



TRAINING ROADMAP

EUROSTART PROJECT



Erasmus+

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1. Introduction to the Project Objectives

EuroSTART is a European wide partnership designed to develop core and innovative learning methods that best encourage success in management activities for start-ups and entrepreneurs. This project arise after experience acquired in 2 previous projects called “STUPCOM - Start-Ups Communities” and “SUI - Start-Ups Internationalisation” aiming at the exchange of best practices on Start-Ups Community support and Internationalisation, respectively. With this new initiative, partners intend to go one step further in the support of start-up and entrepreneurs, by answering the need for education and training in the field of Start-Ups Management, thanks to an innovative proposal of participative and ICT based training approach.

EuroSTART project was already submitted under KA2 2016 call for proposal under the acronym SUM. Despite an overall positive evaluation, the project was rejected, due mainly to the non justified participation of a partner from a E+ partner country. This year, EuroSTART partners intend to submit again this proposal having followed the recommendations given by the Irish National Agency to improve the application, as they remain convinced about the need of such an initiative.

Target groups:

Target groups of the EuroSTART project are start-ups and entrepreneurs, in first instance. According to the conclusions of project “I-START-UP” (Jan 2014 - KA3 ICT Multilateral Project) the needs for education and training in the field of entrepreneurship are linked with 4 competence areas:

- Business skills
- Management skills
- Communication skills

- Self-development skills

This document describes the tasks and deliveries within Intellectual Output 1 concerning to the described project above as well as the results of the desktop research.

1.1. Description of IO1, tasks and deliveries

O1: Competence Framework for Start-Up Management

The objective of this first output is to provide a substantial description of what will be the competences targeted behind the EuroSTART training and thus provide a competence framework and desired start-up managers' profile. Partners already identified a series of competences needed for a better management of Start-Up, building on previous SUC and SUI projects, as well as during the implementation of other activities related to this issue (Activating Dublin in Ireland, or EEN activities) and partners existing training offers and fields of expertise.

The Intellectual Output will focus on the definition of the competences needed by start-up managers in Europe to properly implement their managerial tasks and reach the desired profile of an efficient and qualified start-up manager. Partners will develop further on the topics selected and they will discuss priority learning outcomes.

Partners will detail with a pedagogical perspective what are the skills, knowledge and competences behind each topic. Everyone will create different factsheets (15 in total), and they will discuss and select which are the priority topics which should be part of the competence framework. The list of selected competences will be further developed in a training roadmap, which will be a full description of what is intended through the EuroSTART course. This roadmap will draw a first structure of the Training Course modules which will be divided into Learning Outcomes Units,

following transparency tools promoted by the European Commission. It will be the basis for the development of the modular structure of O3 and O4.

The training roadmap will be a EU dimension proposal to answer the competence need of start-up and entrepreneurs in management. In order to facilitate the exploitation of the framework proposed for the training to be developed, partners will use EU transparency tools to facilitate the recognition. They will work with Europass certificate format, on the one side, but will also work on the validation of the competences selected at later stages of the project implementation, to align the work made by EuroSTART partners to EQF standards and EU recommendations (in particular those provided by CEDEFOP and the ECVET system implementation).

FYG will be the leading organisation of this output, as it is experienced in training development in this field. All partners will contribute to this output, and will work on the different competences identified according to their specific field of expertise.

National workshops will be organised in Ireland, Spain, Italy and Poland to introduce participation of the target group in the validation of the competence framework. To reach the objectives IO1 follows a strategy of open discourse and early involvement of the target groups. The following tasks are foreseen:

Task 1: Factsheets of competences

- Partners identify a series of competences needed for better managerial practices of the start-up entrepreneur.
- Develop further the above list of foreseen topics, and will provide for each selected element a description of the intended competences and associated skills and knowledge.
- A template will be prepared by FYG to develop the factsheets and the selected topics will be distributed among the partners according to their

respective areas of expertise to be further developed. Factsheets will include: Definition of the competence, area of application, existing training and OER resources, policy framework.

- At least 15 competence factsheets will be developed.

By the end of this first task, partners will engage internal discussion to establish priorities in the training needs and will select the competences to be further assessed in the training roadmap.

Task 2: Training roadmap (what will be the training path we intend to develop)

- After identifying the set of competences and the skill mismatches targeted by the course, partners will formulate learning objectives and outcomes inside a EuroSTART training roadmap.
- The Training Roadmap will be a report which will provide information on all training contents and requirements, as described above. It will not be the training material but a document which identifies which contents must be included in the train the trainer materials (O4) and course modules (O3).
- In this phase partners will specify the learning and training materials and other resources needed, select trainers and trainee requirements. FYG, for its experience in this field, will undertake the leadership on this action. It will involve DCC, MEUS, MateraHub, BEA and DANMAR for the discussion on competences, DANMAR will also provide technical assessment for trainees and trainers requests, and MEUS will supervise the general quality and adaptation to O1/A1 defined competence.
- The training roadmap will include a competence profile (meaning a description of the professional profile foreseen through the training completion) and set priorities.

- The final validation of the roadmap will be agreed during the partners meeting to take place in Matera at the end of this output. It will be produced in English.

Task 3: Certificate (Europass format document to be awarded to learners after completing the course)

- The Certificate Supplement also provides supplementary information about the duration, nature and level of the training and the content of the course”.
- If partners will not develop a Europass certificate as such, they intend to use this standardised format in order to explain and clarify the competences targeted behind the EuroSTART course.
- MEUS will develop a proposal which will be reviewed and validated by the rest of partners. This Europass format file will be available as a memorandum for the EuroSTART project on the website and application. Also, by completing the course with a minimum score to be determined by partners, participants to the training will get awarded by a certification of their competences delivered by the project partners.

Task 4 : Validation of competences

- The training roadmap, being based on formal and non-formal competences, will require a deep interaction with most common competence framework and validation system (following CEDEFOP's good practice guidelines).

2. Competencies profile

Through the conduction of the first part of this intellectual output, partners have gathered a series of information regarding a total of 18 competences considered as important for entrepreneurship. Out of all this information, the consortium conducted a thorough research and decided on six final competences that they consider were the most essential ones in relation to the aims of this project.

More concretely, the competencies that are going to be analysed are:

- ❖ Creativity
- ❖ Cooperation and Team Working
- ❖ Financial and Economic Literacy
- ❖ Leadership and Initiative
- ❖ Intellectual Property Rights
- ❖ Project Management and Planing

In the following pages, a detailed description and identification of the contents will be provided to each of these competencies, in base to the information obtained by the factsheets. The information provided therein will be of essential interest for the “train the trainers” materials, since it will be base for its production.

Creativity

The use of imagination or original ideas to create something; inventiveness.
(<https://en.oxforddictionaries.com/definition/creativity>).

*What is a Creativity for an Entrepreneur? According to the **EntreComp framework**, the *Entrepreneurship Competence Framework*, this competency is the ability to *Imagine the future. Develop a vision to turn ideas into action. Visualise future scenarios to help guide effort and action.**

Creativity is the ability to develop new ideas and to discover new ways of looking at problems and opportunities. Stimulating creativity and exploring completely new and unknown before territories lead as result to increasing the productivity of the business. Creativity in entrepreneurship can also embody in new and useful solutions to business problems, creative business strategies, or creative changes in entrepreneurial process.

Startups and small businesses rely on creative minds, not only to find creative solutions, but also to think ahead about potential problems that might arise.

CREATIVITY is defined as:

- the **tendency** to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others;
- the **ability** to create, to invent into a new form, to produce through imaginative skill, to bring into existence something new. Creativity is not ability to create out of nothing, but the ability to generate new ideas by combining, changing, or reapplying existing ideas;
- an **attitude** to accept change and newness, a willingness to play with ideas and possibilities, a flexibility of outlook, the habit of enjoying the good, while looking for ways to improve it;
- a **process** of assembling ideas by recombining elements already known but wrongly assumed to be unrelated to each other. A creative person work hard and continually to improve ideas and solutions, by making gradual alterations and refinements to their works.

Cooperation and Team Working

This competence profile addresses a **Start-up manager** and the skills related to **cooperation and team working**, selected among a large set of other competences needed to handle this position.

Cooperation and teamwork is understood as the process of working collaboratively with a group of people in order to achieve a goal. Teamwork is a crucial part of a business, as it is often necessary for colleagues to work well together, trying their best in any circumstance. Teamwork means that people will try to cooperate, using their individual skills and providing constructive feedback, despite any personal conflict between individuals. Further, “working with other” defines the corporate culture and working style. This competence focuses on the way a group (e.g. a company) wants to work and how this retroactive affects the relationship with customers and partners. Cooperation and teamwork also include the ability of mobilising others for the achievement of tasks. Cooperation is the work done with other individuals as part of a team and aimed at making this team move forward together in the same desired direction for the achievement of a common objective.

Key activities to be developed by the manager:

- Team Building
- Build the desired corporate culture
- Provide a propice working environment
- Set up the different cooperation flows
- Implementation of tasks following the established collaborative model
- Monitoring
- Correction
- Sharing results

Financial and Economic Literacy

One of the fundamental resources to create a business is a certain financial capacity.

Good financial management is critical to the success of any business. How efficiently a business is at sourcing funds at the lowest cost, controlling the company's cost of capital and speed of its cash conversion cycle will have an impact on the firm's overall profitability.

There are three core elements of financial management: Liquidity management and cash flow management. Asset acquisition – which directs the long term course of business. Working capital - funding, capital structure and cost of funding

In a profit- orientated organisation it is also the main goal to earn as much money as possible. Financial resources must be handled with great care and knowledge because losing too much money can kill your business and not knowing important factors like the taxation system may do the same. Therefore is financial and economic literacy one of the most basic competencies an entrepreneur must have.

Leadership and Initiative

Leadership can be considered as an ability that an individual has; some people are born leaders while others must work extremely hard to gain some of these traits and skills. Leadership is something very hard to define, however, it is sometimes described as the ability to motivate others to improve as well as having the ability to adapt to every situation and making adjustments.

Initiative is described as those who initiate something, and is usually used in business terms to describe someone who is capable of deciding what do to, when

to do it, completely independently. It is strongly believed that you cannot be a leader if you do not have initiative.

Leadership and initiative are extremely important and are applied throughout a business. Leadership is usually conducted by the 'leader' of the business and it helps others find a way or find a motive to carry on working hard. However, anyone in the business can demonstrate leadership traits. Acts such as helping others or even just motivating a co-worker to get work done quicker is in its own way a leadership act.

Intellectual Property Rights

Intellectual property (or "IP") is a category of property that includes intangible creations of the human intellect, and primarily encompasses copyrights, patents, and trademarks. It also includes other types of rights, such as trade secrets, publicity rights, moral rights, and rights against unfair competition. Artistic works like music and literature, as well as some discoveries, inventions, words, phrases, symbols, and designs can all be protected as intellectual property.

The value of intellectual property (IP) is often not adequately appreciated and its potential for providing opportunities for future profit is widely underestimated by SMEs. However, when IP is legally protected and there is demand for the IP-protected products and/or services in the marketplace, IP can become a valuable business asset.

- IP may generate an income for your SME through the licensing, sale, or commercialization of the IP-protected products or services that may significantly improve an enterprises market share or raise its profit margins.
- IP rights can enhance the value or worth of your SME in the eyes of investors and financing institutions.

- In the event of a sale, merger or acquisition, IP assets may significantly raise the value of your enterprise, and at times may be the primary or only true assets of value.

The main statutory intellectual property rights cover two main areas: industrial property, concerning patents for inventions, trademarks and industrial designs and copyright.

Patents are concerned with inventions producing a technical result - of new and improved products, processes and uses that are capable of industrial application. Trade Marks are concerned with brand identity - principally of goods and services. They can be distinctive words, marks or other features, the purpose of which is to make a distinction in the mind of a customer between different traders, products and services.

Project Management and Planning

Strategic planning is a disciplined effort to determine and realise the intermediate-term goals of the enterprise. In the end, it produces fundamental decisions and actions that shape and guide what an organization is, who it serves, what it does and why. With a focus on the future, effective strategic planning also articulates how an organization will know if it is successful. A successful strategic plan sets priorities, focuses energy and resources, strengthens operations, and ensures that employees and other stakeholders are working toward common goals. Strategic planning answers three key questions:

- Where are we?
- Where are we going?
- How will we get there?

The strategic planning process is created by addressing the following:

- Mission statement
- Vision statement
- Fiscal year priorities
- Action plans
- Monthly monitoring and managing meetings

After the mission and vision statements are finished, goal setting begins to define fiscal year priorities for an intermediate term. “SMART” goals, which are simple, measurable, achievable, results oriented and time sensitive, are recommended to be set, while goals, which are “too easy” or do not boost performance, are to be avoided.

Through the operative planning, the strategically wanted is being realised through action plans as well as controlled through monitoring. So under operative planning all intermediate term plans are segmented in near-term plans in order to realise the planning measurements for the fulfilment of the company targets. Thereby the operative planning consists of different areas like the operational planning, costs and performance calculating or controlling.

Strategic and operative planning usually take the form of a business plan, i.e. a formal statement of business goals, reasons they are attainable, and plans for reaching them. It may also contain background information about the organization or team attempting to reach those goals.

It is the task of the management to plan, organise, lead or command, coordinate, motivate and control the enterprise to accomplish the goals or targets set and achieve the development of the enterprise through a series of planned processes called project management.

Project (cycle) management is a recognised core business competency, incorporating:

- the initiation or the project idea
- the planning and developing
- the approval or decision
- the procurement of resources
- the execution and monitoring and
- finally the evaluation.

During project management we have to bear in mind that projects are always distinctive, complex, goal-oriented and have a strict time frame with limited resources and budget constraints.

3. Learning objectives

Creativity

Creativity is a skill that can be learned and improved if the right methods and techniques are used. Therefore, although inspiration can be important to come up with creative ideas, you can use several creative thinking tools to develop your creative ability. Creativity is often associated with personal actions and developments. A creative environment within a business can lead to business innovation.

Based on what stated above, the core learning objective of this module is to train learners' creativity skills and enable them to:

- Define creativity and all relevant key abilities, attitudes and processes
- Identify barriers to creativity
- Understand the creative process
- Recognize the importance of innovation
- Explore creativity solutions to problemsolving
- Enhance creative attitude as entrepreneurs

Furthermore, creativity is a process of assembling ideas by recombining elements already known but wrongly assumed to be unrelated to each other.

Therefore, as another key learning objective of this module, learners will be fostered to “use” creativity as a skill rather than an attitude and that they can get better at it with practice and tools/methodologies explained and practiced in this module.

They will learn that creativity:

- results in ideas that have potential value
- is the process of putting things together in unexpected ways and involves:
 - **cognitive abilities** (divergent thinking, ability to ‘transform’ thinking, sensitivity to problems, breadth of knowledge and judgement)
 - **personality traits** (self-confidence, tolerating ambiguity, curiosity and motivation)
 - **emotional processes** (emotional fantasy in play, pleasure in challenge, involvement in tasks and tolerance of anxiety)

Cooperation and Team Working

1. Teamwork

The team goals are aligned with the higher-level organizational goals. The structure and composition of the group are also dependent of the organization's goals but diversity and intercultural competences become more important.

Self-responsibility and autonomy are more associated with teams than with groups.

The members meet at eye level and a strong formal hierarchy is missing.

Teams usually require a form of work within the framework of an organization. Especially but not exclusively in IT-businesses open communication methods like scrum are very popular amongst employees.

2. Organisational culture

As the working style in a company defines the attitude of a group towards stakeholders, partners and customers it becomes a very strategic field as part of the corporate identity. Many companies use mission statements to make their working style transparent to other people. The goal is to find a fitting working style which resonates with the performance of the employees, and the demands of customers and stakeholders to maintain an appreciative connection.

3. Others

- Change (implement structural / product / service and other strategic change within the activity and involve teams in the change)
- Team management and leadership is the ability of an individual to administer and coordinate a group of individuals to perform a task. This definition is very close to mobilising skills and those two area are directly related.
- Collaborative economy and sharing economy, economy of the common good, social enterprises. The base of the economic activity is the collaboration among different stakeholders instead of competition. People seek for peer learning, share and mutual support
- Co-working is a style of work that involves a shared workplace, often an office, and independent activity. As for collaborative activities, this work style required mutual engagement and mobilisation.

- outsourcing: when one company contracts-out a part of existing internal activity to another company, this collaboration requires to implement a relationship based on trust and involvement of the external staff.
- Crowdfunding, Business Angels and Capital Investors (convince other to find collaborative ways of funding a business project).
- Mentoring, having mentors helping you to organize the startup strategy.
- Labour psychology and Human Resources, as this skill might be an important one to take into account while recruiting and building a working team.

Financial and Economic Literacy

According to the Entrepreneurship Competence Framework developed by the European Community, three main skills build that competence. These are:

1. Estimate the cost of turning an idea into a value-creating activity.
2. Plan, put in place and evaluate financial decisions over time.
3. Manage financing to make sure my value-creating activity can last over the long term

<https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entreprcomp-entrepreneurship-competence-framework>).

To master these skills, a combination of specific professional knowledge as well as action strategies are imperative. With the given fact, that there are quite a lot of different regulations concerning businesses in different countries it is also very important to stay updated about new laws and regulation concerning finances.

The Entrepreneurship Competence Framework structures them into four fields:

1. Understand economic and financial concepts
2. Budget

3. Find funding
4. Understand taxation

Leadership and Initiative

Leadership and initiative main learning objectives will include:

- Acquiring and developing critical thinking skills: in order to effectively lead or take the initiative it is necessary to be able to critically see the situation, as it will allow to take a more thoughtful choice.
- Use a process of decision making: when you are responsible of other people as leader, it is not enough to just choose; there has to be a logical reason behind the choices you make. For this reason, learning how to use a decision making process will allow you to make more educated choices.
- Be aware of all the leadership theories: there is no single path for leaders; the best way to lead depends on many variables, and what is better for one organisation may be catastrophic for other; furthermore, along time the situation of an organisation may force to use a different leadership mode. For this reason, it is important to know the main leadership theories.
- Understand the importance of diversity and how they can affect leadership and initiative decisions: diversity of culture, thinking, moral, values... can affect the way people under your leadership see you. It is important to take into account that no one is the same and you cannot expect to think the same way you do; no one wants a leader who is not able to understand different points of view.
- Understand the importance of owning self-confidence: if a leader or an initiator does not trust in the decisions or choices made, how is the rest going to? Owning self-confidence is vital in order to propiciate receiving other peoples' trust.

- Understand that being a leader or an initiator is not only a position, it is a way of behaving and thinking. If you do not own it, you will not effectively be a leader, and your initiatives will not stitch.

Intellectual Property Rights

Intellectual property, as a concept, “was originally designed to cover ownership of literary and artistic works, inventions (patents) and trademarks”. What is protected in intellectual property is the form of the work, the invention, the relationship between a symbol and a business. However, the concept of intellectual property now covers patents, trademarks, literary and artistic works, designs and models, trade names, neighboring rights, plant production rights, topographies of semi conductor products, databases, when protected by a *sui generis* right, unfair competition, geographical indications, trade secrets, etc. Making the right investments is crucial for enhancing the market value of your SME. Investing in equipment, property, product development, marketing and research can strongly enhance your company's financial situation by expanding its asset base and increasing future productivity. Acquiring intellectual property may have a similar effect. Markets will value your company on the basis of its assets, its current business operations and expectations of future profits. Expectations for future profit may be considerably affected by the acquisition of key patents.

Intellectual property shall include rights relating to:

- 1) literary, artistic and scientific works;
- 2) performances of performing artists, phonograms and broadcasts;
- 3) inventions in all fields of human behaviour;
- 4) scientific discoveries;
- 5) industrial designs;
- 6) trademarks, service marks, and commercial names and designations;

7) protection against unfair competition and all other rights resulting from intellectual activity in industrial scientific, literary or artistic fields”.

SME's will be able to understand the basics of the four primary forms of intellectual property rights. SME's will be able to compare and contrast the different forms of intellectual property protection in terms of their key differences and similarities and also will be able to assess and critique some basic theoretical justifications for each form of intellectual property protection.

Project Management and Planning

The main learning objectives of Project Management and Planning will include:

- Enabling learners to understand the fundamental importance of strategic and operative planning and project management, to understand the relationships between them;
- Providing guidelines for designing efficient business strategies that take full advantage of the available resources;
- Presenting the highly developed personal skills and performance competencies needed for strategic and operative planning, as well as project management;
- Enabling learners to identify priority areas for improvement and harmonise them with the business strategy;
- Making learners to become more constructive in planning and implementing identified improvements;
- Making participants capable of aligning projects to corporate goals;
- Helping learners achieve an in-depth knowledge of project management, i.e. The skills on leading, planning, organising and supervising complex projects, even multiple projects at once, if needed, within their enterprise in order to be

able to reach set objectives in terms of results and efficiency; as well as to invent, appraise, select, plan, control and manage projects;

- Helping learners to better understand the opportunities and challenges that stem from agile project management;
- Helping students to develop the ability to research, plan and manage a small to medium sized project to its successful conclusion;
- Making participants of the module to be able to apply project management knowledge and skills to day-to-day operational, as well as to ad-hoc projects;
- Providing practical assistance in project cost estimation, risk management and scheduling, start-up, progress management, change control and project audit;
- Developing critical awareness and thinking across project management issues and their impact on the success of a project;
- Aligning the current needs of startups and small businesses in project management with education in best market practices;
- Making learners to trust their own solutions more and be able to substantiate and implement them with less effort thanks to the newly attained theoretical and practical knowledge and experience;
- Developing students' collaborative and team working skills by encouraging work in groups.

4. Training priorities

Once the most relevant competencies have been analysed, it is time to pass to the learning objectives. The main aim of this part of the roadmap is to state which contents must be included in the train the trainer materials (O4) and course modules (O3). To do so, a detailed explanation of the required contents will be done.

Creativity

Understanding EntreComp

To be entrepreneurial means more than being prepared for self-employment or launching a start-up. Entrepreneurial people drive change and seize challenges. They make smart use of personal and external resources, and can transform ideas into actions.

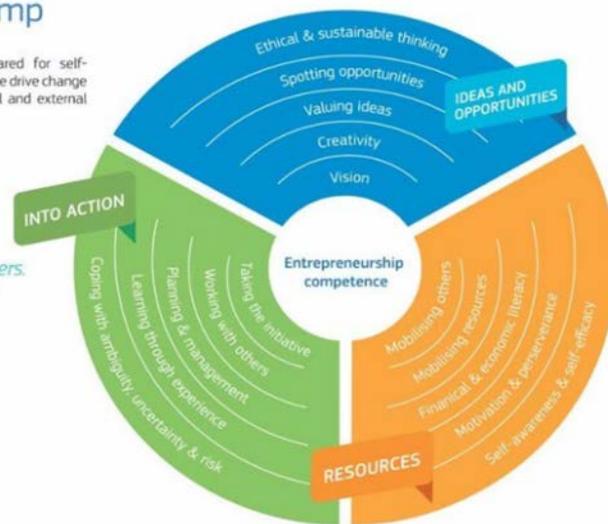
EntreComp defines entrepreneurship as:

“The capacity to act upon opportunities and ideas, and transform them into value for others. The value that is created can be financial, cultural or social.”

EntreComp identifies three competence areas:



Each area includes five competences that make up entrepreneurship competence overall.



Creativity is among the core entrepreneurial competences included in the Entrepreneurship Competence Framework developed by the European Community, which proposes a shared definition of entrepreneurship as a competence.

Creativity is presented as one of the competences in the ‘Ideas and opportunities’ area, even though the creative process entails both the use of resources and the capacity to act upon ideas to mould their value.

The EntreComp synthetically designate Creativity as the ability to “Develop creative and better solutions” and specifically to: - Co-develop multiple ideas and opportunities - Explore and experiment with innovative approaches - Re-combine knowledge and resources to achieve valuable effects.

Most of us would agree that to have any type of entrepreneurship, it involves the creation of something new. Just consider—entrepreneurial action almost always leads to creating new products or processes, a new market, a new ventures, new channels of distribution or even personal initiatives. Unfortunately, the way

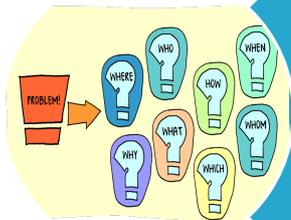
entrepreneurship is taught has been traditionally focused on a prescriptive, linear process.

Applying a creative approach to entrepreneurship is a means to generate more novel ideas and approaches to solving problems. Creativity is by nature socially interactive and is rooted in what you know, your own personal experiences and understandings.

The overall priority of this module is to foster understanding of youth workers, youth leaders on importance of creativity and entrepreneurship and to share as well as develop methods and tools in order to enhance creativity as:



Creative thinking. Looking at something in a new way, usually associated with the definition of “thinking outside the box.” Often, creativity in this sense involves what is called lateral thinking, or the ability to perceive patterns that are not obvious.



Creative problem solving. Creative problem-solving stands out as innovative. A creative problem solver will find new solutions, rather than simply identifying and implementing the norm. You might brainstorm new ways to cut energy use, find new ways to cut costs during a budget crisis, or develop a litigation strategy to defend a client. These all entail creative thinking on your part.



Creativity in management. It is crucial to:

- make more effective use of a manager’s time
- improve motivation amongst staff
- appeal to customers’ wants and needs
- cut costs through more efficient/effective production methods
- identify new and profitable product-market opportunities

The main training priorities will cover the following areas:



ability an **ability** to create, bring into existence, to invent into a new form, to produce through imaginative skill, to make to bring into existence something new. Creativity is not ability to create out of nothing, but the ability to generate new ideas by combining, changing, or reapplying existing ideas.



attitude an **attitude**, the ability to accept change and newness, a willingness to play with ideas and possibilities, a flexibility of outlook, the habit of enjoying the good, while looking for ways to improve it



process a **process**: creative persons work hard and continually to improve ideas and solutions, by making gradual alterations and refinements to their works.

The methodology of the training path is based on non – formal education. Formal, non – formal and informal learning will happen during the module programme among participants and will be learner – centred and based on the needs and expectations of participants.

Ongoing evaluations will be integrated into the module through a final assessment and intermediate exercises, since the module itself has some theoretical and several practical parts based on the methodological flow. The methods that will be used will include self – assessment, small group work, games and role plays, feedback, etc.

Cooperation and Team Working

The attributes that make an individual skilled in the implementation of cooperative work / teamwork will be divided in two sets of competences. First, the ones related to practical behaviours and the attitude of the manager. Then, the theoretical competences, which implementation will better the aptitude of the manager.

a) Individual characteristics (behaviours, personality, motivation, etc)

Communication. Communication is the ability to transfer a message to others through a determined mean / media, which can take several audiovisual forms.

- Listening to others
- Oral expression to present a project / perspective / idea
- Gesture / body language to support the oral expression and transmit a message
- Written expression to present a project / perspective / idea
- Persuasion: know how to explain why things can't go on as they are and convince. It is also to be related with negotiations skills
- Valorisation: Make others know that they matter – show how they can help. Tell what is getting done

Collaboration and knowledge sharing

- Ability to identify and point out the needs
- Engaging people: Include everyone in crafting vision
- Flexibility and openness to change: be ready to accept others ideas and implement them
- Ability to delegate tasks to make others work for the achievement of a common objective

Create trust and favorable working conditions

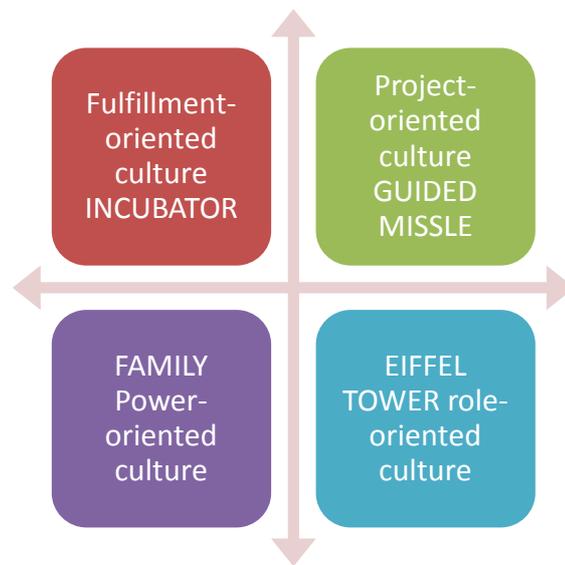
- Create trust and work in confidence with internal and external people
- Rewarding: Honor effort – express gratitude along the way. Celebrate success

b) Knowledge need

What is a Corporate culture?

A knowledge of the theory of corporate culture will help the manager to design and implement the managing style he/she wants to implement in the business, choosing between of focus on objectives, peoples, etc.

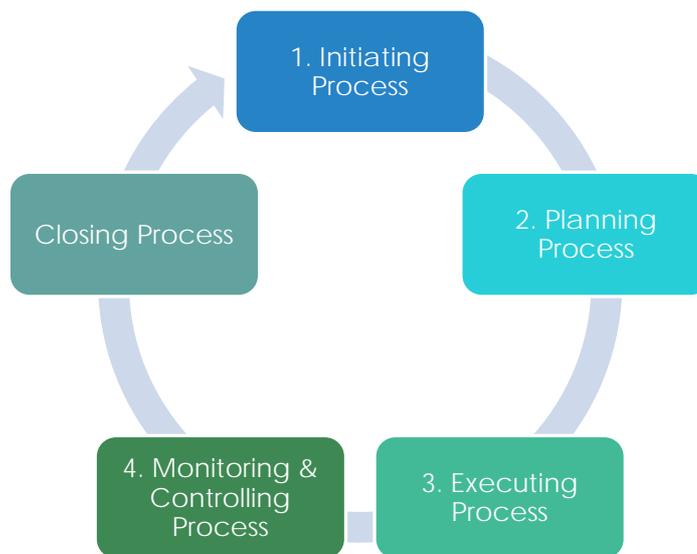
Graph 1 – Four Corporate culture



Understanding of the project life cycle and distribution of tasks

Having since the beginning a clear idea of the project life cycle will help to organise the work among the team.

Graph 2 - Project Lifecycle



Communication tools / IT tools / social media

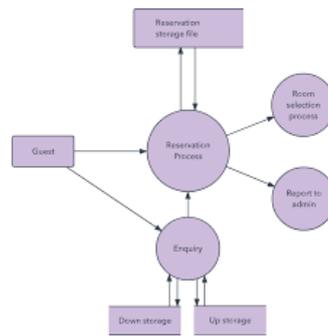
The communication tools can change from one business to the other. A good knowledge of communication / administrative / networking tools can help to choose the most appropriate ones. For instance:

- Admin project
- Trello
- Basecamp
- Different chat providers
- LinkedIn
- ...

Diagram of flows

The Diagram of flows will set up the relationship among the team and communication flows between the different positions in the organisation.

Graph 3 – Example of diagram of flows.



Principles of collaborative economy and social business

Cooperative work should not be applied only to internal team work, it offers much wider applications, which are nowadays being more and more implemented. Knowing the different types of collaborative business or social business will help the manager to go further, by questioning the finalities of his business idea and its global role in society.

Financial and Economic Literacy

The main priority is to reach a level of knowledge that is fitting for smaller businesses models and not to get lost into too many details. Choosing the right legal form for the organisation, and understanding basic concepts of economic and financial models (exchange, inflation, deflation, competition, market analysis ect.).

Finding the right sources of funding is the most important step for starters. Considering the state of the company (employees, growth rate, etc.), these sources might have to change. Also very important is profound knowledge about the tax system in place. To reach a positive income means also to realise how much money will be declared as tax.

Leadership and Initiative

According to research conducted by a number of various of articles, there is no one correct way to train people to gain leadership insights but is more dependant on the situation. In start ups, one way to make sure individuals develop leadership traits would be to first of all coach the employees. This is important because in a start up, it is likely that the employees are recent graduates with little experience, so it is important that they have appropriate coaching.

The term coaching in this situation refers to mentoring/helping the employees gain confidence, knowledge and awareness of workplace situations. Further training that could take place to help employees gain some insight into leadership is exposing them to new responsibilities. This can be a good way to train individuals as it makes them work independantly and come up with solutions in their own way, a key element for leadership. An example of how this could be done is by presenting new challenging responsibilities that have more importance to the business compared to their normal tasks (however this depends on the confidence you have in the individual).

So based on this theory that having new responsibilities helps thinking and confidence skills to grow within people an excersise that could be developed involves job rotation. For example, giving the employees the ability to switch roles on a daily basis to try new roles and gain a better understanding of the whole organization, as well as interact with different people which ultimately helps confidence. Ultimatly, job rotation allows people to gain experience out of their “comfort zone” and explore challenging territory, which again leads to a growth of confidence to then develop leadership characterisitcs.

To conclude, leadership is something that can be hard to teach as some leadership traits are more of a characteristic. Having said this, aspects such as

ability to think on your feet, confidence and communication skills which are all vital for a leadership role can be worked on and improved.

Intellectual Property Rights

The objective of the program is to create a critical mass of trainers in a country who have the basic knowledge, skills and experience to provide preliminary IP assistance to SME's entrepreneurs, and micro, small and medium sized enterprises (SMEs) on effective intellectual property (IP) asset management to enhance the competitiveness and sustainability of the SMEs in the domestic and international markets. Such preliminary IP assistance, to be provided by the persons trained in the program, would include advice or technical assistance on how to identify, protect, exploit and manage IP assets, whether owned by an entrepreneur or an SME, licensed by him/her/it from another entity or created in partnership with another entity.

Current training in both classroom and online available for SMEs is adhoc and limited.

The European IPR Helpdesk appears to be the primary resource offering capacity building training actions. They provide occasional onsite training and webinars <https://www.iprhelpdesk.eu/training/online/webinars>

National IP offices e.g Patents Office Ireland:

<https://www.patentoffice.ie/en/About-Us/IP-for-Business/>

The European IPR Helpdesk: <https://www.iprhelpdesk.eu/>

World Intellectual Property Organization: <http://www.wipo.int/services/en/>

The Enterprise Europe Network provides basic IP support for transnational projects: <https://www.iprhelpdesk.eu/support-at-your-doorstep>

Project Management and Planning

The strategy an entrepreneur intends to follow can be very different from the strategy that actually gets realized. Without determining a connection to execution, the strategy is merely loose words, without relevance to the enterprise's day-to-day operations. Disconnects happen in many places – employees don't understand the strategy, managers don't have incentives tied to strategy, sufficient time is not dedicated to revisiting, maturing and refining the strategy over the course of the year, and budgets are not linked to strategy.

Moreover, not all the great strategic ideas come from management. A truly balanced organization includes a feedback loop to allow strategic concepts to also flow upward. It is project (cycle) management to ensure that strategic planning is kept in alignment with operative planning, as well as implementation in order to achieve the improvement of performance.

The overall priority of this module is to point out and provide education for startups and small businesses on why and how project management is done and what are the success factors of an efficient project management:

1. Alignment with the long-term goals of the enterprise

Executing high-impact, high-visibility projects that align with the long-term goals of companies. If time is spent executing minor, non-value added or siloed projects, company resources are not only being squandered, potentially more desirable opportunities may be as well. The project manager should have a clear understanding of the direct line from project to strategic direction.

Every project should deliver change to the business in a way that will impact the organization's culture. Improving the organization's culture should be a requirement for all projects that will enable the business to become more agile,

streamlined and flexible. Business moves at the speed of thought and projects have to deliver at that same speed while addressing these three critical requirements.

The project manager should remain in a perpetual state of improvement. It is necessary to continually review processes, internal resources, technologies, culture, etc., to make sure stakeholder needs and strategic goals are being met. What works today isn't necessarily going to work tomorrow. Project managers need to continually evolve to keep pace.

2. Requisite skills in line with the main characteristics of projects

What skills do great project managers need? In truth, they need many degrees of expertise, some of which are obvious and others less so. The key, of course, is being able to manage a project on time and on budget, by gaining the confidence of all stakeholders and leading a highly motivated team to a successful outcome.

One of the first jobs of a project manager is to make sure that the budget is realistic and can meet the financial needs of the project, and, to control those costs through the execution of the project. The majority of projects have financial constraints and a very tight budget. It takes a great deal of skill to figure out how to squeeze every cent out of those limited funds.

Every project is unique and complex. The ability to think on your feet and solve problems are keys to the success of any project leader. Resources may be curtailed, key aspects of the project delayed for a variety of reasons, but a project manager must find the solution. No matter what the situation, a project manager always stays calm and is capable of critical thinking. Planning a project, big or small, is inherent with risk. It's part of the job to see those issues before they become problems. Good leadership is needed from start to completion, ensuring all stakeholders are kept briefed and the team fully engaged and motivated. A

project manager needs to get the team behind him/her, and must work on building the team spirit continuously. An effective project manager will excel at building trust. Delegating work and responsibility says team members can be trusted to assume responsibility for key tasks. And last, but not least, a sense of humor helps us having a different perspective, it allows us to see a problem differently.

Projects are goal-oriented. Project leaders must communicate their visions clearly and in a way that everyone can grasp it. They must also be able to provide regular constructive feedback to the project team. Regular communication lets the team know the project manager is fully in control and alert to any problems. Project managers stay in touch with all stakeholders, and if problems arise they know how to communicate the changes. The communication tools range from email to smartphone, or one-on-one meetings, and project managers are skilled at using them to stay in touch with their team. Being good at negotiation is sort of a subset of communications. Leading a project means you're in constant negotiations.

The only way to achieve the goals of the project within the timeframe that has been decided on is to breakdown that goal into tasks on a timeline. That's scheduling, and it's the heart of what a project manager does: setting up a realistic schedule and then managing the resources to keep on track so the project can be successfully concluded on time. There are many tools that can help with this process, chief among them an online Gantt chart, which provides a visual of the schedule with tasks, durations of those tasks, dependencies and milestones.

3. Key performance indicators to be applied

Key performance indicators (KPIs) play an important role in helping to identify the required and agreed-on strategic objectives and measure progress. Whether quantitative or qualitative KPIs are used, they should be the basis of regular report on progress. They should be able to provide considerable visibility into the performance with absolute confidence.

Project leaders need to sit down with project sponsors, executives, stakeholders, and teams at the start of any project and nail down the precise information each is looking for regarding KPIs and ongoing project insights. If this is something that's murky from the start, how can a project manager determine the types of data they need to sift through to gather useful, timely and relevant business intelligence. Too much information can be just as bad as no information. Ensure the right tools are in place to offer each area with relevant to-the-point dashboards that can provide at-a-glance takeaways. It should be a project manager's goal to seek and leverage tools that help them capture pertinent real-time data from multiple sources and display it visually so teams can quickly and easily access KPIs in an instant. This helps teams and stakeholders to understand how they are performing and where they are in relation to project goals in an instant.

One of the most prominent contemporary trends in general management (strategic and operational management) is the increasingly frequent project-based work organisation in both the private and public sectors. Project management in the twenty-first century is associated with the implementation of changes in organisations, ensuring economic benefits of project results and positive social and environmental impact for present and future generations.

Virtually every entrepreneur runs projects for the development of something new in the business – either formally or informally. The following types of projects may occur in enterprises:

- Investment (eg. establishment of the premises)
- Organisational restructuring (eg. introduction of ISO standards)
- Program or event (eg. participation at an exhibition)

5. Module structure

Creativity

Chapter 1 - Introduction

Creativity is one of the most important elements of entrepreneurship and may be the key to developing entrepreneurial skills.

Entrepreneurs need to be observant and notice what people need (demand), find a solution (supply), sell that solution at a price people will pay, make a profit, deal with competition ... and the list goes on.

We all use creativity every day, even though we are often not aware of it. Entrepreneurs especially need to be creative in their work. Every time you are trying to find a solution to a problem or you are wrecking your brain to find a better way of doing something, you are being creative.

Startups and small businesses rely on creative minds. Not only do we need people who can find creative solutions, but also who are able to think ahead about potential problems that might arise. And creativity is not only about problems. It is about being able to visualize and to think ahead, to move ahead. Creativity is the stepping stone to innovation and is also part of self-actualization, or how we realize our personal potential.

Creativity is an entrepreneurial competence related implying three components:

1. Expertise that encompasses everything that a person knows and can do in the broad domain of his or her work- knowledge and technical ability.

2. Creative thinking skills that refer to how you approach problems and solutions- the capacity to put existing ideas together in new combinations. The skill itself depends quite a bit on personality as well as on how a person thinks and works.

3. Motivation that is the drive and desire to do something, an inner passion and interest. When people are intrinsically motivated, they engage in their work for the challenge and enjoyment of it. The work itself is motivating.

Chapter 2 - Goals

At the end of this module learners will be able to:

- identify and value creativity as a crucial entrepreneurial competence
- understand and apply the basic elements of the creative process and thinking skills as an entrepreneurial behavior
- implement their creative thinking and decision making capabilities
- foster out-of-the-box and original thinking at the individual level
- stimulate and encourage themselves to become a creative entrepreneurial thinker and solution finder
- use appropriate strategies and tools to foster and apply creativity

In other words, the main objective of the module is to prepare learners to professionally lead creative and constructive thinking strategies applied within a real business. By the end of the module, learners will have a substantial understanding of creative and constructive thinking framework and models.

You will learn how to encourage your own inventiveness by nurturing every step of it and to explore possibilities and generate multiple options, problem definitions and solutions.

Chapter 3 - Creative thinking.

- 3.1. Basic elements of the creative process for entrepreneurs**
- 3.2. What are creative thinking skills and how to strengthen them**
- 3.3. Practical activity**

This section will include at least one exercise and/or practical activity aimed at putting into practise and experiment the skill introduced.

Chapter 4 - Creative problem solving.

- 4.1. Creativity as a crucial “tool” to solve problem**
- 4.2. Thinking outside the box**
- 4.3. Practical activity**

This section will include at least one exercise and/or practical activity aimed at putting into practise and experiment the skill introduced.

Chapter 5 - Creativity in management.

5.1. How creative thinking may be used in management

5.2. Creativity to plan your business

5.3. Practical activity

This section will include at least one exercise and/or practical activity aimed at putting into practise and experiment the skill introduced.

Chapter 6 - Useful tools

This chapter will include links to videos, further readings, extra resources, etc.

The main source for OER is the European Journal of Open, Distance and E-Learning (EURODL), which is an electronic, multi-media, open access journal. It publishes the accounts of research and presents scholarly work and solid information about open, distance, online and e-learning in technology-enhanced education and training in its most inclusive definition. <http://www.euodl.org/?p=special&sp=init2>.

Among the several further resources within the educational fields made available such as Piterest (<https://it.pinterest.com/ecampusontario/open-education-resources/>), we would like to highlight:

- *40 Books To Unlock Your Creativity And Get You Started On Your Life's Best Work* (<https://www.canva.com/learn/40-books-unlock-creativity-start-lifes-best-work/>)

Entrepreneur training for creativity and innovation (<https://www.emeraldinsight.com/doi/abs/10.1108/03090591011031755?mobileUi=0&journalCode=jeit>). This paper's primary purpose is to emphasize the importance of entrepreneur training regarding creativity and innovation. Their significance and the importance of the latter regarding the development of business and training needs are the research questions of a survey conducted in northern Greece.

Chapter 7 - Module assessment

This chapter will include an assessment test/quiz including true/false, multiple choice questions, etc. to test the understanding as well as acquisition of main topics and tools presented, explained and demonstrated in this module. Assessment plays a major role in how students learn, their motivation to learn and how trainers teach in the learning process, helping them to gain insight into what learners understand, how they learn, and how they can be better served.

Cooperation and Team Working

Chapter 1 - Introduction

Cooperation and team working could be defined by the process of working collaboratively with a group of people in order to achieve a goal. Teamwork is a crucial part of a business, as it is often necessary for colleagues to work well together, trying their best in any circumstance. Teamwork means that people will try to cooperate, using their individual skills and providing constructive feedback, despite any personal conflict between individuals.

This first chapter, as introduction to the “Cooperation and team working” module will intend, first to define what is a team, and why working in a team is so crucial for any business.

Definition of a team: (source: BusinessDictionary) A team is “A group of people with a full set of complementary skills required to complete a task, job, or project. Team members (1) operate with a high degree of interdependence, (2) share authority and responsibility for self-management, (3) are accountable for the collective performance, and (4) work toward a common goal and shared rewards(s). A team becomes more than just a collection of people when a strong

sense of mutual commitment creates synergy, thus generating performance greater than the sum of the performance of its individual members.”

a) Working together in the achievement of a common objective

This section will focus on the definition of a business objective and the convergence of team members around this objective, which has to be understood by all in a similar way. It will also explain what are the benefits of a solid team in the business, including workers wellbeing, efficiency and productivity.

b) Internal and external collaborations

This section will focus on the different status of team members, which can either be internal or external to the business. Any collaboration has importance within the working context, and can be assimilated to a team work.

Chapter 2 - Goals of the module.

At the end of this module, learners will be able to understand the importance of good cooperation and team working for the correct management of a business. The module will raise their awareness about the wide spectrum of application of communication and cooperation, which are omnipresent and essential for the business success. They will get familiar with some of the key concepts linked to the organisational business theory, bettering their knowledge regarding the corporate culture and working environments. In addition, they will discover practical tools to be implemented in order to organise the cooperation, with communication techniques and activities that can be applied in the daily work.

Thus, operational objectives of this module are:

- Get familiar with key concepts related to cooperation and team work
- Acquisition of tools to implement efficient communication
- Learn how to lead and motivate a team
- Organise and delegate tasks

- Raise awareness about cooperation and purpose of the business within society
- Learn basic knowledge about social business and collaborative economy

Thanks to this module and the new knowledge achieved, learner should be able to implement coherent communication within the start-up and better its team's efficiency. This module expects to have positive impact on human resources management in the start-up, as well as on the general business welfare.

Chapter 3 – Organisational culture.

- 3.1. Different types of corporate culture**
- 3.2. to choose and create a corporate culture**
- 3.3. Creating propice working environment**
- 3.4. Examples of team building activities**
- 3.5. Rewards (financial and others)**

Chapter 4 – Communication within the team.

- 4.1. Design of a diagram of communication flows**
- 4.2. Communication tools**
- 4.3. Focus groups and other collaborative decision making tool**
- 4.4. Oral, written and body language**

Chapter 5 – Implementation of the work within the team.

- 5.1. How to organise efficient meetings**
- 5.2. Knowledge sharing**
- 5.3. How to delegate work**
- 5.4. Distribution of tasks**
- 5.5. Monitoring of team work**
- 5.6. Sharing the results**

Chapter 6 – Cooperation, collaborative economy and social business

- 6.1. Definition**
- 6.2. Objective of the business in global society**
- 6.3. Sustainable Development Goals of the UN**

Chapter 7 - Useful tools

This chapter will include links to videos, further readings, extra resources, etc.

CHAPTER 8 - Module assessment

This chapter will include an assessment test/quiz including true/false, multiple choice questions, etc. to test the understanding as well as acquisition of main topics and tools presented, explained and demonstrated in this module. Assessment plays a major role in how students learn, their motivation to learn and how trainers teach in the learning process, helping them to gain insight into what learners understand, how they learn, and how they can be better served.

Financial and Economic Literacy

CHAPTER 1 - Introduction

1. Having the right mindset as entrepreneur (introducing a story about good financial management) -> legal forms, business plans, accounting (analysing an annual report).
2. Starting with the own company model: Creating a sketch/model/collage/map to visualise the own idea of the company structure and adding a cash flow visualisation gives a clear insight about the own budget and how and where the money is spent.

3. A good overview: Visualisation (e.g. mindmap) to realise all the connections between financial hubs like stakeholders, investors, the state, etc. Where can money come in and where does it go away (funding/taxes)?

CHAPTER 2 - Goals

At the end of this module learners will be able to:

- **Use basic economic and financial terms, understand important economic concepts and basic financial strategies.**
- **judge what to use the companies budget for (e.g. value-creating activity), judge simple and complex cash-flow needs and plan for long-term sustainability.**
- **identify different types of income, types of businesses (profit, non-profit, etc.) and types of funding, identify the most fitting and apply for it.**
- **outline the importance of taxation, estimate tax requirements for my business (also abroad) and find fitting financial decisions.**

CHAPTER 3 – Economic and financial concepts

Concepts of the market:

- inflation/deflation cycles
- role of banks
- stock exchange
- budget and basic accounting
- taxes
- private and public funding
- valuecreating activities

- business strategies (long term, short term)

CHAPTER 4 - Budget

- Assumptions and Definitions
- Economic view of two goods
- Finding the budget line and budget line changes (changing income and price)
- The budget constraint
- Relaying the budget line - taxes, subsidies and consumer vouchers

CHAPTER 5 - Funding

Sources of funding (pros and cons of):

- Community Banks
- Crowd funding
- Public funding
- SBA
- Angel Investors
- Venture Capital
- Business accelerator

CHAPTER 6 – Understanding taxation

- Why taxation? (Understanding where the tax money is used)
- Taxation of different legal forms
- Different kinds of taxations
- Income limits
- Writing something off against tax

CHAPTER 7 - Module assessment

- Discussions about case studies (collecting and evaluating the arguments)
- Legal case studies (judging creativity of legal ideas)
- Group work on questions about difficult budget decisions (not just economically difficult but also morally/legally)
- Playing a simulation game of a startup process and judging decisions and success.

Leadership and Initiative

CHAPTER 1 - Introduction

No matter what aspect of your life you analyse, if there is a group of people involved it is more than probable that there is a leader in the house. Leadership is an essential trait in every part of life, and of course, that is translated to the business world in general, and start-ups in particular.

In order to be successful as a start-up, it is not enough to have great ideas and a great team; you also need to be a great team captain; being able to lead and take the initiative when making a choice or turning a new leaf is what differentiates great teams that sink from great teams that go one step ahead.

During this module, we will see the importance of leadership and initiative, and how to cultivate these competences in order to ensure they add something positive to your start-up and your team. We will learn not only what these concepts are, but the main benefits they can provide you as a person and how they can be adapted to each start-up and situation in order to ensure a positive outcome.

At the end of this module, you will have hopefully gained theoretical and practical knowledge on leadership and initiative to take advantage from in your personal life, but also to show colleagues around you.

CHAPTER 2- Goals

The main objective of this module is to ensure learners clearly understand the concept of leadership and initiative and see the huge correlation they have with a successful organisation. For this reason, the goals of this module are aligned with the learning objectives behind leadership and initiative.

At the end of this module, learners will be able to...

- Understand the main concept of leadership and initiative, and its importance in the business area as well as personal life.
- Have a clear understanding of the main theories of leadership, including the best case scenarios for their use and the recommendations behind each leadership theory.
- Understand the meaning of critical thinking and its importance in taking educated decisions.
- Know and follow steps to ensure a critical thinking, and master useful skills for critical thinking.
- Be aware of the importance of self-confidence for the leader, but also for those who are going to be led.
- Understand how to build self-confidence and how to promote confidence among people under our leadership.
- Be aware of the importance of decision making as leaders and initiators. Understand the benefits of making an logical decision making process.

CHAPTER 3 - Leadership theories

- 1.1. What is leadership?
- 1.2. Main theories behind leadership
- 1.3. **Practical activity**

This section will include at least one exercise and/or practical activity aimed at putting into practise and experiment the skill introduced.

CHAPTER 4 - Critical thinking

- 4.1. What is critical thinking?
- 4.2. Steps for critical thinking
- 4.3. Useful skills for critical thinking
- 4.4. **Practical activity**

This section will include at least one exercise and/or practical activity aimed at putting into practise and experiment the skill introduced.

CHAPTER 5 - Self-confidence

- 5.1. What is self-confidence? Importance of self-confidence
- 5.2. Ways to build self-confidence
- 5.3. How to transmit self-confidence as leader
- 5.4. **Practical activity**

This section will include at least one exercise and/or practical activity aimed at putting into practise and experiment the skill introduced.

CHAPTER 6 - Decision making

- 6.1. How to create a decision making process
- 6.2. Benefits of creating a decision making process
- 6.3. Examples of successful decision making processes
- 6.4. **Practical activity**

This section will include at least one exercise and/or practical activity aimed at putting into practise and experiment the skill introduced.

CHAPTER 7 - Useful tools

This chapter will include links to videos, further readings, extra resources, etc.

CHAPTER 8 - Module assessment

This chapter will include an assessment test/quiz including true/false, multiple choice questions, etc. to test the understanding as well as acquisition of main topics and tools presented, explained and demonstrated in this module. Assessment plays a major role in how students learn, their motivation to learn and how trainers teach in the learning process, helping them to gain insight into what learners understand, how they learn, and how they can be better served.

Intellectual Property Rights

CHAPTER 1- Introduction

Intellectual Property (IPR) is present in most of the products and services that we use in our daily life. Improving the policy framework and business environment to make it conducive and easier for SMEs to use the IP system – Improving competitiveness of SME by enabling SMEs to fully exploit their innovative and creative potential through an effective use of the IP system.

WHY?

To promote innovation by encouraging invention and creativity, and thereby benefitting society.

HOW?

The state grants a limited monopoly in return for making details of the new creation freely accessible.

WHO BENEFITS?

The state benefits by avoiding secrecy, thus stimulating further innovation, and thus enriching society. The creator benefits by preventing unauthorised use by others, unless they come to an agreement. Commercial partners benefit from the limited monopoly and so invest in further development to take-to-market.

CHAPTER 2 - Goals

The Importance of IP Strategy:

- Setting a Vision
- Objectives in Addressing
- IP Needs and Priorities at the National Level and to prepare for International Level

IP is widely perceived as a key policy tool to promote public interest, innovation and technological progress. IP is very important for all countries in creating a positive environment for social, economic and cultural development.

The goal of an IP strategy is the creation, ownership and management of IP assets to meet national needs and to increase economic growth.

- 3.3. Startup ownership and agreements
- 3.4. Financing of an IP licensing project
- 3.5. Cost of IPR

CHAPTER 4 - Scope of Intellectual Property Rights

- 4.1. Trademarks
- 4.2. Licensing IP
- 4.3. Copyright
- 4.4. Industrial Design
- 4.5. Patents
- 4.6. Trade secrets
- 4.7. E-Commerce
- 4.8. Practical activity

CHAPTER 5 – IP as a business asset

- 5.1. Practical activity
- 5.2. Sme's tolls – Summary of the big Issues
- 5.3. The value of IP asset
- 5.4. Auditing your IP

CHAPTER 6 – Useful tools

This chapter will include useful links to videos, further readings, extra resources, etc.

The main source is World Intellectual Property Organization <http://www.wipo.int/sme/en/> which is an electronic, multi-media, open access and it's online platform with all information. WIPO Magazine articles for SMEs.

Among the several further resources within the educational fields made available such as;

National IP offices e.g Patents Office Ireland:

<https://www.patentsoffice.ie/en/About-Us/IP-for-Business/>

The European IPR Helpdesk: <https://www.iprhelpdesk.eu/>

CHAPTER 7 - Module assessment

This chapter will include an assessment test/quiz including true/false, multiple choice questions, etc. to test the understanding as well as acquisition of main topics and tools presented, explained and demonstrated in this module. Assessment plays a major role in how students learn, their motivation to learn and how trainers teach in the learning process, helping them to gain insight into what learners understand, how they learn, and how they can be better served.

Project Management and Planning

CHAPTER 1 - Introduction

In its modern form, project management dates back to the early 1950s, although its roots go further back to the latter years of the 19th century. As businesses realised the benefits of organising work around projects, a defined method of project management emerged.

By applying project management a business can meet customer expectations more efficiently, thus can achieve better results and can improve overall performance.

Even if someone is an experienced manager, a review of the critical - and most basic - elements of project management can inform and improve how effectively he/she takes projects from concept to concrete plan and through to completion.

The role of the project manager is one of great responsibility. The project manager's job is to direct, supervise and control the project from beginning to end. Project managers should not carry out project work - managing the project is enough: defining the project and its final goal, reducing it to a set of manageable

tasks, obtaining appropriate resources, building and motivating a team to perform the work on time, informing all stakeholders of the progress on a regular basis, assessing and monitoring, as well as mitigating the risks to the project.

No project ever goes quite as planned. Project managers must learn to adapt to and manage change. Project managers need a set of skills in order to be successful: leadership, people management (customers, suppliers, functional managers and project team), effective communication (verbal and written), influencing, negotiation, conflict management, planning, contract management, estimating, problem solving, creative thinking, time management etc. Psychologically, they must be results-oriented self-starters with a high tolerance for ambiguity because little is clear-cut in today's tumultuous business environment.

CHAPTER 2- Goals

This module is designed to equip startups and owners of small businesses to lead, plan, organise and oversee complex projects efficiently and effectively. Learners will be equipped to lead teams based on the development of executive skills and techniques required. In short, through project participants of the module will be able to minimise risks, creating new opportunities and achieving the objectives that have been set for their business.

The module introduces the concept of projects, project management and the tools and techniques used to manage projects.

In this module participants will discuss the pros and cons of using formal project management methods to complete project work. We will review the project management process groups (Initiating, Planning, Executing, Monitoring and Controlling, Closing).

Finally we will examine some of the common project management tools and techniques participants may encounter in their work.

CHAPTER 3 – Why do we need Project Management?

- 3.6.** Strategic planning
- 3.7.** Operative planning
- 3.8.** The business plan
- 3.9.** **Practical activity**

This section will include at least one exercise and/or practical activity aimed at putting into practise and experiment the skill introduced.

CHAPTER 4 – How do we manage projects?

- 4.1.** Budget management
- 4.2.** Task management
- 4.3.** Scope management
- 4.4.** Time management
- 4.5. Practical activity**

This section will include at least one exercise and/or practical activity aimed at putting into practise and experiment the skill introduced.

CHAPTER 5 – What are the impacts of Project Management?

- 5.1.** Quantitative key performance indicators
- 5.2.** Qualitative key performance indicators
- 5.3. Practical activity**

This section will include at least one exercise and/or practical activity aimed at putting into practise and experiment the skill introduced.

CHAPTER 6 – Useful tools

This chapter will include links to videos, further readings, extra resources, etc.

CHAPTER 7 – Module Assessment

This chapter will include an assessment test/quiz including true/false, multiple choice questions, etc. to test the understanding as well as acquisition of main topics and tools presented, explained and demonstrated in this module. Assessment plays a major role in how students learn, their motivation to learn and how trainers teach in the learning process, helping them to gain insight into what learners understand, how they learn, and how they can be better served.

6. References

(<https://en.oxforddictionaries.com/definition/creativity>)

(<https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-competence-framework>),

<https://www.patentsoffice.ie/en/About-Us/IP-for-Business/>

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