my personal development plans and learning contracts</i>						
B2.8 Self-organisation and self-management abilities <i>I can plan my work effectively</i> <i>I know my strengths and weaknesses and can set and achieve short-term goals</i> <i>I know the basics of time management</i>						
B2.9 Strategic planning <i>I have experience and understanding of strategic planning (e.g. project and business development strategies) and implementation.</i>						
B2.10 Project planning <i>I have a basic understanding of project planning and experience in small-scale project planning</i>						
B2.11 Project management <i>I have a basic understanding of project management and some experience of setting-up and running a project</i>						
B2.12 Team roles and leadership capacities <i>I understand the idea of team roles, including team leadership</i> <i>I know how to apply theory to practice in teamwork and team leadership</i> <i>I understand my own role and task in a team</i>						
B2.13 Coaching abilities <i>I understands the principles of coaching and have some experience in being coached.</i> <i>I can hold and reflect on a coaching conversation, including active listening and summarising</i>						

Skill/attribute	Greenpreneurs Programme		Review on completion		2 years on	Key actions
	Current	Target	Self-assess	Coach assess	Target	
<p>B2.14 Problem-solving and decision-making <i>I know how to make decisions and can use analytical techniques to support decision making</i> <i>I have experience of and feel confident in creative problem-solving</i></p>						
<p>B3.15 Customer service, negotiation and sales <i>I feel competent in taking the initiative and approaching customers</i> <i>I have some experience in customer service situations</i> <i>I understand the basics of selling</i></p>						
<p>B3.16 Financial planning <i>I understands how to cost and price a project.</i> <i>I understands the basics of financial management (e.g., financial statements, cash flow)</i></p>						
<p>B3.17 Marketing <i>I have basic skills in marketing planning (e.g. 4P)</i> <i>I have an understanding of the significance of customer relationships.</i></p>						
<p>B3.18 Innovation <i>I understand the difference between creativity and innovation, and how innovations are created</i> <i>I have experience of an innovation project</i></p>						
<p>B3.19 Theoretical insights and entrepreneurial modelling <i>I have some theoretical knowledge of entrepreneurship and how to use it in practice</i> <i>I can follow simple start-up models</i></p>						

Skill/attribute	Greenpreneurs Programme		Review on completion		2 years on	Key actions
	Current	Target	Self-assess	Coach assess	Target	
B3.20 Networking <i>I have command of the 'big picture' of my own networks and have networked in my near environment</i> <i>I know how to build networks and have several 'contacts'</i> <i>I feel confident building networks to support my business/project</i>						
B3.21 Resilience and entrepreneurial mindset <i>I have the courage to step out of my comfort zone when needed.</i> <i>I can learn from experience and failure and take a solution focussed approach</i>						
<p>My priority skills/attributes for development during the Greenpreneurs programme are:</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>						
<p>I have reflected these priorities in my learning contract by ...</p>						

Appendix 2 – Individual Learning Contract Template

Use the template below to help you write your learning contract for the Greenpreneurs programme. You should set yourself SMART goals that are **Specific; Measurable; Achievable; Relevant; Time-bound**. You can learn more about SMART goals at: <https://www.mindtools.com/pages/article/newlmd/119.htm>

Where have I been? (what is my learning history – relevant qualifications; how I like to learn and what I struggle with, etc)

Where am I now? (current moment – where am I in my life and career? What has brought me to the Greenpreneurs programme? Etc)

Where am I going? (future, goals – my aspirations, what I aim to achieve on the Greenpreneurs programme, etc. Include SMART goals here)

How do I get where I want to go? (means to reach goals – what concrete actions am I going to take to help me reach my goals. It is important to set a clear timeframe for these and to review progress, preferably with your team mates)

How do I know I have reached my goals? (measurement – the clear measures I will use to show me I have reached my goals, including timings)

Appendix 3 - “Ten Questions” Business Plan Outline Format

Question 1: Describe your product or service idea and the problem it solves Check: the product/service is described clearly & concisely including how it works, its features, how it will be used; it uses diagrams, photographs or other graphics to illustrate where appropriate; a significant problem has been identified.

Question 2: Who might buy this product/service? Check you have identified one or more types of paying customer and have shown that you understand the relevant needs and habits of these customers

Question 3: What development does your idea need? Check you have:

- identified areas of risk or uncertainty in product or service design;
- shown you have thought about which areas should be tested and how, e.g. by: building prototypes or models or creating a questionnaire;
- prototyped, tested, analysed the results and used this to improve the idea;
- identified a product/service likely to solve a problem/meet customer needs;
- understood what other needs (e.g. end user, customer, distributor/ logistics, retailer, regulatory) must be met by the product/ service at launch and what improvements can be planned for later;
- considered what assets must be put in place before the product/service can be provided for sale, (e.g. manufacture of a quantity of product or recruiting and training staff, or building a website with sufficient traffic to persuade advertisers)

Question 4: Why will customers buy your product/service? Check you have: described the offer and its value to the customer, briefly, precisely and using common, readily understood language; identified the other offers competing for the customer £ and their strengths and weaknesses relative to your offer and customer needs; included emerging competition and inertia, if relevant, as well as the established players; a valuable and compelling offer to each type of customer, relative to the competition.

Question 5: Estimate a price for your product/service Check:

- your cost estimates cover the cost of producing the product or delivering the service and your profit margin, and are based on a rough estimate of labour and material costs, overheads, margin for any sales channel and target profit;
- you have included evidence that the customer will consider this price gives good value, both for the benefits this product/service brings and compared with the price & value provided by the competition.

Question 6: How will you sell your product/service? Who can help you reach interest and acquire customers? Check you have:

- identified the best sales channels to use to get attention from potential customers (e.g. an online shop; in person; a physical shop or market stall; a network of approved sales agents, through selected independent retailers);
- considered ways to present the offer to potential customers and create the circumstances where they buy the product/service;
- estimated how many leads/enquiries may be needed to make a sale and how these lead/enquiries may typically be converted into sales.

Question 7: How might you maintain competitive advantage for your business? Check you have identified how to keep competitive advantage for the business & prevent other businesses copying or piggybacking on its success through a combination of: building up the intellectual property of the business and protecting it; building strong/exclusive relationships in its supply/distribution networks; building strong consumer/customer loyalty or other.

Question 8: What impacts may your business have on the people involved in it, the wider community and the environment? Check you have identified the key stakeholders in the business (e.g. employees, suppliers, customers, shareholders, distributors) and how to gain their help in succeeding; that your idea has potential to bring significant beneficial impact to the local/regional/national/global community and can be run in an environmentally sustainable way.

Question 9: Will the market support your business ambitions? Check you have:

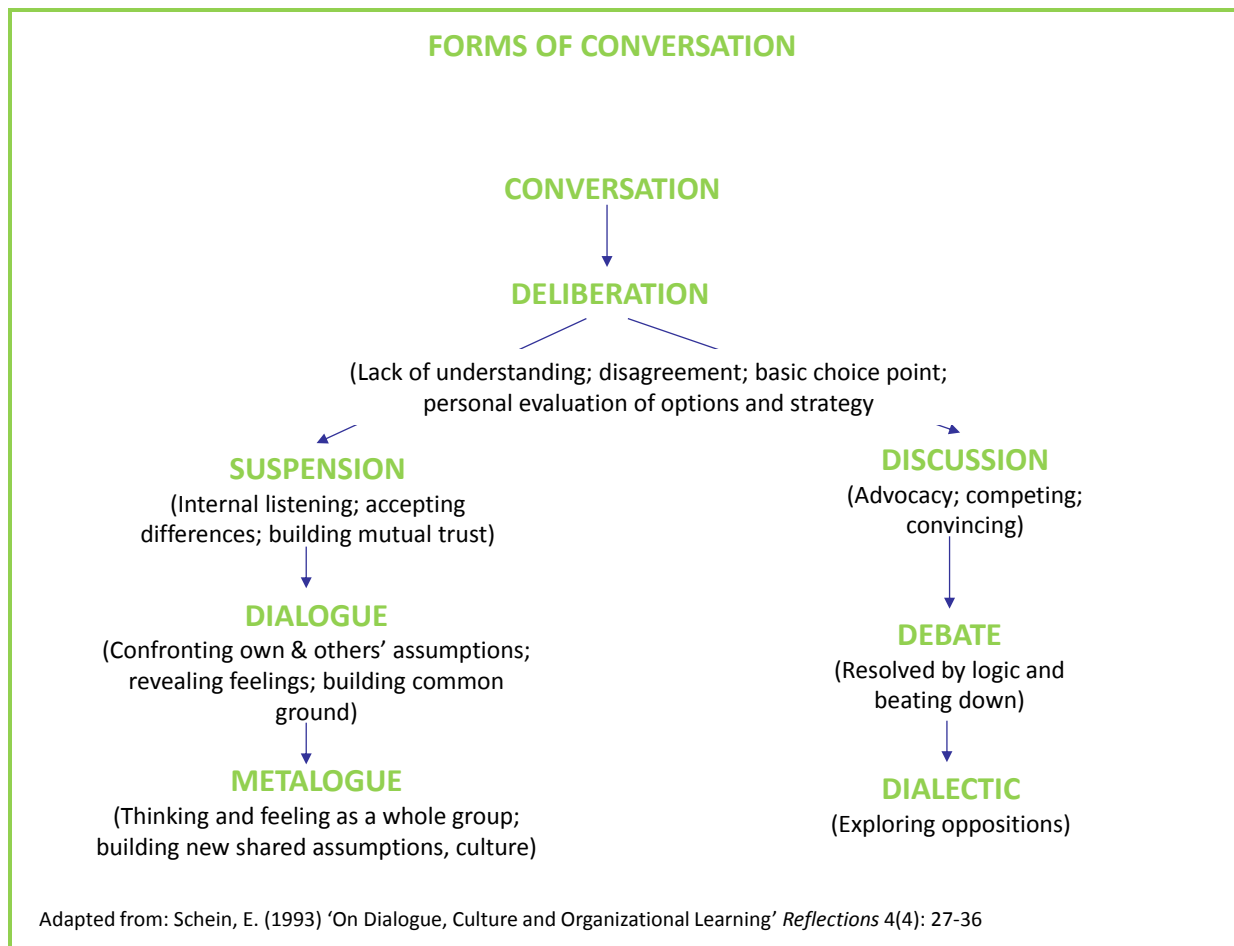
- defined the ambition/scale of the business (e.g. a business that supports founders, with a few others, with dozens of employees or as part of a network of other knowledge based businesses);
- provided evidence that there enough potential customers/is a big enough market to support the business;
- the ability to find the resources needed to start the business - funding and team;
- a credible explanation of when and to whom the business may be sold or transferred and what the assets might be at this stage

Question 10: What are the barriers you need to overcome to succeed and how will you do this?

Check you have: identified a sequence of objectives for the business in the next two years; identified what could go wrong/ the barriers to achieving each of these objectives; identified what to do to prevent /overcome these problems; a survival plan which allows for it taking longer than expected to generate a living income from this idea.

Appendix 4 – Dialogue Handout

Dialogue is a form of conversation whose aim is to build common ground and provoke creativity in thought and action.



Our ability to think and make good decisions is generally damaged by two things: **false or surface harmony** and **constant arguments**. Both stop us thinking together. Dialogue is **the art of thinking together**.

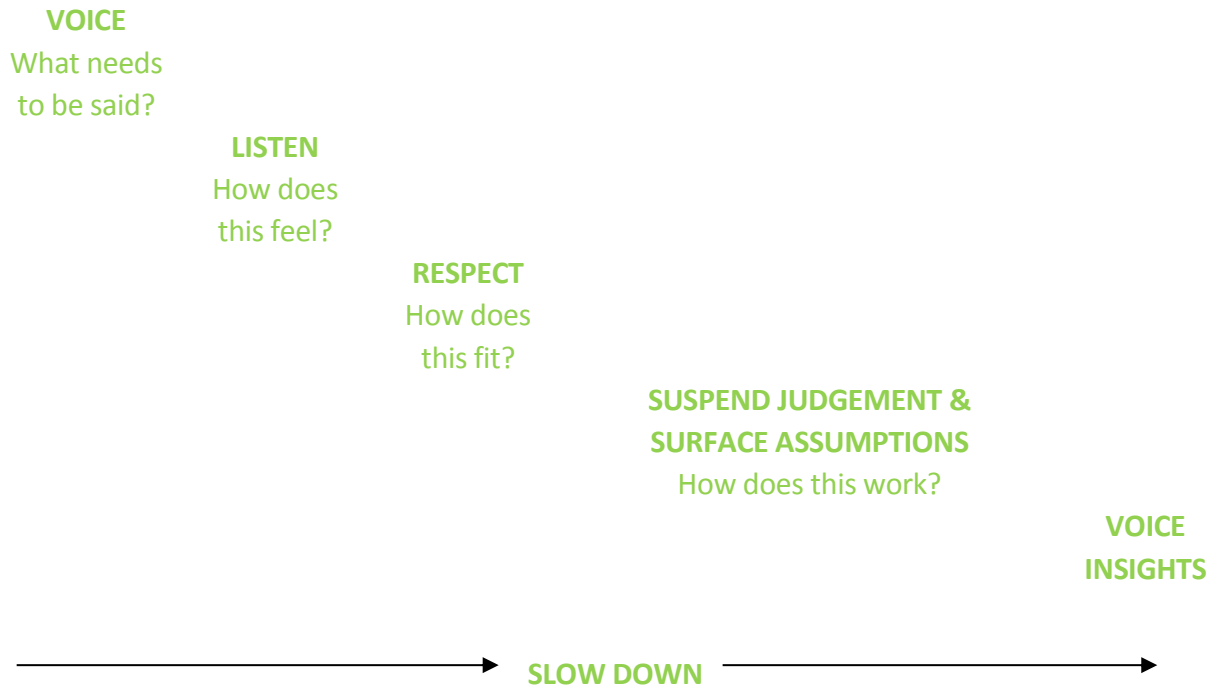
The intention in dialogue is to reach new **shared understanding** and in doing so **to form a new basis from which to think and act**. It is not about reaching consensus but about **respecting the integrity** of others' understandings. We seek to **uncover shared meanings** that can help align our actions with our values.

Dialogue is a conversation in which people **think together**. We **relax our grip on certainty** and **listen to the possibilities** that emerge. It is **a conversation with a centre** - not sides.

Dialogue attempts to bring about change at the source of our **thoughts and feelings**. It requires people to **work with their uncertainties**; it is not about defending our certainties.

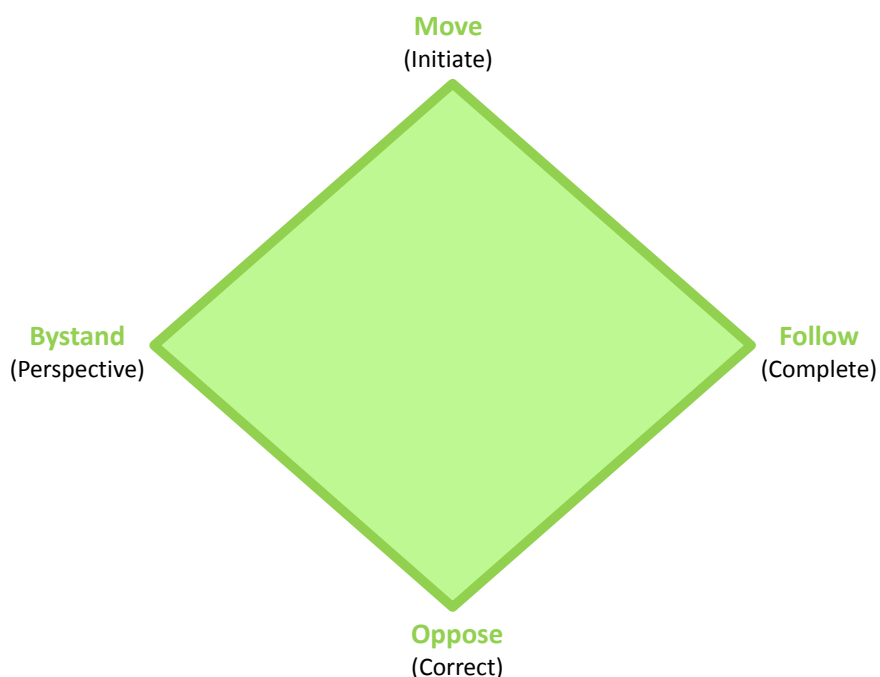
Some guidelines for dialogue

Framing and phrasing the question is an important first step in a dialogue. The question should help us move beyond ‘surface harmony’ and encourage us to ‘own’ and recognise our contribution to the dialogue, whilst allowing others the space and respect to do likewise.

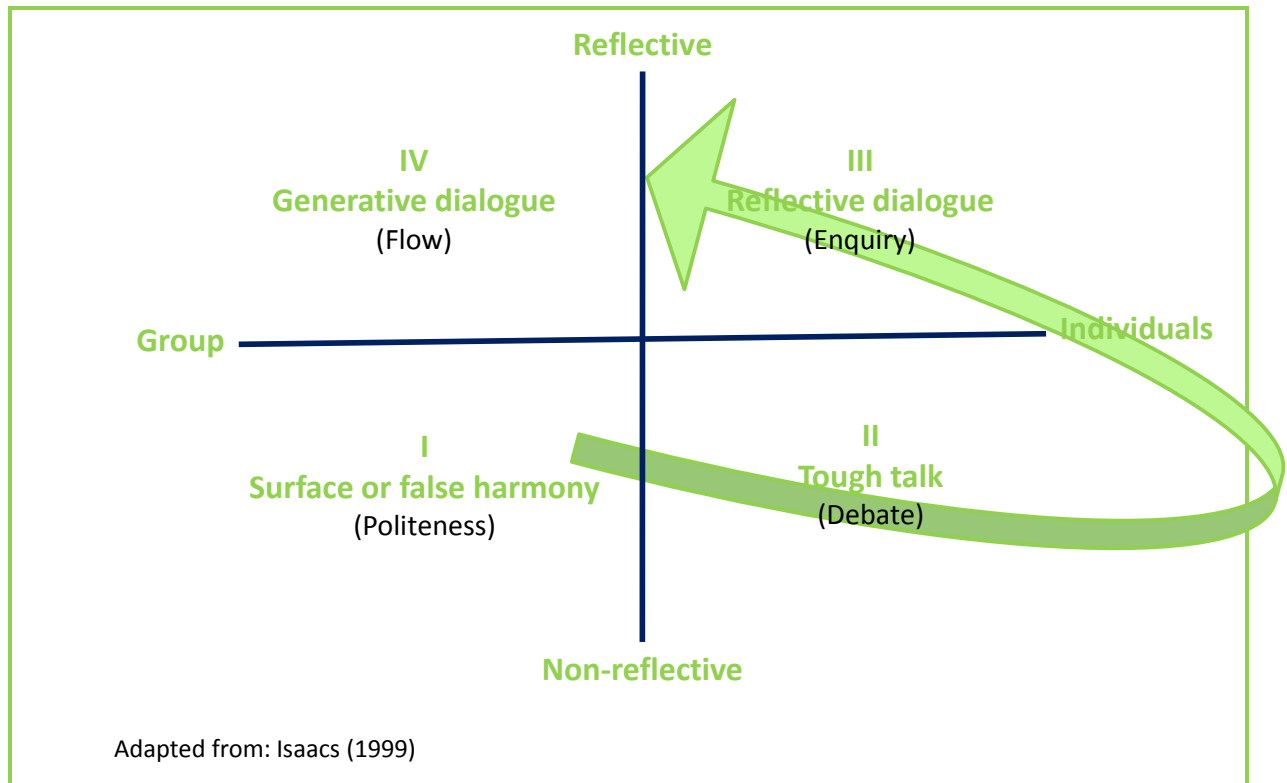


Roles in a dialogue

In a generative conversation four roles must be present: the **mover** initiates an action; the **follower** agrees and supports the action and secures completion; the **opposer** provides challenge and highlights the need for course correction; and the **bystander** shares what s/he has heard and provides perspective.



Field of Conversation



Reading:

Bohm, D. (1996) *On Dialogue*, London: Routledge

Dialogue Society (2013) *Making Dialogue Effective*, can be downloaded from:
<http://www.dialoguesociety.org/publications/Making-Dialogue-Effective.pdf>

Isaacs, W. (1999) *Dialogue and the Art of Thinking Together*, New York: Random House

Schein, E. (1993) 'On Dialogue, Culture and Organizational Learning' *Reflections* 4(4): 27-36

Appendix 5 – Team Learning Contract Template

Use the template below to help write your team’s learning contract for the Greenpreneurs programme. Your team should set SMART goals that take account of team members individual learning contracts and that are **S**pecific; **M**easurable; **A**chievable; **R**elevant; **T**ime-bound. From this you can also produce a ‘team charter’ – see Appendix 6.

Where have we been? (learning history – what different knowledge, skills, experience and attributes can we draw on as a team?)

Where are we as a team now? (current moment – who are we as a team and where are we in relation to developing our project or business idea/s?)

Where are we going as a team? (future, goals – our shared aspirations, what would success for our team on the Greenpreneurs programme look like, etc. Include SMART goals for your project/business idea here)

How does our team get to where we want to go? (means to reach goals – what concrete actions are we going to take? Include team charter here)

How do we know when we have reached our team goals? (metrics – the clear measures we will use to assess our progress, including timings)

Appendix 6 – Team Charter Template

Communications	In meetings	Behaviours	Values
Personal time	Development	Administration	Roles and responsibilities

Appendix 7 - Creative Problem Solving: Generating and Selecting Ideas

The most common definition of “creativity” combines the concepts of novelty and usefulness, whereas innovation is the use of creative ideas to bring value to interested stakeholders: customers, communities, staff, etc ... Our view is simple: without creativity there can be no innovation.

Osborn and Parnes pointed out 6 stages in the process – shown in italics below. For simplification, these are combined into the three steps below.

Stage 1: Explore and define the challenge: Objective Finding, Fact Finding, Problem Finding

Stage 2: Generate and select Ideas: Idea Finding

Stage 3: Planning for implementation: Solution Finding, Acceptance Finding

For your innovation challenge, the client/issue holder - who has brought you a complex problem that needs a creative solution – has completed Stage 1 (though you may want to probe them in the briefing session to ensure you have a clear understanding. This handout focuses on Stage 2 - generating and developing novel and useful ideas, while working in diverse groups.

As with the other two stages, this is diamond shaped. It involves **divergent** (widening out) thinking to generate ideas, followed by **convergent** (narrowing down, focussing) thinking to select ideas.

A clear rule for creative problem solving is to separate out these two parts in your planning.

When you are generating ideas, you want to explore any and all possibilities and generate as many ideas as possible, including the completely bonkers and seemingly impossible, with no judgement and no such thing as a silly idea. Once you have reached a natural conclusion (and/or run out of time!), you can move onto idea selection, focussing back in. This involves reviewing all the ideas, combining them, rejecting them, and arriving at the best (or best 3) solutions that you will present back to the client/issue holder for feedback.

A final reflection from our experience of using creative thinking tools with many groups: allocate more time for focusing than generating. People often do the opposite, enjoying the generating and giving it more time; under-estimating the need for time dedicated to focusing and refining ideas. By separating out the two stages, our experience is that you will generate more new and useful ideas in a shorter time, and, probably, have more fun doing it!

You will probably find it helpful to appoint one of your team as the “facilitator” to help you stick to this process and the timings, particularly in the idea generation phase when it can be hard to withhold judgement!

You may find you want to experiment with using 2-3 different techniques during each of the idea generation and idea selection phases.

Some tools for idea generation

Remember **whichever tools you choose to use, keep in mind when generating ideas ...**

- **Defer judgement:** as mentioned above, at this stage avoid judging your ideas – that comes in the focusing stage.

- **Strive for quantity:** the more you generate, the more likely that some ideas will be novel and promising for you.
- **Freewheel:** Be playful and don't be concerned about ideas sounding wild or strange. Unique connections may be the start of something.
- **Seek combinations:** build on each other's ideas, modify them, 'piggy-back' on each other's ideas.

Think in reverse: If you feel you cannot think of anything new, try turning things upside-down. Instead of focusing on how you could solve the problem/issue you are looking at, consider how could you create the problem or make it worse. This can be called "The worst idea possible" or "the chocolate teapot". Once you have generated all your worst ideas, turn them on their head so that you find their opposites – the best ideas.

Express yourself through different media: Express a defined challenge through different media: Clay, music, word association games, Lego or other construction toys, paint, there are several ways you can express the challenge. Don't worry about solving the challenge at this point. Just express it. Different expressions might spark off different thought patterns. And these new thought patterns may yield new ideas. It will certainly lead to a discussion of the issues.

Play the "If I were" game: Ask yourself "If I were ..." how would I address this challenge? You could be anyone that the problem/issue relates to, or a personality type e.g. pessimist or optimist. The idea is that the person you decide to be has certain identifiable traits. And you have to use these traits to address the challenge. This will lead to seeing issues from various perspectives which may suggest solutions.

Mind map possible ideas: Put a key word or phrase in the middle of the page. Write whatever else comes in your mind on the same page. See if you can make any connections, and come up with a solution to the issue.

SCAMPER is a mnemonic that stands for:

Substitute

Combine

Adapt

Modify

Put to another use

Eliminate

Reverse

You use the tool by asking questions about existing products/services, using each of the seven prompts above. These questions help you come up with creative ideas for developing new products/services, and for improving current ones.

Some tools for idea selection

Once you feel you have come to a point where your ideas are drying up, it is time to start on the idea selection phase. Often this is the phase that gets squeezed, and it's really important to avoid that

trap! Another watch out in selecting ideas is a tendency to discard the most novel ideas too quickly. The tools below can help you with the idea selection phase.

Whichever tools you choose to use, keep in mind when selecting ideas ...

- **Use affirmative judgement:** look for the strength of an option before the limitations. The focusing stage should develop ideas to make them stronger.
- **Be deliberate:** use tools to focus. Being systematic can help you make decisions that get wider buy-in and avoid 'hidden agendas'.
- **Consider novelty:** At this stage, people sometimes 'weed-out' novelty, going for less threatening options. Ensure that novel ideas are nurtured and enhanced through this stage. If you remove all the novel ideas, people will think their time has been wasted in generating them!
- **Stay on course:** Select your promising ideas with a view to where you are navigating: your end goal or vision for improved products, services, processes...

Voting System: A simple and quick way to choose your favoured ideas is to give each person in the team a number of voting points. This is best done to reduce a lot of ideas to a manageable number.

- Decide how many votes each individual has to use. Choose the number of points available based on the number of people in your group. The more people in your group, the fewer points each person has to vote. Typically, this will range between 3 – 6 points/person. People can also vote for ideas for which others in the group have already voted.
- A risk at this stage is that novelty is 'weeded out' as groups imagine likely reactions from powerful stakeholders. A way around this is to ensure that one of each person's votes must be for a novel idea. For example, use sticky dots, and mark some of these in advance with a "n" for novel.
- Ask people to vote for the ideas they like. They can put all their votes on one idea, or spread them across separate ideas, as they wish. It is important to give people sufficient time to read the available ideas, and remind themselves about what the ideas mean.
- When everyone has voted, group the voted ideas together, and note the patterns.

Adapted from:

Isaksen, S., Dorval, K., and Treffinger D. (1994), *Creative approaches to Problem Solving*, Dubuque, Iowa,

Highlighting: Use this tool to reduce a significant number of ideas to a shorter, more manageable few. Typically, you will have 4 – 6 clusters of options having used this tool.

- Identify options ones that seem interesting, promising, unique, etc., (through a tool such as "Voting System" above).
- Cluster these ideas into related concepts. Each cluster is a so-called 'hotspot'.
- Label each 'hotspot' – how does it connect to you, or the client? What might be its significance, special value, or consequences?
- Look for connections between clusters and note any potential value.

- Finally, don't 'force' remaining options into clusters. Some of your ideas may have particular value and may form a 'hotspot' of their own.

Adapted from:

Firestein, R. and Treffinger, D. (1983). Ownership and converging: Essential ingredients of Creative Problem Solving. *Journal of Creative Behaviour*. 17 (1), and from: Van Gundy, A. B., (1988), *Techniques of structured problem solving*. Van Nostrand Reinhold.

Paired Comparison Analysis (PCA): This is a useful method for prioritising ideas and the criteria for deciding. The PCA lets you compare the options against each other. Use this when you are dealing with around 5 – 12 remaining options. It is also helpful if there are any criteria that mean an idea won't be viable

1. Draw up a matrix showing the shortlisted options and make it visible to the whole group.
2. Give each shortlisted option a one-letter abbreviation.
3. Use a scale to evaluate the strength of preference.
4. Compare each item against each other item and show the strength of the preference. There will be a range of views, the larger your group. However, try to achieve agreement.
5. Add up the total number of preferences for each item, to help you rank the shortlist.

Source:

Thurstone, L.L. (1959). *The Measurement of Values*. Chicago: The University of Chicago Press.

Advantages, limitations, unique qualities and overcoming limitations: Where you want to look at the pros and cons of a few shortlisted ideas, this can be a helpful technique. Ideally, you want to compare between 2 – 4 ideas.

- Select the 2 – 4 ideas you want to consider.
- Use flip-chart paper and list all the advantages you can think of for each idea in turn. Write everything that makes them attractive and appealing.
- Now switch your mental set and write the potential flaws and weaknesses of each idea?
- Write what is unusual and potentially unique about each idea.
- Finally, write down how you would overcome the limitations of each idea.

Using this approach can highlight the differences between ideas, and help you rank their order more confidently.

Adapted from:

Isaksen, S., Dorval, K., and Treffinger D. (1994), *Creative approaches to Problem Solving*, Dubuque, Iowa,

Acknowledgments: We gratefully acknowledge the contribution of Dr Rob Sheffield of Bluegreen Learning (www.bluegreenlearning.com) to the presentation of the ideas included in this document.

Appendix 8 – Example Application Form

Name and surname:

Address:

Email:

Telephone number:

Current employment status:

Highest qualification:

Please include below a short statement to tell us a bit more about:

- **Why you are interested in joining this programme?**
- **What is your connection to and experiences with sustainable development?**
- **What is your connection to and experience of entrepreneurship?**
- **What do you hope to gain from this programme?**
- **How will you make sure you can attend all sessions and complete the required learning hours?**

You should email your completed application to [\[insert contact details\]](#)

Appendix 9 – Example Values List

Accountability
 Accuracy
 Achievement
 Adventurousness
 Altruism
 Ambition
 Assertiveness
 Balance
 Being the best
 Belonging
 Calmness
 Carefulness
 Challenge
 Cheerfulness
 Commitment
 Community
 Compassion
 Competitiveness
 Consistency
 Contentment
 Continuous
 Improvement
 Contribution
 Control
 Cooperation
 Correctness
 Courtesy
 Creativity
 Curiosity
 Decisiveness
 Dependability
 Determination
 Discipline
 Discretion
 Diversity
 Effectiveness
 Efficiency
 Empathy
 Enjoyment
 Enthusiasm
 Equality
 Excellence
 Excitement

Expertise
 Exploration
 Fairness
 Faith
 Fidelity
 Fitness
 Freedom
 Generosity
 Goodness
 Grace
 Growth
 Happiness
 Health
 Honesty
 Humility
 Independence
 Ingenuity
 Inner Harmony
 Intelligence
 Intuition
 Joy
 Justice
 Leadership
 Legacy
 Love
 Loyalty
 Making a difference
 Mastery
 Openness
 Originality
 Positivity
 Professionalism
 Quality-orientation
 Reliability
 Resourcefulness
 Security
 Self-actualization
 Self-control
 Selflessness
 Self-reliance
 Sensitivity
 Serenity
 Simplicity

Spontaneity
 Stability
 Strategic
 Strength
 Success
 Thankfulness
 Thoughtfulness
 Timeliness
 Tolerance
 Traditionalism
 Trustworthiness
 Truth-seeking
 Understanding
 Uniqueness
 Usefulness
 Vision
 Vitality

Appendix 10 – Is My Work a Project?

“Every project is work, but not all work is a project”

	Yes	No	
My project has a beginning and an end date			Note dates
My project makes use of specific resources, resources earmarked specifically for my project.			Give example of 1 resource earmarked
My project has specific goals; solely for my project			Dot down a goal that is specific for your project
My project aims to change something, innovate or create something new that didn't exist before			What is new, innovative about it?
My project needs a good plan to make it happen without going overboard in time or other resources			
I need people from different teams, organisations to achieve my project's objectives			Give one example of a person/team/organisation you need from a different team.

Appendix 12 – Example Feedback Template

Feedback given to:

Date:

Feedback from	Something I really value about you is ...	Something I would like to see you do more of is ...	Something I would like to see you do less of is ...	Any other comments

Appendix 13 - Attributes of an Entrepreneurial Mindset

Name:

Date:

In the table below, list the 8-12 attributes that **you** feel are most important in developing an entrepreneurial mindset

On a scale of 1-10, where 1 = very underdeveloped, 5 = moderately developed with scope for growth, and 10 = highly developed, I ...

Attribute	Currently rate myself	Aim to rate myself 12 months from now
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

My 3 priority areas for development are ...

- 1.
- 2.
- 3.

Action Plan

In the table below, outline the actions you intend to take to meet your priority goals, when you intend to complete them by, and how you will know if you have been successful.

Priority	Actions	By when	I will have been successful if ...
1.			
2.			
3.			



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