

# 108

## INTELLECTUAL OUTPUT 8

PILOT ACTION

‘THE MAKINGS FOR  
ENTREPRENEURSHIP’



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

*Smooth Transition to Employability and Professional Skills from School & VET (STEPS):  
Project co-funded by the European Commission, through the Erasmus + Programme, in the framework of Key  
Action 2: Cooperation for innovation and the exchange of good practices. Project No. 2014-1-ES01-KA200-  
004817*

**1. Framework & background:**

**1.1. STEPS PROJECT CONTEXT**

**1.2. IO8 BRIEF DESCRIPTION: Pilot action "The makings for entrepreneurship"**

**2. ACTION & METHODOLOGY SHARED AND IMPLEMENTED:**

**2.1. Preparatory training session to teachers.**

**2.2. Pilot action carried out**

**2.1. Training materials.**

**2.2. Human resources.**

**2.3. Actions performed.**

**3. FINDINGS**

## **1. FRAMEWORK & BACKGROUND:**

### **1.1. STEPS PROJECT CONTEXT**

**STEPS (Smooth Transition to Employability and Professional Skills from School & VET) main goal** has been the promotion of a European vision of business and career and employability information and guidance in order to prepare students from school and VET for a smooth transition into the labour market.

**STEPS SPECIFICS AIMS have been the following:**

- To find out main challenges faced by teachers, students and businesses for a smooth transition into work in a European context.
- To promote a better understanding of the labour market in the European context, by making teachers and students actively participate in the project in the partners' regions.
- To inform teachers and students about career guidance resources and tools already available in the European context.
- To make students and teachers aware of the importance of ITC and linguistic skills, especially English.

Within this framework, STEPS project has been implemented and 8 intellectual outputs that came out from the project, one of it, the O8: Pilot action "The makings for entrepreneurship"

**STEPS PROJECT OUTPUTS:**

- 01: Database system design: VET learners, teachers and companies in each partner region;
- 02: Online Platform for Training & Employment Information & Guidance in School & VET;
- 03: Info Point Set-up & Implementation: Information and Guidance on Employment and Training resources in Europe in School & VET;
- 04: Compilation of good practices in Career and Employment guidance in School & VET;
- 05: Training Career and Employability Guidance material; 06: Competition of Proposals made by students, coordinated by teachers: 'My career pathway: Ideas of a better future for young people in the labour market';
- 07: Compilation of Entrepreneurship tools and resources from School & VET in each partner's region;
- IO8: Pilot action 'The makings for entrepreneurship': Promoting entrepreneurial skills from school by sharing ideas with experienced entrepreneurs from other regions.

**See more details on MYSTEPS website:** <http://mysteps.eu/>

**1.2. IO8 DESCRIPTION: PILOT ACTION 'THE MAKINGS FOR ENTREPRENEURSHIP'**

*Pilot action 'The makings for entrepreneurship': Promoting entrepreneurial skills from school by sharing ideas with experienced entrepreneurs from other regions.*

*Description: Promoting entrepreneurial skills from school & VET. In this stage this intellectual output was put into practice an already existing training material, identified by partners as a proper vehicle for acquiring/developing entrepreneurial skills.*

*The key element and add value of this action, and the main reason why it has been considered that it's a sharing pilot practice, has been that the action has been implemented within a multicultural group of students, from different countries and varied backgrounds (ages, VET systems, etc.)*

*COCIN has led this intellectual output in close coordination with the educational project's partners: San Juan Bautista School, Cornwall College and ZIB. UCV has also contributed to the design of the action with its knowledge and important expertise in managing European Projects related to entrepreneurship and to innovation and businesses development support*

*Target groups we address this activity:*

- Teachers from VET institutions*
- Students: VET learners.*

## 2. ACTION & METHODOLOGY SHARED AND IMPLEMENTED:

The Pilot action "The makings for entrepreneurship" has been implemented by following this framework previously drafted and agreed by all partners involved:

PHASE	ACTION	Description of instructions given to the participants	Length recommended	Methodology	Technical & Human resources required (for a total group of 24 people/target group)
PREPARATION	Preparatory meeting with facilitators	Training session to Teachers/facilitators	1 hour	Explanation, lecture methodologies. Discussion. Roleplaying	<ul style="list-style-type: none"> <li>At least 4 facilitators: 1 Facilitator per group (2 if possible, would be recommended)</li> <li>9 sets of the attached notes printed</li> <li>4 good size tables with room where 8 people can sit or stand around it. (1 for each team)</li> </ul>
	Introduction to Yomp/Zing & Implementation	Coordinator explains to the participants the guidelines, supporting documents they may use and timing.	10 minutes	Explanation, lecture methodologies.	<ul style="list-style-type: none"> <li>Flip Chart Paper and Pens to write up the 'Ideas and Goals'</li> <li>Blue tac to stick the cards onto the board</li> <li>Post It notes</li> </ul>

## PILOT ACTION 'THE MAKINGS FOR ENTREPRENEURSHIP'

PHASE	ACTION	Description of instructions given to the participants	Length recommended	Methodology	Technical & Human resources required (for a total group of 24 people/target group)
	Identifying 'The Idea'	<ul style="list-style-type: none"> <li>Each group to read the Scenario together and come up with a 10 – 12</li> <li>Word strap line 'The Idea' (Think of it as if someone has asked you in the pub/or in a bar 'What does your business do?')</li> <li>Each group to write up on their idea on the board.</li> </ul>	10 minutes	Brainstorming Discussion Roleplaying	<ul style="list-style-type: none"> <li>At least 4 facilitators: 1 Facilitator per group (2 if possible, would be recommended)</li> <li>4 sets of <a href="#">XING/YOMP GAME</a></li> <li>9 sets of the attached notes printed</li> <li>4 good size tables with room where 8 people can sit or stand around it. (1 for each team)</li> <li>Flip Chart Paper and Pens to write up the 'Ideas and Goals'</li> <li>Blue tac to stick the cards onto the board</li> <li>Post It notes</li> </ul>

PHASE	ACTION	Description of instructions given to the participants	Length recommended	Methodology	Technical & Human resources required (for a total group of 24 people/target group)
IMPLEMENTATION	Identifying 'Business goal/s'	<ul style="list-style-type: none"> <li>Each group to work together to come up with 'A Goal for the Business.'</li> </ul> <p>It must be specific and time bound: (For example – We want to become the 'IKEA' of Eco Furniture, selling in store and online to 5 European countries, reaching £5 Million in turnover by 2019.)</p>	15 minutes	Brainstorming	<ul style="list-style-type: none"> <li>9 sets of the attached notes printed</li> </ul>
		<ul style="list-style-type: none"> <li>Each group to write up on the board and present to the rest of the group their 'Goal'</li> </ul>		Discussion Roleplaying	<ul style="list-style-type: none"> <li>4 good size tables with room where 8 people can sit or stand around it. (1 for each team)</li> <li>Flip Chart Paper and Pens to write up the 'Ideas and Goals'</li> <li>Blue tac to stick the cards onto the board</li> <li>Post It notes</li> </ul>



## PILOT ACTION 'THE MAKINGS FOR ENTREPRENEURSHIP'

	ACTION	Description of instructions given to the participants	Length recommended	Methodology	Technical & Human resources required (for a total group of 24 people/target group)
	Building 'Business strategy'	<ul style="list-style-type: none"> <li>Each team groups around the board and uses the cards to build the 'Strategy for the Business.'</li> <li>Each player takes it in turn to turn over a card; the group discusses where on the board the card should be placed based on when the activity needs to be completed.</li> <li>Use the book of definitions to help you if you are not sure what the activity means.</li> <li>In your group discuss and agree where each card should be placed.</li> <li>You do not have to use all of the cards, if you feel they are not relevant to your strategy to get to your goal, you can discard them.</li> <li>There are up to 90 cards, so try to spend no more than 30 seconds on each card.</li> </ul> <p>(Take a 5-10 minute comfort break during the hour.)</p>	60 minutes		

## PILOT ACTION 'THE MAKINGS FOR ENTREPRENEURSHIP'

DEBRIEFING	Drafting elevator pitch	Spend 10 minutes putting together a 2 minute elevator pitch for your business to an investor.	10 minutes	Brainstorming
	Pitch	Groups to pitch	10 minutes	Discussion Roleplaying
	Questions, findings and lessons learned	Active participation and reflecting activity	30 minutes	

## **TRAINING MATERIAL REFERENCES:**

During our 2<sup>nd</sup> partnership meeting held in Falmouth, Cornwall College shared with all partners some good practices they had implemented in their campuses, with their students, to promote their entrepreneurial skills.

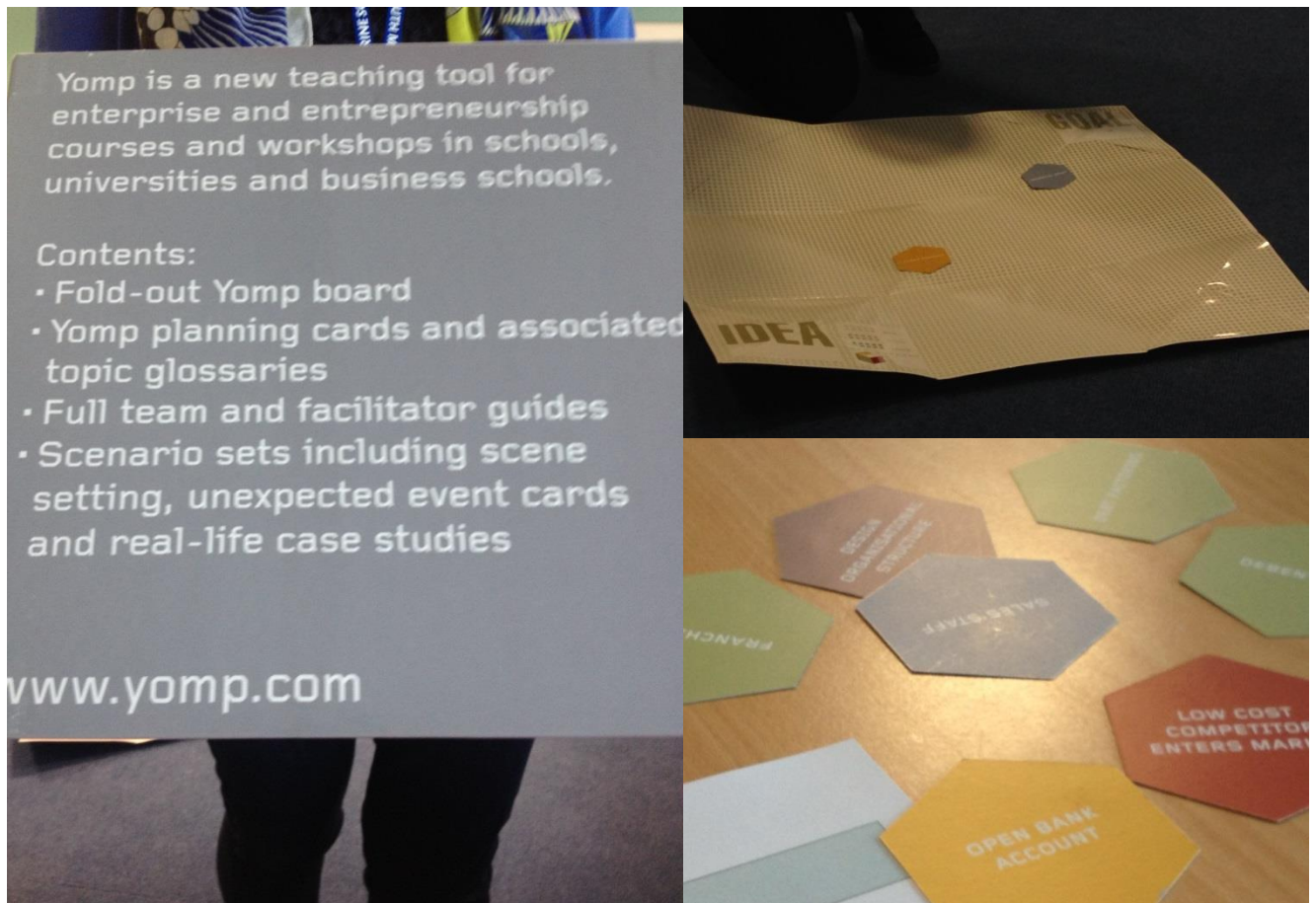
One of them was the tool [YOMP \(now called XING\)](#): a visual planning tool created by Philip Baddeley BA (Oxon) *that allows students to learn about how businesses are created and grown.*

*It was developed with the help of the Centre for entrepreneurial learning at the University of Cambridge. XING it used in a range of educational and commercial contexts worldwide. Now in its seventh year, Xing has been used by over 30,000 students from over 100 universities in the UK and beyond.*

*Using a novel simulation method, XING focuses on the key decisions that businesses have to take to be successful. Participants have to agree on why and when those decisions have to be taken and how they then join together to form a coherent strategy.*

*XING is suitable for exploring the planning of any venture, from a high-tech start-up to a charity. It encourages participants to collaborate and communicate and to make and organise decisions within a commercial context.*

See references: [XING/YOMP GAME](#)



After testing it, partners decided to use Yomp now called Xing as the main tool for the Pilot action (IO) for developing the entrepreneurial skills in a multicultural and varied VET background environment.

During that meeting was also agreed that the best context to carry out the action would be the week of April 2016 in which students from the 3 educational institutions: Cornwall College, ZIB & San Juan Baustista School will be working together.

We now proceed to explain the action carried out that has become IO8 PILOT ACTION 'THE MAKINGS FOR ENTREPRENEURSHIP'

**Monday 18<sup>th</sup> April**  
**WELCOME SESSION**

ZIB and CORNWALL COLLEGE attended a welcome session at CCIN Cantabria during the first day of the blended mobilities held in Cantabria.

**IO8 PILOT GROUP: VET students & learners from the 3 educational institutions: Cornwall College, ZIB & San Juan Baustista School.**





**Tuesday 19<sup>th</sup> April  
AT SAN JUAN BAUSTISTA SCHOOL**

ZIB and CORNWALL COLLEGE attended different working sessions at San Juan Baustista School students with whom they will perform the Pilot action, on Thursday 21<sup>st</sup>.



**Wednesday 20<sup>th</sup> April 2016**

**Training session with teachers**



## Tuesday 21<sup>st</sup> April 2016: Pilot action

### Programme

- |          |  |
|----------|--|
| 9.15 am  | Arrival and set up of equipment  |
| 9.25 am  | Introduction to Yomp/Zing –Presented and coordinated by Allyson Glover – Cornwall College  |
| 9.35 am  | Each group to read the Scenario together and come up with a 10 – 12 Word strap line 'The Idea'<br><br>Each group to write up on their idea on the board  |
| 9. 45 am | Each group to work together to come up with 'A Goal for the Business.' It must be specific and time bound.<br><br>Each group to write up on the board and present to the rest of the group their 'Goal'  |
| 9.55 am  | Each team groups around the board and uses the cards to build the 'Strategy for the Business.' Each player takes it in turn to turn over a card; the group discusses where on the board the card should be place based on when the activity needs to be completed. Use the book of definitions to help you if you are not sure what the activity means. In your group discuss and agree where each card should be placed. You do not have to use all of the cards, if you feel they are not relevant to your strategy to get to your goal, you can discard them. There are up to 90 cards, so try to spend no more than 30 seconds on each card. (Take a 5-10 minute comfort break during the hour.) |
| 10.55 am | Spend 10 minutes putting together a 2 minute elevator pitch for your business to an investor.  |

Group 1 (Facilitator Christina) - Spanish Students x 8

Group 2 (Facilitator Marcus) - Spanish Students x 8

Group 3 (Facilitator Tamara/ Andy) - 2 Spanish Students, Joel, Chelsea, Katie, Nindus & Veena, Elke

Group 4 (Facilitator Elena/Oscar) - 2 Spanish Students, Jack, Alice, Hettie, Parasha, Muhammad, Rafal, Marites



## TRAINING MATERIAL: YOMP GAME READY!

Within the project, 2 sets of Spanish version of Yomp game were bought.

We have 2 sets in Spanish and 2 sets in English were available for the Pilot action.

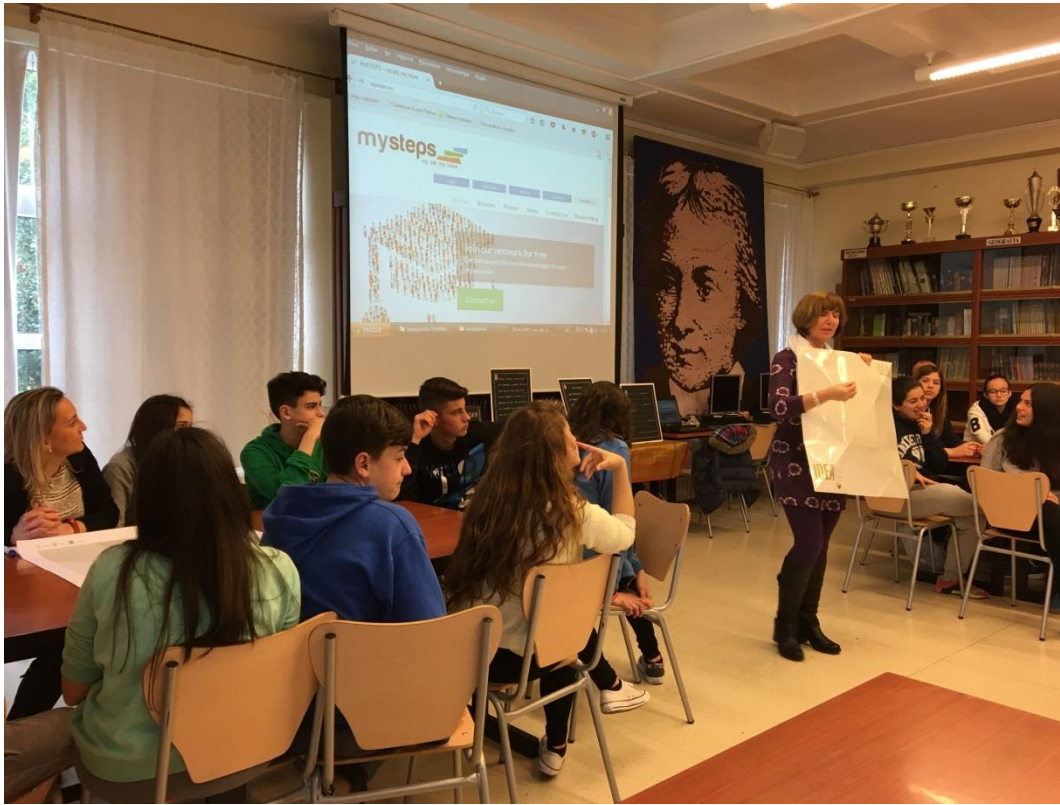


**PARTICIPANTS ALSO READY TO START!**





**INTRODUCTION TO YOMP/ZING: Presented and coordinated by Allyson Glover from Cornwall College**



### GUIDELINES TO THE PARTICIPANTS:

*Each group to read the Scenario "Cardboard Furniture & Household Accessories" together and come up with a 10 – 12*

### YOMP GAME BUSINESS SCENARIO

#### Cardboard Furniture & Household Accessories



#### Proposition

You have inherited a small parcel of land from a distant relative. The plot is 1 acre in size with a large permanent building (currently used as a tractor shed) on it. The plot is just outside Truro on the edge of a major new development which includes 500 new homes, a small industrial park and a supermarket. Your background is one of design, most recently boat building, and you are passionate about designing small furniture and other home accessories using sustainable materials such as cardboard. You have decided to set up your own design business working from your new building/land and sell your products through local outlets or over the internet.

#### People

While specific skills are needed to make this business a success, like all business start-ups, the enthusiasm and willingness to learn of the founding team is the most important asset of the company. You must all draw on your own experience to make it a success and achieve your personal goals. If you lack any skills you will have to beg, borrow, buy or employ the required resources.

#### Money/Finance

You have the land and the building although it will need some renovation to make it fit for your purpose. You will need £5,000 to do this and another £5,000 for materials to start work. To grow the business and develop your web presence or open your first retail store you will need anywhere upwards of £30,000. It is important you research and select the right financial source for your proposition and your proposed growth.

#### Actions

You have tested your idea amongst friends and family and although there is common support there are still some reservations about how you will raise your profile above the existing high street brands. Some marketing and sales knowledge would be helpful with this.

(Notes: You must first condense this business idea into a 10-12 word strapline. You then need to set a quantifiable and time-bound target. Completion of the Yomp game will help you plan your strategy and end up with a viable business plan.)



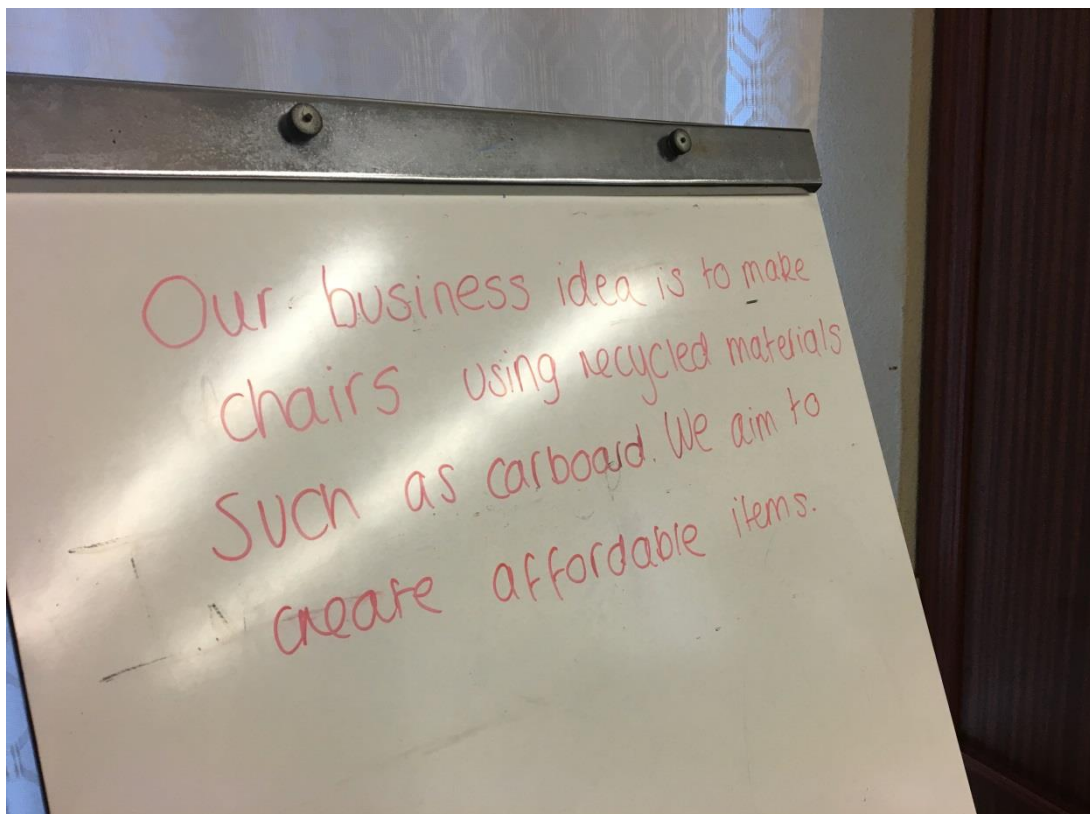
***Word strap line 'The Idea'***

*(Think of it as if someone has asked you in the pub/or in a bar 'What does your business do?')*

*Each group to write up on their idea on the board*

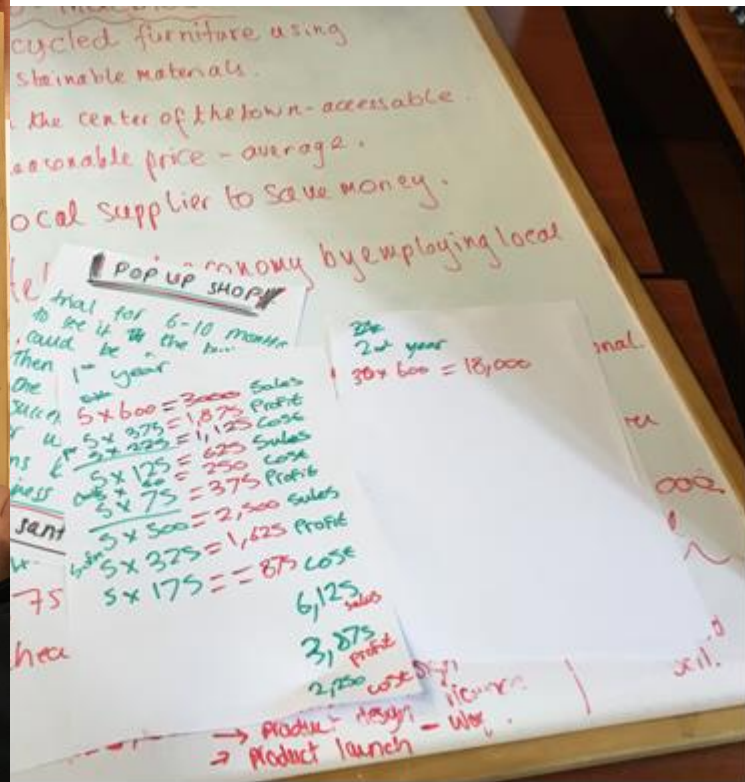
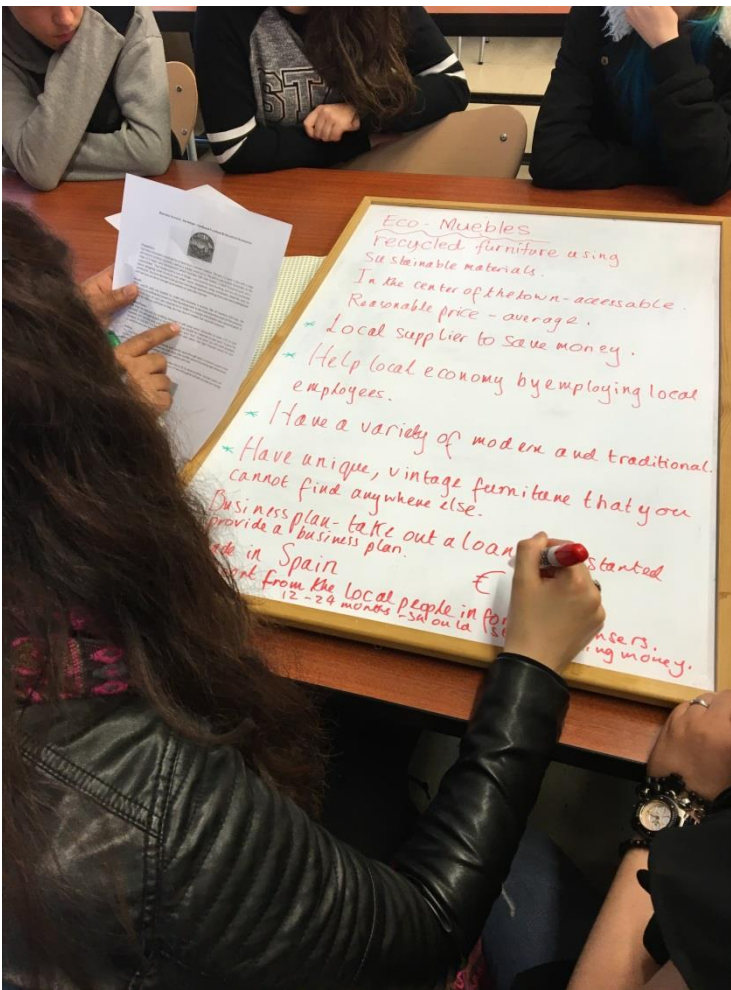








Each group worked together to come up with 'A Goal for the Business.'





**Each team groups around the board and uses the cards to build the  
'Strategy for the Business'**

Each player takes it in turn to turn over a card; the group discusses where on the board the card should be placed based on when the activity needs to be completed.

There were up to 90 cards, facilitators were in charge of supporting the group. Facilitators also supervised that participants did not spend more than 30 seconds on each card.

They used the book of definitions to help them when they were not sure what the activity means.





Each group discussed and agreed where each card should be placed.

*'You do not have to use all of the cards, if you feel they are not relevant to your strategy to get to your goal, you can discard them.'*

*Take a 5-10 minute comfort break during the hour!*



See more here



Some videos about the pilot action are available here:

[www.youtube.com/playlist?list=PLciZHhSgQtcY97brNsBViSmGqI71Lf0IP](https://www.youtube.com/playlist?list=PLciZHhSgQtcY97brNsBViSmGqI71Lf0IP)

**3. FINDINGS FROM THIS PILOT ACTION LEARNING EXPERIENCE:**

- Participants were introduced to and became familiar with business terms and concepts.
- Students were introduced to some of the potential future job roles available to them.
- Students were encouraged to explore their areas of strengths and think about the types of roles they may like to explore in their future careers.
- Students were given tight deadlines to work together and come up with a consensus of ideas.
- It stimulated interest and creative thinking, encouraging creativity in learning.
- This “learning by doing” experience has been very positive for the participants as it has contributed to the development of entrepreneurial attitudes and skills of participants with different backgrounds, within a multicultural environment.
- The methodology has allowed an active learning experience.
- It helped participants to discover new ideas and imaginative solutions to a problem/scenario in a very quickly way, by developing and expressing their ideas and opinions.
- Participants have been able to apply their own experiences to play a real-life situation.
- It has increased participants self-confidence.
- It has given them the opportunity to understand other people’s points of views.
- Due to high level of participation of students that this action requires, learning outcomes are more permanent.
- Participants have exchanged and shared experiences, ideas and knowledge.
- It has promoted team work and communication skills development.
- Participants discovered new and innovative ideas, thoughts and responses very quickly.