

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: 2.5. MOBILIZING OTHERS – 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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ENTRECOMP MTs 2.5

Task 2.2



**Co-funded by
the European Union**

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PROJECT MAIN DETAILS

Programme:	Erasmus+
Key Action:	Lump Sum Grants
Project title:	Joint development, piloting and validation of entrepreneurial mindset and key skills curricula and training materials for third countries
Project Acronym:	EMSA
Project Agreement Number:	101092477
Start Date:	01/01/2023
End Date:	31/12/2025

COORDINATED BY



PROJECT PARTNERS



Jordan Youth Innovation Forum
الملتقى الأردني للإبداع الشبابي



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SUMMARY OF THE METHODOLOGICAL TOOLS

Competence Code and Title	2.5. Mobilizing Others
EntreComp Area Code and Title	2 Resources
Learning Outcomes for the Competence	<p>Explain the business eco-system and what engaging with stakeholders is.</p> <p>Grasp what emotional intelligence and transformational leadership principles are, to communicate effectively.</p> <p>Identify the type of support needed inside the business ecosystem while maintaining positive relationships.</p> <p>Develop a persuasive communication plan to articulate work and goals to the team or to the stakeholders.</p> <p>Leverage negotiation and pitching skills in order to persuade the stakeholders and influence decisions towards the common goal.</p>


Methodological tool Type	Number of Methodological tools
<input checked="" type="checkbox"/> Lecture (compulsory)	1
<input type="checkbox"/> Open-ended questions	
<input type="checkbox"/> Closed questions	
<input checked="" type="checkbox"/> Group discussion	1

<input checked="" type="checkbox"/> Brainstorming	1
<input checked="" type="checkbox"/> Individual exercise	2
<input checked="" type="checkbox"/> Group exercise	2
<input type="checkbox"/> Experiential workshop	
<input checked="" type="checkbox"/> Role play	1
<input type="checkbox"/> Video projection and analysis	
<input type="checkbox"/> Other (Please indicate)	
Total Number of Methodological tools:	8



COMPULSORY METHODOLOGICAL TOOLS

1. POWERPOINT PRESENTATION

Methodological tool Code and Title	PPT2.5_1 PowerPoint Presentation on Mobilizing Others
Competence Code and Title	PPT2.5_1_ Mobilizing Others
Learning Outcomes covered by the Methodological tool	<p>Explain the business eco-system and what engaging with stakeholders is.</p> <p>Grasp what emotional intelligence and transformational leadership principles are, to communicate effectively.</p> <p>Identify the type of support needed inside the business eco-system while maintaining positive relationships.</p> <p>Develop a persuasive communication plan to articulate work and goals to the team or to the stakeholders.</p> <p>Leverage negotiation and pitching skills in order to persuade the stakeholders and influence decisions towards the common goal.</p>
Methodological tool Aim	To deliver a lecture on the topics and subtopics of the module.
Hints and tips for the trainer to use the Methodological tool	<ul style="list-style-type: none"> ✓ Under the slides, in some cases, there are notes to help you deliver the class. ✓ Be brief and clear in the explanations and concentrate more on the exercises.
Attachment for the usage of the Methodological tool	 TrainMatEntre_2.5_Final.pptx

ADDITIONAL METHODOLOGICAL TOOLS

1. INDIVIDUAL EXERCISE

Methodological tool Code and Title	MT2.5_2 Who is a Good Leader?
Competence Code and Title	2.5 Mobilizing Others
Learning Outcomes covered by the Methodological tool	Grasp what emotional intelligence and transformational leadership principles are, to communicate effectively.
Methodological tool Aim	To help participants reflect and ponder over leadership principles.
Hints and Tips for the trainer to use the Methodological tool	<ul style="list-style-type: none"> ✓ Ensure that each one of the participants writes down at least 3 words. ✓ The aim of this exercise is to interact with the participants in a fun way, to reflect on what has been said so far. ✓ Screenshot the final jam board because it will be put in the slides for offline participants.
Attachment/s for the usage of the Methodological tool	Provided in the activity description below (if applicable).

Methodological Tool Title

Who is a Good Leader? (Google Jamboard: Leadership)

Individual Exercise Title

Who is a Good Leader? (Google Jamboard: Leadership)



<i>Individual Exercise Source (if adapted from existing exercise)</i>
N/A
<i>Description of the Individual Exercise</i>
<i>A Jamboard on Google will be created and a single instruction will be delivered: “What are the qualities of a good leader and what traits good leaders have in common?”. Each one of the participants will create its own little note on the board and write it down. This will be followed by a brief discussion.</i>
<i>Estimated Duration (broken down into steps, if necessary)</i>
<i>Between 5 to 10 minutes maximum.</i> <i>Maximum 3 minutes to write down the words (they don’t have to think too much on them). The rest of the time will be used to read the words and discuss about them compared to the next slides.</i>
<i>General Guidelines (for the trainer)</i>
<p><i>Clear Instructions:</i></p> <ul style="list-style-type: none"> <i>Provide clear instructions on how to use the Jamboard, including creating sticky notes, adding text, and arranging elements on the board.</i> <i>Share the link to the Jamboard and ensure that participants have access.</i> <p><i>Encourage Participation:</i></p> <ul style="list-style-type: none"> <i>Emphasize that all participants' contributions are valuable. Encourage everyone to actively participate by adding their thoughts to the Jamboard.</i> <p><i>Time Management:</i></p> <ul style="list-style-type: none"> <i>Set a reasonable time limit for participants to add their thoughts to the Jamboard. This ensures that the activity remains focused and moves at an appropriate pace.</i> <p><i>Quality over Quantity:</i></p>



<ul style="list-style-type: none"> • <i>Encourage participants to prioritize quality in their contributions. Instead of listing numerous qualities, ask them to focus on those they consider most essential or impactful.</i> <p><i>Transition to Discussion:</i></p> <ul style="list-style-type: none"> • <i>After the Jamboard activity, transition to a group discussion. Summarize key points and ask participants to share insights or elaborate on specific qualities mentioned on the board.</i> <p><i>Facilitate Reflection:</i></p> <ul style="list-style-type: none"> • <i>Encourage participants to reflect on the qualities identified and consider how they align with their personal experiences or expectations of leaders.</i> <p><i>By following these guidelines, the trainer should facilitate an engaging and productive Jamboard activity that encourages collaboration, diversity of thought, and thoughtful consideration of the qualities of a good leader.</i></p>
Instructions (for the participants)
<i>What are the qualities of a good leader; what traits good leaders have in common?</i>
Allocation of tasks (if applicable)
N/A
Necessary Equipment and Materials (if applicable)
N/A
Online Classroom Setting (if applicable)
N/A
Expected Results
Comprehensive List of Leadership Qualities:



<ul style="list-style-type: none"> <i>The Jamboard activity is expected to yield a comprehensive and diverse list of leadership qualities. Participants, through their contributions, should collectively identify and highlight various traits that they consider essential for effective leadership. The resulting Jamboard should provide a rich visual representation of the qualities associated with good leadership.</i> <p><i>Common Traits and Patterns:</i></p> <ul style="list-style-type: none"> <i>As participants engage in the collaborative activity, common traits and patterns are likely to emerge. These could include qualities that multiple participants identify as crucial or recurring themes in the responses. The Jamboard should serve as a visual summary that not only captures individual perspectives but also highlights shared beliefs about the key traits that effective leaders possess. This information can be valuable for subsequent discussions on leadership development and training.</i> 	
<i>Debriefing Questions</i>	
N/A	
<i>Remarks by the Trainer</i>	
N/A	
<i>Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change) (in case of Group Exercise only) (if applicable)</i>	
<i>The activity will be implemented on the e-learning platform.</i>	
<i>Attachment/s (if applicable)</i>	
N/A	

2. ROLE PLAY

Methodological tool Code and Title	MT.2.5_3 Role Play
Competence Code and Title	2.5 Mobilizing Others
Learning Outcomes covered by the Methodological tool	Grasp what emotional intelligence and transformational leadership principles are, to communicate effectively.
Methodological tool Aim	To put the learners in the position of a team leader and acting in a leading position, which will help them think widely and from different perspectives.
Hints and tips for the trainer to use the Methodological tool	<ul style="list-style-type: none"> ✓ Ensure that each one of the participants understands the instructions given. ✓ Be sure to give them a fixed time to work. ✓ Leave space for a brief discussion after it.
Attachment/s to use the Methodological tool	Provided in the activity description below (if applicable).

<i>Methodological Tool Title</i>
<i>Role Play</i>
<i>Role Play Title (if different from the MT title)</i>
<i>Role Play</i>
<i>Role Play Scenario</i>
<i>The pair made a role-play in which one of you is a team leader and the second person is a colleague, dealing with stress about a particular situation in the workplace. Draw on emotional intelligence principles such as empathy, active listening, self-awareness, communication. Prepare yourself and</i>

<p><i>perform in front of the class. The class will reflect on the emotional intelligence elements demonstrated, what went well, and areas for improvement. Conclude the activity with a group discussion. Participants will share insights gained from the role-playing exercise and how they can apply emotional intelligence in similar situations in their lives.</i></p>
<p>Roles</p>
<p><i>Every two participants will be gathered, one will be the team leader and the other will be the employee. The roles and the division of the learners should happen randomly not on purpose. This will help them be in different positions.</i></p>
<p>Allocation of Roles</p>
<p>N/A</p>
<p>General Guidelines (for the trainer)</p>
<p><i>Preparation:</i></p> <ul style="list-style-type: none"> <i>Provide participants with an overview of the workplace scenario they will be role-playing. Ensure that they understand the specific stress-inducing situation.</i> <i>Allow some time for participants to mentally prepare for their roles. Encourage them to consider how they can embody emotional intelligence principles during the exercise.</i> <p><i>Pairing Participants:</i></p> <ul style="list-style-type: none"> <i>Pair participants randomly.</i> <p><i>Class Reflection:</i></p> <ul style="list-style-type: none"> <i>After each role play, open the floor for reflections. Ask the class to share observations on how well the emotional intelligence principles were demonstrated.</i> <i>Encourage constructive feedback and highlight positive aspects before addressing areas for improvement.</i> <p><i>Provide Closure:</i></p>

<ul style="list-style-type: none"> Summarize key takeaways from the exercise, emphasizing the importance of emotional intelligence in leadership and teamwork. <p>Encourage participants to continue developing their emotional intelligence skills for improved workplace relationships.</p>
Instructions (for the participants)
<p>The pair made a role-play in which one of you is a team leader and the second person is a colleague, dealing with stress about a particular situation in the workplace. Draw on emotional intelligence principles such as empathy, active listening, self-awareness, communication. Prepare yourself and perform in front of the class.</p>
Estimated Duration (broken down into steps, if necessary)
<p>Total time estimated: 25 minutes maximum.</p> <p>After dividing the class in pairs (workout rooms) give them 5 to 10 mins to do the exercise, and prepare themselves. 20 min should be used to role play and discuss about the results and any others remarks.</p>
Necessary Material and Equipment (if applicable)
N/A
Online Classroom Setting (if applicable)
N/A
Checklist to Evaluate the Role Play (this can be provided in document form)
<p>The expected results aim to create a positive learning experience that highlights the importance of emotional intelligence in navigating workplace challenges, ultimately contributing to personal and professional growth. The exercise should serve as a foundation for ongoing development in the area of emotional intelligence.</p> <ul style="list-style-type: none"> Check if they have used the knowledge that was in the previous slides. What have they emphasized in their practice so far.
Remarks by the Trainer

✓ <i>Pay attention to their solutions and highlight the best practice they have made.</i>
Attachment/s (if applicable)
N/A

3. GROUP DISCUSSION

Methodological tool Code and Title	MT2.5_4 The Business Ecosystem and How to Navigate it
Competence Code and Title	2.5 Mobilizing Others
Learning Outcomes covered by the Methodological tool	Explain the business eco-system and what engaging with stakeholders is.
Methodological tool Aim	To assess the trainees' ability to elaborate on the concept of business ecosystem.
Hints and Tips for the trainer to use the Methodological tool	<ul style="list-style-type: none"> ✓ Set a fixed time for the learners to answer. ✓ Let them think and reflect. ✓ Try to open a discussion based on the answers they give.
Attachment/s for the usage of the Methodological tool	Provided in the activity description below (if applicable).

Methodological Tool Title



<i>The Business Ecosystem and How to Navigate it</i>
<i>Group Discussion Topic</i>
<p><i>There are two questions to be asked by the trainer:</i></p> <ol style="list-style-type: none"> <i>1. How do you perceive the interconnected relationships within a business ecosystem, and how can understanding these connections contribute to successful navigation within the ecosystem?</i> <i>2. In your opinion, what role do partnerships and collaborations play in thriving within a business ecosystem, and can you provide examples of successful partnerships that have led to mutual growth?</i>
<i>General Guidelines (for the trainer)</i>
<ul style="list-style-type: none"> <i>• Trainers should ask the questions and leave the space for the discussion.</i> <i>• Pay the attention if the discussion is going to a different direction.</i> <i>• Relate their answers with the presentation.</i>
<i>Estimated Duration (broken down into steps, if necessary)</i>
<i>15 minutes</i>
<i>Online Classroom Setting (if applicable)</i>
<i>N/A</i>
<i>Expected Answers</i>
<i>Question No1.</i>
<ul style="list-style-type: none"> <i>• The expected answer for the first question would vary based on individual perspectives and experiences. However, a thoughtful response might include the recognition that a business</i>

ecosystem involves a network of interconnected entities, such as suppliers, customers, competitors, and other stakeholders. Understanding these relationships can provide insights into the flow of resources, information, and influence within the ecosystem.

A successful navigation within the ecosystem often involves recognizing dependencies and opportunities, building strong partnerships, and leveraging synergies. Businesses that comprehend the interdependencies can make informed decisions, anticipate changes, and strategically position themselves to adapt to evolving market dynamics. The answer could also touch upon the importance of continuous monitoring and adaptation, as ecosystems are dynamic and subject to external influences.

In summary, the expected answer would demonstrate an understanding of the complexity of business ecosystems, emphasizing the importance of interconnected relationships and how this understanding contributes to successful navigation within the ecosystem.

Question No2.

- *The expected answer for the second question would depend on the individual's understanding of the role of partnerships and collaborations in the context of a business ecosystem. A comprehensive response might include the following points:*

Partnerships and collaborations play a crucial role in a business ecosystem by fostering mutual growth and innovation. Successful partnerships often involve the sharing of resources, knowledge, and expertise, leading to a more robust and competitive position in the market. The answer could provide examples of specific partnerships that have resulted in shared benefits, such as increased market reach, improved product offerings, or enhanced operational efficiency.

Additionally, the expected answer might highlight the importance of strategic alignment between partners, as well as effective communication and trust-building. Businesses that engage in meaningful collaborations can tap into complementary strengths, address weaknesses, and create a win-win situation for all involved parties.



<i>In summary, the expected answer to the second question would emphasize the positive impact of partnerships and collaborations on navigating a business ecosystem successfully, supported by concrete examples and an understanding of the key factors that contribute to their success.</i>	
Debriefing Questions	
N/A	
Remarks by the Trainer	
N/A	
Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change) (if applicable)	
<i>The learners will self-reflect and provide their answers on the e-learning platform.</i>	
Attachment/s (if applicable)	
N/A	

4. GROUP EXERCISE

Methodological tool Code and Title	MT2.5_6 Peer Pitching
Competence Code and Title	2.5 Mobilizing others
Learning Outcomes covered by the Methodological tool	Leverage negotiation and pitching skills in order to persuade the stakeholders and influence decisions towards the common goal.

Methodological tool Aim	To practice pitching as a way to influence decisions and achieve goals. Practicing pitching skills is important in this session, as the learners should have guidance to be able to tackle pitching.
Hints and Tips for the trainer to use the Methodological tool	<ul style="list-style-type: none"> ✓ Ensure that each one of the participants is engaged. ✓ ensure that the instruction is clear.
Attachment/s for the usage of the Methodological tool	Provided in the activity description below (if applicable).

<i>Methodological Tool Title</i>
<i>Peer Pitching</i>
<i>Group Exercise Title (if different from the MT title)</i>
<i>Peer Pitching</i>
<i>Group Exercise Source (if adapted from existing exercise)</i>
N/A
<i>Description of the Group Exercise</i>
<p><i>"Peer Pitching." Here's how it's done.</i></p> <p><i>Make two teams. Now, set the timer for 10 minutes and let each team deliver the prepared pitch. Have everyone else listen carefully without taking notes. Next, take a 10-minute break, drinks some coffee, and chat about other stuff before returning to the arena.</i></p> <p><i>Here comes the good part:</i></p>



Your teams should exchange leaders, and the assigned person has 10 minutes to deliver the new pitch for the competitive team without any further consultations. Once the timer buzzes – present your new pitch the best way you can for the opponent.

The particular value of Peer Pitching is that it allows you to understand better which information sticks and which facts the audience retains. Seeing your story told from another angle also offers you a fresher perspective on your key metrics, general storyline, and the presentation bottlenecks.

Estimated Duration (broken down into steps, if necessary)

- 30 minutes in total
- 10 minutes for group work
- 10 minutes for breaks
- 10 minutes for presentations (it will not be needed more time because pitching itself it's about being fast – no more than 2-minute presentation)

General Guidelines (for the trainer)

- *Observe Communication Adaptability:*

Pay attention to how well participants adapt their communication style during the Peer Pitching exercise. Note whether they effectively convey the core message and key metrics, even when presenting someone else's pitch. This observation can provide insights into their flexibility and communication versatility.

- *Assess the Understanding of Core Message:*

Evaluate the participants' understanding of the core message and key metrics of both their original pitch and the one they present for the opposing team. This assessment helps gauge the clarity and memorability of the information shared during the initial pitch, as well as their ability to absorb and convey essential details accurately.

Instructions (for the participants)

<p><i>Make two teams. Now, set the timer for 10 minutes and let each team deliver the prepared pitch. Have everyone else listen carefully without taking notes. Next, take a 10-minute break, drinks some coffee, and chat about other stuff before returning to the arena.</i></p> <p><i>Here comes the good part:</i></p> <p><i>Your teams should exchange leaders, and the assigned person has 10 minutes to deliver the new pitch for the competitive team without any further consultations. Once the timer buzzes – present your new pitch the best way you can for the opponent.</i></p>
<p>Allocation of tasks (if applicable)</p>
<p>N/A</p>
<p>Necessary Equipment and Materials (if applicable)</p>
<p>N/A</p>
<p>Online Classroom Setting (if applicable)</p>
<p>N/A</p>
<p>Expected Results</p>
<p><i>Participants are likely to enhance their communication skills through this exercise. Adapting and presenting a pitch from another team challenges them to articulate key messages clearly and concisely, demonstrating a deeper understanding of the content. This may lead to improved communication effectiveness in future presentations.</i></p>
<p>Debriefing Questions</p>
<p>N/A</p>
<p>Remarks by the Trainer</p>

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

5. BRAINSTORMING

Methodological tool Code and Title	MT2.5_5 Necessary Skills for Negotiation
Competence Code and Title	2.5 Mobilizing Others
Learning Outcomes covered by the Methodological tool	Leverage negotiation and pitching skills in order to persuade the stakeholders and influence decisions towards the common goal.
Methodological tool Aim	To have the learners think rapidly and express themselves on which skills are important for the most effective negotiation.
Hints and Tips for the trainer to use the Methodological tool	<ul style="list-style-type: none"> ✓ Let the learners share their thoughts as they come to their minds; do not let the learners reflect a lot. ✓ You can use Google Jamboard to engage them more. ✓ Try to open a discussion based on the answers they give.
Attachment/s for the usage of the Methodological tool	N/A

6. INDIVIDUAL EXERCISE

Methodological tool Code and Title	MT2.5_7 Writing a Communication Plan
Competence Code and Title	2.5 Mobilizing Others
Learning Outcomes covered by the Methodological tool	Develop a persuasive communication plan to articulate work and goals to the team or to the stakeholders.
Methodological tool Aim	To practice individually on writing a communication plan but with a focus on identifying the necessary support.
Hints and Tips for the trainer to use the Methodological tool	<ul style="list-style-type: none"> ✓ Ensure that the participants understand the instructions for the activity fully before they start; clarify if necessary.
Attachment/s for the usage of the Methodological tool	Provided in the activity description below (if applicable).

<i>Methodological Tool Title</i>
<i>Writing a Communication Plan</i>
<i>Individual Exercise Title (if different from the MT title)</i>
<i>Writing a Communication Plan</i>
<i>Individual Exercise Source (if adapted from existing source)</i>
N/A
<i>Description of the Individual Exercise</i>

<ul style="list-style-type: none"> - Try to write or re-write (if you already have one) your communication plan, following all the new information you just learnt. - But, with a specific focus: identify the specific help needed to support you. - Share your results.
Estimated Duration (broken down into steps, if necessary)
15 minutes in total to write. Individually - 10 minutes and sharing the results - 5 minutes.
General Guidelines (for the trainer)
<p><i>Individual Needs Assessment:</i> Conduct an individual needs assessment for each team member involved in the communication plan. This involves understanding their current communication skills, preferred learning styles, and specific challenges they face. This information will help tailor the plan to address individual needs, ensuring a more personalized and effective approach.</p>
Instructions (for the participants)
<p>Try to write or re-write (if you already have one) your communication plan, following all the new information you just learnt.</p> <p>But, with a specific focus: identify the specific help needed to support you.</p>
Allocation of tasks (if applicable)
N/A
Necessary Equipment and Materials (if applicable)
N/A
Online Classroom Setting (if applicable)



N/A
<i>Expected Results</i>
<i>Be able to identify each part of the communication plan and apply it on their own work.</i>
<i>Debriefing Questions</i>
N/A
<i>Remarks by the Trainer</i>
✓ <i>Highlight the good practices made by the learners and make it clear to the others, so this learning experience will be enriched for all.</i>
<i>Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change) (in case of Group Exercise only) (if applicable)</i>
<i>The learners will post their communication plans on the e-learning platform.</i>
<i>Attachment/s (if applicable)</i>
N/A ✓