



TRAINING PLAN FOR ADULT EDUCATORS

3. ENTREPRENEURSHIP LIFESTYLE

3.1. What does it mean to have an entrepreneurship lifestyle/ thinking?

How to take economically safe decisions?

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1. INTRODUCTION

1.1. Learning Objectives

Entrepreneurial lifestyle and thinking are related with the ability to see things differently than the rest of the world, involving skills that can be acquired and a mindset that can be developed and nurtured. This module is about empowering, inspiring and supporting adult learners in their ambitions, both entrepreneurial and personal, in all aspects of their daily life.

In more detail, this module will highlight the most important characteristics of an entrepreneurial mindset, will explain step-by-step the process for entrepreneurial decision-making and will assist learners to identify in which type of decision-maker and which type of entrepreneur they belong.

By this way, this educational unit will lend insight into the things that the adult learners are good at, not good at and how to improve, so as to bring their ideas to life. Some examples of successful entrepreneurs are also briefly discussed, giving further “food for thought”.

The learning objectives are:

- Understanding the nature and the characteristics of entrepreneurial lifestyle and mindset
- Evaluating the importance of entrepreneurial attitude and thinking
- Identifying the difference between “entrepreneurship” and “intrapreneurship”
- Comprehending the process of entrepreneurial decision making and problem-solving procedures leading to safer economic choices
- Identifying personal attributes that enable the best use of entrepreneurial opportunities
- Exploring best practices in different entrepreneurship lifestyles
- Finding effective ways to upgrade the existing mindset, leading to economically safe decisions

1.2. Competencies

Expected competencies to be attained during the training:

- Self-reflection
- Opportunity-seeking
- Initiative
- Goal setting
- Persistence
- Commitment
- Taking calculated risks
- Effective decision-making
- Problem solving
- Information seeking
- Mindset’s upgrading.

2. TRAINING OUTLINE

This training outline and the annexed Power Point Presentation present a recommended approach for providing the training on the Module **3.1. What does it mean to have an entrepreneurship lifestyle/ thinking? How to take economically safe decisions?**

After an in-depth reading of the JIMINY Self-Help Handbook Module, both the training outline and the Power Point Presentation should be adapted to the needs of your audience and to your own training style.

Recommended Time	Learning Activities/Advice for Trainer	Materials	Resource
<p>45 min. (depending on the number of the participants)</p>	<ol style="list-style-type: none"> 1. Welcoming the learners 2. Icebreaker – Presentation of trainer and learners: A funny and engaging game that can be used instead of the “classic self-presentation activity” is the “two truths and a lie”. This icebreaker can help your team learn facts about one another, so they can begin creating deeper bonds. The important is that this activity can take place both face-to-face or in an online environment. The idea is to simply ask the learners to brainstorm for 2-3 minutes and then share with the team three “facts” about themselves: two of the facts will be true, and one will be a lie. The trainer can be the first to start! For example, one might say, “I work as a cashier. I am taking dancing lessons. I once went bungee jumping.” Afterwards, the others can take turns guessing which is the lie. Imagine the surprise if the lie is that “I don’t work as a cashier but as a waiter, meaning that the other two facts are true! 3. Rules of the training session – agree the rules everyone should respect during the training (phones on silent, ask questions, no question is silly, be constructive, it is OK to disagree with others, disagreement is not to be taken personally or as an attack, have fun and enjoy yourself etc.), write them on a Flipchart paper or in a shared document, while sharing you screen and ask 	<ol style="list-style-type: none"> 1. A welcoming flipchart paper/ slide 2. Flipchart paper and Markers 3. Slides 1 to 5 	<p>Module 3.1 General Information</p> <p>Chapters 1.1 Aim & 1.2 Learning Objectives</p>



Recommended Time	Learning Activities/Advice for Trainer	Materials	Resource
	<p>everyone to sign/agree all together that this will be your “class contract”.</p> <p>4. Learning objectives and competencies: present the slide with the Learning Objectives and Competencies.</p>		
15 min	<p>Initial test – self assessment quiz</p> <ul style="list-style-type: none"> Each participant should answer the self-assessment quiz. The trainer will then share the correct answers with the class (and the relevant evaluation and proposals). Each participant will evaluate its own results and plan improvement in line with the training objectives. 	<ol style="list-style-type: none"> Initial tests copies for all learners (do not include the Answer Sheet) Slide 6 	<p>Module 3.1</p> <p>Chapter 5.1. - Initial test</p>
45 min	<p>Overview of an Entrepreneurial Lifestyle and Mindset</p> <ul style="list-style-type: none"> Brainstorming activity answering questions such as “What is entrepreneurial thinking to you?” and “what are the main characteristics of an entrepreneurial mindset?” Discussion – presentation based on the module’s educational material Practical Exercise 1: “The entrepreneurial mindset in action” can be given as homework or discussed in classroom. 	<ol style="list-style-type: none"> Video-projector Slides 7 to 13 For the brainstorming activity in online classrooms, you can use a “shared whiteboard” (depending on the platform you use) or create a shared document or even use online tools like https://en.linoit.com 	<p>Chapter 2.1</p> <p>Chapter 3, exercise 1</p>
45 min	<p>Entrepreneurial Decision-Making</p> <ul style="list-style-type: none"> Discussion – presentation based on the module’s unit “The process for entrepreneurial decision-making” (explaining the steps to the learners). Presentation of the most common types of decision makers and discussion with the participants, answering the question “What Kind of Decision-Maker Are You?” Practical Exercise 3: “How do we make decisions?” can be given as homework or discussed in classroom. 	<ol style="list-style-type: none"> Video-projector Slides 14 to 16 	<p>Chapter 2.2</p> <p>Chapter 3, exercise 3</p>
45 min + 16 min video	<p>Different Types of Entrepreneurs</p> <ul style="list-style-type: none"> Brief presentation of the five most common types of entrepreneurs (Innovators, Hustlers, Imitators, Researchers and Buyers) focusing on 	<ol style="list-style-type: none"> Video-projector Slides 17 to 19 	<p>Chapter 2.3</p> <p>TED talk video presentation https://www.t</p>



Recommended Time	Learning Activities/Advice for Trainer	Materials	Resource
	<p>their characteristics and role, their advantages and disadvantages.</p> <ul style="list-style-type: none"> • Discussion with the participants, identifying examples of successful entrepreneurs. • An interesting TED talk that can be shown and related with the subject is “How boredom can lead to your most brilliant ideas” by Manoush Zomorodi (transcript & subtitles available in 22 languages) • Practical Exercise 2: “Learning from successful entrepreneurs” can be given as homework and discussed the next time in the class. 		<p>ed.com/talks/manoush_zomorodi_how_boredom_can_lead_to_your_most_brilliant_ideas</p> <p>Chapter 3, exercise 2</p>
<p>20 minutes</p>	<p>Final assessment quiz</p> <ul style="list-style-type: none"> • Each participant should answer the self-assessment quiz. • The correction process can be done in group by asking each learner to read a question and his/her answer. • The trainer will correct the wrong answers, giving further explanations when necessary. • Group discussion – final evaluation of the training. 	<ol style="list-style-type: none"> 1. Final tests copies for all learners (do not include the Answer Sheet) 2. Slides 20 to 23 	<p>Chapter 5.2. - Final test</p>