Joint development, piloting and validation of entrepreneurial mindset and key skills curricula and training materials for third countries

Entrepreneurial Mindset and Key Skills for All

ENTRECOMP CURRICULUM: 2.1 SELF-AWARENESS AND SELF-EFFICACY – METHODOLOGICAL TOOLS

TASK ID AND TITLE 2.2: JOINT DEVELOPMENT OF THE CURRICULA AND TRAINING MATERIALS FOR ENTRECOMP

PARTNER RESPONSIBLE FOR THIS ACTIVITY: MMC MEDITERRANEAN MANAGEMENT CENTER

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Joint development, piloting and validation of entrepreneurial mindset and key skills curricula and training materials for third countries

PROJECT MAIN DETAILS

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COORDINATED BY

PROJECT PARTNERS

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SUMMARY OF THE METHODOLOGICAL TOOLS

Competence Code and Title	2.1 Self-awareness and Self-efficacy
EntreComp Area Code and Title	2 Resources
Learning Outcomes for the Competence	1. Define self-awareness and self-efficacy, and explain the interplay between the two. 2. Describe the role of self-awareness in leadership and in inspiring others, and the role of self-efficacy in developing an entrepreneurial mindset. 3. Identify and assess your values, strengths, and weaknesses through different self-assessment activities and tools. 4. Analyse your needs, wants, interests, and aspirations to become more self-aware and self-efficient. 5. Think and act towards a clear direction, priorities, and goals, using a personal statement for your life based on your self-awareness and self-efficacy.

Methodological tool Type	Number of Methodological tools
☒ Lecture (compulsory)	1
☐ Open-ended questions	
☐ Closed questions	
☒ Group discussion	1

☐ Brainstorming	
☒ Individual exercise	4
☒ Group exercise	1
☐ Experiential workshop	
☐ Role play	
☒ Video projection and analysis	2
☐ Other (Please indicate)	
Total Number of Methodological tools:	9

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COMPULSORY METHODOLOGICAL TOOLS

1. POWERPOINT PRESENTATION

Methodological tool Code and Title	MT2.1_1 PowerPoint Presentation/Lecture: Self-awareness and Self-efficacy
Competence Code and Title	2.1 Self-efficacy and Self-awareness
Learning Outcomes covered by the Methodological tool	1. Define self-awareness and self-efficacy, and explain the interplay between the two. 2. Describe the role of self-awareness in leadership and in inspiring others, and the role of self-efficacy in developing an entrepreneurial mindset. 3. Identify and assess your values, strengths, and weaknesses through different self-assessment activities and tools. 4. Analyse your needs, wants, interests, and aspirations to become more self-aware and self-efficient. 5. Think and act towards a clear direction, priorities, and goals, using a personal statement for your life based on your self-awareness and self-efficacy.
Methodological tool Aim	To deliver a lecture on the topics and subtopics of the competence/module, which will serve as a basis for the training.
Hints and tips for the trainer to use the Methodological tool	✓ Study the content of the PowerPoint presentation well in advance and conduct any necessary research. ✓ Study the sources used for the development of the PowerPoint presentation well in advance. ✓ Read the instructions provided in the Note's section of the PowerPoint presentation (for specific slides).

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	✓ For some slides, discuss the content taking into consideration the points raised in the Note's section of the PowerPoint presentation. ✓ Mind the slides that connect the topics or subtopics of the PowerPoint presentation and dedicate some time in making the connections.
Attachment for the usage of the Methodological tool	TrainMatEntre_2.1_Final.pptx

ADDITIONAL METHODOLOGICAL TOOLS

2. INDIVIDUAL EXERCISE

Methodological tool Code and Title	MT2.1_2 Individual exercise: Are you Self-aware?
Competence Code and Title	2.1 Self-awareness and Self-efficacy
Learning Outcomes covered by the Methodological tool	1. Define self-awareness and self-efficacy, and explain the interplay between the two. 2. Identify and assess your values, strengths, and weaknesses through different self-assessment activities and tools.
Methodological tool Aim	To introduce the learners to what self-awareness and their potential level of self-awareness are.
Hints and Tips for the trainer to use the Methodological tool	✓ Explain to the learners that self-awareness cannot be measured easily; it requires honesty and clear understanding of one's strengths, weaknesses, beliefs, thoughts, emotions, etc. ✓ Explain to the learners that the provided test is not a scientific tool but rather an easy and pleasant-to-use introductory quiz to self-awareness and its potential measurement. ✓ After the submission of the quiz, ask the learners if it was easy for them to complete it or they faced any difficulties. If they found it difficult, try to explore the difficulties.
Attachment/s for the usage of the Methodological tool	Provided in the activity description below (if applicable).

Methodological Tool Title

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Are you Self-aware?
Individual Exercise Title (if different from the MT title)
Are you Self-aware?
Individual Exercise Source (if adapted from existing exercise)
https://scuffedentertainment.com/self-awareness-test/
Description of the Individual Exercise
The learners complete a 30-item multiple-choice test in the form of a quiz, providing honest answers to questions related to how well they know themselves (preferences, beliefs, values, priorities, etc.). *After they complete the quiz, they are asked to come to conclusions on how self-aware they are based on how difficult it was for them to conclude on their answers (including how much time it took them to complete the whole quiz).*
Estimated Duration (broken down into steps, if necessary)
20 minutes: 10 minutes for completing the quiz and 10 minutes for discussion.
General Guidelines (for the trainer)
Use the QR code on the slide of the PowerPoint presentation (or use the link in the Note's section of the presentation) to direct the learners to the quiz. *Give 10 minutes for completion of the quiz.* *As soon as all learners submit their answers, ask from them, one by one, to comment on their experience with using the assessment tool and their thoughts on the result. If the group is large, you can ask only from some learners to comment on the activity.*

You can either provide your feedback to each learner or make your comments as soon as all learners take the floor and comment on their experience with the activity.

*Alternatively, you can use the **Self-awareness Assessment** by David Irvine, a 15-item test on a 5-level scale, which provides a score on the respondent's self-awareness level after completion.*

Source: https://davidirvine.com/self-awareness-assessment/

Instructions (for the participants)

Scan the QR code projected on the slide of the PowerPoint presentation or use the link provided through e-mail/in the chat.

Access the quiz and answer the questions, one by one. Complete the test with the first answer that comes to your mind; do not think very much and try to be as honest as possible.

When asked, comment on the result and on your experience with implementing the activity.

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*Allocation of tasks **(if applicable)***

N/A

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*Necessary Equipment and Materials **(if applicable)***

1. *'Are you Self-aware' Quiz QR Code or Link*

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*Online Classroom Setting **(if applicable)***

N/A

Expected Results

- *After the activity, all the learners should have a first idea of what self-awareness is by navigating through and answering to questions that pertain to being self-aware.*

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Debriefing Questions
1. *Was it easy for you to complete the quiz?*   2. *What was the most difficult question to answer? Why?*   3. *Do you agree with the result of the quiz? Are you more or less self-aware compared to what you initially thought?*   4. *Do you believe that self-awareness is easy to evaluate?*   5. *Were you aware of the different elements that relate to self-awareness before you complete the quiz?*   6. *Do you believe that self-awareness is easy to achieve?*

Remarks by the Trainer
✓ *The result of the quiz is just an indication of your self-awareness level.*   ✓ *Self- awareness is difficult to evaluate and difficult to achieve.*   ✓ *The quiz used is an easy and pleasant-to-complete test and not a scientific tool; it has been selected as an introductory activity to the topic and the session to have you elaborate on the different elements that may relate to self-awareness. There are many tools measuring self-awareness or for self-assessment, depending on what one aims to evaluate (personality tests, personal skills' assessment tools, etc.).*   ✓ *Self-awareness is a key skill that one needs to constantly improve.*

*Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change) (in case of Group Exercise only) **(if applicable)***
The quiz will be used by scanning the QR code included in the PowerPoint presentation that will be uploaded on the e-learning platform.   *Alternatively, it can be embedded in the e-learning platform.*

*Attachment/s **(if applicable)***
N/A

3. VIDEO PROJECTION AND ANALYSIS

Methodological tool Code and Title	MT2.1_3 Video Projection and Analysis: The Riddle of Experience vs. Memory
Competence Code and Title	2.1 Self-awareness and Self-efficacy
Learning Outcomes covered by the Methodological tool	1. Define self-awareness and self-efficacy, and explain the interplay between the two. 2. Identify and assess your values, strengths, and weaknesses through different self-assessment activities and tools. 3. Analyse your needs, wants, interests, and aspirations to become more self-aware and self-efficient.
Methodological tool Aim	To explain the 'co-existence' of the 'experiencing' and the 'remembering' self and the prevalence of the latter, and question the learners' understanding of self and how this can affect self-awareness, with the use of a talk and life examples provided by a Nobel laureate speaker.
Hints and tips for the trainer to use the Methodological tool	✓ Watch the video from before and keep notes on the main points and points to be discussed. ✓ Use examples from your own life and ask from the learners to do the same to trigger the discussion.
Attachment/s to use the Methodological tool	Provided in the activity template below (if applicable).

Methodological Tool Title
The Riddle of Experience vs. Memory
Video Title (if different from the MT Title)

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The Riddle of Experience vs. Memory | Daniel Kahneman
Video Source (e.g., URL)
https://www.youtube.com/watch?v=XgRlrBl-7Yg
Video Creator (Person/Organisation/Authority)
TED
Video Duration (if a segment of the video should be projected, please indicate also start and end time)
20:36 *Segment to project: 0:00-7:00*
Estimated Duration (of the Activity) (broken down into steps, if necessary)
15 minutes: 7 minutes for video projection; discussion will follow on the questions provided on the slide of the PowerPoint presentation.
General Guidelines (for the trainer)
Watch the video in advance and identify important points. Link these points with the topic of the PowerPoint presentation. *Project the video to the learners. Observe their reactions.* *Pose the questions on the slide of the presentation to the learners, one by one. Each time you pose a question, aim at collecting 2-3 answers.* *Provide examples from your own experience as well.* *Summarise the answers and provide conclusions.*
Instructions (for the participants)

Watch the video carefully.

Have in mind the questions provided on the slide of the PowerPoint presentation.

You can keep notes, if you wish.

Try to recall examples from your own experience to contribute to the discussion.

Pose any questions that you may have.

Debriefing Questions

1. *What impressed you more in the video?*
2. *Have you found yourself in a similar position?*
3. *Between experience and memory, which one is more powerful, in your opinion? Are you in agreement with the speaker?*
4. *Could you provide some examples?*

Remarks by the Trainer

- ✓ *Daniel Kahneman reveals how our 'experiencing selves' and our 'remembering selves' perceive things differently.*
- ✓ *Memory prevails over experience.*
- ✓ *When we recall an incident, we should keep in mind that our current understanding of the situation may differ from what we really experienced, which is affected by our memory of the situation.*
- ✓ *We need to be aware of the 'co-existence' of the' two selves', the 'experiencing' and the 're-membering' self, when coming to conclusions on incidents or situations.*
- ✓ *The 'two selves' affect our self-awareness level.*

Adaptation of the Methodological Tool for Asynchronous Learning (what to change) (if applicable)

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> *The learners will watch the video on the e-learning platform and they will self-reflect on the questions provided on the slide of the PowerPoint presentation.*
>
> *At the end of the video, they should be in a position to argue on the prevalence of memory over experience, which applies also to our understanding of ourselves.*
>
> *Their answers can be posted on the e-learning platform (not mandatory).*

Attachment/*s (if applicable)*
N/A

4. INDIVIDUAL EXERCISE

Methodological tool Code and Title	MT2.1_4 Individual exercise: What is your Level of Self-efficacy?
Competence Code and Title	2.1 Self-awareness and Self-efficacy
Learning Outcomes covered by the Methodological tool	1. Define self-awareness and self-efficacy, and explain the interplay between the two. 2. Identify and assess your values, strengths, and weaknesses through different self-assessment activities and tools.
Methodological tool Aim	To help the learners come to conclusions on their level of self-efficacy and raise awareness on how important this skill is, with the use of a well-known scale for measuring self-efficacy.
Hints and Tips for the trainer to use the Methodological tool	• Familiarise yourself with the items of the questionnaire from before. • After the completion of the test, ask the learners if the results are what they were expecting.

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Attachment/s for the usage of the Methodological tool	Provided in the activity description below (if applicable).

Methodological Tool Title
What is your Level of Self-efficacy?
Individual Exercise Title (if different from the MT title)
What is your Level of Self-efficacy?
Individual Exercise Source (if adapted from existing exercise)
Schwarzer, R., & Jerusalem, M. (1995). General Self-Efficacy Scale (GSE) [Database record]
Description of the Individual Exercise
The learners complete the 10-item test on a 4-level scale, providing honest answers to the questions and they receive a total score out of 40 that indicates their self-efficacy level.
Estimated Duration (broken down into steps, if necessary)
15 minutes: 5 minutes to complete and mark the test, 10 minutes for discussion.
General Guidelines (for the trainer)
Send the General Efficacy Scale (GES) (Test) (see worksheet in attachment) to the learners through e-mail or in the platform's chat. *Give 5 minutes for completion. As soon as they complete it, ask from them to either mark it by them-selves or ask from another learner to mark it, and write down the total score. Explain that the total*

score will indicate their self-efficacy level and is calculated by finding the sum of all items, ranging between 10 and 40, with a higher score indicating more self-efficacy.

As soon as all learners have a score for their test, ask from them, one by one, to comment on their experience with using the assessment tool and their thoughts on the results. If the group is large, you can ask only from only some learners to comment on the activity.

You can either provide your feedback to each learner or make your comments as soon as all learners take the floor and comment on their experience with the activity.

Instructions (for the participants)

Complete the test. Be honest when providing your answers.

Mark your test and find out your self-efficacy level. If you would like to, you can exchange tests with another learner and mark each other's test.

When asked, share the results of your test with the group and discuss the results from all tests. Discuss also if you expected the results, your feelings about the results, etc.

You should reflect on how the activity made you feel about yourself, if it changed your view/perception of self and how, and if there are things that you can work on from now on.

Allocation of tasks *(if applicable)*

N/A

Necessary Equipment and Materials *(if applicable)*

- *'General Self-efficacy Scale (GES)' Worksheet (Test)*
- *Printer (if completed in printed form)*
- *Paper (if completed in printed form)*
- *Pens (if completed in printed form)*

Online Classroom Setting *(if applicable)*

N/A

Expected Results
• *After the activity, all the learners should have a first idea of what self-efficacy is by navigating through and evaluating themselves on items pertain to being self-efficient.*

Debriefing Questions
1. *Was it easy to you to complete the test?* 2. *What was the most difficult question to answer? Why?* 3. *Do you agree with the results of the test? Are you more or less self-efficient compared to what you initially thought, based on the results of the test?* 4. *Do you believe that self-efficacy is easy to measure?* 5. *Do you believe that self-efficacy is easy to improve?*

Remarks by the Trainer
✓ *The results of the test are just an indication of your self-efficacy level.* ✓ *Self-efficacy and self-awareness are interrelated; the former pertains to our belief in our ability to achieve our goals.* ✓ *Self-efficacy is a key skill that we need to constantly improve.*

Adaptation of the Methodological Tool for Asynchronous Learning (what to change) (in case of Group Exercise only) (if applicable)
The worksheet/test will be uploaded on the e-learning platform or it will be embedded in the e-learning platform. *After completing and marking the test, the learner will self-reflect based on the results.* *If the worksheet is used, the completed test can be reuploaded to the e-learning platform (not mandatory).*
Attachment/s (if applicable)

Attachment2.1_4.docx	

5. GROUP DISCUSSION

Methodological tool Code and Title	MT2.1_5 Group discussion: Questions for Self-reflection
Competence Code and Title	2.1 Self-awareness and Self-efficacy
Learning Outcomes covered by the Methodological tool	1. Define self-awareness and self-efficacy, and explain the interplay between the two. 2. Identify and assess your values, strengths, and weaknesses through different self-assessment activities and tools. 3. Analyse your needs, wants, interests, and aspirations to become more self-aware and self-efficient.
Methodological tool Aim	To reflect on key questions on self-awareness and self-efficacy, and discuss to come to useful conclusions, which can serve as a basis for the next section of the training that is more practice-oriented.
Hints and Tips for the trainer to use the Methodological tool	✓ Get the learners to really consider their answers, using critical thinking. ✓ Encourage the learners to write down their answers; this will allow them to think more clearly. ✓ Encourage the learners to write their answers as fully as they can.
Attachment/s for the usage of the Methodological tool	Provided in the activity description below (if applicable).

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Methodological Tool Title
Questions for Self-reflection
Group Discussion Title (if different from the MT title)
Questions for Self-reflection
Group Discussion Topic
Self-awareness ***Self-efficacy***
General Guidelines (for the trainer)
Divide the learners into two groups. The one group will be assigned the self-assessment questions on self-awareness and the other group the self-assessment questions on self-efficacy. *Give some time to the learners to elaborate on their answers.* *Read the questions one by one (first, the questions on self-awareness and then, the questions on self-efficacy), and ask from the learners to provide their answers (learners of Group A the first set of questions and learners of group B the second set of questions).* *After you receive at least one answer to each question, try to make the connection between the two sets of questions, by asking the learners questions such as 'how can a high level of self-efficacy affect your way towards your dream?', etc.*
Instructions (for the participants)
You are divided into two groups: Group A and Group B.

Group A is assigned to reflect on the following questions:

1. *What is your biggest dream or goal?*

2. *What is in the way towards your dream?*

3. *Rank the most important things in your life (career, money, family, love, knowledge).*

4. *What is the proportion of time dedicated to these items accordingly?*

5. *What would the ideal You be like?*

Group B is assigned to reflect on the following questions:

1. *Can you think of ways your own self-efficacy beliefs play a role in your daily life? In which areas do you have strong self-efficacy? In which areas would you like your self-efficacy to be a bit stronger? How could you increase your self-efficacy in those areas?*

2. *Can you think of a time when a teacher, coach, or parent did something to encourage your self-efficacy? What did he or she do and say? How did it enhance your self-efficacy?*

3. *What are some of the ways that you can help strengthen the self-efficacy of the people in your life?*

4. *Can you think of a time when collective efficacy played a role in your team or group activities? What did you notice about being in a team or in a group with low collective efficacy?*

You will not work in groups; you will reflect on the answers to the questions individually.

Try to be as honest to yourself as possible when thinking about your answers.

Estimated Duration (broken down into steps, if necessary)

35 minutes: 10 minutes for self-reflection; then, 10 minutes for the questions assigned to Group A and 15 minutes for the questions assigned to Group B to be answered. Each answer or set of answers should be followed by discussion.

Each question should be answered by at least one learner. If the whole group of learners is small, all learners of each group should provide their answers on all the questions assigned to the group.

Online Classroom Setting (if applicable)

If you wish, you can allocate the learners to breakout rooms to facilitate the self-reflection process, but this is not mandatory, since the activity will be implemented on an individual basis.

Expected Answers

Self-awareness questions (Group A)

1. *What is your biggest dream or goal?*

Subjective learner answer. However, the importance here is that the learner needs to identify one obtainable goal, something that may be unobtainable at the moment, but a pathway can be created to reach named desire.

2. *What is in the way towards your dream?*

The learner needs to identify restricting or limiting factors in reaching a stated desire.

3. *Rank the most important things in your life (career, money, family, love, knowledge)?*

The learner should ideally comprise a list of around 10-15 items of importance.

4. *What is the proportion of time dedicated to these items accordingly?*

Next to each item on their previous list, the learner should list the time that they allocate to each action.

5. *What would the ideal You be like?*

The learner should now have the flexibility of thinking to be objective in their answer to this question. They should consider their life goals, how to reach them and what the end outcome of this would look like in their lives.

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Self-efficacy questions (Group B)

1. *Can you think of ways your own self efficacy beliefs play a role in your daily life? In which areas do you have strong self-efficacy? In which areas would you like your self-efficacy to be a bit stronger? How could you increase your self-efficacy in those areas?*

This is a multi-layered question. It challenges the learner to go on a journey of self-discovery and to deeply think about what motivates and challenges them within their lives and areas that they succeed in.

2. *Can you think of a time when a teacher, coach, or parent did something to encourage your self-efficacy? What did he or she do and say? How did it enhance your self-efficacy?*

The learner should be able to recall a time in their formative years when successes have been valued and acknowledged and identify the professionals/ significant adults who have done so.

3. *What are some of the ways that you can help strengthen the self-efficacy of the people in your life?*

The learners should use critical thinking and analytical processes in their answer, looking at specific strategies to aid self-efficacy.

They can refer to the slide of the PowerPoint presentation providing tips to improve self-efficacy.

4. *Can you think of a time when collective efficacy played a role in your team or group activities? What did you notice about being on a team or in a group with low collective efficacy?*

The learner should identify the difference between successful teams where efficacy is high, and all members are able to support processes and teams that are unsuccessful, and see obstacles as things that are not able to be overcome.

Debriefing Questions

Questions making the connection between the two sets of questions. For example:

1. *How can a high level of self-awareness affect your self-efficacy?*
2. *How can a high level of self-efficacy affect your way towards your dream?*

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Remarks by the Trainer	
See section 'Expected Answers' above.	
Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change) ***(if applicable)***	
The learners will self-reflect on both the questions on self-awareness and self-efficacy provided in the two slides of the PowerPoint presentation, and they will post their answers on the e-learning platform. *Posting their answers will not be mandatory.*	
Attachment/s ***(if applicable)***	
N/A	

6. INDIVIDUAL EXERCISE

Methodological tool Code and Title	MT2.1_6 Individual Exercise: Activities for Practising Self-awareness and Self-efficacy
Competence Code and Title	2.1 Self-awareness and Self-efficacy
Learning Outcomes covered by the Methodological tool	1. Define self-awareness and self-efficacy, and explain the interplay between the two. 2. Identify and assess your values, strengths, and weaknesses through different self-assessment activities and tools. 3. Analyse your needs, wants, interests, and aspirations to become more self-aware and self-efficient.
Methodological tool Aim	To practice individually on improving self-awareness and self-efficacy, and be equipped with different tools and techniques to this end.

Hints and Tips for the trainer to use the Methodological tool	✓ Get the learners to complete all of the four activities (each learner at least one activity). ✓ The workshop (set of activities) is supported by the PowerPoint presentation; explain to the learners all the activities with the use of the presentation before you ask from them to select the activity of their preference. ✓ Ensure that the learners understand the instructions for the activities fully before they start; clarify if necessary. ✓ For each activity, get the learners to feed back to the group on the activity and how it made them feel. ✓ After each activity, provide examples to facilitate the discussion.
Attachment/s for the usage of the Methodological tool	Provided in the activity description below (if applicable).

Methodological Tool Title
Activities for Practising Self-awareness and Self-efficacy
Individual Exercises' Titles (if different from the MT title)
1. **The Freedom Diagram** 2. **Changing Self-talk** 3. **Record Your ABCs** 4. **Ask the 'Three Whys'**
Individual Exercises' Sources (if adapted from existing exercise)
Activities 1, 3, 4: www.developgoodhabits.com Activity 2: www.momjunction.com

Description of the Individual Exercises

1. ***The Freedom Diagram***

The 'Freedom Diagram' is one of the fun self-awareness activities. It is a short and practical 'guide' to help figure out where you should use your energy in life.

The three components of 'The Freedom Diagram' are:

Talent, Fun, and Demand.

Talent refers to what you just happen to be good at doing.

The Fun component is what you wish you could do all the time, even if you weren't paid to do it.

Demand is what people in the world actually need or want and will pay for.

Each learner creates a 'Freedom Diagram' for themselves.

2. ***Changing Self-talk***

Negative self-talk is perhaps the worst thing that can affect your self-confidence. Regardless of what the others say, what you tell yourself is what you really believe.

The learners make two columns on a sheet of paper. On one side, they write 'Bad or Negative Self-talk' and on the other, they write 'Good or Positive Self-talk'.

They list down all negative statements that they make about themselves under the 'Bad or Negative Self-talk' column.

Next, they turn the negative statements into positive ones. The statements should be clear and specific to the talents or abilities of theirs.

For example, instead of stating 'I am not good at public speaking', they can state 'I am confident in my ability to improve my public speaking skills".

Alternatively, the following activity can be used:

- *I am Afraid, but…*

Fear is powerful and can prevent you from doing anything you like. This activity helps you face your fears.

The learners list out the things they are afraid to do. For instance, they could be afraid to go to swimming classes because of weight. Or they are scared of doing a class presentation or asking someone out on a date. The sentences should be something like this:

I am afraid to enrol in the swim team, because…
I am afraid to talk to X [a person you like], because…

Then, they imagine doing the thing they fear. They imagine registering for that swim team or talking to that person that they like. This helps them develop a 'so what' mentality. Every time they write down what they are afraid of, they write down all of the possible outcomes would be if they tried it. And next to the negative outcome, they write something like:

'Even if I don't make it to the team, so what?' or

'Even if that so and so rejects me, so what?'

Source: www.momjunction.com

3. *Record Your ABCs*

This is a good activity to do after you experience an adverse event. It is a helpful way to debrief yourself and get a chance to reflect and discover your beliefs after a big, negative incident occurs in your life.

A – Activating event that triggers your inner dialogue.

B – Belief you formed after the event.

C – Consequences or how your new belief makes you feel.

The learners imagine, for example, that they are stuck in a long line, but they are in a rush. They may become very anxious at the thought of possibly being late to their next obligation, causing them to

complain out loud to the people around them about how long the line is taking to move. Alternatively, they may decide to relax and put on their headphones to listen to some calming music while they wait.

Either way, the 'A' remains the same, but the 'B' and 'C' show how they respond to the stress.

They have to try the activity with another example.

4. Ask the 'Three Whys'

Many self-awareness activities simply involve asking yourself difficult questions and trying to answer them as honestly as possible. The 'Three Whys' is the perfect example of that.

The 'Three Whys' are exactly what they sound like. Before making a big decision or if you are trying to get to the root of an issue, ask yourself 'why?' three times.

The learners have to think of an important decision that they will need to make in the future and what their final decision would be. Then, they have to question their decision three times.

<u>Alternatively</u>, the following activity can be used:

- ***Feedback Analysis***

When you are faced with an important decision, write down exactly how and why you produced your decision. Think about an important decision that you have made in the past.

What factors motivated you, and what steps did you take to come to your conclusion?

The learners have to reflect on their previous decision-making process. They have to assess the outcome of their choice in detail and analyse their ability at the time to make the best decision based on their self-awareness at the time.

Source: www.developgoodhabits.com

Estimated Duration (broken down into steps, if necessary)

10 minutes for the implementation of an individual activity of the learner's preference and 10 minutes for discussion on each activity. At least 40 minutes should be dedicated to discussion in total. Overall, this exercise (set of activities) should last around 50 minutes.

General Guidelines (for the trainer)

The learners pick <u>at least one</u> of the four individual activities of their preference and implement it. Alternatively, you can indicate who implements what activity. Each activity has to be implemented by at least one learner.

If there is time left, learners can implement more activities.

At the end of this part (individual exercise's implementation), you can explain the benefits of each activity. Keep in mind that each activity addresses a different issue related to self-awareness and self-efficacy.

You can also make use of the additional activities provided.

Instructions (for the participants)

See 'Description' section above.

Allocation of tasks **(if applicable)**

- *Each learner picks <u>at least one</u> activity to implement.*
- *All the learners discuss the results of all the activities.*

Necessary Equipment and Materials **(if applicable)**

- *Word documents (if implemented in digital form)*
- *Paper sheets (if implemented in hand-written form)*
- *Pens (if implemented in hand-written form)*

Online Classroom Setting **(if applicable)**

N/A
Expected Results
See 'Description' section above.
Debriefing Questions
1. *What activity did you enjoy the most? Why?*   2. *Do you think that these activities can help you become more self-aware and self-efficient? How?*   3. *Are you eager to integrate such activities in your daily life?*   4. *Are you aware of any other activities contributing to the same end? If yes, please describe.*
Remarks by the Trainer
✓ *Developing a 'Freedom Diagram' for you will help you decide what skill you should focus on building, so that you have a higher chance of success.*   ✓ *'Change Self-talk' helps change the negative conversations with the self into positive ones.*   ✓ *The 'I am Afraid, but…' activity will make you face your fears easier.*   ✓ *The 'Three Whys' reveal deep and specific issues that you may not otherwise consider. It's not coincidental that 'why?' is a rather simple question. It is an important realisation that you must go a few layers deeper before making any critical decision.*   ✓ *Using the ABC model can help you recognise your automatic thoughts when you are upset or mad, and change those thoughts into positive things.*   ✓ *The regular implementation of these and similar activities can help you become more self-aware and self-efficient.*
*Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change) (in case of Group Exercise only) **(if applicable)**

ENTRECOMP MTs 2.1

Task 2.2

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The instructions of the activities will be embedded in the e-learning platform and the learners will post their answers on the platform. Alternatively, they can upload their answers in document form.	
Attachment/s (if applicable)	
N/A	

7. GROUP EXERCISE

Methodological tool Code and Title	MT2.1_7 Group Exercise: Activities for Practising Self-awareness and Self-efficacy
Competence Code and Title	2.1 Self-awareness and Self-efficacy
Learning Outcomes covered by the Methodological tool	1. Define self-awareness and self-efficacy, and explain the interplay between the two. 2. Identify and assess your values, strengths, and weaknesses through different self-assessment activities and tools. 3. Analyse your needs, wants, interests, and aspirations to become more self-aware and self-efficient.
Methodological tool Aim	To practice in groups on improving self-awareness and self-efficacy, and be equipped with different tools and techniques to this end.
Hints and Tips for the trainer to use the Methodological tool	✓ Get the learners to complete both parts of the exercise explaining that the one complements the other. ✓ The workshop (set of activities) is supported by the attached PowerPoint presentation; explain to the learners both activities with the use of the presentation slides before you allocate them in breakout rooms. ✓ Ensure that the participants understand the instructions for the activities fully before they start; clarify if necessary. ✓ For each activity (part of the exercise), get participants to feed back to the group on how the activity made them feel.

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	✓ For each activity, provide examples to facilitate the discussion, after the learners implement the activity.
Attachment/s for the usage of the Methodological tool	Provided in the activity description below (if applicable).

Methodological Tool Title
Activities for Practising Self-awareness and Self-efficacy
Group Exercises' Exercise Titles (if different from the MT title)
1A. Wheel of Life **1B. Right here, right now!**
Group Exercises' Sources (if adapted from existing exercise)
https://www.rinova.co.uk/patnerships/rinova-consortium/talent-match-london/
Description of the Group Exercises
1A. Wheel of Life The 'Wheel of Life' (see worksheet in attachment) will help you to look at what is important to you in your life. The learners: 1. Think about **eight parts of their life that are the most important to them**. These can be linked to areas of life that are key for them (e.g., Business/Career, Finances, Health, Family and Friends, Romance, Personal development, Fun and recreation, Contribution to society).

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2. *Then, write these <u>on each section of the wheel</u>.*

3. *Mark from 0-10 how much energy or attention they are paying to each of these areas at the moment and <u>join these up</u>.*

4. *Mark from 0-10 how much energy or attention they want to pay to each of these areas and <u>join these up</u>.*

5. *Finally, <u>connect the dots and look at where there are gaps between the two marked areas</u>.*

6. ***Swap wheels to see others' life priorities in the group.***

7. ***In groups, see if there is anything they can do to bridge the identified gaps.***

1B. Right here, right now!

This 'Right here, right now!' activity will look at how you currently spend your time, what you enjoy doing, and if there are any difficulties you might have.

The learners:

1. *In a table (see worksheet in attachment), describe the **activities they do each week and how much time they spend** doing them.*

2. *Answer how these activities match their priorities in their <u>Wheel of Life</u>.*

3. ***After speaking in groups about their current activities and priorities**, answer **if there is anything they now plan to do differently. They discuss this also with the group.***

Then, they ***discuss the results of both parts of the exercise with all the other groups.***

Estimated Duration (broken down into steps, if necessary)
50 minutes: 25 minutes for the implementation of the two activities and 25 minutes for discussion.

General Guidelines (for the trainer)

The learners implement the group exercise in two parts (activities).

Explain the exercise in detail and make sure that the instructions are clear to all the learners. Also, make sure that they understand that for the first activity they will start working individually, then in pairs, and then in groups, and for the second activity, first individually and then in groups.

Provide the learners with the two worksheets, divide them into groups and pairs, and allocate them to breakout rooms.

Enter the breakout rooms at times to ensure that the activity is implemented as expected. You can send a message to the learners as soon as the time of the first activity ends to proceed to the next activity.

Ask from the learners to either send their Wheels of Life and tables of activities to you or project them on the screen for discussion.

Ensure that either all or as many learners as possible will take the floor to present.

Instructions (for the participants)

See 'Description' section above.

Allocation of tasks **(if applicable)**

- *In each group, all the learners complete and mark their Wheel of Life.*
- *The assigned pairs exchange Wheels of Life to see each other's life priorities.*
- *The group discusses how the identified gaps in the Wheels of Life can be bridged.*
- *In each group, all the learners complete the table with their everyday activities and the time they dedicate to them.*
- *The group discusses how these activities match their priorities in their Wheel of Life and if there is anything they now plan to do differently.*
- *Learners from all the groups present the results of the exercise (two activities) before the grand group; one or two learners from each group are assigned the role of the speaker.*

- *Discussion with the participation of all the learners follow.*

Necessary Equipment and Materials *(if applicable)*

- *'While of Life' Worksheet*
- *'Right here, right Now!' Worksheet*
- *Printer (if completed in printed form)*
- *Paper (if completed in printed form)*
- *Pens (if completed in printed form)*

Online Classroom Setting *(if applicable)*

2 or more breakout rooms for the learners to work in pairs and in groups.

Expected Results

See 'Description' section above.

Debriefing Questions

1. *What activity did you enjoy the most? Why?*
2. *Did you expect to identify such gaps in your Wheel of Life?*
3. *Had you realised that your everyday activities, as they appear in the Right here, right now! table, are responsible up to some point for not meeting your priorities?*
4. *Do you think that these activities can help you become more self-aware and self-efficient? How?*

Remarks by the Trainer

- ✓ *The Wheel of Life and the Right here, right now! activities can provide you with a comprehensive idea of your life priorities, how much time you pay to meet them, how much time you would like to pay for them, and if the activities that you do in your everyday life contribute to meeting your priorities. This information can allow for reconsidering your everyday activities and/or reallocating your time.*

ENTRECOMP MTs 2.1

Task 2.2

Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change) (in case of Group Exercise only) **(if applicable)**	
The instructions of the activities will be embedded in the e-learning platform and they will be accompanied by the worksheets in downloadable form. The learners will download the worksheets, complete them, and reupload them to the platform. The whole exercise will be implemented individually.	
Attachment/s **(if applicable)**	

Attachment2.1_7_1.do   Attachment2.1_7_2.do
cx   cx

8. INDIVIDUAL EXERCISE

Methodological tool Code and Title	MT2.1_8 Individual exercise: My Personal Manifesto
Competence Code and Title	2.1 Self-awareness and Self-efficacy
Learning Outcomes covered by the Methodological tool	1. Analyse your needs, wants, interests, and aspirations to become more self-aware and self-efficient. 2. Think and act towards a clear direction, priorities, and goals, using a personal statement for your life based on your self-awareness and self-efficacy.
Methodological tool Aim	To have the learners describe their core values and beliefs, the specific ideas and priorities that they stand for, and how they plan to live their life in a concrete way that can serve as a statement of personal principles and a call to action.
Hints and Tips for the trainer to use the Methodological tool	✓ Ensure that the participants understand the instructions for the activity fully before they start; clarify if necessary.

	✓ Emphasise the significance of the specific activity, which combines knowledge and skills acquired through the implementation of previous activities.
Attachment/s for the usage of the Methodological tool	Provided in the activity description below (if applicable).

Methodological Tool Title
My Personal Manifesto
Individual Exercise Title (if different from the MT title)
My Personal Manifesto
Individual Exercise Source (if adapted from existing exercise)
N/A
Description of the Individual Exercise
A personal manifesto describes an individual's core values and beliefs, the specific ideas and priorities that they stand for, and how they plan to live their life.   *It can help frame their life, point them in the right direction to help achieve their goals, and act as a tool to remind them of their primary concerns.*   *It is both a <u>statement of personal principles</u> and a <u>call to action</u>.*   *Such a statement can be a powerful tool for bringing about their best life. Individuals should refer to their personal manifesto often.*

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The task is to 'compose' a personal manifesto (short essay or short PowerPoint presentation) with the aid of the following questions:

- *What things do you stand for?*

- *What are your strongest beliefs?*

- *How do you want to live your life?*

- *How do you want to define yourself? What words do you want to live by?*

At least five points per question are expected.

Estimated Duration (broken down into steps, if necessary)

50 minutes: 25 minutes to 'compose' the manifesto and 25 minutes for the personal manifestos of the learners to be presented and discussed.

General Guidelines (for the trainer)

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Task 2.2

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Ask from the learners to carefully think about their core values. What does motivate them? What are the unique qualities that they possess? Not only personality traits but steer the questioning around morality and what things the learners stand for in life. For some learners, it may be around faith beliefs, for others it may be family values. Take time to explore this in depth.

Use the following questions and ask the participants to try to write down as much as they can (at least 5 points per question):

- *What things do you stand for?*

- *What are your strongest beliefs?*

- *How do you want to live your life?*

- *How do you want to define yourself? What words do you want to live by?*

After the learners have completed their personal manifesto, ask from them to present, one by one, their personal statements, and provide feedback. Ask from the other learners to provide feedback, too.

Finally, explain to learners that a personal manifesto can be framed into a professional vision and mission statement. Elaborate also on the concept of vision and mission statement with the use of the PowerPoint presentation.

Instructions (for the participants)

ENTRECOMP MTs 2.1

Task 2.2

Ask yourself questions such as:

- *What things do you stand for?*

- *What are your strongest beliefs?*

- *How do you want to live your life?*

- *How do you want to define yourself? What words do you want to live by?*

*Then, 'compose' your **personal manifesto (statement)** in the form of a short essay or a short PowerPoint presentation (in the form of a manifesto).*

Aim for at least 5 points per question.

Allocation of tasks *(if applicable)*

N/A

Necessary Equipment and Materials *(if applicable)*

- *Word document or PowerPoint presentation (if 'composed' in digital form)*
- *Paper sheets (if 'composed' in hand-written form)*
- *Pens (if 'composed' in hand-written form)*

Online Classroom Setting *(if applicable)*

N/A

Expected Results

- *A statement of personal principles, values, beliefs, and qualities, and a call to action.*

Debriefing Questions

ENTRECOMP MTs 2.1

Task 2.2

1. Do the answers to the posed questions come easily to your mind or you needed to think a lot to come up with the answers?
2. Do the previous activities help you in 'composing' your personal manifesto? If yes, what activities and in what way?
3. If you were asked to provide a title to your personal manifesto, what title that would be? (emphasise this question)
4. Will you refer to your personal manifesto often?
5. Are you eager to revisit and update it, if necessary?
6. Have you understood the difference between a personal manifesto (statement) and a vision and mission statement?

Remarks by the Trainer

✓ To 'compose' a personal manifesto that will be of help in your life, you first need to explore your core values, personality traits, qualities, beliefs, questioning around morality, etc. in depth. A good personal manifesto requires self-awareness at high level.
✓ A personal manifesto can help frame your life, point you in the right direction to help achieve your goals, and act as a tool to remind you of your primary concerns.
✓ A personal manifesto is both a statement of personal principles and a call to action.
✓ Such a statement can be a powerful tool for bringing about your best life. You should refer to their personal manifesto often.

Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change) (in case of Group Exercise only) (if applicable)

The instructions of the activity will be embedded in the e-learning platform. The learners will upload their personal statement (essay or PowerPoint presentation) to the platform.

Attachment/s (if applicable)

N/A

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9. VIDEO PROJECTION AND ANALYSIS

Methodological tool Code and Title	MT2.1_9 Video Projection and Analysis: Michael Scott's Total Lack of Self-awareness, The Office US
Competence Code and Title	2.1 Self-awareness and Self-efficacy
Learning Outcomes covered by the Methodological tool	1. Describe the role of self-awareness in leadership and in inspiring others, and the role of self-efficacy in developing an entrepreneurial mindset.
Methodological tool Aim	To trigger the discussion on the role of self-awareness in leadership, in inspiring others, and in becoming a role model for other people, with the use of a counterexample.
Hints and tips for the trainer to use the Methodological tool	✓ Watch the video from before and keep notes on the main points and points to be discussed. ✓ Get the learners describe and elaborate on as many examples from the video as possible. ✓ Use examples from your own life and ask from the learners to do the same to trigger the discussion. ✓ Connect this activity with the first section/topic of the PowerPoint presentation explaining how self-awareness relates to entrepreneurship and leadership.
Attachment/s to use the Methodological tool	Provided in the activity template below (if applicable).

Methodological Tool Title
Michael Scott's Total Lack of Self-awareness, The Office US
Video Title (if different from the MT Title)

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Michael Scott's total lack of self awareness | The Office US | Comedy Bites
Video Source (e.g., URL)
https://www.youtube.com/watch?v=y93mohSy_8U&t=4s
Video Creator (Person/Organisation/Authority)
Comedy Bites
Video Duration (if a segment of the video should be projected, please indicate also start and end time)
8:02 *You will decide the start and end time of the video projection depending on the examples that you will choose to raise from the video.*
Estimated Duration (of the Activity) (broken down into steps, if necessary)
20 minutes (video projection and discussion).
General Guidelines (for the trainer)
Watch the video in advance and identify important points. Link these points with the topic of the PowerPoint presentation. *Project the video to the learners. Observe their reactions.* *Pose the questions on the slide of the presentation to the learners, one by one. Each time you pose a question, aim at collecting 2-3 answers.* *Provide examples from your own experience as well.* *Summarise the answers and draw conclusions.*
Instructions (for the participants)

ENTRECOMP MTs 2.1

Task 2.2

Watch the video carefully.

Have in mind the questions provided on the slide of the PowerPoint presentation.

You can keep notes, if you wish.

Try to recall examples from your own experience to contribute to the discussion.

Pose any questions that you may have.

Debriefing Questions

1. What impressed you more in the video?
2. What do you think is the key message of the video?
3. Could you describe some behaviours demonstrated in the video?
4. Have you ever experienced such behaviours? Could you provide some examples?
5. Are you aware of any counterexamples? If yes, what do you think and how do you feel about these people?
6. What do you think should change regarding the behaviours demonstrated in the video?

Remarks by the Trainer

- ✓ The main character in the video lacks completely self-awareness.
- ✓ As a person in a management position, the main character does not inspire others by his stance and behaviour; the contrary happens.
- ✓ Experience and power can hinder self-awareness.
- ✓ Sometimes, people in high-ranking positions does not have constant access to feedback, either because they do not seek for feedback or because they don't receive honest feedback; this can affect their self-awareness level.
- ✓ Leaders must actively work on both seeing themselves clearly and getting feedback to understand how others see them.
- ✓ For leaders who see themselves as their employees do, their employees tend to have a better relationship with them.
- ✓ Sometimes, self-aware leading personalities that have also characteristics such as positivity, humility, empathy, professionalism, and integrity can be seen as role models.

Adaptation of the Methodological Tool for Asynchronous Learning (what to change) *(if applicable)*

The learners will watch the video on the e-learning platform and they will self-reflect on the questions provided on the slide of the PowerPoint presentation. *At the end of the video, they should be in a position to argue on the role of self-awareness in being a good leader and especially in acting as a good example for others and inspiring others.* *Their answers can be posted on the e-learning platform (not mandatory).*
Attachment/s (if applicable)
N/A

ENTRECOMP MTs 2.1

Task 2.2