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# TRAINING PLAN AND PROGRAMME

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## Entrepreneurship skills for NEET youth

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## Table of Contents

Document Control.....	1
Document Sign-off Sheet .....	1
1. DOCUMENT OVERVIEW .....	4
1.1 Purpose .....	4
1.2 Audience .....	4
1.3 Training Objectives.....	4
1.4 Scope.....	6
Values to be fostered to youth entrepreneurs through education and mentoring .....	6
1.6 Dependencies.....	7
1.7 Risks .....	7
2. TRAINING NEEDS ASSESSMENT .....	8
3. TRAINING APPROACH .....	10
3.1 Training Methods.....	10
4. TRAINING ROLES & RESPONSIBILITIES .....	11
5. TRAINING INFRASTRUCTURE .....	12
5.1 Training Facilities .....	12
5.2 Training Environments .....	12
6. TRAINING MATERIALS & CURRICULUM .....	13
6.1 Training Materials .....	13
1. Entrepreneurial Mindset (Part 1), Problem – Market Fit.....	13
a. Why? .....	13
b. Business Model .....	14
c. Business Model Pitch .....	14
d. Networking and team forming.....	15
e. Who are your customers .....	15
f. Preparation for homework: Competition mapping .....	15
2. Entrepreneurial Mindset (Part 2), Problem – Solution Fit.....	16
a. Empathize and Define .....	16
b. Ideate .....	17
c. Prototype .....	17
d. Test (problem – solution fit validation) – preparation for homework .....	18
3. Entrepreneurial Mindset (Part 3), Operations.....	18

a.	Defining progress .....	18
b.	Working in short-term iterations .....	19
c.	Value Chain .....	19
d.	Forms of business ownership .....	20
e.	Preparation for homework: Problem – Solution fit validation 2 .....	20
4.	Marketing.....	20
a.	Pitch of the business model 2 .....	20
b.	Customer factory / Marketing funnel .....	21
c.	AIDA model .....	21
d.	Landing page .....	21
e.	Marketing plan and social media plan – preparation for homework.....	22
5.	Business Finance .....	22
a.	Profit, Profit Margin, Value Capturing .....	23
b.	Cash flow statement and Income statement.....	23
c.	Methods to increase revenue .....	24
d.	Fixed and Variable costs, Breakeven .....	24
e.	Funding .....	25
6.2	Training Curriculum.....	26
8.	TRAINING ROADMAP .....	28
9.	TRAINING EVALUATION .....	28

## 1. DOCUMENT OVERVIEW

### 1.1 Purpose

The purpose of the Training Plan and Programme is to identify the appropriate training strategies and activities required to achieve the desired learning outcome during the implementation of specific and tailored training courses to develop skills necessary for business development and to motivate young people from NEET's (Not in Education, Employment, or Training) group to become entrepreneurs.

The Training Plan & Programme provides a clear understanding of what must happen to meet the training requirements that have been defined, thus, end-users receive training in the knowledge, skills, and/or abilities required to support the new roles, processes and/or technology.

### 1.2 Audience

This document is intended for use by:

- *Trainers*
- *Youth workers, Youth leaders, Youth project managers, Youth coaches, Youth researchers, Professionals from backgrounds of: Non-formal education/Youth, Vocational education & training; Employment support agencies, job centres, job clubs, job coaches etc.*

### 1.3 Training Objectives

Outline what the objectives for the Training Plan are:

1. Participants will develop an entrepreneurial way of thinking by routinely recognizing problems as opportunities to create value.
  - a. Participants will focus on identifying the customer and on solutions that create value for both parties.
  - b. Participants will define a customer as anyone they are trying to create value for, in or out of business.
  - c. Participants will identify a problem in the market, articulate a value proposition for how they can solve it, and attempt to do so.
  - d. Participants will engage in calculated risk-taking activities that demonstrate their understanding of the innovative mindset.
2. Participants will learn how to apply economic problem-solving skills to real-world problems in order to create value in society.
  - a. Participants will define supply and demand.

- b. Participants will define and learn how to incorporate the concept of incentives in their approach to problem-solving.
    - c. Participants will define and apply the concept of comparative advantage.
    - d. Participants will define and apply the concept of risk.
  3. Participants will apply marketing concepts to real projects.
    - a. Participants will evaluate marketing's role and function in the marketplace.
    - b. Participants will apply market research in an effort to create real value for others.
    - c. Participants will apply market analysis in an effort to create real value for others.
    - d. Participants will implement channels of distribution that create value for their customers.
    - e. Participants will apply market strategies in an effort to create real value for others.
  4. Participants will apply business operations concepts to projects.
    - a. Participants will identify advantages and disadvantages of basic forms of business ownership.
    - b. Participants will compose big goals, vision for their project, and practice composing of short-term goals.
    - c. Participants will practice agile methods in development, working in short sprints on short-term goals, practicing to make their teams focused and motivated.
    - d. Participants will practice networking skills in real-life situations for their projects
    - e. Participants will practice managing and leveraging resources in creating and implementing business models.
  5. Participants will recognize the value of learning from the feedback of failure in order to pivot to an improved iteration.
    - a. Participants will use iterative thinking to create new ways to create value for others.
    - b. Participants will give an example of an innovation which involved iteration and failure which led to success.
    - c. Participants will describe the importance of humility to continuously understand and deal with reality, and state the benefits of humility in terms of being open to ways to improve.
    - d. Participants will state the benefits of proactively seeking out and embracing feedback — even if it points out a temporary failure — as a way to improve.
  6. Participants will deploy a minimum viable product/service that adds value to customers.
    - a. Participants will evaluate necessary resources needed to deploy a minimum viable product that adds value to society.

- b. Participants will describe the importance of defining clear objectives and measures for an experimental product.
7. Participants will use financial tools to maximize opportunities in an effort to create real value for themselves and others.
  - a. Participants will identify profit and loss margins by solving for ROI.
  - b. Participants will estimate sales and profits by completing a project sales forecast.
  - c. Participants will calculate fixed and variable costs.
  - d. Participants will determine gross profit by calculating the difference between their revenue and cost of goods sold.
  - e. Participants will create an income statement to evaluate profitability.
  - f. Participants will solve for the break-even point by dividing fixed costs by gross profit per unit.
  - g. Participants will be able to determine net income, gross income, sales, and profit.
8. Participants will identify sources of venture capital.
  - a. Participants will summarize the benefits and risks of debt and identify available tools for borrowing.
  - b. Participants will contrast the benefits and risks of debt versus equity financing.

#### 1.4 Scope

##### “In Scope”

- *To enhance the knowledge and skills of young people from NEET’s group to become entrepreneurs.*

##### “Out of Scope”

Values to be fostered to youth entrepreneurs through education and mentoring

1. *Responsibility – take responsibility for your actions. No one will ever be as concerned about your success as you.*
2. *Knowledge – be active in using the best information, drive change that benefits others.*
3. *Passion – this is your drive, ambition and the love of what you do and who you serve. It provides you with a special view of the world that others often don’t see.*
4. *Impact – have a big goal, a vision, you can change your customers life.*
5. *Freedom – respect the rights of others and study the links between freedom, entrepreneurship and societal well-being.*

6. *Sound judgment – use economic thinking to create the greatest benefit, using the least resources.*
7. *Win-win focus – cooperate to create real value in society.*
8. *Speed – be fast, proactive and hardworking on micro level. Speed is more important than perfection. Be very patient on long-term.*

### **1.5 Assumptions**

The following assumptions apply to the Training Plan:

1. *The Training Plan is based on the training requirements gathered through meetings and workshops.*
2. *Consideration will be given to the use of on-site and/or remote resources for the development of training materials.*

### **1.6 Dependencies**

Successful training is dependent on the availability of:

- *Availability of training participants*
- *Availability of training facilities including rooms, flip charts, whiteboards, etc.*
- *Access to resources for input and review of the course outlines*
- *Access to resources for input and review of the training materials*

### **1.7 Risks**

The following risks apply to the training for the project:

- *Training participants want more or less training than required/feasible*
- *Changes to participants motivation for education occur during delivery of training*



## 2. TRAINING NEEDS ASSESSMENT

The Training Needs Assessment identifies gaps in the knowledge, skills or abilities of impacted stakeholders compared to levels required to support and sustain the changes implemented.

Youth not in employment, education or training (NEET) represents a special group of vulnerable youth, mostly excluded from the labour market, while at the same time frequently invisible to state institutions. Most NEET youth are early dropouts. The crucial issue is that there are no valid and detailed data on the exact number and characteristics on this group of youth. However, a recent study on youth unemployment underlines that as much as 25% of young people belong to this group (Marjanovic, 2016). Therefore, it is very important to shed light on all issues faced by this group, along with their needs. Given their marginalized status in society and any systematic education system, they show a high tendency towards unemployment. Therefore, they face a significant risk of potential social exclusion. **Entrepreneurship could represent a partial solution to this issue. However, they are considered highly unmotivated, and without access to the necessary learning opportunities.**

NEET youth represent a global issue. However, this problem is even more pronounced in Serbia. Regarding the EU, 12% of young people aged 15–24 were not in employment, education or training – a negligible decrease compared to the figures for 2014 (12.5%) and 2013 (13%). In absolute numbers, around 6.6 million young people in the EU belong to the NEET category (EuroFound, 2016). On the other hand, 24% of youth in Serbia are NEET. They are particularly present in rural areas and among young women. A total of 29.1% of youth in rural areas are NEET, compared to the 20.6% in urban areas. Similarly, 26.1% of young women are NEET, compared to 21.9% of young men (Marjanovic, 2016).

One major obstacle regarding NEET youth is related to their invisibility to state institutions. The problem arises due to the fact that a high share of NEET youth are not registered with any state agency. These are the ‘missing’ NEET, very difficult to reach and, as a result, hard to integrate into the labor market. In the long term, they are at potential risk of becoming deeply excluded. The recent study on NEET diversity reveals: “While more than half of NEETs are unemployed and about 70% of these would like to work, just 57% of NEETs are registered with public employment services.” (EuroFound, 2016).

**It is important to underline that NEET youth are not a uniform group of youth, but rather diversified.** However, the lack of adequate and detailed data prevents the Government from creating the right policies, suitable for their needs in particular. This is emphasized in the above EuroFound study: “While all NEETs share the common feature of being young people who are not accumulating human capital through either the labor market or education, the various groups within this category have very different characteristics and needs. This has important consequences for policy responses. Although governments and social partners have rightly set targets to reduce the overall NEET rate, their interventions may fall short unless some attempt is made to understand the subgroups covered by the concept and to meet their specific

needs”(EuroFound, 2016). With information about the size and characteristics of each subgroup, governments could also better understand how to prioritize their actions.

One segment of NEET youth refers early school drop-outs. Early drop-outs are a serious problem, leading to a lack of skills, qualifications and employment prospects. Moreover, such youth lose contacts, become distanced from the social environment and lose self-confidence, thus becoming further exposed to a greater risk of poverty, as well as to remaining NEET. The problem of early drop-outs is most severe in rural areas, where most NEET youth in Serbia reside. In those areas, their integration is hindered by a lack of infrastructure. Infrastructure and transportation problems impede access to schools, which further leads to issues regarding access to information. (UNICEF, 2011)

### **The Characteristics of NEET Youth**

While young people under this classification suffer from some kind of exclusion, from either education and training or employment, the reasons for their exclusion might be completely different. Vulnerability is not simply a consequence of individual or family characteristics, but also the result of education and labour-market systems that fail to provide opportunities for large numbers of young people.

The important feature of the NEET indicator is that it refers to a very heterogeneous population. The first sub-group of NEET are the ‘unemployed’: those who are without work, but currently available for work, and seeking work during a particular reference period. The second sub-group is that of inactive youth, which contains different sub-groups based on the reasons for the inactivity, such as:

- the disengaged or discouraged who are unemployed but not looking for a job, mainly because they have lost hope of finding one. Sara Elder defines discouraged workers as ‘those who are not working, [and who] expressed a desire to work but did not seek work for reasons implying that s/he felt that undertaking a job search would be a futile effort’. The reasons for discouragement given by the ILO are ‘believ[ing] no suitable work available (in the area of relevance to one’s skills, capacities)’, ‘lack of employers’ requirements (qualifications, training, experience, age, etc.)’, ‘could not find suitable work’ or ‘do not know how or where to seek work’ (Elder, 2009, p. 10);
- family carers with care responsibilities for members of their household (e.g. children, the elderly and the disabled) and who are not looking for work or who remain out of the labour force due to family duties;
- young people who are sick and/or disabled;
- young people from different social groups such as Roma, care leavers, ex-convicts.

**The members of the different sub-groups contained within the NEET indicator might have very different experiences, characteristics.**

### **3. TRAINING APPROACH**

#### **3.1 Training Methods**

This section describes the training methods selected based on the options available and recommended for use by the project:

##### **Blended Training Approach**

To help retention of learning, a blend of training delivery methods will best meet the needs of our project. This will include: Instructor-Led Training and Interactive Methods.

Blended learning is a common sense concept that results in great learning success. The blended learning approach is simply acknowledging that one size doesn't fit all when it comes to training and it is necessary to use more than one training method to train participants.

Learning experts believe that a big advantage of blended learning is that it more closely replicates how people actually learn on the job, through experience and interaction with co-workers. This approach works well because the variety of approaches keeps trainers and trainees engaged in training.

PowerPoint training session and incorporated with small group discussions, case studies, role plays at various points in the training

Small group discussions - participants work in small groups and receive them case studies or work situations to discuss or solve. This is a good way for knowledgeable participants to pass on their experience.

Case studies - adults tend to bring a problem-oriented way of thinking to workplace training. By analysing real job-related situations, participants can learn how to handle similar situations. They can also see how various elements of a job work together to create problems as well as solutions.

Role-playing - by assuming roles and acting out situations that might occur in the workplace, employees learn how to handle various situations before they face them on the job. Role-playing is an excellent training technique for many interpersonal skills, such as customer service, interviewing, and supervising.

Wrap up and Q & A sessions - informal question-and-answer sessions are most effective with small groups and for updating skills.

Written support materials will be provided for all participants.

Training program will be divided to 5 one-day workshops with experiential learning, executed in real, market-based scenarios (on Participants' business ideas/project).

Between each workshop Participants will have practical homework on their business projects and continuous support by mentors 1:1 (online or on the spot).

Content and methodology should be provided in the way that it fosters values (see chapter A.) and objectives of the training program (see chapter B). Values and objectives should be tackled through various content during the education.

Trainers should have very good coaching skills and ability to motivate and inspire. That is especially important because of target group. Trainers should have business know-how business operating, marketing and finances. Practical business background of trainers is desired, but not a mandatory. If trainer is not ready to work with specific group of youth (e.g. youth from alternative care, marginalized youth etc...), additional trainer/associate should be assigned.

#### 4. TRAINING ROLES & RESPONSIBILITIES

**Table 1 – Training Team Profile**

Role	Profile	Skills / Considerations
Training Lead	<ul style="list-style-type: none"> <li>Responsible for completing and managing the training program, including the adaptation of training materials to participants and training delivery</li> </ul>	<ul style="list-style-type: none"> <li>It is recommended that there be 2 Trainers</li> </ul>
Training Logistics	<ul style="list-style-type: none"> <li>Responsible for all necessary logistical arrangements (rental of training venues, catering, travel and accommodation of trainees coming from other cities)</li> <li>Responsible for printing materials (training materials, attendance lists) and visibility</li> </ul>	<ul style="list-style-type: none"> <li>Logistics Assistant</li> </ul>

## 5. TRAINING INFRASTRUCTURE

### 5.1 Training Facilities

The following is a list of the equipment and facilities preparation that will be required for classroom training sessions:

- *An instructor computer, attached to a projector*
- *A projection screen*

### 5.2 Training Environments

The following section describes the distinct training environments:

- *Training Development Environment*
  - a. *Selection of participants prior to final submission of training materials; in order to fine tune all materials by the project team*
- *Training Delivery*
  - a. *Venue to deliver Instructor-Led Classroom Training with interactive methods*
- *Training Timing*
  - a. *Timing depends on the group, for some NEET participants it is better to start with half day training sessions.*

#### Version 1 – full day

Timing	
9.00 : 10.30	Session 1
10.30 – 10:45	break
10:45 – 12:15	Session 2
12:15 – 12:30	break
12:30 – 14:00	Session 3
14:00 – 14:45	Lunch break
14:45 – 16:15	Session 4
16:15 – 16:30	break
16:30 – 17:00	Wrap up / Q&A

*6 hours of training*

#### Version 2 – half day

Timing	
17:00 – 18:30	Session 1
18:30 – 18:45	Break
18:45 – 20: 15	Session 2
20:15 – 20:30	Break
20:30 – 21:00	Wrap up / Q&A

*3 hours of training*

## 6. TRAINING MATERIALS & CURRICULUM

### 6.1 Training Materials

Use the following table to present a summary of key training materials and their intended uses.

**Table 2 – Training Materials Description**

Material	Description	Developer
Instructor guides/ manuals/classroom slides	Instructor guides and classroom slides: <ul style="list-style-type: none"> <li>• Reinforce or supplement a lecture or demonstration</li> <li>• Present new concepts, terms and processes</li> </ul>	Adapt guides according to group needs see
Quick Reference Guides	Quick reference guides: <ul style="list-style-type: none"> <li>• Act as a job aid to assist the users once they finish training</li> <li>• Remind users of key features, options, and methods of entrepreneurship</li> </ul>	Links in the following text with available guidelines, methods and practical advises

#### 1. Entrepreneurial Mindset (Part 1), Problem – Market Fit

##### Time frame

1 day workshop

1 week mentorship and follow-on

##### Content

Youth Entrepreneurs define entrepreneurship as finding ways to create value for themselves and others in all spheres of life. This unit is designed to encourage students to think and act like an entrepreneur.

##### a. Why?

###### Learning outcomes:

Generating the big idea, vision. Students should answer to themselves who they are and what drives them in context of creating a new value and impact. Students meet themselves.

Values: Passion, Impact

Objectives: 1

###### Methodology and Resources:

Each student works individual and answers on the paper or flipchart paper to the following questions (moderator give questions one by one, after the previous one is answered):

1. Look for Passion  
When have you felt a sense of meaning? (Where has it shown up already? What were you doing? When have you been at your best personally or professionally?)
2. Look for People  
Who do you want to serve? (The most powerful purpose is often in service of others—people outside your own walls, like your customers, your community, or society at large.)
3. Look for Impact  
What Impact do you want to have? (When you consider the people that you've served, what's the impact you want to have on their lives? How did they benefit from the work that you do? How do you want to improve people's lives?)
4. Why Do You Exist  
Bring these ingredients together into a simple purpose statement. Stretch beyond what you're currently doing and imagine the impact you want to have in the future. Think big!  
"I/We exist to \_\_\_\_\_ (desired impact) in order to serve \_\_\_\_\_ (intended audience)."  
Let students share their statements to the group. You can do this in a more creative way, the goal is students to meet themselves.

#### **b. Business Model**

##### Learning outcomes:

Decompose students' ideas in nine blocks. This is the first sketch of the business model.

Values: Knowledge, Win-win focus, Speed

Objectives: 1, 2

##### Methodology and Resources:

Students work individually on development of their ideas. Trainer can choose to use Business Model Canvas template by Alexander Osterwalder or Lean Canvas by Ash Maurya. We propose to use Lean Canvas which focuses more on the problem and market research rather than the solution and is more appropriate for early-stage entrepreneurs. If your group of students already is operating on the market – use Business Model Canvas. Exercise could be made through 3 iterations x 3 blocks.

Don't consume much time on this part, this is just a first sketch – empower students to write what is on their mind. Be ready for many questions and circulate among students.

Templates: [Business Model Canvas](#), [Lean Canvas](#)

#### **c. Business Model Pitch**

##### Learning outcomes:

Understand importance of effective communication. Pitching know-how.

Values: Responsibility, Passion, Freedom

Objectives: 1, 2, 3

##### Methodology and Resources:

Provide an exercise about effective communication to your students . Use one of the great [exercises](#). Then explain the importance of communication and conversation in business to all stakeholders (customers, team, advisors, investors, competitors). Give them [an order](#) and time limit, e.g. 5 minutes in which they will pitch their business models to the group and give them 5 minutes for preparation. After each pitch let the group to ask a few questions.

**d. Networking and team forming**

Learning outcomes:

Grouping students in teams. Students who don't have the team could join other team or work on their own idea to the end of the training.

Values: Responsibility, Sound judgment, Win-win focus

Objectives: 1, 5

Methodology and Resources:

Give students 10 minutes to circulate among business ideas and communicate to choose their team. After group forming

make this part no matter if all the students already have teams or have their business idea – maybe some of them want to join other team and work on this team idea.

Let students who find the teams or change the team say to the group why have they chosen so, this will further motivate idea owners.

This part of the workshop is very sensitive and could have consequences on the future.

You have to recognize situations which could demotivate some students e.g. everyone is now in teams, just one or few students stayed alone with their ideas and they lose trust in their ideas. If you don't fill enough strong to handle this, it is recommended to have a second expert in this part (psychologist or more experienced trainer).

From this point teams will work on their own ideas.

**e. Who are your customers**

Learning outcomes:

Defining target group more precisely.

Values: Impact

Objectives: 1

Methodology and Resources:

Customers will be defined in detail in module 3. Let students to define their customers as they think they should be defined in this part. This way trainers will learn how students see their customers and how they describe them (do they use demographic or psychographic profiles etc..) and trainers could better prepare themselves for module 3. Close this part with presentations and discussion about what is important in customer description.

**f. Preparation for homework: Competition mapping**

Learning outcomes:



Map of biggest competitors.  
Values: Knowledge, Sound judgement  
Objectives: 1

Refer to the part Existing Alternatives if you use Lean Canvas and prepare students for the homework. Give them one of the diagrams for [competition mapping](#) and explain them to put biggest competitors they know on the map. Ask them to desk research this for the homework. If you think they are ready to [further analyze](#) the biggest 5 or 10 competitors, give them this additional task. Don't go in details here, because this is the first homework. You can give students the simple grid for competition analysis with table: Competitor – What are they doing well – What could we do better than them.

## 2. Entrepreneurial Mindset (Part 2), Problem – Solution Fit

### Time frame

1 day workshop

1 week mentorship and follow-on

### Content

This part gives the students an opportunity to take their idea and improve it. When doing this activity, it is important to remind students that innovation is not just creating new products, but improving existing products to meet new needs, demands, requirements, etc. You can use [Design Thinking](#) process method for the whole module. The process is iterative and has feedback loop, so it is important to take students through all 4 stages (Empathize, Define, Ideate, Prototype, and Test) but explain them that this is just a first iteration and that they will do continuous improvement of their business model according to feedback loop, lessons learned and research.

### a. Empathize and Define

#### Learning outcomes:

Deep understandings of customers psychographic. Define characteristics of future possible solution.

Values: Knowledge, Impact, Win-win focus

Objectives: 1, 2, 3

The first part will allow students to gain an empathetic understanding of the problem they are trying to solve, through user research. You can use [Empathy Map](#) matrix in this process and just take students through the process. Instead of Empathy Map, you can use [User Persona](#) for defining customers.

After that students will define possible solutions (their product characteristics and functions). Use [Value Proposition Canvas](#) for this part. Keep in mind that you can incorporate the right side of the canvas (jobs to be done, pains, gains) in empathy mapping

in the first part of this chapter and just continue in this part to the left side (products and services, pain relievers, gain creators).

For empathize process you can use in addition [Customer Journey Mapping](#) or [Customer Forces Canvas](#) to give students an opportunity to deeply understand their customer and to more precisely define solutions they could provide.

## b. Ideate

### Learning outcomes:

Transition from identifying problems to exploring solutions for customers.

Values: Passion, Knowledge, Impact, Win-win focus

Objectives: 1, 2, 3

Ideate is the most creative part of the Design thinking process and is the bridge between customers pains and great innovative products and business model. When ideating, teams need to fluctuate between times of focus and flare. Idea generation is a moment to “go wide” while evaluation/selection of ideas is a time for narrowing-in. Curtailing “bad” behaviors, such as evaluating during idea generation, is very important - innovative concepts can often come from the most outlandish ideas.

Don't use simple brainstorming in this part, but use some creative techniques from [here](#) or [here](#).

If teams in your group already have some products/solution defined, you can use [SCAMPER](#) method which will help students to think out of the box and innovate on top of existing solutions.

## c. Prototype

### Learning outcomes:

Find the best solutions for customers.

Values: Responsibility, Win-win focus, Speed

Objectives: 1, 6

Prototyping gets ideas into the world. A prototype can be anything that takes a physical form - a wall of post-its, a role-playing activity, an object. In this stage, keep prototypes inexpensive and low resolution to learn quickly and explore possibilities.

Prototypes are most successful when people (the team, customers, and others) can experience and interact with them. They're a great way to start a conversation. What you learn from interactions with prototypes drives deeper empathy and shapes successful solutions. Discuss with teams what they can build quick and cheap to serve as a model of representation of their solution. Work on these models on the workshop and give students homework to complete their models. Find some prototyping methods [here](#). Teach students to include only the most important functionality (or few of them) in prototype – this one which reveals the most important customers' pain.

(Remark: some authors call these first prototype Minimum Viable Products and define MVPs as something what allows teams to test and learn. Other authors consider MVP as a something what brings a real value to the customers.)

**d. Test (problem – solution fit validation) – preparation for homework**

Learning outcomes:

Understand how to test assumptions and improve on top of learnings.

Values: Knowledge, Impact, Sound judgment

Objectives: 5, 6

This part will prepare teams to make interviews with customer prospects in order to test their assumptions.

Testing is chance to gather feedback, refine solutions, and continue to learn about customers. The test mode is an iterative mode in which teams place low-resolution prototypes in the appropriate context of their user's life. Prepare teams to create authentic experiences for users to test their prototypes. Let team prepare questions for interviews and try interviewing someone from another team on the workshop. You can assign 3 roles for the exercise – business team, customer prospect, observer. Let observers elaborate in front of group what they saw and use this exercise to improve and better prepare teams for real testing. Give them homework task to interview 5-10 customer prospects and after that to refine their description of the users (empathize/define stage) and refine their prototypes and solutions.

Keep in mind that Business Model Canvas (or Lean Canvas), Value Proposition Canvas and other presentations of customers behaviors and solution characteristics have to be updated through the whole training based on testing, learning and continuous improvements.

**3. Entrepreneurial Mindset (Part 3), Operations**

**Time frame**

1 day workshop

1 week mentorship and follow-on

**Content**

Students practice basic operations required for their stage of development: leading the team, short-term planning and executing, and basic business metrics.

**a. Defining progress**

Learning outcomes:

Understanding to set goals and track the progress.

Values: Responsibility, Sound judgment, Speed

Objectives: 4

Show students how they can quickly estimate market size with [top-down approach](#) and help each team to estimate their market size. Help teams to identify indicator for [traction](#) metrics (e.g. number of users). Exercise with teams simple metrics such as profit, throughput, expenses, customer lifetime value. Exercise with teams how many customers they should have to reach target profit. These simple back-of-the-envelope calculations are enough for current stage of teams' development.

Each team should set a target (minimum success criteria) for e.g. 3 or 5 years from now and set targets for each year. Let teams to sketch graph for traction model, their targets through time. Explain them that hockey stick curve growth is more realistic than linear growth.

#### **b. Working in short-term iterations**

Learning outcomes:

Enhance leadership, planning and efficient work.

Values: Responsibility, Knowledge, Sound judgment, Speed

Objectives: 4, 7

Start this block with one from the great [exercises to develop leadership](#). Introduce to students importance of short term planning and benefits of [agile management](#). Introduce them [Kanban tool](#) and show some examples. We don't recommend to teach them any of agile project management methods (e.g. scrum), but use some principles and tools from these methods to create simple framework where teams can iterate in short periods (week, or 2-week). You can use Kanban for visual workflow and prioritization and simplified meetings types from [Scrum](#): period planning meeting, daily stand-up meetings, period review meeting. Explain students the power of flexibility, efficient decision making and continuous improvement of such model.

#### **c. Value Chain**

Learning outcomes:

Understanding of business operations and value chain.

Values: Responsibility, Knowledge, Sound judgment, Win-win focus

Objectives: 4

This part will teach students about business functions and they will identify how to change business inputs into business outputs in such a way that they have a greater value than the original cost of creating those outputs.

You can use [Porter's Value Chain](#) method for the exercise. Help students to identify only primary activity of their future business: Inbound logistics, Operations, Outbound logistics, Marketing and sales, Service.

**d. Forms of business ownership**

Present students various forms of business ownership and type of business registrations and their characteristics.

**e. Preparation for homework: Problem – Solution fit validation 2**

Remember: always use concept you introduce in previous sessions (e.g. Business model or Lean canvas, Value proposition Canvas, Traction graph, Value chain, Kanban for plans etc...) and those templates have to be updated according to learning and testing. Teams are working now in short iterations / planning periods and this homework should be planned.

Help students to improve their interview and the homework is to Interview more 5-10 customer prospects to further test business model (problem-solution fit). See module 2.

**4. Marketing**

**Time frame**

1 day workshop

1 week mentorship and follow-on

**Content**

This module is conceived to provide students basic concepts of marketing required for their stage of development. Concepts which will help them to position themselves on the market.

**a. Pitch of the business model 2**

Learning outcomes:

Understand importance of effective communication. Pitching know-how.

Values: Responsibility, Passion, Freedom

Objectives: 1, 2, 3

Methodology and Resources:

Make an intro presentation about effective pitches, you can show them some video examples. You can introduce them [10 slides](#) by Guy Kawasaki. Give them 15 minutes to prepare and each team will then pitch their idea.

After each pitch let the group ask a few questions.

## b. Customer factory / Marketing funnel

### Learning outcomes:

Understand customer lifecycle from acquisition to revenue.

Values: Knowledge, Impact, Win-win focus

Objectives: 3, 5

Introduce students with steps for making happy customers. You can use [Dave McLure's AARRR concept](#) or adapted [Customer Factory](#) concept by Ash Maurya. Let teams sketch factory for their idea and state how will they measure customers in each stage, and what could be their strategy for each stage (acquisition, activation, retention, referral, revenue). Discuss with students what is their primary [engine of growth](#) – sticky, viral or paid; in other words on which process will they focus with marketing strategies – retention, referral or acquisition, and which marketing activities could they implement.

## c. AIDA model

### Learning outcomes:

Understand AIDA marketing model and provide tactics for their case.

Values: Passion, Impact, Freedom

Objectives: 2, 3

Introduce students with [AIDA marketing model](#) for acquiring new customers. AIDA stands for Attention – Interest – Desire – Action.

Let teams ask themselves key questions through the stages:

- **Awareness:** How do we make buyers aware of our products or services? What is our [outreach strategy](#)? What is our [brand awareness campaign](#)? Which tools or platforms do we use? What should the messages be?
- **Interest:** How will we gain their interest? What is our [content strategy](#)? Social proof available to back up our reputation? How do we make this information available and where? i.e. on website, via videos, customer ratings
- **Desire:** What makes our [product or service desirable](#)? How do we interact personally to make an emotional connection? Online chat? Immediate response to Twitter feed? Share tips and advice?
- **Action:** What is the call to actions and where do we place them? Is it easy for consumers to connect and where would they expect to find it? Think about which marketing channel/platform you are using and how to engage i.e. across [emails](#), website, [landing pages](#), inbound phone calls etc.
- **Retention:** What is the proposition to retain loyalty? At what stage do we encourage this [on-line](#) and off-line, and how?  
After each stages, give them some examples and best practices.

## d. Landing page

Learning outcomes:

Students can sketch one page marketing material.

Values: Passion, Impact, Freedom

Objectives: 2, 3

In digital marketing, a landing page is a standalone web page, created specifically for the purposes of a marketing or advertising campaign. It's where a visitor "lands" when they have clicked on advertising links on Google, social networks etc. Landing pages are designed with a single focused objective – known as a Call to Action.

Lead them through [best practices](#) for creating landing pages and provide them examples.

Let teams to sketch their landing page.

Remark: most of teams will have their landing page for marketing purposes in the future. In some cases, traditional channels will be more effective (e.g. leaflets for local businesses). The concept of creating static "offline" material is very similar and students will be able to use know-how also for these purposes.

**e. Marketing plan and social media plan – preparation for homework**

Learning outcomes:

Prepare marketing and social media plans

Values: Passion, Impact, Freedom

Objectives: 2, 3

By now teams already have most elements of their marketing plans. Use [one page marketing plan](#) template by Michael McLaughlin and help teams to fill it.

Discuss with students examples of social media appearance. Try to get with them to conclusion what is content which brings value to their audience. You can find lots of idea [here](#). According to their ideal customers, teams will choose type of content, channels and tactics for social media.

Provide teams simple template for media plan and give them homework – media plan for a one week period. Let them sketch sentences, links, describe pictures or video they want to use in social media.

**5. Business Finance**

**Time frame**

1 day workshop

1 week mentorship and follow-on

Learning outcomes:

Understand basic principles of finance and funding

Values: Responsibility, Knowledge, Sound Judgement, Win-win focus

Objectives: 7, 8

### Content

People enjoy learning about value creating, marketing, value delivery – they are easy to understand and visualize. There is another story with finance, and trainer has give more effort to teach this part. This module provide only basic principles of finance which are enough for entrepreneurs in early stages of development.

#### a. Profit, Profit Margin, Value Capturing

Return students to the bottom parts of their business model canvases and remind them that *profit* is the difference between revenue and expense. Make discussion why is profit important for the business. Ask them: Is your business bringing in more than it's spending? Is the primary purpose of your business maximizing profits, or do you have other priorities?

*Profit Margin* (margin) is a measure of how much business keep of the revenue they collect from a sale. It is often use as a way of comparing offers.

$((\text{Revenue} - \text{Cost}) / \text{Revenue}) * 100 = \% \text{ Profit Margin}$

Margin is not the same as *markup*, which represents how the price of an offer compares to its total cost.

$((\text{Price} - \text{Cost}) / \text{Cost}) * 100 = \% \text{ Markup}$

Discuss with students why is good to have profit margin highest possible. Let them calculate: What is your offer's profit margin? What is your offer's markup?

*Value Capture* is the process of retaining some percentage of the value provided in transaction. The more value you capture, the less attractive your offer becomes.

Discuss students about 2 approaches: *Maximization*. An organization should try to capture as much value as possible. *Minimization*. An organization should capture as little value as possible, as long as it remains Sufficient. Tell students a tale about [executive and fisherman](#) and connect that with sustainability and impact on society and nature. Ask them: How could you reduce the time it would take to be sufficient?

If your group is strong enough, you can provide one of the exercises od simulating market, eg. [this one](#).

#### b. Cash flow statement and Income statement

Explain cash flow as: The Cash Flow Statement is an examination of a business bank account over a certain period of time. Think of it like a checking account ledger: deposits of cash flow in, and withdrawals of cash flow out. Ideally, more money flows in than flows out, and the total never goes below zero.



Every Cash Flow Statement covers a specific period of time: a day, a week, a month, a year. The time period of the report depends on the purpose. Shorter periods, like days and weeks, are most useful for making sure the company doesn't run out of cash. Longer periods, like months and years, are more useful for tracking performance over time.

Explain sources of cash: *operations* (selling offers and buying inputs), *investing* (collecting dividends and paying for capital expenses), and *financing* (borrowing money and paying it back). Cash Flow Statements usually track these sources separately to make it easy to see where the cash flows come from.

Discuss about options which cash represent: option to create new offers, invest in marketing and sales, hire employees, purchase equipment, acquire another company, etc. As a general rule, the more cash your business has at its disposal, the more options it has, and the more resilient the business becomes.

Since teams are not yet operating as a business, take one simple fictional example of cash flow statement. Ask them questions like: is this company doing well? What can they do if they are running out of cash because of (give some real example)?

Explain students that cash is the oxygen for a business, but cash is not Profit, and Profit is what we're after. It's possible to have a nice, comfortable cash position for a while, but lose money with every sale.

Give them an example when cash balance looked great but business eventually runs out of money and close.

The general format for an Income Statement is:

Revenue - Cost of Good Sold - Expenses - Taxes = Net Profit

Exercise with teams, let them calculate it for their future business.

**c. Methods to increase revenue**

Ask the students how they could increase revenue. Introduce them with 4 methods:

Increase the number of customers you serve. Increase the average size of each

Transaction by selling more. Increase the frequency of transactions per customer.

Raise your prices.

Discuss with them what are pros and cons of each approach.

**d. Fixed and Variable costs, Breakeven**

Explain students difference between fixed and variable costs. Fixed Costs exist no matter how much value you create. Variable Costs are directly related to how much value you create. Understanding your costs and how they fluctuate is critical in successfully managing your business operations.

Let them answer in teams: Which costs of operating your future business are fixed?

Which are variable? Is there any way you can reduce your costs without reducing the amount of value you provide?

Explain concept of Breakeven. Breakeven is the point where your business' total revenue exceeds its total expenses. The more revenue you bring in and the less you spend, the more quickly you'll reach Breakeven. After Breakeven, your business is truly profitable and self-sustaining. Explain that initial investment should be taken into calculation and the Breakeven point comes when investment is payed. Show them some examples.

**e. Funding**

Explain them the hierarchy of funding. In order to acquire Funding, it's often necessary to give up a certain amount of control over the operations.

The higher they climb, the more funding they get and the more control they give up.

- *Personal Cash*. The best form of financing is to invest your own money.
  - *Personal Credit*. Easy and quick if your needs don't exceed a few thousand dollars.
  - *Personal Loan*. Typically made by friends/family. Be careful because failure to pay back may harm your personal relationships.
  - *Unsecured Loan*. Typically made by banks or credit unions. It's used for small amounts, usually doesn't require collateral so the interest will be higher.
  - *Secured Loan*. It requires collateral. If you don't make the payments, the lender can seize the property signed as collateral.
  - *Bond*. Debt sold to individual lenders. Instead of asking a bank, a business asks other individuals directly.
  - *Receivable Financing*. Special type of secured lending unique for business. The collateral is the business receivables. The bank can force the business to pay the loan before anything else, even salaries.
  - *Angel Capital*. The "angel" investor gives you Capital in exchange for partial legal ownership of the business. Some angels offer advice, but they usually can't make business decisions.
  - *Venture Capital*. VCs are very wealthy and they offer very large amounts of capital. It happens in "rounds" and there's a lot of negotiation involved. VCs require a lot of control, usually a seat in the company's board of directors.
  - *Public Stock Offering*. It involves selling partial ownership of the company to investors on the open market. Whoever owns the most shares of the company controls it, so "going public" is very risky in terms of control. Public Stock Offerings are usually used by angel investors and VCs to exchange ownership for money.
- Discuss with the group: If financing would be useful, how much control over your business would you have to give up to obtain the funding? Which type of funding is the most appropriate and possible in early stage of business like yours?

## 6.2 Training Curriculum

The curriculum defines the training courses that will be adapted and delivered, including the associated learning objectives, sourcing options, delivery methods and course owners. Use the table below to help plan and manage your training curriculum.

**Table 3– Training Curriculum**

Curriculum Name	Module Name	Learning Objectives	Duration
Entrepreneurial Mind-set (Part 1) Problem – Market Fit	Why?	Generating the big idea, vision.	1 day workshop
	Business model	Decompose participants’ ideas in nine blocks. Draw This is the first sketch of the business model.	
	Business Model Pitch	Understand importance of effective communication. Pitching know-how.	
	Networking and team forming	Grouping participants in teams to work on business ideas.	
	Who are your customers	Defining target group more precisely.	
	Competition mapping	Map of biggest competitors	
1 week mentorship and follow-on			
Entrepreneurial Mind-set (Part 2) Problem – Solution Fit	Empathize and Define	Deep understandings of customers psychographic. Define characteristics of future possible solution.	1 day workshop
	Ideate	Transition from identifying problems to exploring solutions for customers.	
	Prototype	Find the best solutions for customers.	
	Test (problem – solution fit validation)	Understand how to test assumptions and improve on top of learnings.	
1 week mentorship and follow-on			

Curriculum Name	Module Name	Learning Objectives	Duration
Entrepreneurial Mind-set (Part 3) Operations	Defining progress	Understanding to set goals and track the progress.	1 day workshop
	Working in short-term iterations	Enhance leadership, planning and efficient work.	
	Value Chain	Understanding of business operations and value chain.	
	Forms of business ownership	Various forms of business ownership and type of business registrations and their characteristics.	
	1 week mentorship and follow-on		
Marketing	Why?	Generating the big idea, vision.	1 day workshop
	Business model	Decompose participants' ideas in nine blocks. Draw This is the first sketch of the business model.	
	Business Model Pitch	Understand importance of effective communication. Pitching know-how.	
	Networking and team forming	Grouping participants in teams to work on business ideas.	
	Who are your customers	Defining target group more precisely.	
	Competition mapping	Map of biggest competitors	
1 week mentorship and follow-on			
Business Finance	Profit, Profit Margin, Value Capturing, Cash flow statement and Income statement, Methods to increase revenue, Fixed and Variable costs, Breakeven, Funding	Understand basic principles of finance and funding	1 day workshop
	1 week mentorship and follow-on		

## 8. TRAINING ROADMAP

A preliminary training schedule consists of the key training program activities. The training schedule will continue to evolve as the project progresses and additional details become available. The Training Needs Assessment, Training Curriculum, and Content Development Tracker will be critical inputs to the creation of the detailed training schedule.

**Table 5– Training Roadmap**

Activities	Description	Responsible
Select training participants	List of training participants with	Training team
Training Plan	Develop Training schedule and timing	Training Lead
Training Materials	Print materials and hand outs	Training team
Select mentors	Mentors should match business idea of participants	Training team
Training delivered	5 days of training delivered	Training Lead
Mentor support after each training module	One week of mentorship support	Training team
Training report	Report of training implementation and participants evaluation	Training Lead

## 9. TRAINING EVALUATION

In evaluating the effectiveness of training delivery upon completion of each training course, participants will assess the training (anonymously) via a hard-copy questionnaire. The evaluation questionnaire will address the following key issues:

- *Satisfaction with respect to expectations being met / learning objectives achieved*
- *Satisfaction with the content and quality of presentations / training materials*
- *Satisfaction with teaching ability and style of trainers*
- *Satisfaction with overall organisation of the session*
- *Suggestions for improving training delivery*
- *Overall suggestions / other remarks*