

1. PRESENTATION

To entrepreneur is not only to initiate a business, it is an attitude that means taking the reins in our lives and making decisions. To entrepreneur is also to develop a global vision and having the capacity to adapt to change. To entrepreneur is to give life to our ideas, and these can be developed in the frame of an existing organization.

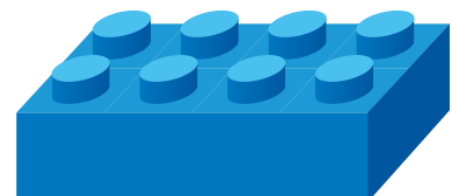
We live in very changing societies where old structures, approaches and certainties are continuously reviewed and questioned. As Zygmunt Bauman would say, a liquid society where structures are re-thought and reconstructed from the early moment they emerge. In this rapidly changing context, young people need to develop competencies that would help them developing their opportunities for living and professional realization. Usually this implies to initiate a long journey or what some would say “the hero’s journey”.

When we talk about competences we mean the combination of “to know”, “to know doing” and “to know being “. In other words: to have the technical knowledge, to have the abilities and to have the personal skills for doing something. The training we propose, especially in its classroom version aims at, in a learning by doing process, giving to the students the tools to develop their entrepreneurial competences. The MOCC that will be developed will propose a blended format, and the possibility to students to get in touch with innovative tools that will help them in entrepreneurial contexts.

We propose the training to start with an in-depth exploration and review of the main interests and values that move us in our decisions and commitments; we will talk about motivation 3.0 as a further step to motivation 2.0. The training programme will continue by training participants on skills and abilities that are necessary to become an entrepreneur: the capacity for team working, leadership, social responsibility and ethics, communication, conflicts’ solving or information literacy.

To have the tools and abilities to define our entrepreneurial idea is also fundamental and the training course will dedicate and important effort to that. We use innovative and creative methodologies for this objective: for instance, design thinking and Lego Serious Play® and other tools like the B-Canvas, or the stakeholder map.

The course ends with some practical orientation on how to really start a business, where to go and the steps that an entrepreneur person should give.



2. OBJECTIVES

The main aim of the CRAYON's training course, as it was stated at its initial design, is to provide HEI students or unemployed recently graduated that are unemployed with the skills that are valuable for the labor market. Furthermore, it was indicated that by doing the training students may feel more attracted towards the option of being a social entrepreneur.

It is expected that after attending the CRAYON's training course, students will be motivated, will have developed their entrepreneurial skills and will know how to generate an idea, identify their strengths, target groups and know how to bring the idea into life by creating a business or a project.

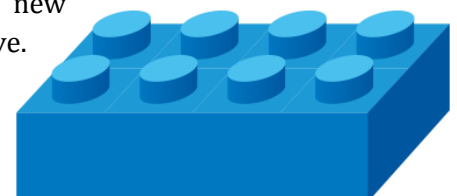
More specific objectives of the training course will be:

- A. Accompanying students in a process of self-exploration of their internal wills and values in order to better understand what really motivates them.
- B. Training students in the abilities and knowledge they need to entrepreneur. For instance: the capacity to work within teams, to solve conflicts, to exercise leadership, to make decisions under ethical, socially responsible and sustainability frameworks and to communicate effectively.
- C. Providing them with the tools to:
 - build an improve team environment;
 - construct, deconstruct and reconstruct, entrepreneurial ideas and projects.
- D. To facilitate students with basic steps to actually realize a business idea.

3. WHO CAN DO THIS TRAINING COURSE?

This training is addressed to young university students being in the last year of their degree studies. Also to young graduated who are in a situation of unemployment.

Being the objective of the course to provide students with new knowledge, tools, skills and attitudes to entrepreneur, students will become involved in a self-knowledge and self-development process that may end with the materialization of a business or a project. In this sense, it is expected that this course will provide youth with new opportunities for employment based on their own initiative.



Furthermore, the capacity to entrepreneur can also be developed in the frame of an existing organization where a person is part of; for instance, within a firm, a school, or an association. At the end by entrepreneur be mean to be able to get an idea to be real in a way that it is ensured a certain degree of success, measured in terms of economic, social, human and/or environmental benefits, and being in a frame integrated by sustainability, ethical, and social innovation criteria.

4. LEARNING COMPETENCES

We define competence as a three-fold concept that involves: The capacity to know (technical knowledge); the capacity “to do” (skills and abilities); and the capacity “to be” (personal attitudes). It is therefore a multidimensional notion which achievement requires the use of different methodologies and approaches.

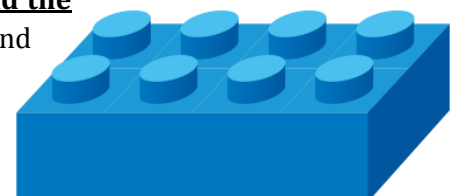
In a changing, globalized and complex world we need a youth able to face challenging realities and situations with a global and a critical view. This is the reason why we emphasize the idea of working from this multidimensional competences perspective: being, knowing and doing.

CRAYON's training course aims at achieving among students their capacity or competence at these three different levels:

a. The path to become an entrepreneur starts with working in the **personal and individual sphere**. In this training course students will get to know themselves better; this means to discover and acknowledge who they are, what about themselves they show to the others, and what the others perceive about them. A better knowledge of themselves allows for more confident attitudes and social interrelations. Students will get the capacity:

- To entrepreneur in one's personal attitudes, beliefs, skills and abilities that allow better decision making and the initiation of new projects at different levels.
- To entrepreneur in the relation with other people from a more conscious knowledge of one's skills and attitudes; especially optimizing the capacities to generate new synergies and good cooperation.

b. To achieve entrepreneurship in the **social sphere and the natural environment** implies to review ethical and



responsibility frames and being aware of the social and environmental impacts that our entrepreneur decisions may have. Students will learn the capacity:

- To entrepreneur in the social sphere means to promote and create projects that are socially orientated and have an impact in the social wellbeing of social groups or contexts. Our societies need young entrepreneurs that are aware of the surrounding social realities and will be able to adopt a responsible attitude to promote solutions and make proposal aiming at generating good social impact and benefits.
- To entrepreneur in the natural environment sphere; by getting involved and initiating projects aiming at improving the ways societies interact with the environment. Human relations with the natural environment face important threats and this requires ethical, sustainable and responsible solutions that manage to get wide social wellbeing without generating harm of the environment.

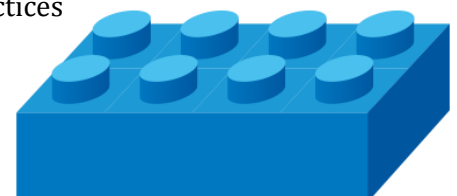
c. To achieve entrepreneurship in the **training and professional sphere** means to gain the technical knowledge and abilities to entrepreneur, and also to gain the practical experience to be an active actor in the labor market.

- To complete formative gaps and self-learning in areas that improve students' employability
- To get **vocational orientation** and encouragement to materialize ideas and projects.
- Participation in working life by improving students' employability as it was said above.
- Firm's creation / self-employment to

5. METHODOLOGY

We propose a methodology that integrates different methods and views to achieve the stated objectives.

- () It is an **active learning methodology** that relies on the premise that students learn by doing. Furthermore, we include LEGO Serious Play in the course as one of the most important methodologies, since it allows “thinking by doing”. We propose an active and cooperative learning methodology based in the combination of theoretical classes, learning by doing practices



and autonomous team work, in a combination of 20%- 65%- 15% respectively.

- (i) This process can only be accomplished in a **cooperative group context**, that is, one of the main pillars of our proposal is based on the fact that any entrepreneurial idea that wants to be realized with certain success cannot be developed individually. Cooperative working and cooperative learning is based on the principles of individual responsibility and positive interaction, and final results emerge from the contributions of the different parts of the team to a common objective.
- (ii) Furthermore, and based on the two previous approaches, this training programme has been designed for being developed in a classroom where student will be working in groups with **mentoring by specialist tutors**.
- (iii) The CRAYON's training context will also be developed in a MOOC version. Even for this format the methodological approach we propose is cooperative.

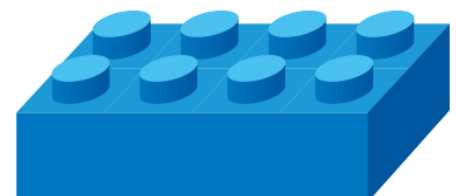
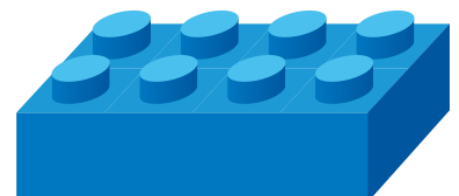
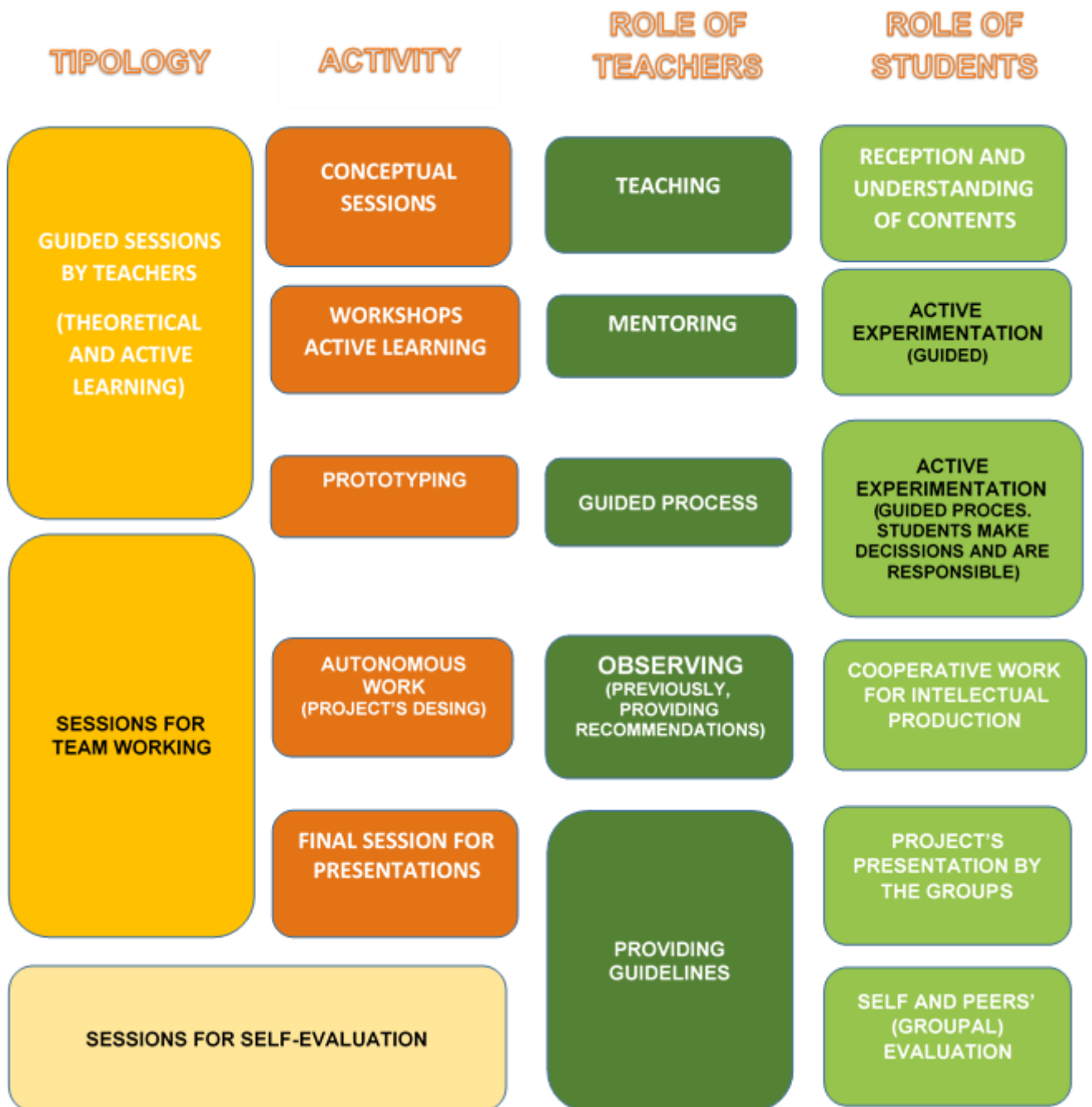


FIGURE1. Methodology chart of CRAYON'S training.



6. CONTENTS OF THE COURSE AND DEVELOPMENT

The course is proposed around the following contents themes:

51120640. **Motivation: the key to success.**

Students will go through a process of exploration and self-knowledge to identify the main motivation, values and beliefs that run their decision making processes. We use LEGO® and Lego Serious Play ® for this practice. This module will also provide them with a theoretical overview of the evolution process from motivation 2.0 to motivation 3.0.

51120641. **How to develop your entrepreneur skills.**

This module is one of the most extensive part of the course in conceptual terms. It is integrated by: (i) a general introduction to the meaning of being an entrepreneur and the identification of the necessary skills linked to become an entrepreneur and develop the necessary attitudes; (ii) thematic workshops for getting familiarized with the different skills that have been previously identified. These workshops will be integrated in different moments of the training course realization.

WS 1_ Team working

WS 2_ Interpersonal communication

WS 3_ Entrepreneur leadership

WS 4_ Information literacy and new competences 2.0

WS 5_ Sustainability, ethics and social innovation

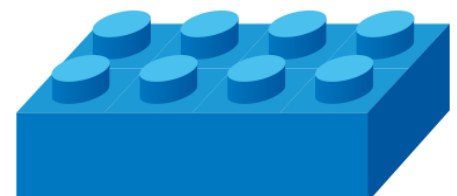
WS 6_ Conflict's solving

WS 7_ Communication_ Formal presentations

WS 8_ Internationalization

51120642. **Boost your creativity and use it to innovate.**

What is to innovate? How can we be creative persons? Students will be accompanied by trainers in the exploration of these questions. They will be also given different creativity techniques to be applied when defining and developing their entrepreneur ideas.



51120643. Generate your business idea.

In this part of the course we integrate the CRAYON's methodology that has been developed in the first part of the project (intellectual output 1). We use Lego® and LEGO Serious Play® to help students to develop their business or entrepreneurial ideas.

51120644. Business creation: step by step.

The last part of the training course is devoted to provide students with basic practical orientation related to the initiation of a business. This information will have a very generalist profile since each country and region has its specific particularities.

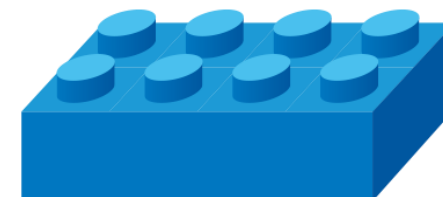
In addition to these contents the course will include a series of activities and practices that as a whole will contribute to the development of an integrated training for entrepreneurial competences based on innovative and cooperative methodologies.

The following figure show a possible organization of a 40 hours training course. The contents are planned for a five-days course, addressed to 14 students that will be distributed in three/four groups.



TABLE 3. CRAYON's course implementation chart (in-classroom format)

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-11:30h	Ice breaking activity (to know each other)	Activity: Lego Seriou Play for creativity and innovation	LEGO SERIOUS PLAY PROJECT	Stakeholder map and Magic island	Workshop 8 (Module II): Internationalization
	Motivation: The key to success. Contents and activities (Module I)		Prototyping the idea		
11:00-11:30h	Coffe break	Coffe break	Coffe break	Coffe break	Coffe break
11,30:13:00 h	Motivation 3.0	WORK IN TEAMS to generate entrepreneur ideas, using different creativity techniques (Module II) which will be provided in paper format.	Mapping	Stakeholder map and Magic island	Role playing
	Activities and presentation		Pitch		Workshop 7 (Module II):Communication_ Formal presentations
	Lego Serious Play (who you are) Mentimeter		Feedback		
13:00-14:30	Luch break	Luch break	Luch break	Luch break	Luch break
14:30-16:30h	How to develop your entrepreneur skills. Contents and activities. (Module II)	Workshop2 (Module II): Interpersonal communication and Workshop 3 (Module II): Entrepreneur Leadership	Workshop 5 (Module II): Sustainability, ethics and social innovation	Autonomous team work	Projects' Presentations
		Aligment game with LSP	Analysis of ethical entrepreneurial dilemas		
16:30-17:00h	Coffee break	Coffee break	Coffee break	Coffee break	Coffee break
17:00-18:30h	Introduction to Team working (Workshop1. Module II)	Workshop 4 (Module II): Information literacy and new competences 2.0	Presentation of proposals and discussions	Autonomous team work	Teams reflections and closure: what we have learnt
	Empathy map	Activity: (option a) Autonomous work where they must look for information about their ideas; (option b) Role playing simulating a Court, using mentimeter	Workshop 6 (Module II): Conflict's solving (17:30-18:30h)		
	Creation of teams				
OBJETIVE/S ACHIEVED	TEAMS' CREATION	PROJECT IDEAS	REFINED PROJECT	FINAL PROJECT	PROJECTS' PRESENTATION





TOTAL HOURS	8	8	8	8	8
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