



Co-funded by the  
Erasmus+ Programme  
of the European Union

## Trainer Guidelines (Face to Face training)

### MODULE 4: Entrepreneurship

## GENERAL DESCRIPTION OF THE MODULE

### LEARNING OBJECTIVES

CYCPs acquire basic knowledge on entrepreneurship, and will be able to answer general questions such as :

- What is an entrepreneur?
- What is a business plan?
- What are the requirements to be an entrepreneur?

CYCPs will be familiar with the different steps to build a business

During this course, CYCPs will learn about :

- personal branding
- networking
- social entrepreneurship
- financial rules to get a loan
- innovation
- business model and business plan

### Introduction

#### What will you get out of this training ?

You will be ready to work with Care Leavers on entrepreneurship

*"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."*



Co-funded by the  
Erasmus+ Programme  
of the European Union

## Primary objectives

- Understanding the main components of a Business Plan
- Defining possible directions of work with Care Leavers
- Preparation of the Business Plan
- Discussion on different Business cases
- Finding the founding model
- Evaluation and self evaluation

## Methods

Throughout the face to face training session the CYCPs will also participate in several activities, games, and brainstorms in order to reflect on and truly experience parts of the entrepreneurial process. These exercises have been selected to reinforce the materials presented via e-learning and face to face and will help deepen their understanding of the different topics.

## **INTRODUCTORY GAME: THE BRIDGE (15 MINUTES)**

### **MATERIAL USED**

Nod-A “Makestorming” (Design Thinking Game available in France) : <https://makestorming.com/>

### **Materials Needed**

- several sheets of printer paper
- tape, scissors, sticks of glue
- chairs (one per team)
- a pen

### **Preparation Instructions**

- Create teams of 3 or 4 people. Here is their challenge: they must build a bridge made of paper that connects two chairs 1 meter apart. To complete this challenge, each team will have just one sheet of paper, a pair of scissors, and a stick of glue. Your bridge will be put to the test and must be able to support the weight of a pen.
- You have 5 minutes to think individually about potential solutions to connect the two chairs via a bridge. **WARNING:** no discussion at this stage!

*"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."*



Co-funded by the  
Erasmus+ Programme  
of the European Union

- Share your ideas with your group and begin experimenting different models with your team in order to find the best solution.
- The first team to successfully build a bridge that holds the weight of a pen has won! (max 10 minutes)

#### **Note for the trainer:**

While the groups are building their bridges, pay particular attention to the different personalities in the group; leaders, thinkers, doers, who follows methods, who launches directly into prototyping... This may be interesting observations to bring up during the debrief. You may also encourage the team to try several different prototypes, different methods; they should experiment.

#### **Debrief**

Discuss with the participants on the meaning of this exercise, by asking for example the following questions:

- Why did we start with this exercise?
- What did you take away from the exercise? What did you learn?
- How does it fit within the theme of entrepreneurship ?

Discuss with the participants and explain that being an entrepreneur is a team sport! Starting a business requires not just working with others but also innovating with others. Creativity, quick-thinking, teamwork, and communication (which are used in this game) are essential to launching and sustaining a new business. An entrepreneur also needs to be able to identify different talents and personalities within their network that are complementary to each other and beneficial to the start up. Most importantly perhaps, entrepreneurs must also fail (a bridge that didn't hold up perhaps) and be able to analyse these failures and learn from these mistakes.

### **What is an entrepreneur?**

#### **THE CHARACTERISTICS OF AN ENTREPRENEUR:**

Watch this quick introduction video on the characteristics that make an entrepreneur.

*"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."*



Co-funded by the  
Erasmus+ Programme  
of the European Union

## BRAINSTORM: AN ENTREPRENEUR IS... (5-10 MIN)

### Objectives

To ensure that the participants have retained the information from this introductory section. They will need to understand and to be able to articulate the basics of what entrepreneurship is and what you need to be an entrepreneur in order to successfully complete the rest of the training topics.

### Materials needed

- whiteboard or paperboard

### Instructions

After presenting the slides detailing what an entrepreneur is, now it's the participants turn to make their own definition from what you've learned.

Ask the participants:

- What is an entrepreneur?
- What do you need to have and to do to be a good entrepreneur?

The participants may answer using full sentences or simply key words. While they share, the trainer will write the key words that they share on a whiteboard or a paperboard. The trainer can then confirm if the participants are on the right track; if they have fully understood the basic introductory concepts and definitions, and they are able to explain them in their own words. The trainer can also identify concepts that need to be clarified and/or explained further.

## Building a business model and business plan

The objective of this section is to introduce the concepts of the business model and business plan, which are the foundation of a startup, once they have a startup idea. In addition to a general understanding of these tools, the participants will learn what the main components of these documents are, and begin to experiment the creation of these important tools for entrepreneurship.

These steps are essential and required in order to launch a startup.

*"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."*



Co-funded by the  
Erasmus+ Programme  
of the European Union

## GROUP EXERCISE: BUILD YOUR BUSINESS MODEL (30 MIN)

After presenting the business model canvas tool, the components of the business model, and the example of AirBNB's business model, now the participants will have to reconstruct the business model for a company that the participants know well. Using an existing company that is familiar to them is easier in the time given than using an entirely new business idea; in a real entrepreneur situation, the business model can take days or months to create and finalize. This document then becomes the basis of the business plan and the basis of the company.

### MATERIAL USED

#### Web Sites

<https://www.alexandercowan.com/business-model-canvas-templates/>

<https://www.innovationtactics.com/business-model-canvas-airbnb/>

[https://medium.com/@sarathkumar\\_66483/nine-components-of-business-model-canvas-cc67607ccb53](https://medium.com/@sarathkumar_66483/nine-components-of-business-model-canvas-cc67607ccb53)

#### Materials Needed

- business model canvas printed in several copies (template in powerpoint) in A3 format

#### Instructions

Depending on the size of the group, the participants can split up into pairs or small groups. Each group will have 25 minutes to fill out the business model canvas. All sections must be filled out with at least some notes. It might be interesting for all groups to work on the same company's business model; this will allow room for comparison and debate during the debrief. For example, if two different groups have identified a different value proposition, the groups can defend their different points of view.

If needed, the trainer can quickly go back through the slides explaining the 9 components of a business model, but as the trainer will have already presented this section, the participants should have retained the main points for each section:

1 - Customer segments : who are your clients?

2 - Your offer (value proposition) : is your offer innovative? more efficient? which values does your company hold? which problems are you solving?

3 - Distribution channels : how to reach your clients?

*"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."*



Co-funded by the  
Erasmus+ Programme  
of the European Union

- 4 - Customer relation
- 5 - Revenue streams
- 6 - Key resources : human, financial, technological...
- 7 - Key activities : what will you do ?
- 8 - Key partners : who will work with you?
9. Cost structure: which costs in order to run the business?

### Debrief

After working in small groups to complete their business model, bring the groups all back together. Each group has 2 minutes to present each section that they worked on. 10 min

Ex: start with customer segment: groupe 1 presents, then group 2, 3... Then value proposition.... This will allow the group to discuss the similarities and differences in the way that they filled out the business model canvas.

To conclude the activity, participants can answer the following questions (5):

- What were the challenges faced ?
- Subjects that were perhaps not clear?
- What did you learn from this exercise?
- Can the business model canvas be useful to you in helping youth who wish to start a business? Would you feel comfortable helping them fill out this type of document?

## GROUP EXERCISE: HOW TO HELP CYLS BUILD A BUSINESS PLAN (10 MIN)

### MATERIAL USED

#### Web Sites

[https://www.princes-trust.org.uk/Document\\_Business-Plan\\_Business-Plan-Template-.doc](https://www.princes-trust.org.uk/Document_Business-Plan_Business-Plan-Template-.doc)

#### Instructions

Now that the participants understand the basics of what a business plan is and what it is used for, they will watch a video that will help remind them of the importance of the business plan and the essential components that make up this document.

*"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."*



Co-funded by the  
Erasmus+ Programme  
of the European Union

In small groups of 2 or 3 participants, they will then reflect on the following questions:

- why you need a business plan and what you could use it for?
- how could you help CYLs to create a business plan?
- who could you or the CYL contact to help them with their business plan in their geographic area?
- ....

The objective of this activity is for the participants to discuss the business plan in their own words, which will make it easier for them to explain this complicated document to the YCLs. They can then begin to discuss with other professionals about how they could help the youth to create a business plan (ex: give them the template? organize a meeting on the subject? put them in contact with a local entrepreneur?...). It is important for them to have a basic understanding of the business plan and its importance, but they may need other partners and local entrepreneurs to help the YCLs directly if they plan to start a business.

At the end of the brainstorming you can show them an example, a template, that could help them and the CYLs get started on this exercise:

[https://www.princes-trust.org.uk/Document\\_Business-Plan\\_Business-Plan-Template-.doc](https://www.princes-trust.org.uk/Document_Business-Plan_Business-Plan-Template-.doc)

#### Debrief

- Subjects that were perhaps not clear?
- What did you learn from this exercise?
- Can the business plan template be useful to you in helping youth who wish to start a business? would you feel comfortable helping them fill out this type of document?

## Funding in entrepreneurship

### BRAINSTORM: DECIDING FUNDING CRITERIA... (5-10 MIN)

#### Instructions

Before searching for funding, and in order to search for the right type of funding from the right people, consider what is important and possible for you:

For example:

- paperwork (does this option require a lot of paperwork?)

*"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."*



Co-funded by the  
Erasmus+ Programme  
of the European Union

- experience (what kind of experience do I have? do I need?)
- scalability (how far will this funding get me? will it allow me to scale the business up?)
- digital skills (what digital skills are required? what digital skills do I have?)
- financial resources (what resources do I need? Do I already have?)

Ask each participant to individually make a list of their own criteria (and the order of priority) and then discuss with a partner from the training group. They should think of what kind of questions they would need to ask or have the answer to before searching for funding. For example is it more important for you to move quickly? To have security for the long term?.... These questions will help them identify their criteria.

## Building and maintaining a strong network

### GROUP EXERCISE: KNOW YOUR NETWORK (20MIN)

#### MATERIAL USED

Nod-A “Makestorming” (Design Thinking Game available in France) : <https://makestorming.com/>

#### Materials Needed

- whiteboard or paperboard
- sheets of paper for each group

#### Instructions

##### Part 1: with the entire group (10 min)

Draw a circle within a circle on the whiteboard or paperboard (example on slide 33). The startup and entrepreneur are located in the inner circle. The objective of the first part of the exercise is to identify which actors are potentially in the network/ecosystem surrounding the startup.

Together, the participant will think of what kind of actors surround the project and whether they have a direct or indirect impact on the startup (or are impacted directly or indirectly by the startup). The trainer will fill in the circles based on their ideas. For example, in the inner circle you may have the incubator that may help the startup get on its feet, or the clients, other entrepreneurs... In the outer circle you may find

*"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."*



Co-funded by the  
Erasmus+ Programme  
of the European Union

the big companies in your industry. they should be able to identify certain types of people that could be in this network, thanks to the introductory material on this topic.

Once you have filled in several potential actors in your network...

#### Part 2: in small groups of 2 or 3 (10 min)

each group will work on defining a “profile” for 1 or several actors identified (depending on the size of the group and the results of part 1). On a sheet of paper for each actor, they should answer the following questions:

- Who? (ex: other entrepreneurs, the team at the incubator, friends and family...)
- Why are they in your network? Why solicit them? (ex: for funding, for contacts, for information...)
- What impact on your startup? (ex: increase the client base, communication on your company...)
- What types of actions could be taken together? (ex: contract for buying products from suppliers, partnership...)

Each group will have 10 minutes to answer these questions and write down their answers.

#### **Debrief**

Each group will have 2 minutes to share their work with the other groups.

Then the participants will have a discussion based on the following questions:

- What were the challenges faced ?
- Subjects that were perhaps not clear?
- What did you learn from this exercise?

## **GROUP EXERCISE: FIRST IMPRESSION (10 MIN)**

#### **Materials Needed**

- computers or smartphones with access to internet

#### **Instructions**

Instruct the group to work in pairs. Each participant should search the name of their participants on Google (for 3 min). They should search for a maximum information, take notes, and then exchange feedback about the impression and image she/he makes on a new business partner.

#### **Debrief**

*“The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.”*



Co-funded by the  
Erasmus+ Programme  
of the European Union

Have an open discussion with the group on the following questions. Without citing personal information about your partner, discuss the following:

- Why is the first impression important for you when meeting a new business partner?
- What kind of criteria and information did you look at in your search?
- Were you surprised by the impression and feedback of your partner?

## GROUP EXERCISE: ELEVATOR PITCH (20 MIN)

### MATERIAL USED

<https://www.mindtools.com/pages/article/elevator-pitch.htm>

#### Instructions

The participants should split up into small groups (3-4 people).

Imagine you have 30 seconds to interest a potential investor in your start-up. Since the participants don't necessarily have an idea of a startup, they will be doing the elevator pitch of themselves! Many partners and investors in startups also take into account the entrepreneur behind the project: who they are and how they present themselves!

Each participant should prepare a 30 second pitch (10min) individually.

The participants will then present, give their pitch, one by one in front of the other participants (5-10min). While the other participants give their pitch, those listening may want to take note their feedback on post-it or on a sheet of note paper. After each person gives their speech, spend one minute or two sharing feedback : what worked? what could be improved? provide encouragement and constructive criticisms.

#### Debrief

During the debrief discuss what kind of methods and strategies worked for them or did not work, after having seen all of the speeches.

On the next slide, share a few quick tips and tricks that could help create a great pitch. Bear in mind that these are just basic tips and that you'll need to vary your approach depending on what your pitch is about.

It needs to be succinct, while conveying important information.

To craft a great pitch, follow these steps.

- Identify your goal.
- Explain what you do.
- Communicate your USP (unique selling proposition)

*"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."*



Co-funded by the  
Erasmus+ Programme  
of the European Union

- Engage with a question.
- Put it all together.
- Practice.

Try to keep a business card or other takeaway item with you, which helps the other person remember you and your message. And cut out any information that doesn't absolutely need to be there.

## Creating a climate for innovation

### GROUP EXERCISE: IDENTIFICATION OF NEEDS (15MIN)

#### Instructions

##### Part 1: client profile (5min)

Divide the participants into 3 equal groups. Each group takes post-it cards in a different color and creates a list:

Group no 1 writes down professions (perhaps inspired by the professions that the YCLs have been previously interested in). One profession per post it card.

Group no 2: Writes down character traits that they often come across. One trait per post it card.

Group no 3 : Writes down locations (for example cities, towns, neighborhoods nearby). One location per post it card.

Note: There should be as many post its in each group as there are participants in total in the training session (for example, if there are 8 participants, there should be 8 professions, 8 character traits and 8 locations). After one minute the writing is done and all cards are flipped facing down.

One participant after the other chooses randomly one post-it per color, thus creating a unique, surprising description of a person and their profile based on their profession, a character trait and their location.

##### Part 2 : Brainstorm solutions (10min)

Each participant will share their profile one by one. The whole group will then brainstorm innovative products and services specifically to accommodate the given personas. These will be quick brainstorming rounds: the group will have just a couple of minutes to come up with solutions for each persona (depending on the number of participants).

The trainer will write down the solution ideas on the whiteboard or paperboard.

*"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."*



Co-funded by the  
Erasmus+ Programme  
of the European Union

**Remind the participants of the following:** Be creative! There are no wrong answers in a brainstorm. It is important to think of their needs when thinking of a solution. For example, put yourself in the head of your client. If they are a professional cleaner who likes to be very organized and lives in a big city like Paris, what do they need?

### Debrief

Discuss:

- Why is it important to know your customer and details about their job, their location, their personality, their lifestyle?
- How can this information inspire innovation when creating a new startup?

*"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."*