HANDBOOK

"Entrepreneurial Mind-set development within adult education"

YOUTH POWER

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Contents

ABOUT THE PROJECT

Project title: "Creativity and innovation in adult education for development of entrepreneurial mind-set of citizens with fewer opportunities"

Long-term unemployment is for citizens often very difficult to deal with and manifests in through various issues ranging from psychological to financial. Different levels of policy levels - European, national and regional reported that there are no more reliable paths of going through education and training that leads the way to quality employment. Formal education is many times failing at developing the skills necessary for employment and especially entrepreneurship. The results of the PISA assessments which are conducted around the OECD countries show that one in five students do not develop the basic level of skills during their formal education which would enable them to actively participate in society (OECD, 2013).

Self-employment and entrepreneurship has turned out to be a valuable option for careers' building. Entrepreneurship competence as one of the key competences is described as transversal and applies to all spheres of life and therefore impacts much wider than business and economy.

Unemployed citizens in our communities are the beneficiaries of our activities and their needs are directly influencing our needs, needs of partner organisations. Thus, after doing a short survey among beneficiaries, all partners agreed that they need to improve their adult education NFE activities with quality Entrepreneurial Learning (EL), in order to provide quality, attractive and effective activities for personal and professional development of citizens with fewer opportunities in their communities.
This project will meet those needs and will provide more opportunities of networking and exchange among partners in organising and promoting entrepreneurial intelligence and entrepreneurship competences of citizens and we are producing outputs that will serve as a quality knowledge management material for education of current and future adult educators for efficient and effective empowerment and mentoring of unemployed citizens for entrepreneurial mind-set development.

Despite the fact that entrepreneurship is highly on agenda in EU's policy documents, many entrepreneurship programmes in regular and adult formal education systems keep their focus on developing business skills. It opens a question how can one become creative thinker or develop sense of initiative in an environment as ours (schools, society, culture) that still generally is based on passing on convergent information (one solution, one correct answer) and where mistakes are not welcomed.

The proposal will enhance the existing adult education training models and curricula for entrepreneurship with the elements of creativity and entrepreneurial mind-set development. The project is designed to create a quality - innovative training model for entrepreneurship adult education, covering the existing need for modernisation of Entrepreneurial Learning, as well as the needed innovative and creative learning tools to support a quality adult education.

The project aims to reduce the disparity in learning outcomes between different groups of learners (citizens with fewer opportunities and other citizens). This will be done by promoting more employment opportunities for citizens with fewer opportunities and supporting them to become entrepreneurs. The project has an approach of inclusion of people with fewer opportunities, as it is directly linked with empowerment of people with fewer opportunities such as with different marginalised citizens, citizens that come from migrant or refugee backgrounds, people with different backgrounds and facing social obstacles. Raising the capacities of the organisations to provide inclusive programs for entrepreneurship will ensure participation of this target groups in the citizens' activities provided by the partner organisations.

Therefore, objectives of the project are:

- Empower unemployed citizens (with lower basic skills for entrepreneurship) in entrepreneurial intelligence and mind-set development (including intrapersonal and interpersonal social-emotional and creativity competences)
- Empower our adult educators and improve knowledge management of adult education institutions and organisations in theory and practice for building competences of adult educators in entrepreneurial mind-set and creativity in entrepreneurship development of citizens
- Exchange good practices and further develop quality strategic partnership among partners from 4 European countries with different realities in regards to citizens' self-employment and entrepreneurship

Project activities are:

- A1 Project Management
- M1 Kick-off meeting
- O1 Handbook "Entrepreneurial Mind-set development within adult education"
- M2 Second meeting
- O2 Guidebook with Curriculum "Using creative methods for development of innovation and creativity skills for entrepreneurship of adults with low basic skills"
- M3 Third meeting
- O3 E-learning course "Entrepreneurial mind-set development for adults with low basic skills"
- M4 Fourth meeting
- O4 Toolkit "Adventure room methodology in adult education for entrepreneurship"
- M5 Fifth meeting
- C1 LTTA "Training of trainers for adult education for creativity in entrepreneurship of citizens with fewer opportunities"
- E1, E2, E3, E4 – Open conferences in RS, SE, HR, DE
- M6 – Evaluation meeting

Project will directly impact organisational capacities to work on providing quality, creative and innovative entrepreneurship education to mainly unemployed citizens. We expect the positive and long-lasting effects on partner organisations who will increase their capacity and competences for providing quality adult education activities for entrepreneurial learning based on innovative approach suitable for inspiring creativity in entrepreneurship.

Project partners are:

- Youth Power Germany e.V.
- Centre for Non-formal education and Lifelong learning (CNELL), Serbia
- Ung Kraft / Youth Power Sweden
- Association for improvement of modern living skills "Realization", Croatia
- DOMAS – training, consultation and business services, Croatia
- Company for professional rehabilitation and employment of persons with disabilities ITECCION, Serbia

INTRODUCTION

The handbook "Entrepreneurial Mind-set development within adult education" is the first intellectual outcome developed within the project "Creativity and innovation in adult education for development of entrepreneurial mind-set of citizens with fewer opportunities". It is an innovative publication with relevant topics useful for development of entrepreneurial mind-set of the project's main target group - unemployed citizens with fewer opportunities background. The handbook brings all up-to-date findings and descriptions of different core domains, characteristics, behaviours and skills (intrapersonal, interpersonal and creativity) that together form an entrepreneurial mind-set and drive action. The handbook also serves as theoretical and conceptual resource for adult educators when organising further education, training and mentoring of citizens in changing their mind-sets and inspiring them to recognize an otherwise overlooked opportunity, develop the confidence to take a risk, communicate their ideas clearly, and to be able to adjust to and learn from setbacks; in line with the latest developments in new era entrepreneurship.

The innovative character of the proposed Handbook "Entrepreneurial Mind-set development within adult education" is that it is a unique all-in-one guide that was developed in cooperation with highly profiled experts in the field of entrepreneurship (from our associated partners in the project, adult education centres/institutions, the entrepreneurial companies, organisations and hubs) together with the expert entrepreneurship educators and adult educators and psychologists (all experienced in NFE and adult education for entrepreneurship) from our organisations. Thus, the Handbook covers all important and necessary topics and will approach them from different angles, thanks to the involvement of experts from different professional, adult education and entrepreneurship backgrounds. As this kind of an all-encompassing publication on Entrepreneurial mind-set doesn't exist yet, our project and O1 Handbook has the important innovative aspect needed.

The Handbook consists of several main sections and chapters. It opens up with the chapter about the non-formal education and adult education as a way of rising competences of citizens / adult learners. It is followed by the chapter about entrepreneurial learning as a way to enrich adult education and it includes theoretical framework of entrepreneurial learning, its models and why it is important for adult education. The next section is about the new era entrepreneurship and the consequences it has on educators who work with adult learners. The next chapter gives insights into entrepreneurial intelligence and its main characteristics as well as successful case studies. How to develop an entrepreneurial mind-set in adult education is in focus of the next chapter which gives more insights into what we mean by entrepreneurial mind-set development, methodology for its teaching / training, as well as successful case studies. The chapter on intrapersonal and interpersonal skills, learning and intelligence follows next, after which chapters about entrepreneurial mind-set development programmes with focus on both intrapersonal and interpersonal skill separately. Finally, the last chapter of the Handbook talks about the importance of creativity and innovation competences within the entrepreneurship mind-set development supported by methodology for teaching / training creativity and innovation competences of entrepreneurship mind-set.

NON-FORMAL EDUCATION (NFE) AND ADULT EDUCATION RAISING COMPETENCES OF CITIZENS / ADULT LEARNERS

Non-formal education (NFE) is alongside formal and informal education one of the key components of adult education and the life-long learning process of individuals as well as groups. As such it plays an important role in rising competences of citizens / adult learners of all ages, with different personal and professional interests. It supports and empowers adults to develop competences once they finish their formal education which will enable them to adapt to and develop with the ever-changing economies, societies, job markets, as well as personal and professional environments.

Although NFE has emerged through youth work and developed through various youth projects and educational programmes, NFE is slowly becoming more recognized in the field of adult education due to its growing availability and accessibility to all the citizens. It provides a variety of opportunities and learning spaces for competence development. Every learner is able to choose a programme they want to participate in voluntarily based on their educational needs and interests to develop their employability competences. Moreover, NFE activities can help individuals and groups of adults to raise competences they need to develop their own ideas, projects or enterprises if they have abilities different from the requirements on the job market.

However, when we talk about learning, some people are mixing different types of learning. In our context, we can detect three types of learning - formal, non-formal and informal learning.

Formal learning happens usually at school and it's compulsory. Formal learning is structured, has syllabus and is teacher led. On the other hand, non-formal education happens outside of formal educational institutions (schools) and usually involves non-profit organisations, adult learning centres or other institutions (e.g. learning languages). Non-formal learning is structured, voluntary and guided by a teacher or a trainer. Last type of learning is informal learning, this is the one which happens everywhere around us - it's unstructured, voluntary and learner-led. Probably you have learned how to ride a bike in an informal learning setting. It was unstructured, you wanted to learn (voluntary) and it was led by you, with the help of people in your surroundings. Or maybe you have learned how to design visuals by watching YouTube videos. So, learning which happens on a daily basis can be called informal learning.

In the table below, you can find more distinctions between formal, non-formal and informal learning.

Formal	Non-formal	Informal
Usually at school	At institution, out of school	Everywhere
May be repressive	Usually supportive	Supportive
Structured	Structured	Unstructured
Usually prearranged	Usually prearranged	Spontaneous
Motivation is typically more extrinsic	Motivation may be more extrinsic	Motivation is mainly intrinsic
Compulsory	Usually voluntary	Voluntary
Teacher-led	May be guide or teacher led	Usually learner-led
Learning is evaluated	Learning is usually not evaluated	Learning is not evaluated
Sequential	Usually non-sequential	Non-sequential

Table based on Eshach, H. (2007). *Bridging In-school and Out-of-school Learning: Formal, Non-Formal and Informal Education.* Journal of Science, Education and Technology, 16(2), 171-190

As non-formal education can raise competences of adults, in the next part we will give more focus on the non-formal learning and what are the benefits for adult learners.

Council of Europe[1] understands non-formal learning as learning outside of an institutional context (out-of-school). It refers to planned, structured programmes and processes of personal and social education of learners which is aimed at improving a wide range of skills and competences. Non-formal education is the key competence of adult education and is mostly structured, based on learning objective, learning time and specific learning support, as well as it is intentional (voluntary). It usually does not lead to certification, however in many cases certificates are delivered with the goal of a better recognition of the individual learning.

Council of Europe proposes that non-formal education should be voluntary; (ideally) accessible to everyone; an organized process with educational objectives; participatory; learner-centred; about learning life skills and preparing for active citizenship; based on involving both individual and group learning with a collective approach; holistic and process-oriented; based on experience and action; and organized on the basis of the needs of the participants.

Implementation of **NFE programmes** and activities in adult education has a wide range of **benefits**, including:
- Increasing awareness of the need for life-long learning, personal and professional development
- Developing practical competences individuals need to raise their employability or create jobs for themselves
- Promoting learning-by-doing approach to competence development
- Complementing the formal education and expands on it with practical and hands-on experience
- Helping to fill in the gaps and adult learner might have from formal education which can enable a career change
- Supporting the development of own talents, abilities, soft-skills in different fields
- Developing the sense of initiative, personal and social responsibility, and understanding of one's purpose in the society
- Expanding the field of opportunities and the network of like-minded individuals
- Developing the feeling of ownership for ones learning and development due to the possibility to choose own path and what an individual wants to learn and develop in
- Learning about entrepreneurship, and developing entrepreneurial mind-set and intelligence to start-up own enterprise

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[1] https://www.coe.int/en/web/european-youth-foundation/definitions

ENTREPRENEURIAL LEARNING – A WAY TO ENRICH ADULT EDUCATION

What is entrepreneurial learning?

Entrepreneurial learning has been defined in many ways so far. One of the basic distinctions proposed by Kiilakoski[2] is between the narrow and the broad definitions of entrepreneurial learning. The narrow definition puts in focus the social role of an individual who serves for the community by becoming an entrepreneur while the broad definition puts in focus the decision of an individual to become an entrepreneur. The narrow definition includes learning about different types of entrepreneurship, opportunity and risk analysis, finance and budgeting, project management or business plan development. The broad definition of entrepreneurial learning focuses on developing much wider set of competences and soft-skills such as creativity, flexibility, decision-making, and negotiation.

In the more general sense, **entrepreneurial learning** can be defined as the development of entrepreneurial attitudes, skill and knowledge that enables the individual to turn creative ideas into action.[3] It depends on a variety of factors which will lead an individual adult person into entrepreneurial learning, and later to start up their own business. Some of those factors include their personality and character, family background, socio-economic background, type and level of education, self-awareness, a sense of identity and belonging, the network of existing contacts in personal and professional life, previous experiences, variety of competences developed as well as openness to learn by doing and through trial and error, the ability to reflect on own learning path and adjust to a new course if necessary, the ability to identify opportunities and take initiative to put ideas into practice.

On the other hand, Peter Erdelyi[4] points out that **entrepreneurial learning has two dimensions** – the one that involves personal learning and the other that involves collective learning. Personal learning puts in focus the individual and their experiences. It comprises of two categories: management learning which comprises of experiential learning and cognitive processes; and management education which comprises of workplace, educational institution and government agency. In its essence, it is a process of recognizing an opportunity and making a decision about it. Collective learning arises puts in focus the interaction of an individual within an already existing enterprise or within an ecosystem. The awareness of belonging to a network is crucial, especially the existing local network and national systems of innovation an individual might be a part of. Both dimensions of entrepreneurial learning should encourage individuals to take action by using already available resources at reach.

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[2] Kiilakoski, T. (2014). Entrepreneurial learning and the ethos of youth wok: Reflection on a difficult relationship. Young people, entrepreneurship & non-formal learning: A work in progress. *SALTO-Youth Participation Resource Centre,* 20-32.

[3] NSW Government (2020, December 16). *Entrepreneurial Learning*. Accessed 22.4.2021 at https://education.nsw.gov.au/teaching-and-learning/curriculum/career-learning-and-vet/career-learning/entrepreneurial-learning

[4] Erdelyi, P. (2015). *The Matter of Entrepreneurial Learning: A Literature Review*. Bournemouth University Executive Business Centre

Why is entrepreneurial learning important for adult education?

It is important to distinguish entrepreneurship education for adults which aims at developing the "know-how", and entrepreneurial learning which aims at developing an entrepreneurial mind-set and intelligence which drives transformation of behaviour, beliefs and values of individuals to develop themselves in personal and professional areas. That's one of the reasons why entrepreneurial learning is so important and should be implemented in adult education programmes and activities.

The change in mind-set and the beliefs is what drives innovation, encourages individuals to turn ideas into opportunities, to find creative solutions to existing problems in the society, to implement those solutions through enterprises, to learn from their successes and failures and to develop courage to offer their competences on the market through their own enterprise. Because of this and the fact that many individuals do not find fulfilment on the job market as employees due to the fact that they have different and unique abilities, it is important to offer such programmes to adults. Even if entrepreneurial learning does not result in starting up an enterprise, it can result in a deep personal transformation of individuals who then have a higher potential to became more active citizens, get involved in public life, start projects or initiatives, organize events or debates, start non-profit organizations and many more which would have a beneficial impact on the community as a whole.

Another benefit of entrepreneurial learning in adult education is learning about how to take own life into own hands, and learning to take responsibility for personal and professional growth and development, rather than relying on external resources and help from others or various institutions. Adults learn how to be aware of their own attitudes, beliefs, values, behaviours and competences. Self-awareness and reflection is one of the most important parts of starting an inner change which then as a result drives change in the communities and transforms them.

And finally, it raises awareness of the importance of life-long learning to adapt to the ever-changing world on different levels. To be able to offer their unique and different abilities through an enterprise as a service or a product on local, national or global community, entrepreneurs need to develop the mind-set of constant change, development and growth, as well as to get comfortable with risk and uncertainty.

Models of entrepreneurial learning

Various models of entrepreneurial learning have been developed so far. Although each model puts in focus different aspects of entrepreneurial learning, they all have in common learning-by-doing, experiential and contextual learning.

<u>The entrepreneurial learning cycle</u>

Experiential learning is at the core of the Kolb's learning cycle[5] which proposes that learning is cyclical in nature and happens through four transformative stages. For the entrepreneur to transform, (s)he needs to go through all four stages the process, including reflection on the experience in order to be able to analyse the learning process, and adjust behaviour accordingly before entering into a new learning experience.

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[5] Kolb, D. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, New Jersey: Prentice-Hall.

The four stages of the Kolb's learning cycle are:
- Abstract Conceptualization - thinking and forming concepts on pre-existing knowledge
- Active Experimentation - actively experimenting and taking actions according to prior knowledge
- Concrete Experience - experiencing something new out of the actions taken based on conceptualization
- Reflective observation - reflecting over the outcome of the decision making

Since the model is cyclical, it does not have a pre-defined beginning or an end, and depending on the context, learning can start from any of the stages in the cycle. Once the learner goes through the cycle once, another cycle can begin.

<u>A conceptual framework of entrepreneurial learning as an experiential process</u>

Similar to Kolb's learning cycle, Pollitis[6] sees experience as the central point of entrepreneurial learning process. He argues that person's career experience is strongly connected to their ability to recognize a learning opportunity which might have a transformative impact on them. This concept explains that entrepreneurial learning takes place when an entrepreneur challenges past learning experiences during the process of making a decision about a specific opportunity that shows up on their entrepreneurial path. In this model, previous experiences and career orientation are seen as main drivers of transformation through entrepreneurial learning activities.

<u>A narrative-based conceptual model</u>

Based on the results of the study conducted among emerging entrepreneurs, Rae[7] proposed a **narrative-based conceptual model** which consists of three major themes which were in common to all the participants who participated in the study. The three major themes include:
- **Personal and social emergence** consisting of narrative construction of identity; role of the family; identity as practice; tension between current and future identity;
- **The negotiated enterprise** consisting of participation and join enterprise; negotiated meaning, structure and practices; changing role over time; engagement in networks of external relationships;
- **Contextual learning** consisting of practical theories of entrepreneurial action; opportunity recognition through cultural participation; and learning through immersion within the industry.

An individual is in the centre of the learning process in this model which is envisioned as a holistic model of entrepreneurial learning which supports entrepreneurs in understanding their learning process. All the three themes are equally important and are in constant interaction, one influences the other, and change in one area consequently drives a change in the other area.

The theme of personal and social emergence implies that an entrepreneur's identity is influenced by person's origins, family background, education, social relationships. Rae implies that identity is constructed through individual's self-narration of autobiographical stories in which an individual is the main actor, the narrator and the author at the same time. Family plays a significant role in shaping that identity which then changes as a consequences of family circumstances. Entrepreneurs go in that

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[6] Politis, D. (2005). The process of Entrepreneurial Learning: A Conceptual Framework. *Entrepreneurship Theory and Practice*, 29(4), 399-424.

[7] Rae, D. (2005). Entrepreneurial learning: a narrative-based conceptual model. *Journal of Small Business and Enterprise Development*. 12(3), 323-335.

direction because there is a discrepancy between their current and future desired identity. They wish to create a new identity and a different reality for themselves by becoming entrepreneurs. Through this process, they take responsibility for shaping the future which then results in moving the existing identity which was defined by their social environment such as family, friends, and colleagues to establish a new entrepreneurial identity.

The narrative-based model of entrepreneurial learning implies that there is a need for a holistic approach to entrepreneurial learning which will support adults in understanding their own learning and development in different stages of the process. An entrepreneur and their immediate environment are interconnected and interdependent.

<u>Model of opportunity identification and development theory</u>

Ardichvili, Cardozo and Ray[8] developed another model of entrepreneurial learning – **Model of opportunity identification and development theory**, which is also a cyclical model. It puts focus on the entrepreneurial alertness as the ability to discover and take advantage of business opportunities. The model consists of the entrepreneur's **prior knowledge, personal traits and social networks**.

When it comes to **personality traits**, the focus is on creativity as the main characteristics which influences one's ability to recognize an opportunity, as well as optimism and positive attitude towards failure as learning opportunities. The **prior knowledge** refers to specialized knowledge about the area of the entrepreneurial activity, as well as any other relevant knowledge and experience an entrepreneur acquired throughout years of experience in a specific industry. **Social networks** refer to entrepreneur's network in which (s)he can gather relevant information that would lead to identification of new opportunities, establishment of new partnerships or acquiring resources for new entrepreneurial activities.

<u>The "Know Why" model of entrepreneurial learning</u>

According to the "**Know Why**" model proposed by Middleton and Donnellon[9], entrepreneurial learning consists of three dimensions – **individual's knowledge**, **cognition and capabilities to engage in entrepreneurship** (Know What), one's **skills and knowledge of ways of how to become an entrepreneur** (Know How), and especially of one's **understanding of the reasons to engage in entrepreneurial activity** (Know Why). Values that are the foundation of one's entrepreneurial activity are at the core of this model. This model implies a high level of self-awareness of the reasons someone chooses to become entrepreneur rather than focusing on What and How. Middleton and Donnellon define the Know Why as personal logic which include both reason and emotions which is the starting point for entrepreneurial activity.

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[8] Ardichvili, A. Cardozo, C., Sourav, R. (2003). A theory of entrepreneurial opportunity identification and development. *Journal of Business Venturing*, 18, 105-123.
[9] Middleton, K. W., Donnellon, A. (2014). Personalizing Entrepreneurial Learning: A Pedagogy for Facilitating the Know Why. *Entrepreneurship Research Journal* 4(2), 167-204.

NEW ERA ENTREPRENEURSHIP AND WHAT IT MEANS FOR EDUCATORS

Entrepreneurship is a field of activity that is always transforming in line with the ongoing changes in the society and the environment. Availability of resources across the globe has made it easier to grow businesses to the extent of exploiting them regardless of the consequences as long as it generates profit. This paradigm of "old" entrepreneurship has been changing over the years, and entrepreneurship has transformed in many aspects due to the emerging need to provide added value to individuals and societies. Profit is no longer perceived as the ultimate goal if an enterprise does not create any additional value. The new era entrepreneurship promotes intuitive and agile leadership, collaboration and team work, socially responsible and environmentally friendly activities, awareness of the need to conserve and re-use resources, as well as networking with different stakeholders on national and international levels to co-create abundance for everyone, not just individuals. The topic of sustainability is currently one of the most important ones – how an enterprise and its activities align with its environment – both social and environmental to create a positive impact in the long-term perspective.

The era of new entrepreneurship is also an era of uncertainty in which enterprises need to be stable enough in their internal structure while being flexible enough to be able to act upon sudden changes and adapt in order to survive. To be able to do that entrepreneurs need to develop a variety of competences and personality traits such as ability to innovate, change and risk management, flexibility and adaptability, agile leadership and communication. Another very important area to develop in, is the one of digitalisation and digital entrepreneurship which has emerged as a response to the global changes on all level.

The emerging changes which have an impact on entrepreneurship, consequently influence the field of adult education as well, which nowadays need to change constantly to stay in line with the needs of entrepreneurs. Educators are those who are in service to (future) entrepreneurs. To be needed and to be able to create a learning context, educators also need to develop themselves and their competences in various fields.

There are many frameworks and proposals of core entrepreneurial competences entrepreneurs need to have or develop, and educators need to support through non-formal, formal and informal learning. EntreComp is one of the most comprehensive models and will be described in greater details as a starting point for educators to develop activities, methods and programmes which are in line with entrepreneurial learning and entrepreneurship education

According to **Entrepreneurship Competence Framework (EntreComp)** there are three competence areas that individual needs to work on or to develop, to be a holistic entrepreneur. Those three areas are: ideas and opportunities; resources, and into action.

- **Ideas and opportunities area** consists of the following competences: spotting opportunities; creativity, vision, valuing ideas; ethical and sustainable thinking
- **Resources area** consists of the following competences: self-awareness and self-efficacy; motivation and perseverance; mobilising resources; financial and economic literacy; mobilising others;
- **Into action area** consists of the following competences: taking the initiative; planning and management; coping with ambiguity, uncertainty and risk; working with others; and learning through experience.

In the process of developing learning programmes for potential entrepreneurs, educators need to keep in mind that new era entrepreneurs need to develop a variety of skills and attitudes in order to be successful. Educators need to have in mind some of the **important characteristics of successful entrepreneurs in the new era** such as[10]:

- Taking what they do seriously;
- Making it all about the customer;
- Making big decisions carefully;
- Not being scared of taking the road less travelled;
- Harnessing technology;
- Investing in themselves;
- Constantly learning;
- Not being afraid of risks;
- Willing to experience failure;
- Adapting to the current needs of the customer and marker;
- Knowing how to tell themselves;
- Networking at all possible occasions.

Additionally, there are many other aspects that play an important role in developing educational programmes for adults to become entrepreneurs. They will be further developed in the Handbook in the areas of entrepreneurial intelligence and mind-set, interpersonal and intrapersonal skills.

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[10] Patel. S. (2015). *The 12 Characteristics of Successful Entrepreneurs*. Accessed on 24.4.2021 at
https://www.entrepreneur.com/article/250564

ENTREPRENEURIAL INTELLIGENCE – MAIN CHARACTERISTICS AND SUCCESSFUL CASE STUDIES

According to Geraldo Campos, **entrepreneurial intelligence**[11] is considered to be a **mixture of intelligence, emotional intelligence and entrepreneurship**. It assumes the courage and wisdom to act on available opportunities in various often unknown conditions, and is based on three pillars – mind-set, opportunities and connection.

> ✤ The **domain of mind-set** assumes entrepreneur's uniqueness, passion, curiosity, being solution-oriented, openness to change and transformation, the ability to recognize and satisfy emerging needs, etc.
> ✤ The **domain of opportunities** assumes the capacity to search, create, design, act and transform. The entrepreneur either searches for available opportunities or creates them by finding solutions to satisfy emerging needs.
> ✤ And lastly, the **domain of connection** assumes the connection with oneself and with the others – with people, machines, animals, nature and the universe.

Allan Bonsall[12] puts in focus **4 key principles of entrepreneurial intelligence** which he proposes in his book, including **Vision, Passion, Brand** and **Emotional Intelligence**. He states that although entrepreneurship is often associated with commitment and determination, it is the vision that is the main driver for entrepreneurs.

> ✤ He defines **vision** as the ability to define a purpose, a goal or personal agenda, and share it with others so it grows and develops further.
> ✤ **Passion** is another important key driver as it fuels entrepreneurs to achieve goals. It is the life force of ambition which differentiates entrepreneurs from others.
> ✤ **Brand** is all about building loyalty and generating repeat purchase and referral. It assumes having the customer at the very heart of the enterprise.
> ✤ **Emotional intelligence** is defined as an individual's ability to be both aware of their own emotions and the emotions of those around them, so that they are able to engage effectively with people.

Mo Oladopo[13] sees **entrepreneurship** as the willingness to take risk and develop, organize and manage a business venture in a competitive global marketplace that is constantly evolving. He proposes **9 signs of entrepreneurial intelligence**: vision, passion, creativity, resourcefulness, solution-oriented, leveraging, proactivity, negotiation and time management.

> ✤ **Vision** means understanding what an entrepreneur wants to achieve
> ✤ **Passion** means understanding own emotional connection to the vision, having an overwhelming love for what the entrepreneur is doing, and determination to see the dreams realized.
> ✤ **Creativity** means understanding of what the entrepreneur does differently, having unlimited source of imagination to drive constant innovation by seeing the world with different eyes.
> ✤ **Resourcefulness** means finding a way to get things done.

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[11] Campos, G. (2021). *Entrepreneurial intelligence, a new form of resilience to face the crisis*. Accessed 22.4.2021 at https://www.entrepreneur.com/article/364984
[12] Bonsall, A. (2014). *Entrepreneurial Intelligence: inspired by the philosophies of coffee entrepreneur Philip Di Bella*. Essteemedia. Illustrated edition.
[13] Oladopo, M. (2016). *Developing Entrepreneurial Intelligence. Leadership and Management*. Accessed 24.4.2021. at https://www.slideshare.net/MOOladapao/developing-entrepreneurial-intelligence-64558393

- **Solution-oriented** means having the capacity to analyse a problem or a situation and think of solutions.
- **Leveraging** assumes leveraging on relationships, information technology, social media and personal skills.
- **Proactivity** assumes the ability to sense a shift in the way business is done and quickly adjust, making thing happen instead of waiting for them to happen.
- **Negotiation** assumes understanding the value of something and making an offer at the right time to the right person.
- **Time management** assumes managing time to maintain a healthy work-life balance while responding to emerging opportunities which would bring the most value to the enterprise.

ENTREPRENEURIAL MIND-SET IN ADULT EDUCATION

What is entrepreneurial mind-set?

The Network for Teaching Entrepreneurship (NFTE)[14] sees **entrepreneurial mind-set as a set of characteristics, behaviour, and skills that drive action, as a way an entrepreneur thinks and acts**. A person with an entrepreneurial mind-set recognizes an otherwise overlooked opportunity, develops the confidence to take a risk, communicates their ideas clearly, and is able to adjust to and learn from setbacks. **Eight core domains of entrepreneurial mind-set** are:
- Future orientation;
- Comfort with risk;
- Opportunity recognition;
- Initiative and self-reliance;
- Communication and collaboration;
- Creativity and innovation;
- Critical thinking and problem solving;
- Flexibility and adaptability.

MasterClass[15] defines entrepreneurial mind-set as the mode of thinking which helps individuals achieve set goals. Successful entrepreneurs embrace challenges, mistakes, and failures as opportunities to develop new skill sets to help them succeed in the future. They propose **four characteristics of an entrepreneurial mind-set**:
- Ability to confront self-doubt;
- Accountability;
- Resilience;
- Willingness to experiment.

Additionally, MasterClass proposed the following ways how to develop an entrepreneurial mind-set in everyday life: set clear goals, practice being decisive, redefine failure, face your fears, and remain curious.

Methodology for teaching / training entrepreneurial mind-set

When developing methodology for teaching / training entrepreneurial mind-set, educators need to have in mind that the foundation for the development of it has a lot to do with person's creativity and the ability to innovate. These two qualities are what often differentiates successful from unsuccessful entrepreneurs, companies who survive through the times of crisis, and those who stop to exist. In their **CIO Training model (Creativity, Innovation and Opportunity Finding**), Antonites and Vuuren[16] propose following enterprising methods for developing a more entrepreneurial approach to entrepreneurial learning. The methods were adapted on Gibb's[17] proposal of the differentiation between "didactic" and "**entrepreneurial" training methods**. Enterprising methods include:

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[14] The Network for Teaching Entrepreneurship (n.d.). *Our model*. Accessed 24.4. 2021 at https://www.nfte.com/our-model/

[15] MasterClass (2020). Business 101: *How to Develop an Entrepreneurial Mind-set*. Accessed 26.4.2021. at https://www.masterclass.com/articles/how-to-develop-an-entrepreneurial-mindset#what-is-an-entrepreneurial-mindset

[16] Antonites, A. J., von Vuuren, J. J (2005). Including entrepreneurial creativity, innovation and opportunity-finding skills. *South African Journal of Economic and Management Sciences (SAJEMS)*, 8(3), 255-271.

[17] Gibb, A.A. (1993). The Enterprise Culture and Education: Understanding Enterprise Education and its Links to Small Business, Entrepreneurship and Wider Educational Goals. *International Small Business Journal,* 11(3), 11-34.

- Learning from each other;
- Learning by doing;
- Learning from personal exchange and debate;
- Learning by discovering;
- Learning from the reactions of many people;
- Learning in flexible and informal environment;
- Learning under pressure to achieve goals;
- Learning by borrowing from others;
- Learning from mistakes;
- Learning from problem solving.

Experiential and project based learning activities

Learning activities such as simulation of the process of creating a business individually or in a group of people can be valuable experience to develop entrepreneurial mind-set. Such activities enable adults to work on a concrete idea and develop it as a project which focuses on a specific product or service within one niche they are interested in.

LEAN start-up tools and methods

A lean business puts customer value at the core of its activity, and providing perfect value with zero waste. **Lean tools and methods** can be some of the following proposed by Tim Woods[18]:
- Build-measure-learn;
- The Minimal Viable Product;
- Validated Learning;
- Innovation Accounting;
- The Pivot;
- Small Batches;
- The Andon Cord;
- Continuous Deployment;
- Kanban;
- The Five Whys.

Inspiring challenges and competitions

Competitions which enable individuals or teams to win a cash prize can be very motivational for people to set on the journey of developing a business idea, and consequently developing an entrepreneurial mind-set. Working on a specific entrepreneurial idea, going through the process of development of a product/service/company/project, developing business plans, pitching ideas in front of potential investors, receiving feedback, and then further developing their business plans is all part of the process of personal and professional development.

Entrepreneurial Labs with entrepreneurs

Bringing local entrepreneurs might be very motivational activity. It can be organized in form of a presentation, Q&A sessions, networking activity or collaborating with already existing entrepreneurs on specific projects. This would give learners insights into real-life processes and what it actually takes to set up and run a successful business.

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[18] Woods, T. (2016). *10 Methods from Lean Startup*. Accessed 26.4.2021 at
https://blog.hypeinnovation.com/the-10-methods-of-the-lean-startup

Entrepreneurial mind-set development adult education programmes in our communities – successful case studies

The Network for Teaching Entrepreneurship (NFTE) model for developing entrepreneurial mind-set

NFTE has developed a model which aims at empowering young people to own their futures, which then as a consequence promotes more equal access to economic opportunities through effective entrepreneurship education. The model assumes cooperation with various stakeholders in the community such as schools, groups of young people, youth development organizations, etc. The model provides young people with the opportunity to go through the process of developing their own business idea. Throughout the process, they develop competences to plan and start up an enterprise, as well as to develop entrepreneurial mind-set. They learn to think and act like entrepreneurs, and develop skills like self-reliance, flexibility, adaptability, critical thinking, problem-solving, communication and collaboration, creativity and innovation, and future orientation. Even if they decide not to become entrepreneurs, this set of skills can lead to success in any industry.

NFTE programs are experiential and project-based. Their aim is to ignite the imagination, develop business skills, and grow the entrepreneurial mind-set. For that reason, programmes cover areas such as: 21st century skills, Inquiry and innovation, Student voice and choice, Feedback and Revision, Publicly presented product, Driving questions and knowledge, and Need to know.

Spring School of Entrepreneurship

The Spring School of Entrepreneurship[19] is an example of a long-term entrepreneurial learning programme for adults on national level. It has been continuously implemented by Forum for Freedom in Education (FFE) in Croatia since 2013.

Target group of the programme have been young adults between 18 and 30 years old from economically deprived regions of Croatia. The duration of the one whole programme is 6 months and it consists of three phases:
1) Educational programme in duration of 5 days
2) Local workshops organized by the participants after the educational programme
3) Support and mentoring during the project writing

In the first phase of the programme, learners go through the process of entrepreneurial learning when they learn about entrepreneurship, as well as develop relevant interpersonal and interpersonal skills and the sense of initiative. The programme covers both increasing employability competences as well as increasing self-employment prospects and competences.

Except for learning about the *Know What* and *Know How* of entrepreneurship, participants also learn how to:
- Communicate and present themselves effectively;
- Self-asses their strengths, weaknesses, and opportunities
- Work in diverse teams;
- Build relationships with other entrepreneurs and potential clients;
- Take initiative and turn ideas into opportunities for developing or expanding their enterprises;
- Get comfortable in unfamiliar and unexpected scenarios;

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[19] European Commission (2017). *Taking the future into their own hands: Youth Work and entrepreneurial learning*. Accessed 23.4.2021 at https://op.europa.eu/en/publication-detail/-/publication/8f5910d8-6b64-11e7-b2f2-01aa75ed71a1

- Set up and reach goals;
- Manage their time and resources;
- Present themselves and their projects or enterprises to potential sponsors or investors.

The programme has been carried out in partnership with a number of partners, including local Croatian Employment Service offices, business incubators in Zagreb, Rijeka, Varaždin, Zadar and Osijek, civil society organizations, co-working spaces and local entrepreneurs.

Build Your Future strategic partnership project

The strategic partnership project "Build Your Future"[20] was implemented by the non-governmental organization The International Academy Berlin for Innovative Pedagogy, Psychology and Economics gGmbH (INA) from Germany in partnership with 9 more organizations. Project was designed and implemented with the aim to promote practical entrepreneurial activities for young people with fewer opportunities in 9 partner countries: Germany, Croatia, Ireland, Italy, Romania, Slovakia, Spain and the UK. The objectives were to equip young people with the knowledge, skills and attitudes necessary to develop their entrepreneurial mind-set, strengthen employability skills to be better prepared for the employment, self-employment or further education; to put focus on social entrepreneurship as a way of making a change in the local community; and to foster cooperation between the civil society, policy stakeholders and local businesses which would support local entrepreneurship. The project consisted of following steps:

- Research was conducted in local communities to establish the needs of local youth
- There were 20 youth workers and educators who participated in a training for trainers to learn about the ways of supporting and mentoring participants during the whole project
- 160 people were selected on the local levels in partner countries to participate in the two year programme
- Participants went through 5 modules of Entrepreneurship Education Courses through which included practical exercises connected to:
    – personal passions, the concept of (social)entrepreneurship, and the role of entrepreneurs in society and communities
    – idea development through mind and street mapping, community based needs and recognizing gaps in the market;
    – marketing through doing market research, SWOT analysis, establishing a marketing strategy and using the Business Model Canvas
    – operations, resources and testing through looking for resources, creating a communication strategy, prototyping, pitching and delegation
    – impact through assessing and overcoming risks, financial literacy, writing a business plans, sustaining and scaling a business

- Representatives of partner organizations participated in international events – a training course, a youth exchange, and a final conference
- There were Entrepreneurship Labs organized in each partner country – local entrepreneurs were invited to share their knowledge and experiences of running a business with the participants of the programme
- Many project ideas were developed into projects and business ideas, and 3 were rewarded with start-up grants
- Multiplier events were organized in each partner organizations to share the project results in the local communities

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[20] https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-2-DE04-KA205-001398

There were many different professionals involved in the implementation of the project – members of organizations, youth workers, non-formal and formal educators, entrepreneurs in different fields, mentors, trainers and representatives of local communities. Involvement of professionals from different sectors contributed to the quality of the implementation of the project, and sets an amazing example of entrepreneurial learning in practice which supported the development of knowledge, skills and attitudes of the (potential) young entrepreneurs.

INTRAPERSONAL AND INTERPERSONAL SKILLS, LEARNING AND INTELLIGENCE

Intrapersonal and interpersonal skills are closely related and usually interdependent. To understand others, entrepreneurs need to understand themselves and their needs firstly. To find solutions for the problems of others, they need to sort out their own problems and find their own solutions. Entrepreneurs need to be able to communicate clearly with themselves to be able to communicate with others. Intrapersonal skills are needed to manage ourselves, and interpersonal skills are needed to manage ourselves in relationship with others around us.
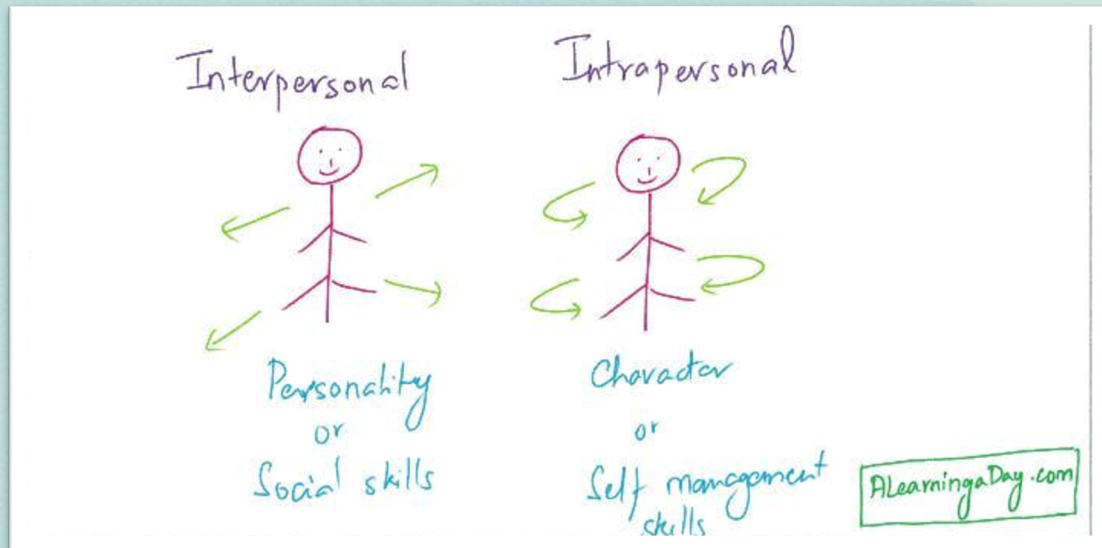
Illustration: Interpersonal vs. intrapersonal skills[21]

Intrapersonal skills are soft skills which help individuals to recognize own strengths and weaknesses, it is communication that we have within ourselves. It assumes our thoughts, feelings, and all the internal processes in general such as perception of the world around ourselves, expectations of self and others, as well as own beliefs, values and attitudes[22].

Additionally, **intrapersonal skills**[23] are all about managing our emotions effectively, setting goals, self-motivation, coping with distractions, strategizing and adjusting to a particular situation. The most important intrapersonal skills for entrepreneurs would be productivity, resilience, resourcefulness, visualization, compassion and decision-making.

Other relevant intrapersonal skills necessary for the development of an entrepreneurial mind-set include self-awareness, motivation, metacognitive strategies, coping mechanisms and resilience, perseverance, self-perception and self-regulation.

On the other hand, **interpersonal skills** help individuals to communicate, collaborate and work with others. The focus is on the relationship and communication between an individual and the surroundings – colleagues, clients, friends, family, etc. This exchange can happen face-to-face, online,

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[21] A Learning a Day (2018, May 1). *Interpersonal skills vs. Intrapersonal skills*. Accessed 25.4.2021 at https://alearningaday.blog/2018/05/01/interpersonal-skills-vs-intrapersonal-skills/

[22] The University of People (n.d.). *Interpersonal vs intrapersonal: key to communicate*. Accessed 26.4.2021 at https://www.uopeople.edu/blog/interpersonal-vs-intrapersonal/

[23] Matter (2019, November 21). *Interpersonal vs. intrapersonal skills: Why you need both to succeed*. Accessed 24.4.2021 at https://matterapp.com/blog/interpersonal-vs-intrapersonal-skills-why-you-need-both-to-succeed/

over the phone or in written form. Our whole appearance makes a difference when we expose ourselves to others – our voice, body language, personal hygiene, style, etc.

The most important **interpersonal skills** are[24] communication, conflict management, empathy, listening, leadership, negotiation, teamwork, and positive attitude. As well as[25] empathy, inclusiveness, influence and responsiveness.

Interpersonal skills: Communication skills and listening

Although we all know what communication is and what it involves, it is not simple to give a clear, concise and precise definition that would suit all people. But we know that the main role of communication is to transfer messages from the sender to the recipient. In history, there have been attempts to define communication, which were quite limited. David Berlo defines communication as a continuous, ongoing process in which there is no real beginning and no ending. According to Berlo, all communication has its basic elements, such as sender, message, channel and receiver. In this definition the relational, reciprocal nature of communication is not completely expressed.[26] However, in order to better understand what communication is, we need to understand that certain features determine communication.

According to Kathleen K. Reardon, key features by which we recognize communication are[27]:

- Verbal and nonverbal communication, where it is important to emphasize that we do not communicate to others, but communicate with others;
- Spontaneous, planned and trained behavior that depends on the situation and knowledge of the person (spontaneous behavior is conditioned by feelings without cognitive control; trained behavior is learned behavior, and is carried out without planning; planned behavior involves greater cognitive effort);
- It is not static, but it is characterized by development, which means that the interpersonal encounters develop over time (e.g. when we meet a stranger, we do not exchange too much information with the person, but after a while we increasingly open up to a person);
- Includes feedback, interaction and coherence (direct feedback or personal feedback means that the interaction must exist between at least two people - one starts the interaction and the other responds, and vice versa; coherence is a logical connection, and interaction means that one person influences the actions of the others, such as asking questions and getting answers);
- The presence of internal and external communications policy (internal rules are set by people who are communicating and are characteristic of a single relationship, while the external rules are laid out by social norms);
- It is an activity (all participants are involved in shaping the outcome of communication);
- Persuasion (it means that some other party is trying to change someone's feelings, thoughts and attitudes, it is a reciprocal process, because after a while the roles start to change).

It is important to emphasize the fact that **people communicate through messages** that are composed of symbols (pictures, gestures, movements, words, sounds).

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[24] The University of People (n.d.). *Interpersonal vs intrapersonal: key to communicate.* Accessed 26.4.2021 at https://www.uopeople.edu/blog/interpersonal-vs-intrapersonal/
[25] Matter (2019, November 21). *Interpersonal vs. intrapersonal skills: Why you need both to succeed.* Accessed 24.4.2021 at https://matterapp.com/blog/interpersonal-vs-intrapersonal-skills-why-you-need-both-to-succeed/
[26] Communication Theory (n.d.). *Berlo's SMCR model of Communication*, Accessed 3.5.2021 at https://www.communicationtheory.org/berlos-smcr-model-of-communication/
[27] Reardon, K. K. 1998. *Interpersonalna komunikacija. Gdje se misli susreću*. Alinea. Zagreb, Croatia

When we talk about communication, it is important to mention the communication models. In history, there have been many theories about the transmission of messages. One that is used today is called Laswell formula, which is named after the renowned sociologist Howard D. Laswell. The formula is as follows - who says what, in which channel, to whom, with what effect. The table below gives a detailed explanation of the communication formula.[28]

Laswell formula	
who says	Communicator
what	Content
in which channel	Medium
to whom	recipient, audience
with what effect	Effect

Display and a brief explanation of the Laswell formula

As it can be deduced from the table, in the communication process the key terms are: communicator, content, medium, audience and impact, or effect of the message.

- **Communicator** is a person who sends the message; communicator wants that the message reaches the recipient;
- **The content of the message** is what we want to transfer. Many communication scientists are engaged in research of obvious or hidden content in posts;
- **The channel / medium** is the holder of messages which enables the transfer of information. There are two types of communication channels - personal (direct) and indirect. The direct communication channel consists of direct sending and receiving messages between two or more people. Indirect communication channel is the one where the message is transmitted without direct communication - the best example is the media (radio, television, press and the new media like the Internet);
- **Recipients / audience** - are the people who are receiving the message and trying to understand the content of the message;
- **Impact / Effect** - tries to detect which consequences the message has on the recipients, and what personal and social effects a message has, like effects in the field of knowledge, attitudes and feelings, and (individual and social) action.

But aside from these divisions, which are often used in the field of media, it is important to point out the other, widely accepted theory of communication. First time models of communication were referred to in 1949, when Claude Shannon and Warren Weaver of Bell Laboratories have designed a model of communication, which had to describe the function of telephone technology. Their theory was consisted of three main parts: the sender, the receiver and the channel. The sender was the person who sent the message by phone, the phone itself represented the channel, and the receiver (recipient) was part of the phone through which the person on the other side could hear the message.[29]

On the basis of Shannon and Weaver's communication theory, the standard model of communication or transmission model was developed. It was based on the following assumptions:

- There must be a source of information, which creates a message,
- There must be a "notebook", which helps to encode the message into the signals,
- A channel is needed, through which signals are modified to transmit messages,

[28] Drew, C. (n.d.). *Lasswell's Model of Communication – 5 Key Features*. Accessed 4.5.2021 at https://helpfulprofessor.com/lasswell-model-of-communication/
[29] Communication Theory (n.d.). *Shannon and Weaver Model of Communication.* Accessed 2.5.2021 at https://www.communicationtheory.org/shannon-and-weaver-model-of-communication/

- The recipient, who decodes the message based on the obtained signal,
- Location (destination), where the message arrives.
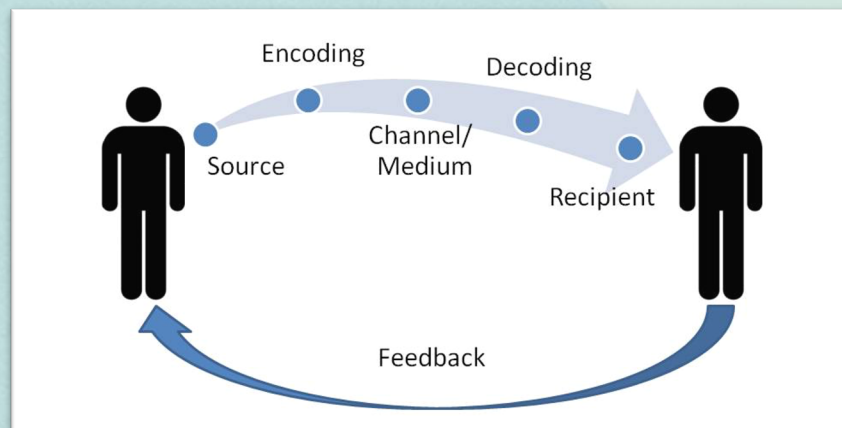
The standard model of communication

- **The source of information** is a person who sends the message - the message sender.
- **Encoding** is the process of shaping the content of the message. Thus, we shape our thoughts, feelings, attitudes, ideas and concepts in the message and then send it to the recipient. Encoding is an important process, because people's ideas and concepts are often shaped into symbols so that they are clear to the society. At this stage, people are communicating about their thoughts, feelings, ideas and concepts and those are transformed into verbal or nonverbal language (e.g., posture, gestures, movements...).
- **The channel**, as in the case Laswell formula, is the bearer of a message.
- **Decoding** is the process of receiving encoded messages, which often involves interpretation, understanding and acceptance or rejection of the sent message. The success of receiving and decoding the message depends on many factors - very often those factors are attitudes and knowledge of the recipient or impact of the society. The process of decoding starts when the recipient begins to receive the information from the source.
- **The recipient** is a person who receives information from the source and decodes the received message.
- **Feedback** is a response to a transmitted message. A feedback is actually information, which informs the source about the impact of the sent message and may be composed of multiple signals, symbols or characters, depending on the kind of an effect the received message had on recipient.[30]

In the standard model of communication, the term **barrier in the communication channel** is quite common. Barrier in the communication channel can be defined as something that distorts the sent message; something that interferes with the recipient and as a result the message is not received well or at all. Barriers may occur when formatting the message (sender of a message formed unclear, arbitrary, vague, ambiguous message), during its transfer (loss of information from the message) and can occur when you receive a message (the message sent by sender is not understood; the recipient does not have enough knowledge and skills; recipient comes from a different cultural environment; lack of attention from recipient).

There are several types of barriers in the communication channel:

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[30] Buarqoub, I.A.S. (2019). Language Barriers to effective communication. *Utopis y Praxis Latinoamericana*, 24(6), 64-77. Accessed 2.5.2021 at https://www.redalyc.org/jatsRepo/279/27962177008/html/index.html

- Physiological barrier - barrier that is found in the source of the message (sender) or receiver (articulation problems, poor eyesight, hearing, hunger);
- Physical barrier - barriers that are placed outside of the source and recipient - this barrier is coming from other source such as loud music, light too bright, noise on the street, etc.);
- Semantic barrier - interference that occurs when there is a mistaken attribution of meaning; this happens when source and recipient are attributing different meanings to the message (usage of jargon, different languages);
- Psychological barrier - barrier that includes emotions and cognitive thinking (and a different understanding of the attitudes of certain concepts and messages, false expectations, happiness, sadness, joy, excitement, anger).[31]

Listening is also an important part of communication skills. If you want to start your own enterprise or if you want to have better relationships in general, you have to listen carefully to others and what they are saying. There are several types of listening (Skills You Need, 2021)[32]:
- *discriminative listening*: listening that has been developed throughout early childhood; it is not connected with understanding the meaning (what has been said), but with recognising sounds and difference in sounds (e.g. we learned in an early age how to make a distinction between voices of our parents). This hearing is developed throughout life, as it includes understanding of more subtle sounds (for example if someone is happy or sad, angry or disgusted).
- *comprehensive listening*: includes what has been said (understanding the message that has been communicated towards us). This means that person needs to have good vocabulary to understand (or in some cases, technical jargon) what has been said. It also includes understanding non-verbal communication.
- *informational listening*: type of listening where we aim to learn something (e.g. in school, while watching a documentary or while talking to friends). So, we are taking in new information and facts, and not criticising or analysing given information.
- *critical listening*: is a type of listening where we evaluate or scrutinise what is being said. While someone is speaking, usually you can think about the purpose, intention and how does the information relate to your beliefs and feelings. While using this type of listening, it is important that person has an open mind and does not discriminate or have prejudices.
- *empathic listening*: type of listening in which you are attempting to understand the feelings and emotions of the speaker.
- *appreciative listening*: is listening for enjoyment. For example, you can listen to music to enjoy, or listen to some radio show to relax.
- *selective listening*: is a negative type of listening where we hear just one part of information or have bias on some other part of information. This creates a barrier in communication, as you cannot listen if you are not listening to the whole information, but just parts of them.

So, maybe you are wondering why this is all important for entrepreneurship and entrepreneurial mind-set as such. We need to know how to communicate well and efficient, so we can avoid potential conflicts. Having good communication skills helps us understand what the other person is saying and helps transmitting our message easier to others. Knowing barriers in communication can help in

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[31] Kamath, P. (n.d.). *Chapter No.5 Barriers to Communication*. J.M. Patel College of Commerce. Accessed 2.5.2021 at http://www.jmpcollege.org/Adminpanel/AdminUpload/Studymaterial/BARRIERS%20TO%20COMMUNICATION-SEM%201.pdf
[32] Skills you need (n.d.). *Types of Listening*. Accessed 5.5.2021 at https://www.skillsyouneed.com/ips/listening-types.html

understanding why someone does not understand you. So, hopefully, this short theoretical introduction should equip you with the knowledge of communication.

But, how to improve your communication skills? There are several ways this can be introduced in your life:

1) **Practice non-verbal communication more**: reading other people non-verbal responses can help in better understanding of what has been said. You should keep an eye on the posture, gestures, body movements and tone of the voice. All of these can signal you how the person is feeling and what is being said.[33] For example, if a person has a hands crossed while talking, it may seem that they do not want to engage in communication with us. Or, if they have open arms, they are more willing to communicate and are approachable. It is also said that handshakes can show more about you, so if you have a firm, strong handshake – it can mean that you have an aggressive personality, or if you give a so called "dead fish" to other people while shaking – it can mean that you have a weak personality or you are not interested. However, it is important to look at the whole communication picture and gestures, not only just one non-verbal sign.[34]

2) **Ask for honest feedback and give feedback.** Giving and receiving feedback is an art of its own. Feedback can encourage motivation and development (either your own or of your team). According to The Management Centre, feedback is consisted of three elements: it is based on observale and observed behaviour; it is specific to a given situation and it is balanced in identyfing what worked and what did not.[35] In order for feedback to work, you need to use all of three elements.

3) **Use questions and summarising**. Questions are a powerful communication skill that can enhance your impact towards others. Asking open questions is essential, as they give us more information and focus more on the other person. Open questions are the ones which start with questions: Why, What, How, Where… On the other hand, we do not recommend using closed questions, which usually are focused on what we want to hear and limit the answers of the other person. These questions are usually those to which you can only answer either "yes" or "no" (e.g. Do you like this Handbook?; Do you want more content like this?).

And maybe you are wondering how to best transfer the message to others. Beside tips and tricks, we mentioned above, the message you are sharing with others need to be concise, clear and short. One of the methods you can definitely use is connected with message triangle developed by Patterson and Radtke (2009). They say that each message is consisted of three parts: defining the issue, specifying why someone should care (why is this important for us?) and explaining what you need to do, think or feel.[36] So, the message can sound like this: We gathered today to talk about lower sales of our new, innovative product. We need to make more sales, as this will help in increasing the reputation and salaries in the organisation. Thus, we need to be more proactive and make more sales, in order to make our customers happy!

[33] Cherry, K. (2020, January, 28). *10 Tips for Improving Your Non-verbal Communication*. Accessed 2.5.2021 at https://www.verywellmind.com/top-nonverbal-communication-tips-2795400
[34] Pease, A., & Pease, B. (2006). *The definitive book of body language*. Pease International. Buderim: Australia
[35] Management Centre (n.d.). *Giving and receiving feedback*. Accessed 2.5.2021 at https://www.managementcentre.co.uk/learning-development/giving-and-receiving-feedback/
[36] Patterson, S., Radtke, J. (2009). *Strategic Communications for Nonprofit Organizations: Seven Steps to Creating a Successful Plan.* John Wiley & Sons, Inc. New Jersey

Communication triangle

- Defining the action or problem
- We gathered today to talk about lower sales of our new, innovative product.
- Why is this important for me?
- We need to make more sales, as this will help in increasing the reputation and salaries in the organisation.
- What do we want: actions, feelings, thinking
- Thus, we need to be more proactive and make more sales, in order to make our customers happy!
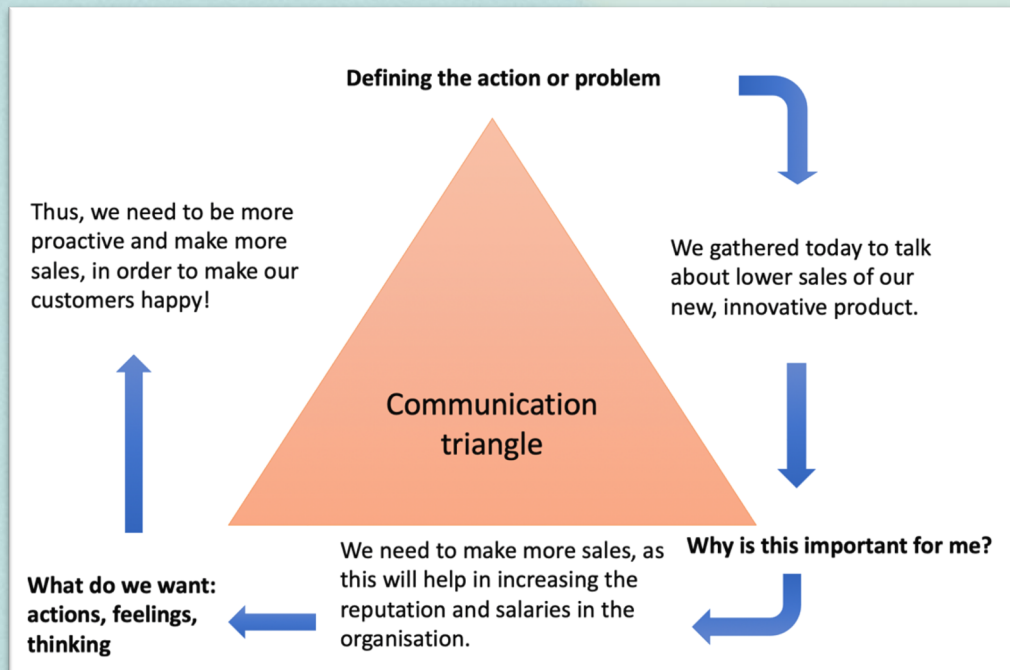
This communication triangle can be used in various situations – not only in personal communication, but also in communication with the wider public (if you are promoting the product, selling the service or starting the humanitarian action.

Interpersonal skills: Conflict management

In our daily lives, but in business, we are constantly communicating. Sometimes, we can communicate something poorly, or we do not understand correctly, and it can lead to conflicts. Skill of resolving conflicts is important for entrepreneurial mind-set, as people starting their own business or leading a team usually have to resolve some conflicts.

Based on Cambridge dictionary (2021), conflict can be described as an active disagreement between people with opposing opinions or principles.[37] So, in the work environment, people get in the conflicts because they maybe have opposing ideas, different views or maybe they do not agree with each other in general. Sometimes, people can also feel overworked, which can influence the atmosphere and creation of potential conflicts.

So, how to resolve conflicts when they occur? In 1970's researchers Kenneth Thomas and Ralph Kilmann developed a model for conflict resolution, which we call Thomas-Kilmann model. This model relies on the two factors, which are connected with how much are you assertive in communication and how much you are ready to compete.

According to Thomas-Kilmann model, there are five conflict resolution styles we can use (Benoliel, 2017)[38]:
- **Collaborating** – when using collaboration, person who is using it wants to find a solution that fully satisfies concerns of all people included in the conflict. In this style, people who are in a

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[37] https://dictionary.cambridge.org/dictionary/english/conflict
[38] Benoliel, B. (n.d.). *What's your conflict management style?* Accessed 2.5.2021 at
https://www.waldenu.edu/news-and-events/walden-news/2017/0530-whats-your-conflict-management-style

conflict get what they want, and negative feelings are minimised. You may want to explore creative solutions, confronting or other strategies to reach an agreement.

- **Competing** – when using competing, person who is using it is willing to pursue its own concerns, no matter the concern of other people involved. This means that relationship with other person is not as important for you, but outcome is more important.
- **Avoiding** – when using avoiding, person is not assertive and is not cooperative and is rather withdrawing from a conflict situation. This means that you are not caring about your needs, but needs of other people. Using this technique long-term can lead to dissatisfaction, as you are not caring for your needs and ideas.
- **Accommodating** – when using accommodating, you are adapting to the needs of other people; so, you will be using it in situations where outcome is not important for you, but relationship is more important.
- **Compromising** – when using this style, you meet halfway. It partially satisfies both parties in the conflict. This is best to use when you need a quick solution and do not have enough time to discuss situation in details.

Why is it important to know your own style, but also styles of people around you? This can help in developing your relationships and understanding your own needs and needs of other people. It can also help in preventing potential conflicts and understand why we behave in the certain way.

In order to avoid conflicts, it is always important to know needs, interests and positions of other people. We call this PIN model, which says that we need to know the following[39]:

- Positions: What we state that we want
- Interests: What we really want
- Needs: What we must have

When you know these three things, it is easier to understand why a person is behaving in a way it behaves. Especially, when a conflict occurs, it is good to ask the question "Why are you behaving this way?", in order to find out needs and interests.

If you learn conflict resolution skills and how to manage conflict, it can lead to numerous benefits. According to Macnaughton, 2019[40] managing conflict can result in improved productivity through increased morale, effective team communication, increasing mutual respect, better decision making processes and improved sense of security about the future (especially if managing employees). Furthermore, what is more important is that quality management of conflicts leads to teams that are equipped with abilities to address challenges, transitions and change.

Interpersonal skills: Empathy

According to Psychology Today (2021) empathy is the "*ability to recognize, understand, and share the thoughts and feelings of another person, animal, or fictional character*".[41] In order to establish relationships and behave compassionate, it is crucial to develop your own empathy skills. So, generally speaking, empathy is the possibility to put yourself in the shoes of other people and see how they are feeling at the moment because of some situation.

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[39] LRP Publications (2001). The PIN model of conflict. Accessed 2.5.2021 at
http://www.pen.ntid.rit.edu/pdf/summer-institute/schedule_english/DevelopingEffectiveComm.pdf
[40] AdminSlayer (n.d.). *Entrepreneurial Leadership – conflict management*. Accessed 2.5.2021 at
https://www.adminslayer.com/posts/ian-macnaughton-entrepreneurial-leadership-conflict-management
[41] https://www.psychologytoday.com/us/basics/empathy

As it is important to develop empathy, Greater Good Science Center from University of Berkley says that we need to cultivate six habits. These six habits are the following (Krznaric, 2012)[42]:

1) **Cultivate curiosity about strangers.** We are surrounded by people every day, from our mailperson to people travelling in bus with us to work. Curiosity expands our empathy, especially when we talk with people outside of our social circles and people who have different viewpoints than we have. Curiosity also helps in enhancing our life satisfaction. So, when you are with unknown people, try to talk with them and understand their thoughts and feelings.

2) **Challenge prejudices.** We all have prejudices and stereotypes around other people. We may believe some people are better at some sport, or maybe they are doing matemathics better, however, it is important to challenge these prejudices. Emphatic people challenge their own preconceptions and prejudices by searching for what they share with people rather than what divides them. So, try to think about what connects you with people to whom you have prejudices – you will probably find you have more in common than you think.

3) **Live some time as other people.** Experiential learning is at a core of our everyday life. We are constantly learning from different situations and issues that occur in our surroundings. When we were little, we learned how to ride a bike with help of friends. Maybe you have learned how to use some digital tools through testing them out and learning from your mistakes. All of these are examples of learning through experience. Highly empactic people learn from experiential empathy, which enables you to have direct experience of other people's lives. George Orwell, for example, lived on the streets of London to see how homeless people live. But, in your everyday life, you can try to see the other positions and experiment. If you have enough money, try volunteering in a developing country where humanitarian help is needed. Or, try to live with minimum salary for a month. Or, if you are an atheist, try to visit different churches to have other experineces. This small tweaks can improve empathy.

4) **Listen and open up.** We have already spoken about listening and that it is important to listen. Listening to what person is saying you is just one part of the coin. The other one is connected with opening up. Empathic people open up to others with their situations, problems and positions. This makes you more relateble and creates stronger bonds with people.

5) **Inspire mass action and social change.** Empathy can be a mass phenomenon that brings fundamental social change, starrting from movements against slavery to public responses to tsunamis. Empathy will create social change even more if we work with children from the early age and help them develop it through educational system.

6) **Develop imagination.** It is imporatnt to empathize with people whose beliefs we don't share or who may be "enemies" in some way. So, if you are a campainger, maybe you would like to get into shoes of the people you are protesting against. This can help understand their viewpoints and actions.

Why is it important to have empathy as a potential entrepreneur? Or, even more important, why is this skill important for everyone who want to cultivate entrepreneurial mind-set? Throughout life, we are surrounded by people and they bring their own uniqueness to our world. However, in order to understand them completely, empathy is a crucial skill. Also, empathy is important in order to adapt, make good decisions, collaborate effectively and thrive.

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[42] Krznaric, R. (2012, November 27). *Six habits of highly empathic people*. Accessed 3.5.2021 at https://greatergood.berkeley.edu/article/item/six_habits_of_highly_empathic_people1

Intrapersonal skills: Setting goals

Knowing your short-term and long-term goals both in private and professional life is a prerequisite for success. Maybe you know what you want to do, but you are not quite sure how to do it and when. Other people have their ideas, but are missing the details and motivation to implement them. This is where goal setting comes in - it gives you a clear structure of what you want to achieve, when and with what resources.

According to Locke and Latham[43], goals can be defined as an idea of the future or desired result that a person or a group of people envision, plan and commit to achieve. We have three types of goals[44]:
- process goals: are the ones which are defined by specific actions or processes of performing; they are controlled by individuals completely; for example, you will read 10 pages of entrepreneurship literature every day;
- performance goals: are the ones which are based on a personal standard and are mostly controlled by individuals; for example, you want to work with at least 10 new clients until the end of the year;
- outcome goals: are the ones which are based on winning; they are difficult to control because of outside influences; for example, in case of companies it can include landing a big contract with a client you wanted.

It is important to mention that all of these goals are in a linear relationship. This means that if you achieve your process goals, you get a bigger chance to achieve your performance goals. The same applies when you achieve performance goals - it means you're having a better chance of achieving your outcome goal.[45]

But maybe you are wondering how to formulate your goals. One common theory says that every goal needs to follow the SMART formula. Each of the letters are representing one characteristic of the goal. The SMART formula was coined by George T. Doran in 1981[46] and the SMART formula says that every goal should be:
- **Specific** - it means that the goal needs to provide as much details as possible and it targets specific area for improvement (e.g. you cannot say that you want to "improve selling of the milk", but "increase selling of the milk for 20% in the next 12 months"); this is more specific and gives better grounds for evaluation purposes;
- **Measurable** - this means that the objective needs to be measured and you need to provide the information that will allow you the possibility to evaluate; so, quantify or suggest and indicator of progress;
- **Achievable** - this means that you can achieve what you have set up - it needs to be realistic, but also a little bit of challenging. It's always a good idea to think about resources, financial constructions and other important factors which can influence the realisation of the goal. It is also important to talk about to whom this goal is assigned to - you need to specify who will do it (you alone, with help of someone or something else).
- **Realistic** - state what results can be realised, taking into consideration your resources and possibilities.

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[43] Locke, E.; Latham, G. (1990). A theory of goal setting & task performance. Englewood Cliffs, NJ
[44] CALE Learning Enhancement (2021) Goal-Setting. Eastern Washington University. Accessed at 3.5.2021 at https://inside.ewu.edu/calelearning/psychological-skills/goal-setting/
[45] ibid.
[46] Doran, G. (1981) There's a S.M.A.R.T. way to write management's goals and objectives. AMA Forum, pp. 35-36. Accessed at 3.5.2021 at https://community.mis.temple.edu/mis0855002fall2015/files/2015/10/S.M.A.R.T-Way-Management-Review.pdf

- **Time-related** - this means that you need to set a time frame in which the goal will be achieved. This is crucial, as then you could implement your goals without a time limit and usually this leads to failure.

Below, you can find a simple handout, which can help you in thinking about your goals.

Question	Answer
What do you want to achieve / gain / get / improve?	
How will you measure it? What is a specific number or indicator you want to reach?	
Who will implement the goal? Do I need the help of other people? If yes, from whom?	
What results do you see in the end? What will be achieved?	
What resources do I have (e.g. human, financial, etc.)?	
When will I realize this goal? Until when should it be implemented by?	

Intrapersonal skills: Self-motivation

Self-motivation is the ability to drive oneself to take initiative and action to pursue goals and complete tasks.[47] It is an inner drive that keeps us going, pushes us to take action, to create and to achieve new things. Self-motivation is crucial for the times when an entrepreneur wants to achieve new and big goals which are not an immediate necessity, but more like a dream or a vision for future development. Most of such goals take a lot of hard work, patience, discipline and persistence to come to life, and the process can be rather demotivating at times.

Motivation in general is driven by intrinsic and extrinsic factors. **Intrinsic factors** that motivate humans are usually some of the following – feelings of satisfaction, purpose and enjoyment, achieving excellence, building meaningful relationships, creating value in life of other, etc. On the other hand, **extrinsic factors** include external rewards such as money, status, good performance, recognition by others, etc. To be able to self-motivate ourselves, it is important to recognize the factors, both intrinsic and extrinsic that motivate us.

There are many ways how to self-motivate ourselves. It requires commitment, perseverance and courage to find the things that boost our capacity to keep on doing what we believe in to stay on track and realize our dreams and visions. Some of the ways how to stay motivated are:[48]

- **Simplify your life** to focus your energy by removing distractions and anything that might overwhelm you. Choose to do one thing at the time to direct the energy and capacities to achieve excellence in one area.
- **Break down large goals into small steps** to make your dreams and goals look more achievable. Celebrate each of the small steps achieved to maintain the motivation.

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[47] SoulSalt (2019, September 30). *Self-Motivation: Staying Motivated to Reach your Goals*. Accessed 3.5.2021 at https://soulsalt.com/self-motivation/

[48] SoulSalt (2019, September 30). *Self-Motivation: Staying Motivated to Reach your Goals*. Accessed 3.5.2021 at https://soulsalt.com/self-motivation/

- **Manage your expectations** and do not take set-backs personally. If something does not go according to the initial plan, sit back, take a bit of time to digest it, rethink the situation, and set new expectations that are more attainable.
- **Surround yourself with supportive people** who help you to stay in touch with your desired outcomes, and who will remind you of them.
- **Ask for help** and offer it to others when needed.
- **Practice gratitude** for all the previous achievements and what is already working well.
- **Get enough of rest** in stressful situations by taking breaks and pausing for a short while to recharge and reset.
- **Celebrate achievements** by doing something meaningful, even if it just a small achievement.

Intrapersonal skills: Resilience

Resilience is one of very important intrapersonal skills for all existing and upcoming entrepreneurs since stress, loss, unexpected changes and difficulties are unavoidable part of entrepreneurship. Resilience is the ability to cope with those stressful events and hardship, and can be seen as some kind of a mental reservoir of strength that we are able to call on in times when we feel like everything is falling apart.[49] Problems entrepreneurs face might vary from entrepreneurial issues like problems with finances, responsibility and liability for services and products, illnesses and death of partners or employees, medical emergencies of all kind to personal problems with health, relationships, children, and unexpected events of all kinds. Additionally, external factors like natural disasters, economic and financial crises, and other event outside of the entrepreneurs' control have an impact on the enterprise and cause stress, loss or hardship.

Instead of falling apart or hiding from problems with unhealthy survival and defence mechanisms, resilient people face life's difficulties head on.[50] Instead of being overwhelmed with the experience and emotions, resilient people use healthy coping skills to handle difficulties in a way that will make them grow, get stronger and learn from the experience. Resilience means understanding that such situations are a part of life, despite the fact they are sometimes very hard and painful. Resilient people allow themselves to experience all the emotions that come with the difficult situation instead of seeing life through rose-coloured lenses. Although they experience and feel everything, their mental capacity allows them to work through the situation and recover from it as soon as it is possible.

Resilient people show characteristics like:[51]
- Holding positive views of themselves and their abilities;
- Having the capacity to make realistic plans and stick to them;
- Having an internal locus of control;
- Being a good communicator;
- Viewing themselves as fighters rather than victims;
- Having high emotional intelligence and managing emotions effectively

[49] Cherry, K. (2021, April, 24). *What is resilience?.* Accessed 3.5.2021 at https://www.verywellmind.com/what-is-resilience-2795059

[50] Cherry, K. (2021, April, 24) *What is resilience?.* Accessed 3.5.2021 at https://www.verywellmind.com/what-is-resilience-2795059

[51] Reid R. (2016). Psychological resilience. *Med Leg J.* 84(4):172-184. Accessed 3.5.2021 at https://journals.sagepub.com/doi/10.1177/0025817216638781

Kendra Cherry proposes the following ways of building resilience:[52]

- 🔱 Reframe your thoughts – look at negative situations realistically without blame and look for small ways how the situation can be handled in a helpful way;
- 🔱 Seek support – share the situation with a supportive person who can help in building the resilience, and to gain insights about the situation from different perspectives;
- 🔱 Focus only on what you can control – instead of wishing for something to be different, or going back to change something, or finding ways how to control what is outside of your control, shift focus on the things you can directly impact;
- 🔱 Manage stress – make sure you get enough sleep and exercise, learn breathing techniques to relieve stress, listen to music or do other relaxing activities.

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[52] Cherry, K. (2021, April, 24) *What is resilience?.* Accessed 3.5.2021 at https://www.verywellmind.com/what-is-resilience-2795059

ENTREPRENEURIAL MIND-SET DEVELOPMENT PROGRAMMES IN OUR COMMUNITIES – FOCUS ON intRApersonal SKILLS

The following examples of entrepreneurial mind-set development programmes focus on a variety of intrapersonal skills such as self-awareness, self-regulation (managing feelings), motivation, empathy, social skills, self-perception, perseverance, self-control, metacognitive strategies, resilience and coping.

This chapter provides short summaries of projects which were implemented in different communities around the European Union. They serve as good case practices which can further motivate adult education institutions to develop local entrepreneurial mind-set development programmes.

Entrepreneurial mind-set development programmes   focus on intrapersonal skills

The Social and Emotional Aspects of Learning (SEAL) initiative

The Social and Emotional Aspects of Learning (SEAL)53 initiative is one of the programmes which aim at the development of entrepreneurial mind-set among children and youth which was piloted in schools in England. It aims to support learners to develop the skills of self-awareness, self-regulation (managing feelings), motivation, empathy and social skills.

SEAL programmes help learners to learn how to communicate their feelings, set goals and work towards them, interact successfully with others, resolve conflicts with peacefully, control their anger and negotiate their way through the many relationships in their everyday lives. SEAL consists of a big community and serves as a platform for sharing practices and tools, as well for updates on various topics.

Project "Entrepreneurial mind-set development through youth work"

The strategic partnership project "Entrepreneurial mind-set development through youth work"[54] was funded by the Erasmus+ programme within the key action Cooperation for innovation and the exchange of good practices. The aim of the project was to empower young women to become entrepreneurs by developing their entrepreneurial intelligence and mind-set through entrepreneurial learning activities. The results of the project included eight different outputs – Curriculums, training courses, and online training courses on the topics of entrepreneurial mind-set development, intrapersonal skills, interpersonal skills and creativity.

Project "Me and others"

Project "Me and others"[55] is a good case practice learning mobility of individuals which was implemented in Estonia in 2018. It brought together learners from 8 countries with the aim to improve their intrapersonal and interpersonal intelligence. Learners were provided with a context to develop their soft skills, understand own strengths and weaknesses, and understand nature of relationships, increase empathy, solidarity and tolerance. It was based on non-formal and experiential

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[53] https://www.sealcommunity.org/
[54] https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/608526-EPP-1-2019-1-BA-EPPKA2-CBY-WB
[55] https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-3-EE01-KA105-046777

education, group work, discussions, energizers, simulation gamers, debates, improvised speeches, etc. It was funded by the Erasmus+ programme.

Project "Love Yourself First" (LYF)

Project "Love Yourself First" (LYF)[56] is an Erasmus+ project within the key action of learning mobility of individuals which is being currently implemented. The main objective of the project is to create a space for meeting, exchanging and reflecting on self-love, self-esteem, identity and self-care; and to facilitate the creation of new tools and resources.

The specific objectives of the project are: to develop and reflect on the knowledge of self-love and the factors that influence it; and to discover how to put in practice the key elements and concepts of self-esteem, self-identity and knowledge of oneself, acceptance and respect for oneself.

Project "Find your Potential"

Project "Fins your Potential"[57] was an Erasmus+ project within the key action of learning mobility of individuals which was implemented in Croatia in partnership with 3 partner organizations. The objective of the project was to provide youth workers and educators with the knowledge and skills of using innovative coaching methods to implement in their local communities while working with unemployed adults. The aim was to support learners to develop entrepreneurial spirit, enhance their abilities to learn, improve their communication, presentation and intrapersonal skills, improve their team work abilities, and to enhance their commitment to fulfilling their potential. Additionally, learners had the opportunity to develop the ability to analyse a problematic situation, to define their goals, to set action steps and to achieve their professional goals.

Project "Common Senses"

Project "Common Senses"[58] was an Erasmus+ project within the key action of learning mobility of individuals which was implemented in the Netherlands with 6 partner countries. The project aimed at develop skills and competences of the youth workers, youth leaders and peer educators who work with youth to support them in the process of discovering, understanding, and developing abilities to use their creative potential. Methods used included body movement and non-formal learning activities. The focus was on the connection within the individual (mind and body) for developing intrapersonal communication and relationships, and connection between the individuals for developing interpersonal skills. These skills would enable personal and professional development of potential young entrepreneurs in local communities.

Project "Improvesation"

Project "Improvesation"[59] is an Erasmus+ project within the key action of learning mobility of individuals which was implemented in Spain in partnership with 4 partner organizations. The project used music and improvisation to generate communication and relationship alternatives that can

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[56] https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2020-1-ES02-KA105-015112

[57] https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-2-HR01-KA105-022292

[58] https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-3-NL02-KA105-000801

[59] https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-2-ES02-KA105-013664

enrich lives of individuals, help with their personal development, and improve their sensitivity to differences and empathy. The project promotes intrapersonal communication and the creativity of learners using musical improvisation as a tool for creating inclusive relationships between people with different abilities. It also aims to foster creativity and spontaneity; promote personal empowerment, reflection and critical awareness; help develop emotional intelligence and the capacity to value capacities of different people.

<u>Project "Fostering the development of resilience competence / Entrepreneurial education"</u>

Project "Fostering the development of resilience competence / Entrepreneurial education"[60] is an Erasmus+ project within the key action of learning mobility of individuals which was implemented in Ireland in partnership with 4 organizations. The aim of the project was to focus on resilience competences to empower learners with the capacity to utilise their skills and strengths to cope and recover from problems and challenges. Resilience assumes different skills such as rational thinking, physical and mental health. Learners were able to develop resilience by becoming aware of and interpreting events in a rational way, being able to know when to ask for help from those around them and understand how to add reason to emotions.

The specific objectives of the project were (a) identification of opportunities for innovation and entrepreneurship in a particular field of work, (b) the design of methodology for the integration of entrepreneurship skills in regular VET programs, and (c) the assessment of social and technical skills which would be required of the entrepreneur in pursuing projects.

Methodology for teaching / training intRApersonal skills of entrepreneurial mind-set to learners in adult education

When designing learning activities, programmes or courses which are based on the non-formal learning methodology it is important to take into consideration several factors which define non-formal learning methodology. Methods need to be based on the learning needs of the learners; oriented towards action and based on experience; include individual, peer-to-peer and group learning processes, participatory and learner-centred, and process-oriented.

Each learning process usually consists of minimum three stages – introduction, the main activity, and closing. Different methods can be used for each of the stages, and can vary from group to group. It is important to dedicate enough time and focus to each stage so that the learners get the most out of each stage. Methods need to be adapted to different learning styles – visual, auditory, verbal, kinaesthetic, logical, social (interpersonal) and solitary (intrapersonal) to encourage and challenge learners to develop further in areas they are good at, as well as to try out some different approaches.

Although intrapersonal skills are more focused towards what is happening inside of a person, to learn about ourselves we need other people as well to support us in our learning. So, individual and intrapersonal skill development is a personal process which requires a balance between individual learning and learning in a group context. Developing intrapersonal skills through methodology which is focused only on individual is many times limiting, and does not achieve big changes or long-term results. Individual learning methods are great tools for raising awareness of the self and reflection, and identifying already existing qualities, while peer-to-peer and group learning methods put our learning process in context and in relationship with others around us.

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[60] https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-1-IE01-KA116-038653

Methods for training / teaching intrapersonal skills of entrepreneurial mind-set to learners in adult education would include some of the following:

- Personality tests;
- Visualization activities;
- Journaling;
- Coaching;
- Self-reflection;
- Artistic ways of expression through painting, music or body movement;
- Stimulation activities and role play;
- Mentoring;
- Peer-to-peer and group learning activities;
- Meditation;
- Self-assessment quizzes;
- Meditation;
- Self-reflection and evaluation

ENTREPRENEURIAL MIND-SET DEVELOPMENT PROGRAMMES IN OUR COMMUNITIES – FOCUS ON intERpersonal SKILLS

The following examples of entrepreneurial mind-set development programmes focus on a variety of interpersonal skills such as building relationship skills (teamwork, non-violent communication, conflict transformation, and leadership), building social awareness skills (empathy, understanding and respect for uniqueness of others), management skills, and responsible decision-making skills.

This chapter provides short summaries of projects which were implemented in different communities around the European Union. They serve as good case practices which can further motivate adult education institutions to develop local entrepreneurial mind-set development programmes.

Entrepreneurial mind-set development programmes   focus on interpersonal skills

Project "E(a)ffective communication"

Project "E(a)ffective communication"[61] was an Erasmus+ project within the key action of learning mobility of individuals which was implemented in Spain in partnership with 5 organizations. The aim of the project was to create space for learners to explore new ways of communicating through music, dance, and photography to develop their communication skills, non-verbal language and increase their self-confidence, as well as the capacity to work in teams, make decisions, express themselves creatively and communicate peacefully.

Project "From idea to enterprise"

Project "From idea to enterprise"[62] was an Erasmus+ project within the key action of learning mobility of individuals which was implemented in the United Kingdom in partnership with 10 organizations. The project aimed to develop learners' skills on creativity and entrepreneurship. The specific objectives were for the learners: to develop entrepreneurial skills – how to develop, validate and implement social entrepreneurial projects and enterprises; to develop their creativity and the capacity to innovate; to improve their employability and entrepreneurial skills (leadership, communication, presentation and innovation skills); and to improve their financial management skills.

Project "Choose Your Future"

Project "Choose Your Future"[63] was an Erasmus+ project within the key action of cooperation for innovation and the exchange of good practices which was implemented in the Bulgaria in partnership with 6 organizations. The objectives of the project were to build entrepreneurial skills, raise learners' awareness of their character and abilities; to improve their IT skills; to get to know the job market; and to broaden their horizons. The project also helped to build and develop 21st century skills such as critical thinking, problem solving, research practices, creativity, artistry, curiosity, innovation, planning, self-discipline, adaptability, leadership, teamwork, ICT and entrepreneurship.

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[61] https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-3-ES02-KA105-008912
[62] https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-2-UK01-KA105-014050
[63] https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-BG01-KA201-001435

Project "Innovative Women Entrepreneurs of the Future"

Project "Innovative Women Entrepreneurs of the Future"[64] was an Erasmus+ project within the key action of cooperation for innovation and the exchange of good practices which was implemented in the Turkey in partnership with 4 organizations. The objectives of the project included improvement of entrepreneurial skills such as creativity, analysis, critical thinking, risk-taking, digital literacy, foreign language speaking, problem solving, and etc.; to develop learning modules for prospective entrepreneurs; and to create a roadmap for an efficient Entrepreneurial ecosystem where prospective entrepreneurs could reach the network, training, mentors and support they strive for.

Project "Lead yourself to Leadership"

Project "Lead yourself to Leadership"[65] was an Erasmus+ project within the key action of learning mobility of individuals which was implemented in Malta in partnership with 7 organizations. The main objective of the project was to increase leadership knowledge, skills and attitudes. The project covered the topics of leadership, self-awareness, self-esteem, motivation, values, vulnerability, empathy, resilience, effective communication, decision-making, creative problem solving, conflict resolution, coaching, feedback, personality types, learning styles and leadership styles. The learning was implemented through non-formal and experiential learning methods such as self-reflection, brainstorming, facilitated discussions, self-assessment workshops, role-plays, video-forums, etc.

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Each learning process usually consists of minimum three stages – introduction, the main activity, and closing. Different methods can be used for each of the stages, and can vary from group to group. It is important to dedicate enough time and focus to each stage so that the learners get the most out of each stage. Methods need to be adapted to different learning styles – visual, auditory, verbal, kinaesthetic, logical, social (interpersonal) and solitary (intrapersonal) to encourage and challenge learners to develop further in areas they are good at, as well as to try out some different approaches.

Although interpersonal skills are more focused towards what is happening in relationship between an individual and the outside world, learners need to be exposed to a variety of contexts in which they will be able to learn in a group while at the same time be aware of themselves and their skills and capabilities. A good balance between individual, peer-to-peer and group learning activities is essential when working on the development of interpersonal skills.

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[64] https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-TR01-KA203-035231
[65] https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-3-MT01-KA105-038332

Methods for training / teaching interpersonal skills of entrepreneurial mind-set to learners in adult education would include some of the following:

- Presentations;
- Peer-to-peer and group learning activities;
- Facilitating sharing and participation through online communication platforms;
- Escape rooms;
- Coaching;
- Discussions and debates;
- World Café method;
- Open Space technology;
- Outdoor learning activities and group challenges;
- Stimulation activities and role play;
- Theatre;
- Mentoring;
- Living library with local entrepreneurs;
- Brainstorming;
- Fishbowl method;
- Different types of self-assessment tests – communication, personality, team work, leadership;
- Active listening;
- Mediation;
- Team building activities;
- Self-reflection and evaluation;
- Peer-to-peer and group sharing activities;
- Watching educational videos

IMPORTANCE OF CREATIVITY AND INNOVATION COMPETENCES WITHIN THE ENTREPRENEURIAL MIND-SET DEVELOPMENT

Creativity and innovation in entrepreneurial mind-set development

Being entrepreneurial often assumes being creative and innovative, as well. On the contrary, developing creativity and innovation also drives the development of entrepreneurial mind-set within individuals and enterprises. Although creativity and innovation are often used interchangeably, they are two different but complementary concepts. Both can be seen from different perspectives, and have been described and defined in many different ways.

Creativity is an act of channelling imagination into something concrete.[66] Creativity helps entrepreneurs to think of new ideas and discover new perspectives from which to look at a specific situation, problem, or task.

Innovation is the successful exploitation of new ideas, turning it into a commercial success and putting it in a widespread use.[67] As a consequence, those ideas and creative solutions enhance lives of people and societies.

The union between creativity and innovation creates the perfect environment for the culture of innovation – a mind-set open to innovation in all processes of entrepreneurial activity in order to capture the public's attention successfully[68]. From being creative and thinking about new things, an entrepreneur moves on to innovation and doing new things which then result in creating a value in the marketplace through entrepreneurial activity.

Nowadays when a big percentage of enterprises has moved to online and digital spaces, or are in the process of transforming to digital enterprises, creativity and innovation have become crucial in attracting attention in the sea of possibilities which can potential clients and customers can access with one click. To help potential and existing digital entrepreneurs in rising visibility of their activities, products and services, the following chapter summarizes the most important points to consider when implementing creativity and innovation as core drivers of the entrepreneurial mind-set development.

Creativity and the five stages of the creative process

Creativity, as any other skill can be developed and implemented into any business. Some of the useful and practical tips how to do it include[69]:
  - Escaping the usual routine and getting of the autopilot;
  - Creating challenges on daily basis which include learning something new;
  - Facing problems from a different perspective;
  - Following other creative people in different fields to gain inspiration;

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[66] Innoway (n.d.). *Innovation, Invention, and Creativity: definition, difference and examples.* Accessed 26.4.2021. at https://innoway.me/innovation-definition/

[67] https://innoway.me/innovation-definition/

[68] Devloper, D. (2020, February 25). The importance of creativity and innovation for the entrepreneur. Accessed at 28.4.2021 at https://thriveglobal.com/stories/the-importance-of-creativity-and-innovation-for-the-entrepreneur/

[69] Devloper, D. (2020, February 25). The importance of creativity and innovation for the entrepreneur. Accessed at 28.4.2021 at https://thriveglobal.com/stories/the-importance-of-creativity-and-innovation-for-the-entrepreneur/

↓ Consuming interesting content that stimulates creativity.

The creative process is about the evolution of an idea into its final form through a progression of thoughts and actions. The creative process assumes critical thinking and problem-solving skills. The process and its five stages were first proposed by Graham Wallas, a social psychologist and co-founder of the London School of Economics who outlined the stages of the creative process in his 1926 book on creativity called The Art of Thought. The five steps of bringing an idea to fruition are – preparation, incubation, illumination, evaluation, and verification[70].

1. **Preparation stage** is all about preparation and generating ideas through gathering materials and conducting research. It is the stage of brainstorming and letting the mind wander in otder to generate original ideas from past knowledge and experiences.
2. **Incubation stage** is the stage when we let go of the idea that came to surface in the first stage. It is about stepping away from it, getting immersed into another project or taking a break. There is no conscious work on the idea to allow it to incubate in the back of one's mind.
3. **Illumination stage** is the stage of "aha" moments and insights. Something clicks, and new connections form. The answer to the question comes to light, and a new idea immerges.
4. **Evaluation stage** is the stage to check the validity of the idea, to check the alternatives, to reflect on the initial concept of the problem to see if it aligns with the initial vision.
5. **Verification stage** is the final stage, and this is when all the hard work happens. The product gets created, design finalized, put into the production and shared with the world.

The creative process is not always a step-by-step process. To develop their creative side, entrepreneurs need to work on developing their lateral thinking alongside their linear thinking. Linear thinking assumes logical and step-by-step processes while lateral thinking assumes free and open thinking in which logical thought gets put to the side, and it is many times challenged. The entrepreneur opens up to new possibilities and opportunities available in their environment

Innovation and types of innovation

Entrepreneurs often face **various barriers to innovation** and creativity due to various reasons other than just their capacity to be creative and to innovate. These processes are influenced by other factors as well such as[71]:
↓ Lack of a vision, purpose and/or strategy;
↓ Short-term thinking / focus;
↓ Lack of time, resources or staff;
↓ Lack of time to develop new ideas and opportunities;
↓ Innovation is notrecognized by others across the entreprise;
↓ Lack of systematic innovation process;
↓ Shifting priorities all the time;
↓ Percieving innovation as something risky;
↓ Focus on successes of the past rather than the challenges of the future;
↓ Fear of being criticized;
↓ Excess of analytical / practical / logical thinking;

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[70] MasterClass (2020, November 8). *How to Improve Creativity. The 5 Stages of the Creative Process*. Accessed 28.4.2021 at https://www.masterclass.com/articles/how-to-improve-creativity#the-5-stages-of-the-creative-process

[71] Rick, T. (2014, September 5). Top 30+ key obstacles to innovation. Accessed at 28.4.2021 at https://www.torbenrick.eu/blog/strategy/30-key-obstacles-to-innovation/

- Lack of skillful brainstorm facilitation;
- No creative thinking training.

Management thinker and author Peter Drucker[72] points out that innovation is a response to both changes within markets and changes from outside markets[73]. In his view, not all innovation is just about being creative. He proposes **seven sources of innovation** for enterprises to innovate[74]:

1. **The unexpected** – something that is not obvious and happens by chance without any expectations (e.g. dynamite)
2. **The incongruity** – something that is the result of the discrepancy between the need the the supply possibilities (e.g. smart cars)
3. **Necessity** – something that comes to light out of a need or by being faced with a new challenge (e.g. microscope)
4. **Market structure** – something that is still non existing in the market, but already has all the available structure (e.g. Google Search Engine)
5. **Demographics** – something that emerges out of the lifestyle of various groups of people in the society (e.g. e-cigarettes)
6. **Changing perception** – something that emerges as a result of seeing a specific phenomena from a different point of view (e.g. low-calorie foods)
7. **New knowledge** – something that emerges from new discoveries and knowledge such as nano-technology, biotechnology or artificial intelligence.

To overcome barriers in creativity and innovation, entrepreneurs need to be constantly alert and take into consideration different sources of innovation to recognize an innovative opportunity for themselves and their enterprises. Additionally, it is necessary to identify which would be the most suitable type of innovation for their enterprises to be able to innovate in the most beneficial way and grow the business. There are different types of innovation, some more 'traditional' other more 'modern'. Julia Kylliäinen[75] proposes an **innovation matrix** which is based on two dimensions – the technology it uses and the market it operates in. The four types of innovation she presents are sustaining, disruptive, incremental and radical as shown below.

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[72] Drucker, P.F. (2006). Innovation and Entrepreneurship. *Harper Business.*
[73] OpenStax (n.d.). *Entrepreneurship*. Accessed at 29.3.2021
https://openstax.org/books/entrepreneurship/pages/4-2-creativity-innovation-and-invention-how-they-differ
[74] https://notesmatic.com/2016/09/sources-of-innovation/
[75] Kylliäinen, J. (2019). *Types of Innovation – the Ultimate Guide with Definitions and Examples*. Accessed 30.4.2021 at https://www.viima.com/blog/types-of-innovation
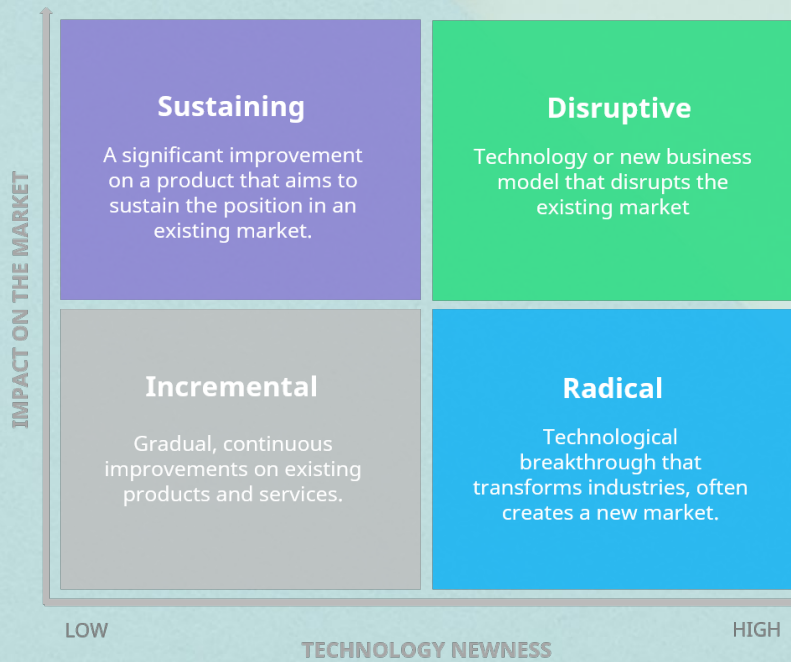
Julia Kylliäinen – the Innovation Matrix[76]

The Ten Types of Innovation Framework developed by DOBLIN sees innovation as something more practical, and as a consequence of interaction between several categories of innovation. The Framework is structured into three color-coded categories. Thy types on the left side of the framework are the most internally focused and very distant for customers, while those to the right are closer and more obvious to the customers. The left side is described as the backstage, and the right as onstage.
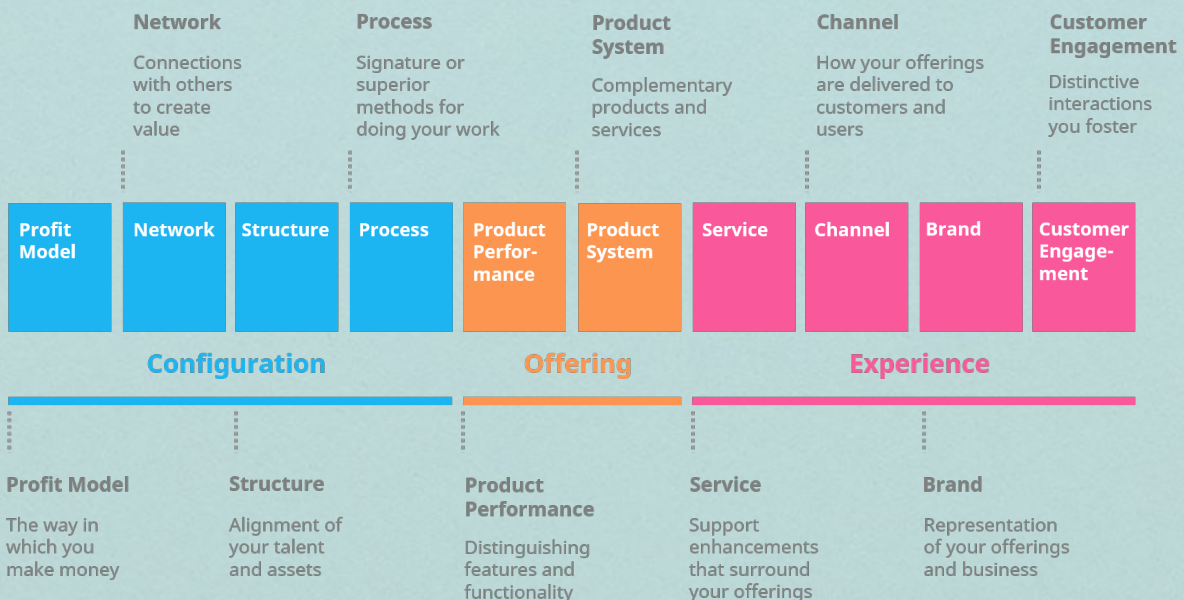
Doblin: Ten Types of Innovation Framework[77]

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[76] Kylliäinen, J. (2019). *Types of Innovation – the Ultimate Guide with Definitions and Examples*. Accessed 30.4.2021 at https://www.viima.com/blog/types-of-innovation

[77] Kylliäinen, J. (2019). *Types of Innovation – the Ultimate Guide with Definitions and Examples*. Accessed 30.4.2021 at https://www.viima.com/blog/types-of-innovation

Combinations of the ten types of innovation produce the most powerful results, and make a difference between average and top innovators.

Other types of innovation exist in different industries. The most common are: product innovation, service innovation, process innovation, technological innovation, business model innovation, marketing innovation, architectural innovation, social innovation, etc.

Methodology for teaching / training creativity and innovation competences of entrepreneurial mind-set

Brainstorming and reverse brainstorming

Brainstorming and reverse brainstorming are useful ways to generate many different ways in a short period of time to solve a specific situation, a problem or an issue at hand. To make both approaches effective, it is important to do facilitate the process correctly.

Brainstorming is a combination on an informal approach to problem solving and lateral thinking.[78] The goal is to come up with as many ideas and thoughts as possible without criticizing and judging them in any way. On the contrary, ideas that are unrealistic or crazy are encouraged because they might lead to other interesting ideas and possibilities.

Reverse brainstorming is a combination of brainstorming and reversal technique. Reversal means asking the questions opposite from those we want to ask[79]. For example, instead of asking, "How can I solve this problem?" ask, "How could I possibly cause this problem?" In this type of brainstorming we reverse the situation to generate new ideas and solutions to solve them, and then reverse those ideas or solutions into solutions and ideas for the original problem, situation or a challenge.
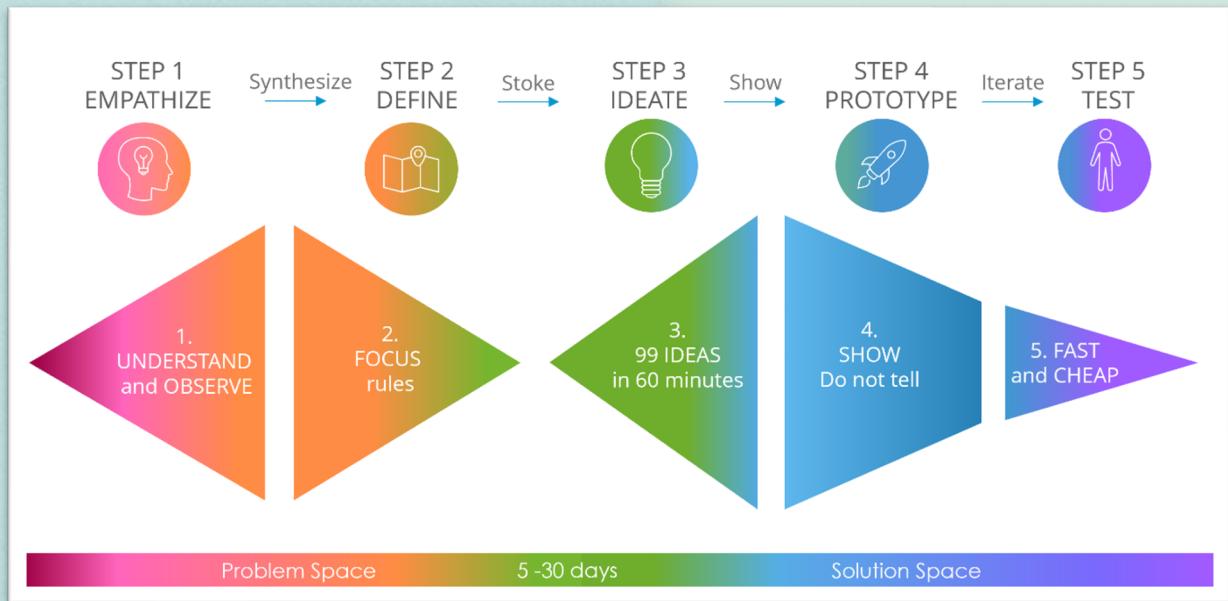
Design thinking

Design thinking is another methodology which can be used to develop the capacity for creativity and innovation in entrepreneurs because it leads the learner through a non-linear, iterative process that teams use to understand users, challenge assumptions, redefine problems and create innovative solutions to prototype and test. Design thinking process involves **five phases – Empathize, Define, Ideate, Prototype and Test**.[80]

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[78] MindTools (n.d.). *Brainstorming – Generating many radical, creative ideas*. Accessed 30.4.2021 at https://www.mindtools.com/brainstm.html
[79] MindTools (n.d.). Reverse *brainstorming – A different approach to brainstorming*. Accessed 30.4.2021 at https://www.mindtools.com/pages/article/newCT_96.htm
[80] Interaction Design Foundation (n.d.). *Design Thinking*. Accessed 30.4. 2021 at https://www.interaction-design.org/literature/topics/design-thinking

Overview of the Design Thinking method[81]

<u>Six Thinking Hats</u>

The **Six Thinking Hats**[82] is a tool developed by de Bono Group and it offers a simple and effective process for developing parallel thinking which results in being more productive, focused and mindfully involved. Thinking is separated into six clear functions and roles. Each is identified by a coloured "thinking hat". By mentally wearing and switching hats, thoughts, conversations and meetings can be redirected. The hats and their functions are as follows:

- **The White Hat** symbolizes facts and information which are known or needed;
- **The Yellow Hat** symbolizes brightness and optimism which is the main goal of the thinking process – all about the positive;
- **The Black Hat** symbolizes risks, difficulties and problems which might show up. It is about identifying what might go wrong, why something may not work and identifying risks to be able to overcome them later;
- **The Red Hat** symbolizes feelings, hunches and intuition. It is when emotions and feelings are expressed;
- **The Green Hat** symbolizes creativity, all the possibilities and new ideas, everything that might bring in a breeze of fresh air;
- **The Blue Hat** is used to manage the process. Whoever wears that hat is in charge of the thinking process.

Some of the benefits of using the Six Thinking Hats process are: increasing collaboration inside of a team; generating better ideas and solutions; being more productive during meetings; stimulating innovation; going beyond the obvious; thinking clearly and objectively; changing perspectives; achieving meaningful results in shorter time, etc.

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[81] Bader, N. (2021, January 11). *Innovation Technologies – Stop Thinking and Start Doing*. Accessed 3.5.2021 at https://blog.usu.com/en-us/innovation-methodologies
[82] The de Bono Group. (n.d.). *Six Thinking Hats*. Accessed 30.4.2021 at https://www.debonogroup.com/services/core-programs/six-thinking-hats/
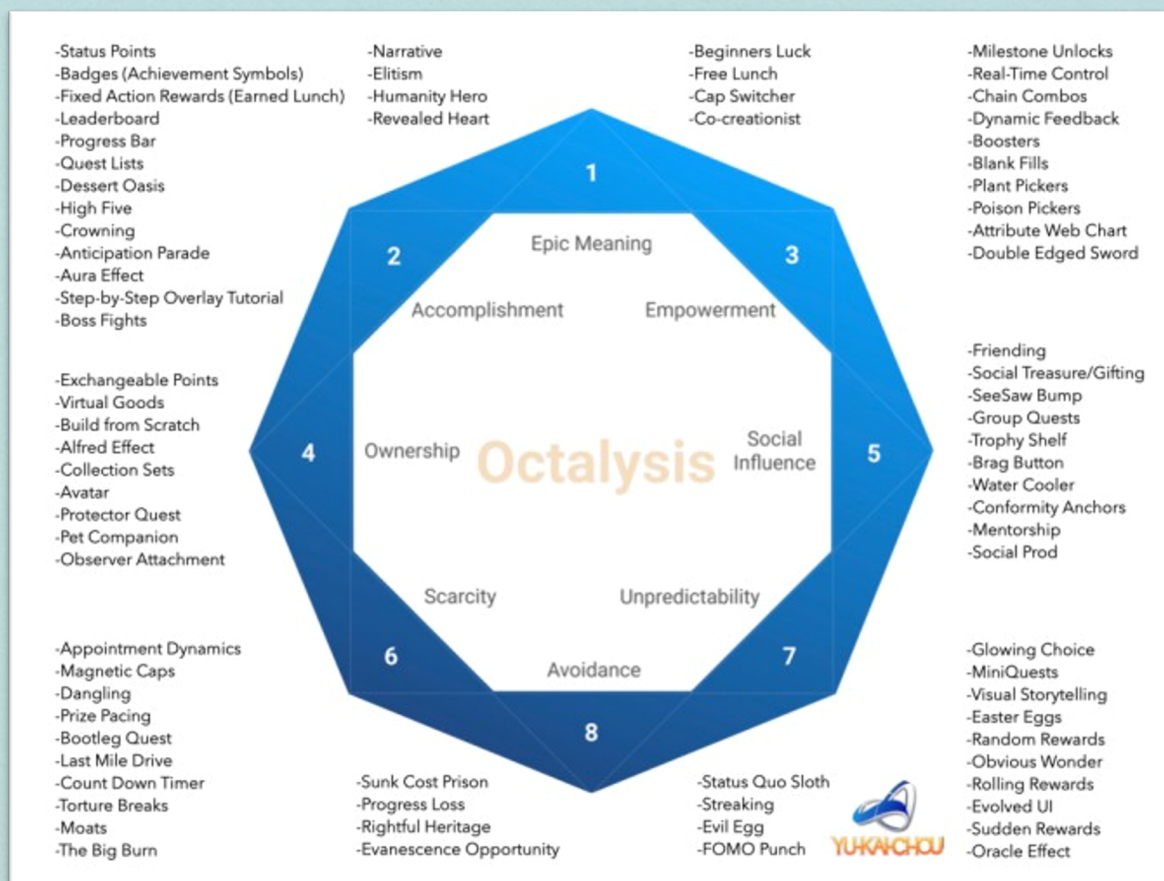
<u>Gamification</u>

Gamification processes and practices can be powerful drivers of creativity and innovations for products and services an enterprise is offering to their customers and clients. Gamification is the application of game-design elements and game principles in non-game context. It can also be seen as a set of activities and processes to solve problems by applying game elements[83]. It assumes some of the classic game elements like points, badges or leader boards to more advanced and sophisticated.

The processes and activities are designed based on the **Octalysis framework** is a human-centric gamification design framework that lays out the eight core drives for human motivation and were developed by Yu-Kai Chou.[84] The **8 Core Human Drives** which ensure that the players keep on playing:
- Core Drive 1: Epic Meaning and Calling;
- Core Drive 2: Development and Accomplishment;
- Core Drive 3: Empowerment of Creativity and Feedback;
- Core Drive 4: Ownership and Possession;
- Core Drive 5: Social Influence and Relatedness;
- Core Drive 6: Scarcity and Impatience;
- Core Drive 7: Unpredictability and Curiosity;
- Core Drive 8: Loss and Avoidance.

The Octalysis framework developed by Yu-Kai Chou[85]

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[83] Fitz Walter, Z. (n.d.). *What is Gamification?* Accessed at 30.4.2021 at https://www.gamify.com/what-is-gamification

[84] Wikipedia (n.d.) *Octalysis*. Accessed 30.4.2021 at https://en.wikipedia.org/wiki/Octalysis

The Core Drives within the Framework are divided into **left and right brain core drives** based on what kind of gaming mechanisms are associated with which part of the brain and the way of thinking or processing. For example, the right side of the brain is more associated with creativity, self-expression, social dynamics and intrinsic motivation, while the left side is more associated with logic, analytical thinking and ownership.

The Core Drives within the Framework are also divided into the **white hat and black core drives** based on how they make the players feel. The white core drives make players feel more satisfied, fulfilled and powerful, while black core drives make players feel more obsessed, addicted and anxious.

Additional to all of the above mentioned non-formal learning methods, it is important to pay attention to how to stimulate creativity on daily basis, and encourage learners to do some of the following activities[86]:

- Being curious about life around them, asking questions, and exploring new things;
- Keeping a notebook with ideas and insights because inspiration can come at any moment;
- Feeding the brain with inputs like books, music, educational videos or movies, etc.;
- Allowing themselves to make mistakes and experience failure;
- Exercising and doing physical activities which make them feel good and help their brain to generate new ideas;
- Being quiet in nature and allow themselves to get immersed in it to get more relaxed and inspired by the surroundings;
- Taking short naps to allow our subconscious mind to work during the nap and allow the brain to come up with ideas naturally.

CIO Training model (Creativity, Innovation and Opportunity Finding)

The CIO (Creativity, Innovation and Opportunity Finding) educational framework and methodology which was proposed by Antonites and Vuuren[87] is based on a combination of principles and action learning within the experiential learning framework. The two main characteristics of this training model are thinking through reflection and action supported by experience. This way an entrepreneur becomes part of the reality in the industry within which the enterprise exists. They differentiate an entrepreneur by the existence of the key entrepreneurial skills – creativity, innovation and opportunity finding, which are at the core of the training model.

The following diagram shows the phases of the framework with the accompanying activities. It can serve as a foundation for further development of various learning programmes or trainings focused on the development of entrepreneurial mind-set through creativity and innovation.

[85] Yu-kai Chou (n.d.). *Gamification and Behavioural Design*. Accessed 30.4.2021 at https://sofiabalmeida.dropmark.com/398159/9896565
[86] Shethna, J. (n.d.). *Creativity Tools*. Accessed 30.4.2021 at https://www.educba.com/creativity-tools/
[87] Antonites, A. J., von Vuuren, J. J (2005). Including entrepreneurial creativity, innovation and opportunity-finding skills. *South African Journal of Economic and Management Sciences (SAJEMS*), 8(3), 255-271.
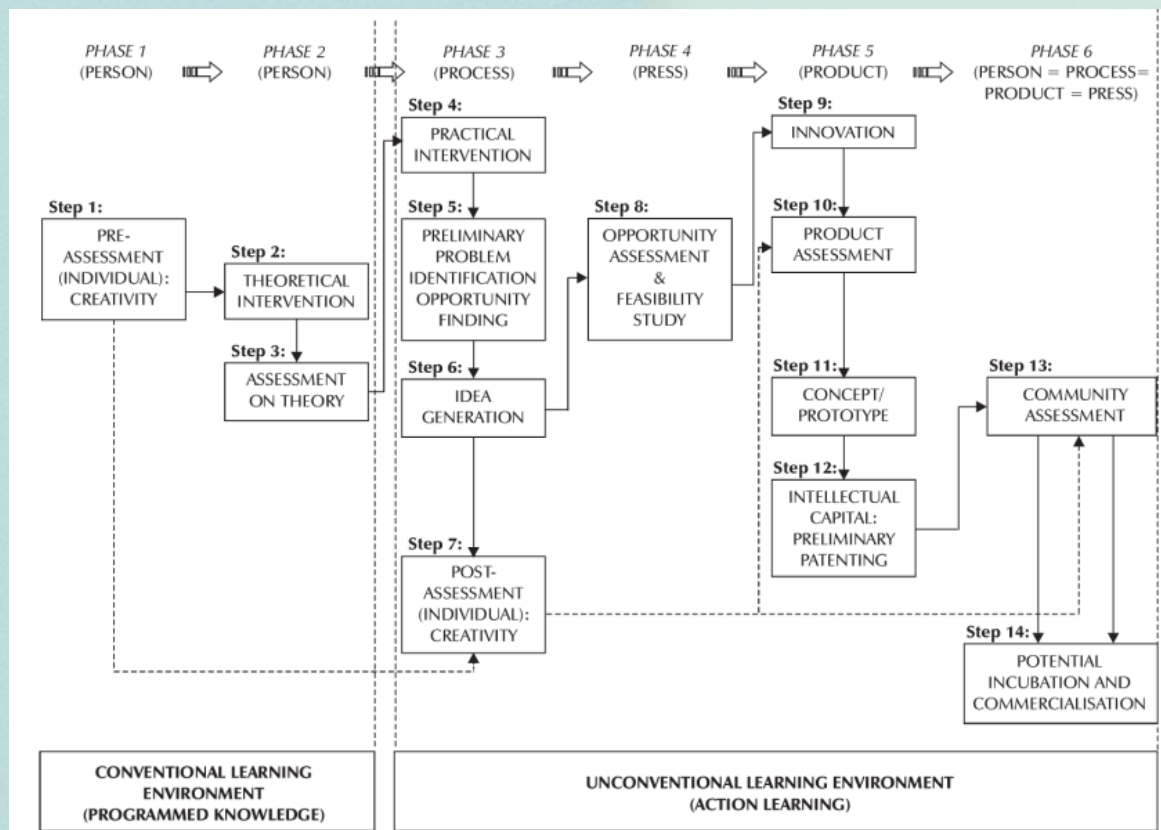
The Creativity, Innovation and Opportunity Finding Educational Framework (Antonites and Vuuren, 2005)[88]

Innovation methodologies combined

With the growing market and the need to innovate, many innovation methodologies have been developed as well to fit the specific needs of entrepreneurs. Norbert Bader talks about the need for a systematic approach in the process of choosing the right method for the specific case, and being aware of the reasons why it is used. He proposes a conceptual framework developed by Unymira which combines three methodologies into one process – Design Thinking, the Lean Start Up and Agile methods of development[89].

Bader defines innovation as a systematic creation of a viable and new solution that satisfies the customer needs. He says that innovation happens, in so called Innovation Sweet Spot – the touching point of three domains – user needs, viable business model and agile organization, culture, and technology.

At Unymira, they differentiate between three phases of the innovation management with suitable methods for each phase. The phases are as follows:

- First phase is **Problem phase** which is the **Value Creation phase**. **Design thinking** is used in this phase;

[88] Antonites, A. J., von Vuuren, J. J (2005). Including entrepreneurial creativity, innovation and opportunity-finding skills. *South African Journal of Economic and Management Sciences (SAJEMS)*, 8(3), 255-271.
[89] Bader, N. (2021, January 11). *Innovation Technologies – Stop Thinking and Start Doing*. Accessed 3.5.2021 at https://blog.usu.com/en-us/innovation-methodologies

- Second phase is the **Solution phase** which is the **Value Solution phase**. **Lean start up** method is used in the second phase;
- Third phase is also the **Solution phase** which is the **Value Production** phase. **Agile methdology** is used in the third phase.

The whole innovation process combining all three methodologies in three phases is shown in the diagram bellow.
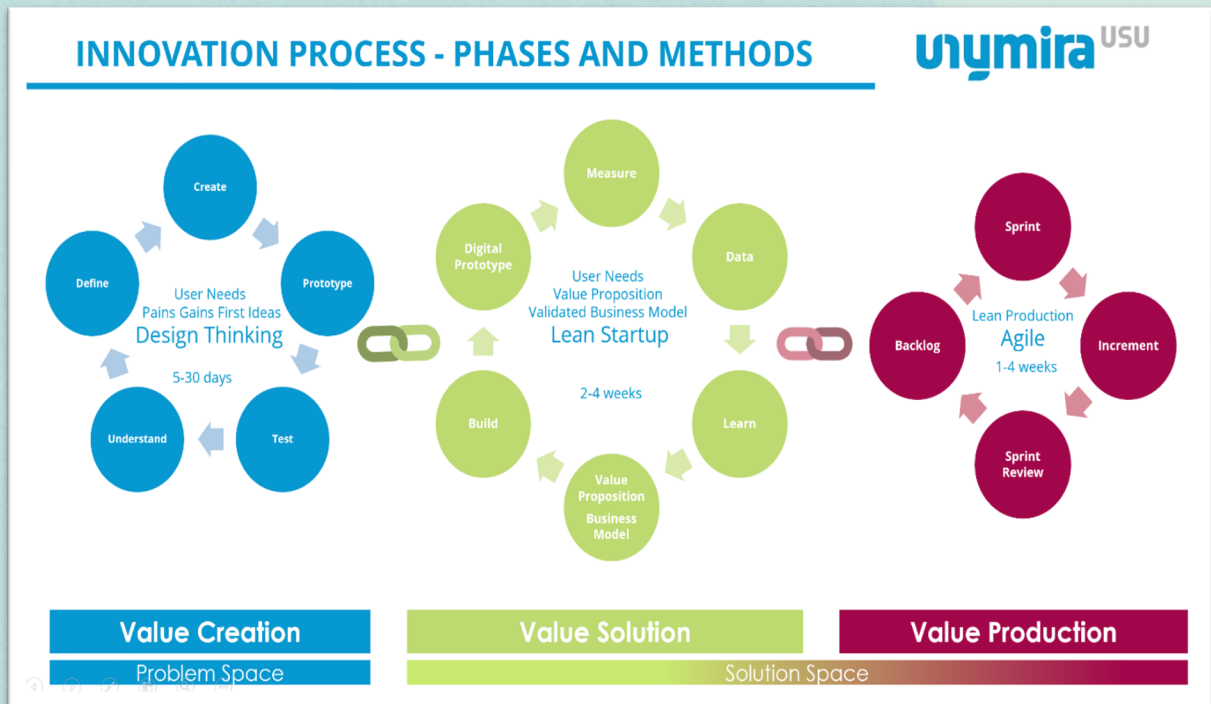
Innovation process by Unymira[90]

Just like all other fields and skills, creativity and innovation need to be nurtured and renewed repeatedly. Even though many models, concepts and approaches have been defined and developed, it is important to bear in mind the target group we work with on the development of entrepreneurial mind-set through innovation and creativity. It is a process of constant change and development, and each entrepreneur and enterprise is different, and requires flexibility in the methodology used.

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[90] Bader, N. (2021, January 11). *Innovation Technologies – Stop Thinking and Start Doing*. Accessed 3.5.2021 at https://blog.usu.com/en-us/innovation-methodologies

CLOSING WORDS

After having explored different aspects of working with adult learners with fewer opportunities to support them in the process of becoming successful entrepreneurs, it is important to understand the importance of a holistic approach and methodology in the process of developing an entrepreneurial mind-set in adults. All learners are diverse, come from different professional backgrounds, and were shaped by many past experiences throughout their working life. For some becoming an entrepreneur might be the only way how they can offer their unique skills on the market, while for others it is just the next step in their career. Each individual and group requires a different approach and methods need to be carefully chosen to fit their learning needs, as well as the level and the intensity of activities.

Although there are many models, approaches and methods which are presented and explained in this Handbook, be curious to explore further and experiment with them, reshape them to fit the needs of your learners in a way that will achieve most success. To foster entrepreneurial mind-set in our learners, we need to be entrepreneurial ourselves to be able to lead and guide them by example, and to radiate authenticity. There is no better way to inspire and motivate others to live their own purpose, to reach their own goals, to make their dreams happen than doing that ourselves. When our learners reach the necessary level of self-confidence and self-awareness, together with a variety of skills they develop or have developed, and the right mind-set, the door of entrepreneurship will open up by itself. As they walk along that path, step by step, they will discover new opportunities and ways how they can contribute to the world and offer a value to their clients, employees, local communities and other beneficiaries. The path of entrepreneurship is the path of life-long learning and requires from us to be on our toes all the time, ready to act upon an opportunity as it presents to ourselves.

We hope that this Handbook will inspire and equip you with new insights, ideas and directions in which to develop further, and give ideas how to create learning environments for your (potential) entrepreneurs to develop their entrepreneurial mind-set, intelligence, intrapersonal and interpersonal skills, as well as to expand their capacity for creativity and innovation.

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