SHAKE UP
START UPS

Non-formal entrepreneurship academy

Methodology Handbook

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The ''Shake up Start ups handbook'' is the result of the international project implemented by 4 organizations from 3 countries (Poland, Croatia and Latvia) under Erasmus+ programme, KA2 - Cooperation for Innovation and the Exchange of Good Practices, Strategic Partnerships for youth.

Project last 18 months and during this time the SuSu Non-formal entrepreneurship academy method was designed, good practices were gathered and all scenarios were described. Also the test phase successfully took place in each project partner country.

The consortium consisted of Kielce Technology Park (Poland), Association Education by the Internet (Poland), Lokalna razvojna agencija PINS d.o.o. Skrad (Croatia) and Society "Creative Ideas" (Latvia).

We present you the handbook thanks to which you can organize your own Shake up Start ups event (SuSu).

„Shake up Start ups" rokasgrāmata ir tapusi starptautiskā projekta ietvaros Erasmus+ programmas KA2 pamatdarbībā „Sadarbība inovācijas veicināšanai un labas prakses apmaiņa jaunatnes jomā". To īstenoja 4 organizācijas no 3 valstīm (Polija, Horvātija un Latvija).

Projekts ilga 18 mēnešus. Šajā laikā tika izveidota SuSu neformālās uzņēmējdarbības akadēmijas metode, apkopota labā prakse un aprakstīti nodarbību plāni mācību organizēšanai akadēmijā. Katrā no projektā iesaistītajām valstīm veiksmīgi noritēja arī metodes testēšana.

Projekta partnerību veidoja Kielces Tehnoloģiju parks (Polija), Interneta izglītības asociācija (Polija), Vietējās attīstības aģentūra PINS no Skradas (Horvātija) un biedrība „Radošās Idejas" (Latvija).

Aicinām iepazīties ar rokasgrāmatu, kas ļaus jums patstāvīgi organizēt SuSu pasākumu!

1. Shake up Start ups (SuSu) Non-formal entrepreneurship academy

1. Shake up Start ups (SuSu) neformālā uzņēmējdarbības akadēmija

1.1. What is SuSu Non-formal entrepreneurship academy?

1.1. Kas ir SuSu neformālā uzņēmējdarbības akadēmija?

The SuSu Non-formal entrepreneurship academy is **the method based on a non-formal education process**: training and mentoring by professionals, sharing inspirations, new ideas, boosting power, getting practical knowledge, networking, pitching, internationalising etc. It is connected with entrepreneurship areas and the goal of SuSu is to promote entrepreneurship education and social entrepreneurship among young people and internationalize youth work and open it up to cross-sectoral cooperation.

The SuSu handbook compiles the main results of exchange and learning activities of the "Shake up Start ups" project. It collects good practices, experiences and tools to help youth workers to teach how to start business, through developing such tools as ICT, language and interpersonal skills, as well as finding new ways of non-formal education.

SuSu neformālā uzņēmējdarbības akadēmija ir izglītības metode, **kas iekļauj tādus neformālās izglītības elementus kā** profesionāļu vadītas apmācības un mentorings*, dalīšanās iedvesmās un jaunās idejās, pārliecības vairošana, praktisku zināšanu ieguve, tīklošanās, biznesa idejas prezentēšana, starptautiskā sadarbība u.c. SuSu mērķis ir veicināt izglītību uzņēmējdarbības jomā un sociālo uzņēmējdarbību jauniešu vidū, kā arī sekmēt starptautisko sadarbību un starpsektorālu pieeju jaunatnes darbā.

SuSu rokasgrāmata apkopo projekta „Shake up Start ups" ietvaros notikušo pieredzes apmaiņas un apmācību aktivitāšu rezultātus. Tā iekļauj labo praksi, pieredzi un pieejas, kas palīdzēs darbiniekiem, kas strādā ar jauniešiem, iepazīstināt jauniešus ar uzņēmējdarbības uzsākšanas iespējām, izmantojot IKT, valodu zināšanas un komunikāciju prasmes, kā arī pielietojot jaunas neformālās izglītības metodes.

* "Mentorings ir nevērtējošas attiecības starp divām personām, kurās viens cilvēks brīvprātīgi velta laiku otram cilvēkam, lai viņu atbalstītu un iedrošinātu. Tās parasti tiek attīstītas laikā, kad pieredzes pārņēmējs atrodas kādā dzīves pārejas posmā, un tiek uzturētas nozīmīgu un ilgstošu laika posmu." (Lielbritānijas Iekšlietu ministrija)

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1.2. For who is the SuSu Non-formal entrepreneurship academy?

1.2. Kam piemērota SuSu neformālā uzņēmējdarbības akadēmija?

The SuSu handbook is for **non-government organizations (NGOs)**, youth organizations, **schools,** teachers, **youth workers**, non-formal education specialist, entrepreneurs, incubators, accelerators, career offices, relevant stakeholders such as local/regional/national government/public bodies.

Everyone who wants to develop his/her workshop and competences, use new scenarios, methods and tools in his/her work with youth, can profit from the handbook.

SuSu rokasgrāmata sagatavota **nevalstiskajām organizācijām (NVO)**, jauniešu organizācijām, **skolām,** skolotājiem, **darbiniekiem, kas strādā ar jauniešiem**, neformālās izglītības speciālistiem, uzņēmējiem, biznesa inkubatoriem, karjeras konsultantiem, kā arī citām ieinteresētajām pusēm, tai skaitā vietēja, reģionāla un nacionāla līmeņa pārvaldes iestādēm.

Šī rokasgrāmata noderēs ikvienam, kurš vēlas uzlabot savas nodarbības un kompetences, izmantot jaunus nodarbību plānus, metodes vai pieejas jaunatnes darbā.

1.3. The SuSu Non-formal entrepreneurship academy structure

1.3. SuSu neformālās uzņēmējdarbības akadēmijas struktūra

There are many reasons to promote entrepreneurship among young people as the entrepreneurship has a number of potential benefits. The most significant one, is that it **creates employment** for the young person who own the business. In this case, entrepreneurship **could help in confronting some of the socio-psychological problems** that have raised from joblessness especially among young people.

Youth entrepreneurship promotes innovation and resilience as it encourage young people to **find new solutions, ideas and ways of doing things through experience-based learning**. In certain circumstances, young entrepreneurs may be particularly receptive to new economic opportunities and trends. It is increasingly accepted that youth entrepreneurs can **present alternatives to the organization of work, the transfer of technology and new perspective to the market.**

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Uzņēmējdarbības popularizēšana jauniešu vidū rada dažādus ieguvumus. Visbūtiskākais ieguvums, mūsuprāt, ir tas, ka, uzsākot uzņēmējdarbību, jaunietis pats sev **rada darbavietu**. **Tādējādi jauniešu uzņēmējdarbība ļauj cīnīties ar bezdarba radītām sociālekonomiskām problēmām**, jo sevišķi jauniešu vidū.

Jauniešu uzņēmējdarbība veicina inovācijas un pielāgošanās spēju, jo jauni cilvēki **meklē inovatīvus risinājumus, idejas un pieejas, mācoties no savas pieredzes.** Nereti tieši gados jauni uzņēmēji sekmīgi spēj izmantot iespējas, kas paveras, attīstoties ekonomikai. Arvien biežāk tiek atzīts, ka jaunie uzņēmēji **var piedāvāt dzīvotspējīgus risinājumus darba organizācijai, tehnoloģiju pārnesei un jaunām tirgus iespējām.**

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In this way boosting entrepreneurship among young people should be "performed" on the various levels and in the various ways. As traditional formal academic model is not always appropriate: formal education background and vocational experience are nowadays not enough for finding one's place in the labor market. More is needed: entrepreneurial competence gained though non-formal education such as ability to plan and manage projects, adapt to changes, deal with it and solve the problems.

A sense of initiative and entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals in their everyday lives at home and in society, and in the workplace. It alerts them to the context they operate in, and makes them more ready to seize opportunities[1].

Uzņēmējdarbības spēju veicināšana jauniešu vidū jāveic dažādos līmeņos un veidos. Ierastā akadēmiskā un profesionālā izglītība ne vienmēr ir atbilstoša, lai atrastu savu vietu darba tirgū. Nepieciešamas arī uzņēmējdarbības kompetences, ko var iegūt neformālā ceļā, piemēram, prasmes plānot un vadīt projektus, piemēroties pārmaiņām un risināt problēmas.

Uzņēmējspēja un pašiniciatīva ir tieši saistītas ar spēju pārvērst ideju praktiskā darbībā. Tās iekļauj radošumu, novatorismu un riska uzņemšanos, kā arī spēju plānot un vadīt projektus, lai sasniegtu nosprausto mērķus. Šīs spējas palīdz gan ikdienas dzīvē mājās un sabiedrībā, gan arī darbavietā. Tās palīdz būt modram un izmantot radušās iespējas[1].

[1]Youth in Action. Focus on: Young people and entrepreneurship. European good practice projects, Belgium 2013, http://eacea.ec.europa.eu/youth/tools/documents/youth-entrepreneurship.pdf

Entrepreneurship depends on[2] :
- **knowledge**, including the ability to identify opportunities for personal, professional and/or business activities,
- **skills**, in proactive project management (planning, organization, leading and delegating, analysis, communication, evaluation and recording), representation and negotiation, and working as an individual and in teams,
- **attitude**, characterised by initiative, independence and innovation in personal and social life, as much as at work, and motivation and determination to meet objectives.

In this way it is some supporting actions should be taken in order to engage young people in enterprise, business and entrepreneurship[3].

The SuSu Non-formal entrepreneurship academy is one of them. The SuSu handbook consists of few chapters with different methods, ready scenarios, lectures and tools which can be used in non-formal education process. Also good practices from Poland, Croatia and Latvia are presented which can be an inspiration for teachers and youth workers.

The SuSu Non-formal entrepreneurship academy can be implemented as the whole method or in parts, and as the regular or occasional activity/non-formal learning.

Uzņēmējspēju ietekmē[2]:
- **zināšanas**, tai skaitā spēja saskatīt personiskās un profesionālās izaugsmes iespējas,
- **prasmes** tādās jomās kā projektu vadība (plānošana, organizēšana, vadīšana un deleģēšana, analīze, komunikācija, novērtēšana un informācijas uzglabāšana), prezentēšana un pārrunu veikšana, kā arī spēja strādāt individuāli un komandā,
- **attieksme,** ko raksturo iniciatīva, neatkarība un jauninājumu ieviešana personiskajā un sabiedriskajā dzīvē, kā arī darbā, un motivācija un apņēmība sasniegt nospraustos mērķus.

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Ņemot vērā iepriekš minēto, jārada iespējas veicināt jauniešu iesaisti uzņēmējdarbībā[3].

SuSu neformālā uzņēmējdarbības akadēmija ir viena no šādām iespējām. SuSu rokasgrāmatā iekļautas nodaļas, kas iepazīstina ar dažādām metodēm, nodarbību plāniem un pieejām, ko var izmantot neformālās izglītības ietvaros. Rokasgrāmatā iekļauta arī labā prakse no Polijas, Horvātijas un Latvijas, kas var noderēt kā iedvesmas avots skolotājiem un speciālistiem, kas strādā ar jauniešiem.

SuSu neformālā uzņēmējdarbības akadēmija var tikt īstenota pilnā apmērā vai arī pa daļām, kā regulāras vai vienreizējas apmācības.

[2]Ibidem
[3]Start-up communities. An introducing to the STUPCOM Model, http://www.startup-community.eu/

There are 3 main blocks of activities within the SuSu Non-formal entrepreneurship academy:
- workshops, seminars,
- office tours, open doors,
- non-formal events.

The SuSu Non-formal entrepreneurship academy can take 1 day, 1 week or even 1 month. It depends on which elements of the method you want to use and how many time have you planned for your SuSu event.

SuSu neformālā uzņēmējdarbības akadēmija iekļauj trīs aktivitāšu blokus:
- nodarbības un seminārus,
- vizītes uzņēmumos un atvērto durvju dienas,
- neformālos pasākumus.

SuSu neformālā uzņēmējdarbības akadēmija var tikt īstenota 1 dienas, 1 nedēļas vai pat 1 mēneša laikā. Tas atkarīgs no izvēlētajām metodēm un SuSu pasākumam plānotā laika limita.

workshops, seminars
wnodarbības un seminārus

non-formal events
neformālos pasākumus

SuSu Non-formal entrepreneurship academy

office tours, open doors
vizītes uzņēmumos un atvērto durvju dienas

2. What methods and tools to use in the SuSu Non-formal entrepreneurship academy?

2. Kādas metodes un pieejas var tikt izmantotas SuSu neformālās uzņēmējdarbības akadēmijā?

"Tell me and I forget. Teach me and I remember. Involve me and I learn" (Benjamin Franklin)
"Pastāsti man un es aizmirsīšu. Māci mani un es atcerēšos. Iesaisti mani un es iemācīšos." (Bendžamins Franklins)

The development of methodological tools ought to be driven by the need to find ways of engaging young people, engaging with young people in the processes of youth work.
It needs to take into account the full cycle of experiential learning, including the reviewing of what was learnt and its application to the realities facing young people.

In this way, the final selection of the method or tool for training depends on:
- **What kind of need(s) has the tools really to fulfil?**
- **What level of knowledge do young people have and need?**
- **How do these tools fit in with the aims of education activities?**

Metodoloģiskā pieeja veidota, meklējot labākos veidus, kā iesaistīt jauniešus un sadarboties ar tiem, veicot jaunatnes darbu.
Īstenojot šo pieeju, jāņem vērā pilns pieredzē balstītas mācīšanās cikls, iekļaujot arī jauniegūto zināšanu izvērtēšanu un pielietošanu praksē.

Izvēloties metodes no piedāvātā klāsta, aicinām atbildēt uz šādiem jautājumiem:
- **Kādas vajadzības tiks apmierinātas, izvēloties konkrēto pieeju mācībām?**
- **Kādas ir jauniešu esošās un vēlamās zināšanas?**
- **Kādā mērā izvēlētā pieeja mācībām atbilst kopējam apmācību mērķim?**

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There is of course a consensus about the need to start from "where young people are", exploring and developing a common understanding of issues that can lead to some kind of action plan, project or commitment that connects intercultural learning experiences with the realities to which participants will return.

In this way, an appropriate tool should[4]:
- engage participants in the learning process, transfer educational objectives into practice,
- combine the theme, techniques, target group, materials, timing, tips for use, etc. in its description it may well include elements of generic methods (discussions, film, etc.),
- provide a possibility for participants to identify their own learning,
- be not fixed and closed, but open for adaptation according to context, target group, etc.

In non-formal education, this approach could involve putting the focus on interaction and the participant-participant and trainer-participant relationships. **The role of the trainer in such an approach is to define the terms of the interaction and to participate in it. The trainer becomes a facilitator of the learning process.**

Pastāv vienprātība, ka, izvēloties tematus un aktivitātes, kas apvieno starpkultūru mācīšanas pieredzi ar praktisko dzīvi, kurā jaunieši atgriezīsies pēc apmācībām, ir jāsāk ar kopīgas izpratnes veidošanu.

Tādējādi, piemērotas būs metodes, kas[4]:
- iesaista jauniešus apmācību procesā un izglītošanas mērķus īsteno praksē,
- apvieno tēmas, tehnikas, mērķa grupas, materiālus, īstenošanas laikus un ieteikumus, kā arī var iekļaut vispārējas mācību metodes (piemēram, diskusijas vai filmu skatīšanās),
- ļauj apmācāmajiem identificēt jauniegūtās zināšanas,
- ir piemērojamas atbilstoši kontekstam, mērķa grupai u.tml.,

Izmantojot neformālās izglītības metodes, uzsvars liekams uz sadarbību dalībnieku vidū, kā arī starp pasniedzējiem un dalībniekiem. **Pasniedzējam jādefinē sadarbības nosacījumi un aktīvi jālīdzdarbojas, kļūstot par apmācību procesa veicinātāju.**

[4] Tools for Learning in Non Formal Education, https://www.salto-youth.net/downloads/4-17-2694/GP_Tools- For-Learning-in-non-formal-educ_GB_130912_HD.pdf

Salto-youth Euro Med Centre propose 10 principles for the conception of a tool for learning in the field of non-formal education[5]:

- to be easy to use by all, not be exclusive,
- to use non-specialized but nevertheless precise language that provides clear and convivial messages,
- to allow for additions, modifications, appropriations and adaptations made by everyone,
- to be attractive, interactive and dynamic,
- to facilitate the "voyage", the transformation,
- to provoke and force learners out of their comfort zone,
- to destabilize without being frightening,
- to search for balance and an individual and collective under standing,
- to give a sense,
- to do and make done to be seen as a "tool for learning"?

The approach ought to include not only what young people learn, but also what they can do with what they learn. It ought to allow to put forward their own hypotheses, make their own discoveries, recognize and admit their own failures, when necessary, while also feeling personal achievements of some outstanding success.

Concluding we may confirm that non-formal education is "with open end" and vibrant and depends on the creativity of stakeholders.
To work creative with youth, on entrepreneurship topic, you can use different methodologies such as Design Thinking, Business Model Canvas and Lean Startup Canvas described.

Salto-youth Euro Med Centre piedāvā 10 principus jaunu pieeju veidošanai neformālajā izglītībā[5]:

- viegli pielietojama, nevis ekskluzīva,
- nav specializēta, tai pašā laikā skaidri un nepārprotami izklāstīta,
- rada iespēju veikt papildinājumus un izmaiņas, piemērot atbilstoši apstākļiem,
- ir saistoša, interaktīva un dinamiska;
- veicina izaugsmi, pārmaiņas,
- izaicina un liek dalībniekiem izkāpt no komforta zonas,
- sapurina, vienlaikus nebiedējot,
- liek meklēt līdzsvaru, individuālu un kolektīvu sapratni,
- ir jēgpilna,
- sniedz priekšstatu, kas ir mācību metode?.

Šādai pieejai jāiekļauj ne vien tas, ko jaunieši iemācīsies, bet arī tas, kā šīs zināšanas praktiski izmantot. Tai jāļauj jauniešiem piedāvāt savu redzējumu, veikt atklājumus, ieraudzīt un atzīt savas kļūdas, ja nepieciešams, kā arī izjust personīgos sasniegumus par veiksmīgi padarīto.

Noslēgumā vēlamies uzsvērt, ka neformālā izglītība ir atvērta, dzīvīga un atkarīga no iesaistīto pušu radošuma.

Lai radoši strādātu ar jaunatni, var izmantot dažādas metodoloģijas, tai skaitā dizaina domāšanu, Business Model Canvas un Lean Startup Canvas, kas tiks aprakstīti turpmākajās lappusēs.

[5] Ibidem

2.1. Design thinking
2.1. Dizaina domāšana

Design Thinking is the methodology of creating the products and services. The key of importance in the design thinking is the "group thinking", and the concentration on the needs of the end-users or stakeholders.

Dizaina domāšana ir produktu un pakalpojumu radīšanas metodoloģija. Liela loma šajā metodoloģijā ir "domāšanai grupā", kā arī uzsvaram uz mērķa grupas un iesaistīto pušu vajadzībām.

6 steps in a Design Thinking Process[6]:
6 dizaina domāšanas soļi[6]:

UNDERSTAND OBSERVE POINT of VIEW IDEATE PROTOTYPE TEST
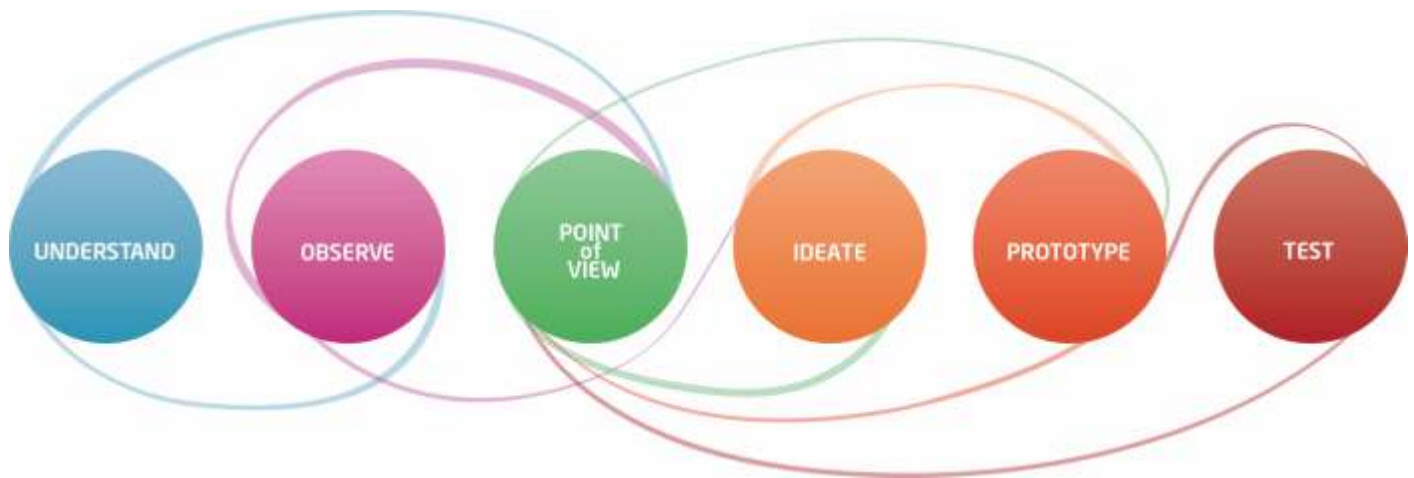
[6] Steps in the Design Thinking Process, www.dschool.standford.edu

Understand. During this phase, participants immerse themselves in learning. They talk to experts and conduct research. The goal is to develop background knowledge through these experiences. They use their developing understandings as a springboard as they begin to address design challenges.

Observe. Participants become keen people watchers in the observation phase of the design thinking process. They watch how people behave and interact and they observe physical spaces and places. They talk to people about what they are doing, ask questions and reflect on what they see. The understanding and observation phases of design thinking help students develop a sense of empathy.

Define. In this phase participants focus on becoming aware of people's needs and developing insights. The phrase "How might we...." is often used to define a point of view, which is a statement of the:
user + need + insight
This statement ends with a suggestion about how to make changes that will have an impact on peoples' experiences.

Ideate. It is a critical point of design thinking. Participants are challenged to brainstorm a myriad of ideas and to suspend judgment. No idea is to far-fetched and no one's ideas are rejected. Ideating is all about creativity and fun. In the ideation phase, quantity is encouraged. Participants may be asked to generate a hundred ideas in a single session. They become silly, savvy, risk takers, wishful thinkers and dreamers of the impossible... and the possible.

Prototype. It is a rough and rapid portion of the design process. A prototype can be a sketch (playing roles), model, user interface, storyboard or a cardboard box. It is a way to convey an idea quickly. Students learn that it is better to fail early and often as they create prototypes.

Test. It is part of an iterative process that provides students with feedback. The purpose of testing is to learn what works and what does not and then iterate. This means going back to your prototype and modifying it based on feedback. Testing ensures that students learn what works and what does not work for their users.

Sapratne. Šajā solī dalībnieki nododas izpētei, jaunu zināšanu ieguvei. Tie tiekas ar ekspertiem un veic pētījumus. Šī soļa mērķis ir pieredzes ceļā iegūt zināšanas, kas pēc tam tiks izmantotas identificēto izaicinājumu risināšanai.

Novērošana. Šajā posmā dalībnieki novēro cilvēku uzvedību un mijiedarbību, vietu un telpu. Dalībnieki runā ar cilvēkiem, uzdod jautājumus un sniedz komentārus par redzēto. Šis posms palīdz dalībniekiem attīstīt empātiju.

Definēšana. Šajā posmā dalībnieki pievēršas cilvēku vajadzībām, cenšas tās izprast. Frāze "Kā mēs varētu…" tiek bieži izmantota, lai sniegtu viedokli par:
lietotāju+vajadzībām+izpratni
Šī frāze noslēdzas ar ierosinājumu, kādas izmaiņas nepieciešamas, lai apmierinātu vajadzības.

Ideju radīšana. Šis ir ļoti būtisks dizaina domāšanas solis. Dalībnieki tiek aicināti piedāvāt idejas un diskutēt par tām. Neviena no idejām netiek uzskatīta par nesasniedzamu un noraidīta. Šim solim jābūt radošam un izklaidējošam, radot pēc iespējas vairāk ideju. Dalībnieki pat var tikt aicināti radīt 100 idejas vienas nodarbības laikā. Dalībniekiem jākļūst smieklīgiem, atjautīgiem, risku mīlošiem, sapņotajiem par neiespējamo… un iespējamo.

Prototipu veidošana. Šis ir sarežģīts un izaicinošs dizaina domāšanas solis. Prototips var būt īsa lomu spēle, modelis, lietotāja saskarne, ilustrācija vai kartona kārba. Tas kalpo ātrai idejas atspoguļošanai. Veidojot prototipus, dalībnieki iemācās, ka labi ir kļūdīties produkta izstrādes sākumposmā.

Testēšana. Šis solis nodrošina apmācāmos ar atgriezenisko saiti par radīto produktu. Testēšanas mērķis ir redzēt, kas strādā, un kas - nē, un veikt attiecīgus uzlabojumus, pilnveidojot prototipu. Testēšana nodrošina, ka dalībnieki pārliecinās par produkta iespējām apmierināt klientu vajadzības.

2.2. Business Model Canvas and Lean Startup Canvas Methodology
2.2. Business Model Canvas un Lean Startup Canvas metodoloģija

Business Model Canvas (BMC) is a strategic management and entrepreneurial tool for developing new or documenting existing business models.
It is one-page visual chart that allows to describe, design, challenge, invent, and pivot business model. This approach allows to describe a firm's or product's value proposition, infrastructure, customers, and finances. It assists firms in aligning their activities by illustrating potential trade-offs.

Business Model Canvas (BMC) ir stratēģiskās vadīšanas un uzņēmējdarbības plānošanas instruments jauna biznesa modeļa veidošanai vai esoša biznesa modeļa atspoguļošanai.
Tas ļauj uz vienas lapas atspoguļot biznesa modeli - uzņēmuma vai produkta vērtības, infrastruktūru, klientus un finanses. Tas ļauj uzņēmumiem sakārtot savu darbību, atklājot potenciālās izvēles.

The Business Model Canvas contains **9 key elements** of business model[7]:

1. **Key partners**: What are the key partners of our business?
2. **Key activities**: What kind of activities do our value propositions require?
3. **Value Proposition**: What value do we deliver to the customer?
4. **Customer Relationship**: How do we get, keep and grow customers?
5. **Customer Segment**: For whom are we creating value?
6. **Key Resource**: What key resources do our value proposition require?
7. **Distribution Channel**: Which channels are best to reach customers?
8. **Cost Structure**: What are the most important costs?
9. **Revenue Stream**: For what value our customers really willing to pay?

Each component contains a series of hypotheses that it needed to test. The BMC let look at all nine building blocks of your business on one page.

Business Model Canvas iekļauj šādus biznesa modeļa elementus7:

1. **Galvenie partneri:** Kas ir mūsu biznesa galvenie partneri?
2. **Galvenās aktivitātes:** Kādas aktivitātes nepieciešamas mūsu produkta vērtības radīšanai?
3. **Vērtības piedāvājums:** Kādas ir produkta galvenās īpašības (vērtība), ko mēs piedāvājam klientiem?
4. **Attiecības ar klientiem:** Kā mēs iegūstam, saglabājam un vairojam klientu skaitu?
5. **Klientu grupas:** Kam mēs radām produktu ar tā vērtībām?
6. **Galvenie resursi:** Kādi ir būtiskākie resursi mūsu produkta radīšanai?
7. **Izplatīšanas kanāli:** Kuri ir labākie kanāli klientu sasniegšanai?
8. **Izmaksu struktūra:** Kuras ir būtiskākās izmaksas?
9. **Ienākumu plūsma:** Par kādām produkta īpašībām (vērtībām) mūsu klienti ir gatavi maksāt?

Katrs no elementiem iekļauj vairākas hipotēzes, kuras ir jāpārbauda. Business Model Canvas ļauj aplūkot visus 9 biznesa stūrakmeņus uz vienas lapas.

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[7] Business Model Generation, A. Osterwalder, Yves Pigneur, Alan Smith, and 470 practitioners from 45 countries, Wiley&Sons Publsh. New Jersey, 2010, : www.businessmodelgeneration.com/canvas

KEY PARTNERS	KEY ACTIVITIES	VALUE PROPOSITIONS	CUSTOMER RELATIONSHIPS	CUSTOMER SEGMENTS
Who are our key partners? Who are our key suppliers? Which key resources are acquiring from our partners? Which key activities do partners perform?	What key activities do our value propositions require? Our distribution channels? Customer relationship? Revenue streams?	What value do we deliver to the customer? Which one of our customers problems are we helping to solve? What bundles of products and services are we offering to each segment? Which customer needs are we satisfying? What is the minimum viable product?	How do we get, keep, and grow customers? Which customer relationship have we established? How are they integrated with the rest of our business model?	For whom are we creationg value? Who are our most important customers? What are the customer archetypes?
	KEY RESOURCES		**CHANNELS**	
	What key resources do our value propositions require? Our distribution channels? Customer relationships? Revenue streams?		Through which channels do our customer segments want to be reached? How do other copmanies reach them now? Which ones work best? Which ones are most cost-efficient?	

COST STRUCTURE	REVENUE STREAMS
What are the most important costs inherent to our business model? Which key resources are most expensive? Which key activities are most expensive?	For what value are our customers really willing to pay? For what do they currently pay? What is the reveneue model? What are the pricing tactics?

GALVENIE PARTNERI	GALVENĀS AKTIVITĀTES	VĒRTĪBU PIEDĀVĀJUMS	ATTIECĪBAS AR KLIENTIEM	KLIENTU GRUPAS
Kas ir mūsu galvenie partneri? Kas ir mūsu galvenie piegādātāji? Kurus no mums būtiskākajiem resursiem mēs iegūstam no partneriem? Kuras no mūsu būtiskākajām aktivitātēm veic mūsu partneri?	Kādas būtiskas aktivitātes ir nepieciešamas produkta vērtības radīšanai? Mūsu izplatīšanas kanāli? Attiecības ar klientiem? Ienākumu plūsmas?	Kādas produkta īpašības mēs piedāvājam klientiem? Kuras klientu problēmas mēs palīdzam atrisināt? Kādus produktus mēs piedāvājam katrai klientu grupai? Kādas klientu vajadzības mēs apmierinām? Kāds ir mūsu minimālais dzīvotspējīgais produkts?	Kā mēs piesaistām, saglabājam un vairojam klientu skaitu? Kādas attiecības mēs esam izveidojuši ar klientiem? Kā attiecības ar klientiem ir integrētas mūsu biznesa modelī? Cik daudz mums tās izmaksā?	Kam mēs radām produktu ar tā vērtību? Kas ir mūsu būtiskākie klienti? Kādi ir mūsu klientu arhetipi?
	GALVENIE RESURSI		**IZPLATĪŠANAS KANĀLI**	
	Kādi ir galvenie resursi, kas nepieciešami mūsu produkta radīšanai? Mūsu izplatīšanas kanāli? Attiecības ar klientiem? Ienākumu plūsmas?		Kādiem izplatīšanas kanāliem dod priekšroku mūsu klientu grupas? Kā citi uzņēmumi sasniedz mūsu klientus? Kuri izplatīšanas kanāli darbojas labāk? Kuri izplatīšanas kanāli ir izmaksu efektīvāki? Kā mēs integrējam izplatīšanas kanālus mūsu klientu ikdienā?	

IZMAKSU STRUKTŪRA

Kādas ir būtiskākās izmaksas mūsu biznesa modelī?
Kuri no mums būtiskākajiem resursiem ir visdārgākie?
Kuras no mums būtiskākajām aktivitātēm ir visdārgākās?

IENĀKUMU PLŪSMA

Par kādām produkta īpašībām klienti ir gatavi maksāt?
Par ko tie pašlaik maksā?
Kāds ir mūsu ienākumu modelis?
Kāda ir mūsu cenu politika?

S SHAKE UP
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The Business Model Canvas was initially proposed by Alexander Osterwalder in book Business Model Generation in 2008[8] Since the release of Osterwalder's work new canvases for specific niches have appeared, such as the Lean Canvas[9].

Lean Start-up Canvas it is a modified version of **Business Model Canvas** for starts ups, developed by Asha Maurya, **the founder of Spark59** company, that advices young entrepreneurs at an early stage of their business.

What are the differences[10]?
- the Lean Canvas is more actionable and entrepreneur-focused,
- it deeply focuses on startup factors such as uncertainty and risk,
- it focuses on product and customers development,
- it focus on finding the solutions of real needs or problems worth to build a successful startup,
- in fact the Lean Start-up Canvas is very similar to the BMC.

Business Model Canvas pirmo reizi tika izmantots Aleksandra Ostervaldera grāmatā Business Model Generation 2008. gadā. Kopš šī darba izdošanas radītas vairākas Business Model Canvas versijas specifiskām nišām, piemēram, Lean Canvas[9].

Lean Start-up Canvas ir **Business Model Canvas** versija start-up uzņēmumiem, kuru radījis Asha Maurya, jauno uzņēmēju konsultāciju **kompānijas Spark59 dibinātājs.**

Kādas ir galvenās Lean Start-up Canvas atšķirības, salīdzinot ar Business Model Canvas[10]?
- praktiskāks, vairāk fokusēts uz uzņēmējdarbību,
- pievēršas tādiem start-up uzņēmumiem būtiskiem faktoriem kā nenoteiktība un risks,
- fokusēts uz produktu un attiecību ar klientiem attīstību,
- pievēršas reālu vajadzību un problēmu risināšanai, kas būtiskas sekmīga start-up uzņēmuma veidošanai,
- faktiski abi modeļi ir ļoti līdzīgi.

[8] Business Model Generation, A. Osterwalder, Yves Pigneur, Alan Smith, and 470 practitioners from 45 countries, Wiley&Sons Publsh. New Jersey, 2010
[9] Ash Maurya, Running Lean. How to iterate from Plan A to a Plan that works, O'Reilly Media Publ., Sebastopol 2012.
[10] Why lean canvas vs Business Model Canvas, https://leanstack.com/why-lean-canvas/

There are changed some of its components. First of all, in the Lean template the Author added the "Problem" and the "Solution" blocks, which is typical of a startup phase of search. In addition, Lean template is set to the appropriate tracking the progress made in the development of the product, and therefore in that context are defined Key Metricks indicators.

Lean Canvas - template

PRODUCT			MARKET	
PROBLEM	**SOLUTION**	**UNIQUE VALUE PROPOSITIONS**	**UNFAIR ADVANTAGE**	**CUSTOMER SEGMENTS**
Top 3 problems	Top 3 features	Single, clear, compelling message that states why you are different and worth buying	Can't be easily copied or bought	Target customers
	KEY METRICS		**CHANNELS**	
	Key activities you measure		Path to customers	

COST STRUCTURE	REVENUE STREAMS
Customer Acquisition Costs Distribution Costs Hosting People, etc.	Reveneue Model Life Time Value Revenue Gross Margin

Sources: Ash Maurya, Running Lean. How to iterate from Plan A to a Plan that works, O'Reilly Media Publ., Sebastopol 2012

Daži no elementiem ir atšķirīgi. Pirmkārt, šajā formā autors ir pievienojis laukus "Problēma" un "Risinājums", kas ir ļoti būtiski uzņēmējdarbības uzsākšanas posmā. Papildus iepriekš minētajam, Lean Start-up Canvas ir radīts produkta attīstības progresa mērīšanai, tāpēc pievienoti arī būtiskākie mērījumi.

Lean Canvas - veinde

PROIZVOD			RŽIŠTE	
PROBLĒMA	**RISINĀJUMI**	**UNIKĀLS VĒRTĪBU PIEDĀVĀJUMS**	**NEGODĪGA PRIEKŠROCĪBA**	**KLIENTU GRUPAS**
Top 3 problēmas	Top 3 iezīmes	Vienota, skaidra, saistoša ziņa, kāpēc produkts ir atšķirīgs un to vērts iegādāties	Nevar viegli kopēt vai nopirkt	Mērķa klienti
	GALVENIE MĒRĪJUMI		**IZPLATĪŠANAS KANĀLI**	
	Galvenās aktivitātes, kas tiek mērītas		Ceļš pie klientiem	
IZMAKSU STRUKTŪRA		**IENĀKUMU PLŪSMA**		
Klientu piesaistes izmaksas Izplatīšanas izmaksas Cilvēkresursi		Ienākumu modelis Peļņa no ilgtermiņa attiecībām ar klientiem Ienākumi Peļņas norma		

Źródło: Ash Maurya, Running Lean. How to iterate from Plan A to a Plan that works, O'Reilly Media Publ., Sebastopol 2012

1. Problem box (instead Key Partners) - as Ash Maurya states most startups fail, not because they fail to build what they set out to build, but because they waste time, money, and effort building the wrong product. He attributes a significant contributor to this failure to a lack of proper "problem understanding" from the start.

2. Solution box (instead Key activities) - once you understand the problem, you are then in the best position to define a possible solution. Because "(...) the solution is what we are most passionate about. Left unchecked, we often fall in love with our first solution and end up cornering ourselves into legacy" .

3. Key Metrics (instead Resources). How is this a risk? Failure to identify the right key metric can be catastrophic - leading to wasteful activities like premature optimization or running out of resources while chasing the wrong goal. Initially these key metrics should center around value metrics and later they shift towards key engines of growth.

4. Unfair Advantage box (instead Customer Relations) This is another name for competitive advantage or barriers to entry often found in a business plan. This block is intended to continually encourage to work towards finding/building unfair advantage.

As Ash Maurya explains "Once a startup achieves some level of initial success, it is inevitable that competitors and copy-cats will enter the market. If you do not have a defense against them, you stand a real risk of being made extinct by these fast-followers" .

Building products today does not require as intensive (physical) effort as it used to be. With the advent of the Internet, Open Source, Cloud computing, and globalization, we need fewer resources than ever to get a product to market – making Key Resources align more closely with Unfair Advantage. But while a Key Resource can be an Unfair Advantage, not all Unfair Advantages are Key Resources.

So, the Lean Canvas, on the other hand, proposed by Ash Maurya outlines a more problem focused approach and it majorly targets entrepreneurs and startup businesses.

While, the Business Model Canvas outlines several prescriptions which form the building blocks for the activities. It enables both new and existing businesses to focus on operational as well as strategic management and marketing plans.

But both of models give analytical approaches which are vital in the success of a business.

The full scenarios for running the workshops based on Business Model Canvas is attached on CD.

1. Problēmas lauks (galveno partneru vietā) - Ash Maurya uzsver, ka vairums start-up uzņēmēju nav veiksmīgi nevis tāpēc, ka viņiem neizdodas paveikt plānoto, bet gan tāpēc, ka viņi iegulda laiku, naudu un pūles nepareizā produkta veidošanā. Šīs kļūdas nereti rodas tieši tādēļ, ka uzņēmēji nav pietiekoši izpratuši klientu problēmu, ko grasās risināt.

2. Risinājumu lauks (galveno aktivitāšu vietā) – kad ir saprasta problēma, jāpiedāvā iespējamie risinājumi. "(..) risinājums ir tas, ar ko mēs patiesi aizraujamies. Nepietiekami tos pārbaudot, mēs nereti iemīlamies pirmajā risinājumā un attopamies iedzīti stūrī."

3. Galvenie mērījumi (resursu vietā). Kādi riski šeit slēpjas? Ja netiek noteikti galvenie mērījumi, sekas var būt katastrofālas, novedot pie tādām nelietderīgām aktivitātēm kā priekšlaicīga izmaksu samazināšana vai arī resursu izsīkums, dzenoties pēc nepareizā mērķa sasniegšanas. Sākotnēji šiem mērījumiem vajadzētu fokusēties uz vērtību piedāvājumu un pēc tam nosliekties uz izaugsmes sekmētājiem.

4. Negodīgo priekšrocību lauks (attiecību ar klientiem vietā). Šis ir cits nosaukums jēdzieniem "konkurētspējīgā priekšrocība" vai "barjeras iekļūšanai tirgū", kas bieži atrodami biznesa plānos. Šis lauks aicina nepārtraukti strādāt pie negodīgo priekšrocību meklēšanas un radīšanas.

Kā skaidro Ash Maurya, "tiklīdz start-up uzņēmums ir guvis pirmos panākumus, ir neizbēgami, ka tirgū parādīsies konkurenti un kopētāji. Ja netiks radīta aizsardzība pret sekotājiem, pastāv augsts risks, ka šie sekotāji jūs pazudinās".

Mūsdienās produktu radīšana vairs neprasa tādu (fizisko) piepūli kā agrāk. Interneta, atvērtā koda, mākoņdatošanas un globalizācijas ietekmē mums vajag daudz mazāk resursu kā iepriekš, lai produkts nonāktu tirgū – tādējādi galvenie resursi ir cieši saistīti ar negodīgajām priekšrocībām. Tomēr, lai gan galvenais resurss var būt negodīgā priekšrocība, ne visas negodīgās priekšrocības būs galvenie resursi.

Tā Ash Maurya veidotais Lean Canvas iezīmē problēmorientētu pieeju, kas īpaši lietderīga start-up uzņēmējiem.

Tai pašā laikā Business Model Canvas sniedz priekšrakstus, kā strukturēt uzņēmuma aktivitātes. Tas ļauj jauniem un esošiem uzņēmumiem fokusēties uz to darbības un mārketinga plāniem.
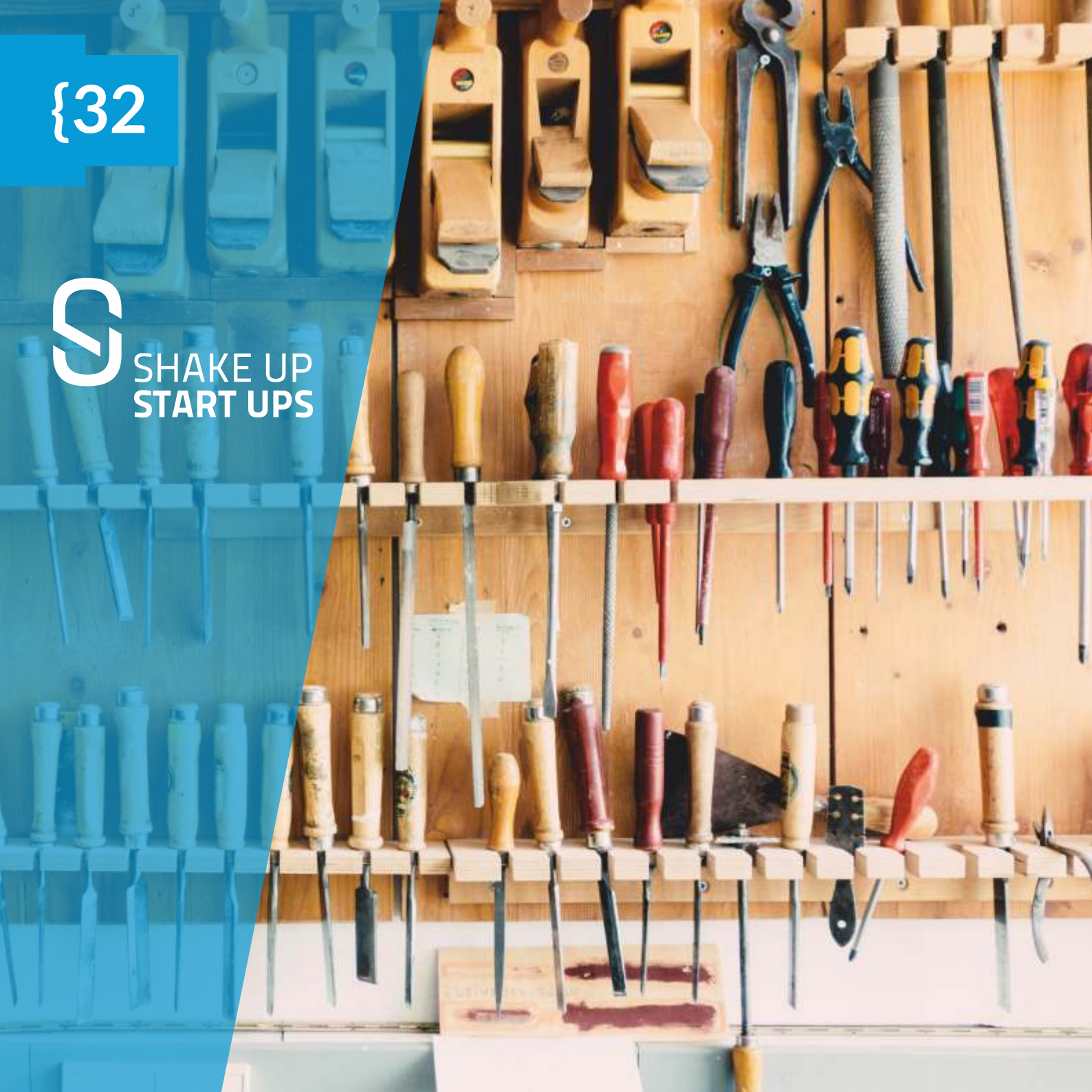
Abi modeļi piedāvā analītisku pieeju, kas ir izšķiroši svarīga sekmīgai uzņēmējdarbībai.

Pilns nodarbības apraksts Business Model Canvas pielietošanai ir pieejams pievienotajā CD.

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2.3. Useful tools
2.3. Noderīgas pieejas

There are a lot of tools and techniques that may be used during the performing the workshops and seminars. Most of them are not so new just modified which means that are still actual and helpful in the learning process of developing the "entrepreneurial skills" of young participants.

Semināros un nodarbībās iespējams izmantot daudz dažādas pieejas un tehnikas. Vairums šo metožu nav jaunas, bet gan pielāgotas. Tas nozīmē, ka tās vēl arvien ir aktuālas un noderīgas mācību procesā, lai attīstītu jauniešu uzņēmējspējas.

2.3.1. Playing role games
2.3.1. Lomu spēles

Playing roles games - is an activity between game and art performance, when the participants create the situation or the story, playing roles similar to the reality[13].

Playing roles allows to participants to think and act as if they were in a different context and to respond as if they were involved in other relationships.

Lomu spēles - tas ir spēles un aktiermeistarības apvienojums, kad dalībnieki rada situāciju vai stāstu, spēlējot realitātei pietuvinātas [13].

Lomu spēlēšana ļauj dalībniekiem domāt un rīkoties iedomātā kontekstā un attiecībās.

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[13] H. Schuler, Ethical Problems in Psychological Research, Academic Press, New York, 1982, 2013.

In a learning environment role playing can be a very flexible and effective tool. The tenet "I hear and I forget, I see and I remember, I do and I understand" is very applicable here.
Role play is often used as a way of making sense of the theory, of gathering together concepts into a practical experience.

In short, playing roles shapes - on the one hand - social and intellectual skills of the participants, such as:
• teamwork,
• cooperation,
• effective communication skills,
• empathy, see problems or situations from different perspectives
• allows to express yourself - own feelings, thoughts and experiences.

On the other hand we may use this tool to:
• improve trainings,
• spark brainstorming sessions,
• liven up workshops/seminars/conferences,
• improve communication between team members,
• enhance business projects, giving specific business outputs and organizational benefits.

See for more information and inspirations:
http://www.businessballs.com/roleplayinggames.htm
https://www.mindtools.com/CommSkll/RolePlaying.htm

Lomu spēles var būt elastīgs un efektīvs mācību vides elements. Princips "Es dzirdu un es aizmirstu, es redzu un es atceros, es daru un es saprotu" ļoti labi piemērojams lomu spēlēm. Lomu spēles nereti izmanto, lai skaidrotu teoriju, saliktu kopā teorētiskās koncepcijas un praktisko pieredzi.

Īsāk sakot, lomu spēles, no vienas puses, attīsta dalībnieku sociālās un intelektuālās prasmes, tādas kā:
• darbu komandā,
• sadarbību,
• komunikācijas prasmes,
• empātiju, skatu uz problēmu vai situāciju no cita skatpunkta,
• spēju izpaust paša jūtas, domas un pieredzi.

No otras puses, šo pieeju var izmantot:
• lai uzlabotu apmācības,
• uzkurinātu prāta vētras,
• atdzīvinātu nodarbības/seminārus/konferences,
• uzlabotu komunikāciju starp komandas biedriem,
• uzlabotu biznesa projektus, palīdzot sasniegt noteiktus rezultātus un radot ieguvumus organizācijai.

Zobacz więcej informacji i inspiracji:
http://www.businessballs.com/roleplayinggames.htm
https://www.mindtools.com/CommSkll/RolePlaying.htm
http://roleplayingwtd.weebly.com/

2.3.2. Ice-breaker
2.3.2. Iesildīšanās

An icebreaker is an exercise or game intended to help a group to begin the process of forming themselves into a team. Icebreakers are commonly presented as a game to "warm up" the group by helping the members to get to know each other .
It is advised to perform an icebreaker related to the subject of the meeting.

Icebreakers should be relaxing and non-threatening. They should not embarrass the participants or make them feel compelled to participate. They should also not show disrespect for any social and professional hierarchies in the group, as this can be uncomfortable for participants.

Iesildīšanās ir uzdevums vai spēle ar mērķi uzsākt komandu veidošanu. Iesildīšanās lielākoties tiek izmantota, lai aktivizētu grupu, palīdzot grupas biedriem vienam otru labāk iepazīt.
Iesildīšanās uzdevumus ieteicams saistīt ar pasākuma tematiku.

Iesildīšanās uzdevumam jābūt relaksējošam, tas nedrīkst viest bailes, apkaunot dalībniekus vai tikt uzspiests. Veicot iesildīšanos, jāņem vērā sociālā un profesionālā hierarhija grupā, lai neradītu neērtas situācijas.

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Well prepared and performed Icebreakers may improve work environment of the group as :
- people learn better when they are involved mentally, physically, and emotionally,
- can reduce participants' sense of isolation or anonymity,
- help foster a shared sense of purpose and community in the course of study,
- get everyone involved, becoming active participants in the learning process,
- create a special learning atmosphere in which students feel comfortable,
- relax people, so that they get to know each other far more quickly,
- energize and motivate those who participate,
- can help people to find out what they have in common.

See for more information and inspiration:
http://icebreakerideas.com/
http://www.icebreakers.ws/
https://www.thebalance.com/best-ice-breakers-for-meetings-and-training-classes-1918430
http://www.greatgroupgames.com/icebreaker-games.htm
https://insight.typepad.co.uk/40_icebreakers_for_small_groups.pdfc.com/game_icebreaker.htm

Labi veidota un izpildīta iesildīšanās var uzlabot noskaņojumu grupā, jo:
- cilvēki mācās labāk, ja tie ir garīgi, fiziski un emocionāli iesaistīti,
- mazina dalībnieku izolētību un anonimitāti,
- palīdz radīt vienotu izpratni par apmācību mērķiem un grupu,
- aicina ikvienu kļūt par aktīvu apmācību dalībnieku,
- rada komfortablu apmācību vidi,
- palīdz dalībniekiem atslābināties, lai tie varētu viens otru ātrāk iepazīt,
- aktivizē un motivē dalībniekus,
- palīdz atrast kopīgo.

Vairāk informācijas un ieteikumu:
http://icebreakerideas.com/
http://www.icebreakers.ws/
https://www.thebalance.com/best-ice-breakers-for-meetings-and-training-classes-1918430

SHAKE UP
START UPS

2.3.3. Brainstorming
2.3.3. Prāta vētras

Brainstorming technique combines a relaxed, informal approach to problem solving with lateral thinking. It generates creative, new ideas and solutions, solves problems through intensive and freewheeling group discussion. Every participant is encouraged to think aloud and suggest as many ideas as possible, no matter seemingly how outlandish or bizarre. Analysis, discussion, or criticism of the aired ideas is allowed only when the brainstorming session is over and evaluation session begins .

Brainstorming is a powerful technique. It motivates and develops teams as it involves members of a team in bigger management issues, and it gets a team working together.

It encourages people to come up with thoughts and ideas that can, at first, seem a bit crazy. Some of these ideas can be crafted into original, creative solutions to a problem, while others can spark even more ideas.

Prāta vētra apvieno relaksētu, neformālu pieeju ar problēmu risināšanu netiešā un radošā veidā. Intensīvā un brīvi plūstošā diskusijā tiek radītas jaunas idejas un risinātas problēmas. Ikviens dalībnieks tiek aicināts "skaļi" domāt, piedāvājot pēc iespējas vairāk ideju, neskatoties uz to, cik jocīgas vai neparastas tās šķiet. Piedāvātās idejas tiek analizētas, diskutētas un kritizētas tikai pēc prāta vētras noslēgšanās, kad tiek uzsākta novērtēšana.

Prāta vētra ir vērtīga tehnika, kas motivē un attīsta komandu, jo tā iesaista dalībniekus nozīmīgu jautājumu risināšanā, kā arī palīdz stiprināt komandas garu.

Tā motivē cilvēkus izteikt domas un idejas, kas sākotnēji var šķist pat trakas. Taču dažas no šīm idejām var materializēties kā oriģināli, radoši problēmas risinājumi, turklāt trakās idejas sekmē arī pārējo prāta vētras dalībnieku vēlmi izteikt savus piedāvājumus.

Why is brainstorming effective?
- it is fun,
- it encourages creativity and discourages criticism during the idea finding phase,
- ideas by one group member are used by other group members to come up with more ideas (associations),
- it helps in team building.

However, brainstorming is not simply a random activity. It needs to be structured, well organized and performed as it follows brainstorming rules. The main rule says that during brainstorming session, participants should avoid criticizing of ideas as judgment and analysis at this stage stunts idea generation and limit creativity.

See for more information and inspirations:
https://www.mindtools.com/pages/searchResults/?words=brainstorming
http://remembereverything.org/real-meaning-of-brainstorming/
http://www.brainstorming.co.uk/tutorials/whatisbrainstorming.html
http://www.businessballs.com/brainstorming.htm

Kāpēc prāta vētras ir efektīvas?
- tās ir jautras,
- tās veicina radošumu un mazina kritiku ideju meklēšanas posmā,
- viena dalībnieka idejas rosina citus dalībniekus piedāvāt savus risinājumus,
- tās palīdz veidot komandu.

Taču prāta vētra nedrīkst nonākt pašplūsmā. Tai jābūt strukturētai, labi organizētai un īstenotai atbilstoši prāta vētras principiem. Galvenais princips ir izvairīties no kritikas, jo analīze un vērtēšana šajā fāzē bremzēs ideju radīšanu un ierobežos radošumu.

Vairāk informācijas un ieteikumu:
https://www.mindtools.com/pages/searchResults/?words=brainstorming
http://remembereverything.org/real-meaning-of-brainstorming/
http://www.brainstorming.co.uk/tutorials/whatisbrainstorming.html
http://www.businessballs.com/brainstorming.htm

2.3.4. Pitch elevator
2.3.4. Lifta runa

An elevator speech communicates who speaker is, what he/she is looking for and how he/she can benefit a company or organization. It is typically about 30 seconds speech or presentation - it is the time that takes people to ride from the top to the bottom of a building in an elevator.

The participants during the workshops/seminars can practice and use their speech to introduce themselves and/or present their ideas for new projects or business answering the questions:

- what does the company or team do?
- what problem/need do the company or team solve for its customers?
- what factors make the company competitive?
- what are the benefits of company's product/ service for the customers?

See for more information and inspirations:
https://www.mindtools.com/pages/article/elevator-pitch.htm
http://yourpersonalbrandname.com/elevator-pitch-examples/

Lifta runa iepazīstina ar runātāju, izklāsta, ko runātājs meklē un kā var palīdzēt uzņēmumam vai organizācijai. Lielākoties tā ir 30 sekunžu runa vai prezentācija – tas ir laiks, ko cilvēki vidēji pavada liftā, lai nonāktu no augšējā stāva un zemāko.

Nodarbības vai semināra dalībnieki var uzlabot savas prezentēšanas prasmes, lai iepazīstinātu ar sevi un savu projektu vai biznesa ideju, atbildot uz šādiem jautājumiem:

- ko uzņēmums vai komanda dara?
- kādu problēmu vai vajadzību uzņēmums vai komanda klientiem var atrisināt?
- kas ir uzņēmuma konkurētspējīgā priekšrocība?
- kādas priekšrocības klientiem rada uzņēmuma piedāvātais produkts?

Vairāk informācijas un ieteikumu:
https://www.mindtools.com/pages/article/elevator-pitch.htm
http://yourpersonalbrandname.com/elevator-pitch-examples/

3. The SuSu Non-formal entrepreneurship academy - step by step
3. SuSu neformālā uzņēmējdarbības akadēmija - soli pa solim

The SuSu Non-formal entrepreneurship academy consists of 3 main elements:
- workshops, seminars,
- office tours, open doors,
- non-formal event ,

SuSu neformālā uzņēmējdarbības akadēmija iekļauj trīs aktivitāšu blokus:
- nodarbības un seminārus,
- vizītes uzņēmumos un atvērto durvju dienas,
- neformālos pasākumus.

3.1. Workshop, seminars
3.1. Nodarbības, semināri

One of the most important part of the SuSu Non-formal entrepreneurship academy are workshops and seminars for young people to enhance them to set up a company. The workshops link the theory with practice thank to the wide catalogue of trainers' tools stimulating the workgroup.
Within the SuSu academy three main subjects are underlined and divided into specific topics which scenarios with tips are available on the attached CD.

Viena no svarīgākajām SuSu neformālās uzņēmējdarbības akadēmijas daļām ir nodarbības un semināri jauniešiem ar mērķi veicināt jauniešu iesaisti uzņēmējdarbībā, radot savus uzņēmumus. Nodarbības apvieno teoriju ar praksi, pateicoties plašam metožu klāstam grupu aktivizēšanai.
SuSu akadēmijas trīs aktivitāšu bloki ir sadalīti atsevišķos tematos, scenāriji ar ieteikumiem to pasniegšanai ir iekļauti pievienotajā CD.

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I. IDEA OF A COMPANY

- Topic: Where to look for an idea for a business?
- Topic: Where to look for an inspiration for a business?
- Topic: Support for young entrepreneurs
- Topic: Market analysis
- Topic: Team management
- Topic: Lean Model Canvas

II. SETTING UP A COMPANY

- Topic: Business planning
- Topic: Risk Management
- Topic: Fund raising
- Topic: Business models

III. RUNNING A COMPANY

- Topic: Networking
- Topic: Property rights
- Topic: Marketing, public relations and relations with costumers

I. UZŅĒMUMA IDEJA

- Tēma: Kur meklēt biznesa ideju?
- Tēma: Kur meklēt iedvesmu biznesam?
- Tēma: Jauno uzņēmēju atbalsts
- Tēma: Tirgus analīze
- Tēma: Komandas pārvaldība
- Tēma: Lean Model Canvas

II. UZŅĒMUMA DIBINĀŠANA

- Tēma: Biznesa plānošana
- Tēma: Riska pārvaldība
- Tēma: Līdzekļu piesaiste
- Tēma: Biznesa modelis

III. UZŅĒMUMA VADĪŠANA

- Tēma: Tīklošanās
- Tēma: Intelektuālā īpašuma tiesības
- Tēma: Mārketings, sabiedriskās attiecības un attiecības ar klientiem

Gamify your "Shake up Start ups" Non-formal enterpreneurship academy   CD

3.2. Office tours, open days
3.2. Vizītes uzņēmumos, atvērto druvju dienas

SuSu Non-formal entrepreneurship academy includes also office tours and open doors at companies, accompanied by meet ups and networking sessions at start ups.

Thanks to those events young people have a chance to visit different companies, start ups, co-working spaces, incubators, etc., located in a city.

The idea is similar to the "open door policy", which is a communication policy at companies, where the management, CEO or a company's president, literally, leaves their office door open. This shows the company's transparency and encourage the employees to come in at any time, if they have any questions, suggestions, concerns, that the need to discuss with the management. During those events young people and staff from companies get to know each other. Companies and institutions can also organize talks and workshops on topics or interest. Those talks and workshops can be self-organized, meaning that someone from the company/institution will be the speaker.

Open doors and office tours are very beneficial for companies and institutions, as they can promote their business, communicate with the local community, connect with potential clients or employees.

SuSu neformālās uzņēmējdarbības akadēmija ietver arī vizītes uzņēmumos un atvērto durvju dienas kompānijās, kas ir apvienotas ar tikšanām un tīklošanas sesijām start-up uzņēmumos.

Pateicoties šiem pasākumiem, jauniešiem ir iespēja apmeklēt dažādus uzņēmumus, start-up uzņēmumus, kopdarba telpas, biznesa inkubatorus, utt., kas atrodas pilsētā.

Šī ideja ir līdzīga atvērto durvju politikai, kuras pamatā ir komunikācijas veids uzņēmumos, kad uzņēmuma vadība, direktors vai uzņēmuma prezidents burtiski atstāj sava biroja un darba telpu durvis atvērtas.

Tas atspoguļo uzņēmuma pārredzamību un veicina darbiniekus nākt jebkurā laikā ar jautājumiem, ierosinājumiem, bažām, ko nepieciešams apspriest ar uzņēmuma vadību.

Šo pasākumu laikā jaunieši un uzņēmumu darbinieki iepazīst viens otru. Uzņēmumi un dažādas iestādes tāpat var organizēt sarunas un seminārus par interesējošām tēmām. Šīs diskusijas un seminārus var organizēt arī pats uzņēmums/iestāde. Šajā gadījumā ziņotājs būs kāds no šī uzņēmuma/iestādes pārstāvjiem.

No otras puses, atvērto durvju dienas un vizītes uzņēmumos ir izdevīgas arī pašiem uzņēmumiem/iestādēm, jo tie šādā veidā var veicināt sava biznesa attīstību un atpazīstamību, komunicēt ar vietējo sabiedrību, dibināt kontaktus ar potenciālajiem klientiem vai darbiniekiem.

SHAKE UP
START UPS

3.3. Non-formal events
3.3. Neformālie pasākumi

There is a lot of different, very interesting non-formal events for young people, specialists, young entrepreneurs where we can find motivation and inspiration.

One of the part of the SuSu Non-formal entrepreneurship academy is such event which should be organized in non-formal place, often in a bar or outside with pizza and chips. It gives possibility of effective networking and exchanging experiences and opinions.

Pastāv virkne dažādu interesantu neformālo pasākumu jauniešiem, speciālistiem, jaunajiem uzņēmējiem, kur ikviens var rast motivāciju un iedvesmu.

Viena no SuSu neformālās uzņēmējdarbības akadēmijas daļām ir šādi pasākumi. Būtiska šo pasākumu iezīme - tos būtu jāveido neformālā gaisotnē, piemēram, kā bāra apmeklēšanu vai tikšanos ārā, ārpus darba vietas, ar picu un čipsiem. Tas sekmē efektīvu tīklošanos, kā arī pieredzes un viedokļu apmaiņu.

Please see the good practices and short descriptions of such events:
Labo prakšu piemēri un to īss apraksts ir atspoguļoti zemāk:

3.3.1. StartUp Academy
3.3.1. StartUp Academy

Startup Academy is the most intensive program workshop preparing to run own business:
- Trends of Start-Ups - How to find and develop a business idea? How to get inspiration for business.
- Ideas for Start-Up - methods for creating new products based on added value, modifying the business model and combination of existing solutions on the market.
- 25 business models.
- The successor of a business - Business Model Canvas.
- Testing the idea - lean up start-up.
- Start-up development - Customer Development.
- The different variants of financing start-up projects.
- Product communication - Golden Circle Theory.

Place: Warsaw | Date: November - December 2015

StartUp Academy ir nodarbības ar visintensīvāko programmu, kas vērstas uz savas uzņēmējdarbības vadīšanas sagatavošanu:
- Start-up tendences - Kā atrast un attīstīt biznesa ideju? Kā iegūt iedvesmu biznesa uzsākšanai.
- Start-up idejas - metodes, kas vērstas uz jauno produktu attīstīšanu balstoties uz pievienotās vērtības, biznesa modeļu modificēšanas un esošo risinājumu kombinēšanu tirgū.
- 25 biznesa modeļi.
- Biznesa pēctecība - biznesa modeļa audekls (Business Model Canvas).
- Idejas testēšana - start-up ieviešana tirgū (Lean Startup).
- Start-up attīstība - klientu attīstības metodoloģija (Customer Development).
- Dažādi varianti start-up projektu finansēšanai.
- Produkta pozicionēšana - Zelta apļa teorija (Golden Circle Theory).

Norises vieta: Varšava | Datums: Novembris - Decembris 2015

3.3.2. Startup Mixer
3.3.2. Startup Mixer

StartUp Mixer is an annual meeting organized by the Academic Incubators of Entrepreneurship in Cracow addressed primarily to those interested in starting a business or start-up entrepreneurs.

The aim of the Start Up Mixer is the integration and promotion of environmental start-ups.

During the StartUp Mixer there are competitions for the best start-ups in each category.

Place: Cracow
Date: Regular meetings every year (in 2015: October)

SStartUp Mixer ir ikgadējās tikšanās, ko organizē Academic Incubators of Entrepreneurship Krakovā. Šis pasākums galvenokārt ir paredzēts tiem, kas ir ieinteresēti uzsākt savu uzņēmējdarbību vai ir jaunie uzņēmēji.

StartUp Mixer pasākuma mērķis ir vides start-up uzņēmumu integrēšanas un attīstības veicināšana.

StartUp Mixer ietvaros ir dažādas sacensības par labāko start-up ideju vairākās kategorijās.

Norises vieta: Krakova | Datums: Regulāras ikgadējas tikšanās (2015. gadā - oktobrī)

3.3.3. StartUp Weekend
3.3.3. StartUp Weekend

Startup Weekend is a global grassroots movement of active and empowered entrepreneurs who are learning the basics of founding startups and launching successful ventures.

All Startup Weekend events follow the same basic model: anyone is welcome to pitch their startup idea and receive feedback from their peers. Teams organically form around the top ideas (as determined by popular vote) and then it is a 54 hour frenzy of business model creation, coding, designing, and market validation.

The weekend culminates with presentations in front of local entrepreneurial leaders with another opportunity for critical feedback.

Place: Cracow | Date: May 2015

StartUp Weekend ir globāla mēroga tautas kustība, kas apvieno aktīvus uzņēmējus un sniedz viņiem iespēju apgūt start-up uzņēmumu dibināšanas pamatus un veiksmīgi uzsākt savu uzņēmējdarbību.

Visu StartUp Weekend pasākumu pamatā ir viens un tas pats modelis: ikviens gribētājs ir laipni aicināts prezentēt savu start-up ideju un saņemt komentārus no citiem pasākuma dalībniekiem. Komandas veidošanas pamatā ir viena izvēlētā ideja, ko nosaka balsojot. Tai tiek atvēlētas 54 stundas biznesa modeļa radīšanai, kodēšanai, projektēšanai un tirgus izpētei.

Nedēļas nogalē pasākums sasniedz kulmināciju, kad komandas prezentē savas izstrādātās idejas vietējo uzņēmējdarbības līderu priekšā ar iespēju saņemt gan vērtīgus komentārus, gan kritisku novērtējumu savai idejai.

Norises vieta: Krakova | Datums: 2015. gada maijs

3.3.4. Startup Pirates
3.3.4. Startup Pirates

Startup Pirates is a one-week program that enables aspiring entrepreneurs to get inside the startup world and learn how to develop a business idea. Start Up Pirates gathers the most promising aspiring entrepreneurs and fearless experienced guests to share and learn together in a combination of workshops, mentoring, inspirational moments and some wild surprises.

Place: Cracow, Poznan, Gdansk
Date: Last meeting in Cracow in November 2015

Startup Pirates ir vienas nedēļas programma, kas sniedz iespēju topošajiem uzņēmējiem iekļūt start-up pasaulē un uzzināt, kā attīstīt biznesa ideju. Startup Pirates apvieno visdaudzsološākos topošos uzņēmējus un bezbailīgus pieredzējušus viesus, kas dalās pieredzē un mācās kopā, piedaloties semināros, padomu došanā, rada iedvesmojošus momentus un dažādus trakus pārsteigumus.

Norises vieta: Krakova, Poznaņa, Gdaņska
Datums: Pēdējās tikšanās Krakovā, 2015. gada novembrī

3.3.5. Hive53
3.3.5. Hive 53

Hive53 is a series of meetups for people with entrepreneurial drive - to meet, get inspired and exchange experiences around marketing, technologies, fundraising, sales, pitching and delivering value.

Place: Cracow
Date: Regular meetings

Hive53 ir tikšanos sērija, kas paredzēta cilvēkiem ar uzņēmēju garu – tikties, iedvesmoties un apmainīties ar pieredzi saistībā ar mārketingu, tehnoloģijām, līdzekļu piesaisti, pārdošanu, sevis prezentēšanu un produkta vērtības nodrošināšanu pircējiem.

Norises vieta: Krakova
Datums: Regulāri

3.3.6. Bitspiration Festival
3.3.6. Bitspiration Festival

Bitspiration 2015 - the place where people from the Internet, music, startup and biotechnology industries meet up to share the most current knowledge and tips on how to make businesses more efficient by implementing new technologies.

Place: Warsaw
Date: June 2015

Bitspiration 2015 - vieta, kur tiekas cilvēki no nozarēm, kas saistītas ar internetu, mūziku, start-up uzņēmumiem un biotehnoloģijām, lai dalītos ar jaunākajām zināšanām un padomiem par iespēju padarīt uzņēmumu efektīvāku, ieviešot jaunas tehnoloģijas.

Norises vieta: Varšava
Datums: 2015. gada jūnijs

3.3.7. Open Reactor
3.3.7. Open Reactor

OpenReaktor is a place for Warsaw-based startups and freelancers to work, collaborate and network. On monthly OpenReaktor events we open up Reaktor by inviting interesting speakers and gathering the whole Warsaw startup scene in one place to network.

Place: Warsaw
Date: Regular monthly meetings

Open Reactor ir vieta, kur Varšavā dibinātie uzņēmumi un pašnodarbinātās personas var strādāt, sadarboties un tīkloties. Uz ikmēneša OpenReaktor pasākumiem aicina interesantus runātājus un dod iespēju Varšavas start-up uzņēmumiem satikties, lai sadarbotos, tīklotos un dalītos ar pieredzi.

Norises vieta: Varšava
Datums: Regulāras ikmēneša tikšanās

3.3.8. Program Growth!
3.3.8. Program Growth!

Growth! is focused on helping startups grow revenue and learn the art of fundraising. It comprises three very interactive week-long sessions with experienced VCs and mentors. Between each session, the participating teams will return home for four weeks with specific tasks.
After the last session the teams will travel with the program to Silicon Valley to seek feedback from potential clients and investors.
The program will finish with two Demo Days, one at Campus Warsaw and the other at Campus London.

Place: Warsaw
Date: From November 2015

Growth! programma ir vērsta uz palīdzības sniegšanu start-up uzņēmumiem, lai sekmētu ieņēmumu pieaugumu un mācītu piesaistīt finanšu līdzekļus. Tā sastāv no trim ļoti interaktīvām nedēļu garām sesijām ar pieredzējušu investoru un mentoru dalību. Sesiju starplaikos dalībnieku komandas atgriežas mājās uz 4 nedēļām ar konkrētiem uzdevumiem.
Programmas ietvaros pēc pēdējās sesijas komandas dosies uz Silikona Ieleju ar mērķi gūt atsauksmes no potenciālajiem klientiem un investoriem.
Programma beidzas ar divām Demo dienām, viena tiek rīkota Varšavā, otra – Londonā.

Norises vieta: Varšava
Datums: kopš 2015. gada novembra

3.3.9. TechCrunch Let's Meet Up
3.3.9. TechCrunch Let's Meet Up

The meetings are a chance for young and dynamic start-ups to show to a wider audience and gain notoriety at the beginning of development. Each of the startups will have the opportunity to present their idea in the form of "pitching" in front of bloggers, journalists and investors in the local ecosystem startupowego. Their activities will be described and presented to the general public.

Place: Cracow, Gdynia, Warsaw
Date: July 2015

Šīs tikšanās sniedz iespēju jauniem un dinamiskiem start-up uzņēmumiem kļūt atpazīstamiem plašā sabiedrības lokā vēl savā attīstības sākumceļā. Katram start-up uzņēmumam ir iespēja īsi prezentēt savu biznesa ideju (pitching) blogeru, žurnālistu un investoru priekšā, izmantojot vietējo ekosistēmu Startupowego. Viņu darbība tiks aprakstīta un prezentēta plašākai sabiedrībai.

Norises vieta: Krakova, Gdiņa, Varšava
Datums: 2015. gada jūlijs

3.3.10. Netcamps
3.3.10. Netcamps

Purpose of the meetings is to integrate the IT industry, discussion on topics of interest and share knowledge. We offer the possibility of presenting interesting projects, especially startups and knowledge on what Internet companies are working in the region. This is an ideal opportunity to integrate the local industry and networking in a relaxed atmosphere.

Place: Szczecin
Date: Regular meetings

Šī pasākuma mērķis ir tikšanās neformālā gaisotnē, lai integrētu IT nozares, diskutētu par interesējošām tēmām un veicinātu zināšanu apmaiņu. Sanāksmju laikā ir iespēja prezentēt projektus, īpaši par start-up, un darīt zināmu, ar ko nodarbojas interneta uzņēmumi šajā reģionā. Tā ir ideāla iespēja vietējiem uzņēmējiem komunicēt nepiespiestā gaisotnē.

Norises vieta: Šcecina
Datums: Regulārās tikšanās

3.3.11. Scavenger Hunts
3.3.11. Scavenger Hunts (Dārgumu medības)

Scavenger Hunts are popular party games for adult groups of all types -- from the corporate to the casual, bachelorette parties to large-scale citywide games. The Scavenger Hunt game can function as a good icebreaker for people who are just getting to know each other, or it can be a great way for already close friends to have lots of fun.

Types of Scavenger Hunts
There are essentially two types of Scavenger Hunts - the traditional hunt involves collecting physical items that you would bring back to the judges. Frequently, you will have to decipher hints to figure out exactly what the item is and where it is.
Sometimes instead of finding an item, you might have to perform a task (with witnesses to attest to its being done). There is a new type of scavenger hunt that is growing in popularity however, and it lots of ways it makes Scavenger Hunts more entertaining -- this is the Photo Scavenger Hunt.

Dārgumu medības ir populāras galda spēles dažādām pieaugušo grupām - sākot no korporatīva rakstura līdz ikdienas, no nelielām ballītēm līdz pilsētas mēroga spēlēm. Dārgumu medību spēli var izmantot kā labu "ledlauža" paņēmienu cilvēkiem, kas tikko iepazinušies, vai arī brīvā laika jautrai pavadīšanai draugu lokā.

Dārgumu medību veidi
Galvenokārt izdala divus Dārgumu medību veidus. Tradicionālais veids ietver sevī dažāda veida objektu savākšanu, kurus nepieciešams uzrādīt spēles tiesnešiem. Bieži tiek dotas norādes, lai palīdzētu noskaidrot, kas tieši ir šie objekti un kur tie atrodas.
Dažreiz priekšmeta meklēšanas vietā ir nepieciešams izpildīt noteiktu uzdevumu, bet tiesneši vai vērotāji apliecina tā izpildīšanas pareizību.
Pastāv arī cits, jauns, Dārgumu medību veids, kas kļūst arvien populārs mūsdienās - Dārgumu medību foto. Šī spēle paver iespēju padarīt Dārgumu medības aizraujošākas un interesantākas.

How to organize Scavenger Hunts?

Step 1:
Decide when and where you want to have the scavenger hunt. Scavenger Hunts can be held during the day or evening. They can also be held just about anywhere, including parks, your home or neighborhood, or even a school. When and where you host the hunt will depend on how old the players are, how large the group is, the weather, and what sort of scavenger hunt you are doing.

Step 2:
Decide which type of scavenger hunt you want to do. There are many different types of scavenger hunts, but all of them involve an item list. Here are some ideas to get you started:
- Give the players a list of items. Hide the items around your location, and have the players search for the items. The first player/group to find all of the items wins.
- Have the players go door-to-door asking for items off the list. Be sure to plan ahead with your neighbours if you choose to do this.
- Instead of hiding items, consider having each team to take a photo of an item from the list. This is great for parks, especially national parks where you cannot take things from nature.

Step 3:
Create a list of items to find. The list can include easy-to-find items, such as a pencil or a sheet of paper. It can also include harder-to-find items, such as a picture frame or a needle and thread.
- If the teams will be going door-to-door, choose inexpensive items people will be willing to give, such as a sheet of paper, a pencil, or a paperclip. You can also give your neighbors the items ahead of time so that they do not have to use their own.
- If your teams are going around the neighborhood taking pictures of landmarks, tell them the general area the landmark is in, such as "the statue in this park" or "a red flower."

Step 4:
Divide your guests into teams on the day of the hunt. They can pick their own teams, or you can assign teams. If there are children playing, be sure to assign an adult to head each team. If there are many people playing, make teams of 3 or 4. Each team should have an even number of people.
- If your guests are all different ages, consider pairing some of the younger guests up with the older ones. This will prevent any advantages and disadvantages between the groups.
- Long the hunt lasts will depend on how many items the guests have to find. An hour is a good place to start if there are a lot of items. It is also recommended for door-to-door scavenger hunts.

- A great way to organize teams is by having people count off in numbers, such as 1 and 2. All of the 1s will be in one group, and all of the 2s will be in another.
- Another great way to organize teams is by having people pick coloured slips of paper from a hat. All of the blue slips will be on one team, all of the red slips on another, and so forth.

Step 5:
Give each team a list of items and a time limit. The guests should have enough time to find most of the items. How long the hunt lasts will depend on how many items the guests have to find. An hour is a good place to start if there are a lot of items. It is also recommended for door-to-door scavenger hunts.

Source:
http://www.wikihow.com/Create-a-Scavenger-Hunt

Kā organizēt Dārgumu medības?

1. solis:
Pirmkārt, ir nepieciešams izdomāt spēles norises vietu un laiku. Šo spēli var organizēt gan dienā, gan vakarā. Savukārt, par norises vietu var izmantot jebkuru vietu: gan parku, gan jūsu māju un tās apkārtni, vai pat skolas telpas. Norises vieta un laiks ir atkarīgi no dalībnieku skaita, viņu vecuma, laika apstākļiem, kā arī Dārgumu medību veida, ko plānojat īstenot.
2.solis:
Izlemiet, kuru no spēles veidiem jūs īstenosiet. Pastāv dažādi Dārgumu medību varianti, bet visi ietver priekšmetu sarakstu. Zemāk ir minētas dažas idejas, lai uzsāktu spēli:
- Izdaliet dalībniekiem sarakstu ar priekšmetiem, ko nepieciešams atrast. Pirms tam paslēpiet priekšmetus, kas minēti sarakstā, jūsu izvēlētajā norises vietā. Dalībnieku grupa, kas pirmā atradīs visas noslēptās lietas, būs uzvarētāji šajā spēlē.
- Rīkojot pasākumu ārā, piemēram, kādā parkā, tā vietā, lai katru reizi no jauna noslēptu jau atrastus priekšmetus, vai arī, ja meklējamie priekšmeti ir daļa no parka objektiem, var lūgt dalībniekiem tos nofotogrāfēt kā pierādījumu, ka objekts atrasts, un atstāt lietas savās vietās.

3. solis:
- Izveidojiet objektu / priekšmetu sarakstu, ko nepieciešams atrast. Tajā var iekļaut gan viegli atrodamas lietas, piemēram, papīra lapu vai zīmuli, kā arī lietas, ko ir salīdzinoši grūtāk sameklēt, piemēram, foto rāmītis vai adata ar diegu.
- Savukārt, ja uzdevuma pamatā ir priekšmetu meklēšana, mēģinot tos iegūt no tuvumā dzīvojošiem cilvēkiem, pārliecinieties, ka priekšmeti no saraksta nav vērtīgi, ir lēti un cilvēki būs gatavi tos atdot. Ir arī iespēja pirms spēles sākuma izdalīt kaimiņiem priekšmetus no saraksta, lai viņiem nebūtu jāizmanto savus. Ja par spēles norises vietu ir izvēlēts parks, jūs varat arī sniegt orientējošās pazīmes, piemēram, "blakus pieminkeklim šajā parkā", vai "sarkani ziedi".

4. solis:
- Lai uzsāktu spēli, ir nepieciešams sadalīt dalībniekus komandās. Dalībnieki var paši sadalīties komandās, vai arī jūs varat nozīmēt katra piederību pie konkrētās komandas. Ja spēlē piedalās arī bērni, pārliecinieties, ka viņu grupā ir vismaz viens pieaugušais cilvēks. Savukārt, gadījumā ja dalībnieku skaits ir salīdzinoši liels, neveidojiet lielas komandas, bet izveidojiet 3 vai 4 grupas. Katrā komandā ir jābūt pāra skaitlim cilvēku.
- Ja spēles dalībnieki ir dažāda vecuma cilvēki, mēģiniet veidot pārus, apvienojot jaunākus ar vecāka gada gājuma. Šādā veidā jūs ierobežosiet kādas grupas pārākumu.
- Lielisks veids, kā izveidot komandas, ir sadalīties skaitoties, piemēram, no 1 līdz 2. Attiecīgi tie, kas būs nosaukuši 1 veidos vienu komandu, 2 - otro komandu.
- Vēl viens veids grupu veidošanai ir piedāvāt dalībniekiem izvēlēties no cepures, pilnas ar krāsainām lapiņām, 1 krāsainu lapiņu. Tā, piemēram, cilvēki ar zilām lapiņām veidos vienu komandu, ar zaļām - citu, utt.

5. solis:
Izdaliet katrai komandai priekšmetu sarakstu un nosakiet laika limitu, lai atrastu šīs lietas, bet pārliecinieties, ka dalībniekiem ir pietiekams laiks, lai atrastu lielāko daļu no objektiem. Laiks ir atkarīgs no priekšmetu skaita. Tā, piemēram, 1 stunda iesākumā ir pietiekoši, ja sarakstā ir salīdzinoši daudz priekšmetu. Tas ir arī ieteicams kaimiņu aptaujāšanas gadījumā, kad dalībnieki apciemo kaimiņus priekšmetu meklējumos.

Avots:
http://www.wikihow.com/Create-a-Scavenger-Hunt

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About us

Project partners and list of experts:

Kielecki Park Technologiczny, Poland
www.technopark.kielce.pl
- Patrycja Janakowska
- Ana Kamińska
- Gabriela Krajewska
- Natalia Luba-Chudzik
- Joanna Rudawska

Stowarzyszenie Edukacja przez Internet, Poland
www.epi.org.pl
- Karol Kaleta
- Tomasz Molęda
- Kamil Stanos
- Agnieszka Tercz

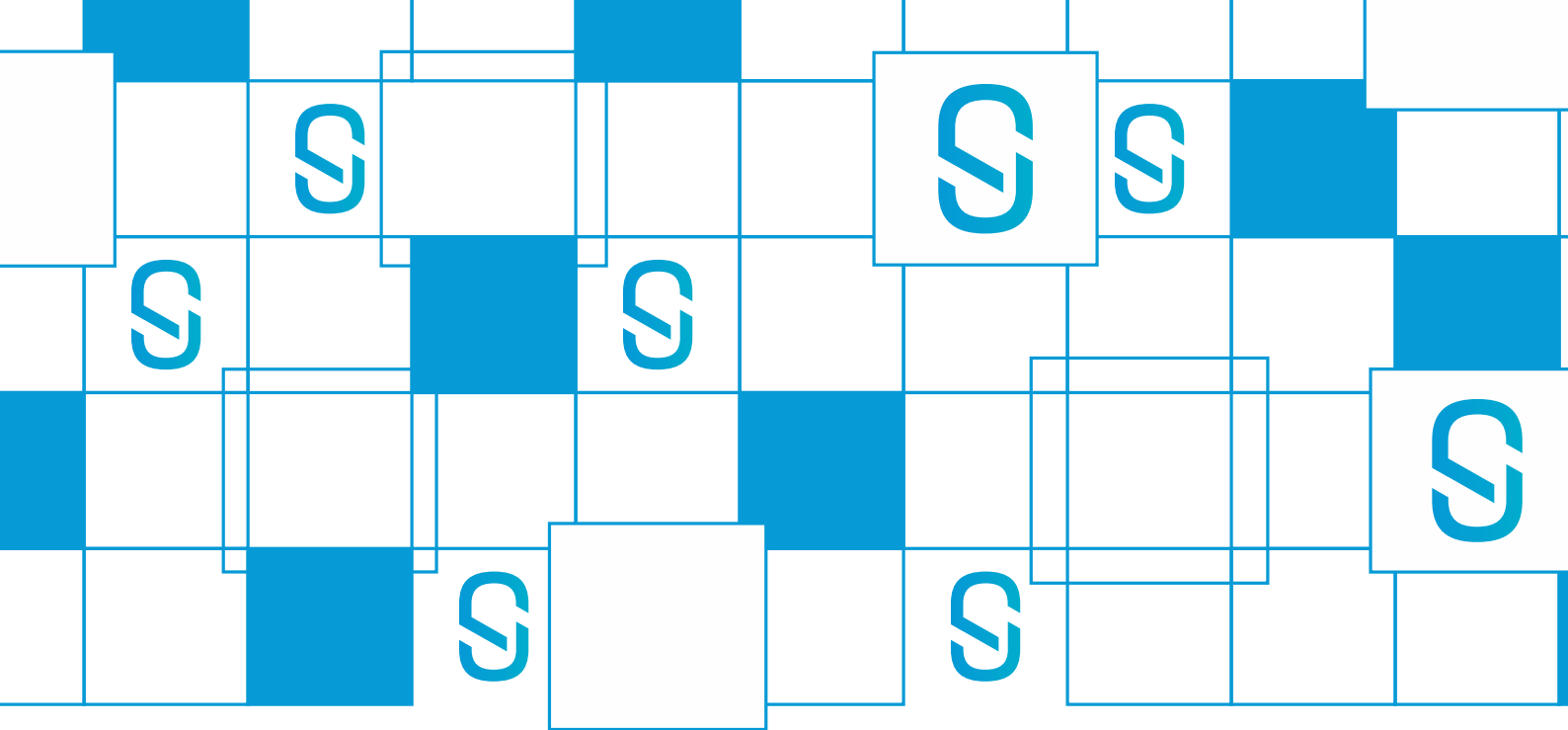Lokalna razvojna agencija PINS d.o.o. Skrad, Croatia
www.pins-skrad.hr
- Danijel Bertović
- Nikolina Crnković Đorđević
- Nataša Kozlica

Radosas Idejas/Creative Ideas, Latvia
www.creativeideas.lv
- Ilze Judrupa
- Aleksandra Mihņenoka
- Sanita Putnina
- Alise Vītola

Topic: **Business planning**

Created by: Danijel Bertović
Local development agency PINS, Skrad

The business planning process is designed to answer two questions:
Where are we now?
Where do we want to be in next year or two?

The result of this process is a business plan that serves as a guide for entrepreneur to run the start-up company. Describing the most critical tasks that must be completed and the time frame for completion, a business plan allows companies to allocate resources to accomplish goals.

Learning goal:
To raise knowledge how to properly prepare a business plan important for making a successful business.

Learning objectives:
By the end of this session participants will:
• obtain necessary knowledge about planning successful project and useful tools,
• know the methods of planning,
• know how to use modern communication/gamification tools during the group work.

Methodology:
• lecture (illustrations, graphs, infographics, multimedia tools),
• gamification (using mostly ICT trendy tools),
• group work, discussions.

Content:
1. Environmental analysis
2. Market structure analysis
3. SMART goals/objectives
4. SWOT analysis
5. The Business Model Canvas
6. Investment
7. Profit-Loss statement

Topic: **Business planning**

Structure:

1. Welcome and introduction, work rules:
(10 minutes)
Welcome all participants in this session. If you have not done it yet, introduce yourself and share some information regarding your background.
Present shortly the subject of this session and teamwork rules.

2. Theoretical part / individual work:
(20 minutes)
After a short PowerPoint presentation, the groups will immediately start with a discussion on their own examples. Through examples they will start to learn about how to plan their businesses and which kind of business model can be right for a starting company. Record their main findings on a flip chart. After getting some answers, you can give each group a flip chart and ask for more examples.
Participants will also use their smartphones to find positive examples from their countries.

3. Interactive activity / work in pairs:
(25 minutes)
We will speak about SMART objectives and how to invest money. We will show how to use properly and prepare simple profit and loss account. Discussion on the positive and negative examples of start-ups in different countries.

4. Conclusion:
(5 minutes)
A few questions about the business planning.
Understanding tool do a small competition.
Tools: Kahoot! (http://goo.gl/cbuvyC).

Topic: **Fundraising**

Created by: Danijel Bertović
Local development agency PINS, Skrad

For many people, a decision whether now is the right time to start a business comes down to funding.
You can have a brilliant idea, but it will not mean much if you do not have enough money to actually start a business.

Learning goal:
To widen perspective and show different possibilities of financing.

Learning objectives:
By the end of this session participants will:
• obtain necessary knowledge about fundraising,
• get familiar with financing possibilities in their countries,
• know how to use modern communication/gamification tools during group work.

Methodology:
• lecture (illustrations, graphs, infographics, multimedia tools),
• gamification (using mostly ICT trendy tools),
• group work, discussions.

Content:
1. How does fundraising work
2. Options for funding a startup
3. Different stages of startup fundraising

Topic: **Fundraising**

Structure:

1. Welcome and introduction, work rules:
(5 minutes)
Welcome all participants in this session. If you have not done it yet, introduce yourself and share some information regarding your background.
You should present shortly the subject of this session and teamwork rules. It is a good idea to divide the group of participants into smaller teams (3-4 persons).
Inform young people that they have to be very active, because at the end of the session you will do a short competition for them.

2. How startup funding works:
(20 minutes)
After a short PowerPoint presentation about fundraising, the group will have the possibility to use smartphones and find examples of start-up financing from their countries. We will discuss options and show them on flipchart.

3. Interactive activity / work in groups:
(25 minutes)
We will create 2-3 groups and they will work on the preparation of 2-3 own examples of short campaigns for fundraising.
After 15 minutes of preparation they will have to choose spokesman who will have pitch in front of mentors.

4. Conclusion:
(10 minutes)
Short quiz for all participants with some small rewards for best of them.

SHAKE UP
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Topic: **Where to look for an idea for a business?**

You know that full time work is not your dream, you feel you want to perform yourself differently? You have already found out that in business you need a hard work and a good idea? The first two you already have but it is worse with the idea. You do not know where to search for an inspiration and how to come up to THIS idea? Let's make a short SWOT analysis of our potential in a little bit different way. Ready?

1. Start from yourself
It is about you - not someone else - you want to run a company. It is you with your business who should feel good. Pretty obvious, but not always. Take a piece of paper and write down answers for the following questions:
- What am I the best in?
- What is my greatest passion?
- What is my graduation and experience?
- What I would like to do in my life?

Written? Read it now at loud. Stop at the second point – it would be nice to work on something that is your greatest passion, right? So try to wonder, is there a business which you could use what you have the best. Your experience and graduation is important as well. Do you perfectly know the industry that you currently work for? Do you have contacts you could use? Record it.
To each of the points wirte in a business that is familiar to what you wrote.

2. Look around
Do an overview of everything you have. Think of it, what do you have, and what you could tranform to a business. Search for material things which may help you with the business or ideas that come to your mind. What you could do with it. Write down everything you have:
- Own immovables (properties). Do you have outbuildings? - great, you can store machines there, a production hall, workhouse or animal husbandry. Do not think about licences, approvals and sanel yet. Search for potentials. Write down all immovables where you could have a business even if it would be a room in a house where you can use a desk.
- Devices you have at your disposal. Do you have a sewing machine and you love to sew? Cool, maybe you could think of designing clothes, sewing mascots or at least making alterations.
- Do you have music equipment? Maybe it is worth to consider a wedding band? UV device for nails? Maybe you could establish a manicure point? Write down everything you have.
- Means of transport. Do you have a car which could be used for commercial food delivery? Do you have a truck? Or maybe you have more „exotic" means of transport - lorry, bus, tank truck. You could have a good business out of it as well.

3. Look further
Now think of a place where you live and its nearest area. Is there anything missing there? Do you have to go 40 km to the closest store with toys/cosmetics/fish/parts (insert any). Are there any missing services? Ask your family and friends what is missing in your town in their opinion? Go to the internet forum of your town and check what citizens complain about, what kind of product they would like to have on the spot - you can even start a new topic with that question. Do not target completely undeveloped fields in your town only. Do not be afraid of a competition (remember the limit - a fifth pizza in a 10,000 citizen town will not be a good idea). Analise, search, ask. Check what has worked in other similar towns - but still has not been set up at yours. Observe and look for ideas.

Topic: **Where to look for an idea for a business?**

4. Think innovatevily
Most of the ideas start with finding a need. The need that still has not been met by any of products available on the market. Look around. You canot find it? Produce it and sell.

5. Look for your chance
Sometimes we say that some people are succesful only because they are able to find themselves in a right place and right time. It is not entirely true - usually these people just look for their chances. They are everywhere:
- Browse current inquiries and tenders in your neighbourhood - you will know, what kind of contractors are needed and maybe you will find an idea for a business.
- Attend business, networking, social meetings. Everytime try to talk, meet new people, listen others about their businesses. Perhaps you will find there your chance?
- Look for business advertisements. Perhaps someone wants to sell a company, is looking for a partner, wants to expand his or her business in your idea of operations. But be aware - be alert and careful.
- Travels. Are you going for your holidays abroad? Observe how companies work there, search for and form new business relationships. Perhaps you will form a cooperation on the basis of import-export?

6. Internet, press, books, television
Media are a mine of knowledge, literally. Sometimes you can have a feeling that every possible conception for a business has been already described. It is a perfect place where you can find an inspiration. Search for articles in which you can find a catalogue of business ideas, i.e. „10 ideas for a business up to 10.000 €". It is worth to browse famous press titles regularly, dig into Internet forums, read book on specific industries and watch business programs.

Remember that looking for an idea for a business is a long-lasting proces. Probably you will not find one in a day. So write down all of the ideas that come to your mind - thoughts like to disappear quickly. It is good to dedicate an individual notepad for it, where the first page will be a page with your potentials. Update it on regular basis. Browse it regularly and we hope that you will manage to find this one single idea, that will be hit home. If you find the relevant idea, then it is time to answer the question: „Are you ready for starting an enterprise?" and think of a dotation.

Topic: **Where to look for an inspiration for a business?**

Looking for in idea for a business is often the most difficult work which is connected to establishing a company. A good idea is the base, therefore it should be well considered and adjusted to market realities, our financial capabilities, but also to passion and interests because they play an important role as well.

Where to look for an inspiration?

Today's reality gives lots of possibilities. Ideas for business are everywhere. Sometimes it comes immidiately, sometimes we have to strain strength and look for our own. While looking for an idea it is worth to remember that getting down to something we are familiar with or to something what is our passion is the best and easiest option. If you have a specific education, learnt job, a proffession in a hand or passion and we are decided we want to develop the business in this direction, it is already half success.

If you already had worked in an industry and you have appropriate experience, you should consider whether a company with similar nature of business to your previous work wouldn't be a good idea. For sure it is a good solution for several reasons: you have the relevant experience, understanding of the industry, contact database.

If we do not have a specified idea and we need an inspiration, first of all it is observe surroundings, listen and talk about business.

One of basic ways for looking for business ideas, known for centuries, is for looking for business ideas is an observation of human problems. Our idea should be a solution for a problem. For example: for some people access to stores and shopping is a problem, shops online are a solution.

Other known method is being focused on meeting human needs and expectations. Not everyone has problems, but everyone has needs. At the beggining it is worth to talk to family, friends and colleagues. Ask them what kind of services and products they are missing, what would improve their work or make their lives better, what they are ready to spend money on? Maybe you will find the idea then?

Meeting with business people, mature and young entrepreneuers are very inspiring. Those people you can meet during different conferences, seminars, workshops such as previously organised at the Kielce Technology Park „Kielce Days of Academic Eentrepreneurship". You can talk to them, ask a persistent question. Their stories can be really inspiring.

Of course, the Internet, economic portals, blogs, internet forums are valuable sources of information where you can exchange your insights, ideas and talk about them with other people. A good method is also subscribing newsletters, through which we keep up to date with market information.

It is worth to read professional press, listen to the radio, look for hints in economic programmes. From them we can find out about new technologies, trends on the market.

What is very important, you must keep up to date with the market, follow and monitor changes coming from both micro and macro environment. Situation on the market changes all the time, but you can also seperate some trends, which keep are stable for a longer period of time. Even the braviest project must fit into realities to succeed. It is worth to listen to financial analysts and forecasts.

It is often a good idea to observe a far market, where are similar realities. We can check then, how good service or production activities perform there, so you can try to move them to the local market. Maybe they will have a chance in our case as well.

The more sources we will use for gaining knowledge and inspiration, the bigger probability we have that a really good business idea will pop up in our head.

Topic: **Market analysis**

Created by: Karol Kaleta
Stowarzyszenie Edukacja przez Internet, Kielce

Every innovative and efficient business plan should include a market analysis - the most important reason to prepare a business plan. In most cases, the market is changing all the time, it means that every growing company needs to watch for any changes and at least every year do an adaptation of its business plan to follow the clients expectations.
Using effective market research, a business company can gain valuable information about any competitors, demographic and economic changes and market trends.
The very important thing is to determine the target, then the four P's of marketing - price, product, placement, promotion are used to market the product or service.

Learning goal:
To raise knowledge how to **properly prepare a market analysis**, important for making a successful business plan.

Learning objectives:
By the end of this session participants will:
• obtain necessary knowledge about the market analysis methods and useful tools,
• know the methods of market analysis making decisions when the business idea is ready to go,
• know how to use modern communication/gamification tools during group work.

Methodology:
• lecture (illustrations, graphs, infographics, multimedia tools),
• gamification (using mostly ICT trendy tools),
• group work, discussions.
•
Content:
1. Getting the information.
2. Segmentation.
3. Market size and growth.
4. Market trends.

Topic: **Market analysis**

Structure:

1. Welcome and introduction, work rules:
(10 minutes)
Welcome all participants in this session. If you have not done it yet, introduce yourself and share some information regarding your background.
You should present shortly the subject of this session and teamwork rules. It is a good idea to divide the group of participants into smaller teams (3-4 persons).
Inform young people that they have to be very active, because at the end of the session you will do a short competition for them.
Using ICT tools like AnswerGarden (https://goo.gl/kYbqMJ) you can ask the group what is the market analysis or why companies require market analysis? It is good to comment frequent and common answers.
Hint: before the session, please ask the participants to bring smartphones or tablets with them.

2. Lecture 1 and exercise 1, The best market information sources:
(15 minutes)
• Local chamber of commerce.
• Government statistics.
• Other commercial statistics.
• Internet searches to track down the information.

Ask young people if they have any ideas what are the best market information sources. Record their main findings on flipchart. After getting some answers, you can give every group the flipchart and ask them for more examples.
After about 5 minutes of teamwork (or less, if the manage to do the task fast), ask one participant from every group to make a small presentation of their results.
Hint: prepare the right amount of flip charts and markers, depending on group size.

3. Lecture 2 and exercise 2, What is the market segmentation?
(15 minutes)
You should introduce young people to the market segmentation topic. Please give them some examples and ask them to prepare their own ideas (every group can have in mind a different company), using ICT comic-creating tool such as: ToonDoo (http://goo.gl/o1tvWc) or PixTon (https://goo.gl/I6rUPS).
After about 10 minutes of teamwork, ask one participant from every group for a presentation of their comic (please try to have another person making the presentation, than in the previous exercise).
Hint: before the session you can prepare you own comic and show it as an example during the session, to make the process faster.

Topic: **Market analysis**

Structure:

4. Lecture 3 and exercise 3, How to estimate market size and growth?
(10 minutes)
- Measure and quantify your market.
- What is the total market for your business?
- Percentage change as a market forecast.

You should introduce young people to the market size and growth. Please give them some examples and ask youth to estimate size and growth of the company market (give them different real company examples), use flip charts.
After about 5 minutes of teamwork, ask one participant from each group for a presentation of results (again please try to have another person making the presentation, than in the previous exercises).
Hint: prepare the right number of flipcharts and markers, print some examples (infographic is a good idea).

5. Lecture 4 and exercise 4, What marketing trends and fashions do you see to have an influence on your market segments?
(15 minutes)
Ask young people to prepare some trends and fashions examples (for instance cars, computers, smartphones), using an ICT infographic tool such as: infogr.am (https://goo.gl/9Czx9O).
After about 10 minutes of teamwork, ask one participant from each group for a presentation of results (again please try to have another person making the presentation, than in the previous exercises).
Hint: you can make a graph example at the beginning to make the process faster.

6. Conclusion:
(15 minutes)
Please prepare some questions about the market analysis and using an ICT student understanding tool, do a small competition. Tools that can be used: Kahoot! (https://goo.gl/cbuvyC), Quizizz (http://goo.gl/O3PVEf) or Socrative (http://goo.gl/uflkdp).
Please consider to have some prizes with you, to award 3-5 best persons (depending on the activity, numbers of questions and group size).
Hint: you can use micro-references tool like Credly (https://goo.gl/DNjIRl) or for instance some sweets, as rewards.

Topic: **Marketing, public relations and relations with costumers**

Created by: Aleksandra Mihņenoka
Biedrība Radošās Idejas / Association Creative Ideas, Riga

Marketing, more than any other business functions, deals with people - customers. Marketing is crucial for the success of every business, profit or non-profit enterprises. The double aim of marketing is to attract new customers, promising the best value, as well as to keep already existing customers - continue to deliver a satisfaction. Marketing is all around us. However, it is not only selling and advertising, like many people think, today's marketing has a new sense of satisfying customer needs. Marketing deals with identifying and meeting human and social needs, therefore customer and his or her needs is the core of marketing.
To succeed in business, marketers must pay close attention to the present-day and possible future trends, and adjust their marketing strategies through applying the marketing mix - the set of marketing tools used to pursue marketing objectives in the target market.
Furthermore, development of ICT and widespread availability of the Internet nowadays help businesses in their development and promotion of their products.

Learning goal:
To increase participants' awareness regarding marketing importance in business planning, pointing out marketing strategy, its basic elements and their importance for successful business performance.

Learning objectives:
By the end of this session students will have:
- understood the essence of marketing and marketing strategy,
- understood the necessity of defining the target audience,
- known the core elements of marketing mix (product, price, place, promotion) and obtained basic knowledge of their implementation,
- been aware of possible ways how to promote a product /an idea with less investments nowadays - public relations, guerrilla marketing & the power of social networks,
- acknowledged the necessity of relationship with customers,
- improved networking and discussion skills,
- been able to apply modern communication/gamification tools during group work.

Methodology:
- lecture (illustrations, infographics, multimedia tools),
- discussions (including some case studies), group work,
- gamification (also applying ICT tools).

Content:
1. What is marketing;
2. Marketing strategy and whom to serve - a target customer;
3. Marketing mix elements: product, price, place, promotion;
4. Low cost marketing and its importance nowadays

Topic: **Marketing, public relations and relations with costumers**

Structure:

1. Welcome and introduction, work rules:
(10 minutes)
Welcome all participants in this session. I you have not done it yet, introduce yourself and share some information regarding your background.
You should present shortly the subject of this session and teamwork rules. It is a good idea to divide the group of participants into smaller teams (3-4 people).
Inform young people that they have to be very active, because at the end of the session you will do a short competition for them, or they will have a quiz (that is depending on the time left).
Using ICT tools like AnswerGarden (https://goo.gl/kYbqMJ) you can ask the participants what is marketing? As well, it is possible to ask young people to develop (in groups) their own definition of marketing using up to ten words. It is good to comment most frequent and common answers, and, moreover, to show most popular definitions, i.e. of marketing guru Ph. Kotler.
Hint: before the session, please ask the participants to bring smartphones or tablets with them.

2. Lecture 1 and exercise 1, The concept of marketing and basic steps developing marketing strategy :
(10 minutes)
• Marketing concept,
• Marketing strategy,
• Why is it needed,
• Target customer.

After introduction to the concept of marketing, also provide the explanation of marketing strategy and its aims. Further, during a short discussion you should make young people come themselves to the conclusion regarding the elements (mix elements) that should be included in marketing strategy in order to deliver an idea (which is not "shaped" into the final product yet) to a customer. Further, make another discussion - ask students whether it is necessary to deliver an idea to all customers in a market, either to be more concentrated and serve only a target market. After some answers explain the process of defining a target customer (segmentation, targeting, positioning) and give students a group exercise (about 5 minutes). Ask them to write on flipchart (or prepared tables on a sheet of paper) 8-10 features that can be used for market segmentation, after - to make several (1-2) combinations of these characteristics.
Hint: before the session you can prepare you own example of market segmentation and defining a target audience, in order to make the process clear and faster. Furthermore, you can simplify the process by giving each group a different type of product and ask them to propose characteristics of market segmentation aimed at this particular product. As well, make sure you have prepared the right number of flipcharts and markers, depending on the group size.

Topic: **Marketing, public relations and relations with costumers**

Structure:

3. Lecture 2 and exercise 2, Marketing mix elements and product life cycle:
(35 minutes)
You should introduce young people to the main marketing mix elements and their dependence from product life cycle's stage, including:
• product life cycle,
• product and main ways to differentiate it,
• the difference between goods marketing and services marketing, extended marketing mix,
• price and main strategies to determine it,
• place and main ways to distribute the product,
• promotion and its main tools.

Give each group a handout shortly introducing marketing mix core elements and one example of the case study regarding any wordly-known company / product. Ask students to read the handout and the case study, and prepare a short presentation of the company's marketing mix elements, using ICT comic-creating tool such as: ToonDoo (http://goo.gl/o1tvWc), PixTon (https://goo.gl/I6rUPS), or make a presentation implementing infographic tools like Infogr.am (https://infogr.am/) or a poster presentation. In addition, each group should also find on the internet any other necessary and/or missing information about the company, which is described in the case study.
After about 15 minutes of group work (or less, if they manage to do the task fast), ask one participant from each group to share their results with the others.
Hint: before the session you can prepare you own comic and show it as an example during the session, to make the process faster.
If you are running out of session time, you can share only one case study for all groups. In this case give each group a task to examine one element of marketing mix (4P or 7p, if you have 4 or 7 smaller groups respectively) and prepare a presentation. On the one hand, this will help to save time, on the other hand, after presentations students will have an overall notion of company`s marketing mix.
In case of inability to use mentioned comic-creating tools, you can ask participants to make a poster presentation, but make sure you have provided necessary equipment like posters and markers.

4. Lecture 3 and exercise 3, low cost marketing:
(25 minutes)
Introduce young people to the topics of public relations and low cost marketing and its most popular types nowadays, providing examples as well:
• introduction to public relations,
• low cost marketing - the essence,
• the power of social networks,
• guerrilla marketing.

Topic: **Marketing, public relations and relations with costumers**

Structure:

Regarding the topic of social networks, find out which social networks they know/use and whether all of them are popular in their country. To summarize answers, use ICT tools like AnswerGarden (https://goo.gl/kYbqMJ), or you can record them on flipchart. Ask participants to make a description of any social network (i.e. for Facebook, Twitter, Instagram, LinkedIn, etc., here you can choose any other social network known among the audience), including possible pros-and-cons of this network and also mentioning either it is aimed at relationships B2C or B2B, and for which type of product (goods, services) it is good for. The results for the chosen network can be displayed on flipchart, or made as a poster presentation, as well as using modern ICT tools for presentations. After about 10 minutes of group work, ask participants to present their results. It is good to comment the results and welcome students to discuss them, if time permits.

Afterwards, introduce students to guerrilla marketing. Here, if time permits, you can show a lot of examples (images and videos). As a group work, ask students to mention advantages & possible disadvantages (or limitations for implementation) of guerrilla marketing (about 3 minutes) and share with the others. If time permits, ask participants to share any notable examples of guerrilla marketing from their countries.

Hint: before the session you can choose one case study of guerrilla marketing, finding information, videos and images regarding it, and make a broad discussion during the session. Make sure that you have provided necessary equipment like posters and markers for the tasks.

5. Lecture 4 and exercise 4, Relationship with customers:
(15 minutes)
Introduce participants to the process of relationship with customers as follows:
• building a relationship with a customer,
• communication,
• maintaining a relationship with a customer.
Ask participants to make a sketch how they are going to develop relationships with their potential customers (5 min). In this case participants also can prepare a short presentation, using ICT comic-creating tool such as: ToonDoo (http://goo.gl/o1tvWc), PixTon (https://goo.gl/I6rUPS), or a poster presentation. Afterwards, it is advised to hold a discussion of possible pros & cons!
Hint: in order to save time, you can prepare handouts for students with basic tools that might be implemented during the process of relationship with customers.

6. Conclusion:
(20 minutes)
Based on the material displayed and discussions held during the session, ask students to make a short description of the mix elements regarding their business ideas (group work) and present it to the other participants. You can encourage students to vote for the best presentation in order to award the group.
Either, you can prepare some questions about the marketing, or make a crossword, and using an ICT tool do a small quiz. Tools that can be used: Kahoot! (https://goo.gl/cbuvyC), Quizizz (http://goo.gl/O3PVEf) or Socrative (http://goo.gl/uflkdp). Please consider to have some prizes with you, to award 3-5 best persons (depending on the activity, numbers of questions and group size).
Hint: you can use micro-references tool like Credly (https://goo.gl/DNjIRl) or for instance some sweets, as rewards.

Topic: **Networking**

Created by: Alise Vitola
Biedrība Radošās Idejas / Association Creative Ideas, Riga

Networking plays an important role in the success of new and existing businesses. Networking unites organisations and individuals, granting quicker, cheaper and higher quality access to resources, such as information, finance, human and physical resources.
Networking also encourages businesses to work together in order to achieve common goals, for example, by strengthening the cooperation with education or research organisations or by influencing public policy.
There are various forms of business networking - from formal organisations like business associations to informal networking events and everyday networking activities like lunch with a business partner.

Learning goal:
To raise knowledge and skills for an efficient business networking.

Learning objectives:
By the end of this session participants will:
•   understand the concept of business networking,
•   know the benefits of business networking,
•   learn the forms of business networking,
•   improve networking skills,
•   learn how to use modern communication/gamification tools during group work.

Methodology:
•   lecture (illustrations, infographics, multimedia tools),
•   gamification (using mostly ICT trendy tools),
•   group work, discussions (including case studies).

Content:
1. Concept and benefits of networking.
2. Forms of networking.
3. Networking skills.

Topic: **Networking**

Structure:

1. Welcome and introduction, work rules:
(10 minutes)
Welcome all participants in this session. If you did not before, introduce yourself and share some information regarding your background. You should present shortly the subject of this session and teamwork rules. It is a good idea to divide the group of participants into smaller teams (3-5 persons).
Inform young people that they have to be very active, because at the end of the session you will do a short competition for them.
Using ICT tools like AnswerGarden (https://goo.gl/kYbqMJ) you can have a brain storm by asking the group why should businesses network, what would they gain from networking and with whom (other businesses and organisations) should they network? After this you can discuss the answers with the youngsters.
Hint: before the session, please ask the participants to bring smartphones or tablets with them.

2. Lecture 1 and exercise 1, Forms of networking:
(30 minutes)
You should introduce young people to the forms of business networking, for example:
• Business association / trade association,
• Co-working space,
• Networking events,
• Virtual platforms.

Give each group a handout introducing one form of business networking and one example of the best practise. Ask participants to read the handout and prepare a short presentation (about 5 minutes) introducing the networking form. Participants might use ICT comic-creating tool such as ToonDoo (http://goo.gl/o1tvWc) or PixTon (https://goo.gl/I6rUPS). Ask each group to find on the internet also other examples of this form of networking.
After about 10 minutes of teamwork (or less, if they managed to do the task fast), ask one participant from every group to do a small presentation of their results.
Hint: before the session you can prepare you own comic and show it as an example during the session, to make the process faster.

3. Lecture 2 and exercise 2, Partners for networking:
(25 minutes)
To simulate an exchange of business ideas and a search for partners, ask participants to create an „elevator pitch" - a 1 minute talk, around 130 words, including such aspects of their business idea as:
• Product (what is it?),
• Competitive advantage (why is this product better than others?),
• Market (potential customers, number of customers, their income level),
• Competitors,
• Business model (how the product will reach the customer).

Topic: **Networking**

Structure:

After about 10 minutes of individual work, ask participants to work in pairs by presenting to each other their business idea and looking for possible cooperation. Ask each participant to exchange his or her business idea with 3 other young people.
After about 10 minutes of work in pairs, ask participants to share the best networking ideas.
Hint: prepare the right number of paper sheets and pens, give an example of the „elevator pitch".

4. Conclusion:
(15 minutes)
Please prepare some questions about the business networking and using an ICT tool do a small competition. Tools that can be used: Kahoot! (https://goo.gl/cbuvyC), Quizizz (http://goo.gl/O3PVEf) or Socrative (http://goo.gl/uflkdp).
Please consider to have some prizes with you, to award 3-5 best persons (depending on the activity, numbers of questions and group size).
Hint: you can use micro-references tool like Credly (https://goo.gl/DNjIRI) or for instance some sweets, as rewards.

Topic: **Intellectual property rights**

Created by: Ilze Judrupa
Biedrība Radošās Idejas / Association Creative Ideas, Riga

Intellectual property refers to creations of the mind: inventions; literary and artistic works; and symbols, names and images used in commerce. So, intellectual property consists of products, work or processes that you have created and which give you a competitive advantage.

There are 3 subcategories of intellectual property:
• Industrial property: inventions (patents), trademarks, industrial designs, new varieties of plants and geographic indications of origin.
• Artistic work protected by copyright: original literary and artistic works, music, television broadcasting, software, databases, architectural designs, advertising creations and multimedia.
• Commercial strategies: trade secrets, know-how, confidentiality agreements, or rapid production.

Learning goal:
To provide knowledge about the importance of protecting intellectual property in business and to develop the skills to protect intellectual property.

Learning objectives:
By the end of this session participants will:
• understand the concept of "intellectual property" and the need to protect intellectual property rights,
• understand the nature of unfair competition and improve the skills to recognize the unfair competition regarding intellectual property rights,
• improve the skill to protect intellectual property.

Methodology:
• lecture (illustrations, infographics, multimedia tools),
• gamification,
• group work, discussions (including case studies).

Content:
1. Intellectual property rights, its subcategories.
2. Unfair competition.
3. How to protect intellectual property.

Topic: **Intellectual property rights**

Structure:

1. Welcome and introduction, work rules:
(5 minutes)
Welcome all participants in this session. If you have not done it yet, introduce yourself and share some information regarding your background.
You should present shortly the subject of this session and rules of the first game.

2. Lecture 1 and exercise 1, Intellectual property rights:
(30 minutes)
You should introduce young people to the forms of intellectual property and why it is necessary to protect intellectual property. It should be done through the game.

Give to each student list of paper with different statements or questions and ask them to find other students who know the answers. It is necessary to write in every box only the name of the student who knows the answer. It is not allowed to write own names and one person can be written only once (if there are more than 12 students in the group).

I can explain what is patent	I know why are trademarks necessary?	I can tell 5 types of works covered by copyright	I know what is innovation
I know what kind of innovations cannot be patented	I know what is intellectual property	I can tell the example of unfair competition	I know what is EPO
I know how to register copyright	I can tell why it is necessary to protect intellectual property	I know where to find information about intellectual property rights	I have already done or made something that others have copied

Topic: **Intellectual property rights**

Structure:

After filling the worksheet, discuss every question and show a short presentation with theoretical information about each question.
During discussion about the intellectual property, ask each student to find on the internet examples of geographic indication of origin. More precisely, examples of products in your country which names are protected from misuse and imitation and help consumers by giving them information concerning the specific character of the products (Protected Designation of Origin - PDO, Protected Geographical Indication - PGI, Traditional Speciality Guaranteed - TSG).
Hint: before the session you must prepare the worksheets for students.

3. Lecture 2 and exercise 2, Unfair competition:
(30 minutes)
To get to know how students understand the term "unfair competition" and and whether they know some examples of an unfair competition, ask students to work in small groups (3-4 people) and make poster about an unfair competition. After 10 minutes ask each group to present their poster. At the end you should summarize all information and classify it according to the theory.
Hint: before the session you must prepare markers and paper for posters.

4. Lecture 3 and exercise 3, How to protect intellectual property:
(10 minutes)
Show the summarized table of forms of intellectual property and possibilities to protect it on the screen.
Ask each student to think about his or her mobile phone (or smart phones, tablets, PC) - what kind of intellectual property is included in their devices and how is it protected. Shortly discuss students' opinion.
If students are working in groups on their business ideas, ask them to work in their groups and find out what kind of intellectual property does their product include and how could it be protected. After short presentation of students' opinion, discuss the results.

5. Conclusion:
(15 minutes)
You can prepare some questions about intellectual property rights and using an ICT tool Kahoot! (https://goo.gl/cbuvyC) do a small competition.
Please consider to have some prizes with you, to award 3-5 best persons (depending on the activity, numbers of questions and group size).
Hint: you must prepare, for example, some sweets as rewards.

Topic: **Risk management**

Created by: Danijel Bertović
Local development agency PINS, Skrad

In each company, a risk is defined as defined as a possible event or circumstance that can have negative influences on the company. Its impact can be on the very existence, the resources (human and capital), the products and services, or the customers, as well as it may have an external impact on society, markets, or the environment.
In the more general case, every probable risk can have a pre-formulated plan to deal with its possible consequences (to ensure *contingency* if the risk becomes a *liability*).

Learning goal:
How to recognize a risk in business, and how to prepare adjustment plan.

Learning objectives:
By the end of this session participants will:
• obtain necessary knowledge about risk management,
• get familiar with possible risk in their start-up projects,
• know how to use modern communication/gamification tools during group work.

Methodology:
• lecture (illustrations, graphs, infographics, multimedia tools),
• gamification (using mostly ICT trendy tools),
• group work, discussions.

Content:
1. Introducing to risk management, methods
2. Identification of potential risks in business
3. Risk assessment
4. Risk management plan

Topic: **Risk management**

Structure:

1. Welcome and introduction, work rules:
(5 minutes)
Welcome all participants in this session. If you have not done it yet, introduce yourself and share some information regarding your background.
You should present shortly the subject of this session and teamwork rules. It is a good idea to divide the group of participants into smaller teams (3-4 persons).

2. Introduction and identification of risks in business:
(20 minutes)
After short introduction of risks, the group will discuss about possible general risks and will show them on flipchart. Probably, there will be a lot of similar risks, but also some specific for some country. Comments on that.

3. Interactive activity / work in groups:
(30 minutes)
We will create 2-3 groups and they will work on preparation of 2-3 their examples of short risk management plan and how to monitor risk.
After 15 minutes of preparation, they will have to choose a spokesman who will have to introduce ther risk management plan.

4. Conclusion:
(5 minutes)
Short Q&A session.

Topic: **Support for young entrepreneurs**

Created by: Tomasz Molęda
Stowarzyszenie Edukacja przez Internet, Kielce

There are a lot of challenges that young entrepreneurs face in starting a business. On the other hand there is a lot of support available for young entrepreneurs, this includes services and advice from public and private, governmental and non-governmental, national and international institutions.
Having the right help is essential to having a kick-start in starting your own business. But the support is important not only at planning stage, you can benefit from a wide range of tailored-made assistance when you already have established your own company.

Learning goal:
The Support for young entrepreneurs topic (addressed during day 1, part 2 of the workshop "Shake up Start ups Non-formal entrepreneurship academy") is designed to help participants to raise their knowledge about the available support for young entrepreneurs and business environment institutions.

Learning objectives:
By the end of this session participants will:
• recognize the importance of using different services and support for young entrepreneurs,
• outline the available support for young entrepreneurs and the offer of business environment institutions,
• creatively analyse the available support for young entrepreneurs and the offer of business environment institutions,
• know from which external sources they can acquire resources for growth.

Methodology:
• one session, made up of lectures and discussions,
• microtasks, participants working individually or on a small group basis,
• gamification used during group work in exercise.

Content:
1. Is it worth to use services and support for young entrepreneurs?
2. What kinds of support for young entrepreneurs are available?
3. Business environment institutions and their offer.
4. Who have used business environment institutions?

Topic: **Support for young entrepreneurs**

Structure:

1. Welcome and introduction:
(5 minutes)
Welcome all participants in this session. If you have not done it yet, introduce yourself and share some information regarding your background. Briefly inform about the focus of this session, including learning objectives and content.
Hint: before the session, prepare a sheet with an agenda, learning objectives and content.

2. Exercise 1, Is it worth to use services and support for young entrepreneurs?:
(15-20 minutes)
Ask participants to find a partner (groups of two will be formed). Inform the participants that the goal is to explain is it worth to use services and support for young entrepreneurs, basing on the participants current information about the topic support for young entrepreneurs. Each pair sits together. Inform the groups that they have limited time.

Provide some sample questions/issues for the group, to ask each other in each pair:
• What motivates people to start their business?
• What are the advantages and disadvantages of being an entrepreneur?
• Can young entrepreneurs use services and support for young entrepreneurs for free or do they have to pay for it?
• Which services and support for young entrepreneurs do you know?
• Do you know anyone who has used services and support for young entrepreneurs?
  If yes, what was his or her feedback after using them?
Hint: you can write the above questions on a flip chart and make sure that it is visible to the group during this exercise.
Get the group together and invite one representative from each pair to briefly summarize their discussion. Record their main findings on flip chart.
Hint: before the session, prepare yourself by answering the above questions by yourself.

3. Lecture 1 and micro-tasks, What kinds of support for young entrepreneurs are available?
(15-20 minutes)
Provide an overview of support for young entrepreneurs, as below.
Young entrepreneurs can use different kinds of support available, including:
• information services,
• advisory services,
• business planning support,
• technical trainings,
• mentoring,
• financial support[1].

[1]author's own researach

Topic: **Support for young entrepreneurs**

Structure:

Briefly describe each kind of available support, as below.

- information services - are provided by different governmental or non-governmental bodies, local authority institutions, etc., usually with no extra charge; they can support you with information before start-up, regarding start-up and registration, such as: registration of the enterprise, choosing form of incorporation, registration with the VAT, special permits/licences, regulations regarding tax and duties of an entrepreneur, accounting and auditing obligations, etc.; many information materials, regarding the above issues, can be found on the Internet.
  Ask the group if they know any sites on the Internet with those resources. Note down the urls on flipchart.
  Hint: before the session, prepare your own list of website with those resources and have it at-hand during the session.
- advice services - business advisory services are usually offered by specialized and experienced organizations, can require a payment for the support; they advise current and future entrepreneurs; they can offer such services as: market intelligence, market development support, help with exporting, financial analysis, support for innovation, intellectual property, accounting, tax, etc.,
- business planning support - this includes both resources and templates on the Internet and also free or commercial services; you can also use different IT tools, including web-based applications, desktop applications and apps,
  Ask the group to search and download some apps on their smartphone, from app stores,
- technical trainings - if you think or already know that you are missing any skills or competences, you can sign up for a technical training; there are also many opportunities of on-line training courses,
- mentoring - having a mentor helps to think through a business idea; doing networking can help you to find the right mentor or mentors for you; a good mentor can have a very positive impact on early-stage start-ups.
  Ask the group to search now on the Internet, using their smartphones, the possibility of finding a mentor in your city/region/country,
  Hint: before the session, prepare your own list of possibilities of finding a mentor in your city/region/country and have it at-hand during the session,
- financial support - if you do not want or cannot finance your business with your own money, you need to think about external sources of funding, such as: grants and loans, bank funding, crowdfunding, angel investors, venture capital; information about available funding can be researched on-line or you can contact different public or private organisations offering advice and help regarding funding opportunities; grants and loans - there are different governmental programmes, many offering preferential support for young entrepreneurs and start-ups, also the EU funding can help you to finance your business idea; bank funding - many banks value the cooperation with young entrepreneurs and start-up companies, offering the preferential offers and rates; crowdfunding - sites that enable entrepreneurs to pitch their ideas and gain funding; angel investors - is an individual who offers capital for start-ups in exchange for convertible debt or ownership equity; venture capital - money given to start-ups that are considered to have high-risk, but also high-growth and potential, usually in return for ownership shares[2].

Ask the group which other kinds of support for young entrepreneurs they know. Note down the findings on flipchart.
Ask the group if any of them or someone they know, had used any of those services. Note down the findings on flipchart.
Hint: before the session, you can find statements on the Internet or interviews with entrepreneurs who used different support for young entrepreneurs.

[2]http://www.forbes.com/2010/02/12/funding-for-startups-entrepreneurs-finance-zwilling.html, access 30.01.2016

Topic: **Support for young entrepreneurs**

Structure:

4. Lecture 2 and a microtask, Business environment institutions and their offer:
(10-15 minutes)
Provide an overview of business environment institutions and their offer, as below.
Young entrepreneurs can use the offer of different business environment institutions:
• technology parks,
• technology incubators,
• business incubators,
• technology transfer centers,
• regional development agencies,
• chambers of commerce,
• business information centers,
• business associations,
• etc.
Divide the participants into groups of 3-4 people and ask each group to search now on the Internet, using their smartphones, for the offer of business incubators or technology parks/incubators in your city/region/country. Ask each group to note down the findings on flipchart. Try to have each group researching on an offer from different institution.
Provide some sample issues for the group, to research in each team:
• Do they offer help with business basics?
• Do they offer help with accounting/financial management?
• Do they offer a business training programs?
• Do they have access to angel investors or venture capital?
• What is their offer of office-space (free space, costs, preferential system)?
• Can you have a virtual office at their address?
• Do they organize networking events?
• What services you think are missing in their offer or you did not find on their website?
• Research on their users feedback on social-media profiles or reviews on the Internet, what others are writing?
Get the group together and invite one representative from each team to briefly summarize his or her findings. Record main findings on a general flip chart. Try to have a group discussion on the differences and similarities in their offer and services.
Hint: before the session, prepare a sheet with a list of business incubators or technology parks/incubators in your city/region/country and make another sheet with their offers.

5. Discussion, topic summary and thank you:
(5-10 minutes)
Ask the group if they would like to discuss anything regarding the topic. Try to address any issues that the participants would like to discuss further. Summarize this session, including learning objectives. Ask for participants' feedback. Thank the participants for their time and work during this session.

SHAKE UP
START UPS

Topic: **Team Management, coaching and motivating**

Created by: Agnieszka Tercz and Kamil Stanos
Stowarzyszenie Edukacja przez Internet, Kielce

Skilful management of a team is one of the most important functions in business. Proper team management in any organization is also a success of any project. People are the driving force for action, they take risks and they perform tasks that lead to achieving their objectives.
This topic is just one of the issues that will be included in the whole method. Issues should be adapted to the general public.

Objectives and issues:
- understanding the key mechanisms and techniques used in management practice team,
- training skills of effective management in today's teams,
- solving problems in a team and decision-making through facilitation,
- procedures and communication tools,
- how to coach and motivate team members.

Teaching methods:
- lecture (illustration, involvement),
- case studies, discussion, quiz, test,
- gamification (group work).

Benefits:
- increase efficiency in managing teams through building trust and authority, motivating,
- raise the level of ability to use appropriate tools in management of teams,
- increase management skills group process and its impact on the performance of tasks by team,
- ability to use tools to solve problems in a team and decision-making, in particular facilitation,
- ability to use coaching methods.

Content:
1. Communication.
2. Team leadership styles: Knowing which to use.
3. Identifying and assigning roles.
4. Stages of team development.
5. Characteristics of effective teams.
6. Managing team performance.
7. Dealing with difficult group dynamics.
8. Dealing with conflict.
9. Conducting team meetings.

Topic: **Team Management, coaching and motivating**

Structure:

Groups will be taught in an interactive workshop with the possibility of examining individual cases. Workshops are conducted in a small group of up to 12 seaters. The topics discussed in class relate to real situations that managers face in their daily work.
Each module (to be negotiated how many modules should be) thematic summary is aimed at determination by the participants' opportunities to use the knowledge and skills in their professional practice. Classes are constantly moderated by the trainers depending on the needs of the participants reported. During the training, the trainer occurs frequently in the role of facilitator - he/she is responsible for the constructive and efficient way of conducting discussions and motivating the group to find a solution. During the course, we focus on partnerships, exchange of experience and respect.

Useful links:
- How Good Are Your Management Skills? Test
  https://www.mindtools.com/pages/article/newTMM_28.htm
- Video Building an Effective Team
  https://www.mindtools.com/pages/article/building-effective-teams.htm
- Team Charters
  https://www.mindtools.com/pages/article/newTMM_95.htm
- Team Management Skills
  https://www.mindtools.com/pages/article/newTMM_92.htm