# "E+ got better- road to succesfull entrepreneur" Toolkit



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“E+
got better-
road to succesfull
entrepreneur”

society support
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# Toolkit “Three stages of success”

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# fore-word

Labor markets are currently in a phase of cyclical recovery and undergoing structural transformation due to globalization, demographic trends, advancing digital technologies and automation and changes in labor market institutions. Against this background, businesses increasingly report that the limited availability of skills poses an impediment to corporate investment.
The skills gap refers to the degree of alignment or misalignment between the skills youth develop through education and training, and the skills needed by employers. 40% of employers in the EU have issues finding people with the skills they need while a large number of people are working in jobs that do not match their attitudes. For individual Europeans, not having “the right skills” limits employability prospects and access to quality jobs. For Europe at large, persistent skill gaps and mismatches come at economic and social costs. Poor quality apprenticeships and youth unemployment have become a growing issue in many EU countries.
As real as this misalignment is, there is also a gap between skills needed today and those needed in the future, because the exact nature or rate of change of economic progress cannot be predicted. As a result, educational institutions’ offerings tend to lag behind the real economy. NGO and community-based organizations often function as incubators for innovative youth development approaches that foster development of personal, professional and business skills by using the arts, technology, media, sports and entrepreneurship. With the increased demand for infusion of personal, professional and business skill in youth programmes, based on the necessity to involve all possible actors of society in the tendency towards reducing the gap between the skills youth develop through education and training, and the skills needed by employers, project “E+ got better a road to successful entrepreneur” was set up as one of the mechanisms to involve more than 80 representatives of 8 partner organizations from 7 countries from the EU and South East Europe. With the main aim of the project “E+ got better - road to successful entrepreneur” and that is to raise the capacities of organizations and youth workers to deliver better quality entrepreneurial education that tends to develop personal and professional skills and uptake knowledge in order to decrease youth unemployment through youth programmes and projects using the produced materials and tools. This Toolkit presents a new suite of mini-learning format resources for young people that support the acquisition of high-value labor market-oriented skills such as development of personal, professional and business skills.

Finally, I would like to thank all those who contributed to the project, in particular the project team, management members of partner organizations, participants, trainers and external experts who contributed so effectively to the various workshops, meetings and mobility activities.

# content...

# Introduction to the Toolkit

This Toolkit presents a new suite of mini-learning format resources for young people that support the acquisition of high-value labor market-oriented skills such as development of personal, professional and business skills.
Prepared exercises under the Personal development chapter will help the users to figure out what they want to do (their mission, abilities and aspirations), they'll be able to make clear goals, they will get motivated and they will get better work-life balance. Under the Professional development section, users will find a range of activities that will help the users either, be he a professional or individual, to learn new knowledge and skills related to responsibilities at work, work environment and most importantly, one's profession.
Business development section covers exercises that will help users first to create their business plan, then to develop or improve their business skills, such as problem solving, decision making, delegation and time management, etc., so that they can succeed in their day-to-day business operations.
We hope this Toolkit will be useful in the training centres, small and medium enterprises, start-ups, employment services, public institutions, local and national organization working with young people on local, national, European and world wide level.

## Using the Toolkit

We hope this Toolkit is easy to understand and use, even though there are many things to do and read.
Special equipment is not need, a pen and a paper will be fine for most of the time.
The Toolkit is arranged into sections:
- Personal development chapter
- Proffesional development chapter
- Business development chapter

and each of them into exercises, articles, tools, strategies, questionnaire, self-assessment, quizzes, etc.
We encourage all the users to reflect on their experiences, to learn from them and make their own
special collection of skills that will serve them in the future.

# PERSONAL DEVELOPMENT CHAPTER

POMODORO TECHNIQUE – CONCETRATION AND FOCUS TECHNIQUE

This technique serves to improve your concetration and focus. Getting stuff done is hard, especially if you are self-employed or need to do things for yourself that you usually put off, like paying bills. There always seems to be something else to do: a drawer that could be organized, a phone call to your sister or checking flight prices on a trip you have no intention of taking

The Pomodoro Technique was invented in the early 1990s by developer, entrepreneur, and author Francesco Cirillo. Pomodoro is a cyclical system. You work in short sprints, which makes sure you're consistently productive. You also get to take regular breaks that bolster your motivation and keep you creative.

The methodology is simple: When faced with any large task or series of tasks, break the work down into short, timed intervals (called "Pomodoros") that are spaced out by short breaks. This trains your brain to focus for short periods and helps you stay on top of deadlines or constantly-refilling inboxes. With time it can even help improve your attention span and concentration.

Pomodoro steps in 5 steps:
1. Choose your task and total time to work on it.
2. Set a timer to 25 minutes
3. Work on the task for 25 minutes.  Avoid all distractions and urges to multi-task.
4. Take a 5 minute of break for energy renewal, start another Pomodoro.
5. Take a 20-30 minute of break after completing four Pomodoros

If you decide to implement this system you'll be able to:

- Eliminate the multi-tasking habit.
- Focus on the task at hand.
- Get more things done because you'll have a sense of urgency.
- Avoid the perfectionist mindset by overly "fine-tuning" a project.
- Build higher levels of willpower and concentration.
- Decrease stress levels because you're doing one thing at a time.

## Time management - ABCE method

To achieve goals and become all that you can become, you need to start controlling your time.
The basic time management tool is the priority list, to do list, which is used as a permanent asset for personal management. The fact is that we can't control "the time" but we can control ourselves.
Therefore, time management requires self-discipline and self-control.
ABCDE method ABCDE method inquire that before you begin to check your priority list or to do list, and to put beside each task mark A, B, C, D or E. This will make your work much more efficient when you start doing them.
A task – is something which is really important. Whether you do it or not, it can have a big impact on your results and success. You should do task A before all others. If you have more than one "A" organized them according to priority A-1, A-2, A-3...
B task - is something which you should do. Has mild consequences for its execution or not execution.
For example checking your email, or calling your friend...
C task – is a task that be good to do. Task which don't have any consequences in case you don't complete. For example one more coffee, going in shopping, reading newspaper.
D task - is a task that you can pass to anyone else.
E task – is a something that you can eliminate. That can be some old activity which today do not have any importance or relevance to you, an activity that does not have the significance for achieving your goals.
Importance rule: Never do task "B" if you didn't complete task "A", never start with task "C" if you still have to finish some task "B".
Doing a task system one by one, is one of the best technique for managing time and managing yourself.
That means when you made a decision what is you're A-1 task, catch that task and work on it, concentrate on that task only. Discipline yourself to concentrate, without relaxing or distracting.

*If you provided the answers on all of the questions – now you know more about yourself than majority of people. Get back to these questions once a week in the next couple of months and you'll see how many more new insights about yourself you'll gain, all though the honest answering onto these questions.*



## TEST QUESTIONS FOR SELF-ANALYSIS

1. Do you often "feel bad"? And if so, what do you think would be the cause?
2. Do you criticize other people and react onto the smallest provocation?
3. Do you often make mistakes at work, and if yes, why?
4. Do you avoid somebody's company, and if you do, why?
5. Do you love your profession? If not – why?
6. Does your self-confidence increase of decrease as the years go by?
7. Do you learn anything valuable from your mistakes?
8. Whose influence on you inspires you the most? What is the reason for that?
9. Do you neglect your personal appearance? If yes, in which circumstances, and why?
10. Do you tolerate negative and discouraging influences that you can avoid?
11. Do you have the main aim determined, and if yes, what is it and what is your plan to reach it?
12. Do you have the method for protection from the negative influences of others?
13. Do you use autosuggestion with purpose to make your mind more positive?
14. What do you value more: your material possessions or the privilege to control your own thoughts?
15. Do other people easily influence you against your own will?
16. Has this day brought you anything of value to your knowledge or the state of your mind?
17. Do you face the circumstances that make you unhappy in honest way or do you avoid your responsibility?
18. Do you analyze mistakes and failures? Are you trying to learn something from them or you think that it is not your obligation?
19. Can you name 3 most damaging weaknesses of yours? What do you do to fix them?
20. Do you select from your daily experiences, learned lessons and positive influences, those that benefit you the most?
21. Which habits of other people bother you the most?
22. Do you have your own opinion or you let the other people influence you?
23. Did you learn how to create the mind state from which you can protect yourself from discouraging influences?
24. Do you believe that it is your duty to share other people's concerns? And if so, why?
25. Do you believe that the saying "every bird to its own 'herd'" tells something about you according to the profile of people that attract you?

## 4D's – DELETE IT , DELEGATE IT, DO IT, DEFER IT

If you're struggling to take charge of the day, consider using a popular productivity strategy known as the four Ds of effective time management.
Delete it - Check whether the thing requires your attention or is worth your time. If it does not, then simply delete it.
Delegate it - Is it important or necessary for you to do the task? Is it your responsibility to do? If the answer is no, then delegate it.
Do it - if it is important for you to do and you have the time to do it, then get it done straight away. Postponing important tasks often leads to procrastination or feelings of anxiety or stress.
Defer it - There are some tasks that come across your desk that you may just not be able to deal with straight away. It might be an email about booking a family holiday. It is not important during your working day, but is important to get done. So you can defer it and look at the email later in your free time.

## T-CHART

A T-Chart is used for listing two separate viewpoints of a topic. Topics can include anything that can be cleanly divided into two opposing views. For example, evaluating the pros and cons of a major decision is a common use of T-Charts. Other opposing views that work well include facts vs. opinions, advantages and disadvantages, strengths and weaknesses, myths and realities, features and benefits, for and against, cause and effects.

Example:

Topic: ____________________________________________

| Strengths | Weakness |
|---|---|
| | |

## 3 RESOURCE OF SELF-AWARENESS

Every experience brings with it the opportunity to meet people who inspire you, support you in your achievements, and will help you handcraft your future. Who are the people, resources and experiences that will influence your success? Start thinking now!

Identify 3 resources to help you learn more about techniques and the process of gaining self-awareness and know how your behavior may impact others.

| Experiences | Why did you choose this? | Set a deadline for pursuing |
|---|---|---|
| | | |
| | | |
| | | |

Determine 3 experiences you can pursue to hone these skills.

| Resources | Why did you choose this? | Set a deadline for completing |
|---|---|---|
| | | |
| | | |
| | | |

Name 3 people who can help support you in meeting these goals.

| Contact name | Why you choose them? | Deadline for engaging them directly or indirectly |
|---|---|---|
| | | |
| | | |
| | | |

# SELF-DEVELOPMENT PLAN

Personal development plan is an action plan design to improve knowledge and abilities, to establish aims and objectives (or goals) - what you want to achieve or where you want to go, in the short, medium or long-term in your career, education, relationship or for self-improvement.

To create your personal plan we encourage you to use following form:

**Describe problem behavior:**

______________________________________________

______________________________________________

____________________________________________

**Improvement goals (SMART)**

| Action 1 (what, when, where, with whom) |
|---|
| Resources: |

| Action 2 (what, when, where, with whom) |
|---|
| Resources: |

| Action 3 (what, when, where, with whom) |
|---|
| Resources: |

| Action 4 (what, when, where, with whom) |
|---|
| Resources: |

# EMOTINAL INTELLIGENCE SELF-ASSESSMENT

**Emotional Intelligence is our ability to be aware, understand and manage our emotions. Success in life depends as well of our EQ. Take assessment below and check you EQ strengths!!**

***Rank each statement as follows: 0 – Never; 1 - rarely, 2 – sometimes, 3 – Often, 4 - Always***

### Emotionally Awareness

1. My feelings are clear to me at any given moment.
2. Emotions play an important part in my life.
3.My moods impact the people around me.
4. I find it easy to put words to my feelings.
5. My moods are easily affected by external events.
6. I can easily sense when I'm going to be angry
7. I readily tell others my true feelings
8. I find easily to describe my true feeling
9. Even when I'm upset, I'm aware of what happening to me
10. I'm able to stand apart from my thoughts, feelings and examing them

### Emotional management

1. I accept responsibility for my reaction
2. I find it easy to make goal and stick with them3
3. I'm emotional balanced person4
4. I'm very patient person5
5. I can accept critical comments from others without becoming angry
6. I'm maintain my composure even during stressful time
7. If an issue does not affect me directly, I don't let it bother me
8. I can restrain myself when I feel anger towards someone
9. I direct my energy into creative work or hobbies
10. I control urges to overindulge in things that could damage my well being

***Measure your effectiveness in each domain using the following key:***
***0 -24 area for Enrichment: Requires attention and development***
***25 – 34 Effective Functioning: Consider strengthening***
***35 – 40 Enhanced skills: Use as leverage to develop weaker areas***

Using your EQ strengths for your strongest EQ domain write an example on how you demonstrate your strength in your daily life of work:

Effects of your EQ strength – for your weakest EQ domain, write an example how that affect and other in your daily life or work:

Improving your EQ strength – for you weakest EQ domain, what step you can take to strengths yourself in this area? How this will benefit you in your daily life or work?

## 7C OF COMMUNICATION

Whether it's writing an email, sending a report, chairing a meeting, or giving a presentation, most of your working day will likely be spent communicating. So, one of the best ways to boost your productivity is to communicate in the clearest, most effective way possible.
This is why the 7 Cs of Communication are helpful. The 7 Cs provide a checklist for making sure that your meetings, emails, conference calls, reports , and presentations are well constructed and clear – so your audience gets your message.

According to the 7 Cs, communication needs to be:
Clear.
Concise.
Concrete.
Correct.
Coherent.
Complete.
Courteous.

The first of the seven Cs is to be **clear**. When writing or speaking to someone, be clear about your goal or message. What is your purpose in communicating with this person? If you're not sure, then your audience won't be either.

Second, be **concise**. When you're concise in your communication, you stick to the point and keep it brief. Your audience doesn't want to read six sentences when you could communicate your message in three. Ask yourself:

- Are there any adjectives or "filler words" that you can delete? You can often eliminate words like "for instance," "you see," "definitely," "kind of," "literally," "basically," or "I mean."
- Are there any unnecessary sentences?
- Have you repeated the point several times, in different ways?

So, keep it brief, avoid repetition, and delete unnecessary adjectives and "filler words," like "kind of" or "basically."

Third – when your message is **concrete**, your audience will have a clear picture of what you're telling them. Detail is important, but not too much. Try to include some "standout" facts, and make sure you have a laser-sharp focus on your key message.

Number 4c is reserved for **Correct** - When your communication is correct, your audience will be able to understand it. And correct communication is also error-free communication. Make sure your message is correct by asking yourself the following questions:
- Do the technical terms you use fit your audience's level of education or knowledge?

- Have you checked your writing for grammatical errors? (Remember, spell checkers won't catch everything).
- Are all names and titles spelled correctly?

**Coherent** is a 5C - When your communication is coherent, it's logical. All points are connected and relevant to the main topic, and the tone and flow of the text is consistent.

Number 6 - **Complete**
In a complete message, the audience has everything they need to be informed and, if applicable, take action. Does your message include a "call to action," so that your audience clearly knows what you want them to do? Have you included all relevant information – contact names, dates, times, locations, and so on?

Number 7 - **Courteous**
Courteous communication is friendly, open and honest. There are no hidden insults or passive-aggressive tones. You keep your reader's viewpoint in mind, and you're empathetic to their needs.

## MOTIVATING YOURSELF – PRACTICAL TOOLS AND STRATEGIES

**Learn how to maximize your own motivation with this short training session**

Many of us sometimes need help getting motivated. And it can be very frustrating when we know we have to do something, but we just can't get around to making a start.
The longer you delay doing something, the more stress and pressure you're likely to feel. After a while, you may even start to lose confidence in your ability to complete the task at all.

There are essentially two types of motivation:
- **Intrinsic motivation** – This is when you are motivated by "internal" factors to meet your own personal needs. Most hobbies and leisure activities are based on intrinsic motivation.
- **Extrinsic motivation** – This is when you are motivated by "external" factors that are given or controlled by others, for example, by salary or by praise.

To motivate yourself, you must examine and understand your needs, so that you know what you find valuable and rewarding. Then, by changing your environment and perspective, you can find the intrinsic and extrinsic motivation to complete those undesirable tasks. So, rather than relying on other factors to make a task more rewarding, you make it more rewarding yourself.

Just as there are two types of motivation, there are two main strategies for motivating yourself:

1. You make the task more intrinsically interesting and satisfying.
2. You provide your own extrinsic rewards.

Using a combination of both is often the most effective way to motivate yourself. Here are some tactics that you can use motivate yourself:

- Change your attitude and approach to undesirable tasks - for example, the task of reorganizing your filing working space may not be motivating in itself. But being seen as a competent and organized person might provide intrinsic motivation for you.
- Think about why you do what you do - A great way to increase self-motivation is to list all of the positive outcomes of your job.
- Set goals - By setting goals you'll know exactly what you need to do to achieve what you want in life. Then, by looking at this “bigger picture”, you'll be able to see how those undesirable tasks can help you reach your goals, and you'll be able to see “what's in it for you” to complete these tasks.
- Break your tasks down into smaller pieces - Organizing the entire filing cabinet may be too large a task to do all at once. Start alphabetically, or with the first section of files.
- Build in accountability - Tell someone to your friends, colleagues, coworker or manager about your task. Knowing that someone else is expecting you to complete the task can help motivate you.
- Master time management - Learn to take control of your time, and create a schedule that helps you to do things more efficiently.
- Don't procrastinate – It even double harder to get things done when low motivation and procrastination occur together.
- Reward yourself - Make an agreement with yourself to give yourself a reward when you complete a task.
- Scare yourself with the negative consequences of not doing it – if you ask me this is the most powerful tactics and advice for motivating myself to get thigs done. If not doing the task is going to get you in trouble with your boss, your manager, with executive board etc, just focus on this, and scare yourself into doing it!
- Swap tasks with a colleague - Maybe you can trade your undesirable task with someone else who doesn't mind doing it, and you can do something for that person in return.
- Surround yourself with positive thoughts and people
- Create an accomplishment log - Use this to record all of the times when you were able to motivate yourself to complete a task or keep moving forward. The log can inspire you the next time you need some extra motivation.

## PERSONAL MISSION STATEMENT

If you've been on this planet long enough to work for a business or buy something from a business, you're aware that just about all of them have one thing in common...

They have a mission statement.

A personal mission statement or personal philosophy is what you feel you would like to become in your life. It is an internal process and needs to come from the core of who you are. There are no right or wrong answers; defining your mission statement is just a way to put your purpose or calling into words.
A **personal mission statement** it explains how you aim to pursue that purpose, and why it matters so much to you.

There are, however, questions you can begin asking yourself every day that will move you closer to creating one:
1. **What is important?** What/whom do you value? How is your life connected to those things?

2. **Where do I want to go?** You can answer this many different ways. Your answer may involve a spiritual, mental, emotional or physical destination. It might describe your career arc. In each of these areas, what is the most important way you want to express yourself?

So with this exercise, see yourself as CEO of each of these four areas. As CEO of your physical life, your purpose might be to treat your body as sacred by practicing fitness, healthy eating, daily affection, and pleasurable physical experiences.

3. **What does "the best" look like for me?** Describe your best possible result. This isn't the time to be realistic. This is the time to dream. Define the type of person you want to become, not just what you want to have or achieve. Consider all areas of your life, as a spouse, friend, employee, parent, etc. and who you want to be in each of those roles.

4. **How do I want to act?** How do you want people to describe you? Think of a few words you would want to come to mind when people think about you.

5. **What kind of legacy do I want to leave behind? I**magine you're 100 years in the future. What does the impact you've left look like? Determine all of your life roles (career, family, community, etc.), and write down a short statement of how you would like to be described in each of those roles.
Think about how you would like the important people in your life to remember you and talk about you.

**Living your life according to a mission statement is a more narrowly focused version of living your life according to principles. Once you declare your mission statement, you begin living it. You don't have to consider much outside it.**

**My personal mission statement:**

# SNYDERS HOPE THEORY

This article looks at Snyder's Hope Theory, and how it can help you achieve your goals. It also explores strategies that you can use to take a positive approach when times get tough. Hope is our belief that we can change the future for the better, or reach a desired goal. It is what keeps us moving forward when the going gets tough, and it helps us to "get back on the horse" when we fall off.
Hope Theory argues that there are three main things that make up hopeful thinking:

Goals – Approaching life in a goal-oriented way.
Pathways – Finding different ways to achieve your goals.
Agency – Believing that you can instigate change and achieve these goals.

Snyder characterized hopeful thinkers as people who are able to establish clear goals, imagine multiple workable pathways toward those goals, and persevere, even when obstacles get in their way.

You can use Hope Theory to help your people make best use of opportunities, put their talents to good use, and become more fulfilled in life by setting and vigorously pursuing meaningful goals.

In the sections that follow, we'll look at each of the three elements of Hope Theory in detail, and we'll explore strategies that you can use to help people achieve their goals.

**Step 1: Encouraging Goal-Oriented Thinking**

Goals, and goal-oriented thinking, are the foundations of Hope Theory. Goals can be long-term or short-term. They can be statements, such as "I want a promotion," or they can be mental images such as picturing yourself hitting the perfect volley, or hitting that high note in your choir solo. Think about your own goals. Are they attainable, yet challenging? Use the SMART technique to set goals that are Specific, Measurable, Attainable, Relevant, and Time-bound.
Check out our blog "Build your success: Goal-setting"

**Step 2: Finding Pathways to Achievement**

"Pathways thinking" refers to your belief that you can find a workable route to your goals. The more creative and determined you are about finding paths, the more hopeful you are likely to be. If something beyond your control gets in your way, you find another route!
Look at a goal you'd like to work on first. What would it take to turn this vision into reality? Make a list of the steps you need to take to make it happen.

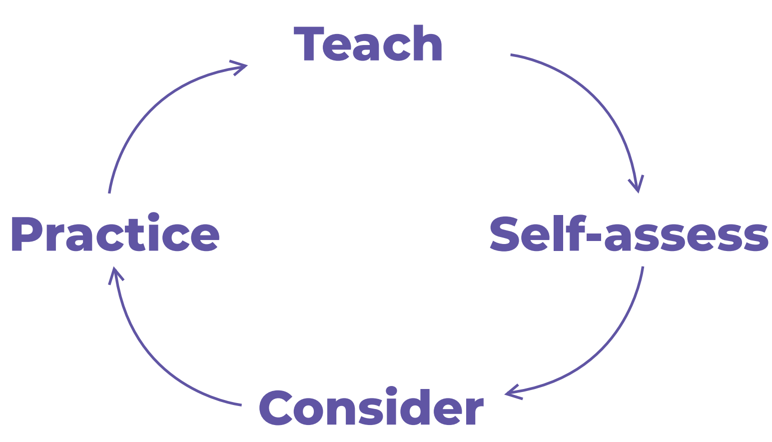
**Step 3: Instigating Change**

"Agency" is your persistent belief that the pathways you've identified will eventually lead to your desired goal, if you keep moving steadily along them.
Agency thinking is especially important when the path you're on becomes blocked. It gives you the flexibility and willingness to move to a different, more successful pathway. Take time to develop good habits that will allow you to keep moving forward. For example, you might need to get up earlier to have time to study for a distance-learning course, or you could stop watching television to make extra time for fitness. Give your most important goals the time that they need by blocking out a regular slot in your schedule for them.

## REFLECTIVE PRACTICE

Reflective Practice is a modern term, and an evolving framework, for an ancient method of self-improvement. This practice challenging our own beliefs and values in order to see the validity of that and be open to reflect and evaluate how accurate are those beliefs and to change in order to improve your professional development. Reflective practice is a very adaptable process. It is a set of ideas that can be used alongside many other concepts for training, learning, personal development, and self-improvement.

Reflective cycle, as learning through and from experience towards gaining new insights of self and practice:




**Techniques and Media for Reflective Practice**
While written records are helpful and memorable, especially for personal individual reflection, reflections do not always have to be in writing.

Individually or in groups, reflective Practice can be managed via various 'media', for example:
- Written journal, notes or diary
- Creative imagery - e.g., 'mind-mapping', sketches, pictures, diagrams
- Reflective dialogue and discussion - in groups, couples, etc., face-to-face or by

phone or written, etc., and with a mentor or coach - This is particularly so where a group (or more than one person) is involved in Reflective Practice, so that reflections can be shared through discussion. The discussion can then lead to collective agreement about future actions, changes and improvements.

## REFLECTIVE PRACTICE SELF-ASSESMENT

This quick Reflective Practice assessment tool indicates how and to what degree you use Reflective Practice. The items are also a checklist of the main elements within Reflective Practice, enabling it to be effective and sustaining.

Score each item 0 = None; 1 = Some; 2 = A lot

| *1. To what extent do you reflect?* | *0=No;1=Some; 2=A lot* |
|---|---|

I make decisions about events as they happen.
I change my behaviour or actions as events happen.
I think about events and reasons for actions after they happen.
I talk to others about events and behaviour after they happen.
I think proactively after events to plan future action.
I research/investigate issues to solve problems.

*Total of section 1.*

| *2. What reflection methods/tools do you use?* | *0=No;1=Some; 2=A lot* |
|---|---|

I write notes which I review (e.g., diary, journal)
I talk with others.
I explore theories, models, etc., that relate to my issues.
I seek and get feedback from others about specific events / issues.
I make image or audio records / interpretations of events / challenges.
I observe events and situations that involve me carefully.

*Total of section 2.*

| 3. Do you examine other points of view? | 0=No; 1=Some; 2=A lot |
|---|---|

I understand my 'self' views - subjective and objective.
I empathise with colleagues' / others' viewpoints.
I seek standpoints of external theories and concepts.
I look for relevant discussions (e.g., journal, article, conference).
I look at research / evidence.
I try to make objective sense of social media.

*Total of section 3.*

| 4. What assumptions do you question? | 0=No; 1=Some; 2=A lot |
|---|---|

My own ideas and beliefs.
Other people's points of view.
About task-related problems.
About the way that I think, how and why (metacognition).
I question books, newspapers, TV, etc.
I question internet information.

*Total of section 4.*

| 5. Your ability/freedom to reflect? | 0=No;1=Some; 2=A lot |
|---|---|

I have or make time to reflect.
I have necessary reflection knowledge, methods, and tools.
I overcome any self-imposed barriers, habits.
I understand how/why I think as I do (metacognition).
I am sufficiently empowered personally/at work.
I am free of negative influence by others.

*Total of section 5.*

*Total of all five sections.*

Interpreting your scores:
There are a maximum 60 points available (5 sections, each of 6 questions = 30 questions, max 2pts each).

The total score indicates as follows:

0-20 - low interest/opportunity for Reflective Practice
21-40 - good potential for using Reflective Practice
41-60 - excellent potential for Reflective Practice (or you are already a critical reflector)

The individual element and sub-section scores indicate where you should direct your efforts to improve your Reflective Practice potential and capabilities.

## S.M.A.R.T – GOAL SETTING

Many people spend their lives drifting from one job to another, or rushing around trying to get more done while actually accomplishing very little. Setting SMART goals means you can clarify your ideas, focus your efforts, use your time and resources productively, and increase your chances of achieving what you want in life.sma

What does S.M.A.R.T. goal setting stand for?

Why not think of a small goal you want to set right now, personal or professional. To make your goal S.M.A.R.T., it needs to conform to the following criteria: Specific, Measurable, Attainable, Relevant and Timely.

**SPECIFIC**
Your goal should be clear and specific, otherwise you won't be able to focus your efforts or feel truly motivated to achieve it. When drafting your goal, try to answer the five "W" questions: Questions you may ask yourself when setting your goals and objectives are:

- What exactly do I want to achieve?
- Where?
- How?
- When?
- With whom?
- What are the conditions and limitations?
- Why exactly do I want to reach this goal? What are possible alternative ways of achieving the same?
- Which resources or limits are involved?

**MEASURABLE**
Measurable goals mean that you identify exactly what it is you will see, hear and feel when you reach your goal. It means breaking your goal down into measurable elements. Measurable goal should address questions such as:

- How much?
- How many?
- How will I know when it is accomplished?

**ACHIEVABLE**
Your goal also needs to be realistic and attainable to be successful. An achievable goal will usually answer questions such as:

- How can I accomplish this goal?
- How realistic is the goal, based on other constraints, such as financial factors?

**RELEVANT**
This step is about ensuring that your goal matters to you, and that it also aligns with other relevant goals. A relevant goal can answer “yes” to these questions:

- Why do I want to reach this goal?
- Does this seem worthwhile?
- Is this the right time?
- Does this match our other efforts/needs?
- Am I the right person to reach this goal?

**TIMELY**
Time is money! So install deadlines, for yourself and your team, and go after them. Keep the timeline realistic and flexible, that way you can keep morale high. A timely goal will usually answer these questions:

- When?
- What can I do six months from now?
- What can I do six weeks from now?
- What can I do today?

## GETTING THINGS DONE – GTD

Developed by **David Allen**, this is one of the simplest and most objective time management tools and techniques. With the GTD method, you can increase productivity and achieve an elevated professional performance.
To perform the technique, you must follow five steps:

1. Collect: list all the tasks that need to be done.
2. Processing: analyze the list of demands and identify those that require action or not.
3. Organization: organize the tasks and set a deadline for them to be completed.
4. Execution: perform the intended tasks. No distractions and interruptions.
5. Review: periodically review task execution strategies and make certain adjustments, if necessary.

# LEWIN'S LEADERSHIP STYLES FRAMEWORK

In 1939, psychologist Kurt Lewin led a study that identified three core styles of leadership, and outlined the effect that each style had on team members. His research also showed that leaders get different results when they lead their teams in different ways. The three core leadership styles he identified were:

- Authoritarian (autocratic) leadership.
- Participative (democratic) leadership.
- Delegative (laissez-faire) leadership.

It's important to understand the advantages and disadvantages of each style, so that we can recognize our own natural leadership style, and adapt our approach to fit our situation. It's a helpful to understand each of these three styles so that you know when and how to use them, and so that you know what behaviors to avoid if you want to get the best from your team.

**Authoritarian (Autocratic) Leadership**
You lead in an authoritarian way when you make decisions without consulting your team members. You tell people what to do, and how to do it. The benefit of authoritarian leadership is that it's very efficient: you can make quick decisions, and people don't have any say on what they do.
The downside is that an authoritarian work environment is often demoralizing and demotivating for people.

You may also miss out on getting input from skilled, knowledgeable team members if you use this approach, which can severely limit innovation and performance in your team.
What's more, in many cultures, people quite understandably resent and resist authoritarian leadership. It can cause disengagement and unhappiness in your team, and even cause people to be aggressive or hostile; and it can lead to high absenteeism and increased staff turnover.
Authoritarian leadership is often appropriate when you need to make quick decisions during crises , but it's harmful in many modern working environments.

**Participative (Democratic) Leadership**
With participative leadership, you have the final say on decisions, but you involve team members in the decision-making process. This builds trust  and good working relationships , and team members feel empowered and engaged with their work.
The downside of participative leadership is that it can slow the decision-making process, which can lead to missed opportunities. This can be particularly damaging in emergencies or crises.

**Delegative (Laissez-Faire) Leadership**
Delegative or laissez-faire  leadership is very hands-off. When you use this style, you allow team members to set their own goals and deadlines, and you let them

determine how to do their work. Delegative leadership is most effective when team members are highly motivated and highly skilled, and when you can provide frequent feedback on performance and progress. It's also effective when you work with freelancers or consultants .

The downside of delegative leadership is that it can lead to poor performance in teams where people have low skill levels, little motivation, or poor knowledge.

## THE LEADERSHIP PIPELINE MODEL

The model helps organizations grow leaders internally at every level, from entry level team leaders to senior managers. It provides a framework that you can use to identify future leaders, assess their competence, plan their development, and measure results. According to the model's developers (Ram Charan, Stephen Drotter, and James Noel), leaders progress through six key transitions, or "passages," in order to succeed.

**The Leadership Pipeline Model**

6. Group Manager to Enterprise Manager

↑

5. Business manager to Group Manager

↑

4. Functional Managers to Business Manager

↑

3. Managing Managers to Functional Managers

↑

2. Managing Other to Managing Managers

↑

1.Managing Self to Managing others

**1 step: Managing Self to Managing Others**
When someone is transitioning from working independently to managing others, a significant change in attitude and skill set must take place. The new leader is now responsible for getting work done through and with others – which is drastically different style of working.

New leaders need to focus on their communications skills, and communicate effectively with their teams. They need to know how to plan short- and long-term goals, define work objectives, and manage conflicting priorities, to encourage team to provide feedback, so that everyone on the team can improve. It's important for new managers and leaders to know how to delegate effectively.

**2 step: Managing Others to Managing Managers**
New managers at this level need to know how to hold level one managers accountable. Managers in level two are also responsible for training the managers in level one. at level two, managers must have the knowledge and skills needed to build an effective team. These managers need to know how to allocate resources to the people and teams below them.

**3 step: Managing Manager to Functional Manager**
Making a transition to this level requires a great deal of maturity, and the ability to build connections with other departments. Leaders at this level must know how to think over the long-term, as they'll need to plan for the medium-term future. They must also understand the organization's long-term goals, so that their functional strategy aligns with these aims.

**4 step: Functional Manger to Business Manager**
This transition may be the most challenging of the six leadership passages, because these professionals have to change the way that they think. When you're managing a business, complexity is high, the position is very visible, and many business managers receive little guidance from senior leaders.

New business managers have to adjust their thinking to focus on future growth in all areas of the organization. They need to understand each function of the organization and know how these functions interrelate. Without this understanding, business managers will likely only focus on one or two functions, which could damage the organization's growth.

Encourage new business managers to get to know their functional managers well – for example, by talking with them and taking them on important trips; this will allow them to get to know the decision makers in each function and help them understand each function's value to the organization.
This group needs to know about the organization's core business processes, and understand where the profit lies within these processes. Without this knowledge, business managers can make costly strategic mistakes.

**6 step: Group Manager to Enterprise Manager**
This is the most visible position in the company; after all, if the CEO fails, it influences how people perceive the organization. While organizations can use these progressions to help develop their people, individuals can also use them to grow personally, increasing their knowledge and skills so that they're ready for their next promotion.

## THE LEADERSHIP MATRIX STYLE

| PROGRAMMABILITY | LOW | HIGH |
|---|---|---|
| LOW | 3<br>Low Programmability / Low Job Autonomy<br>Consultative / Participative | 4<br>Low Programmability / High Job Autonomy<br>Consensus / Laissez-Faire |
| HIGH | 1<br>High Programmability / Low Job Autonomy<br>Autocratic / Benevolent Autocratic | 2<br>Hig Programmability / High Job Autonomy<br>Consultative / Participative |

**CAPABILTY FOR AUTONOMY**

The Leadership Style Matrix is divided into four quadrants. Each quadrant lists two leadership styles that are best suited for a specific situation and person (or group). "Programmability" axis defines the "programmability" of the task. A programmable task has specific steps, specific order of task or instructions to complete. A non-programmable task is more creative; it's up to the individual to decide how best to accomplish it.
"Capability for autonomy" describes the individual's capability and preference for autonomy. Several factors influence this, including education, skill, motivation, and their desire for feedback, interaction, or independence.

For instance, a person with a high level of education, skill, motivation and independence is likely to want autonomy. Someone with low motivation and skill will need – and may want – more feedback and interaction, so that he or she can complete the task successfully.

How to use Leadership Style Matrix?
To use the model, first we need to look at "Programmability" – for instance, if the task must be done on the specific ways, following a specific steps – then we will move lower down the axis and choose quandrants -high programmability. In case that task is more creative, or if the procedure will change depending on individual input, we will move higher up the axis and choose quandrants – low programmability.
Next step, we need to look at "Capability for autonomy" axis. If the people you're leading prefer to work alone, move right on the axis. If they need more instruction and interaction from you, move to the left. The quadrant that you fall into lists the two leadership styles that are most likely to be appropriate for your situation.

**Applying the Model**
Let's look at each quadrant, and the corresponding leadership styles, in detail.

**Quadrant 1: High Programmability/Low Job Autonomy**
Sometimes you'll be in charge of a task that must be done in a specific way; or that needs to be completed by a team that needs a great deal of motivation, guidance, feedback, or interaction. In these cases, a directive leadership approach is most effective.

There are two styles you can use here: Autocratic and Benevolent Autocratic

**Autocratic** – The autocratic style is sometimes criticized because it seems outdated. This leadership style is authoritative: you issue instructions without explanation, and you expect team members to follow them without question. Although it might seem repressive, this style can be effective in some situations, especially when your team depends on your leadership and feedback, and when the work must be done in a specific way. It's also effective in a crisis or emergency situation; or when you're dealing with very significant risks.

**Benevolent Autocratic** – The benevolent autocratic style is similar to the autocratic style. However, this approach is more participative. For example, instead of just issuing instructions, you also explain the reasons behind the instructions. To use this style successfully, communicate the reasons why your team must follow your instructions. For instance, explain rules, so that members of your team understand the reasons behind them. When they understand why certain rules or procedures are in place, they're more likely to follow them.

**Quadrant 2: High Programmability/High Job Autonomy**
When the task that you're delegating must be completed in a specific way, and the person that you're delegating to wants to have autonomy in his work, you can use either a consultative or a participative style of leadership.

**Consultative** – You use a consultative leadership style when you ask your team members for their input and opinion, but you still have the final say. You consult with the group, yet you're responsible for choosing the best course of action. To use the consultative leadership style successfully, build trust in your team. When trust is present, your team members will feel comfortable offering their opinions and reacting honestly to issues.

**Participative** – The participative leadership style is similar to the consultative style, where you still have the final say in a decision. However, the participative style goes a step further – you depend on your group to develop ideas, not just offer opinions on an idea. The participative style is more about group problem solving and brainstorming. To use the participative style successfully, use group decision-making and group problem-solving tools to ensure that each person's voice is heard equally.

**Quadrant 3: Low Programmability/Low Job Autonomy**
Here, you're leading a highly creative project, with a person or with team members who don't want autonomy. Instead, they need direction, input, and interaction. The two leadership styles that best fit this situation are Consultative and Participative. These are the same leadership styles that fit best in Quadrant 2: High Programmability/High Job Autonomy.

**Quadrant 4: Low Programmability/High Job Autonomy**

You fall into this quadrant when you're assigning a creative – or "loose" – project to a person who wants freedom and independence to work. This means that you need to take a nondirective leadership approach.

There are two styles that you can use here:

**Consensus** – One option is to use a consensual leadership style. Essentially, this means that you're going to give your team member a great deal of authority in the decision-making process. Instead of being the "boss," it's almost as if you become part of the team. Ensure that your team member understands his or her responsibilities when you use this style.

**Laissez-faire** – Laissez-faire - is a hands-off leadership style that you should use carefully. You give team members freedom over how and when they're going to do their work, but you're there if they need resources or help. To use laissez-faire successfully, make sure that you delegate the right tasks to the right people.

## EFFECTIVE MEETINGS

An effective agenda sets clear expectations for what needs to occur before and during a meeting. It helps team members prepare, allocates time wisely, quickly gets everyone on the same topic, and identifies when the discussion is complete.

So, what makes a meeting effective? This really boils down to three things:

Seek input from team members. If you want your team to be engaged in meetings, make sure the agenda includes items that reflect their needs. Ask team members to suggest agenda items along with a reason why each item needs to be addressed in a team setting.

Select topics that affect the entire team.

List agenda topics as questions the team needs to answer - A question enables team members to better prepare for the discussion and to monitor whether their own and others' comments are on track.

Note whether the purpose of the topic is to share information, seek input for a decision, or make a decision.

Estimate a realistic amount of time for each topic - This serves two purposes.
First, it requires you to do the math — to calculate how much time the team will need for introducing the topic, answering questions, resolving different points of view, generating potential solutions, and agreeing on the action items that follow from discussion and decisions.
Second, the estimated time enables team members to either adapt their comments to fit within the allotted timeframe or to suggest that more time may be needed. The purpose of listing the time is not to stop discussion when the time has elapsed, the purpose is to get better at allocating enough time for the team to effectively and efficiently answer the questions before it.

Propose a process for addressing each agenda item. The process identifies the steps through which the team will move together to complete the discussion or make a decision. Agreeing on a process significantly increases meeting effectiveness, yet leaders rarely do it.

The process for addressing an topic/item should appear on the written agenda. When you reach that topic/item during the meeting, explain the process and seek agreement: "I suggest we use the following process. First, let's take about 10 minutes to get all the relevant information on the table. Second, let's take another 10 minutes to identify and agree on any assumptions we need to make. Third, we'll take another 10 minutes to identify and agree on the interests that should be met for any solution. Finally, we'll use about 15 minutes to craft a solution that ideally takes into account all the interests, and is consistent with our relevant information and assumptions. Any suggestions for improving this process?"

Identify who is responsible for leading each topic. Someone other than the formal meeting leader is often responsible for leading the discussion of a particular agenda item.

The Meeting's Objective - an effective meeting serves a useful purpose. This means that in it, you achieve a desired outcome. For a meeting to meet this outcome, or objective, you have to be clear about what it is.
Do you want a decision?
Do you want to generate ideas?
Are you getting status reports?
Are you communicating something?
Are you making plans?

Any of these, and a myriad of others, is an example of a meeting objective. Before you do any meeting planning, you need to focus your objective. To help you determine what your meeting objective is, complete this sentence:
**At the close of the meeting, I want the group to ...**

Make the first topic "review and modify agenda as needed." Even if you and your team have jointly developed the agenda before the meeting, take a minute to see if anything needs to be changed due to late breaking events.

End the meeting with a plus/delta. If your team meets regularly, two questions form a simple continuous improvement process: What did we do well? What do we want to do differently for the next meeting? Investing five or ten minutes will enable the team to improve performance, working relationships, and team member satisfaction. Here are some questions to consider when identifying what the team has done well and what it wants to do differently:

Was the agenda distributed in time for everyone to prepare?
How well did team members prepare for the meeting?
How well did we estimate the time needed for each agenda item?
How well did we allocate our time for decision making and discussion?
How well did everyone stay on-topic? How well did team members speak up when they thought someone was off-topic?
How effective was the process for each agenda item?

# AGENDA

| Date: | Time: | Duration: | Place: |
|---|---|---|---|
| | | | |

## MEETING PURPOSE

| Topic / Item | Time Allocated (Minutes) | Proposed process Leader | Topic Leader | Objective |
|---|---|---|---|---|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |

## THE PRESENTATION PLANNING CHECKLIST

Make your presentation stand out, for the right reasons.

**Presentation**
- Does your introduction grab participants' attention and explain your objectives?
- Do you follow this by clearly defining the points of the presentation?
- Are these main points in logical sequence?
- Do these flow well?
- Do the main points need support from visual aids?
- Does your closing summarize the presentation clearly and concisely?
- Is the conclusion strong?
- Have your tied the conclusion to the introduction?

**Delivery**
- Are you knowledgeable about the topic covered in your presentation?
- Do you have your notes in order?
- Where and how will you present (indoors, outdoors, standing, sitting, etc.)?
- Have you visited the presentation site?
- Have you checked your visual aids to ensure they are working and you know how to use them?

**Appearance**
- Make sure you are dressed and groomed appropriately and in keeping with the audience's expectations.
- Practice your speech standing (or sitting, if applicable), paying close attention to your body language, even your posture, both of which will be assessed by the audience.

**Visual Aids**
- Are the visual aids easy to read and easy to understand?
- Are they tied into the points you are trying to communicate?
- Can they be easily seen from all areas of the room?

# COMMON PRESENTATION MISTAKES – AVOIDING COMMON PITFALLS IN YOUR PRESENTATION

**Mistake 1: Not preparing enough**
Careful preparation is essential. The amount of time you spend on planning depends on your situation, but it's a good idea to start early – you can never be too well-prepared.

**Mistake 2: Not familiarizing yourself with the venue and equipment**
Imagine that your presentation starts in an hour. You arrive at the venue and, to your horror, the projector won't work with your laptop. You can avoid a situation like this by taking time to familiarize yourself with the venue and available equipment at least once before your presentation.

**Mistake 4: Using inappropriate content**
The primary purpose of any presentation is to share information with others, so it's important to consider the level you will pitch it at. Do some research on your audience. Why are they here? How much do they already know about your topic, and what do they most want to learn from you? It's no use giving a presentation that is so full of jargon that no one understands you. But you wouldn't want to patronize people, either. Try to put yourself in people's shoes, to get a clearer idea about their needs and motivations.

**Mistake 5: Being too verbose**
Short, concise presentations are often more powerful than verbose ones. Try to limit yourself to a few main points. If you take too long getting to your point, you risk losing your audience's attention.
The average adult has a 15- to 20-minute attention span, so, if you want to keep your audience engaged, stick to the point! During the planning phase, make a note of the themes you want to cover and how you want to get them across. Then, when you start filling out the details, ask yourself: "Does my audience really need to know this?"

Check articles - 7 Cs of Communication and have more tips for communicating in a clear, concise way.

**Mistake 6: Using ineffective visuals**
When choosing colors, think about where the presentation will take place. A dark background with light or white text works best in dark rooms, while a white background with dark text is easier to see in a brightly lit room. Choose your pictures carefully, too.

High-quality graphics can clarify complex information and lift an otherwise plain screen, but low-quality images can make your presentation appear unprofessional. Unless an image is contributing something, embrace the negative space – less clutter means greater understanding. Use animation sparingly, too – a dancing logo or emoticon will only distract your audience.

**Mistake 7: Overcrowding text**
The best rule of thumb for text is to keep it simple. Don't try to cram too much information into your slides. Aim for a maximum of three to four words within each bullet point, and no more than three bullets per slide. This doesn't mean that you should spread your content over dozens of slides. Limit yourself to 10 slides or fewer for a 30-minute presentation.

**Mistake 8: Showing a lack of dynamism**
Another common mistake is to freeze in one spot for the duration of your presentation. Pay attention to what your hands are doing – they're important for communicating emotion. But only use gestures if they feel natural, and avoid being too flamboyant with your arms, unless you want to make your audience laugh!

**Mistake 9: Avoiding Eye Contact**
Meeting a person's gaze establishes a personal connection, and even a quick glance can keep people engaged. If your audience is small enough, try to make eye contact with each individual at least once. If the audience is too large for this, try looking at people's foreheads. The individual may not interpret it as eye contact, but those sitting around them will.

## BRAIN, BRAN and BRAND – BALANCING INTUITION WITH LOGIC

In this article, we'll explore the meaning of BRAIN, and of its variants, BRAN and BRAND. We'll also examine how you can adapt it to any workplace, and assess its advantages and disadvantages.

BRAIN helps people to work through problems systematically, using the following acronym:

**B**enefits – What are the benefits of the chosen course of action to the patient or the end user?
**R**isks – What are the risks involved for him or her?
**A**lternatives – Are there any other approaches that you could consider?
**I**ntuition or Implications – What is your gut feeling about the situation? Is this course of action really the one that you want to take?
**N**eed Time or Nothing – Do you need to take more time to evaluate the problem? What happens if you do nothing? Would doing nothing actually pose less risk than taking action?

You may wish to use the BRAN or BRAND variations, depending on the factors that you need to consider when making your decision

If, for instance, you want to take a more objective approach, you can apply the BRAN framework. This excludes your personal preference or "gut feeling," and can be particularly helpful if you want to remain unbiased when you make your decision.

The other variation, BRAND, also omits the Intuition or Implications step but includes an extra one – Decision. This additional factor prompts you to make a final choice, based on the points that you have covered during the decision-making process.

**Advantages and Disadvantages**
BRAIN, BRAN and BRAND provide easy-to-remember frameworks that you can use to assess a decision's opportunities, threats and challenges systematically. The tool's simplicity and flexibility means that it can be adapted to a variety of different situations – from organizational, management and team issues to personal dilemmas.

At the same time, the tool's simplicity means that you can risk overgeneralizing a problem. The tool was originally designed to help medical professionals and their patients to make decisions quickly. However, the problem that you are facing may require you to undertake a more in-depth analysis or gather more information before you make a final decision. The simplicity of the BRAIN, BRAN and BRAND model means that it can be easily applied in a variety of circumstances. You may want to use it to help you to make decisions regarding your career, your team, or your personal life.

You might use it, for instance, to assess the benefits and risks of applying for a particular job or promotion. If so, ask yourself what alternative options or approaches are open to you. What does your gut instinct or intuition tell you to do? Would it, in fact, be better to sit tight and do nothing? Or maybe you should focus on developing and progressing in your current position instead?

## SMALL SCALE PLANNING – ACTION PLAN

Action Plans are simple lists of all of the tasks that you need to finish to meet an objective. Action Plans are oriented and focus on the achievement of a single goal. Action Plans are useful, because they give us a framework for thinking about how we'll complete a project efficiently. They help us to finish activities in a sensible order, they help us to ensure that we don't miss any key steps. Also, because you can see each task laid out, we can quickly decide which tasks we'll delegate or outsource, and which tasks you may be able to ignore.
Use Action Plans to complete small but important projects effectively by following these four steps.

**Step 1. Brainstorm and identify task**s
Start by brainstorming all of the tasks that you need to complete to accomplish your objective.
What's the very first action you'll need to take? Once that task is complete, what comes next?
Think the project through step by step and identify actions. Prioritize these by deadline or by when people are free to do them.

**Step 2. Analyze and Delegate tasks**
Now that you can see the entire project from beginning to end, look at each task in greater detail.
Are there any steps that you could drop, but still meet your objective? Which tasks could you delegate to someone else on your team, or could be dealt with by a freelancer? Are there any deadlines for specific steps? Do you need to arrange additional resources?

Step3. Identify the resources you'll need to complete your tasks tffectively
Use the SCHEMES which stand for:

- Space
- Cash
- Helpers/People
- Equipment
- Materials
- Expertise
- Systems

**Step 4. Learn from your action plan.**
Make a note of anything that you could have done better and revise your plan ready for next time.

## SWOT ANALSYS

This strategic planning tool is frequently used to generate new product and service ideas, in support of a specific business objective, by evaluating internal and external threats and opportunities. It does this by grouping key pieces of information into two main categories:

Internal factors – the strengths and weaknesses internal to the organization
External factors – the opportunities and threats presented by the environment external to the organization

| | HELPFUL | HARMFUL |
|---|---|---|
| | STRENGTHS | WEAKNESSES |
| Internal | 1.<br>2.<br>3. | 1.<br>2.<br>3. |
| | OPPORTUNITIES | THREATS |
| External | 1.<br>2.<br>3. | 1.<br>2.<br>3. |

## FEEDBACK

Life without feedback from colleagues, managers, friends, partners or children is reminiscent of wandering in the dark; we don't know if we're doing the right things, much less if we're doing them the right way. Feedback helps us develop ourselves, understand how our behavior affects others, and better understand the overall social reality. We don't know if we doing right things and do we doing them on the proper and right way.
Feedback as a tool for personal and professional development is:
- Designed to improve performance
- Intended for growth and development
- Focused on behavior (not on abilities, values, beliefs and identities)
- Concrete and supported by details
- Solution-oriented and future-oriented

## GOOD – BETTER – THE BEST

The technique of giving feedback involves recognizing what was good then what could be better (what could be worked on) and finally highlighting what was best. This way of giving feedback allows the person which receives feedback, to adjust their filters so that they notice the positive aspects of what the interlocutor stated, as well as the possibilities of further self-development.

**Characteristics of Effective Feedback:**
Specific: Feedback should contain specific examples rather than generalizations.
Accurate: Feedback should be factual and clear.
Objective: Feedback should be unbiased and unprejudiced.
Timely: Feedback should be given as soon as possible after the completion of a task (when appropriate).
Usable: Relate the feedback to goals and strategies so the individual can improve their performance.
Desired by the receiver: Feedback can still be effective even in those who don't actively seek it, however, those who are seeking feedback will often be more motivated to improve performance.
Checked for understanding: Clarify understanding with the individual to ensure they are getting the most out of their feedback

## FEEDBACK FORM

What was good?

*I notice (sensory description of what you see, heard):*

- 
- 
- 

*That made an impression on me (interpretation):*

- 
- 
- 

**What could be better?** (What exactly would you do differently if you were in the place of the person receiving the feedback)

**What was the best?** (A detailed description of what you liked best)

## ENTREPRENURIAL SURVEY

Note: SURVEY - This is not a test! This survey is for your personal information. Listed below are a number of statement dealing with your personal background, behavior characteristics and lifestyle patterns. The most important output of this exercise is an honest, accurate self-assessment of how you relate to each of these statement.

| Strongly Agree | ~ | Somewhat Agree | ~ | Strongly Disagree |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

1. I consider myself as self-starter, I'm always on the lookout for new ideas.
2. I enjoy working and socializing with others and I relate well to those who have different ideas from me.
3. I'm a leader.
4. I'm taking a responsibility.
5. I'm plan everything, keep lists, set priorities.
6. I am willing to accept both financial and career risks when necessary.
7. I'm hard worker, I work long hours, not let up until the job's done.
8. I'm good at making decision, I consider myself decisive.
9. I would like to take full responsibility for the successes and failures of my business.
10. I'm reliable person and people trust me.
11. I enjoy controlling my own work assignments and making all decisions that affect my work
12. I have a strong desire to achieve positive results even when it requires a great deal of additional effort.
13. I'm in good shape, able to work long hours without getting run down or having to take time off
14. I have a high energy level that can be maintained over a long time
15. I am willing to do something even when other people laugh or belittle me for doing it
16. I always try to complete every project I start, regardless of obstacles and difficulties.
17. I'm adaptable to changing conditions.
18. I' m using past mistakes as a learning process.
19. When I begin a task, I set clear goals and objectives for myself.
20. I get things done on time.

Score Assessment
80 - 100 You have outstanding ability to be an entrepreneur.
60 - 79 You have satisfactory ability to be an entrepreneur.
40 - 59 Self-employment may not be an appropriate career for you.
0 - 39 You should probably avoid entrepreneurship.

*Concern yourself with any area where you scored less than five. Is there something you can do to improve yourself in that area?*

## FEAR SETTING – TOOL FOR FUTURE ENTREPRENEUR

How many times has the fear of what might happen prevented you from taking action on something you wanted to do? But if these excuses always get the best of you, inaction will lead you straight to regret.
What is fear setting? A structured reflection exercise designed by Tim Ferriss, used to help you see decisions more clearly when fear is holding you back and distorting your thinking.

**Page 1: Getting up close and personal with your fears.**
Step 1: On page one, make three columns and label them “Define”, “Prevent”, and “Repair”.

| |
|---|
| **Define:** |
| **Prevent:** |
| **Repair:** |

Step 2: In column one, define everything you fear about the idea of taking action. List out your most nightmarish scenarios, your doubts, and your “what-if s. Write it all down, and don’t hold back. Some of the question can be: What’s the worst case scenario? What might go wrong?

Step 3: In column two, list ways you could reduce the likelihood of each of the worst-case scenarios from happening. What actions could you take to make those scenarios less likely to come to fruition? (Consider both big actions and small actions.)

Step 4: In column three, list ways you could repair the damage, if this situation were to come true.
What actions could you take to repair the damage, or get yourself back on track?

Step 5: Assess the impact of these worst-case scenarios on a scale of 1-10.
1 = minimal impact, and 10 = permanently life-altering in a significant way.

**Page 2: Consider the Potential Benefits of Taking Action**
On page two, give yourself space to be more open, and consider what might go right if you take action.
Step 6: Write down the positive benefits of even an attempt, or partial success at taking action.
Step 7: Assess the potential potential positive benefit of these successes on a 1-10 scale.

**Page 3: Consider the Consequences of Inaction**
Page three is equally important to the others, but often forgotten in decision-making: the costs of inaction.

Step 8: Make three columns on the page, and label them 6 months, 1 year, and 3 years.
Projecting out past 3 years feels too intangible, so keep it in this range.

Step 9: Write down the potential costs of maintaining the status quo. What are the costs of inaction?

## PROBLEM SOLVING WORKSHEET

Problem solving is the process of identifying a problem, developing possible solution paths, and taking the appropriate course of action.
Why is problem solving important? Good problem solving skills empower you not only in your personal life but are critical in your professional life. In the current fast-changing global economy, employers often identify everyday problem solving as crucial to the success of their organizations. In order to successful deal with potential problem try to answer on following question:

**WHAT**
- what exactly do I want to achieve?
- what are the effect?
- what would happen if no decision was made of solution found?
- what do I need in order to find a decision?

**WHY**
- Why do I want to achieve a solution?
- Why did the problem or opportunity arise?
- Why do I need to find a solution or way forward to all?

**HOW**
- How will the solution be different?
- How relevant is the information I am gathering?
- How can I find out more?
- How can I involve relevant people?

**WHERE**
-Where did issue arise?
- Where does it impact?
- Is the where important?
- If so “why is important?

**WHO**
- Who I'm trying to please?
- Who cares about this situation? Who is affected?
- Who is involved (information, action, help?
- Who needs to be informed?

**WHEN**
- When did the issue arise?
- When to we need to act?
- By when must it be resolved?

## SIX THINKING HATS

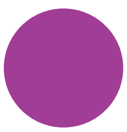
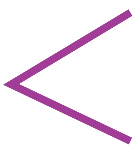
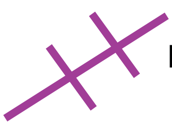
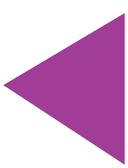
How you make decision says a lot about how you are. If, you are naturally optimistic you may reach a decision without considering any potential drawbacks. If, you are more cautions you may miss opportunities because you spend too long deliberating.
But with Edward de Bono "Six Thinking Hats" approach you can look at problems from different perspectives. This can help you get a more rounded view of your situation before you make a decision.
When you have the WHITE thinking hat on, you focus on the information at hand and what it teaches you. You analyze trends and for any missing knowledge
With the RED hat on you are guided by your intuition, gut reaction and emotion. Think about how other people might react to your decision. How would they respond if they didn't know you reasoning?
BLACK hat thinking looks at the potential negative outcomes of decision. With the black hat on, you think about how and why certain decisions may not work. This is important, because it helps you make plans stronger, and more resilient.
The YELLOW hat help you to think more positively. When you wear it, you look at a decision from an optimistic viewpoint. This helps you to see a decision's benefits and can motivate you when things look gloomy and difficult.
The GREEN hat signifies creativity. It represents a freewheeling, brainstorming style of thinking. This hat will encourage you to develop creative solutions.
Finally, the BLUE hat represents process control. It's the hat to wear when you chair meetings or lead a project.

De Bono's Six Thinking Hats is a powerful technique for looking at decision making from different points of view. Decisions made using the Six Thinking Hats technique can be sounder and more resilient than would otherwise be the case. It can also help you to avoid possible pitfalls before you have committed to a decision.

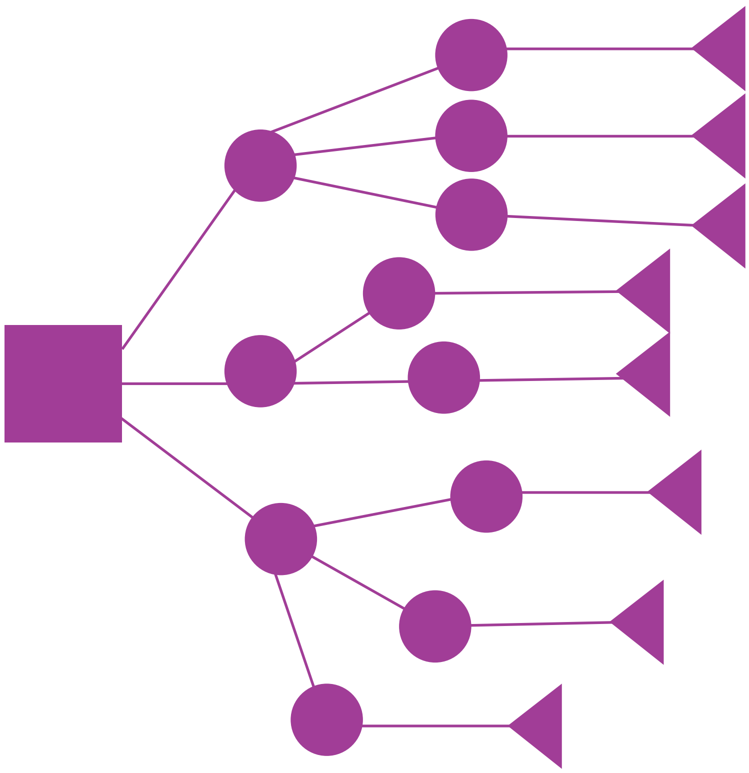
# ECISION TREE

A decision tree is a map of the possible outcomes of a series of related choices. It allows an individual or organization to weigh possible actions against one another based on their costs, probabilities, and benefits.

## Decision tree symbols

| **Shape** | **Name** | **Meaning** |
|---|---|---|
|  | Decision node | Indicates a decision to be made |
|  | Chance node | Shows multiple uncertain outcomes |
|  | Alternative branches | Each branch indicates a possible outcome or action |
|  | Rejected alternative | Shows a choice that was not selected |
|  | Endpoint node | Indicates a final outcome |

**How to create a Decision tree?**
Start with the main decision.
Draw a small box to represent this point, then draw a line from the box to the right for each possible solution or action. Label them accordingly. If the outcome is uncertain, draw a circle (circles represent chance nodes). From each decision node, draw possible solutions. From each chance node, draw lines representing possible outcomes. Continue to expand until every line reaches an endpoint, meaning that there are no more choices to be made or chance outcomes to consider. Add triangles to signify endpoints. Once you complete a decision tree, you're now ready to begin analyzing the decision you face.



## BUSINESS VISION STATEMENT

A vision statement asks ‘What does our business want to become?’ and usually is a one sentence, inspirational, clear and memorable statement that expresses company’s desired long-term position. The statement indicates what resources, competencies and skills will be needed to achieve the future objective. This way it guides decision-making and resource allocation more effectively. It also motivates employees to make extra effort and usually results in higher performance.

Creating a vision is an important first step in strategic management process. In order to help us to write an effective statement we identified following three steps and guidelines to help us.

**Step 1. Gather a team of managers, employees and shareholders.**
Vision is the statement that must be understood by employees of all levels. As many people as possible should be involved in the process because involvement leads to stronger commitment to company’s vision. After choosing the people that will be involved you should also distribute several articles to them about what is organization’s vision and ask everyone to read them as a background.

**Step 2. Ask everyone to write their own version of vision.**
The next step is to ask everyone to write his or her own version of the statement and submit it to the responsible team. After receiving the statements, the team should try to combine draft vision out of all the submissions. This is also a great opportunity to resolve any conflicting views about firm’s ultimate objective.

This is also a great opportunity to resolve any conflicting views about firm's ultimate objective.

**Step 3. Revise the statement and present the final version.**
The draft statement should be distributed to the members again for their last revision. Upon receiving the feedback, the final version of the vision should be created and presented to every employee.

## VMOST STRATEGY

VMOST is an acronym and stands for Vision and Mission, Objectives, Strategy, and Tactics. The tool serves two purposes. First, it helps you re-connect to your business vision, and highlights any problem areas that you need to address. Second, it helps you create and evaluate plans for the future, so that you can make sure that they're aligned with your vision of that future.
Framework of VMOST technique:

Vision - Where do you want your organization to be in the future?
The vision is where the organisation sees themselves at a set point in the future. It should inspire staff, and help customers understand why they would want to use the company's products or services.

Mission - How are you going to achieve the Vision you have set out?
If the vision is where we want to be, missions are the big blocks of change to get us there.
Mission is the action-oriented blocks of change that will help the organization reach its Vision.

Objectives: What are the particular goals or your organization?
Once the Mission is in place, objectives are particular check points that monitor the progress towards specific goals. The objectives are the measurable goals that move us closer to the mission and vision. The objectives should follow the SMART criteria which stand for Specific, Measurable, Achievable, Relevant and Time-Bound. Objectives are therefore decomposed into multiple strategies. The strategy provides direction as to how the organization will achieve the objectives.  Strategies are further decomposed into tactics.

Strategy: What are the actions that need to be taken to achieve your objectives?
The strategy provides direction as to how the organization will achieve the objectives. To achieve one's goals, a strategy must be linked to a least one mission statement goal. Strategies are further decomposed into tactics.

Tactics: What are the individual tasks that make up your strategy?
Tactics are actions, task or project that need to be completed in order to fulfil the strategy, objectives and mission. Tactics fall into one of the following types of change; 1) Product, 2) People, Process or Org, 3) Technology, 4) Marketing.

Through an understanding of VMOST, you can trace your projects and tasks back to the strategy, objectives, mission, and vision to ensure that they align and question those that do not align. Beside mentioned, VMOST analysis ensures that all actions taken are purposefully bringing the organization one step closer to its organization direction (Vision), it also provides visibility of all change happening within the organization, whether its planned or unplanned.

## BUSINESS PROCESS – 20 QUESTION

This process works well as a design tool and also as a problem analysis tool.

**1. What**

- What is being done? (what is being achieved)
- Why is it necessary?
- What else could be done?
- What else should be done?

**2. Where**

- Where is it being done?
- Why there?
- Where else could it be done?
- Where else should it be done?

**3. When**

- When is it done?
- Why then?
- When else could it be done?
- When else should it be done?

#### 4. Who

- Who does it?
- Why this person/group?
- Who else could do it?
- Who else should do it?

#### 5. How

- How is it done?
- Why this way?
- How else could it be done?
- How else should it be done?

# STORYBOARDING – PLANNING AND CHECKING A PROCESS AS A TEAM

A storyboard is a graphic representation of how your video will unfold, shot by shot. It's made up of a number of squares with illustrations or pictures representing each shot, with notes about what's going on in the scene and what's being said in the script during that shot.
In a business environment, it's the same idea. But instead of making a video or a movie, you might be planning a product launch, managing a project, creating a marketing strategy, building a new process, or identifying a cause-and-effect relationship.

Your storyboard, then, would detail each step in the process. But instead of using words and writing out a to-do list, your storyboard allows you to see everything that must happen, and in what order. As a group, your team creates a detailed outline of the steps that need to be taken. Then they work to spot problems, identify complications, and rearrange tasks as necessary. Storyboards are easy to change, so they encourage creativity and experimentation, and they can be very effective in the planning process.

**Storyboarding for Business**
Storyboards are also useful for building group unity and agreement, and teams that use them tend to find it easier to make decisions. This is because everyone can get involved, and there's a much greater level of enthusiasm and commitment.

Storyboards work because they tell a story in a visual way. When people have something to look at, it's much easier to understand concepts, interpret diagrams or charts, and visualize the future.

It doesn't matter if it's a movie plot, new project of your organization or the story of your company's new product. Storyboards can change any kind of data into something living and dynamic. They can turn the sometimes boring process of planning into an interactive, fun experience for everyone involved.

How to Use Storyboards for Business Planning
Creating a storyboard isn't as hard as it might seem. In this section we give you step-by-step instructions, and then show you an example, so you can see the process of storyboarding in action.

**1. Lay Out Your Steps**
Brainstorm what you are trying to achieve, and then write out the steps that you must take to accomplish your goal. Our advice is to use sticky notes in this process, in cast that you may want to reorder steps

**2. Put Your Steps in Order**
Put the steps that you noted down in Step 1 in the right sequence.

**3. Create Your Sublevels**
Some actions in a storyboard will be made up of a series of smaller actions. Here, it might help to create a sublevel storyboard for these more involved steps. This helps to ensure that you don't miss a key piece of the process.

**4. Look for Problems and Obstacles**
As each new step is put into your storyboard, encourage your team member to look for "holes" and problems, issues in the process. This is especially important between steps. Why? Because between steps is where surprises (in other words, problems) could be hiding. Problems within the steps themselves are easier to spot.
This is why storyboards are so valuable. You can see each piece of the puzzle, and how all the pieces interact – so you're more likely to spot issues before they arise.

**How to organize you storyboard?**
You can structure your storyboard any way you like. Some models show the final outcome on the left, and the steps flow from right to left toward it. Others use a vertical approach: the outcome is at the top, and the steps come up from the bottom to support it. Or you can use the film industry's model, with one frame after another in a line, running from left to right.

## The Action Priority Matrix

APM is a tool that enables us to make the most of our time by helping us choose the right tasks and opportunities to pursue. An Action Priority Matrix makes it easier to make decisions and sets out clearly which activities must be finished on time and which activities can be omitted or performed at a later time.

**How does the Action Priority Matrix Work?**
The Action Priority Matrix uses a simple 4 square grid to categorize your tasks or activities according to:
- The amount of EFFORT involved in completing it
- The positive IMPACT once completed

IMPACT

| | LOW | HIGH |
| --- | --- | --- |
| LOW | **QUICK WINS**<br>**HIGH impact, LOW effort** | **BIG PROJECTS**<br>**HIGH impact, High effort** |
| HIGH | **FILLER TASKS**<br>**LOW impact, Low effort** | **HARD SLOGS**<br>**Low impact, High effort** |

**QUICK WINS quadrant**
“Quick wins” are just that - BIG impact for not much effort, they are the most attractive projects, because they give you a good return for relatively little effort.

**IG PROJECTS quadrant**
Major projects give good returns, but they are time-consuming. Some ideas to consider for yourself or your clients:
- Block out time to do “Big Projects”
- Plan, prepare and clarify required outputs
- Agree goals, dates and break down big tasks into smaller chunks - creating smaller, lower effort tasks
-Identify tasks on your list that are interdependent, for example tasks that need to be finished before you start the next one. Mark these tasks as a priority.

**FILLER TASK quadrant**
The Filler task quadrant, are jobs which are low in both impact and required effort. As the name would suggest, these are good tasks to perform when you are in between jobs on other projects. Keep these tasks off to the side and have them available when you have a hole in your day to fill.

These are often necessary tasks that need doing, but may not have a bottom-line benefit.
An important question to ask is:
-Is this low impact task really necessary?

**THANKLESS quadrant**
Dropping down to the bottom right of the matrix, we find the jobs that no one wants to do – the Thankless Tasks. These duties do not provide much in the way of an impact on the company, but they do require a lot of time and effort.
In this quadrant try first asking, “How can this task be avoided altogether?”

**There are many ways to avoid a task including:**
- Simply not doing it (let whoever needs to know first!)
- Lowering your standards in order to let go of this task

**If this task must get done ask, you could:**
- Delegate it. Ask, “Who else might enjoy this task, could do it faster or could you delegate to who would benefit from the experience?”
- Pay someone to do it
- Do a swap with someone (you do something for them, they do this for you)
- Get creative! What OTHER ways are there to approach this task?
- Offer yourself an enticing reward for when it’s done...

**How to use the Action Priority Matrix**
Step 1:
Make a list of all your activities.
Step 2:
Score the activities based on their impact and the effort you have to put into them to complete them. You can use a school grading scale from A (= high) to F (= low) or a 1-10 scale, or any other scale to score the activities according to their impact and effort needed to complete them.
Step 3:
Plot the activities on your Action Priority Matrix based on their scores.

## Action priority matrix worksheet

| Activity | Impact (0 – 10)<br>0 = No impact<br>10 = Maximum impact | Effort (0 – 10)<br>0 = No effort<br>10 = Maximum effort |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

| IMPACT | | |
| --- | --- | --- |
| LOW | QUICK WINS | BIG PROJECTS |
| HIGH | FILLER TASKS | THANKLESS |
| | LOW | HIGH |
| | EFFORT | |

## THE FOCUS MODEL

**Follow the steps below to apply the FOCUS Model in your organization.**

**Step 1: Identify a process that needs to be improved. Start with a simple problem to get the team up to speed with the FOCUS method. Then, when confidence is high, turn your attention to more complex processes. If the problem isn't obvious, use these questions to identify possible issues:**
- **What would our customers want us to improve?**
- **How can we improve quality?**
- **What processes don't work as efficiently as they could?**
- **What frustrates and irritates our team?**
- **What might happen in the future that could become a problem for us?**

**Step 2: Organize a Team**
**Your next step is to assemble a team to address the problem. Where possible, bring together team members from a range of disciplines – this will give you a broad range of skills, perspectives, and experience to draw on. Keep in mind that a diverse team is more likely to find a creative solution than a group of people with the same outlook.**

**Step 3: Clarify the Problem**
**Before the team can begin to solve the problem, you need to define it clearly and concisely. Try to break it down a bigger problem into smaller pieces that can be analyzed and solved more easily. Record the details in a problem statement. Focus on factual events and measurable conditions such as:**
- **Who does the problem affect?**
- **What has happened?**
- **Where is it occurring?**
- **When does it happen?**

**Step 4: Understand the Problem**
**Once the problem statement has been completed, members of the team gather data about the problem to understand it more fully. Dedicate plenty of time to this stage, as this is where you will identify the fundamental steps in the process that, when changed, will bring about the biggest improvement.**
**Consider what you know about the problem. Has anyone else tried to fix a similar problem before? If so, what happened, and what can you learn from this?**

**Step 5: Select a Solution**
**The final stage in the process is to select a solution. You can use Decision tree for evaluating your options.**

**The model is helpful because it uses a team-based approach to problem solving and to business-process improvement, and this makes it particularly useful for solving cross-departmental process issues. Also, it encourages people to rely on objective data rather than on personal opinions, and this improves the quality of the outcome.**

## DISNEY CREATIVE STRATEGY

**When it comes to creative planning, it can be hard to find the right way to transform imaginative thinking into concrete business strategy. You need to dream big in order to come up with possible ways of solving a particular problem. At the same time, you need to be able to focus on the detail needed to put your plan into action successfully.**
**The Disney creative strategy is a tool for brainstorming and developing ideas. The strategy is based on three main stages; the dreamer, the realist and the critic. As you imagine and develop your ideas, you move from one role to the next, putting yourself into these different mindsets, so that you can better analyze what you're doing.**
**Below are the essential elements associated with each role:**

**The dreamer**
**Usually, any creative idea starts with a dream full of passion and enthusiasm. Anything goes here. In this first stage, strategy allows the team to share their dream without no restrictions or criticism. This helps to build a pool of creative ideas It's your chance to let your imagination run wild!**
**The dreamer asked questions that help describing ideas and though such as the following:**
**- What do we want?**
**- What is the solution?**
**- How do we imagine the solution?**
**- What are the benefits of applying this solution?**

**The realist**
Now, subsequently, follows the realist style. The team switches the place and mode to think in a more logical planning style. Based on the first stage, the attendees pretend that the dream is possible and start putting plans to achieve it. The plans aim to turn the imaginary ideas into a manageable action plan. During this stage all the thoughts should be constructive and target turning the idea into a real plan. This stage includes questions such as the following:
- How can we apply this idea in reality?
- What is the action plan to apply the idea?
- What is the timeline to apply this idea?
- How to evaluate the idea?

**The Critic**
After having an action plan to turn the idea into reality, the critic thinking mode tends to discover the barriers of applying the idea and how to overcome it. Here you need to examine your chosen proposal and its real world implications from a more critical viewpoint, the team provides a constructive critique for the idea in order to find the weak points and solve it in the final solution. Every detail needs to be scrutinized and refined.
In this stage, the team asks questions as following:
- What could be wrong with the idea?
- What is missing?
- Why cannot we apply it?
- What are the weaknesses in the plan?

**How to Use the Tool**
So, how do you actually use the Disney Creative Strategy?
Step 1: Create Space
If you have the space, it can be helpful to use a different room or space within a room for each phase. This will help you and your team to switch mindsets and move into each different role. And it's also vital that someone is in charge of documenting each stage.

Step 2: Step in to The Dreamer
Once you've gathered your team, make sure everyone is clear that you're starting with The Dreamer role. Each person should feel free to brainstorm and bounce ideas around during this time. Don't introduce any limitations here. Avoid mentioning budgets, time frames or rules.

Step 3: Transition to The Realist
Once you've given everyone plenty of time to brainstorm ideas, it's time to switch into The Realist role. In this phase you're going to refine and adjust your ideas to make them more concrete. This is when your team will focus on taking action: planning, scheduling and evaluating the idea or ideas they find most promising.

**Step 4: Transition to The Critic**
**In this last phase you and your team must look at your ideas from a critical point of view. You need to question and test every step of the process, pretending you're a "naysayer", and trying to find fault with any proposition. Your goal is to criticize and refine your plan until it's as good as you can get it.**

**Conclusion & key points**
**As a result of the three main stages above in Disney's Creative Strategy, the team reaches a solid creative idea with an action plan to apply it. The first stage focused on the creative aspect and sharing creative ideas and solutions.**
**The second stage focused on reality and how to turn the idea into an action plan and finally the third stage aims to identify the weakness in the idea and overcome it in the final plan.**
**Balancing the conflicting roles of Dreamer, Realist, and Critic can be a challenge for teams.**
**All three elements are necessary for successful project planning, but they need to be addressed in the right order.**

**Make sure you allow enough time at each stage for ideas to fully develop. Moving from one phase to the next too quickly can stifle people's imagination.**

## BUSINESS PLAN TEMPLATE

**1. Tittle:**

**2. Entity(s) implementing** (maximum 200 characters):
Mission, Vision, Values, Activities, Scope of work

**3. Problem and solution analyses for social enterprise** (maximum 300 characters):

**4. Market analyses for companies** (maximum 300 characters):

**5. Services or products description** (maximum 250 characters):
The characteristics of service or product, the main benefits for clients or target groups, other important info;

**6. STRUCTURE and TOOLS** / How you will organize your work internally and externally? (maximum 200 characters):

**7. Communication plan** (maximum 400 characters):

**8. Activity plan** / Timeline (maximum 400 characters):

**9. Finance** (copy from excel file)

**10. CONTACTS**

## THE ELEVATOR PITCH

If you have got an idea for your business sooner or later you're going to have to pitch someone. And no matter who you're pitching your idea to – you need to be able to do it in a way that's simple memorable and convincing. An elevator pitch is a concise, practiced overview of your business idea, put in a way that is simple and memorable for the listener to understand.
So what makes a great elevator pitch?
The first and the most important to remember that is chance to say few most important things about your idea, product – to make them to see why are worth investing in. Why do you you do what you do, and why is that important to you?
And to do that you need to do 2 key things:
1 –Identify need – The first thing that you need to talk about is why your idea or product or idea needed? What is the problem that exist and for who that your products is there to solve?
2 – Identify your unique selling proposition - In other words what is that your product or idea uniquely brings to the problem you have identify?
If you can clearly express this two things – the problem and what your products or idea brings to the problem – then you have an essence of the pitch.
Finally, if you want to make elevator pitch as good as it can be, there are a few ground rules to remember:
1. Keep it short
2. Avoid jargon
4. Make it catchy
3. Be excited, be passion, be enthusiasm, be yourself and be proud of your credentials

And final tip – practice. Practice it loud, practice it in writing, and check it with friends, the kind of friends who don't afraid to give you feedback.

## ABOUT THE PROJECT PARTNER

The partners represent very different parts of Europe, not just geographically but also with their national characters. The partner organization represent formal, informal and non-formal development settings and have a wide range of educational experience and sub-sectors, across the EU and it's different cultural, economic and legal system. These resources have aimed at creating a Toolkit that can be used not only the local institutions, but across the European area as whole.
Society Support Alliance (Serbia) The purpose of the association is to empower youth and take them out of their comfort zone to explore new possibilities of personal and professional development. Our main aim is to inspire the next generation of entrepreneurs through unique, integrated instruction to identify the challenges of our time and develop solutions and models for sustainable organizations.

Best-seller (Serbia) is non-governmental organization established for an indefinite period to achieve the objectives of the development of civil society and civic values. Best-seller runs four main programmes:
personal development, professional development, social development and Thight-Knit.

The Student Organization of the University of Ljubljana - SOU of Ljubljana (Slovenia) represents interests of students, carries out extracurricular activities and leads the student politics in the fields of education, social and economic circumstances of students and international cooperation. The organization's mission is to democratically structure the positions on various questions regarding students and society.

Udruga Alfa Albona (Croatia) The purpose of the association is to encourage involvement of young people to fulfil their needs and create a lasting foundation for the development of communication among young people to promote their interests and addressing the specific problems with which this segment of the population faces. The ultimate goal is to help young people integrate into society in all its spheres to achieve their permanent socio-economic independence.

Aurel Vlaicu University of Arad (Romania) is a Higher education institution and consists of 9 Faculties and 12 Departments. UAV is a candidate for numerous national and international research projects. UAV while it is a public institution assumes the mission to promote excellence in the development of cultural skills and educational qualifications based on innovative knowledge and the practice throughout life. UAV develops and promotes its strategies within the local community but also at regional, national and international context, throughout collaborations with other Universities from Europe and world.

Out of the Box International (Belgium) is a Network which brings together different actors working on social innovation and advocating for a more creative Europe with a main mission to provide fresh ideas and solutions acting as a catalyst for positive changes across Europe and worldwide.

Their main goal is to design innovative social projects to respond to the persistent social and economic challenges in order to empower people's potential and facilitate their active engagement in society.

INPRO (Poland) INPRO mission is to make people believe that international initiatives bring added value and progress into the community development, this resulting in initiatives which aim to provide qualitative education, to develop individuals as well as create international environment.

PEL (North Macedonia) is non-government organization with aim to improve the situation of young people and women in all areas of social life. Our aims are achieved by promotion of human rights, community development and volunteerism and their values and by making these things possible to all citizens.

In this era of economic crises and mobility, we think that common Toolkit which covers three areas (personal, professional (entrepreneurial) and business development) can be used, accessible and welcomed by all in Europe. This is our offering to our colleagues across the EU.

In Zemun, 2020
President of Society Support Alliance as the coordinating organization
Katarina Ilic

society support alliance

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