YOUNG BOSS
Business Idea Generator

COORDINATOR:
STICHTING KANS & DOEN, NETHERLANDS
PARTNER:
YOUTH CENTRE RIJEKA

WORKSHOP LEADERS:
JOSIPA ANDRUSIC, PROF.
DIJANA MALINIC MIHELIC, PROF.

BUSINESS IDEA GENERATOR

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Meaning of marks in the text:

Key terms

Main goal

Learning outcomes:

Time required to carry out planned activities

Sources of knowledge

Methods

Necessary material and supplies

Actitity

Using the presentation

Link

Inspiration

Discussion

Word cloud tool

work assignment for students (they work independently at home)

Genially – interactive image

Quiz tool, memory, connecting pairs

Tool for creating a survey questionnaire - MS Forms

demonstration

Content:

1st workshop

learn about socially responsible entrepreneurship

1. SOCIALLY RESPONSIBLE ENTREPRENEURSHIP AND THE GLOBAL GOALS FOR SUSTAINABLE DEVELOPMENT

Key terms: socially responsible entrepreneur, entrepreneurship competences, characteristics of a socially responsible entrepreneur, global sustainable development goals

The main goal of the workshop is to introduce students to the characteristics of an entrepreneur and to distinguish entrepreneurs from socially responsible entrepreneurs. The second goal is to introduce students to the 17 UN Global Sustainable Development Goals and analyze their application in business examples.

Learning outcomes:

- understand the concept of entrepreneurship and social entrepreneurship
- define the concept of entrepreneur
- distinguish entrepreneurs from socially responsible entrepreneurs
- identify and describe entrepreneurship competences and substantiate them with examples
- get acquainted with the principles of socially responsible behavior and socially responsible entrepreneurship
- discuss the responsibilities of individuals in the community
- develop video and interactive image analysis skills and argumentative conversation skills
- encourage writing down, analyzing, and discussing ideas
- learn the 17 UN Sustainable Development Goals
- get familiarized with the process of implementation of the 17 Sustainable Development Goals and the practice of sustainable business
- develop a sense for socially responsible behavior
- develop teamwork skills, tolerance, and appreciation of the opinions of others

Time required to carry out planned activities

- 240 minutes (four hours) - with breaks

Sources of knowledge

- Word cloud: http://www.tagxedo.com/gallery.html
- Word associations: https://www.mentimeter.com/
- Team Pen: https://www.youtube.com/watch?v=LlrbsO10gjI
- Sustainability: https://youtu.be/fVH7dYLExWg
- Sustainable Development Goals: https://www.youtube.com/watch?v=eMu9aePyT9A
- Sustainable development: https://www.youtube.com/watch?v=qf801GtYUC8
- Interactive image:
    – https://view.genial.ly/62b34b6f1789dd001aec4ef7/guide-sdgs-guide
    – https://view.genial.ly/63b9f5f38d26e200187b0d41/interactive-image-copy-sdgs-report2022
- Socially responsible entrepreneur: https://www.youtube.com/watch?v=aTo0qtdVMpM
- Connect the meanings of goals (logo+name): https://wordwall.net/play/39596/537/595
- Learn goal names: https://wordwall.net/play/39596/537/850
- Workshop evaluation: Google forms / Microsoft Forms

Methods

- asking open questions, heuristic conversation, discussion, independent research, group problem solving, brainstorming, method of reading and working on the text with the help of ICT

Necessary material and accessories

- folders for storing student work materials
- stationery
- cards and game board template (game template Last Chance of the Smart Association)
- colored markers, paper board, thin rope, scotch tape
- 4 laptops

1.1. Formation of groups

Leaders prepare pieces of paper with sustainable development goals. Four different goals for the four planned groups of participants. Attendees are divided into groups based on random numbers to avoid peer grouping and to reinforce diversity of specialties and fields of interest. At the end, the participants move and take their place in the group with the same number.

Figure 1 - Part of the global sustainable development goals

1.2. Introduction

Activity 1 – Who am I? Who are we?

After the initial presentation of the leader and the participants, the participants state what they are good at and how they could contribute to the group. They express their strengths - what they are good at and write it down on pieces of paper and stick it all together on a big white paper with a title "Who are we?" In this way, they will become aware of what qualities and knowledge they have in common as a team. Each color implies a characteristic (for example: purple=my strongest characteristic, yellow=my weakest characteristic, green=favorite subject, blue=sport, ...).

Figure 2 - Post it papers

Activity 2 – Team name

After the participants have studied their characteristics, they propose and choose a common team name. The leader encourages all members of a particular team to participate in choosing a name.

1.3. Entrepreneurial competences

Activity 3 – Association game

The participants were introduced to the skills they will develop at the Young Boss workshops, and the qualities that are desirable in every individual, not just entrepreneurs.

Goal:

- through the association game, participants come to think about the concept of entrepreneurial competence.

Figure 3 - Association game

Rules of the Association game:

1. The fields in the table with columns from A to D and rows from 1 to 4 are opened.
2. Open fields reveal terms that associate the solution of an individual column, and the solutions of an individual column to the final solution.
3. After opening a certain square, a team can offer a column solution or a final solution, or they can pass the game on to the next team.
4. After offering the correct solution of a column, the same team can offer the solution of the next column or the final solution but cannot open a new field.
5. If the offered solution (column or final) is wrong, the next team continues the game.
6. *When the final solution is discovered, the game round is over.*

- what skills are employers looking for?
- comparison with entrepreneurial competencies

Activity 4 – Word cloud

- use the digital online tool: tagxedo.com/gallery.html
- create a word cloud with entrepreneurial skills

Figure 4 - Cloud word example

The participants determine the desirable characteristics, and jointly come to the definition of the term entrepreneur:

"An entrepreneur is the one who is always looking for changes, reacts to them and uses them as an OPPORTUNITY."

The moderator opens the discussion.
- What are the advantages and disadvantages of entering Business?

Advantages of entering entrepreneurship:
- Taking control of one's own destiny.
- The possibility of making a change.
- Utilization of own potentials.
- Realization of profit.
- Social status.
- The possibility of doing the things you love.

Disadvantages of entering entrepreneurship:
- Insecurity of income.
- Risk of loss of invested capital.
- Undefined working hours and a lot of work.
- Difficult start and decrease in standard of living.
- High level of stress.
- Unlimited liability.
- Discouragement.

Activity 5 – „Team Pen "(connecting students within the group)

- connect team members
- maneuver the felt-tip pen while holding the string and write two words on a piece of paper – YOUNG BOSS
- in the future, the term that should be mentioned is the name of the team that the participants designed

Link: https://www.youtube.com/watch?v=LlrbsO10gjI

Figure 5 - Team Pen Game

- A group of students sits in a circle with a sheet of paper in the middle.
- Each student gets a piece of thread and ties it to a felt-tip pen while holding the other end tightly.
- It is forbidden to touch the felt-tip pen with your hand, foot, mouth...
- All team members must participate in writing.

Discuss with the participants about the strategy they had, who is the person who assumed the role of leader, what was the most difficult to achieve and similar.

Activity 6 – 20€ game

The goal of this exercise is to raise awareness that money is not the most important thing when starting a business. The most important thing is to be proactive, creative and goal oriented. It is important to have a good team at your disposal.

You have 20 euros in your pocket. Think and write down all the business ideas you can develop with that money. List at least seven ideas. You have seven minutes at your disposal.

Figure 6 –20€ game - 7 ideas - 7 minutes

After the game:

- read all written ideas of the participants
- choose the best idea of each team

The leader asks the question: "Which idea would you invest your €20 in?"
The moderator opens the discussion.

- Is money the most important thing for starting a business?
- What is needed to open a business?

> **To make participants aware that any idea can be realized better in a team than as an individual.**

1.4. Socially responsible entrepreneurship and socially responsible entrepreneur

Activity 7 - What is socially responsible behavior?

Use this online digital tool: https://www.mentimeter.com/

- list three associations that describe socially responsible behavior

Figure 7 – Example of the associations- socially responsible behavior

Activity 8 - Who is a socially responsible entrepreneur?

• participants will watch a video

Figure 8 - Clip from the video - Socially responsible entrepreneurship

Link: https://www.youtube.com/watch?v=LlrbsO10gjI

• defining a socially responsible entrepreneur

After the activity:

The moderator opens the discussion.
• through the conversation, the concept of socially responsible entrepreneur is defined
• show an example of a social entrepreneur ◊ examples from real life
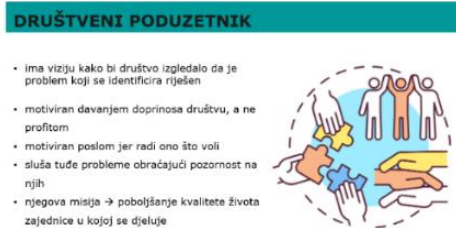
Figure 9 - Excerpt from the presentation for the 1st workshop – Social entrepreneur

After the definition of a socially responsible entrepreneur

The leader asks the question:

"Are we all responsible for the community or only individuals? "

1.5. UN Global Goals of Sustainable Development

What is sustainability? The leader announces a short video.

Link: https://youtu.be/fVH7dYLExWg

Figure 10 - Video clip - Sustainability

INSPIRATION

OSVIJESTITI POLAZNIKE

DRUŠTVENO ODGOVORNO PONAŠANJE TREBAJU PROMOVIRATI SVI POJEDINCI

MOTIVIRATI IH

The Sustainable Development Goals are a call to action by all countries – poor, rich, and middle-income – to promote well-being while simultaneously protecting the planet.
Link: https://www.youtube.com/watch?v=eMu9aePyT9A

Figure 11 - Video on global sustainable development goals

The leader explains that the Sustainable Development Goals are the first global agreement for the sustainable development and preservation of our planet. He states that each country chooses the most important goals to achieve by 2030.

Through the presentation, he explains how each country should recognize priority areas of action and look at its own possibilities of contribution.

Figure 12 - Excerpt from the presentation of the 1st workshop - Global Sustainable Development Goals

A leader announces a video about sustainable development.
Link: https://www.youtube.com/watch?v=qf801GtYUC8

Figure 13 - Global goals of sustainable development

To explain to the participants how the global goals of sustainable development of the UN are the basis of social entrepreneurship and are rooted in every project or business plan. List how some companies have developed their tools to help future entrepreneurs implement goals when planning their business: Company example:

1. IDOP (The Institute for Corporate Social Responsibility)
   - https://idop.hr/en/home-en/
2. FUTURE FITT BUSINESS
   - https://futurefitbusiness.org/

Activity 9 - GENIALLY interactive picture

- Independent student work

Goal:

Independent study of the meaning of a particular goal using an interactive image. The participants have the task of researching the details of a particular goal to gain the prior knowledge necessary for the implementation of the following workshop activities.

Figure 14 - Interactive picture - Global Sustainable Development Goals

Poveznica:
- Infographic: https://view.genial.ly/62b34b6f1789dd001aec4ef7/guide-sdgs-guide
- Video: https://view.genial.ly/63b9f5f38d26e200187b0d41/interactive-image-copy-sdgs-report2022

Activity 10. – Self-verification of the adoption of sustainable development goals

- independent activity for participants (self-check of the 17 objectives knowledge)
- check the connection of symbols with the meaning of a specific goal of sustainable development (goal matching game)
- learn the names of goals in Croatian and English (memory game)

Goal:

Through the prepared online digital tools, the leader will check the adoption of a particular goal of sustainable development and learn the Croatian and English terminology of the name of the particular goal.

1. Connect the meanings of the goals (logo+name)

Figure 15 - Game template - Match the meanings of the goals

Link: https://wordwall.net/play/39596/537/595

2. Learn the names of the goals (Eng/Cro)

Figure 16 - "Learn the Names of the Targets" Game Template

Link: https://wordwall.net/play/39596/537/850

Activity 11 – STUDY – THINK – CONNECT – MATCH game

- participants use the Last Chance game boards of the Smart association

Goal:

Show attendees companies from the local/global community. Encourage the participants to find which of the objectives is met by the company or some business idea from the market (give business examples- Ikea, H&M, KeksPay...)

Figure 17 - An example of a presentation of the company's operations - the goals of sustainable development

How to implement the game:

- The group has a board and flashcards of the 17 UN Global Goals
- The leader shows the company logo and what it does

- Participants discuss the goals of sustainable development and put potential solutions on the board

Figure 18 - Ready Game Template - The game is used as a BINGO game

After the activity:

Discuss with the participants about the particular solution offered.

1.6. Evaluation of the first workshop

The leader creates a questionnaire in Google form or Microsoft Forms. Suggestion of possible questions:

1. How much did you like the 1st workshop (1 is the lowest and 5 is the highest rating).
2. Rate each activity from the introductory part of the 1st workshop (1 is the lowest and 5 is the highest rating): (list) – Association game, €20 game, Team Pen.
3. I am familiar with the concept of SUSTAINABLE DEVELOPMENT in an interesting way (answers offered) - I agree, I disagree, it could have been better.
4. I am familiar with the term 17 UN GLOBAL SUSTAINABLE DEVELOPMENT GOALS in an interesting way. (1 is the lowest and 5 is the highest rating).
5. Rate the tools used in the 1st workshop (1 is the lowest and 5 is the highest rating) - (tool list) - 17 UN goals (Genially), Socially responsible behavior (Mentimeter), Card game (Wordwall), Last Chance (Smart association game) .
6. Did you feel like a part of your team/group at the 1st workshop (1 is the lowest and 5 is the highest rating)?
7. The leaders were prepared for the 1st workshop (1 is the lowest and 5 is the highest rating),
8. The leaders respected my ideas and suggestions during the 1st workshop (1 is the lowest and 5 is the highest rating).

2nd workshop

learn about
global trend,
observing problems,
innovation and ideas

2. GLOBAL TRENDS, SPOTTING PROBLEMS, INNOVATION, AND IDEAS

Key terms: trend, problem, business opportunity, idea, innovation, problem documentation, Scamper method, case study

The main goal of the education is to raise awareness that global trends affect changes in the world and that their recognition provides an opportunity for new ideas and innovations that solve the detected problems.

Learning outcomes:

- distinguish between the terms trend, problem, and business opportunity
- discuss, predict, and connect global trends with Sustainable Development Goals
- apply the methodology of the game MOM in solving the detected problem
- create documentation of a detected problem in the environment
- distinguish between idea and innovation
- apply Scamper Method as a creative idea generation technique
- encourage writing, analyzing and discussion of ideas
- evaluate different ideas as solutions to detected problems
- develop a sense for socially responsible behavior
- develop teamwork skills, tolerance, and appreciation of the opinions of others

Time required to carry out planned activities

- 240 minutes (four hours) - with breaks

Sources of knowledge

- Associations to the idea of global trend: https://www.mentimeter.com/
- Interactive image: https://view.genial.ly/62b34b6f1789dd001aec4ef7/guide-sdgs-guide
- Methodology of the MOM card: https://steamproject.eu/cards-hr/
- Connecting problems with global goals: https://wordwall.net/play/43970/106/659
- The environment's response to new ideas:
  https://www.youtube.com/watch?v=QySwnK4S4fg
- Conversation with entrepreneurs (case study):
  https://www.youtube.com/watch?v=qRsStXMmtj0
- Report on Sustainable Development Goals:
  https://view.genial.ly/63b9e37f469dba0013e6bb47/interactive-image-sdgs-report2022
- Workshop evaluation: Google forms / Microsoft Forms

Methods

- asking open-ended questions, heuristic conversation, discussion, independent research, group problem solving, brainstorming, method of reading and working on the text with the help of IKT, Scamper method, MOM card methodology, case study

Necessary material and supplies

- folders for saving the participants' work material
- writing supplies
- problem documentation template
- color markers
- prepared bulletin board papers (four groups)
- 4 laptops

2.1. Global trends

Activity 1. - Global trends

- This statement is projected to the students: *"The bigger the problem, the bigger the opportunity. Opportunity for innovation. "*

The leader asks a question: ***"Where to find opportunities?"***

- A slide with examples is displayed (Uber, Facebook, Airbnb, Alibaba, PayPal, eBay), the leader asks a question: *"What opportunities have these brands seen?"*
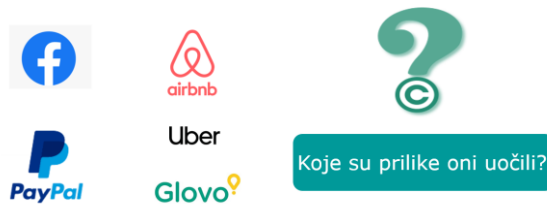
Figure 19 - What opportunities have these brands seen?

The leader asks a question related to spotting opportunities, i.e., identifying global trends in the environment

- use digital online tools: https://www.mentimeter.com/
- list three global trends you recognize

The leader projects a slide with the answers of the participants and concludes how the participants recognized the trends and projects the next slide with global trends.
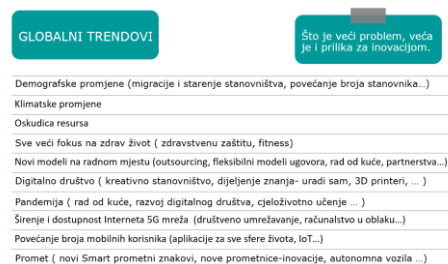
Figure 20 – Global trends

The leader asks the question: **"What are the problems that people face today?"** Encouraged by the knowledge from the previous workshop, the participants state the perceived problems.

The leader shows the prepared interactive image of the report on the Sustainable Development Goals for 2022 and encourages the participants to review the progress of the 2030 Agenda for Sustainable Development. New available data and estimates were used.

The 2022 progress chart clearly shows the deterioration of progress on many goals, such as poverty, food security, ending the malaria epidemic, immunization coverage and employment, caused by the impacts of the COVID-19 pandemic, climate change and conflict.

Link: https://view.genial.ly/63b9e37f469dba0013e6bb47/interactive-image-sdgs-report2022

Conclusion

After the activity, it is concluded that recent crises (Covid 19, war...) have increased the challenges of achieving the goals of sustainable development. Urgent, increased and coordinated actions by all countries are needed to speed up the implementation of the Sustainable Development Goals.

The global goals of sustainable development are universal and applicable in all countries and communities. In them, priority areas of activity should be recognized and one's own possibilities of contribution should be considered, which can be an ideal starting point for social entrepreneurs in defining their business idea.

Conclude that the goals of sustainable development are their opportunity.

Figure 21 - Our opportunities Our opportunities (17 goals)

Activity for students

After the observed trends, the participants choose one of the trends and connect it with a business opportunity.

Activity 2. - MOM cards

- A methodology based on a card game whose goal is to encourage young people to participate in the project in a funny and interesting way.

The leader uses the presentation to tell the story of the creation of the MOM card. They symbolize humanity's aspiration to create a better world.

There are different variants of the game (short, medium, and extended), and each leader can choose the one that suits him better.

- To create a question, the team must select one card from each deck, understand the term listed on each card, play an association game for each card, and define a leading question shaped as a research question.
- Once the team defines the issue, the next step is to think about possible solutions.
- Each deck represents a specific area.

Figure 22 - MOM cards

Link: https://steamproject.eu/cards-hr/

The leader starts the game and gives an example of a solution to the problem. For example:

- How can video game designers fight climate action and restore the climate through play?
- Encourages the participants that each group tries to formulate a research question and offer an example solution for the received cards

2.2. Detecting and defining the problem

Activity 3. Identify and define the problem

The leader projects a slide with the division of global goals into three groups.

Figure 23 - The division of global goals into three groups.

He connects them to the four prepared bulletin board papers.

- it is necessary to recognize the problem in school, the local community and beyond
- post it papers glued to a specific group on the bulletin board paper

- identify and define the problem → connect it with one of the 17 goals → set it up on a specific group on the bulletin board paper

Students use a prepared **Genially presentation from the previous workshop** to remember the specific goal more easily and its subgoals.

Link: https://view.genial.ly/63b9f5f38d26e200187b0d41/interactive-image-understanding-sdgs

Figure 24 - a, b - an example of division into groups

The leader invites the representatives of the group to read all the detected problems listed on the bulletin board papers.

Through the discussion, they analyze the detected problems and verify the accuracy of the placement of the problem in the selected group of goals.

Activity 4: Wordwall

- connect the problem with the meaning of the Sustainable Development Goal and offer a solution

Goal:

- Through the prepared online digital tool, the leader will connect the problem with the meaning of the Sustainable Development Goal and offer a solution.

Postupak izvođenja aktivnosti

- The leader starts the game, and one question card is selected. The question is read, and the leader encourages the participants to give their answer.
- For help, a flip card is opened that more clearly specifies the problem or directs, concretizes the problem, that is, the segment of the specified goal.

Poveznica: https://wordwall.net/play/43960/617/361

To verify the acquired knowledge, participants will answer questions such as:
- What can we do to keep young people in Croatia (migration)?
- How to encourage people to invest in energy-efficient materials (facades on houses, solar panels...)?

- How to act responsibly towards energy savings and consumption (reduced energy consumption)?
- How would you reduce poverty in our city (homeless, pensioners, unemployed)?
- What activities bring about the preservation of health (how to encourage people to take care of themselves and others)?
- How to ensure the sustainability of drinking water in Croatia (how to protect the environment and sources of drinking water)?
- How to support eco-production (quality labels on products)?
- How to eradicate hunger (countries with an unfavorable climate, populous countries...)?
- How can we ensure fairness and efficient accountable institutions (corruption)?
- Does the infrastructure of Croatia follow global trends (traffic, digitalization...)?

After the activity

Discuss with the participants the individual solutions offered. Is this possible, and what are the advantages and disadvantages of the offered solution?
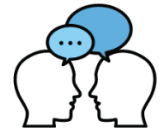
2.3. Idea or innovation (Scamper method)

Activity 5. - An idea?

The leader, along with the presentation, gives examples of famous entrepreneurs, their ideas and ventures. There is a difference between ideas and innovation.

- it introduces students to the Scamper method, a method of creative thinking based on systematic asking of questions.
- gives examples from the environment of how the experts have been doing this throughout history

Figure 25 - Scamper method

The leader encourages participants to give a few examples.

The leader concludes that the future entrepreneur looks closely at things around him and thinks of how to turn them into something new, some "stunt" that people would like so much that they would be willing to pay for it.

Show an animated film about the reaction of the environment to new ideas and innovations. Make the participants aware of the usual reactions of the environment and how important the characteristics of persistence and faith in oneself are.

Figure 26 - Responding to new ideas and innovation

Link: https://www.youtube.com/watch?v=QySwnK4S4fg

The leader projects the IKEA / MC DONALDS slide. It looks at how both companies were nothing new on the market when they appeared, but nevertheless they became recognizable and today they are one of the most famous among their competitors.

Figure 27 - Examples of new/old businesses

Conclusion

The leader concludes that their success points to one of the basic principles when it comes to business ideas

> **Ideas are not an indicator, nor a guarantor**
> **the success of the future business venture.**
> **Competitive advantage is much more important**
> **of your future business venture.**

The competitive advantage is characterized by:

- providing a new service
- production of a completely new product
- a new way of providing an already known service
- or a new way of producing an existing product – better product quality
- new way of organizing business - lower price of products / services
- new market – geographically or aimed at a different group of customers.

The competitive advantage should be reflected in the creativity of the business idea that the participants want to design, verify, and launch.

From a business idea to its realization is a long way.

"Is a business idea the same as a business opportunity?"

- A business venture is based on a business idea and a business opportunity.
- Business idea and business opportunity are not synonymous although they are often used to describe the same thing
- At the base of every business opportunity is an idea. The reverse is not true: a good business idea is not necessarily a business opportunity.
- Out of 100 ideas presented in the form of a business plan to potential financiers, usually one, and a maximum of 2 or 3 ideas receive a positive response for financing. This is because only they represent a business opportunity.

> **The business opportunity represents a market-proven business idea - an idea that has a market, for which there is a need and demand and which can be realized in a successful business venture.**

To implement the project activities, entrepreneurs in our area were recognized, interviewed and a video was made which is used as a case study to familiarize with the ideas and innovations with which the mentioned entrepreneurs solved the perceived problem in their local community.

The leader encourages the participants to watch a prepared video about young entrepreneurs: https://www.youtube.com/watch?v=qRsStXMmtj0

2.4. Documentation of the problem

Activity 6. - Documentation of the problem

- once the problems are detected, each group selects a single problem from the bulletin board paper for which they will offer a solution.
- the problem is presented on the prepared template *documentation of the problem.*

Definiranje problema	Tko je sve odgovoran za problem?	Koliko je problem velik?	Što trenutno stoji na putu rješavanja tog problema	Zašto je važno riješiti taj problem koji ste uočili	Kako tvoja ideja rješava taj problem?

Figure 28 - Documentation of the problem

Explain to the participants the elements of the template for the ***documentation of the problem:***

- *definition of the problem; which groups of people are affected by this problem; who is responsible for this problem; how big the problem is; what is currently standing in the way of solving the problem; why did you choose this problem, why is it important to solve it; how does your idea solve this problem; which of the UN Sustainable Development Goals does your idea solve).*

The leader encourages participants to apply the Scamper method to generate and upgrade ideas to solve a problem they have noticed in the community.

2.5. Evaluation of the second workshop

The leader creates a questionnaire in Google Forms or Microsoft Forms.
Suggestions of possible questions:

1. How much did you like the second workshop (1 is the lowest and 5 is the highest rating).
2. How much has the MOM card game helped you in defining your problems and connecting you to the Sustainable Development Goals (1 is the lowest and 5 is the highest rating).
3. How much has the conversation about the emergence of ideas and spotting opportunities helped you to spot problems in the community or society in general (1 is the lowest and 5 is the highest rating).
4. I have noticed and recognized the problems in the local community: very easy / very difficult.
5. I linked the identified problem in the local community with a specific sustainable development goal of the UN: easy / difficult.
6. Did you apply the SCAMPER method when proposing a problem-solving idea (1 is the lowest and 5 is the highest rating)?
7. Have you felt like a part of your team in the second workshop / group (1 is the lowest and 5 is the highest rating)?
8. The leaders were prepared for the second workshop (1 is the lowest and 5 is the highest rating).
9. The leaders appreciated my ideas and suggestions during the second workshop (1 is the lowest and 5 is the highest rating).

3rd workshop

defining your
business idea and
market research

3. DEFINING YOUR BUSINESS IDEA AND MARKET RESEARCH

Key terms: mission, vision, business idea goal, SMART methodology, SWOT analysis, market research

The main goal of the workshop is to define the selected social business (mission, vision, goal) and to research the market for the purpose of developing a business idea.

Learning outcomes:

- define the vision and mission
- distinguish between the concepts of vision and mission
- define the goal and sub-goals of the business
- apply SMART methodology to business objectives
- understand the components of SWOT analysis
- apply SWOT analysis to your business model
- understand the importance of research during the development of a business idea
- distinguish between different market research techniques
- prepare a research plan for your business idea
- develop research skills
- design questions and create a survey questionnaire for market research of your business idea
- develop a sense of socially responsible behavior
- develop teamwork skills, tolerance, and respect for the opinions of others

The time required to implement the planned activities

- 240 minutes (four sunny hours) – with breaks

Sources of knowledge

- Prepared presentation for the leaders
- Sample survey for market research: https://forms.office.com/r/3u7eJ0eFa2
- Workshop evaluation: Google forms / Microsoft Forms

Methods

- asking open questions, heuristic conversation, discussion, independent research, group problem solving, brainstorming, method of reading and working on the text with the help of ICT, SMART methodology, SWOT analysis, case study

Necessary materijal and accessories

- folders for storing student work materials
- stationery
- template for SMART filter and SWOT analysis
- digital tool: MS Forms
- computers

3.1. Let's repeat

The leader of the workshop begins with a slide showing how a business idea is created and concludes that there is a long way from a business idea to its realization.
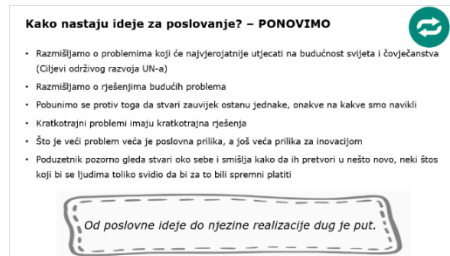
Figure 29 - How an idea for business arises - repetition

Activity 1 – Analysis of the film about young entrepreneurs from the local community

The leader reminds the participants about the movie they watched. He discusses with the participants by asking the following questions:

1. What business ideas are described in the film?
2. What problems do the presented business ventures solve?
3. Can their problem solutions be linked to the UN's Sustainable Development Goals and which ones?
4. What is the market like for their business?
5. Do you like business ideas?

Activity 2 – Presentation of problem documentation

The leader encourages the participants to briefly present their business idea using the prepared and completed problem documentation template from the previous workshop.

He asks the question:

„What is needed to describe your business idea to others? "

3.2. Vision and mission

For your future business plan, you must clearly include and emphasize your MISSION and VISION. The leader introduces the participants to the terms Vision Statement and Mission Statement.

What is a Vision Statement?
- A vision is a brief description of the organization's aspirations and the wider impact it intends to create.
- People must believe that it can be achieved.

- The vision describes what the company wants to achieve in the long term (within a time frame of 5 to 10 years, even longer.
- It shows what the company will look like in the future and sets a defined direction for planning and progress

What is a <u>Mission Statement</u>?

- Mission is a summary of the fundamental purpose, focus and goals of the organization.
- defines what the organization does and includes tangible goals that the organization strives to achieve.

After defining the terms, the leader asks questions:
„ What is the difference between a mission statement and a vision statement?"
"Which questions does the vision answer, and which mission?"

Conclusion

Mission is "what" and "how", and vision is "why".

Many organizations combine the two statements to form one clearly defined raison d'être that unites the efforts of all involved.

Activity 3 – Studying examples of vision and mission statements

The leader projects a slide with examples of business presentations (Ikea, Tesla, Carnet)

Figure 30 - Examples of vision and mission statements (IKEA, Tesla, Carnet)

After the activity

The leader concludes that the secret of a good vision statement is to make it future-oriented, motivating and inspiring, with the aim of benefiting and improving your organization in the future and defines the reason for the company's existence. If you want others to join and follow the same ideals as you, you must define a clear vision and mission.

Activity 4 – Defining the vision and mission

The leader encourages the participants to define the mission and vision of their social enterprise, to develop words and phrases that best describe their social enterprise, to be clear about the problem they want to solve through their business service or product, and to define which group their business idea refers to, or for whom it is intended.

Ask simple guiding questions like "What am I going to do, how am I going to do it, who am I doing it for, and what value am I going to provide?"

Figure 31 - Defining vision and mission

3.3. Defining the goal – SMART methodology

The leader emphasizes that for successful business planning it is necessary to set a clear goal and associated sub-goals. Clarifies the process of defining a goal:

• Begin with the end - identify the end goal.
• What do you want to achieve by the end of your business trip? - Divide your ultimate goal into sub-goals. Goals are easier to achieve if they are reduced to several small sequential tasks that correspond to sub-goals.

The technique used to define goals more clearly is the Smart technique or the so-called SMART filter.

Through a prepared presentation, the leader explains the SMART methodology for choosing and writing down your goals and points out how it is an effective tool for determining feasible goals.
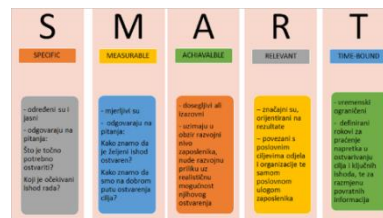
Figure 32 - SMART methodology

Activity 5 – SMART filter

After the worked example from the presentation, the leader will encourage the participants to "pass" their written goals and sub-goals through the SMART filter. They will use the prepared template for this activity.
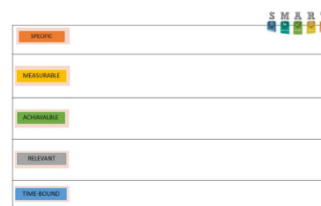
Figure 33 - Template for SMART filter

The leader asks a question:

„ What to do next after you have defined your goals? “

- regularly evaluate progress in achieving goals (e.g., monthly, or quarterly)

3.4. SWOT analysis

One of the analytical tools that is important for all segments of business, whether it is a business plan or a marketing plan, is a SWOT analysis.

SWOT represents an English abbreviation of 4 words:

- STRENGTHS
- WEAKNESSES
- OPPORTUNITIES
- THREATS

Figure 34 - SWOT analysis

Activity 6 – Study of examples from practice

Through the prepared presentation, the participants study examples from practice (Coca Cola, INA, Siemens).

Figure 35 - SWOT analysis example

After the activity

The leader encourages the participants to try to define what a SWOT analysis is and why it is important and when and in which situations it is used.

Define that a SWOT analysis is:

- a tool that reveals the company's strengths and weaknesses
- a tool that reveals the possibilities within the environment in which the company operates
- if you want to get a correct analysis that will help create the further development of the company, you need to be honest (to yourself and others), flattering yourself in the analysis will not help and can create a wrong image
- A SWOT analysis helps you find what sets your business apart.
- SWOT analysis does not have to be applied only to companies, it is possible to analyze the organization of an event, one's own success in the realization of a job or something else - it is usually presented through a table

Activity 7 –Creating a SWOT analysis

Participants prepare a SWOT analysis of their business idea on the prepared template.
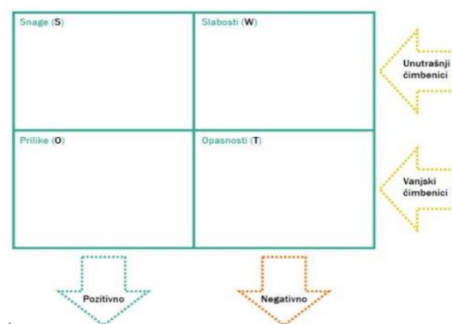
Figure 36 - SWOT analysis template

A representative of each team presents a SWOT analysis of their business idea. Other participants are actively involved and give suggestions for improving business. This is followed by the refinement of the business idea for the solution of the perceived problem.

3.5. Market research

The leader asks a question:

„ What is market research and why do we do it? "

Possible answers:

- To gather as much feedback as possible about their business model
- Is my idea justified and does it make sense?
- To get ideas for improvement
- to collect data and information that are needed

- to get to know the competition
- …

You can collect information using:

- internet, leaflets, brochures, newspaper articles, observations, interviews, and field research.

Research can be done:

- on the Internet as a diverse source of information (forums, chat, web portals, videos)
- through a survey questionnaire made in one of the digital tools
- field testing

The leader shows an example and states the rules for creating a survey - types of questions, types of answers offered, and emphasizes the advantage of the survey and gathering information through digital tools.

Figure 37 - Survey questionnaire template - MS Forms

Link: https://forms.office.com/r/3u7eJ0eFa2

Activity 8 – Creating a market research survey

Participants create a survey questionnaire about their business idea in the digital tool MS Forms.

The leader reminds that by the next workshop it is necessary to collect as much feedback as possible about the business idea so that the feedback is of the highest quality.

He emphasizes that when collecting feedback, it is necessary to select a group of people with characteristics relevant to the business idea. For example: age, occupation, interests…

Figure 38 - Creating a survey questionnaire

3.6. Evaluation of the third workshop

The leader creates a questionnaire in Google form or Microsoft Forms. Suggestion of possible questions:

1. How much did you like the 3rd workshop (1 is the lowest and 5 is the highest rating).
2. Case analysis of individual business ideas helped me define the VISION and MISSION of my own business idea (1 is the lowest and 5 is the highest rating).
3. After today's workshop, I know what SMART ANALYSIS is and I know how to apply it for the development and review of my business idea (1 is the lowest and 5 is the highest rating).
4. After today's workshop, I know what SWOT ANALYSIS is and I know how to apply it for the development and review of my business idea (1 is the lowest and 5 is the highest rating).
5. I know what market analysis is and what it is used for (1 is the lowest and 5 is the highest rating).
6. It was not difficult for me to prepare the questions in the tool with which I will conduct a market analysis for my business idea (1 is the lowest and 5 is the highest rating).
7. Did you feel like a part of your team/group at the 3rd workshop (1 is the lowest and 5 is the highest rating)?
8. My team members respected my ideas and suggestions during the 3rd workshop (1 is the lowest and 5 is the highest rating).
9. The leaders were prepared for the 3rd workshop (1 is the lowest and 5 is the highest rating).

4th workshop

PLAN

making a
business plan

4. CREATING A BUSINESS PLAN

Key words: business model canvas, business plan, crowdfunding, business planning, competition, visual identity (company image)

The main goal of the workshop is to raise awareness of the importance of planning a business venture and to master the methodology of creating a business plan and to apply the acquired knowledge and skills to one's own entrepreneurial venture.

Learning outcomes:

- analyze the collected data
- evaluate the meaning of the collected data
- draw the conclusion of the conducted survey
- refine your SWOT analysis after market research
- refine the business idea prototype after market research
- get to know the types of canvas of the business model
- create a business model canvas for a business idea
- use the methodology of creating a business plan
- list the basic elements of the business plan
- draw up a business plan
- develop a sense of socially responsible behavior
- develop teamwork skills, tolerance, and respect for the opinions of others

The time required to implement the planned activities

- 240 minutes (four hours) – with breaks

Sources of knowledge

- Prepared presentation for the leader
- Business model canvas: https://www.youtube.com/watch?v=ZYfHJ6J4Qvk
- Homework: https://www.youtube.com/watch?v=Ky89tciLmFA
- Sample survey for market research: https://forms.office.com/r/3u7eJ0eFa2
- Workshop evaluation: Google forms / Microsoft Forms

Methods

- asking open questions, heuristic conversation, discussion, independent research, group problem solving, brainstorming, method of reading and working on the text with the help of ICT, SWOT analysis, case study, practical reasoning, reasoning, presentation, six problem questions

Necessary materijal and acessories

- folders for storing student work materials
- stationery
- template for SWOT analysis
- business model canvas template
- business plan template
- computers
- MS Forms

4.1. Let's repeat

The leader reminds the participants that they have learned in previous workshops:

- recognize the right opportunity,
- how to come up with a good business idea,
- how to develop a business idea,
- how to spot the good and bad sides of business ideas,
- as it takes a lot of practice and experience to quickly evaluate your business idea,
- the definition of a social enterprise - it is somewhere between running a traditional business and a traditional charity organization,
- define the vision and mission that explain the social changes that are to be achieved.

Activity 1 – Review and analysis of the survey and collected data and drawing conclusions

The leader shows how to process the collected data using the MS Forms digital tool. It explains the process of analyzing a particular question and the collected answers. It shows the ability to graphically display statistical data and download a report on the same.

Each team individually displays and presents its analysis of the survey and collected data. Based on the collected data, they come to a conclusion about the need to refine the SWOT analysis and prototype of their business idea.

Activity 2 – Completion of SWOT analysis and business idea prototype

The leader encourages the participants to prepare their folders in which they saved their business documentation from previous workshops.

Based on the collected data, the teams finalize the SWOT analysis and prototype of their business idea.

4.2. Business model canvas

The leader encourages the participants to discuss and make practical conclusions by asking questions:

1. **What is business planning?**
2. **What are the components of planning?**

To conclude that:
- the business model clearly answers the question "how will you make money", while in the case of social business it also answers the question "how will you solve the perceived problem"
- planning is thinking about the future of an entrepreneurial venture with the aim of deciding where to go, how to reach the goal and what to do to reduce risks.

The leader projects the types of business models and states that they exist:
- production (a product is created from raw materials and sold),
- distributor or reseller of finished products,
- service (contribution through cooperation and charging based on benefits),
- provide part of the product/service for free, and charge for more advanced features,
- you can work on a subscription basis (membership),
- sell tickets,
- combine supply and demand, i.e., combine several user segments (the 'platform' business model),
- business models that are based on earnings from advertising, because they sell access to the audience,
- own a resource for which the right to use is charged (e.g., exercise equipment, playroom),
- ownership can be a form of business model (e.g., we earn from dividends as a co-owner (owner of several shares or stake in the company), we earn from rent from real estate),
- product, software, or application.

Conclusion

It is good to break the business model into its component parts and present it in a simple way on one page so that it is easier to:

– explain,
– make it understandable to our colleagues,
– see the complete picture and
– have a foundation for new ideas and innovations of the business model itself.

The leader emphasizes that the business model is a picture of current thinking and is subject to change with each new knowledge.

In the simple Business Model Canvas table, 9 business areas are filled in, which must work together logically.

The purpose of filling out the mentioned canvas is to understand how you will turn your work and relationship with customers into economic value, i.e., income for your business.

It is important to realize that in our own business we do not only create goods or services, but value for our customers.

The leader projects a slide from the components of the business model canvas:

1. Key partners
2. Key activities
3. Key resources
4. Value proposition
5. Relations with customers
6. Channels
7. Customer segment
8. Cost structure
9. Sources of income
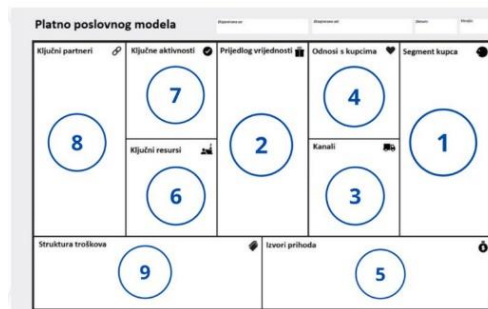
Figure 39 - Business model canvas
https://superprica.com/wp-content/uploads/2021/04/Biznis-model-Canvas_-number.png

The leader directs the participants to watch a video explaining what a business model canvas is.

Link: https://www.youtube.com/watch?v=ZYfHJ6J4Qvk

The leader shows the Business Model Canvas template and emphasizes how the canvas is filled in a certain order, that you must first fill in the right side of the canvas that represents the delivery of value to the customer and/or user. We create value for others and that's how we make money.

Figure 40 - Business model canvas template

In the following, show and explain to the participants another example of a business model, the Social Business model Canvas, which is applicable to social business.

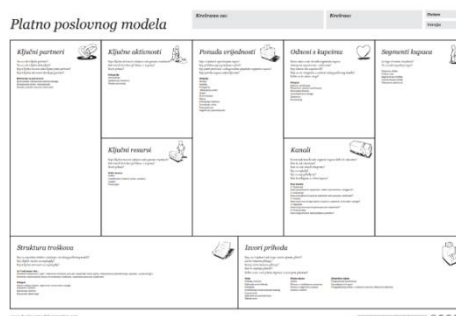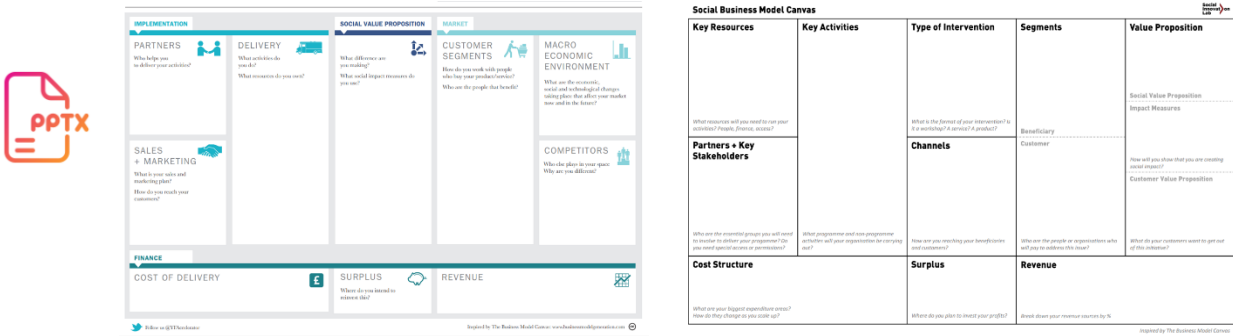*Figure 41 - Template - Social Business model Canvas*

Show the participants two examples of completed business model canvas (Smart parking, Smart City).
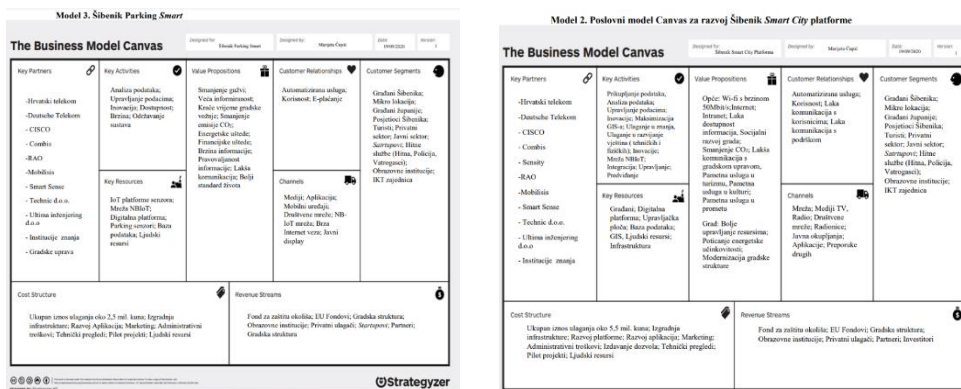
Figure 42 - a, b - Example of a completed business model canvas (a-Smart parking, b-Smart City)

Activity 3 – Creating your business model canvas

The leader announces the activity and gives the participants a business model canvas template.

Before the start, he explains to the participants how, in addition to paper, the canvas of the business model can also be completed in digital online tools, Canva or Whiteboard.
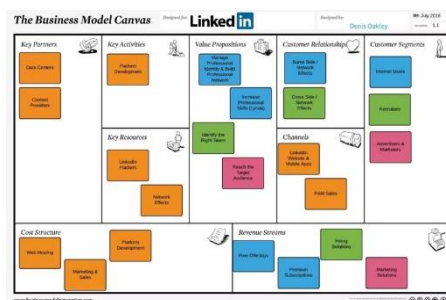
Figure 43 - An example of a completed business model canvas in a digital tool

During the activity, a slide with all the components of the business model canvas is projected. Remind the participants of the possibility of watching a video about the components of the business model to solve the task more easily.

When we fill in all the sections of the business model canvas, it is clearer to us how sustainable our business idea is.

4.3. Business plan

Explain to the participants how the second-hand model canvas will help them create a business plan.

The business plan is:

- a written document in which all factors important for assessing the feasibility and results of an entrepreneurial venture are elaborated in detail.

The business plan contains business opportunities and explains how the entrepreneurs intend to realize them.

The leader asks the question:

„Why is a business plan made? "

Possible answers:

- Applying for one of the grants for self-employment
- it is also required when seeking credit for an entrepreneurial venture
- it is also needed when looking for investments/donors/partners/ (crowdfunding campaign)

For participants to become familiar with the term "crowdfunding campaign", which is important for social networks, watch the following video.

Link: https://www.youtube.com/watch?v=Ky89tciLmFA

The leader explains that each business plan has its own summary that answers the questions:

- **Who?** – basic information about the entrepreneur,
- **What?** – basic information about the business idea or concept,
- **To whom?** – market potential of the project,
- **Why?** – important competitive advantages,
- **With what**? - with what resources do we plan to carry out the entrepreneurial venture?
- **How?** – what is our strategy by which we enter the market?
- **With whom?** – who will lead the organization?
- **How much?** - what is the investment structure?
- **From where?** – what are the sources of investment?

- **Result** - what are the expected personal and social effects (who benefits from our business idea?)
- **What if?** - what are the risks and difficulties in implementing the venture?

Detailed elaboration of these questions and answers defines in a simple and clear way all factors important for assessing the feasibility and effects of an entrepreneurial venture.

The finished business plan usually contains the following chapters:

1. **information about the entrepreneur**,
2. **starting point for project development and vision for further development**,
3. **description of the future activity with a detailed description of the product**,
4. **description of the project location**,
5. **market justification of the project** - description of the competition, sales market, marketing and sales channels and description of the procurement market, visual identity (company image - logo)
6. **financial elements** – estimation of income realization and estimation of expenditure realization,
7. **structure and amount of investment**,
8. **economic and financial analysis**,
9. **conclusion**.

The leader encourages the participants to discuss and draw conclusions about the components of the business plan

Activity 4 – Creating your own business plan

The leader announces the activity and gives the participants a customized business plan template that is an integral part of this program.

- In the implementation of the activity, the participants use all the created documentation from the folder for storing the working materials of the participants and the canvas of the business model.

4.4. Evaluation of the fourth workshop

The leader creates a questionnaire in Google form or Microsoft Forms.
Suggestion of possible questions:
1. How much did you like the 4th workshop (1 is the lowest and 5 is the highest rating).

2. The analysis of the collected data from our survey helped me to refine our business idea (SWOT ANALYSIS) (1 is the lowest and 5 is the highest rating).
3. After today's workshop, I know what the BUSINESS MODEL CANVAS is (1 is the lowest and 5 is the highest rating).
4. The BUSINESS MODEL CANVAS helped me create our BUSINESS PLAN (1 is the lowest and 5 is the highest rating).
5. The BUSINESS MODEL CANVAS helped me create our BUSINESS PLAN (1 is the lowest and 5 is the highest rating).
6. After today's workshop, I understand the importance of a business plan for planning and developing future business (1 is the lowest and 5 is the highest rating).
7. Did you feel like a part of your team/group at the 4th workshop (1 is the lowest and 5 is the highest rating)?
8. The members of my team respected my ideas and suggestions during the 4th workshop (1 is the lowest and 5 is the highest rating).
9. The leaders were prepared for the 4th workshop (1 is the lowest and 5 is the highest rating).

5th workshop

learn about digital and presentation skills to present a business idea

5. DIGITAL AND PRESENTATION SKILLS FOR PRESENTING A BUSINESS IDEA

Key terms: digital tool, presentation skills, presenting in front of an audience, pitch, components of a good presentation, Canva

The aim of the education is to develop digital and communication skills for presentation in front of the audience in order to present your own business idea within the given time.

Learning outcomes:

- differentiate between templates and formats for creating digital content
- choose tools for creating and editing content
- demonstrate methods for creating and editing digital content in Canva
- download, share and save various forms of digital content in Canva
- work collaboratively on an online template
- create a digital representation of a business idea
- develop presentation skills
- differentiate good/bad presentation in front of the audience
- apply digital and visual means of communication to present a business idea using ICT
- control the fear of public speaking
- develop teamwork skills, tolerance, and respect for the opinions of others

Time required to implement the planned activities

- 240 minutes (four sunny hours) – with breaks

Sources of knowledge

- Digital tool: https://www.canva.com/
- Canva Promo: https://youtu.be/EZ7UjKDG5Oc
- Canva help: https://www.canva.com/designschool/tutorials/getting-started/
- Associations with the term "good presentation in front of the audience": https://www.mentimeter.com/
- Pitch: https://www.youtube.com/watch?v=XWRtG_PDRik
- Workshop evaluation: Google forms / Microsoft Forms

Methods

- asking open questions, heuristic conversation, discussion, independent research, solving problems in a group, brainstorming, methods of reading and working on the text with the help of ICT

Necessary material and accessories

- prepared presentation for leaders
- digital tool Canva
- computer classroom: computers, projector, computer network

5.1. Digital tools as visual support for presentation

The leader asks the question about the importance of visual presentation as a support when presenting an idea, product or service.

Conclude through conversation:

> **Even the best idea, if it is not supported with good visuals and presentation, will not be noticed.**

Show the participants all the ways in which an idea can be presented:

- presentation (Canva, Pitch, PosterMyWall, MS PowerPoint, ...)
- video (Canva, Pitch, PosterMyWall, PowToon, ...)

Emphasize how video is used when doing a crowdfunding campaign and that for practicing presentation skills in this workshop, making a presentation is better.

Both aim to promote the idea and attract investors. The digital online tool Canva will be used in the workshop.

Link: https://youtu.be/EZ7UjKDG5Oc

Suggestion:

- Canva is a simple online marketing tool for graphic design. It offers a number of options such as creating presentations, posters, infographics, posts on social networks, ... and numerous other marketing options such as logos or promo videos
- It is used because it enables the presentation of a business idea in a more visually attractive way and at the same time, with a series of templates, it teaches design

5.2. Getting to know the digital tool Canva

Activity 1 – Registration of participants

The leader explains the procedure of registration of participants.
Participants will create their user account in the digital tool (https://www.canva.com/) using a private e-mail address.

- demonstration of the procedure for registering new users in the digital tool
- display of logins of already registered users
- explain the difference between application and user registration,
- warn participants about the possibilities of the free version of the digital tool and the possibility of upgrading to the Pro version

Activity 2 – Getting to know the interface of the digital tool

Participants will learn about the types of templates in Canva for creating digital content (logo, presentation, posts on social networks, template for SWOT analysis, infographics, ...) that they will need to create the final presentation.

The leader will tell the participants:

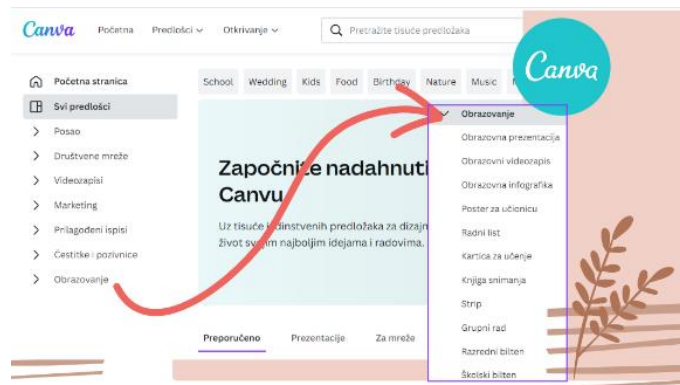- demonstrators the process of selecting and adjusting the template

Figure 44 - Display of the Canva digital tool interface

- demonstrate tools for creating and editing content:
    - selection and insertion of finished graphic elements
    - inserting text
    - selecting and inserting images
    - background design
    - import and use of ready-made media content from the Canva interface itself (Pixabay, Google maps, Youtube, Pixton...)
- introduce participants to the automatic saving of created content, i.e., that the content in Canva is saved every time a change is made on a slide.

Using the interview method, explain to the participants the importance of respecting copyright and comment on the concept of a trademark (watermark).

Figure 45 - Copyright and author's work

Activity 3 – Download, share and save different forms of content

The leader will introduce the participants to:

- with download formats of created digital content: .pdf, .png, .jpg, .svg, .mp4, .gif
- with ways to share the created content: via display link, via social sharing, via template link, via QR code and via embed code
- with the method of working together on the template

5.3. Components of the presentation as visual support for the presentation

The leader reminds the participants to use all the materials they created in the previous workshops, which are in the teams' work folders. Required materials: problem documentation, SMART goals, SWOT analysis, business model canvas, business plan.

Activity 4 – Components of the presentation

The leader explains the components of the presentation and encourages the distribution of work for each member within the individual team. Jobs are determined according to components.

Table 1 - Components of the presentation

Presentation content:		Team member name:
Logo		
Mission/vision/goals		
Documentation of the problem:		
	defining the problem; how big the problem is	
	who is responsible for the problem; which currently stands in the way of solving the problem	
	why it is important to solve the perceived problem	
	the connection of the business idea with the global goals of sustainable development	
	how your idea solves the selected problem	
Questionnaire: Is my idea good? (Market research)		
Examination of the competition		
Marketing planning		
Creation of one advertisement (publication on social networks)		
SWOT analysis		
Conclusion		

After the activity:

One team member assumes the role of team leader, forms a group in the digital tool and shares a link to share the presentation and work on the same template at the same time.

Participants select templates in the chosen digital tool and apply the acquired knowledge about using them to create presentation components. In doing so, they coordinate in the selection of design and colors and adjust to the theme of the business idea.

This is followed by the independent work of the participants according to the tasks assigned by the team leader. The host shares a link to tutorials for using Canva.

Link: https://www.canva.com/designschool/tutorials/getting-started/

5.4. Presentation in front of the audience

Activity 5 – A case study (Pitch)

The leader gives an example of a presentation of a public performance in front of an audience.

Figure 46 - Pitch
Link: https://onlinegrad.syracuse.edu/blog/perfect-pitch/

Link: https://www.youtube.com/watch?v=XWRtG_PDRik

After the activity:

The leader will introduce the participants to the term "PITCH".

Explain that every impression has two elements:

1. message content – problem, business model, idea (problem solution)
2. message delivery – verbal and non-verbal communication, dressing

In order to achieve an effective impression (WOW effect), both elements must be considered.

Activity 6 - Good presentation in front of the audience

The moderator will start the conversation by asking questions through the Mentimeter:

> *„ What makes a good presentation in front of an audience? "*

Using the method of brainstorming, the participants will state the answers to the questions, and the answers will be projected through the word cloud, and the same will be discussed.

Possible results: fun, humorous, short, clear, little text, ...

The leader uses the prepared presentation to familiarize the participants with tips for a good presentation in front of the audience:

- Your presentation should introduce you. Introduce the people you work with and highlight each team member
- People will trust you and you will get better attention from the audience if your opening is friendly (a joke, if you can use appropriate humor, a wise saying at the beginning, motivation)
- Tell a story. The way you came up with the idea, to what extent you completed the prototype, why you chose that particular idea...
- Demonstrate your created idea/service/product prototype
- Respect copyright - do not use copyrighted images, videos or music (if you do, ask for permission)
- Multimedia content - do not use sounds, images that would interfere with your presentation and potentially distract from your presentation
- Duration of presentation (PITCH) is 7 minutes!
- Less is more! - but be creative in displaying the information you want to provide
- Correct grammatical errors
- Don't forget the conclusion or final thought

This is followed by the independent work of the participants according to the tasks assigned by the team leader and pitch practice, i.e., presentations in front of the audience.

5.5. Evaluation of the 5ᵗʰ workshop

The leader creates a questionnaire in Google form or Microsoft Forms.
Suggestion of possible questions:
1. How much did you like the 5th workshop (1 is the lowest and 5 is the highest rating).
2. After today's workshop, I know how to use the digital tool CANVA to create a business idea promotion (1 is the lowest and 5 is the highest rating).
3. Elaboration of the business plan helped me to display the business plan in Canva (1 is the lowest and 5 is the highest rating).
4. I have nervousness about public speaking, presenting a business idea in front of an audience (1 is the lowest and 5 is the highest rating).
5. We easily divided the tasks within the team to create the final presentation of our business idea (1 is the lowest and 5 is the highest rating).
6. Did you feel like a part of your team/group at the 5th workshop (1 is the lowest and 5 is the highest rating)?
7. My team members respected my ideas and suggestions during the 5th workshop (1 is the lowest and 5 is the highest rating).
8. The leaders were prepared for the 5th workshop (1 is the lowest and 5 is the highest rating).
9. In the Young Boss workshops, I learned how to develop my idea, test it and present it.

6th workshop

short promotional presentation (pitch)

6. PRESENTATION OF THE BUSINESS IDEA (PITCH)

Key terms: protocol for evaluating presentation skills (pitch), feedback (praise, criticism/question, suggestion ("I" messages)), presentation in front of an audience (public performance)

The aim of the education is to develop presentation skills and to apply visual means of communication (ICT) to present your own business idea to leave an impression (pitch) on potential investors.

Learning outcomes:

- develop presentation skills
- differentiate good/bad presentation in front of the audience
- apply visual means of communication to present a business idea using ICT
- control the fear of public speaking
- develop critical thinking and give constructive feedback
- develop a sense of socially responsible behavior
- develop teamwork skills, tolerance, and respect for the opinions of others

Time required to implement the planned activities

- 180 minutes (three hours) – with breaks

Sources of knowledge

- Protocol for evaluating the presentation for participants: Google forms / Microsoft Forms
- Evaluation sheet of the expert jury
- Final workshop evaluation: Google forms / Microsoft Forms

Methods

- asking open questions, heuristic conversation, discussion, analysis, filling in evaluation sheets

Necessaty material and accessories

- prepared presentation for leaders
- Canva/PowerPoint digital tool
- computer, projector, computer network
- evaluation sheet of the expert jury (printed form of the sheet)

6.1. Reminder - "Tips for a good presentation"

The leader, with the help of the presentation, reminds the participants of tips for a good presentation in front of the audience.
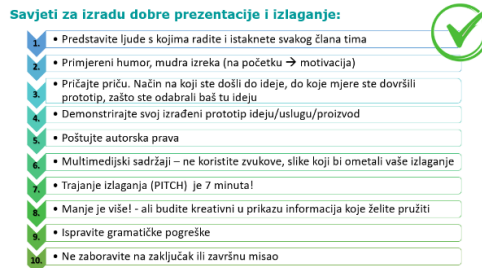

Figure 47 - Savjeti za prezentaciju i izlaganje

6.2. Getting to know the protocol for evaluating the presentation

The leader shows an example of the evaluation sheet and reminds the participants of the meaning of its components. Using the evaluation sheet, participants will evaluate each other's business ideas.

Activity 1 – Evaluation sheet (protocol for evaluating the presentation)

Suggestion of possible questions in the evaluation sheet:

Table 2 - Evaluation sheet template for participants

	Evaluation sheet (protocol for evaluating the presentation)	
	element	**evaluation**
1.	Public speaking - appropriate use of voice, non-verbal behavior, contact with the audience	1 2 3 4 5
2.	Respecting the time allowed for presentation – 7 minutes	1 2 3 4 5
3.	Presentation design - layout, readability, visibility, amount of text on the slide, relationship between background and text on the slide, appropriate use of graphic elements and photos	1 2 3 4 5
4.	Idea - I am clear about the goal of this business idea	1 2 3 4 5
5.	Is the proposed idea good for solving the perceived problem?	1 2 3 4 5
6.	I would finance the development of this business idea	1 2 3 4 5
7.	Presentation structure - introduction, conclusion, SWOT analysis, marketing proposal, logo, problem documentation	1 2 3 4 5
8.	Impression (pitch) - gives the impression that he believes in what he presents, does not read from slides, understands what he presents, attracts attention	1 2 3 4 5
9.	A proposal to improve the business idea	1 2 3 4 5

Activity 2 - feedback

The leader, through a conversation with the participants, explains how to give quality feedback, given that the last component of the evaluation sheet is the Proposal for improving the business idea.

He asks the question:

"What can feedback be in general?"

Possible answers:

- non-verbal reaction: smile, frown, nod...
- verbal reaction: a short affirmative response of approval...

Conclusion:

- each person will best accept criticism if the feedback simultaneously shows support, but also points to weaknesses
- uses praise, criticism, and suggestion
- the presentation will include a slide on the importance of providing audience feedback after the presentation

6.3. Presentation and evaluation

Each team of participants presents their business idea with the help of a presentation made in the digital tool Canva.

After the presentation of each team, the presented business idea is evaluated by all the other participants and the expert jury according to the template of the evaluation sheet.

Suggestion:

- create an evaluation sheet in a digital tool to collect feedback quickly
- this way each team gets immediate feedback on the pitch

6.4. Choosing the best idea

The expert jury also evaluates each team and the presented idea and declares the best idea.

Suggestion:

- expert jury: workshop leaders, director of the institution, expert associate
- evaluation according to the evaluation sheet:
    - the expert jury evaluates according to the proposed evaluation sheet
    - the points of the expert jury for each individual team are added to the points of the participants for that same team and a final assessment is made on the best presented idea

Proposal of possible components of the evaluation sheet of the expert jury:

Table 3 - Template of the expert jury evaluation sheet

	Evaluation sheet of the expert jury	
	element	**evaluation**
1.	Public speaking - appropriate use of voice, non-verbal behavior, contact with the audience	1 2 3 4 5
2.	Respecting the time allowed for presentation – 7 minutes	1 2 3 4 5
3.	Presentation design - layout, readability, visibility, amount of text on the slide, relationship between background and text on the slide, appropriate use of graphic elements and photos	1 2 3 4 5
4.	Presentation content:	
	Logo	1 2 3 4 5
	Mission/vision/goals	1 2 3 4 5
	Documentation of the problem	1 2 3 4 5
	Market research (survey)	1 2 3 4 5
	Marketing planning	1 2 3 4 5
	Creation of an advertisement	1 2 3 4 5
	SWOT analysis	1 2 3 4 5
	The UN Sustainable Development Goals - have they been implemented?	1 2 3 4 5
5.	IDEA - impression WOW! effect (pitch) - final word (conclusion)	1 2 3 4 5
6.	I would finance the development of this business idea	1 2 3 4 5
7.	A proposal to improve the business idea	1 2 3 4 5

6.5. Final evaluation of the workshops

The leader creates a questionnaire in Google form or Microsoft Forms. Suggestion of possible questions:

1. How much did you generally like all the conducted workshops (1 is the lowest and 5 is the highest rating).
2. After the workshops, I understand the importance of a business plan and planning in general (1 is the lowest and 5 is the highest rating).
3. Public performance when presenting an idea created a problem for me (1 is the lowest and 5 is the highest rating).
4. Through the workshops, I became aware of the problems that surround me in the local community and I know how to use them to create a business idea (1 is the lowest and 5 is the highest rating).
5. I see the importance of 17 sustainable development goals for the future development of the country and society in general (1 is the lowest and 5 is the highest rating).
6. I understand the advantages of working in a team for such projects and/or some business (1 is the lowest and 5 is the highest rating).
7. I would like to follow this type of workshops through regular classes because I consider them important for the development of entrepreneurial skills (1 is the lowest and 5 is the highest rating).
8. He thinks that my entrepreneurial skills have improved after participating in the workshops (self-assessment) - (1 is the lowest and 5 is the highest rating).
9. Suggestions for improving the implementation of the program.

LIST OF FIGURES

LIST OF TABLES

Young Boss- business idea generator is an initiative to promote active citizenship, young people's sense of initiative and youth entrepreneurship including social entrepreneurship. The program has multiple objectives: Create more awareness on (social) entrepreneurial opportunities, promote entrepreneurial behavior and invigorate the development of entrepreneurial skills and provide practical tools to engage youngsters with lesser opportunities between 13-17 years old in (social) entrepreneurship.

Contact

STICHTING KANS & DOEN

Mail: projecten.kansendoen@gmail.com

Web site: https://www.kansendoen.com/

DOM MLADIH RIJEKA

Tel.: +385 (0) 51/516-247

Mail: dom-mladih@dom-mladih.hr

Web site: www.dom-mladih.hr

Dom mladih (Youth center) and Stichting Kans & Doen from Netherlands are partners on an Erasmus+ KA2 small-scale partnerships in the field of youth.