



The ERASMUS+ Programme

„Stop being couch potatoes! Developing social and entrepreneurial skills for Neets”

Project number 2018-1-SK-01-KA204-046335



Workshop scenario

General information about the workshop

My entrepreneurship – my chance for success

Name of Social Competence	<ul style="list-style-type: none"> - logical thinking - innovative approach to the problem
Name of the workshop	My entrepreneurship – my chance for success
Learning Objectives	<ul style="list-style-type: none"> • determination of entrepreneurial predispositions • determination of possibilities of development and use of entrepreneurial features in professional life
Duration	6 h
Didactic materials needed	<ul style="list-style-type: none"> • flipchart with drawn pattern of thermometer, where “+” signs good mood, “-” means feeling unwell • Photos/fotographs: with the content and the quality in order to appeal to imagination ;rather black-white, the similare format; without titles (signatures) and guidelines concerning the content: it is important what are ideas/connnotations due to the photo, if not, what it actually presents; in the adequate quantity (environ 50 photos for each group that contains 10, 12 persons) • laptop and projector with whiteboard and the access to the internet • movie: • movie: “Entrepreneurship” available on the page: https://www.nbportal.pl/rozrywka/filmy/filmy-animowane/rynki



	<ul style="list-style-type: none">• for each group the set of entrepreneurial features and assessment categories/division (annex no 1)• Form Where is the zebra? and a duplicate key for exercise for all participants (annex no 2)• Computer with Internet access (preferably for each participant)• websites containing tests and online games in the field of entrepreneurship• cards, self-adhesive sheets, can be in different colors• variant I - a poster with a drawing "briefcase" and a poster with a drawing "basket"• variant II – the briefcase and basket
Innovative approach	<p>Practical use of computer in the process of diagnosis in entrepreneurial competences. The use of the internet data, included tests online in collecting, storing information about competence and also identification and planning of further areas of development.</p>
Learning results/outcomes	<ul style="list-style-type: none">• define notion “entrepreneurship”• identifications of areas discouraging and stimulating entrepreneurship• developing skills and logical and creative thinking, non-schematic approach to the problem• increase of self knowledge, including social and entrepreneurial competences• determining the strengths and areas for development
Attachments listed	<ul style="list-style-type: none">• set of entrepreneurial traits and assessment categories/division Annex no 1)• _Where is zebra? (annex no 2)



Agenda of the workshop

1. Introduction
2. Determining notion “entrepreneurship”
3. Evaluation of selected entrepreneurial competences: predispositions and abilities, logical thinking, creative approach to the problem
4. Evaluation and closing



Description of the activities

Activity 1	Opening round [1]
Didactic materials needed	<ul style="list-style-type: none"> • Option I – the lack • Option II <p>-flip chart with the thermometer drawn, where „+” means good mood, „-” means bad mood</p>
Type of activity	individual

Description

Option I

The tutor asks participants to say:

- how do you feel?
- With what feelings they start classes?
- With what energy?

Option II

1. All participants indicate on the thermometer their mood justifying why the mood is „+” or „-”
2. The tutor can pay attention if: participants know better each other or there was smth particularly difficult for somebody

The written description of the activity. Please don't make separate tables for points 3.1, 3.2, etc. In this example scenario, it's 5 tables.

Activity 2	Determining notion “entrepreneurship” - on the basis of exercise The language of photography [2] and “What is the entrepreneurship?”[3]
Didactic materials needed	<ul style="list-style-type: none"> • Photos/fotographs: what the content and the quality, to appeal intensively to the imagination,



	<p>rather black-white, of a similar format; without titles (signatures) and indications concerning the content: important are ideas/connotations connected with the picture and not what it exactly means; to the quantity concerned (around 50 photos for the group of 10, 12 persons)</p> <ul style="list-style-type: none"> ● laptop and projector or interactive board with the access to the internet ● movie: “Entrepreneurship” available on the page: https://www.nbportal.pl/rozrywka/filmy/filmy-a-nimowane/rynki
<p>Type of activity</p>	<p>Individual work, discussion</p>

Description

1. The first step is the determination by participants with what comes into their mind “entrepreneurship”. For that purpose serve photos. Photos are spread in such a way that, it will be clearly visible and also to ensure for all participants to access it. The tutor gives the command: Please, choose 2 photos that it associates with the notion „enterprise”. Try to manage the first impression.
2. Participants change the place in silence in the room looking at pictures.
3. Participants choose 2 pictures, that the most suit or which are the most interested in the aspect of enterprise
4. After the choice they collect photos and turn back to their place
5. If somebody chooses the photo that has been taken by another person, he doesn't change the choice. He waits for his turn during discussion and asks to pass photos.
6. Participants respond in turn, presenting to the group photos selected and explaining reasons of the choice
7. The tutor and other participants can alternatively ask additional questions
8. The summary: the exchange of observations, connotations, imaginations about enterprise
9. Then the tutor projects the film “Entrepreneurship”. After finishing participants express their opinions about entrepreneurial features and differences, that may appear within the meaning of the notion.



Activity 3	Evaluation of the chosen entrepreneurial competences - on the basis of: <ul style="list-style-type: none">• Exercise: Puzzles of the enterprise (annex no 1) ⁴• Exercise: Where is the zebra? (annex no 2)⁵• Exercise: Do I have the characteristics of an entrepreneurial person?⁶
Didactic materials needed	<ul style="list-style-type: none">• The set of entrepreneurial features for each group• The sheet the person with entrepreneurial attitude• Form Where is the zebra? and a duplicate key for exercise for all participants (attachment no 4a, 4b)• Computer with Internet access (preferably for each participant)• List of websites containing tests and online games in the field of entrepreneurship
Type of activity	<ul style="list-style-type: none">• Individual work• Discussion• Individual work or in pairs• Discussion



Description

The first step is determination features, skills and activities connected with entrepreneurship. In this participants performs Puzzles of the enterprise

1. The tutor divides participants in 2 or 4 teams.
2. Each team receives the set of 39 cartons which contain description of areas that make more difficult activities that are entrepreneurial
3. The first step is to segregate cartons obtained:
 - a. One or two teams choose from 39 cartons those ones that include description of areas discouraging entrepreneurial activities
 - b. One or two teams choose from 39 cartons those ones that include description of areas the most conducive for entrepreneurship.
4. Then all teams storage cartons that have been chosen in line with 3 category: characteristics, skills, activities.
5. After completion, each team presents to others the effect of the work
6. The summary: sheets from all teams are compiled with each other. The tutor together with participants analyses the whole material. He agrees if there are some changes in the set created. If yes he introduces them. The common decision of participants and the tutor is to arrange description of advantages and difficulties to run the own business. The tutor indicates that to make decision about running the own business the most important are personal predispositions and shared values. Capabilities and interests can be used in the planned enterprise and supported by knowledge and qualifications that give the possibility to undertake different kinds of the enterprise. Finally the tutor distributes the material entrepreneurial person.

The second step is stimulation of logical and creative thinking, determination of own approach to the problem/difficulties and non-schematic benefits to solve them. In this participants performs exercise *Where is zebra?*

1. The lecturer distributes the form *Where is the zebra?* to participants.
2. Then he explains the way in which the task should be solved.
3. Participants perform the task in pairs or individually (depending on preferences).
4. The trainer gives the key to the exercise.
5. Participants compare their choices with the answers in the key.
6. The trainer initiates a discussion on the course of the work, the method of reaching a solution, possible difficulties.
7. At the end, the trainer and participants reflect on the benefits and practical aspect of the non-schematic approach to solving problems /difficulties.



The next step is determination own competences in the area of entrepreneurship.

Part I

1. The trainer indicates that the basis for effective management of educational and professional career is the awareness of own competences in the face of constantly changing requirements of the labor market. Various methods and tools are helpful in reaching the self-knowledge, like self-tests, tests, questionnaires.
2. The trainer proposes participants to complete the online 16PF Questionnaire.
3. He explains that the test consists of 60 questions about personal preferences or behaviors. Questions are in the form of statements to which one should respond to the 7-degree continuum described: I agree - I disagree.
4. The trainer emphasizes that honesty of the answer is important. The answers should be given in accordance with how we behave in the situations described, not how we would like or how (in our opinion) we should behave. If we have never been in a given situation, we should consider what our natural reaction would be if we were in it. When the question is about preferences, indicate your actual inclinations, not those that seem appropriate or desirable.
5. The trainer emphasizes that all questions should be answered and neutral responses avoided (middle of continuum).
6. The trainer indicates that the test time is not limited. However, do not think about the answers too long.
7. In addition, it should be noted that the test result is not of value. There are no right or wrong answers. Each of the 16 personality types is different but has the same value. None is better or worse than the others.
8. After the information and explanations provided by the trainer, the participants complete the test.
9. After going through all the questions, participants receive a summary and the most important information about the type of personality. More information and detailed descriptions of a given personality in specific aspects of life: relationships, friendships, parenting and careers are available in English.
10. At the end, the trainer initiates a discussion on the results obtained:
 - to what extent they are consistent with the expectations and current knowledge of participants about themselves
 - what issues raise doubts
 - to what extent the obtained information may be helpful in achieving goals and planning further development activities.

In addition: the trainer gives the addresses of websites on which free tests with online results are available, e.g.

- <https://www.16personalities.com/pl/darmowy-test-osobowo>
- <http://testosobowosci.net/test2.php>
- <https://4grow.pl/testy-kompetencji-miekkich-online>



- <http://www.psychologia.net.pl/testy.php?test=zawod>,

Part II

Using the game in the field of entrepreneurship (online). For example, available on the site: <https://www.nbportal.pl/rozrywka/grz>

Annex

no 1

The set of entrepreneurial features and categories of assessment

Areas of entrepreneurship

reluctance and the fear instead of independence	uncertainty and emotional volatility	the lack of stress resistance
pessimism and worries	indecision	decisiveness
openness	activity and optimism	effectiveness and efficiency
independance	emotional stability	persistance in achieving goal



difficulties in contacts and cooperation with other people	avoiding problems	difficulties to perform administrative duties
to postpone decision	chaotic and non-planned activity	personnel management
planning	solving problems	keep the documentation

conduct negotiations	fast deciding	finance management
knowledge of the laws	avoiding situation and decision charged with the risk	waiting for the support and the care of others
lack of creative capacities and the passive attitude	avoiding changes	self-justifying for the lack of success
having initiative	searching the best possible solutions	adaptation of proceedings to changes



undertaking risk	independence from others	taking some responsibility for activities
persuading others	taking advantage of opportunities emerging	self-confidence

Categories of assessment/division

FEATURES
SKILLS



ACTION

Annex no. 2

Where is the zebra?

Please analyze the tips and answer the questions:

- In which house does the zebra live?
- In which house does the German live?
- In which house is milk drunk?
- Who lives in a blue house?

1. There are five houses.
2. The Swede lives in a red house.
3. The German owns the dog.
4. Coffee is drunk in the green house.
5. The Dane drinks tea.
6. The green house is immediately to the left side of the white house.
7. The person who keeps canaries at home drinks milk.
8. The Norwegian lives in the yellow house.
9. Milk is drunk in the middle house.
10. The Norwegian lives in the fifth house.
11. The person who drinks tea lives in the house next to the house where the cat is kept.
12. The person who owns the dog drinks orange juice.
13. The English person lives in the first house.
14. The Norwegian lives next to the blue house.
15. Water is drunk in the house next to the house where tea is drunk.
16. The first house is green.
17. The resident of the house, which is on the right side of the house, where the milk is drunk, has a horse.
18. Juice is drunk in the house next to the house where coffee is drunk.



The results:

- In which house does the zebra live? – green (first)
- In which house does the German live? – white (second)
- In which house is milk drunk? – red (third)
- Who lives in a blue house? – the Dane

Green

English person

Coffee

Zebra

white

The German

Juice

Dog

red

The Swede

Milk

Canary

blue

The Dane

Tea

Horse

yellow

The Norwegian

Water

Cat



Description

1. The trainer spreads the posters – on one there is a contour of the briefcase, on the other - basket or he shows the basket and briefcase. He distributes the cards to the participants.
 2. The trainer explains to participants what " briefcase " means and what "basket" means.
 3. The participants put into the briefcase everything they take with them from the meeting, what they have learned, what they consider important, what they liked. They throw away to the symbolic basket what they find unnecessary and useless. They write it on a piece of paper, then go to the posters and "pack in the briefcase" or "throw it in the basket".
 4. The instructor initiates a discussion summarizing the meeting. Participants should have the opportunity to comment on their answers and find out how others responded.
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1. Own elaboration on the basis of training materials and scenarios of classes available on http://www.modm.bialystok.pl/index.php?option=com_content&view=article&id=629:rozumie-m-innych-uczucia-s-zmienne-dobrze-by-razem&catid=37:wychowanie&Itemid=15 (as at 22.05.2015)
2. Methods of group professional counseling. Education method. Information - methodical booklets for professional advisor no 12, KUP Warsaw, 1999
3. Own elaboration on the basis of the manual E. Liwosz. M. Nowak, K. Pankiewicz: Search job. Training programme in the job club. Ministry of Work and Social Policy Ministerstwo, Warsaw 2009
4. Own study on the basis on the manual E. Liwosz. M. Nowak, K. Pankiewicz: I search a job. Training programme in the job club.. The Ministry of Work and Social Policy, Warsaw 2009
5. Own study based on: Readiness for change. The road to improvement in the world of dynamic change. Information and Methodical Notebooks of a Vocational Counselor No. 16, KUP Warszawa, 2000.
6. Available on the website: <https://www.16personalities.com/pl/darmowy-test-osobowosci>