



# **The Self-Leadership &**

# **Entrepreneurial**

# **Mindfulness Manual for**

# **Students and Pupils**

**A WORKBOOK FOR DEVELOPING PERSEVERANCE,  
SELF-AWARENESS, AND A GROWTH MINDSET**

**FAIL RESILIENTLY AND  
REBOUND STRONGLY**

**DEVELOP RESILIENCE TO STRESS,  
ANXIETY, AND ANGER**

**ACHIEVE YOUR  
GOALS**





# SLEM ACADEMY

## MODULES

## SELF-LEADERSHIP

## ENTREPRENEURSHIP

**MODULE 1**  
INSPIRATION &  
SELF-AWARENESS



**SELF-AWARENESS**

**MODULE 2**  
IDEA GENERATION



**IDENTIFYING  
DREAMS**

**MODULE 3**  
DESIGN & PLANNING



**EMPLOYING  
CONSTRUCTIVE  
THOUGHT PATTERNS**

**MODULE 4**  
IMPLEMENTATION &  
REVISION



**CREATING IMPACT**

**MODULE 5**  
FINAL CHECK  
& PITCH



**INFLUENCING**

**IDEA INCUBATION**

**CONCEPT  
DEVELOPMENT**

**BUSINESS MODEL**

**DESIGN AND  
TESTING**

**MINDFULNESS**



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**SELF-LEADERSHIP**

**ENTREPRENEURSHIP**

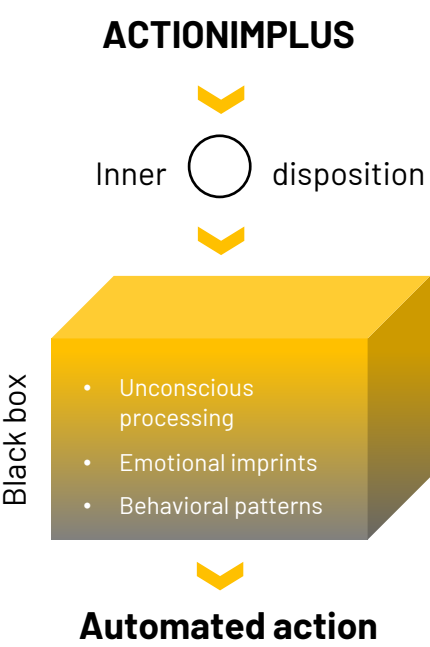
**MINDFULNESS**



# SELF-LEADERSHIP



- Self-leadership is a concept that originated from the idea of self-management (Manz & Sims, 1980; Manz, 1986).
- It encompasses the purposeful **self-influence of thoughts, emotions, and behaviors aimed at enhancing personal effectiveness and optimizing performance** (Furtner, Rauthmann, & Sachse, 2015). It involves a self-directed process that addresses fundamental inquiries on the journey towards accomplishing specific objectives: "what needs to be done," "how it should be done," and "why it is necessary" (Manz, 1991; Sampl, Maran, Furtner, 2017).



# SELF-LEADERSHIP



Neck and Houghton (2006) defined three main dimensions of self-leadership:

- 1. Behavior-focused strategies, including self-goal setting, self-reward, self-punishment, self-observation, and self-cueing
- 2. Natural reward strategies focusing on intrinsic motivation
- 3. Constructive thought pattern strategies which consist of visualizing successful performance, self-talk, and evaluating beliefs and assumptions

Several studies “indicate that **self-leadership is a trainable skill**” (Sampl, Maran Furtner, 2017, p. 1395) .

SELF-LEADERSHIP STRATEGY DIMENSIONS		
BEHAVIOR-FOCUSED STRATEGIES	NATURAL REWARD STRATEGIES	CONSTRUCTIVE THOUGHT PATTERN STRATEGIES
Self-observation	Natural reward strategies (intrinsic motivation )	Visualizing successful performance
Self-goal setting		Self-talk
Self-reward & self-punishment		Evaluating beliefs and assumptions
Self-cueing		

Table 1: Self-leadership strategy dimensions (Furtner & Baldegger, 2016, p. 61)

# WHY SELF-LEADERSHIP?



## GOALS OF SELF-LEADERSHIP-TRAINING

- › Enhance personal effectiveness and performance in various life situations.
- › Improve mental and physical performance.
- › Increase in self-efficacy (belief in one's own abilities).
- › Reduction of subjective strain, personal stress perception, and performance-related fears.
- › Strengthening of self-responsibility to actually put goals and plans into practice.
- › Promotion of self-motivation.
- › Increase in intrinsic motivation and flow to promote creativity, innovation, and performance (Furtner, 2018).



# ENTREPRENEURSHIP

- Entrepreneurship encompasses the dynamic process of identifying, evaluating, and exploiting opportunities to introduce novel goods and services, innovative organizational approaches, new markets, processes, and raw materials through deliberate and previously unexplored organizing endeavors (Venkataraman, 1997; Shane and Venkataraman, 2000).
- The concept of "entrepreneurship" is intricately tied to individuals who embark on the journey of venture creation: the entrepreneurs themselves. Distinguished from managers or leaders, entrepreneurs undertake diverse roles to establish a new venture. Primarily, they engage in opportunity recognition, identifying situations in which novel goods, services, raw materials, and organizational methods can be introduced and sold at a greater value than their production cost. Subsequently, entrepreneurs gather the requisite knowledge, resources, and financing to transform these opportunities into tangible realities. Once their product or service is developed, they undertake promotional activities and manage operational aspects, such as financial reporting and customer service, ensuring the venture's successful functioning (Shane & Venkataraman, 2000).



# WHY ENTREPRENEURSHIP?

Fortunately, the realm of entrepreneurship offers a remarkable degree of autonomy. Successful entrepreneurs are not bound by the directives of a superior; instead, they become their own bosses.

- Entrepreneurs have the autonomy to establish the mission, vision, and values that guide their organization. They possess the power to make a positive impact on their customers' lives.
- They are liberated to pursue their creative ideas without the need for external validation or approval.
- Entrepreneurs have the flexibility to create their own work schedule, enabling them to capitalize on their peak productivity and enjoy well-deserved time off when necessary.
- They have the ability to assemble a team of employees with whom they enjoy working.
- Through the pursuit of their venture, entrepreneurs acquire a diverse range of knowledge and skills.
- They learn to tackle challenges in a productive and resourceful manner.

In summary, entrepreneurship provides individuals with the opportunity to go beyond conventional employment and create something truly unique. The venture becomes an extension of their identity, reinforcing their personal vision and values.



# MINDFULNESS

- Mindfulness can be defined as the non-judgmental awareness of present-moment experiences. It involves observing sensations and emotions without attaching judgments or reactions to them.
- If you take a moment to focus on your breath, you may notice that your mind naturally begins to generate thoughts within a few seconds. Just as saliva is produced by the mouth, thoughts arise spontaneously in the mind. Mindfulness enables us to step back and observe our thoughts without getting entangled in them or identifying ourselves with them.
- With regular practice, mindfulness has a transformative effect on our daily lives by creating a space between our experiences and our responses. For instance, if we accidentally spill a glass of water, our initial reaction might be anger towards ourselves, accompanied by negative self-talk about our clumsiness. However, being consumed by anger does not contribute to solving the problem; it only intensifies our negative emotions. Mindfulness allows us to accept the situation as it is and choose a more appropriate response, such as calmly cleaning up the mess without creating a negative narrative about our self-worth.

In essence, mindfulness cultivates a state of open awareness that empowers us to engage with life's experiences more consciously and respond with greater clarity and compassion.



# WHY MINDFULNESS?

Practicing mindfulness offers several benefits:

1. Empowers you to be in control of your mind rather than being controlled by it.
2. Enhances your ability to act thoughtfully and reduces impulsive reactions.
3. Enhances perception of reality, helping you avoid cognitive biases and thinking traps.
4. Reduces stress and fosters overall well-being.
5. Cultivates the ability to pause before reacting, crucial for resilience and bouncing back from setbacks.
6. Encourages a curious approach to challenges rather than a judgmental one.

By integrating mindfulness into your daily life, you can develop a greater sense of self-awareness, emotional resilience, and the ability to navigate life's ups and downs with greater wisdom and clarity.



# MODULE 1

# MODULE 1A

## SELF-AWARENESS – WHO AM I?

“What is necessary to change a person is to change his awareness of himself.”

- Abraham Maslow

STUDENTS ARE ABLE...	
SELF-LEADERSHIP	...to engage in the exploration and comprehension of their individual values, beliefs, principles, needs, motives, attitudes, traits, habits, and desires.
ENTREPRENEURSHIP	... to explore their personal identity and discover the unique qualities that make them individuals.  ... to engage in self-reflection to gain deeper insights into their values and behaviors.  ... to expand their self-awareness and minimize blind spots through introspection.
Mindfulness	... to understand, acknowledge, and embrace their feelings and emotions.

Let's get started!

MODULE 1A:

SELF-AWARENESS – WHO AM I?

SELF-LEADERSHIP

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MINDFULNESS

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# IMPROVE YOUR SELF-AWARENESS

“What lies behind us and what lies before us are tiny matters compared to what lies within us.”

**-Ralph Waldo Emerson**

## FOR YOU TO KNOW

- Self-awareness is a profound comprehension of our personality, values, inclinations, needs, and beliefs. It involves critically examining our thoughts, beliefs, tendencies, and emotions to gain a deeper understanding of our values and principles. By acting upon this knowledge, we unlock our maximum potential and strive for self-actualization.
- Self-awareness empowers the process of self-discovery by enabling us to step back and evaluate how we perceive ourselves. As we cultivate self-awareness, we gain the ability to modify our thoughts, which subsequently influences our emotions and, ultimately, our actions. This self-awareness allows us to make intentional choices that align with our authentic selves and lead to personal growth and fulfillment.

## LET'S DIG DEEPER



### Internal self-awareness

Internal self-awareness involves having a clear understanding of our own values, passions, aspirations, and how we fit into our environment. It encompasses being aware of our thoughts, feelings, behaviors, strengths, weaknesses, and the impact we have on others. This level of self-awareness is associated with personal and social control, leading to greater happiness and well-being. It is also inversely related to anxiety, stress, and depression (Eurich, 2018).



### External self-awareness

External self-awareness pertains to understanding how others perceive us, including our values, behaviors, and strengths. It involves being able to take the perspective of others and show empathy. Leaders who have a good understanding of how their employees see them tend to have better relationships with their team members. Employees are more satisfied with such leaders and view them as more effective overall (Eurich, 2018).

## WHY IS SELF-AWARENESS IMPORTANT?

Self-awareness is of great importance as it allows us to develop a deeper understanding of ourselves as unique and separate individuals. It empowers us to make meaningful changes and capitalize on our strengths, while also identifying areas where we can strive for improvement. By cultivating self-awareness, we gain valuable insights into our thoughts, emotions, behaviors, and patterns, which in turn enables us to lead more fulfilling and authentic lives.

# SELF-LEADERSHIP



# ACTIVITY 1 – WHAT ARE YOUR VALUES?

## OBJECTIVES & BASIC IDEA

Values and morals are the guiding principles that shape our beliefs and actions. They serve as internal compasses, providing direction and motivation in our lives. Reflecting on our values allows us to align our behaviors with what we truly believe in and strive for, leading to a more fulfilled and purposeful life. It's important to regularly revisit and redefine our values to ensure they remain relevant and in line with our evolving selves. In this exercise, we will explore and identify your personal core values.

(1/5)

"What is the most important thing to me in life?"

- Let's now move on to identifying your personal values.
- Take a moment to reflect on how you spend most of your time and consider the reasons behind it.
- Now, imagine that you have the opportunity to start your life over while retaining all the knowledge and experiences you have gained thus far. Visualize yourself creating a plan for your new life.
- In this exercise, your task is to identify at least 15 items that represent your core values. These are the guiding principles that hold significant importance to you and shape the way you live your life. Take your time and reflect deeply on what truly matters to you.



(2/5)

- Please refer to the value list on the next page.
- Using the provided list, identify the top 10 values that you consider to be the most important and that you would like to align with. Then, compare these results with those from the previous two exercises. Take note of any differences and similarities you observe.
- Finally, using all the insights gained from the previous exercises, compile your personal Top 10 value list. This list should reflect the core values that resonate most strongly with you and serve as guiding principles in your life.

# LIST OF VALUES

Acceptance	Accuracy	Achievement	Altruism
Accountability	Assertiveness	Amusement	Adaptability
Ambition	Alertness	Attentive	Awareness
Accomplishment	Balance	Beauty	Boldness
Bravery	Brilliance	Calm	Careful
Capable	Creation	Courtesy	Courage
Cooperation	Conviction	Control	Contribution
Creativity	Contentment	Concentration	Caring
Comfort	Consistency	Consciousness	Connection
Confidence	Competence	Compassion	Community
Credibility	Curiosity	Clear	Clever
Charity	Cleanliness	Commitment	Candor
Common sense	Communication	Challenge	Certainty
Decisive	Dignity	Devotion	Determination
Dedication	Dependability	Discovery	Discipline
Development	Drive	Decisiveness	Energy
Effectiveness	Efficiency	Empower	Equality
Empathy	Endurance	Exploration	Expressive
Ethical	Excellence	Experience	Enthusiasm
Enjoyment	Family	Ferocious	Famous
Fairness	Fidelity	Feelings	Focus
Fearless	Foresight	Fortitude	Freedom
Friendship	Fun	Generosity	Genius
Giving	Goodness	Grace	Gratitude
Greatness	Growth	Happiness	Hard work
Harmony	Health	Honesty	Honor
Hope	Humility	Humor	Imagination
Improvement	Independence	Individuality	Innovation
Inquisitive	Insightful	Inspiring	Integrity
Intelligence	Intensity	Intuitive	Joy
Justice	Kindness	Knowledge	Lawful
Leadership	Learning	Liberty	Logic
Love	Loyalty	Mastery	Maturity
Meaning	Moderation	Motivation	Openness
Optimism	Order	Organization	Originality
Passion	Patience	Peace	Performance
Persistence	Playfulness	Poise	Potential
Power	Present	Productivity	Professionalism
Prosperity	Purpose	Quality	Realistic
Reason	Recognition	Recreation	Reflective
Respect	Restraint	Responsibility	Results-oriented
Reverence	Rigor	Risk	Satisfaction
Security	Self-reliance	Selfless	Sensitivity
Serenity	Service	Sharing	Significance
Silence	Simplicity	Sincerity	Skill
Skillfulness	Smart	Solitude	Spirit
Spirituality	Spontaneous	Status	Stability
Stewardship	Strength	Structure	Success
Support	Surprise	Sustainability	Talent
Toughness	Teamwork	Temperance	Tolerance
Thorough	Thoughtful	Timeliness	Trust
Traditional	Tranquility	Transparency	Trustworthy
Truth	Understanding	Uniqueness	Unity
Valor	Victory	Vigor	Vision
Vitality	Wealth	Welcoming	Wisdom

(3/5)

- It is important to align our values with our personal convictions and aspirations. Sometimes, we may be influenced by external factors and pursue goals that are aimed at impressing others. However, it is crucial to evaluate our value list from exercise 3 and ensure that there are no detrimental values included. Values such as fame and riches often fall into this category and can be crossed out.
- Instead, focus on selecting values that you genuinely want to fulfill, envisioning yourself as the only person in the world. Take note of the values you have crossed out and replace them with new ones that resonate with your true self and bring fulfillment to your life. Remember, living in alignment with your authentic values leads to a more meaningful and purposeful existence.

(4/5)

Formulate a concise definition for each of your chosen values. Consider the following questions:

- What does this value mean to me?
- How do I concretely express it?
- How do I know I embody it?

Take a moment to write down your thoughts and refine the definitions to be 15-20 words each. If you notice that some values overlap or are redundant, remove the duplicates and replace them with new values.

Next, reflect on how frequently you embody each value in your daily life. Assign a score of 1-10 to each value (multiple values can have the same score).

(5/5)

- Imagine you had to give up one of the values you have chosen. Write down that value as number 10 on your list. Then, ask yourself the same question again and identify the next least important value, writing it as number 9. Continue this process until you have ordered all your values according to their importance.
- Keep this list in a safe place as it will serve as your compass and guide you in making life choices. Read through it every morning for the next four weeks and strive to align your actions with your prioritized values.

01

02

03

04

05

06

07

08

09

10



# ACTIVITY 2 – LET YOUR CHILDHOOD SPEAK – EXERCISE IN EMPATHY

(Kernbach & Eppler, 2020, pp. 125 – 127)



## OBJECTIVES & BASIC IDEA

As children, we possess open-mindedness and a natural sense of wonder about the world, along with dreams and aspirations for our lives. However, as we grow older and become influenced by societal norms, we tend to judge and dismiss these childhood desires. Over time, they can be forgotten and pushed aside. Nevertheless, it can be a beneficial strategy to reconnect with our inner child, recalling the wishes and activities that once brought us joy.

**Take a moment to reflect on your childhood and revisit your life through an empathic lens using the following steps:**

01

**Note down your dreams as a 5-year-old:** Recall the activities and interests that captivated you at this young age. Consider how you preferred to spend your time and identify your deepest desires. Be open to recording even those that may seem unrealistic or childlike in hindsight. Explore what fascinated you about these aspirations and how you can recreate similar feelings in your present life.

02

**Write down your dreams as a 10-year-old:** Five years have passed, and you are likely engaged in school activities. Reflect on the topics that excited you during this period, the individuals with whom you enjoyed spending time, and the dreams that filled your thoughts.

03

**Elicit topics as a teenager:** As a teenager, delve into the interests that captured your attention, the things you were passionate about or deeply admired. Consider the activities you enjoyed during your free time and the companions with whom you shared those experiences. Explore the wishes and dreams that shaped your aspirations.

04

**Determine insights:** Analyze your responses to the questions posed for each stage of your childhood and teenage years. Seek insights into the underlying elements and connecting threads that emerge. Consider how these insights can be applied to your current life. Identify hobbies, activities, or attitudes that you can integrate into your present-day existence to enhance your overall well-being.

05

**Connect this exercise with others:** Following this empathic exercise, continue generating ideas and formulating solutions by asking yourself, "How could I...?" For example, explore ways to incorporate the excitement of playing in nature or engaging in hands-on projects into your everyday life.

 Let your childhood speak	 5-year-old	 10-year-old	 Teenager
How did you prefer to spend your time?	Cars	Rocking on a swing/ forgetting time	PlayStation enthusiasm
Take note of the dreams and wishes that fueled your young heart.	Firefighter	Aspiring to be a professional tennis player	Event Manager
Initial Insights	The joy of helping others and getting lost, and the appreciation for colors.		



Occupation	Hobby
Establish an informal network.	More unstructured play without a specific goal.

## ACTIVITY 3 – JOURNEY OF DISCOVERY




### OBJECTIVES & BASIC IDEA

To gain a deeper understanding of yourself, your motivations, and your aspirations, engaging in a session of self-inquiry can be highly beneficial. Below, you will find a series of prompts designed to encourage thoughtful reflection and introspection.

Let us embark on a journey of self-discovery! You may choose to interview each other or simply write down your answers for personal reflection.

- What are you excited about? What do you enjoy doing? When do you lose track of time?
- If you could live up to five lives at once, what would they be and why?
- What do people often thank you for?
- When do you feel powerful, excited, loved, useful, and inspired?



What would you like to be renowned for?

If you encountered a fairy who offered you three wishes, but not for yourself, rather for the betterment of the world, what would you ask her to do?

What do you desire your contribution to be for the people around you, your community, your country, and the world at large?

How do you envision serving the world?

If money were not an obstacle, how would you spend your time?

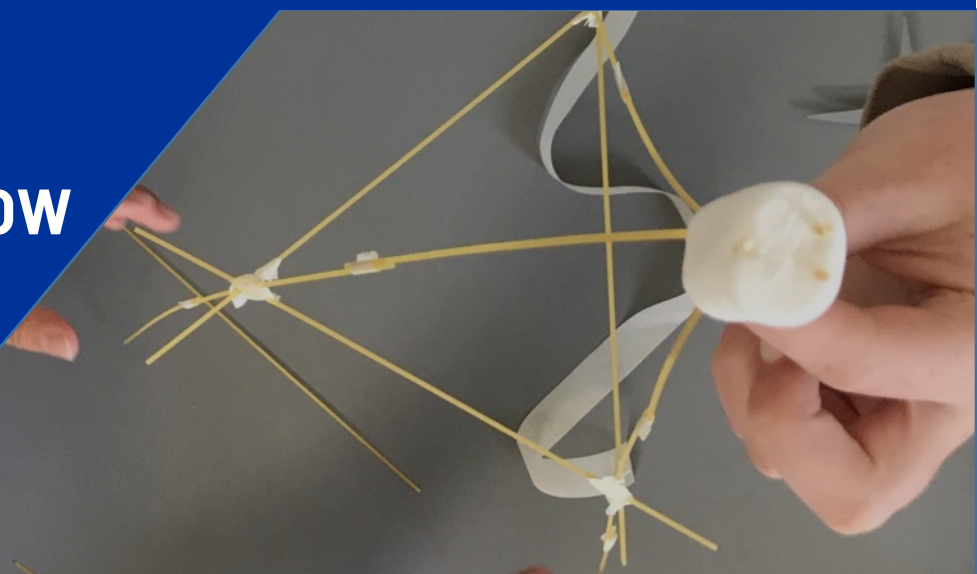
If guaranteed success was assured, what would you pursue?

What unique job title would you like to have on your business card? (Feel free to be bold and creative. You can combine multiple words. Your job title can be unconventional as well).

# ENTREPRENEURSHIP



# ACTIVITY 4: MARSHMALLOW CHALLENGE



**Group Size:** 4-5 players

**Duration:** 45 minutes

**Focus:** Planning, trying, building. Learning what works and the importance of prototyping and iterative design.

## OBJECTIVES & BASIC IDEA

The Marshmallow Challenge is a simple design exercise designed for small groups. It taps into essential skills that kindergarten students naturally possess but are often forgotten by business school students. The activity aims to teach valuable lessons on creativity and innovation, fostering a mindset of experimentation.

## METHOD & STEPS



Form groups of four to five players. Ideally, each team should have an equal number of participants.

Provide each group with the following materials:

1. One yard of masking tape
2. Twenty sticks of spaghetti
3. One marshmallow
4. One yard of string

Ensure that a stable table is available for the activity.

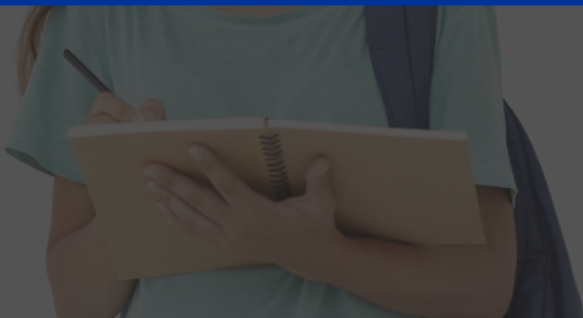


In the Marshmallow Challenge, the winning team is determined by building the tallest structure, measured from the table's surface to the top of the marshmallow. The structure should be self-standing and not leaning or hanging on any other objects. Disqualification occurs if a team intentionally destroys, hides, or consumes their marshmallow. Each team has the flexibility to use as many or as few of the provided ingredients as they choose. Spaghetti and string/tape can be broken or cut into bits to create new structures. All teams must stop working on their structure at the 18-minute mark, and any team attempting to support or hold their structure at the end will be disqualified.

## **Lessons learned from the Marshmallow Challenge include:**

- Kids and kindergarten students often outsmart business school students because they spend more time prototyping and playing. Kindergarten students possess excellent natural problem-solving skills, as they focus on building and iterating without excessive planning.
- Through multiple attempts and failures, kindergarten students learn about the problem and improve their solutions. The exercise underscores the importance of prototyping and iterative design in finding optimal solutions.
- The weight of the marshmallow is often underestimated. Teams that wait until the last minute to place the marshmallow on top, assuming its lightness, often experience structural collapses. The marshmallow symbolizes a false assumption that can remain hidden until the final moments of a project.
- Every project has its "marshmallow," representing hidden challenges that nobody considers. The exercise serves as a reminder to anticipate and address unforeseen obstacles.
- By engaging in the Marshmallow Challenge, participants gain insights into teamwork, creativity, problem-solving, and the value of iterative design processes.

# ACTIVITY 5 - THE JOHARI WINDOW



## OBJECTIVES & BASIC IDEA

The Johari Window is a technique that aids in improving self-awareness and understanding in relationships with oneself and others. It provides a framework for exploring and revealing information about one's strengths, weaknesses, and blind spots. By using the Johari Window, individuals can gain insights into their own qualities and limitations while also considering how others perceive them. This process facilitates personal growth, enhances communication, and fosters stronger connections with others.

## THE JOHARI WINDOW

	What I know about myself	What I don't know about myself
What others know about me	<b>1. Open Area</b>  This quadrant represents information about yourself that is known to both you and others.	<b>2. Blind spot</b>  This quadrant contains information about yourself that others can see, perceive, or recognize, but you are unaware of.
What others don't know about me	<b>3. Façade</b>  The Façade quadrant includes information about yourself that you are aware of but choose not to disclose to others.	<b>4. Unknown</b>  The Unknown quadrant represents information about yourself that is unknown to both you and others.

Room One represents the open area, which includes aspects of ourselves that we are aware of and that are also known to others.

Room Two represents the blind spot, which consists of aspects of ourselves that others can see, but we are unaware of.

Room Three represents the facade, which contains aspects of ourselves that we know, but intentionally hide or keep private from others.

Room Four represents the unknown area, which consists of aspects of ourselves that are unconscious and unknown to both ourselves and others.

Table 2: List of Adjectives

Able	Accepting	Adaptable	Bold
Brave	Calm	Caring	Cheerful
Clever	Complex	Confident	Dependable
Dignified	Empathetic	Energetic	Extroverted
Friendly	Giving	Happy	Helpful
Idealistic	Independent	Ingenious	Intelligent
Introverted	Kind	Knowledgeable	Logical
Loving	Mature	Modest	Nervous
Observant	Organized	Patient	Powerful
Proud	Quiet	Reflectiv	Relaxed
Religious	Responsive	Searching	Self-assertive
Self-conscious	Sensible	Sentimental	Shy
Silly	Smart	Spontaneous	Sympathetic
Tense	Trustworthy	Warm	Wise

# HOW TO DO IT



Select 5 adjectives that you feel best describe yourself from the provided list.



From the same set of adjectives, select 5 characteristics that you believe best describe the person next to you.



**The person next to you now describes you by choosing 5 adjectives that they think represent you.**

**Place the selected adjectives into four different quadrants or windows:**



**Open or Arena** – Adjectives that both you and your peer selected for yourself. These are traits that are known and acknowledged by both parties.

*Typically a person's most prevalent or obvious characteristics.*

*"Everyone knows that I am X..."*



**Blind Spot** – Adjectives that your peer selected for you, but you did not select for yourself. These represent qualities or perceptions that others see in you, but you may be unaware of.

*It reflects aspects of your personality or behavior that you don't identify with.*

*"I didn't know that I am seen as X..."*



**Façade** – Adjectives that you selected for yourself but were not selected by your peer. These are characteristics that you believe describe you, but your peers may not be aware of or may not see in you.

*Qualities that may not be externally present or obvious to others.*

*"I feel like X... but I don't share that" or "You don't see X in me?"*



**Unknown** – Adjectives that neither you nor your peer selected for you. These represent behaviors or motives that are unrecognized or unacknowledged by both parties.

*These characteristics are irrelevant or do not apply to you.*

*"I'm not X..."*

# ACTIVITY 6 – CHARACTERISTICS OF ENTREPRENEURS



## OBJECTIVES & BASIC IDEA

Entrepreneurial leadership has emerged as an essential concept due to the increasing need for companies to be more entrepreneurial, enabling them to enhance performance, adapt to changes, and ensure long-term survival. Research suggests that specific traits in an individual's personality can serve as predictors of entrepreneurial leadership. This trait-based approach is prominent in leadership research and indicates that it facilitates the selection of leaders (Prieto, 2010).

### INTRODUCTION

Entrepreneurs possess certain characteristic traits that set them apart and contribute to their success in the business world. These traits can vary from person to person but often include qualities such as for example willingness to take risks.

### ASSIGNMENT

To visually represent the typical characteristics of an entrepreneur, you can create a photo series that captures different aspects of entrepreneurship. Here are some ideas for visual representations of entrepreneurial traits:

Risk-taking: Capture an image that symbolizes risk-taking, such as a person walking on a tightrope or leaping off a cliff. The caption could be "Embracing the Unknown."

### TECHNOLOGY

Feel free to use any camera available to you, whether it's a cell phone, digital camera, or any other device. You can also use photo editing software to refine your images and make them more visually appealing.

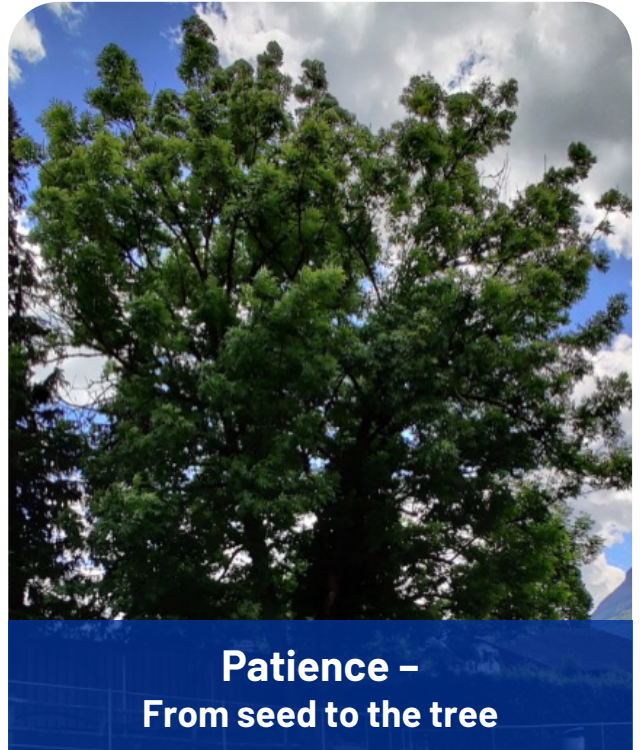
### WINNER

The winner of the competition will be chosen based on the strength and creativity of the image in conveying the entrepreneurial characteristic, while minimizing the reliance on text or explanations.

# EXAMPLES - CHARACTERISTICS OF ENTREPRENEURS



**Building relationships**



**Patience –  
From seed to the tree**



**Good listener**



**Willingness to take risks**



**Goal-oriented**

# MINDFULNESS



# ACTIVITY 7 – RAISIN MEDITATION



## OBJECTIVES & BASIC IDEA

**Duration: 10 minutes**

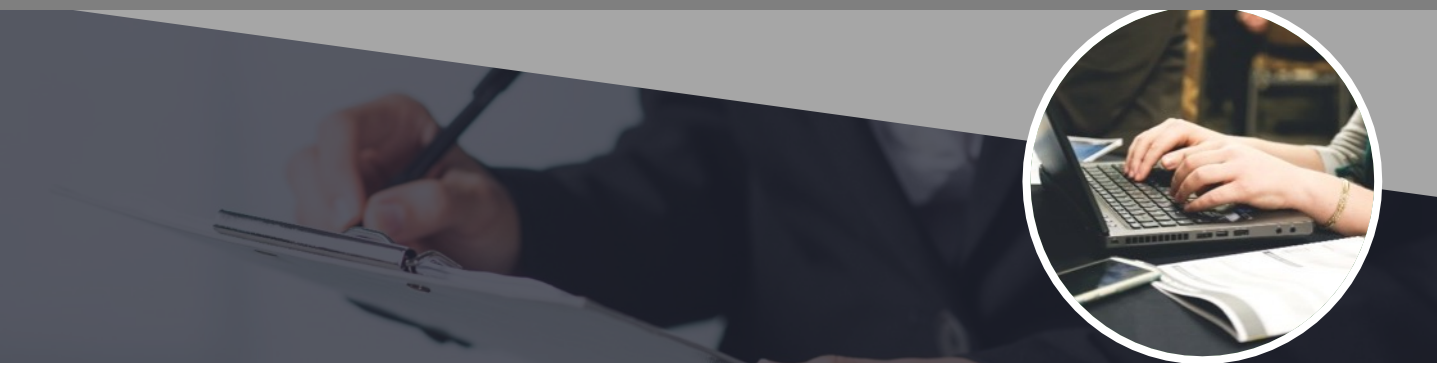
### Why you should try it

Paying mindful attention to the sensations of eating can enhance our enjoyment of food and foster a deeper appreciation for the nourishment it provides. By practicing mindfulness, we become more attuned to our body's hunger and fullness cues, allowing us to avoid overeating or relying on food for emotional reasons. As mindfulness expert Jon Kabat-Zinn suggests, even the simplest foods can offer a rich and expansive sensory experience when approached with attentive tasting.

# HOW TO DO IT:

- **Touching:** Start by exploring the raisin's texture by turning it over between your fingers. You can do this with your eyes closed to enhance your sense of touch.
- **Holding:** Then, hold the raisin in your hand or between your fingers, paying attention to how it feels.
- **Seeing:** Next, focus on the visual aspect of the raisin, examining its features as if seeing it for the first time. Imagine that you are an alien who has just arrived on Earth from Mars, encountering this object for the first time. Take your time to observe the raisin with curiosity and attentiveness. Let your eyes wander over every detail, exploring the areas where light reflects, the darker crevices, the folds, ridges, and any distinctive or uneven characteristics it may have.
- **Smelling:** Hold the raisin beneath your nose. Inhale and take in any aroma, scent, or fragrance that may arise. As you do this, be aware of any interesting sensations occurring in your mouth or stomach.
- **Placing:** Slowly bring the raisin up to your lips. Notice how your hand and arm instinctively know exactly where and how to position it. Gently place the raisin in your mouth without chewing and pay attention to how it enters your mouth. Take a few moments to focus on the sensations of having the raisin in your mouth, exploring its texture with your tongue.
- **Tasting:** Prepare to chew the raisin and be aware of how and where it needs to be for chewing. Consciously take one or two bites and observe the aftermath. Experience any waves of taste that arise as you continue chewing, without swallowing yet. Notice the bare sensations of taste and texture in your mouth and how they may change over time. Also, pay attention to any changes in the raisin itself.
- **Swallowing:** Before actually swallowing the raisin, try to detect the intention to swallow as it arises. Experience this intention consciously before proceeding with swallowing the raisin.
- **Following:** Finally, pay attention to any remnants of the raisin as it moves down into your stomach. Notice how your body as a whole feels after completing this exercise and how it responds to the mindful eating experience.





# REFLECTION

Think back for a moment to how this experience affected you:

- What were the raisin's sensory qualities – sight, touch, sound, smell, and taste – to you?
- What about this practice surprised you?
- What came to your mind while performing this practice?
- What about this practice did you find difficult, demanding, or challenging?
- What was it like to eat while paying such close attention to a single object?
- What was the difference between what you anticipated would happen when you ate the raisin and what actually happened?

# ACTIVITY 8 – MINDFUL BREATHING



## OBJECTIVES & BASIC IDEA

### DURATION

The recommended practice for mindful breathing is 15 minutes daily for at least a week, as research suggests that mindfulness becomes more effective with regular practice.

### HOW TO DO IT

The most basic way to do mindful breathing is to focus your attention on your breath, the inhale and exhale. You can do this while standing, but ideally you'll be sitting or even lying in a comfortable position. Your eyes may be open or closed, or you can maintain a soft gaze, with your eyes partially closed but not focusing on anything in particular. It can help to set aside a designated time for this exercise, but it can also help to practice it when you're feeling particularly stressed or anxious. Experts believe a regular practice of mindful breathing can make it easier to do in difficult situations.

Sometimes, especially when trying to calm yourself in a stressful moment, it might help to start by taking an exaggerated breath: a deep inhale through your nostrils (3 seconds), hold your breath (2 seconds), and a long exhale through your mouth (4 seconds). Otherwise, observe each breath without trying to adjust it; it may help to focus on the rise and fall of your chest or the sensation through your nostrils. As you do so, you may find that your mind wanders, distracted by thoughts or bodily sensations. That's OK. You can notice that this is happening and try to gently bring your attention back to your breath.

- 01 Please find a relaxed and comfortable position, whether seated on a chair or on the floor with a cushion. Maintain an upright back without excessive tension. Allow your hands to rest wherever they feel comfortable, and if possible, place your tongue on the roof of your mouth or in a position that feels natural to you.
- 02 Take a moment to notice and invite your body to relax. Become curious about the sensations you are experiencing in your body as you sit here, the contact with the floor or chair, and any other physical sensations. Make an effort to release any areas of tightness or tension in your body. Take a deep breath.
- 03 Direct your attention to the rhythm of your breath. Simply observe the natural flow of your breath, without attempting to manipulate it. The breath should be neither long nor short, but in its natural state. Observe where you can feel your breath in your body—whether it's in your abdomen, chest, throat, or nostrils. Try to fully experience the sensations of each breath, one breath at a time. When one breath ends, the next one begins. If you find it challenging to notice the breath in certain areas of your body, that's perfectly fine. Our awareness may be more connected to specific areas at different times of the day.
- 04 While practicing this, you may notice that your mind starts to wander. Thoughts about other things may arise. Remember that this is normal and not a problem. Simply acknowledge that your mind has wandered by silently saying "thinking" or "wandering" in your mind. Then gently redirect your attention back to the breath.
- 05 Remain in this state for approximately five to seven minutes, silently observing your breath. You may find that your mind gets lost in thought from time to time, but each time this happens, gently bring your focus back to the breath.
- 06 After a few minutes, once again bring your attention to your entire body, feeling your presence in the seated position. Allow yourself to relax even more deeply. If possible, take a moment to appreciate yourself for engaging in this mindfulness practice today.

# MODULE 1B

## SELF-AWARENESS – WHAT DO I WANT?

“Winners evaluate themselves in a positive manner and look for their strengths as they work to overcome weaknesses.”

- Zig Zigla

STUDENTS ARE ABLE...	
SELF-LEADERSHIP	...to understand their personal strengths, talents, and skills.
	... to reflect on their strengths to build confidence and self-esteem, leading to increased happiness.
	...to articulate their own mission statement, life vision, and create a life vision board to visualize their goals and aspirations.
ENTREPRENEURSHIP	... to nurture their strengths and actively develop them further.
	... to utilize their strengths in new and diverse ways to gain a deeper understanding of their usefulness across various contexts.
MINDFULNESS	... to cultivate awareness and non-judgmental acceptance of their feelings and emotions.

Let’s get started!



MODULE 1B:  
SELF-AWARENESS – WHAT DO I WANT?

SELF-LEADERSHIP

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MINDFULNESS

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# SELF-LEADERSHIP



# ACTIVITY 1 – CHARACTER STRENGTHS & SIGNATURE STRENGTHS

(Kernbach & Eppler, 2020, pp. 109 – 112)



## OBJECTIVES & BASIC IDEA

With your character strengths, you can consistently improve your well-being and deliberately create flow states based on your signature strengths. Signature strengths are like your superpowers, enabling a fast-learning curve and giving you energy instead of draining you. They are so inherent in your character that it is almost impossible for you not to use them. The following steps illustrate the process of determining your character strengths and signature strengths and show you how to utilize them more deliberately:

- 01 Take the test:** Take the character strengths test on the multilingual website of the VIA Institute on Character ([www.viacharacter.org](http://www.viacharacter.org)).

02

**Check the ranking:** Check the Ranking: Download your individual ranking of character strengths as a PDF file. The ranking order provides you with a point of orientation regarding the importance of the character strengths to you. However, don't take the ranking order too seriously and don't be disappointed if one important strength ends up in a lower position.

03

**Determine signature strengths:** From the list of character strengths, you can now determine your signature strengths. Typically, individuals have around 3 to 7 signature strengths. Use the following criteria to determine them:

- › Steep learning curve
- › Energizing rather than draining
- › The feeling of "this is really me"
- › The strength is such an integral part of you that you almost can't avoid utilizing it. For example, if you can still come up with ideas for others while having a high fever, "creativity" is likely one of your signature strengths.

Note down your signature strengths.

04

**Increase your awareness:** To increase your well-being, be conscious of utilizing your signature strengths. Choose one signature strength and write down how you are already using this strength in your school and private environment.

05

**Use in a new way:** Another way to increase your well-being is to use a signature strength in a new way. Choose one of your signature strengths and write down new possibilities for using this strength in your school and private environment in alternative ways. The following example illustrates what this could look like:

# CURRENT AND NEW USE OF A SIGNATURE STRENGTH



## CREATIVITY

### SO FAR

#### School

- > I quickly find solutions to my problems
- > I can easily think from other perspectives

#### Private

- > I give extraordinary gifts (e.g., Martina's birthday)
- > I enjoy making collages



## CREATIVITY

### NEW

#### School

- > Think of new ideas for business development
- > Make weekly meetings more attractive

#### Private

- > Get off the bus a station earlier and explore new paths
- > Design a mini magazine with friends

These examples demonstrate how you can utilize your signature strengths in different contexts, both in your school and private life, to enhance your experience and well-being. Remember to embrace your strengths and explore new ways to leverage them for personal growth and fulfillment.



Additionally, you can find inspiration for the use of your character and signature strengths from Hollywood films. These films not only showcase various strengths but also provide a realistic view of possible obstacles and disappointments that the characters face. The protagonists often demonstrate how they utilize their strengths to overcome challenges.



Here are some examples of character strengths and the corresponding films that highlight those strengths:

- › **Openness:** Fargo (1996), Harold and Maude (1971), The Matrix (1999-2003), Monsieur Ibrahim (2003), Rashomon (1950), The Terminal (2004)
- › **Love of learning:** Akeelah and the Bee (2006), A Beautiful Mind (2001), The Chorus (2004), Mad Hot Ballroom (2005)
- › **Courage:** 12 Angry Men (1957), Braveheart (1995), Elling (2001), Hotel Rwanda (2004), Murderball (2004), The Sound of Music (1965)

# 24 CHARACTER STRENGTHS



**Creativity**



**Curiosity**



**Judgment**



**Love of Learning**



**Perseverance**



**Honesty**



**Zest**



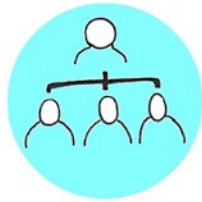
**Love**



**Teamwork**



**Fairness**



**Leadership**



**Forgiveness**



**Self-Regulation**



**Appreciation of  
Beauty**



**Gratitude**



**Hope**



**Wisdom**



**Bravery**



**Kindness**



**Social Intelligence**



**Humility**



**Prudence**



**Humor**



**Spirituality**

## ACTIVITY 2 - USE YOUR STRENGTHS

[https://ggia.berkeley.edu/practice/use\\_your\\_strengths](https://ggia.berkeley.edu/practice/use_your_strengths)

### OBJECTIVES & BASIC IDEA

Often, we tend to dwell on our weaknesses and limitations, overlooking the power of our strengths. However, research suggests that focusing on our personal strengths can enhance our happiness and reduce feelings of depression. This exercise encourages you to identify one of your personal strengths, a positive quality that contributes to your character, such as kindness, perseverance, modesty, or curiosity, and explore how you can use it in a new and different way. By recognizing and utilizing these strengths, we can strengthen them further and become better equipped to face life's challenges. Reflecting on our strengths serves as a reminder of our positive qualities, fostering confidence, self-esteem, and ultimately, increasing our happiness.

- Take a moment to reflect on one of your personal strengths. Consider how you can apply this strength in a fresh and unique manner today. For instance, if you choose perseverance as your strength, you might create a list of recent challenging tasks and aim to tackle each one of them. Alternatively, if curiosity is your chosen strength, you could engage in an activity that you've never tried before.
- In writing, describe the personal strength you intend to use today and outline how you plan to utilize it. Then, put your plan into action and make a conscious effort to apply your strength throughout the day as frequently as possible.
- Repeat these steps every day for a week. You can either focus on the same personal strength across multiple days or explore a different strength each day.
- At the end of the week, reflect on the personal strengths you concentrated on and how you employed them. Write in detail about your actions, emotions, and the lessons you learned from the experience.

## ACTIVITY 3 - DESIGN YOUR MASCOT

(Kernbach & Eppler, 2020, pp. 134 – 136)



### OBJECTIVES & BASIC IDEA

If you're looking to bring your plans and ideas to life, creating your own mascot can be a powerful tool. Imagine this mascot sitting on your shoulder, providing you with encouragement and fortitude. Your mascot can embody characteristics that you already possess and wish to reinforce, as well as qualities that you aspire to develop further. This mascot will serve as your talisman, a trusted companion and supporter of your thoughts and aspirations. You can draw inspiration from a variety of sources, such as real or fictional individuals, past or present. Alternatively, you could envision a close friend who is eager to join forces with you in tackling challenges and bringing your dreams to fruition. As a loyal friend, your mascot exudes pragmatism, goodwill, and warmth, serving as a constant source of support on your journey.

### METHOD AND STEPS

Design a mascot that encourages action, learning from mistakes, and motivates you and others to turn words into actions.



## Create a list of inspirations

Compile a list of people, things, and their characteristics that are inspiring and motivational to you (e.g. Cristiano Ronaldo could represent discipline and tenacity).

- Cristiano Ronaldo (discipline, tenacity)
- Albert Einstein (curiosity, intelligence)
- Oprah Winfrey (inspiration, empowerment)
- Mahatma Gandhi (leadership, nonviolence)
- Steve Jobs (innovation, perseverance)



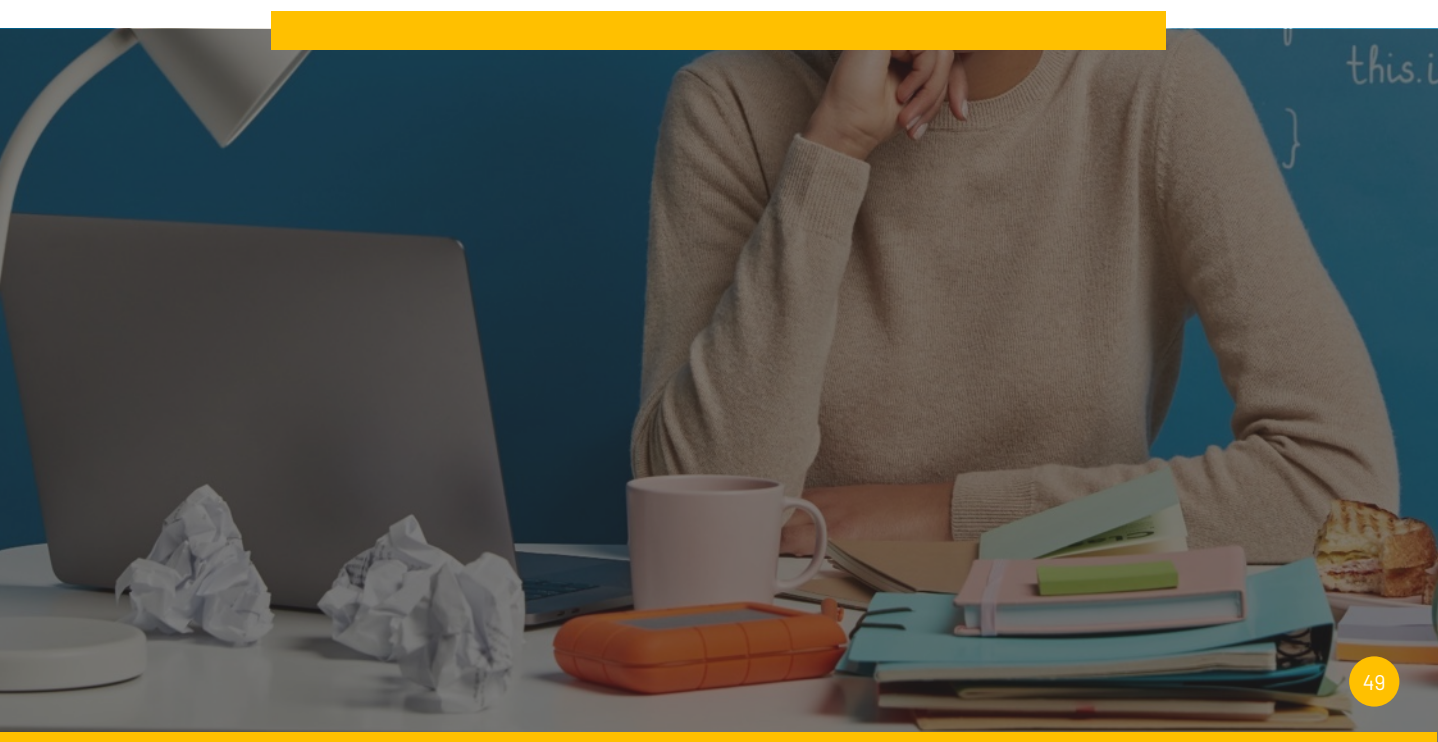
## Visualise your inspiration

Search the internet for pictures of each of these individuals to help design your mascot. Find images that capture their characteristic traits and embody what inspires and motivates you.



## Mascot design

Using a computer or by making a drawing, create a collage of the chosen pictures to form your mascot. Combine the elements from each person to create a unique and visually appealing representation. For example, you can have the head of Albert Einstein, the body of Serena Williams, the arms of Oprah Winfrey, and the legs of Cristiano Ronaldo.



# EXAMPLE MASCOT

04

## Note characteristics

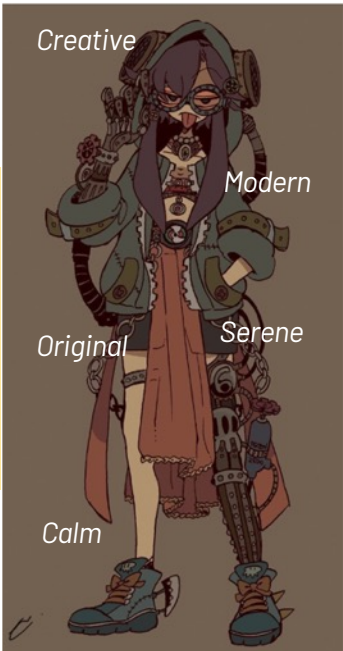
For each element of the mascot, write down the respective characteristics and inspirational features relevant to you. For example:

- Head (Albert Einstein): Curiosity, intelligence, thinking outside the box. Quote: "Imagination is more important than knowledge."
- Body (Serena Williams): Determination, resilience, strength. Quote: "I've never been the right kind of woman. Oversized and overconfident."
- Arms (Oprah Winfrey): Inspiration, empowerment, leadership. Quote: "Turn your wounds into wisdom."
- Legs (Cristiano Ronaldo): Discipline, tenacity, competitiveness. Quote: "Your love makes me strong; your hate makes me unstoppable."

05

## Make your mascot visible

Print out your mascot and place it on your desk where you can see it every day. Alternatively, you can fold it up and carry it in your wallet or pocket as a constant reminder of the characteristics and inspiration you want to embody.



Emma, formatio Privatschule  
(ninth grade), 2021



(Kernbach & Eppler, 2020, p. 135)

- Undaunted
- Courageous
- Creativity
- Own voice
- Discipline
- Perseverance

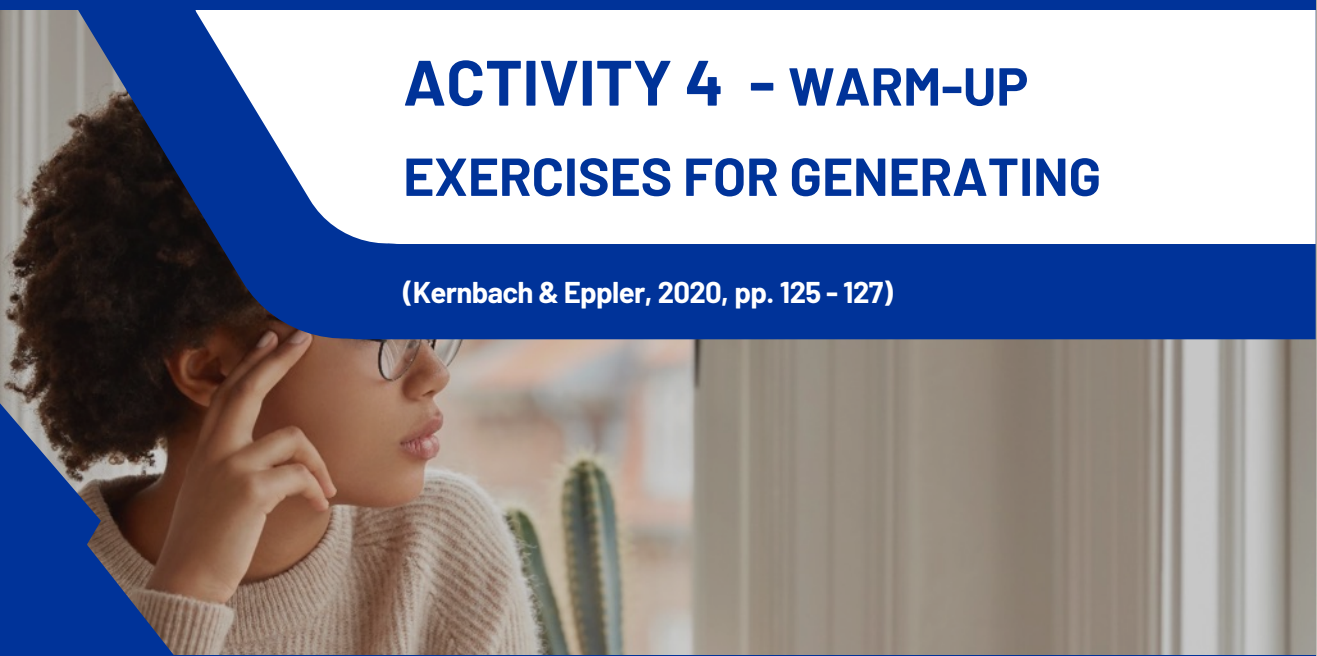
# ENTREPRENEURSHIP



# ACTIVITY 4 – WARM-UP

## EXERCISES FOR GENERATING

(Kernbach & Eppler, 2020, pp. 125 – 127)



### OBJECTIVES & BASIC IDEA

The basic idea is to create an environment and mindset that supports and nurtures creativity. By entering into a creative mode, individuals can tap into their imaginative and innovative capacities to come up with fresh ideas and solutions. The process involves several key elements:

- Learn to think outside the box.
- Switch off your inner censor.
- Build on each other's ideas.
- Train your curiosity by asking questions.
- Visualise your thoughts.
- Celebrate your mistakes.



To activate your creative mode and encourage innovative thinking, engaging in warm-up exercises can be beneficial for both you and your team.



The following are some short exercises that can help you practice the six elements of creativity mentioned earlier. Remember, you don't need to complete all six exercises every time you want to stimulate your creative mode; just one exercise is sufficient.

## METHOD & STEPS

### ● **Thinking outside the box**

Distribute pens and paper to everyone. Your task is to generate as many different ideas as possible about what you can do with a paper clip, besides using it to hold paper together. You can focus on a single paper clip or explore ideas involving multiple paper clips. The key is to prioritize quantity over quality, so write down every idea that comes to mind. Set a time limit of 90 seconds for this activity. Once time is up, gather as a group and share the most original ideas for further discussion.

### ● **Switch off your inner censor**

Create two lists: one with items commonly found in your wardrobe at home and the other with items that can be purchased at a petrol station. Your goal is to combine an item from each list and use it as a starting point to generate a new idea. Encourage absurd and unconventional ideas; there are no limits. For example, you might combine a sock from the wardrobe with engine oil from the petrol station to create a cleaning sock to be sold alongside the engine oil. Remember that the initial ideas can always be refined later, so keep your inner censor switched off and let the creativity flow.

## ●— **Build on each other's ideas**

Gather in pairs, groups of three, or fours. Start by having one person begin a story with a single sentence. Then, the next person continues the story by beginning their sentence with the phrase "...yes, and...". Keep building on each other's ideas and see how the story evolves into something exciting and intricate. Allow each person 3-4 chances to contribute to the story, creating a collaborative narrative that showcases the power of collective imagination.

## ●— **Train your curiosity by asking questions**

Present your team with an object or a photo, such as a pencil. Encourage everyone to embrace their curiosity and generate as many questions as possible about the pencil. There are no restrictions on the nature of the questions – they can be normal or even a bit eccentric. Set a time limit of 60 seconds and challenge each person to write down at least five questions. Later, share some of the questions in a group discussion, fostering curiosity and exploring different perspectives.

## ●— **Visualize your thoughts**

Visualization is a powerful tool for expressing ideas, even if you believe you can't draw well. Pair up and have each person draw a portrait of their partner, emphasizing abstract interpretations if desired. You have a time limit of 30 seconds for this exercise. The focus is not on artistic skill but on visualizing thoughts and capturing the essence of your partner. Embrace the freedom of expression and share your drawings afterward to inspire creativity and encourage different interpretations.

## ●— **Celebrate mistakes**

Pair up and face each other. Begin counting from one to three and then start over again: the first person says one, the second says two, the first says three, and so on. Continue this counting pattern in pairs for several rounds. Next, replace the number two with a clap, counting as "one-clap-three" and so forth for several rounds. Finally, replace the three with a jump, counting as "one-clap-jump" and starting again at one. Repeat this sequence for multiple rounds. Mistakes are inevitable, and by the third round, you'll likely make some. Celebrate each mistake by throwing both arms in the air and exclaiming "Tada!" This exercise helps relax your mind and body while energizing you for generating new ideas.

# WARM-UP EXERCISES FOR GENERATING IDEAS

01

## THINKING OUTSIDE THE BOX



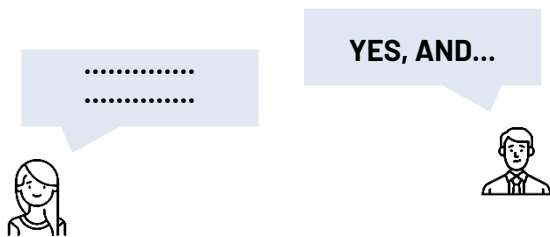
02

## SWITCH OFF YOUR INNER CENSOR



03

## BUILD ON EACH OTHER'S IDEAS



04

## TRAIN YOUR CURIOSITY BY ASKING QUESTIONS



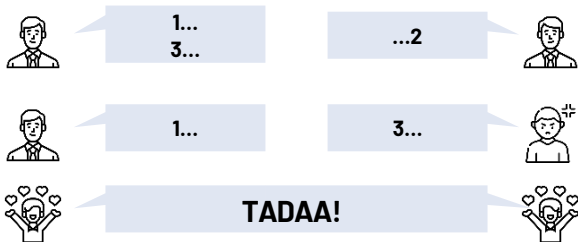
05

## VISUALIZE YOUR THOUGHTS



06

## CELEBRATE MISTAKES



# ACTIVITY 5: DUO MIND MAP

(Kernbach & Eppler, 2020, pp. 128 – 130)

## OBJECTIVES AND BASIC IDEA

The objective of the Duo Mind Map activity is to facilitate the rapid development of initial ideas and encourage further exploration. By working in pairs, participants can generate multiple ideas for a specific problem and then build upon each other's ideas in a collaborative manner. The activity aims to stimulate creativity, foster teamwork, and expand the range of potential solutions.

## METHOD AND STEPS

### ➤ Two people, one sheet of paper

Form pairs and gather with a sheet of A3 paper. Choose one person from the pair to be person A, who will provide the problem or challenge to be addressed.

### ➤ Start with the problem

Orient the paper in landscape format. Draw a circle in the center of the paper. Write down the problem or challenge provided by person A inside the circle.



## **Make sure you have enough space**

Sit next to each other, ensuring you have enough space to work on the paper.

## **Count the first ideas**

In the first round, each person individually generates three initial ideas for approaching the problem. Write down one idea at the end of each line radiating out from the circle. Allow yourselves a few minutes to quickly brainstorm these initial ideas. Focus on quantity rather than quality at this stage.

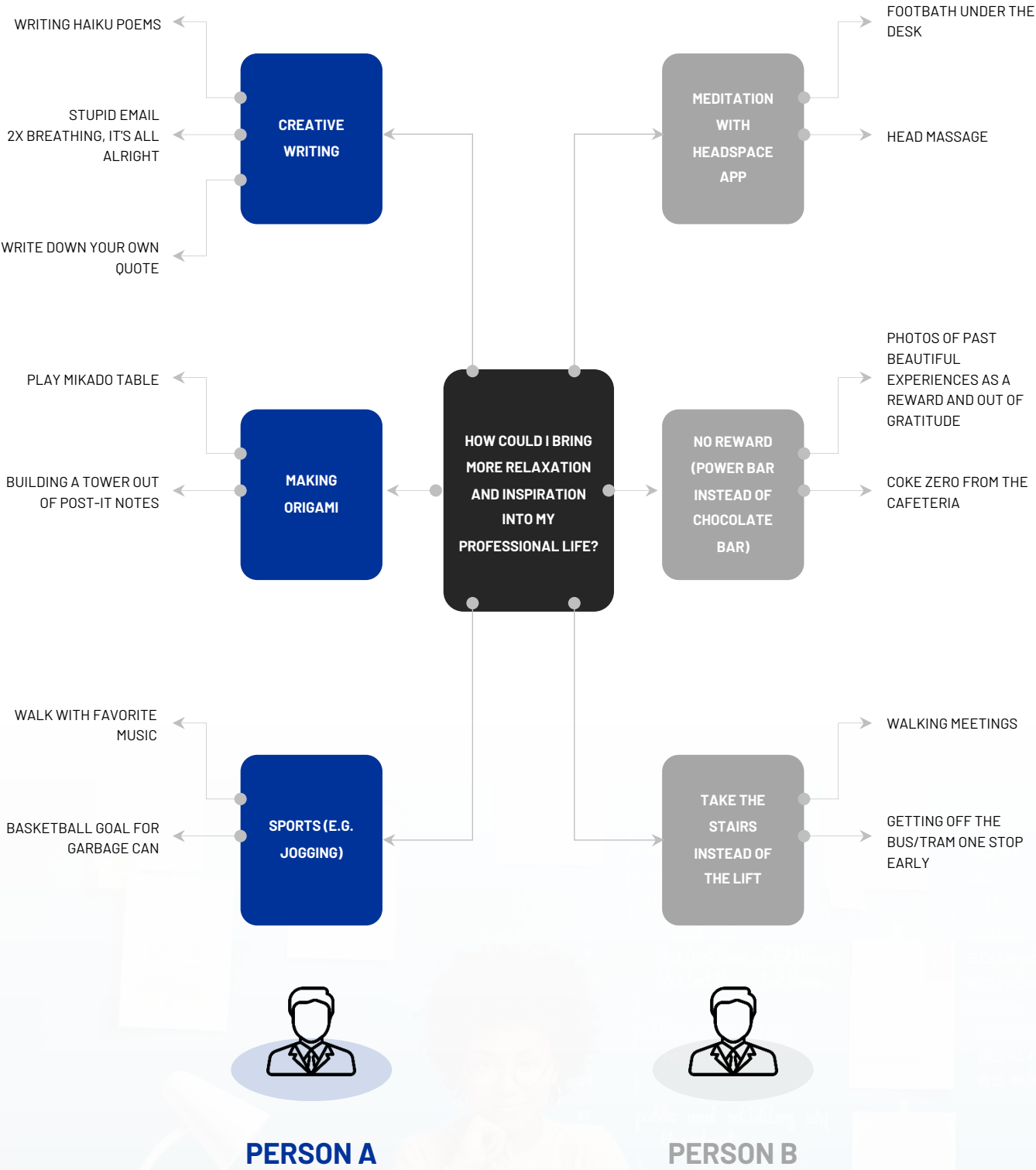
## **Refine each other's ideas**

Once both individuals have written down their three initial ideas, swap places, and exchange papers. In the second round, each person will develop the other person's first three ideas further. Add two additional developments or variations for each of the initial ideas. Give yourselves a designated amount of time, around 5-10 minutes, to expand upon and refine the original ideas. Be open to new perspectives and creative possibilities.

## **Which do you like?**

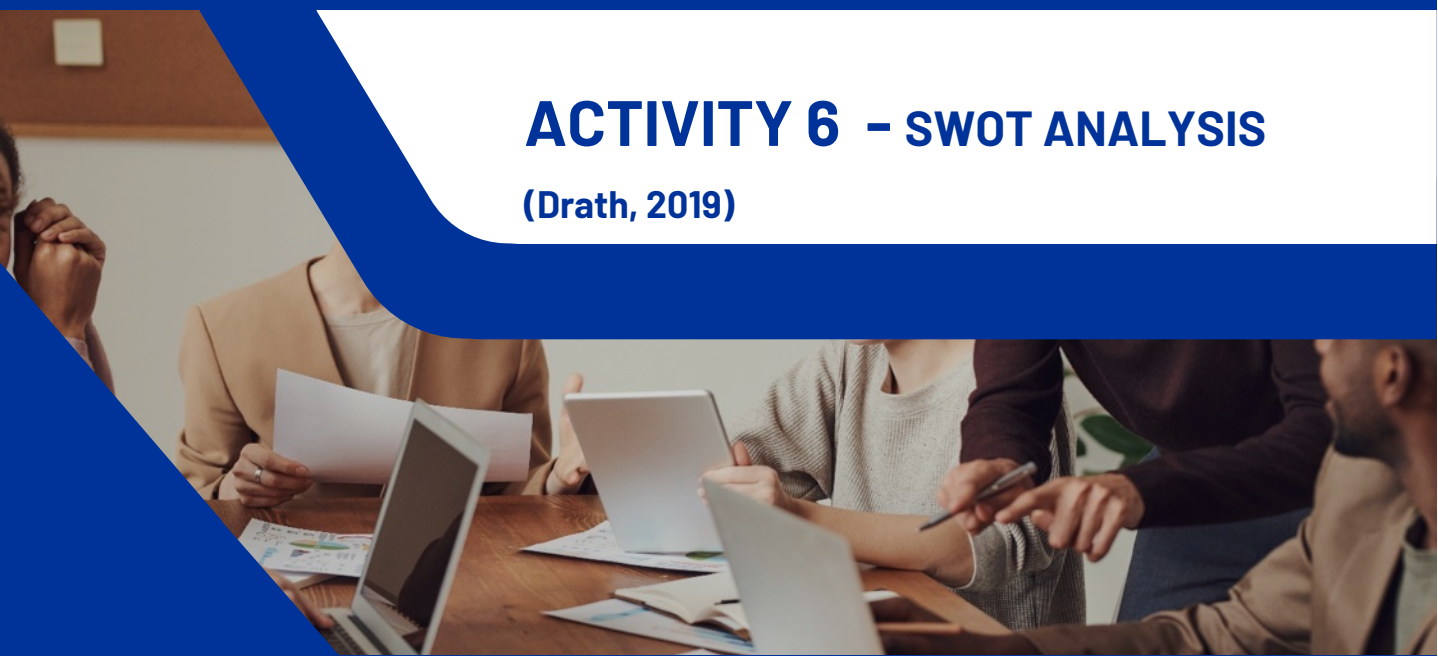
After completing the second round, you should have a total of 18 ideas (3 initial ideas from each person, developed into 2 additional ideas each). Take some time to review and reflect on the ideas that have emerged during the activity. Engage in a discussion with your partner or group to share and evaluate the ideas, considering their feasibility, potential, and uniqueness. Explore the potential for further development or implementation of the most promising ideas.

# DUO MIND MAP EXAMPLE



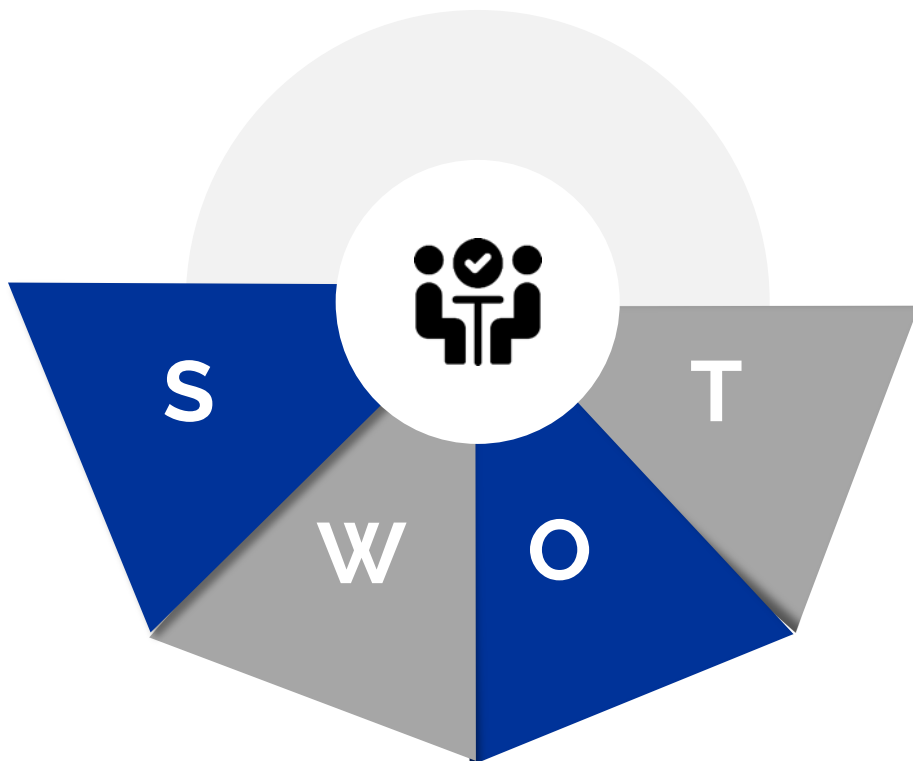
# ACTIVITY 6 – SWOT ANALYSIS

(Drath, 2019)



## OBJECTIVES & BASIC IDEA

The SWOT analysis is a strategic management tool that originated at the Harvard Business School in the 1960s. While its primary purpose is for strategy development in companies, it can also be applied to assess one's own self-management. However, what holds significance in this context is not merely the method itself, but rather the practice of engaging in profound self-reflection.



# EXAMPLE OF A SWOT ANALYSIS

## Strength

- I have excellent problem-solving skills.
- I am a good team player and collaborate effectively.
- I have strong attention to detail.

## Weakness

- I sometimes struggle with time management and prioritization.
- I can be overly self-critical and doubt my abilities.
- I tend to avoid taking risks.

## Opportunity

- I can further develop my leadership skills through training and mentorship.
- I can expand my professional network to create new opportunities.
- I can embrace new technologies and trends to stay ahead in my field.

## Threat

- Rapidly changing market conditions may pose challenges.
- Competition from highly skilled professionals in the industry.
- Personal circumstances or external factors that could impact my work-life balance.

**Now it's your turn. What are your findings? Take time for self-reflection with the SWOT analysis.**

# MINDFULNESS



# ACTIVITY 7 – BODY SCAN MEDITATION



## OBJECTIVES & BASIC IDEA

The objective of the body scan practice is to promote relaxation and a heightened sense of bodily awareness. By systematically directing attention to different parts of the body, individuals can cultivate a sense of deep relaxation and connection with their physical sensations. The basic idea is to bring attention to each part of the body, noticing any sensations or tension present, and allowing them to naturally release.

### ● Time Required

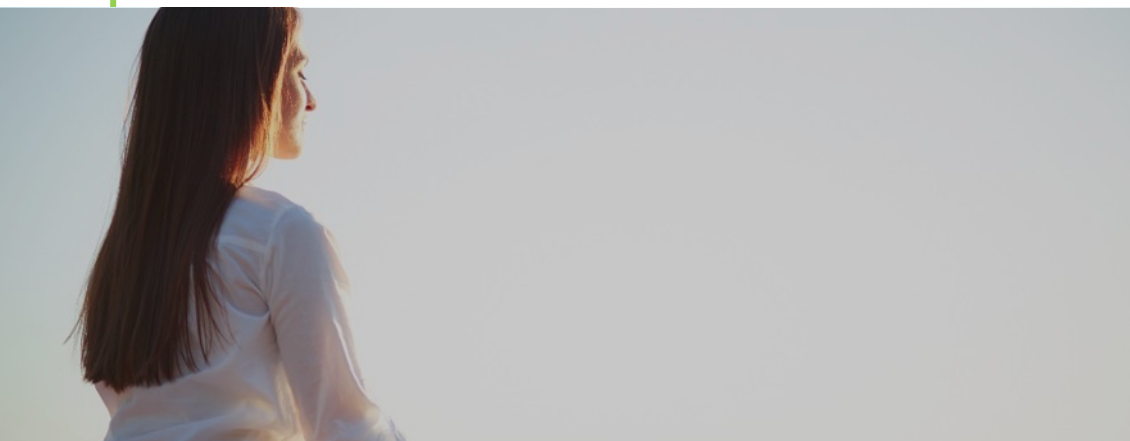
The recommended time for practicing the body scan is 20-45 minutes, three to six days per week for a duration of four weeks. Research suggests that longer and more consistent practice tends to yield greater benefits.

### ● How to Do It

The body scan can be practiced in various postures, such as lying down, sitting, or even standing. The following steps outline a guided meditation for performing the body scan while sitting:



1. Begin by consciously acknowledging your surroundings, slowly looking around and recognizing that you are in a safe environment.
2. Shift your attention inward, bringing your focus to your body.
3. If comfortable, close your eyes; otherwise, maintain a soft gaze without fixating on anything specific.
4. Notice the sensation of your body being supported by the chair or the floor beneath you.
5. Take a few deep and long breaths, inhaling deeply to invigorate the body and exhaling to promote deeper relaxation.
6. Direct your attention to your feet, observing any sensations present, such as weight, pressure, vibration, or warmth.
7. Move your attention up to your legs, noticing any sensations of pressure, pulsing, heaviness, or lightness against the chair.



8. Notice the support of your back against the chair, providing stability. If you cannot feel sensations in all areas of your body, it's perfectly fine. Our connection to different body parts varies throughout the day.
9. Shift your attention to your stomach area. If you sense tension or tightness, try to let it soften as you take a breath.
10. Bring your awareness to your hands. Are they tense or tight? See if you can allow them to relax and soften.
11. Direct your attention to your arms. Notice any sensations present and encourage your shoulders to be soft.
12. Observe your neck and throat. Invite a sense of softness and relaxation into these areas.
13. Attempt to relax your jaw. Allow your facial muscles to soften and release any tension.
14. Now, shift your awareness to your entire body. Take one more breath, acknowledging its presence.
15. Be mindful of your entire body to the best of your ability. Take a breath. Slowly open your eyes without focusing on anything specific. Gently rotate your head and neck, taking in the space around you. When you feel ready, you can return to your normal gaze.

## ACTIVITY 8 – BUILD A MORNING RITUAL



### OBJECTIVES & BASIC IDEA

Human beings are creatures of habit. If we consistently perform a specific behavior, our brains will automate it to conserve energy. This is why having a morning ritual can be beneficial. Some people arrive at school or work feeling energized and prepared, while others may feel groggy and tired. By leveraging the power of habit, we can kickstart our day and create momentum by stacking small successes together.



## Hydration

During the seven to eight hours of sleep, our bodies do not consume water. Instead, we sweat, exhale, and use water to flush out metabolites from our cells. Therefore, it is crucial to replenish our internal water reservoir soon after waking up.



## Mindfulness

You have already experienced the benefits of a single meditation session. Now, it's time to integrate this practice into your daily life. Morning is an excellent time to start since your mind hasn't yet been bombarded by external stimuli like social media and to-do lists. A short 10-minute meditation session in the morning can set the tone for a more mindful day ahead, helping you navigate life's challenges.



## Your Task

For the next week, dedicate the first 30 minutes after waking up to your personal success ritual. Your initial tasks are to drink 500ml (16oz) of water and meditate for at least 10 minutes. After completing each task, take a moment to acknowledge and celebrate your success. Once you have finished both tasks, you can proceed with the rest of your day. Make sure to allocate enough time where you have no other obligations.

It's important to start small when building your personal morning routine, as it is a lifelong process. Initially, you may not feel motivated to do what you have planned, which is completely normal. After all, you are about to change habits that have developed over years, or even decades.

# MODULE 2



# MODULE 2A

## Inspiration & idea generation – *Exploring opportunities*

STUDENTS ARE ABLE...	
Self-Leadership	...to set personal goals.
	...to identify opportunities and threats.
	...to align your goals with your personal values.
Entrepreneurship	...to identify economic and social value of entrepreneurial opportunities.
	...to analyse entrepreneurial landscape.
	...to plan entrepreneurial journey.
Mindfulness	...to cleaning the inner space.
	...to identify and exploit stimulative impulse of external environment.

Let’s get started!

MODULE 2A: INSPIRATION & IDEA GENERATION

EXPLORING OPPORTUNITIES

SELF-LEADERSHIP

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ENTREPRENEURSHIP

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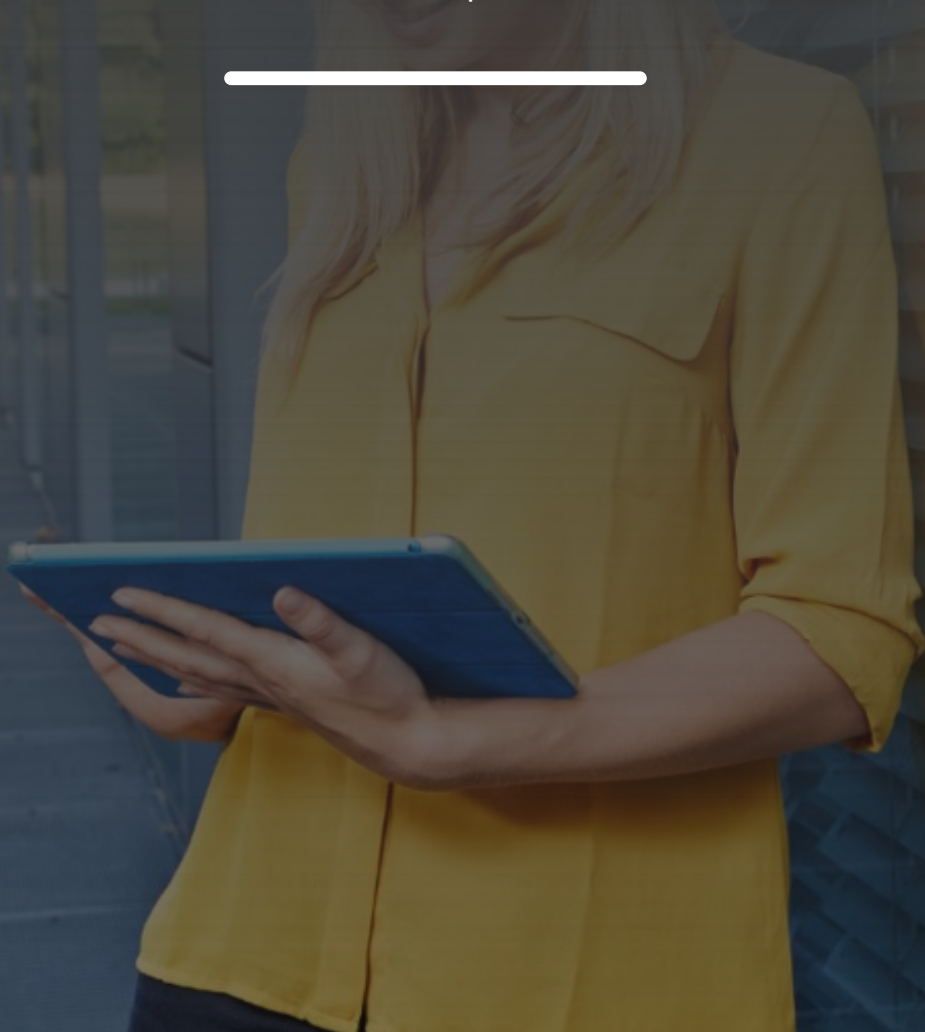
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# Introduction

Entrepreneurs are often said to pursue their dreams, but we rarely stop and think about what that pursuit means. Entrepreneurial success begins with an inspiration that turns into an idea. The origins of inspiration can be intrinsic, as we learned in the previous module, but they can also be found in the social, cultural, and economic environment. Turning an idea into a success story requires a vision of the end goal and many small steps along the way. This often involves listening to signals from the environment and turning them into your own advantages through invention, exploration and experimentation. The aim of this module is to learn how to recognise the things that inspire you and how to plan your entrepreneurial journey to turn that inspiration into outcomes of personal and social value.

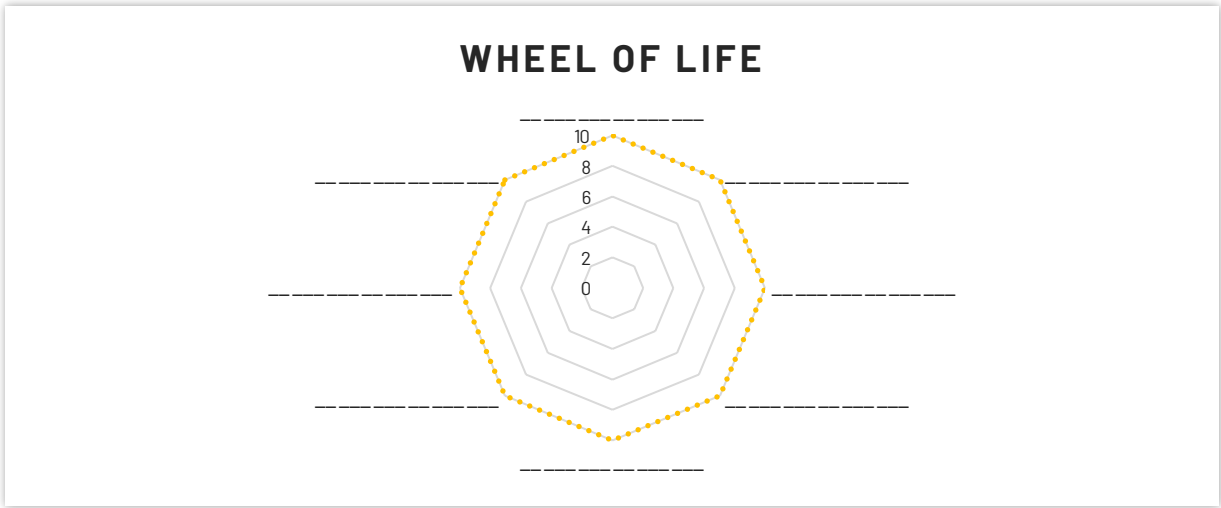
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# Activity 1- Personal vision exercise



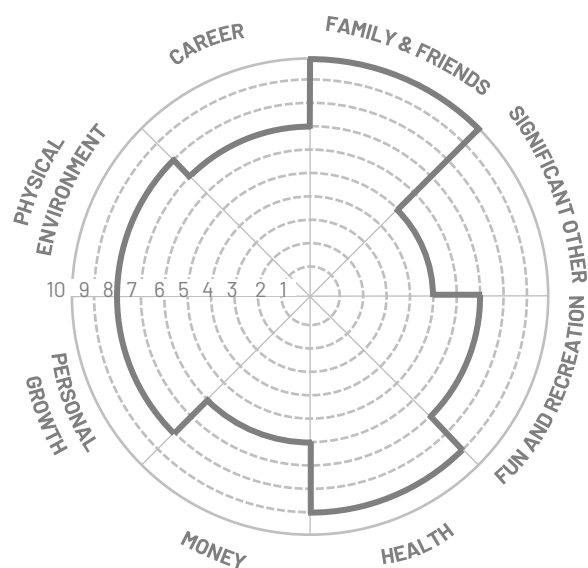
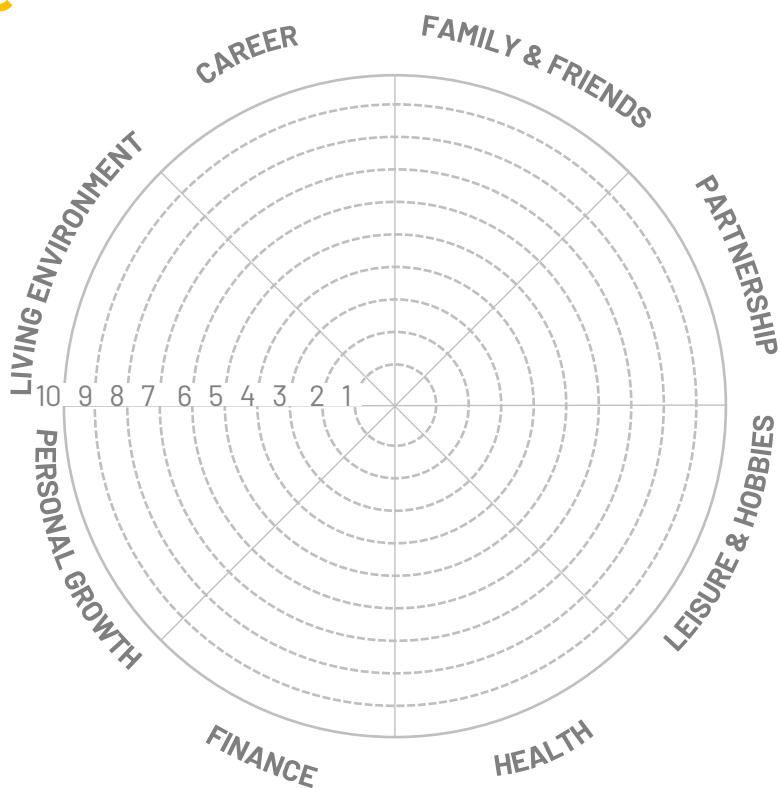
- Think about various facets of your life: Physical, Spiritual, Work or career, Family, Social life, Financial security, Mental improvement, Fun. You can select any life areas that important for you. Write the areas of your life on the free spaces of "Wheel of life" below.
- Evaluate each facet of your life on a scale from 0 to 10. Mark the scores for each life areas on the "Wheel of life". Connect the dots by the line.
- Take a look at the "Wheel of Life". Is it balanced? What would be an ideal "Wheel of life" for you considering your time & resources constraints? (Remember, 10 in each area of life is an unrealistic expectation). Mark the scores and connect the dots using another colour.



- Compare your current and ideals scores. Select the areas of your life that require most of your attention. Think about the reasons of this.

It offers enormous insight into aspects of your being that are flourishing or struggling and helps guide you to the changes needed to remove barriers and push forward.

Example



# Activity 2 - Identifying your dreams



## Objectives and basic idea

We all have some dreams in our life. Making some dreams true requires small amount of effort and time. Others may take place over longer period of time and require help of others. Whether our dreams become attainable depends also on goals we set on our path. For goals to be feasible and realistic they need to follow SMART principle (Specific, Measurable, Attainable, Realistic, Time-bound). The aim of this activity is to help you identifying triggers behind own motivation as a way towards setting of own goals and aligning them with personal values.

S	<b>Specific</b>	<ul style="list-style-type: none"><li>• Do: Set real numbers with real deadlines.</li><li>• Don't say „I want more visitors“.</li></ul>
M	<b>Measurable</b>	<ul style="list-style-type: none"><li>• Do: Make sure your goal is traceable.</li><li>• Don't hide behind buzzwords like, „brand engagement“ or „social influence“.</li></ul>
A	<b>Attainable</b>	<ul style="list-style-type: none"><li>• Do: Work towards a goal that is challenging, but possible</li><li>• Don't try to take over the world in one night</li></ul>
R	<b>Realistic</b>	<ul style="list-style-type: none"><li>• Do: Be honest with yourself- you know what you and your team are capable of.</li><li>• Don't forget any hurdles you may have to overcome</li></ul>
T	<b>Time-bound</b>	<ul style="list-style-type: none"><li>• Do: Give yourself a deadline.</li><li>• Don't keep pushing towards a goal you might hit „some day“.</li></ul>

## Methods and steps

The activity consists of several exercises that have to be completed individually or in pairs. Many of exercises are inter-connected and their outputs spillover as inputs in subsequent exercises.

**Intro:** Take a moment, close your eyes and imagine that you are on your own retirement party.

**01 Step 1:** What you would like to hear about yourself from your family/colleagues/friends/other people? What have you achieved in your life? What kind of roles you had?

**02 Step 2:** Then open your eyes and fill in the second column in the table below (what you would like to hear about yourself).

Roles in your life	What you have reached?	Life goals
Professional		
Family		
Community		

**03 Step 3:** Think about what you should do to get from here to that point. List 3 to 5 goals for each role in your life in the third column in the table.

**04 Step 4:** Think about each goal. Prioritize the most important of them and select one to work on for the next exercise.

**05 Step 5:** Think about various facets of your life: Physical, Spiritual, Work or career, Family, Social life, Financial security, Mental improvement, Fun. You can select any life areas that important for you. Write the areas of your life on the free spaces of "Wheel of life" below.

**06 Step 6:** Evaluate each facet of your life on a scale from 0 to 10. Mark the scores for each life areas on the "Wheel of life". Connect the dots by the line.

**07 Step 7:** Take a look at the "Wheel of Life". Is it balanced? What would be an ideal "Wheel of life" for you considering your time & resources constraints? (Remember, 10 in each area of life is an unrealistic expectation). Mark the scores and connect the dots using another colour.

## Activity 3/1 – Finding your inner “why”

**Intro:** The aim of this exercise is to reflect on drivers of motivation as a precondition for identifying your dreams. Activity is undertaken individually and final results should be discussed in group.



**Step 1:** Think of one person that you look up as your role model and that succeeded by following own dream. Why is this person your role model? Is it the way they behave(d) or the way they are viewed by others? What is it that you like and dislike in this person?



**Step 2:** What is, in your opinion, the most important thing that led to success of this person? Why was this thing crucial for their success? What would have happen differently if this thing turned different.



**Step 3:** Now make a list of three things in your life that made you feel positive in last week. How many of these things can you relate to your role model.



**Step 4:** Think of things you listed in steps 1-3. Discuss in group the connection between your choice of role model, your vision of factors that led to their success and things that you value and that make you positive. Which of these factors would you define as intrinsic and extrinsic?

## Activity 3/2 – Finding your inner “why”

**Intro:** The aim of this exercise is to reflect on drivers of motivation as a precondition for identifying your dreams. Activity is undertaken individually and final results should be discussed in group. The exercise is adapter from Ryan and Deci (2000). The outcomes should help one identify whether and to what extent they are driven with external or internal motivators.



**Step 1:** Think of last time you wanted something strongly and worked hard to achieve it.



**Step 2:** Place “x” in box containing the factor that played important role on your path towards making this dream come true (regardless of being positive or negative)

No control	Rewards	Ego involvement	High perceived value	Synthesis with self	High pleasure
Lack of competence	Punishment	Competing			Satisfaction
No alternative	Obedience	Pride	Personally important	Integrated into self-concept	Interest
Accidentally	Compliance	Guilt			Fun
					Engagement



**Step 3:** Make a list of three most motivating and most demotivating items from table above on your journey towards making your dream reality.



**Step 4:** Think of things you listed in step 3. Present your findings to a group. Reflect on findings of others in group and try to assess whether they respond to intrinsic or extrinsic motivators.



# Good To Know

**Creating new products and services is the essence of entrepreneurship. This process is called new product/service development, and includes 15 stages:**

- ◆ Formulation of new service/product objectives,
- ◆ Idea generation,
- ◆ Idea screening,
- ◆ Concept development,
- ◆ Concept testing,
- ◆ Business analysis,
- ◆ Project authorization,
- ◆ Service design and testing,
- ◆ Process and system design and testing,
- ◆ Market program design and testing,
- ◆ Personnel training,
- ◆ Service testing and pilot run,
- ◆ Test marketing,
- ◆ Full-scale launch and post-launch review.
- ◆ The product or service development begins from ideas generation, and there are several ways how to induce creativity.





- Some entrepreneurs start from identifying current problems and the ways how to solve them. From the point of view of these entrepreneurs, the problems are, instead, opportunities. This approach is called human-centred design, and its core is empathy. Another approach is to look at your own core competences and strengths and build upon them.
- To be competitive, the products and services should be innovative, and the key to success is creativity of entrepreneur. Creativity is comprised of 3 components: domain knowledge (relevant experience, skills), creativity-related skills, and task motivation. Creativity is commonly associated with “a-ha moment”, but it requires to set stages to occur, and everyone can improve creativity with practice.

# According to Graham Wallas' Art of Thought (1926), creative process includes 4 stages:



## Preparation

- Learning about area of interest
- Collecting relevant information
- Setting the goals



## Incubation

- Setting time to incubate
- Engaging in other activities



## Illumination

- A-ha moments happening
- Sudden insights



## Verification

- Evaluation of ideas
- Comparing ideas with existing products/services

**The activities below will help you to generate entrepreneurial ideas. You can select the most appropriate technique or try them all. And don't forget to think big – the real wonders happen outside the box (or outside your comfort zone).**



“

“Whatever The Mind Can Conceive And Believe, It Can Achieve.”

**Napoleon Hill**



## Activity 4

### Gain Inspiration From Megatrends

- Megatrends are the driving forces that define the world today and that of tomorrow. In other words, they are what we know about a likely future.
- Megatrends are characterized by being far-reaching, global patterns related to behavior, mobility and environment. The Finnish Innovation Fund Sitra developed a set of current megatrends in the form of downloadable cards.
- Using the cards can stimulate and broaden your thinking and help you come up with new ideas and envision what the future could look like.

# Assignment:

## ➤ Download Sitra trend cards

<https://media.sitra.fi/2020/03/04130112/2021544megatrendikortit2020enverkko.pdf>

## ➤ Study.

Read through the deck of trend cards and see what thoughts you have about the trends and tensions. Are they familiar to you? Which ones are already apparent? Which ones are surprising?

## ➤ Priorities.

Draw 3-6 cards from the deck at random and place them in the order of priority based on your view. If you are working together with others, discuss and compare the way each of your priorities the trend cards. Does your discussion highlight any common themes? Do you agree on the priorities?

## ➤ Create a story.

Draw 3-6 cards and use them to create a story about the future. Incorporate topics that are related to your work or other aspects of your life. Share your story with others.

## ➤ Solve.

Choose a tension card from the deck. Think about how the tension could be resolved: is one of the two sides of the tension stronger, could a new direction be found, or will the state of tension continue – and what would that mean?

## ➤ Dream.

Draw 3-6 trend cards. Based on the cards, create a picture of the best possible future by describing the future of something that is important to you in combination with the cards you drew.

## ➤ Invent.

Draw 3-6 cards. Based on the ideas you get from the cards, create a future service, solution, product or procedure related to your subjects of interest that would make it better.

## ➤ Be surprised.

Draw 3-6 cards and come up with completely opposite scenarios for them. What would had to have happened for the opposite scenario to become a reality? Can you find surprising perspectives? Share your most interesting and surprising ideas with others. Think about how conceivable the scenario is.

## Activity 5

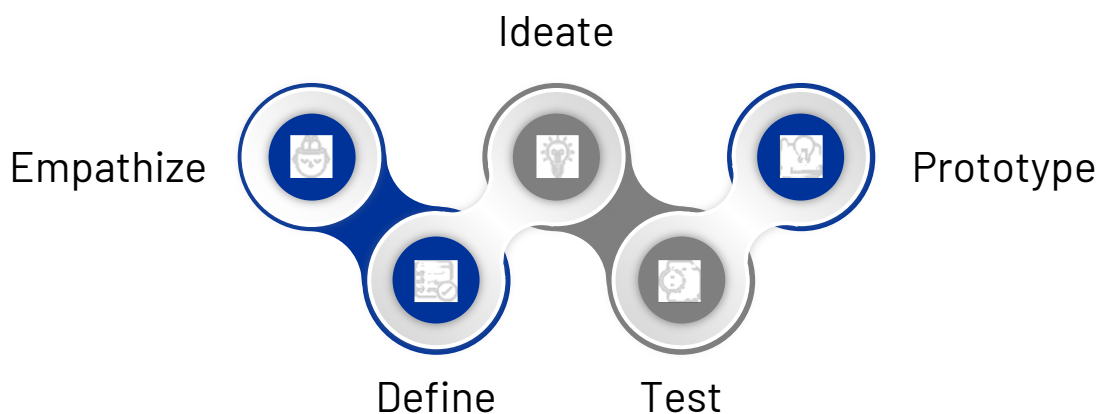
### Gain Inspiration By Empathising



The best solutions come from the best insights into human behavior. Discover the emotions that drive user behavior. Stanford university team developed Design Thinking Bootleg – a free set of tool for boosting creativity through human-centred design. You can download the set here:

<https://dschool.stanford.edu/resources/design-thinking-bootleg>.

#### Design Thinking Process Includes 5 Components/Stages:



Now you will concentrate on the **first 3 stages** and will gain insight from studying users' behaviour. For this activity, you will need to select the product/service you are interested to develop and identify the most relevant competitor and its users. Important: make sure that you are able to observe behaviour of users. To make it easier, you can select a "sample" of users from your friends using the product or service.

## Empathize



- Observe users and their behaviour in life
- Interact with users: do at least 5 of interviews
- Immerse: experience what they experience in life by immersing yourself in the same environment
- Result: write a couple of sentences about who they are, how they behave, what they think, value, and believe, and what they need and what motivates them

## Define



- Based on your understanding of users, define a meaningful challenge that users face
- Write a problem statement. Use strong language. Build on emotions of users. Use sensical wording.
- Revise your statement and check - does it generate opportunities for problem solving?

## Ideate



- Now explore solutions to solve identified problems
- Brainstorm ideas in your team using brainstorming rules/ use other creativity methods
- Step beyond obvious and go for innovative ideas
- Create a variety of multiple innovative options
- Narrow down/select the most promising options

# Activity 6

## Individual Brainstorming

**(Can Be Both, Self-leadership & Entrepreneurship)**

01

Set the topic you plan to think about, generate ideas, or solve problems

02

Use freewriting. Take at least 3 pieces of paper and a pen. During 15 minutes write everything that comes to your mind without judgement. Don't pay attention to the spelling mistakes or style.

03

When the time is up, take a look at the text and use highlighter to underline the most relevant and valuable ideas and thoughts.

04

Label the thoughts with the single words or short phrases.

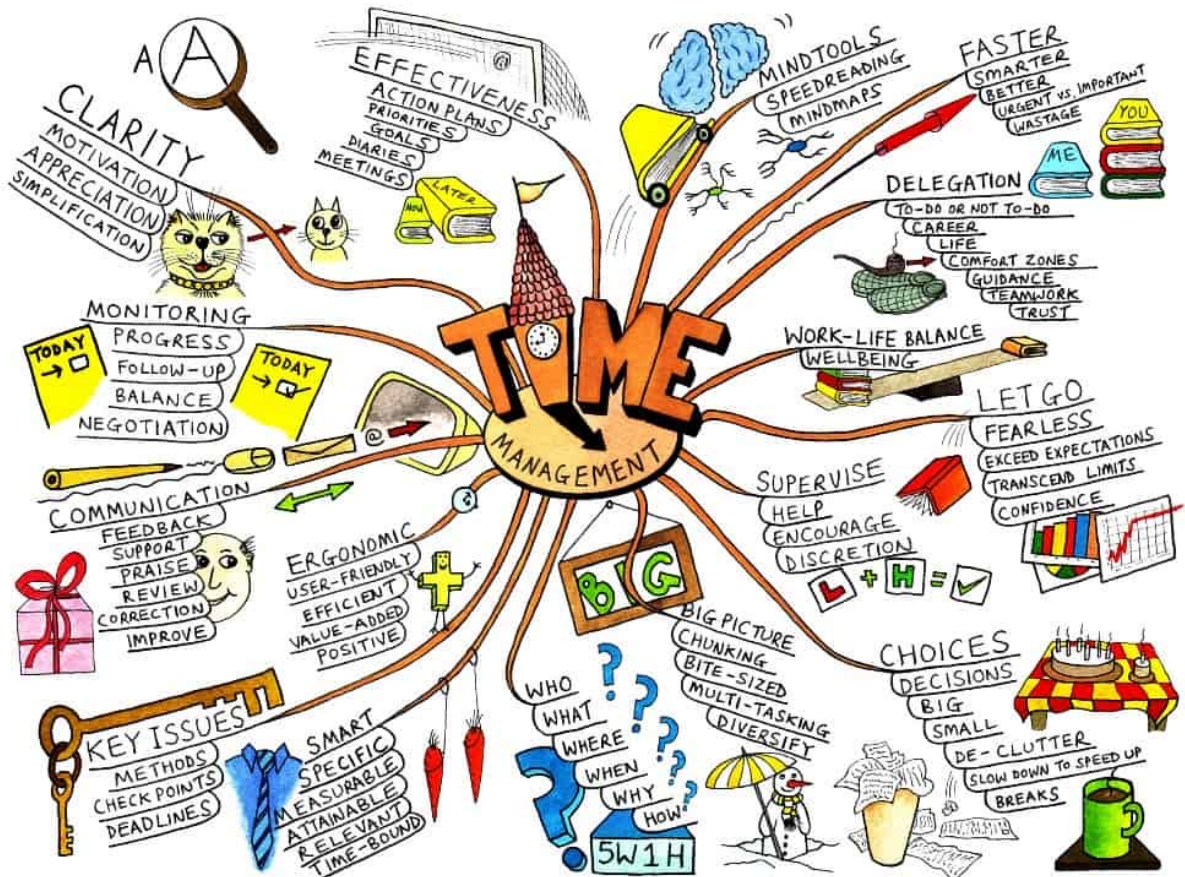
05

Group thoughts. Example: Book flights, choose a hotel, find dog-sitter and hire a car becomes 'organize the trip'.

06

Now you can organize your thoughts and ideas. Draw mind map of your ideas and organize them hierarchically.

## Mind Map Example For Inspiration:



# Activity 7

## Group Brainstorming



**Brainstorming is a classical tool for generating ideas and solving problems, popularised by Alex Faickney Osborn. It can be used individually and in group.**

### Rules of brainstorming:



- Defer judgement
- One conversation at a time
- Go for quantity
- Encourage wild ideas
- Build on the ideas of others
- Stay focused on the topic
- Be visual



### Online Tools For Brainstorming:

#### Google Jamboard:

<https://jamboard.google.com/>

#### Miro:

<https://miro.com/>

#### Mural:

<https://www.mural.co/>

### Assignment

- ❖ Create a group of 2-4 people
- ❖ Choose the topic to address (you may use SITRA megatrends or UN Development goals for inspiration)
- ❖ Develop a new entrepreneurial idea that solves societal problems
- ❖ Use brainstorming rules and optionally online tools below
- ❖ Write a short (half-a-page) reflection on how the brainstorming worked and discuss/exchange opinions in group.

# Activity 8 – Mindfulness – Connecting with world around you

## Objectives & Basic Idea

On our way to entrepreneurial ideas we often encounter many distractors. Learning how to cope with them presents important step in unleashing motivation and creativity. This activity has for its aim building of competencies for learning to live with distractions and finding a way towards positivity. It entails two exercises which have to be done individually.



## Best idea competition

**Intro:** In digital age we are often distracted by many gadgets, social networks that diminish our digital well-being and weaken our connection with surrounding world. The aim of this exercise is to reestablish connection with world around us and to pave the way in our life for small things that get neglected in digital age but can act as motivators.



**Step 1:** Set a week long goal of giving up on social networks and mobile phone use for one hour each day.



**Step 2:** At the end of each day write down your feelings and thoughts during this hour without social media and mobile. At the end of the week discuss in group whether and in what way your perception of surrounding world and yourself changed during this week.



**Step 3:** Think of things that you noticed during time without digital distraction and would go unnoticed otherwise.

## Activity 9

# Coping With The Mind Chattering



Our mind produces over 5000 thoughts per day that result in forming our beliefs. Usually, these thoughts are about the past events or about future, and **95%** of them repeat day after day. In many cases, this mental dialogue does not allow us to see opportunities around us which are happening here and now, and in worst cases, may cause mental suffering. Cleaning up our mind is a good way to improve our mood and get some insights, including entrepreneurial ideas.

# Assignment

- Take a pen and few pieces of paper, take a sit, and let your mind wander. A tip: you may want to walk around in the beginning.
- Listen to what happening in your mind and write everything down.
- Once you have done with the list, and you feel that your mind became silent and you are fully in the present moment, it is time to categorize your thoughts.
- First, identify the thought that are about the things that must be done, but you regularly postpone. Realistically assess time needed to complete them and mark them in your calendar. Now, you don't need to think about them anymore – you will do the tasks when it is planned. You can cross them out from the list. Tip: you may want to use GTD system (Getting Things Done) for dealing with this type of thoughts. It will be covered later in the module 3.
- Second, identify and cross out the meaningless thoughts. These are general level thoughts, including thoughts about the things like: injustice and cruelty the world, about your failures; that you went in the wrong direction; that it would be nice to have a million dollars and do nothing, and also live like billionaires, crossing the oceans on transatlantic yachts. You can find other examples of unhelpful thinking styles below. These thought are automatic patterns created by your brain to entertain you when you have nothing to do, or to feed the need for self-esteem, and they are meaningless. We will work with them later during Module 3. What you have to do now is to label them as meaningless, so that next time when you start thinking about them, you immediately remember about their absurdness and quit.
- Now you have to deal with the remaining thoughts in your list. These are the important thoughts that require decision. It is not possible in the mode of “mind wandering”, you really need time and effort. And a pen and paper. These important thought that require decision may become a source of inspiration, or a new goal in your life.
  - a) Ask yourself, and honestly answer, why you don't think them over. It may be that you don't want to take responsibility over decision, because it may change all your life.
  - b) Collect enough facts about the issue
  - c) Make decision
- Now, every time when you notice mind wandering, label your thoughts with “to-do”, “meaningless”, or “important”. Over time, mental dialogue will reduce.

# Unhelpful Thinking Styles

## Over generalization

- Seeing a pattern based upon a single event, or being overly broad in the conclusions we draw

## Disqualifying the positive

- Discounting the good things that have happened or that you have done for some reason or another That doesn't count

## Magnification

- Blowing things out of proportion (catastrophizing), or inappropriately shrinking something to make it seem less important

## Should Must

- Using critical words like "should", must or 'ought' can make us feel guilty, or like we have already failed
- If we apply 'should' to other people, the result is often frustration

## Personalization "This Is Fault"

- Blaming yourself or taking responsibility for something for something that wasn't completely your fault
- Conversely, blaming other people other people for something

## All or nothing thinking

- Something called black and white thinking
- If I'm not perfect I have failed
- Either I do it right or not at all

## Mental Filter

- Only paying attention to certain types of evidence
- Noticing our failures but not seeing our successes

## Jumping To Conclusions

- **Mind reading** (imagining we know what others are thinking)
- **Fortune telling** (predicting the future)

## Emotional Reasoning

- Assuming that because we feel a certain way what we think must be true
- I feel embraced so I must be an idiot

## Labelling

- Assigning labels to ourselves or other people
- I'm a loser
- I'm completely useless
- They're such an idiot

# MODULE 2B

## Inspiration & idea generation – *Developing ideas*

STUDENTS ARE ABLE...	
Self-Leadership	...to identify meaningful and motivational activities.
	...to create a personal vision.
	...to align the daily tasks to the personal vision.
Entrepreneurship	...to get into a mode of making, exploring and experimenting.
	...to develop entrepreneurial ideas and provide justifications why they should be implemented.
	...to plan his/her entrepreneurial journey from idea generation to realization.
	...to integrate economic, ecological and social criteria into medium and long-term business plans and thus achieve competitive advantage.
	...to be aware of economic and societal issues we face, and have considered how I can contribute in everyday life.
Mindfulness	...to

Let's get started!

MODULE 2B: INSPIRATION & IDEA GENERATION

DEVELOPING IDEAS

SELF-LEADERSHIP

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Activity 2	Planning the way to success	95
Activity 3	Making a motivation based journey	96

ENTREPRENEURSHIP





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MINDFULNESS

Activity 8	Focusing on Positivity	99
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# Activity 1: Self-Leadership & Entrepreneurship – IKIGAI

Ikigai is a combination of the Japanese words iki (“life”) and kai (“purpose”). Together the term carries the meaning of “a life worth living for.” Ponder each question for 15–20 minutes.

-  **What do I love to do?**
-  **What does the world need?**
-  **What am I good at?**
-  **What can I get paid for?**





## Activity 2 - Planning the way to success (adopted from Paul J. Meyer)

1. Take the most important goals from exercise 1. What kind of habits would bring you closer to your goal? What kind of habits needed to be dropped off? What kind of relationships and people will help you to reach your goals? What kind of skills you need to develop? What scares you on the way to your goal?

Goal	Habits to develop	Habits to abandon	Relationships	Skills to develop

2. Select one of the goals from the table above. Use SMART goal setting principles.

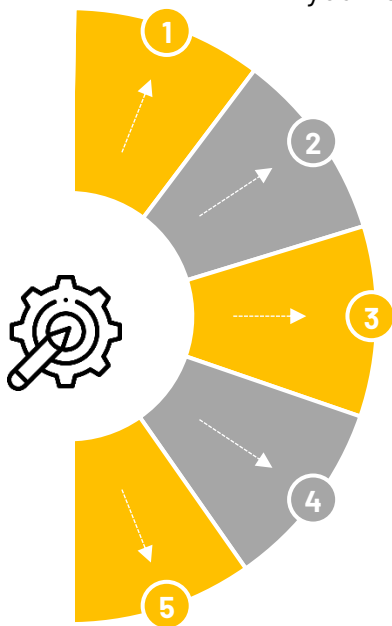
**Specific.** Define the details of the goal as clearly as possible.  
Ask yourself questions like what, when, why and how.

**Measurable.** Describe the goal using metrics that will make it possible to measure your progress and the end goal

**Attainable.** Set realistic goal.

**Realistic.** The goal should add to your life; this step was done using the first exercise.

**Time-Bound.** Set realistic deadlines.



## Activity 3 – Making a motivation based journey

**Intro:** The aim of this exercise is to establish connection between motivation and vision through plan of regular tasks and to learn how to cope with decision paralysis.



**Step 1:** Think of yourself as having qualified for some prestigious individual competition (e.g. Tour de France, Alpine Ski Cup etc.). What would it take for you to achieve excellence in this competition?



**Step 2:** Think of preparation for this competition taking place over the course of next month. Make a list of your goals in this preparations. Present your goals to group and discuss how these goals are manageable, feasible and realistic. Try to answer following questions in discussion:

**Specific:** What, when, how and why?

**Measurable:** When will I know when the goal is accomplished?

**Attainable:** Where am I now and where do I want to be?

**Realistic:** Do I demonstrate willingness and ability to accomplish the goal?

**Timely:** When are the goals or objectives expected to be completed?

For answer to each of these questions give mark to each presenter on a scale from 1 (poor) to 5 (excellent). Discuss average mark of each presenter and what would it take to make these goals more aligned with SMART principle (Specific, Measurable, Attainable, Realistic, Time-bound)?



**Step 3:** Now make list of other goals that you have for the next month. Identify conflicting goals from both lists. Discuss in group ways of resolving these conflicting goals.

# Activity 4 – Making entrepreneurial journey

## Objectives & Basic Idea

The conversion of idea into entrepreneurial success takes place through many steps. These involve analysis of social, cultural and economic environment and bringing together their scattered elements in a way that helps to create new value. Successful entrepreneurs are distinguished from unsuccessful ones by having an ability to develop and justify their idea but also by having ability to plan entrepreneurial journey from idea generalization to its realization. In doing this they need to have oversight of economic, ecological, social etc. criteria and trends that can be incorporated into business plans. In this way economic value brings also social value. The aim of this activity is to learn how to plan entrepreneurial journey and to make best use of opportunities from external environment.



## Method & Steps

The activity consists of several exercises that have to be completed individually or in pairs. Many of exercises are inter-connected and their outputs spillover as inputs in subsequent exercises.

**Intro:** The aim of this exercise is to identify entrepreneurial opportunity and to provide justification for entrepreneurial venture.



**Step 1:** Name your favourite hobby. What are main challenges in this area? Can you think of some problem whose solving would make your hobby more interesting, feasible, affordable or widen its reach?



**Step 2:** Think of idea from step 1. Make a plan of steps that one should take to turn this idea into successful business story. Identify steps that could be completed alone and those that would require help of actors from your environment. Who would be main enablers and what would be main barriers on this path?

## Activity 5 – Best idea competition

**Intro:** The aim of this exercise is to encourage students to come up with investment ideas in situation where they all share common starting point. Exercise should take form of a competition and involve a jury of instructors and(or) business community members.



**Step 1:** Imagine you are given an envelope with 1 EUR (it can also be real envelope with 1 EUR). You have one week to come up with a plan to make best investment of this amount and strategy to realise this venture.



**Step 2:** Present your idea in front of a SLEM jury focusing on questions including but not limited to:

- What in social, economic and cultural landscape presents opportunity for this investment
- What future developments you predict in area of your investment?
- What would it take for your investment to realise?.

## Activity 6 – Making social value through entrepreneurial ventures

**Intro:** The aim of this exercise is to identify societal dimension of entrepreneurial opportunity. Societal transformation trends often bring numerous business opportunities and these opportunities require seeing wider picture.



**Step 1:** Have a look at given photos (student is given a selection of photos reflecting some dimension of life. These can include transport, communication, factory workers, glaciers, waste or anything else that may present challenge for our society in decades to come).



**Step 2:** Select one of shown pictures and identify three main challenges that may arise in this area in next decade.







**Step 3:** Think of development path of this area by 2050. What entrepreneurial opportunities it lies ahead and what threats for existing businesses?

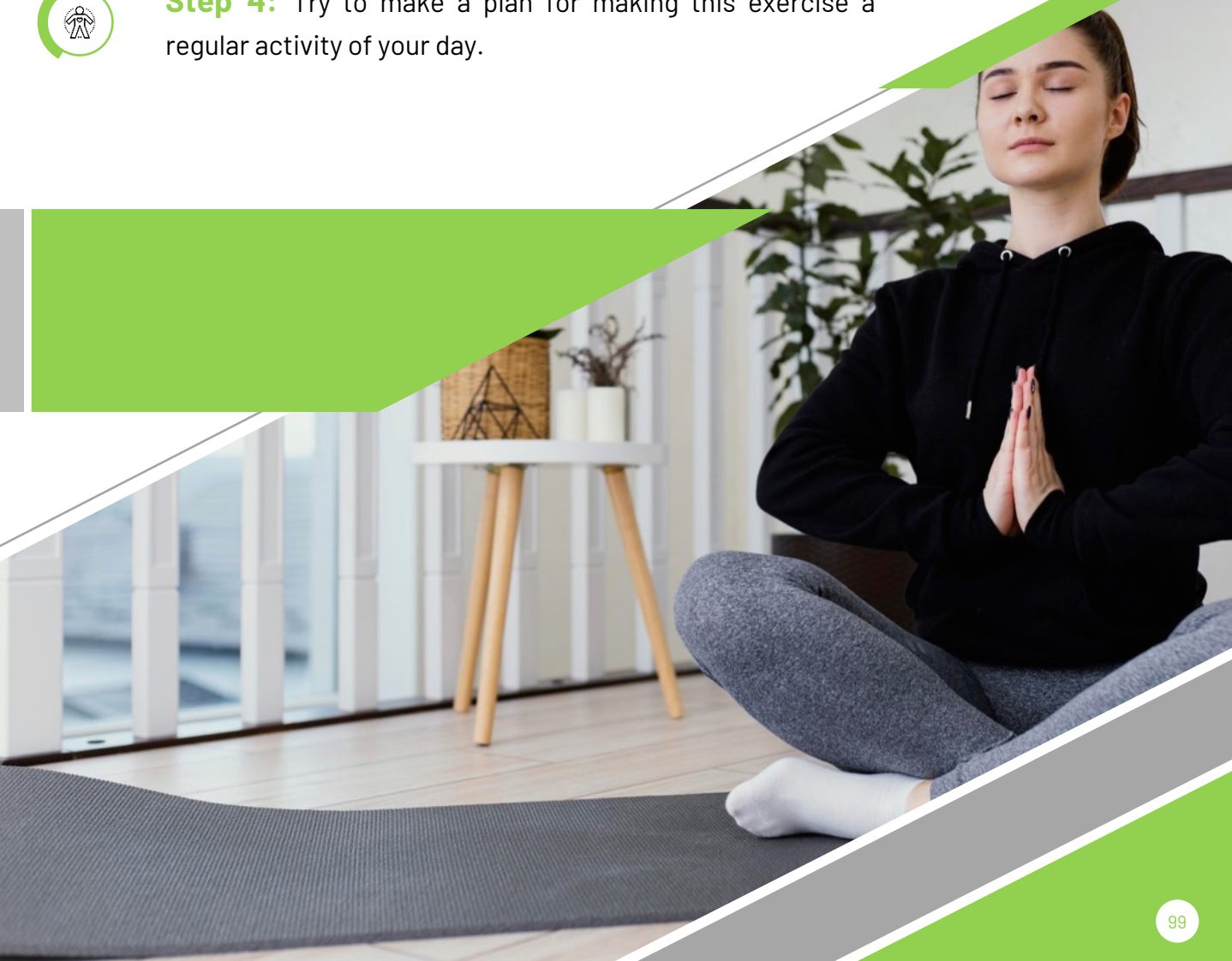


**Step 4:** What would be main enablers and barriers to realisation of your ideas?

## Activity 7 – Focusing on positivity

**Intro:** In busy modern environment we often do things along the way and forget to pause and enjoy in them. These moments of enjoyment are important as they provide opportunity to think, reflect and inspire. They also allow us to better cope with stress. The aim of exercise is to establish morning/daily routine which would give us an opportunity to enjoy in small positive things in our life.

-  **Step 1:** Set a week long objective of beginning daily routine by slowly drinking favourite drink (e.g. coffee, tea, juice) in a calm, undisturbing place.
-  **Step 2:** Try to focus each day on flavour of drink and feelings that it arouses in you.
-  **Step 3:** Make a list of things that come to you during this time and that you are grateful for.
-  **Step 4:** Try to make a plan for making this exercise a regular activity of your day.





# MODULE 3

# MODULE 3A

## Design & Planning – *Design*



STUDENTS ARE ABLE...	
Self-Leadership	...to take ownership and make a positive change in attitudes, thoughts, feelings, and behavioral patterns.
	...to control/stop the influence of their self-dialog on their feelings and behavior.
	...to mentally evaluate the accuracy of own beliefs and assumptions about situations he/she has problems with.
	...to use positive self-talk to work through difficult situations.
Entrepreneurship	... to put themselves in the position of others.
	... to develop an understanding of the needs, sensitivities, fears, attitudes, thoughts, and actions of others.
Mindfulness	... to demonstrate empathy and forgiveness.

Let’s get started!

MODULE 3A: DESIGN & PLANNING

DESIGN

SELF-LEADERSHIP

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Activity 2	Self-Beliefs	107
Activity 3	Breaking Beliefs With Cartesian Coordinates	109
Activity 4	Using Symbols to Change Your Beliefs	112

ENTREPRENEURSHIP

Activity 5	Feelings in Work	117
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MINDFULNESS

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# Introduction/Objectives:

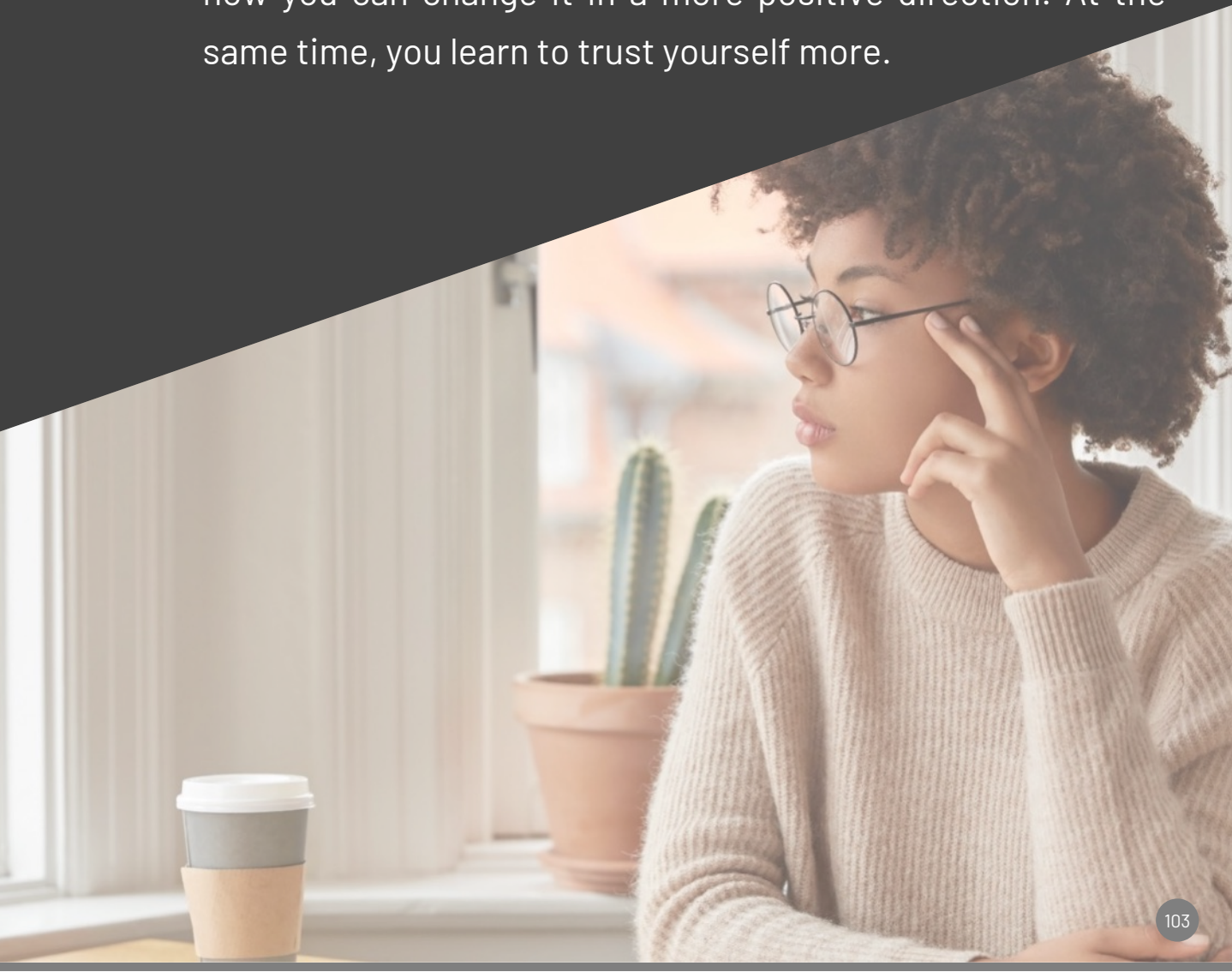
## Self Dialog



We tend to talk to ourselves quite negatively. There may be some sentences going through our heads over and over again, telling us that we are not good enough or should be ashamed of ourselves. And we are so used to those voices that we just don't know what to do with them.



These exercises (1 a and 1 b) help you to deal with this issue. You will learn how to start noticing your inner speech and how you can change it in a more positive direction. At the same time, you learn to trust yourself more.



# Activity 1: Noticing Self Dialog & changing it with “Auditory Swish”



## Methods & Steps:

Now start making notes about your self-dialog. Keep your notebook with you and every time you notice any negative or positive self dialog – write it down. Or you can even start writing morning pages. When you wake up, write down on paper every thought that comes into your mind (no filters, you don’t show them to anyone) and use at least 5-10 minutes for the writing process.

Optionally you can use voice recording if that suits you better than writing.



**Take notes for at least the whole period of Module 3 and then check:**

- › How many of the sentences you wrote are positive? \_\_\_ %
- › How many of the sentences you wrote are negative? \_\_\_ %

# “Auditory Swish”

## Methods & Steps:

Choose one of the negative sentences you found when writing self-dialog in your notebook. One that you would like to change:  
\_\_\_\_\_

How strongly do you believe that the sentence is true (scale 1-10)?  
\_\_\_\_\_



**Do a visualization practice. Sit in a good position, close your eyes, and use your imagination (it has all the power to change things)**

- › Step 1. When you start hearing the sentence, immediately press the imaginary volume control so that the voice fades. Try it several times so that you get better at fading the sound
- › Step 2. Create an image of a future you are just a few steps from now moment. Imagine this future you standing or sitting in front of you and looking into your eyes. The only difference between you now and this future is that in the future you do not have this sound in his/her head. Then notice how he/she speaks to you, for example, “I feel good about myself” or “I feel safe”. You choose the sentence and you see how it starts ringing around your head over and over again.
- › Step 3. Listen. If the original sound still appears (now or later) you can just notice how the waves (of “I feel safe” or the sentence that you chose) washes it all away. The original sound fades as the new sound comes like ocean waves around you and replaces the former sound.



**After the visualization, validate how strongly you believe the sentence is true (scale 1-10). \_\_\_\_\_**

Exercise is modified from book by Hoobyar, Dotz & Sanders, NLP the Essential Guide - Creating the Person You Want to Be

# Introduction/Objectives:

## Self Beliefs



Beliefs can be defined as attitudes about the world. We believe that some proposition about the world (or ourselves) is true, and we forget to question it. A belief can be true, or it can be false, or something in between.



Since our childhood we have been influenced by our surroundings and most of our beliefs come from the attitudes of the people who surround us. Sometimes we may have beliefs that significantly undermine our behavior. Thus, every once in a while, it is good to question our own beliefs. And if needed, form some new more positive beliefs.



The next exercises are helping you to notice and evaluate the accuracy of your beliefs about yourself and to change your negative beliefs into more positive ones.

**Before the exercises please watch the video: Affect of changing beliefs, TED talk by Hannah Oyewole**

**<https://www.youtube.com/watch?v=Fi0Vkoa8fc4>**

# Activity 2: Self Beliefs

## Methods & Steps:



Have a discussion with a pair or in a small group: Take paper and pen to make notes. Use the list "How to find beliefs" given below and start discussing together if you notice any of your own beliefs. Sometimes it is hard to see your own beliefs but someone who is listening to you might pick it up easily just by listening when you speak about yourself.



Thus, if you notice in your group sentences starting "I am..." "I always..." "I never..." that might be a belief. Write down these sentences, word by word - do not change anything (unless the person whose belief it is wants to reformulate it).



During the discussion, you can write down your own beliefs or help to find your fellow's beliefs, but at the end of the discussion concentrate on your own beliefs and write them down in this workbook. Try to find 1-3 beliefs. Find at least one belief that you would like to change.

"Whether you think you can, or you think you can't - you're right."  
Henry Ford

Continue to next activities

## How to Find Beliefs – A List to Help the Discussion (In Activity 2a)

### ➤ Repeating situations and reactions

E. g. getting angry or irritated always in some kind of situations

### ➤ Things that limit your behavior

E. g. "I can't take too much space." "I have to be nice." "I can't express my opinion if I don't know every fact about the issue."

### ➤ Rules for yourself

E. g. "I can't heighten myself."  
"Expressing feelings is weakness."  
"Failure is..."

Ask "...Who says?" or "According to whom?"  
And then listen for an answer. You might be  
Surprised to discover how much of your life is  
being run by the incredible wisdom of a  
fifteen-year-old, or your crazy aunt Sally.  
Quote from Hoobyar, Dotz, Sanders:  
Creating the Person You Want to Be

### ➤ Things that do not succeed despite repeating attempts

### ➤ Things that you don't even dare to dream about

E. g. Success, prosperity,...

### ➤ Things that "run in the family"

E. g. "I can never be good at \_\_\_\_\_, because in our family..."

### ➤ Musts and don'ts

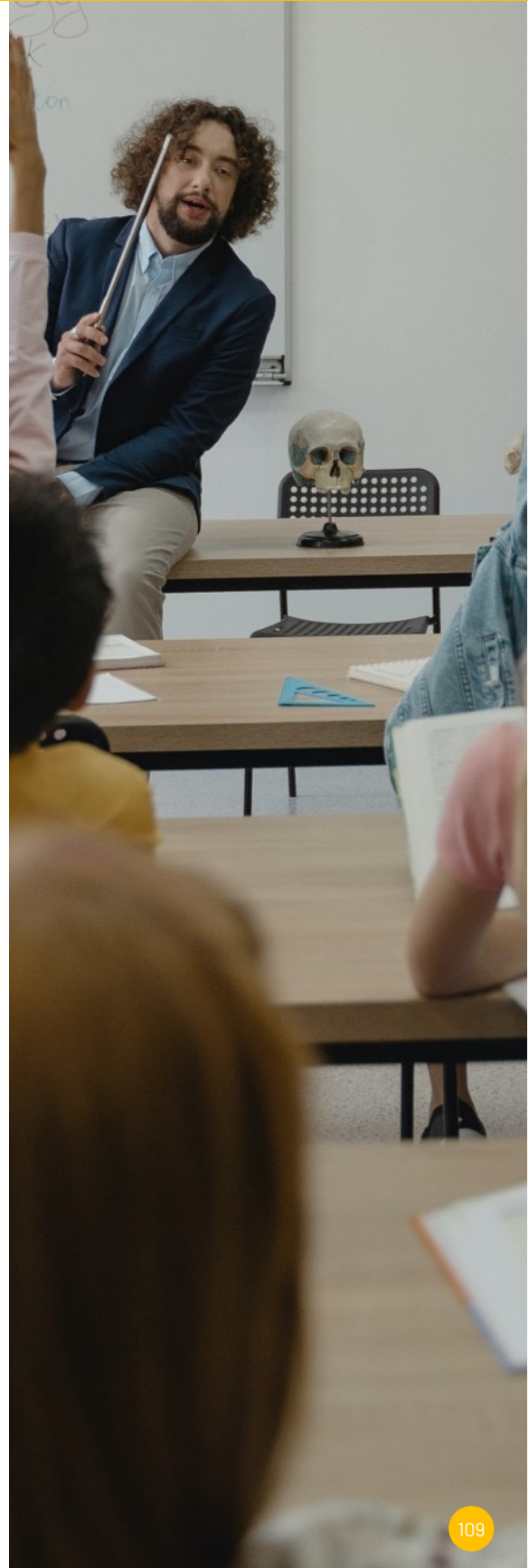
E. g. "I should/ought to/must/can..." "I have to..." "I can't..."

### ➤ Generalizations

E. g. Words "all", "always", "every", "never"... "in every situation with everyone..."

# Breaking limiting beliefs

- Think about which limiting beliefs you encounter in your daily life.
- Write the most important one on a piece of paper.
- Challenge it (Questions)
- Feel into how this belief adds no value but hampers well-being.
- Destroy it (physically).
- Write down a new belief that you can use in its place. Imagine your life in a few years if you live by the new belief and not the old one. Put this where you can see it often (e.g., bathroom mirror, laptop...).



## Activity 3 – Breaking Beliefs With Cartesian Coordinates



### Objectives & Basic Idea

This exercise works for beliefs, where there is a causality. For example, you may believe something in your history or your age or gender, etc. is causing you to be like you are now. For example

I can't do \_\_\_\_\_, BECAUSE I am a girl/boy/too young/too old/no one in our family etc.

Thus, your belief should have two parts - for example:

"I am bad at singing **because** my teacher gave me bad feedback."

[part 1]                      because                      [part 2]

First, fill frame 1 with a whole sentence e.g. "I am bad at singing because my teacher gave me bad feedback."

- On a scale of 1-10 how true do you think that is? Write down a number

Then fill frame 2 turning both parts of the sentence conversely, e.g. "I am **good** at singing because my teacher gave me **good** feedback."

Fill frame 3: Copy the first part from below and the last part from the left "I am good at singing because my teacher gave me bad feedback."

Fill frame 4: Copy the first part from right and the last part from above "I am bad at singing because my teacher gave me good feedback."

**1. [ Part 1] because [Part 2]**

**Write how strong does  
this belief feel to you  
from scale 1-10: \_\_\_\_\_**

**3. [Converse of part 1]  
because [Part 2]**



**4. [ Part 1] because  
[converse of part 2]**

**2. [Converse of part 1]  
because [converse of part  
2]**

The sentences in 2, 3, and 4 may end up sounding ridiculous. Don't worry, that is a good thing.

1. Go through frames in order 1, 2, 3, 4. Feel how it feels when you read the sentence. (heavy/light/sad/angry/) In frames 2-4 imagine also the situations when this could be true. Or does it just seem too ridiculous to ever be true?
2. After box 4 go back to box 1 and try again how does the original version feel. Has anything changed? How would you now rank the strongness of this belief from 1-10?

# Activity 4: Using Symbols to Change Your Belief

## Methods & Steps:

- This exercise you can do this independently using this workbook and your imagination. Symbols are the language of our subconsciousness. So, let's have a discussion with our inner self using this language. You may be amazed at how effective this is. Now choose a belief you would like to change. It can be the same one that you were working with cartesian coordinates or you can choose a new one. Write it here:  
\_\_\_\_\_

- How strongly do you believe that this is true (on scale 1-10)  
\_\_\_\_\_

**Then close your eyes and imagine, what kind of city/animal/book etc. your belief would be (find symbols). Write them down here:**

- — City \_\_\_\_\_
- — Animal \_\_\_\_\_
- — Book \_\_\_\_\_
- — Tree or plant \_\_\_\_\_
- — Shape \_\_\_\_\_
- — Song or instrument \_\_\_\_\_

**Reformulate the sentence so that you  
change the belief into a new better one.**

- For example, the reformulation of "I am bad at math." could be "I need a lot of practice in math, but I can do it." or "I am not good at finalizing tasks." could be reformulated as "I did finalize project X, so I am able to finalize tasks."

\_\_\_\_\_

- How strongly do you believe that this is true (on a scale 1-10) \_\_\_\_\_

**What kind of city/animal/book etc your NEW belief would be  
(finding symbols)**

- — City \_\_\_\_\_
- — Animal \_\_\_\_\_
- — Book \_\_\_\_\_
- — Tree or plant \_\_\_\_\_
- — Shape \_\_\_\_\_
- — Song or instrument \_\_\_\_\_

- How many symbols started to change? \_\_\_\_\_

Can you notice your belief starting to change?  
What would you say about the original belief – how strong is it now on a scale from 1-10? \_\_\_\_

- And how about the new belief (now after forming the symbols), on a scale from 1-10? \_\_\_\_

# Introduction/Objectives:

## Feelings



An important part of good self-esteem is the ability to recognize, accept and change our feelings and emotions. This is a skill that you will probably need every single day of your life. Being a human means that you are an emotional being. Every day we experience a wide range of feelings and emotions. Learn to become friends with all of them. Feelings can show you important lessons and help you learn who you are - but they should not rule your behavior.

**Emotional Mastery: The Gifted Wisdom of Unpleasant Feelings | Dr Joan Rosenberg | TEDxSantaBarbara**

<https://www.youtube.com/watch?v=EKy19WzkPxE>

# Activity 5: Feelings in Work

## Methods & Steps:

This task is done individually and discussed with others (step 5). Before you start this task, make sure you have done the task where you profile a customer.



Look at your customer. What feelings or emotions rise when you look at that kind of person? Can you imagine some situation with this customer and write it down as a short story?

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When you are able to identify and name your feeling or several feelings, draw them in the attached pictures of the human body. You can choose the picture, according to whether you think that the feeling is more in the back of your body or in front. Choose a color that you think would represent the feeling and write also the name of the feeling. If you have difficulties naming your feeling, you can check some list of feelings e. g. <http://feelingswheel.com/> Preferably find a list in your own language.



- Write more next to the picture where you drew the feeling.
- › Do you sense some kind of sensations in your body (weight, tickle, shaking, blush, or something else)? What do you think is the message of this feeling/emotion?
  - › In what kind of situations do you think you would feel this emotion?
  - › What part of the customer’s appearance or action makes this feeling rise?

03

What would be your reaction to this situation if you did not control it at all?

-----

04

What in your opinion would be the ideal reaction in this situation?

-----

05

Then have a discussion with others. What would they say about an ideal reaction to this situation?

-----

06

Then close your eyes and imagine the situation and the feelings you have. Can you find the space between feeling and reaction? In what way could you remind yourself to breathe or count to 10 before you react? In that way possibly change the reaction towards the ideal reaction.

-----

You can accept and welcome even unpleasant feelings. Let them come and let them go without reacting. Remember what Joan Rosenberg said in the TED talk: emotions last usually less than 1 minute. Let the wave come and then let it go.

07

If possible, you can do the Inhere meditation studio's meditation of accepting your emotions <https://www.youtube.com/watch?v=SVI3hwupAMA> together in a group or individually

# Activity 5:

## Feelings in Work





## Activity 6: Feelings of Forgiveness

### Methods & Steps

Sometimes there are people in our lives, that really get on our nerves, and we might spend too much of our time just being angry at this person. If you have triggers towards someone, you can try using a Hawaiian meditation called H’oponopono.

It is very simple. Imagine that person, looking him/her in the eyes and start repeating:

“I’m sorry, Please forgive me, Thank you, I love you.”

(Or you can find YouTube videos with songs that repeat this H’oponopono mantra. )

- Try the meditation once and write down how you feel about that person before and after you do the meditation.

Before\_\_\_\_\_

After\_\_\_\_\_

# Introduction/Objectives:

## Trust



Trusting Yourself Has a Very Important Role In Business. You Have To Be Able To Speak In Front Of People And Trust That Your Opinion Does Matter. These Activities Help You To Find Ways Of

- › Positive Self-talk To Work Though Difficult Situations
- › Trust Yourself And Others
- › Visualize Successful Performance



# MODULE 3B

## Design & Planning – *Planning*



STUDENTS ARE ABLE...	
Self-Leadership	...to take ownership and make a positive change in attitudes, thoughts, feelings, and behavioral patterns.
	...to control/stop the influence of their self-dialog on their feelings and behavior.
	...to mentally evaluate the accuracy of own beliefs and assumptions about situations he/she has problems with.
	...to use positive self-talk to work through difficult situations.
Entrepreneurship	... to put themselves in the position of the target group.
	... to develop an understanding of the needs, sensitivities, fears, attitudes, thoughts, and actions of their target group.
Mindfulness	... to demonstrate empathy and forgiveness.

Let’s get started!

MODULE 3B: DESIGN & PLANNING

PLANNING

SELF-LEADERSHIP

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ENTREPRENEURSHIP

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MINDFULNESS

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## Activity 1:

### Trusting Yourself in a Group

#### Methods & Steps:

01

Now you get to map the relations between you and your team or you and your customers. Or if you don't have a team, do it for you and your family. You can see the example drawing. There is one circle that represents you and one circle for each of your team members.

Draw a circle in the empty space, that represents you and your opinions/thoughts/feelings. You can choose the place, size, color, and even the shape if you don't want to be a circle. Then draw the people around you – the bigger circle, the bigger (psychological) space that person is taking. Taking space can mean for example how much voice everyone has in the room. You can also add connecting lines between persons if you like.

Is there someone taking too much space, e. g. influencing you too much?

-----  
Someone taking too little space, e. g. someone you would like to connect with more?

-----  
Is there something you would like to change in this "system"?  
-----

02

According to system theory – if you change one part of the system, the whole system starts to change. Let's start making some changes in you by using self-affirmations/suggestions and self-confidence visualization. Choose 5-10 sentences, write them down, and sit to meditate. First, relax and use a breathing method of your choice for at least 5 minutes. Then start repeating the sentences that you chose so that you really feel how it feels when you "are there".

### Example Affirmations:

"everything goes smoothly today." "I will focus on good things today." "I am able to calm down if needed." "I am me and that is enough" "I am myself. I don't need to pretend anything else." "I find time for learning new things." "Every day I learn more about how to control my nerves." "I can become really skillful if I invest in learning." "Mistakes are useful learning experiences." "I enjoy life by concentrating on good things." "Every day I get more tranquil." "I can retain my calmness even when provoked" "Every day I see more clearly how to use my potential in different situations." "I learn to relax even more." "Every day I learn how to listen to my inner wisdom." "I celebrate when I make progress in things that matter to me." "Every day I will step more into my power." "I learn how to use my creativity in everyday situations." "My sleep is getting more tranquil all the time and that gives me more energy." "I see more clearly all those good things inside of me." "This day will give me success and joy."

03

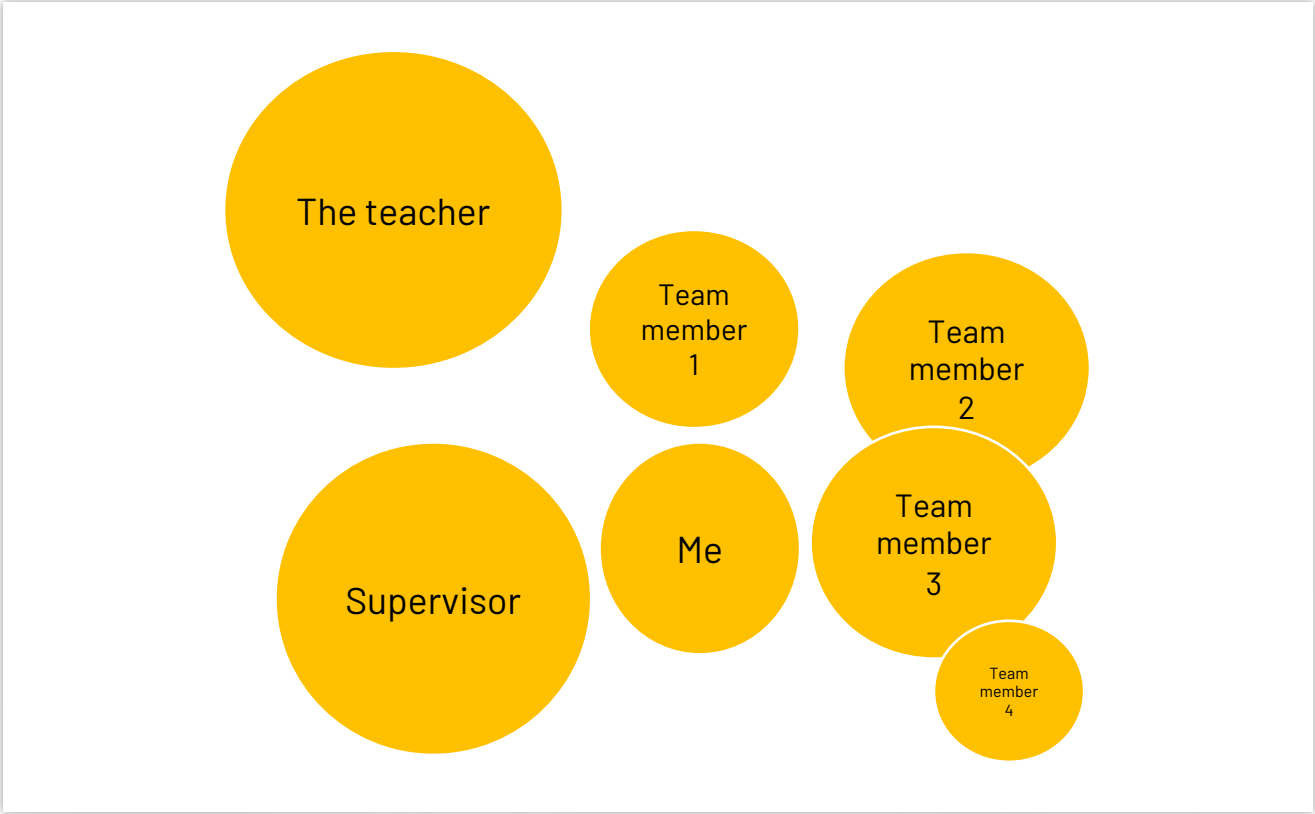
04

Do the drawing of relations again. Did anything change?

Choose one or two affirmations and start using them on a daily basis. For example, every time you look at yourself in a mirror.

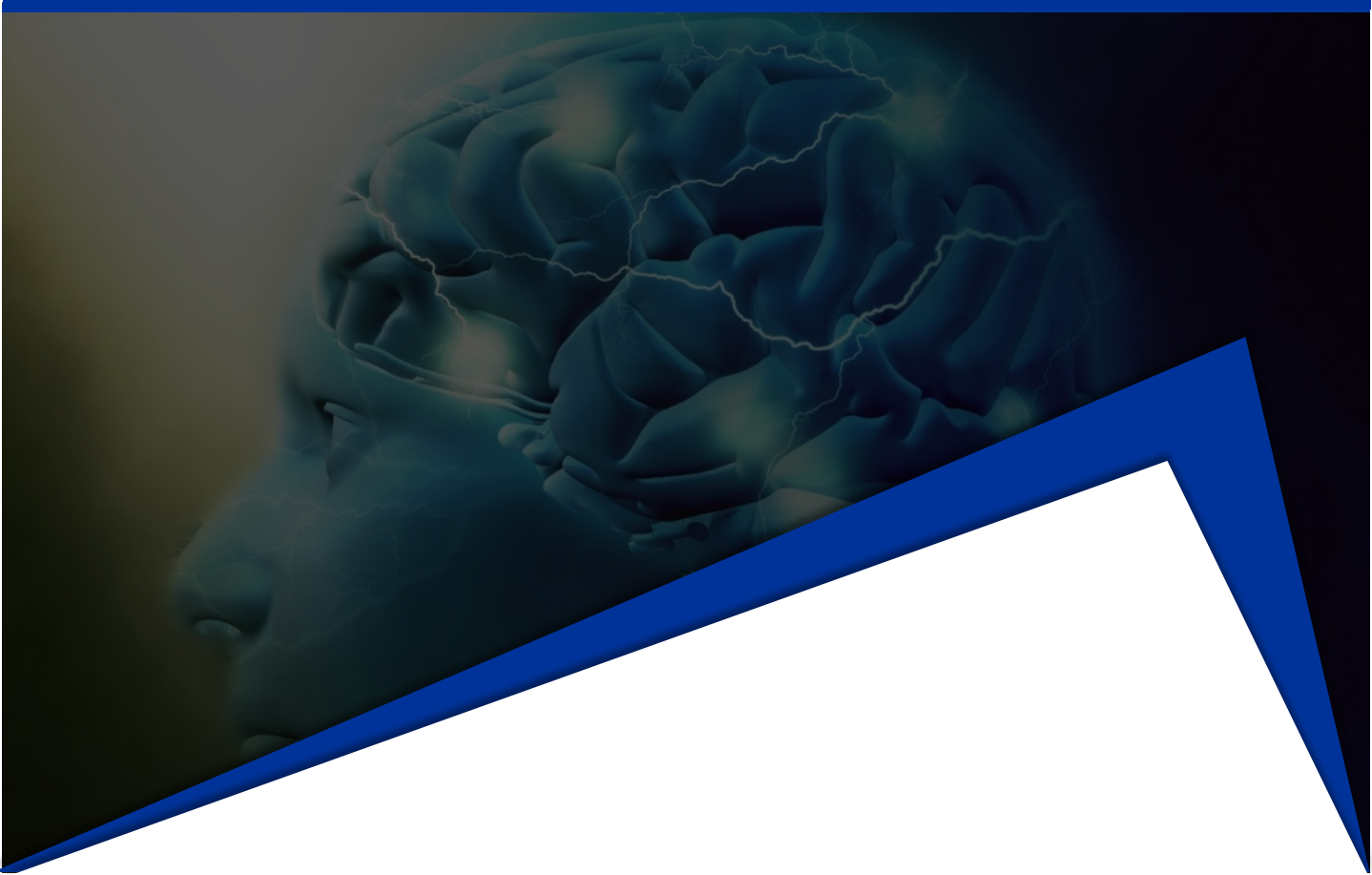


# Example of a Map

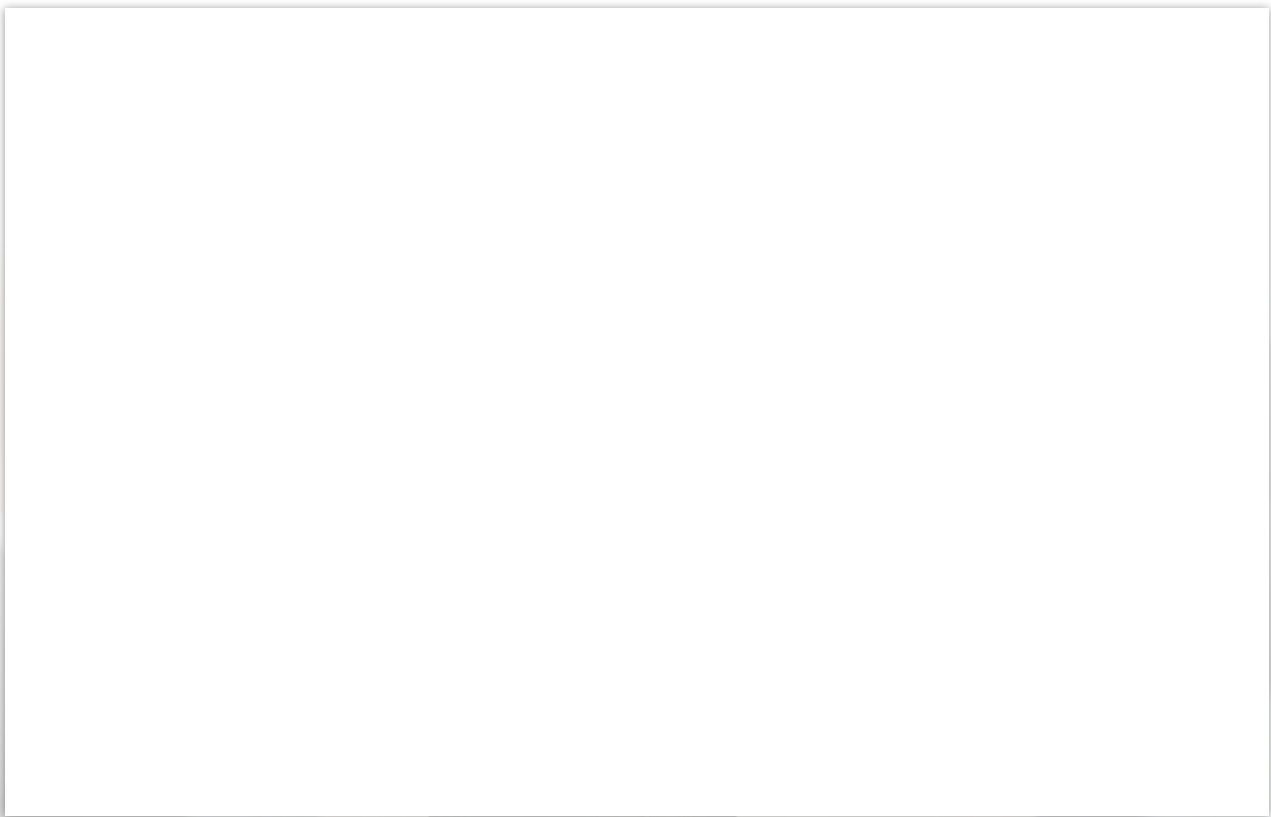


# Your Map

A large empty rectangular box for creating a personal map.



# Your Map After Using Affirmations



## Activity 2: Trust Yourself in A Negotiation



Visualize or write a story of a negotiation that goes ideally. Visualize how the situation goes from beginning to end. You are confident and everything goes perfectly. In the end, you feel all the happiness and success.



If you don't have any negotiations to attend, you can as well use this activity for any meeting or situation relevant to you.





# Introduction/Objectives:

## Accept Mistakes & Failures



Accepting mistakes is not easy. If you tend to blame yourself for mistakes, then it is very important to find new ways to talk to yourself: more accepting, more gentle.



These activities help you to find ways how to control or even stop the influence of your negative self-dialog on your feelings and behavior.





# Activity 3 : Celebrate Mistakes

## Methods & Steps

- Discuss your team (/classroom/small group):
- How do you feel when you make a mistake? Why?
- How do you think other people see you when you make a mistake?
- Have you ever discovered something new from making a mistake?
- Have you ever felt proud of making a mistake?
- Has a mistake ever made you think more deeply about a problem?

<https://www.mindsetkit.org/topics/celebrate-mistakes>

## Activity 4: Accept Mistakes & Failures – Inner Dialog



### Methods & Steps

This can be done in a group so that one person is telling others about some real or imagined failure. The whole group can help him with the inner dialog. Take two chairs facing each other. This “storyteller” person sits in chair 1 and tells the story about a failure. Chair 2 is empty at this point.

#### He tells “What happened” and “How I felt about it.”

Then this person changes to chair 2 and talks through the **self-dialog** that goes in his head after the failure. How does he talk to himself (the self that was just sitting in the chair 1)?

When he has finished, the group can start to give new suggestions on how this dialog could be changed.

The group members should always start suggestions with the question “Is it possible that the voice could say ....”

During the exercise, it is always possible to move chairs if needed or take new chairs, “new voices” with a more positive dialog if the same chair work.

At the end of the session, the person can go back to chair 1 to “listen” to those new voices and new dialog and reflect on how he feels. It is also possible that these new dialogs don’t feel good. For example, the too positive dialog may be hard to receive.

Make it feel real and true to you: what is the feeling in chair 1? Is there still something that should be changed so that he could really believe the new dialog that is coming his way?

Work as long as you need and finish when the activity feels ready.

# Activity 5: Accept Mistakes & Failures: Worst Case & Best-case Scenario

Choose some task that you need to do in a near future and write worst case scenario & best case scenario

Worst case scenario. Write down all the steps that would happen and also what would be the most awful thing if you fail in this scenario?

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Best case scenario. Write down all the steps that would happen in this scenario and also what would be the best part of it.

-----

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In what parts you can't influence? -----

In what parts you can influence? What should be the actions you take? -----

# ENTREPRENEURSHIP



## Activity 6: PERSONA

The students come up with a fictional, representative person of the target group, in order to get a deeper understanding of their needs in different environments. The so-called Persona symbolically embodies the characteristics of the target group. With this Persona, the students create a prototypical user who can be given a name (which also determines the gender), an average age, and an occupation/status.

### INTRODUCTION

The characteristics of the Persona are based on the human senses of "seeing and hearing", their thinking, and what they say and feel. Their fears and needs are also decisive.

The template is a worksheet for creating a user persona. It features several sections and icons:

- Top Left:** A dashed box for a drawing with the text "Klebe oder zeichne deine Persona". Below it is a line for the **NAME**.
- Top Center:** A speech bubble icon labeled **QUOTE**.
- Top Right:** A large dashed box for personal information: **AGE | OCCUPATION | FAMILY | PLACE OF RESIDENCE | DAILY LIFE | ETC.**
- Middle Left:** A dashed box for **PRODUCT REQUIREMENTS**.
- Middle Center:** A heart icon labeled **VALUES & WAY OF LIVING**.
- Middle Right:** A dashed box for **GOALS, DESIRES, EXPECTATIONS**.
- Bottom Left:** A series of five circles. The first contains a hand icon and the word **TOUCHPOINTS**. The others are empty.
- Bottom Center:** A lightning bolt icon labeled **PAIN POINTS**.
- Bottom Right:** A star icon labeled **NEEDS**.
- Far Bottom Right:** A computer monitor icon labeled **MEDIA USE**.

# ACTIVITY 6: PERSONA - EXAMPLE

**NAME:** John Doe

**Age:** 14/15 years

**Living situation:** In the parental household

**Occupation:** Student



## Typical quote/saying

"I don't live by anyone's rules but my own."



## Needs

- › Products and services should be fast, intuitive, entertaining, and sustainable
- › State-of-the-art equipment and internet access in the school/ premium online learning environments
- › Relax, feeling comfortable at school



## Problems

- › Is under pressure to succeed; time pressure (little time for relaxation); separation of school and free time



## Leisure activities/hobbies

- › Likes to meet many friends
- › Tech-enthusiast
- › Smartphone/Tablet/Laptop
- › Information Management (Cloud)
- › Social media (Facebook, Instagram, Snapchat, WhatsApp, blogs, and forums)
- › Family cohesion



## Wishes

- › Videos, TV, movies, music, etc. "on-demand"
- › Sport, fitness, exercise Health represents a life without restrictions, in which the body and mind feel good.

# ACTIVITY 7 : THINK – PAIR – SQUARE – SHARE



## STEP 1: THINK

In the Think phase, the students first answer two questions for themselves.

Time per question: 90 seconds

1. What concerns you/what outrages you?
2. Where do you see problems in your personal or school environment/region? During this time, the students should write down as many terms as possible. From all their written terms, they choose the five most interesting points at the end (Top Five).



## STEP 2: PAIR

The students form teams of two and present their five chosen terms to each other, explaining what they associate with the respective terms and why they are important to them. The team agrees on its joint top five.



## STEP 3: SQUARE

Two teams of two get together to present their top five to each other. In the newly formed teams of four, the teams will once again name their five favorites. They write down each of the five terms on a moderation card.



## STEP 4: SHARE

The teams of four present their final top five list to their classmates. Together with the students, you cluster the moderation cards by topics on the board or wall. This process of clustering can take place in the plenary as part of the joint discussion or can be carried out successively by the individual students.



## STEP 5: POINT EVALUATION

To reduce the number of identified topics, the students name those topics which they consider to be interesting and significant.



## STEP 6: SCORING

The students each select three topics on which they would like to continue working and mark each of them with a dot.



## STEP 7: SELECTION

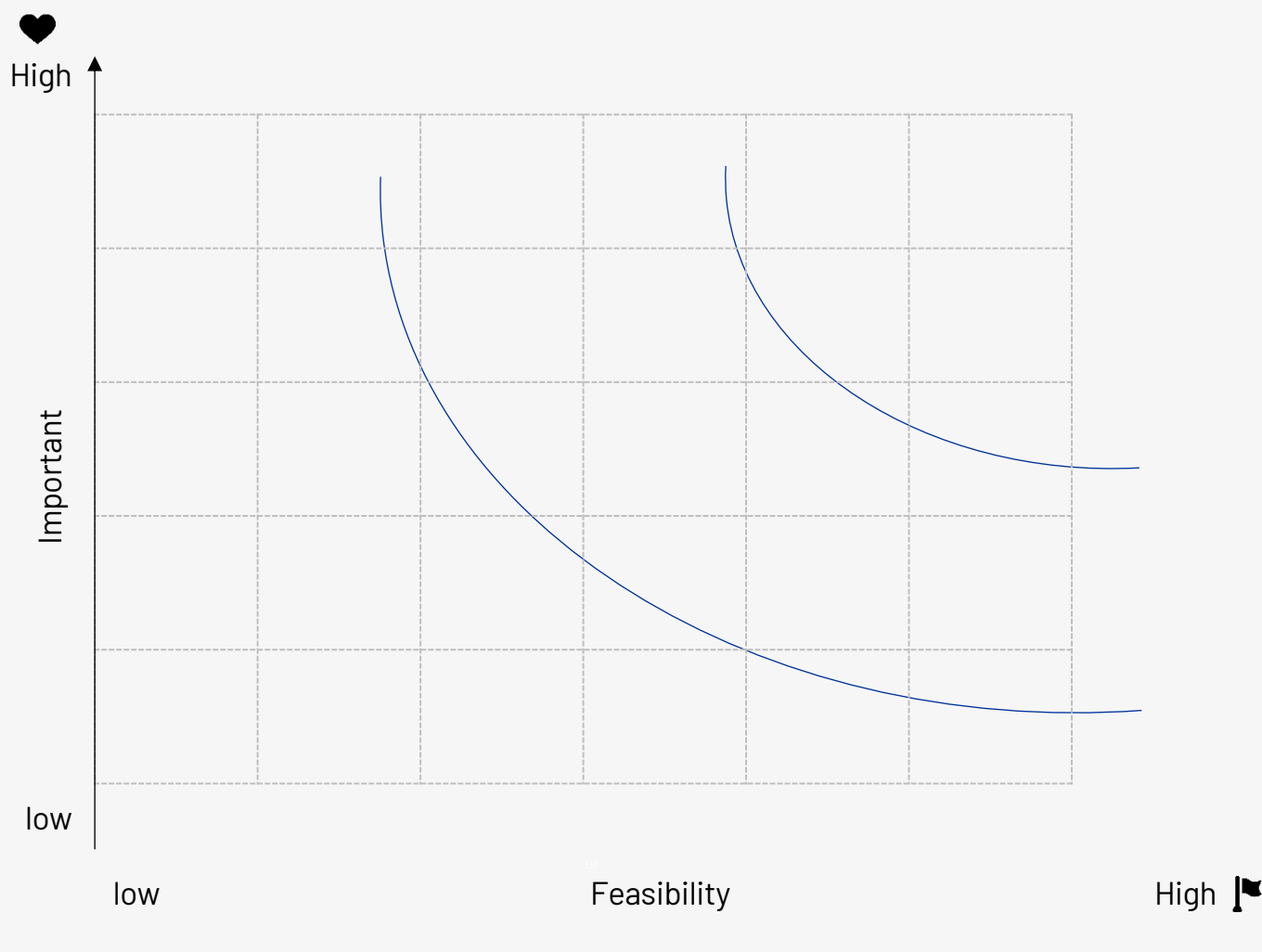
The topics that are marked with at least two dots are included in the closer selection. You can remove the other index cards. Topics without an evaluation point are eliminated. In the case of topics with one point, it can be considered whether they can be combined with other topics and, for example, treated as part of another topic area. It is important that all students can continue to work in an interest-driven manner.

# ACTIVITY 8: 6-3-5 METHOD - HANDOUT

Now it's time to get creative! In the first step, each group member develops three ideas for entrepreneurial approaches that address the social problem. You will have five minutes to do that. After these five minutes, the sheets are passed on to the person sitting next to you on the right. Afterward, the ideas of the thought leaders are now to be addressed, improved, or criticized. It is possible that an idea will serve as an impulse for a new idea. This process is repeated until the four lines (optionally six) are filled in.

Idea 1	Idea 2	Idea 3

# ACTIVITY 9: IDEA PRIORITIZATION MATRIX



## INTRODUCTION

An Idea Prioritization template is a business tool you can use to identify which ideas or projects are the worthiest of attention, based on their overall feasibility and importance. Using a simple matrix where the feasibility of an idea is plotted along the x-axis, and the level of importance is plotted along the y-axis, you will be able to visualize which ideas have the greatest chance of success, and which ones should be avoided.



# ACTIVITY 10: HOW MIGHT WE? – TEMPLATE

The design thinking approach involves describing the problems of a precisely defined target group and developing solutions for them. The "How might we?" method helps to reformulate concrete problems into tasks. With the help of this worksheet, the central questions (How might we...? For whom? And why?) can be documented. The worksheet serves as a basis for developing ideas in the next step.



## How might we...?

The goal/activity to be achieved



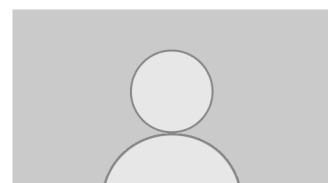
## For whom?

The target group/Persona to be reached



## Why?

The need



# ACTIVITY 10: HOW MIGHT WE? – EXAMPLE

An exemplary description or question as a basis for the development of solutions and ideas.



## How might we...?

The goal/activity to be achieved

- › What could the "learning space of the future" actually look like?



## For whom?

The target group/Persona to be reached

- › Students aged 14 or 15



## Why?

The need

- › The time available at school should be used effectively so that students can relax at home.
- › A good mix of modern media technology and media-free activities is necessary.

# ACTIVITY 11: IDEA NAPKIN - TEMPLATE

Idea Napkins contain a structured description of the idea. The focus is on the need of the target group, the idea or solution, the benefit and added value as well as alternatives. The napkins are suitable on the one hand for recording core ideas during a brainstorming session (as an alternative to sticky notes, for example) and on the other hand for defining the core ideas as a basis for the subsequent development of concrete solutions (prototyping).



**Name of the idea**



**Target group/Persona**



**Description of the idea**



**User need/problem**



**Sketch of the idea and comments**



**Added value generated by the idea need/problem**

# ACTIVITY 11: IDEA NAPKIN - EXAMPLE

An exemplary description of an idea to be further developed.

## Name of the idea



- Tea crane

## Target group/Persona



- People who like to drink tea and to whom the tea break is important.

## Description of the idea



- The tea bag is not dipped manually into the water but let through construction into the cup.
- This can optionally be done automatically in the morning so that with the alarm clock ringing the tea is already ready.
- After the desired time that the tea should steep, the crane automatically pulls the bag out of the cup.
- Thus, the tea does not steep too long, and the bag comes out of the cup in time.

## User need/problem



- The target group forgets to remove the tea bag or similar from the cup
- The tea is bitter and no longer tastes good.
- The tea break is "ruined".
- The tea must be brewed again.

## Sketch of the idea and comments



## Added value generated by the idea need/problem



- The tea bag comes out of the tea on time
- The tea does not become bitter but tastes as desired.
- The tea break is a pleasure.

# MINDFULNESS



# Session 12 – Morning Ritual

## Digital Mindfulness

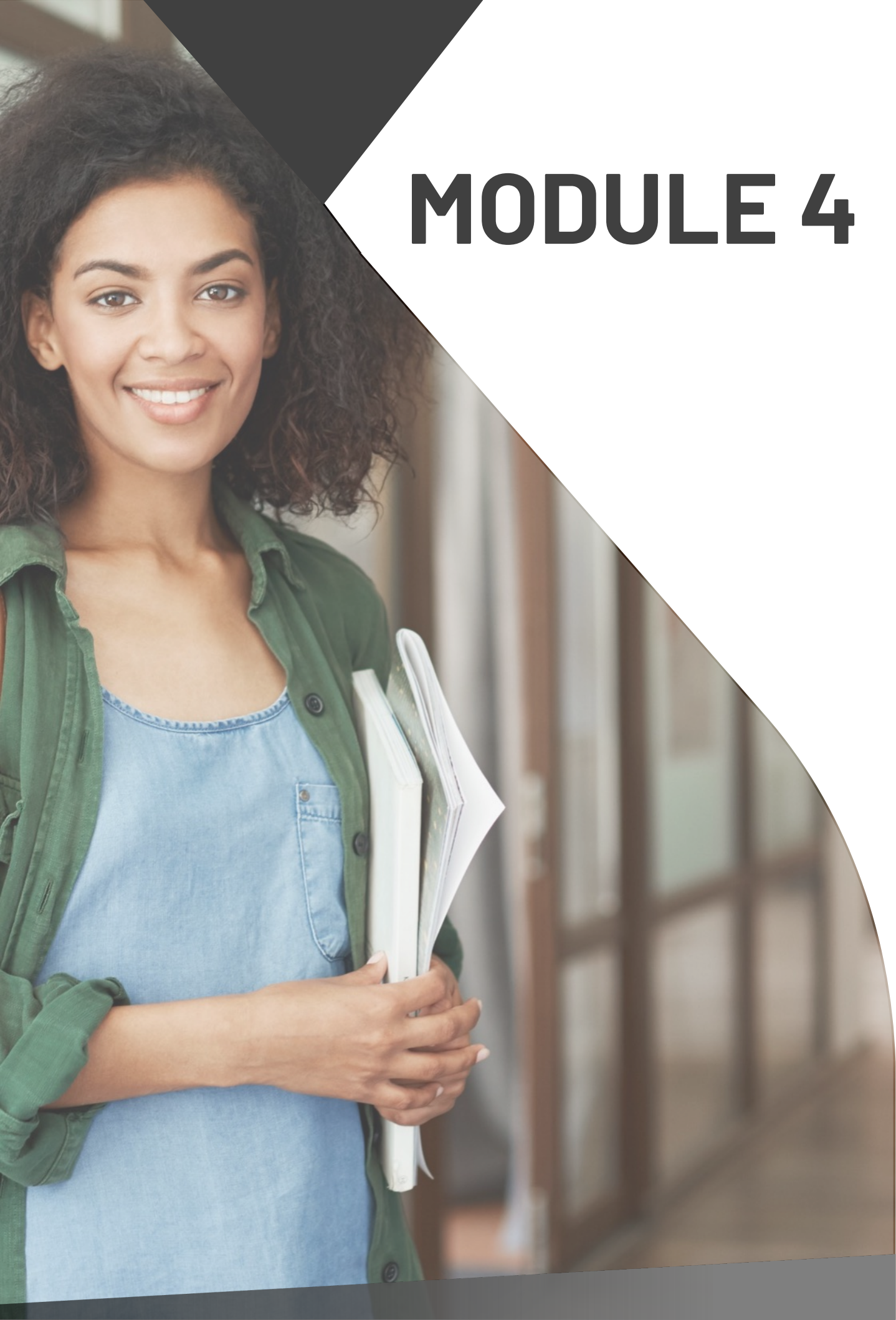
- Our phones have become an integral part of our lives. Oftentimes, they are the first thing we look at in the morning and the last thing we look at in the evening.
- On average, young adults unlock their phones about 70 times per day, leading to an average screen time of 6–7 hours daily. Developers of social media networks compete for users' attention and aim to maximize the time they spend on the platforms.
- This can have considerable detrimental effects. Besides the amount of time that could have been spent otherwise, media consumption, especially through infinite scrolling, promotes social comparison leading to envy and unhappiness. If we look at news feeds right after we wake up, we put our brains into a mode of reactivity first thing in the morning.
- Instead, let's try to use the mornings to prime ourselves for success and to be well-prepared to face the challenges that each new day presents to us. During the last two weeks, you have established the core building blocks to do so, namely mindfulness, hydration, movement, and sunlight. This week, you will only do a few minor tweaks to allow more time for your ritual to settle.

## Your Task

- Do not look at your phone until after you have finished your morning ritual. If you use your phone as an alarm clock, you need to be extra vigilant to only turn off the alarm and then put the phone away instantly. You may want to replace it with an actual alarm clock and remove the phone from your bedroom before you go to sleep.
- Instead, right after you wake up, make your bed. You don't have to get too fancy; it should take you less than two minutes. This serves as a first and easy success on which you can stack the other habits. Then, complete your hydration, movement, sunlight, and mindfulness.



# MODULE 4



# MODULE 4A

## Implementation and revision



STUDENTS ARE ABLE...	
Self-Leadership	...to develop habits supporting their goals.
	...to make small, continuous steps towards the goal.
	...to develop the ability to focus on the task and avoid multitasking.
Entrepreneurship	...to utilize their strengths and harness social-economic opportunities.
Mindfulness	...to replenish their cognitive resources.

Let’s get started!

MODULE 4A:

IMPLEMENTATION AND REVISION 1

Self-Leadership

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ENTREPRENEURSHIP

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Self-Leadership

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# SELF-LEADERSHIP



# Activity 1

## Creating Good Habits



Sometimes it seems daunting to reach your goals. Establishing good habits for your everyday work flow can be helpful! Try out some online resources such as the [Habit List](#)!



**Task 1:** Before you get started charting all your desirable habits, learn more about it by listening to Christine Carter on the secrets to forming a new habit.



**Task 2:** Identify your good habits. What do you want to change about your life? What is already working out well? How do these things affect your project ideas? Once you are clear on which habits you want to keep and what to change, you can get started to use online resources or apps.

### Resources:

- › [https://www.ted.com/talks/christine\\_carter\\_the\\_1\\_minute\\_secret\\_to\\_forming\\_a\\_new\\_habit?referrer=playlist-talks\\_to\\_form\\_better\\_habits](https://www.ted.com/talks/christine_carter_the_1_minute_secret_to_forming_a_new_habit?referrer=playlist-talks_to_form_better_habits)
- › [Habit List](#)

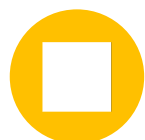
# Activity 2

## Challenge Yourself



When we are engaged in achieving our goals, sometimes reflection is almost forgotten. And guess what - it can be really hard to reflect on your own ideas alone! Use this game for getting valuable feedback from others:

**Prototyping Poker** (from "Life Design" by Prof. Sebastian Kernbach)



### Instructions:

Find team members, friends or family to ask you the following questions/give you the following feedback about your project idea:

- What could you do about it today or tomorrow?
  - › You could create your prototype by...
  - › Make a collage about ...
- How could you further reduce the risk?
  - › If I were you, I would...
  - › Do an internship/job shadowing/ volunteering at...
  - › Tell me more about ...
  - › In the next 15 mins you could...
- Who could you talk to about your project?
  - › Visualize your idea on one sheet of paper for a stranger.
  - › I know who you should talk to:
  - › Make a video or mini-magazine about...
- What is it that exactly interests you about your project idea?
  - › Research more about...

# ENTREPRENEURSHIP



# Activity 3

## Get doing



There are many ways and methods to get productive and use your valuable time effectively. What they all have in common: it's important to get started. This activity helps you to make a first step into action. Have a look at the well-known GTD method:

### The Getting Things Done (GTD) Method

"Being creative, strategic, and simply present & loving don't require time—they require space."

- DAVID ALLEN



#### What is GTD?

"GETTING THINGS DONE® is a personal productivity methodology that redefines how you approach your life and work."

[www.gettingthingsdone.com](http://www.gettingthingsdone.com)



**Task 1:** Research about the basics of the GDT method. Then watch the TEDx with David Allen and answer the following questions for yourself:

- › Which aspect of your project are you feeling most confident about?
- › Which aspect of your project are you feeling most stressed about?
- › What can you take away from the GTD method to use in your project or everyday life?



**Task 2:** Create a mind-map using your answers to the questions above and pin it somewhere where you can see it (at your desk, in your room, as a screensaver, on your notebook...).

## Resources:

- › <https://www.youtube.com/watch?v=kOSFxKaqOm4>
- › [www.gettingthingsdone.com](http://www.gettingthingsdone.com)
- › <https://www.youtube.com/user/gtd/featured>



# MINDFULNESS



# Activity 4

## Grow and flow



It can be really hard to focus on only one task without interruptions, looking at your phone, procrastinating or multitasking. However, getting into a workflow is the most effective and pleasurable way to achieve your goals!



**Task 1:** Choose one task that you have been working on, that you need to finish or that you would like to start with. Make sure it is only one task (monotasking instead of multitasking). Pick a quiet, serene, comfortable and tidy workspace in surroundings that help you to focus. Prepare everything you need for the task, ready to use close to you.



**Task 2:** Set a timer to 30 minutes, then put your phone and any other electronic devices you won't need out of your sight, set to silent mode. Focus on working on your chosen task for the set time. Observe if you get into a flow and what it feels like to focus only on one task for a certain period of time. Also reflect on the quality of your work.

# Activity 5 – Self-Care Check-In

## When did you last check on yourself?

When we are in the middle of something and things are moving, we tend to forget to check on ourselves. Long days and full agendas don't usually invite us to stop and take a break for self-care. But only a rested mind is a creative mind! Look at the following suggestions for self-care:

### Mid-Month Check-up and the Battery Check.

Make space in your agenda to do these activities regularly, even if it means booking an appointment with yourself. Giving time and importance to your emotional and energetic state is an important (self-)leadership skill and will make you feel empowered!

## Mid-Month Check up! Are You...?



Finding your inner peace



Taking breaks and getting rest



Meeting the goals you set for yourself



Honoring your word of the year.



Spending time on the things that you love



Reaching out to the people you adore



Meeting your health goals

## Check Your Battery

How are you currently feeling?

### Feeling Great!

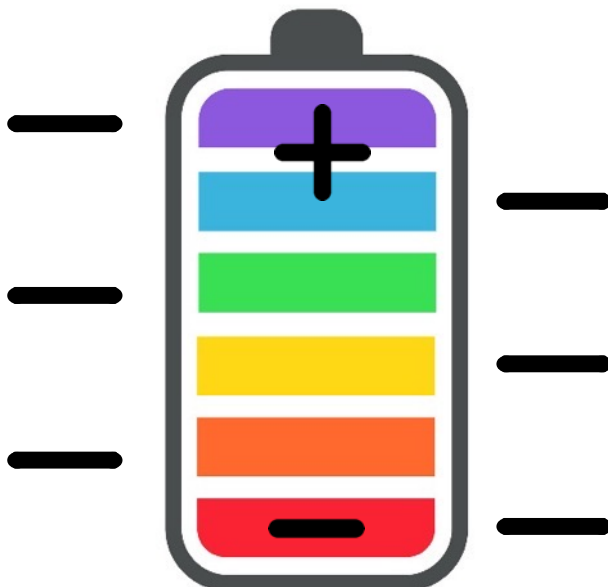
Keep meeting your needs and practicing self-care

### Feeling okay.

How can you make your day a tiny bit better?

### Struggling.

Practice triage. What area of your life is suffering the most right now? Focus on that one area today



### Feeling Good!

How can you maintain the level you are currently at?

### Meh.

How can you love on your – self today? Be extra kind to yourself.

### I am empty.

Pinpoint what's draining you and try to create a boundary & then do one thing that fills you up.

# MODULE 4B

## Implementation and revision



STUDENTS ARE ABLE...	
Self-Leadership	...to critically reflect upon their progress and to revise their future plan if needed.
	...to transfer learnings and insights made in one area of their life to another.
	...to evaluate whether their short-, mid-, and long-term goals are aligned.
Entrepreneurship	...to implement strategies in order to ensure they make continuous progress.
Mindfulness	...to assess which activities they are spending their time on.
	... to assess whether they embody their strengths and values in their daily life.

Let’s get started!

MODULE 4B:

IMPLEMENTATION AND REVISION 2

SELF-LEADERSHIP

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ENTREPRENEURSHIP

Activity 2	Revision of my Entrepreneurial Goal(s)	151
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MINDFULNESS

Activity 2	Mindfulness Revision	164
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# SELF-LEADERSHIP



# Revision of my Self-Leadership Goal(s)

## Objectives & Basic Idea

Take your workbook with you to a calm place, preferably in nature. Set aside at least 90 minutes to think deeply about these questions. You can do it for longer if you want to. If any insights come up during your reflection that do not fit to any one questions, write them down as well.



Make a list of the **personal** goals you have been working on.



How much progress have you made so far?



Visualize having achieved your goal. Which emotions do you feel? Is there any part of it that you feel resistance towards? How can you address it?



Review your time schedule. Are you on track? If so, which strategies enabled your continuous efforts? If not, which strategies do you want to implement in order to catch up?



What have you learned about yourself while you were working on your goals?



Revise your time schedule for the weeks ahead. Do you need to change any short- or mid-term goals?

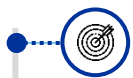
# ENTREPRENEURSHIP



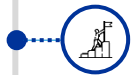
# Revision of my Entrepreneurial Goal(s)

## Objectives & Basic Idea

Again, take your workbook with you to a calm place, preferably in nature. Set aside at least 90 minutes to think deeply about these questions. You can do it for longer if you want to. If any insights come up during your reflection that do not fit to any one questions, write them down as well.



Make a list of the **entrepreneurial** goals you have been working on.



How much progress have you made so far?



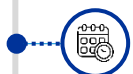
Visualize having achieved your goal. Which emotions do you feel? Is there any part of it that you feel resistance towards? How can you address it?



Review your time schedule. Are you on track? If so, which strategies enabled your continuous efforts? If not, which strategies do you want to implement in order to catch up?



What have you learned about yourself while you were working on your goals?



Revise your time schedule for the weeks ahead. Do you need to change any short- or mid-term goals?

# Revision

## Objectives & Basic Idea

As before, take your workbook with you to a calm place, preferably in nature. Set aside at least 90 minutes to think deeply about these questions. You can do it for longer if you want to. If any insights come up during your reflection that do not fit to any one questions, write them down as well.



Re-read your **personal strengths and values** list. Are your personal and entrepreneurial goals still in line with your personal vision? If not, which adaptations can you make to align your goals with your vision?



Does the fulfillment of your short-term goals lead to the achievement of your mid-term goals? Does the fulfillment of your mid-term goals lead to the achievement of your long-term goals? Is there anything you need to optimize or re-align?



Re-read your learnings regarding the personal and the entrepreneurial goals. What have you learned in one area that you can transfer to the other? How will you implement this in the following week?

# MINDFULNESS



# Mindfulness Revision

## Objectives & Basic Idea

Take your workbook with you to a calm place, preferably in nature. Set aside at least 90 minutes to think deeply about these questions. You can do it for longer if you want to. If any insights come up during your reflection that do not fit to any one questions, write them down as well.



**Reflect** on the past week. Which situations have made you feel the happiest? What about these situations made you feel happy? How can you invite more of these situations into your life?



Reflect on your **morning ritual**. Are you still performing the activities you planned for yourself? Are there any activities you skip often? If so, do you deem them worthwhile to do? If so, how can you adapt your approach to make sure you do complete them? If not, consider eliminating them or replacing them with a different activity.



You've been practicing mindfulness techniques for a while now. How have your sessions evolved over time? Which insights have you gained about yourself?



Re-read your personal values and strengths list. How have you embodied each value and strength in the past week? Are there any items on the list that you have not embodied in the past week? If so, how can you do so in the upcoming week?



How are you spending a typical weekday? Draw it onto the 24-hour pie chart. Are you spending your time in alignment with your values and strengths? Are there any situations where you are wasting your time? If so, are there any other activities that you can do instead?



# Morning Ritual

## Objectives & Basic Idea

Congratulations! You've spent the past weeks working on your personal success ritual. Likely, it wasn't always easy, but that's okay. If you slip once, just try to make sure to follow it again the next day. It should become easier to adhere to your structure and take you less willpower day after day.

Now, this is your own personal success ritual. Therefore, it should fit your personal values and life goals. From here on, feel free to experiment with different activities that you deem valuable to pursue. For example, you can use the calm time in the mornings to prepare and eat a healthy meal, to read a book chapter, to practice art, to write a journal, to practice gratitude, or to plan the day ahead. There are no limits to your imagination.

## Your Task

Think about which activities you lack the time to do during the day. Then add them to your morning ritual. Don't try to do everything at once, but only add or change one piece every week.



# MODULE 5

# MODULE 5A

## DEVELOPING EMPATHY

“Empathy is seeing with the eyes of another, listening with the ears of another and feeling with the heart of another.

- Alfred Adler

STUDENTS ARE ABLE...	
Self-Leadership	... to reflect on their own feelings.
	... to understand the feelings of others.
	... to respect others and their opinions.
Entrepreneurship	... to interact with others.
	... to recognise the feelings of others.
	... to build positive relationships.
Mindfulness	... to understand and respect diversity.
	... to keep an open mind.

Let’s get started!

MODULE 5A:

DEVELOPING EMPATHY

SELF-LEADERSHIP

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ENTREPRENEURSHIP

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MINDFULNESS

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# EMPATHY



Learning to stand in somebody else's shoes, to see through their eyes, that's how peace begins. And it's up to you to make that happen. Empathy is a quality of character that can change the world."

- Barack Obama

## For You To Know

- "Empathy is a social and emotional skill that helps us feel and understand the emotions, circumstances, intentions, thoughts, and needs of others, such that we can offer sensitive, perceptive, and appropriate communication and support" (McLaren, 2013).
- The word empathy comes from the Greek word *empathia* (passion) and means to empathise or sympathise with a person's feelings, passions, or suffering from the outside (Howe, 2013).

## Let's Dig Deeper



### Different types of empathy

Psychologists Daniel Goleman and Paul Ekman have identified three types of empathy:

- › **Cognitive empathy** - Cognitive empathy refers to our ability to recognise and understand the emotions of others and to see their perspective.
- › **Emotional empathy** - Emotional empathy (also referred to as affective empathy) is the ability to share another person's feelings.
- › **Compassionate empathy** - Compassionate empathy is putting one's feelings into action. It goes beyond understanding and empathising with another person's situation and causes the person to take action.

## Why Is Empathy Important?

Empathy is important in almost every aspect of daily life. The reason empathy is so important is that it helps us better understand others and meet their needs. It is essential to the health of our relationships because it allows people to build social relationships with others and helps them connect, communicate, and collaborate with others.

# SELF-LEADERSHIP



# Activity 1 –

## The power of self-talk

“The more faithfully you listen to the voices within you, the better you will hear what is sounding outside.”

– Dag Hammarskjöld



- **Intro:** Self-talk is the inner monologue you have about yourself.

This includes your inner voice and various thoughts that run through your mind that you may not have paid much attention to. In other words, your self-talk is the way you talk to yourself about yourself. Our self-talk is of great importance because it can have a huge impact on how we see ourselves and the world around us. The aim of this exercise is to raise awareness of the importance of self-talk, which will help you increase your self-confidence and motivation and suppress negative emotions.



**Step 1:** Try to concentrate and think of a situation in which you think negatively about yourself and describe it.

.....

.....



**Step 2:** Can you think of several negative statements you say to yourself? Write down some of the most common of these statements.

.....

.....



**Step 3:** Now try to give your thoughts a different direction. Write down some positive, encouraging statements that you can use to replace your negative, destructive thoughts.

.....

.....



**The benefits of changing your self-talk from a negative state to more positive patterns (Sanderson, 2019):**

- — It can help you feel happier
- — It can help you sleep better
- — It can help you worry less
- — It can improve your relationships
- — It can improve your work
- — It can help you in all the areas where you do not feel well.

# Good To Know



## Examples of Positive Self-Talk Statements and Phrases

- I have the power to change my mind.
- Trying to do this took courage and I am proud of myself for trying.
- Even though the outcome was not what I had hoped for, I learned a lot about myself.
- I might still have a long way to go, but I am proud of how far I have come.
- I am capable and strong, I can get through this.
- Tomorrow I have a chance to try again with what I learned from today.
- I will give it my all to make this work.
- I cannot control what other people think, say or do. I can only control myself.
- This is an opportunity for me to try something new.
- I can learn from this situation and grow as a person.

(Adapted from <https://positivepsychology.com/positive-self-talk/>)

## Activity 2 –

### Walking in another people's shoes

“Don't judge a man until you have walked (a mile) in his shoes.”

(American proverb)



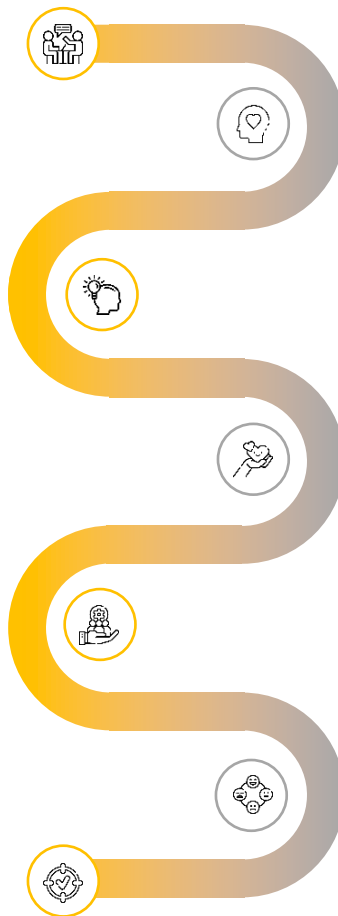
- **Intro:** It is common knowledge that we understand other people more easily when we actively listen to them. It is often said that you cannot understand someone until you have walked a mile in their shoes. In other words, we should take time to try to consider or understand other people's perspectives, reasons, perceptions, experiences, or motivations before making judgments about them. The aim of this exercise is to think about and discuss your own feelings and those of others.

**Step 1:** Talk to your friends about their feelings – ask them to describe their emotions such as love, anger, fear, sadness and joy using an example.

**Step 3:** Do you feel comfortable talking about your feelings? Do you communicate your feelings honestly?

**Step 5:** Do you feel that others can understand your feelings in general?

**Step 7:** Based on the answers and the whole discussion, summarise your conclusions.



**Step 2:** Now discuss how you feel when you experience these emotions. Do your feelings differ and how?

**Step 4:** Do you feel comfortable telling others about your feelings?

**Step 6:** What behaviour do you want or need from others when you feel loved, angry, afraid, sad, or happy?



## Why Emotional Awareness Matters?

Emotional awareness is knowing what you feel and why. It is the ability to recognise and express what you are feeling from one moment to the next, and to understand the connection between your feelings and your actions. A high level of emotional awareness means that you can learn quickly from your feelings and that you can understand and empathise with the feelings of others.



## Emotional awareness helps you:

- Recognise who you are: what you like, what you do not like, and what you need
- Understand and empathise with others
- Communicate clearly and effectively
- Make wise decisions based on the things that matter most to you
- Motivate yourself and take action to achieve your goals
- Build strong, healthy and rewarding relationships.

(Adapted from <https://m1psychology.com/developing-emotional-awareness/> )

# Activity 3 –

## Life outside the bubble

“Outside Your Personal Bubble  
There’s a Whole Universe.”

– Amy Hudelson



- **Intro:** A personal bubble is an imaginary bubble that can be described as a personal space around each of us and the routine of our daily lives. It represents the comfortable distance between us and other people or objects around us and implies familiarity, safety and security. Each person experiences it in a different way. However, to explore the world around you, you have to step out of your bubble or comfort zone and break away from what you know and are used to. The aim of this exercise is to expand your comfort zone and make small changes that take you out of your usual environment, but do not challenge you too much emotionally.



**Step 1:** Try something you have never done before, such as inviting a classmate you do not know well to brunch and talking to him/her. Listen to him/her to learn more about what he/she thinks and who he/she is.



**Step 2:** After brunch, write down your feelings and thoughts. Was it difficult? Explain why you disagree. How would you describe the overall experience?



**Step 3:** Think of new activities you could do to step out of your comfort zone.



# ENTREPRENEURSHIP



# Activity 4 –

## The art of connecting

“Connecting with others is rewarding; it makes us feel like we're not alone in the world.”

– **Jonah Berger**



● **Intro:** Social engagement  
(also known as social participation

or social involvement) involves activities that people undertake to improve their communities. Social engagement builds the foundation for social relationships and provides more opportunities to use skills and abilities and build self-confidence to deepen social relationships. It also provides a sense of belonging and fulfilment and creates memorable life experiences. Getting involved in the community is easier than you might think. It can take many forms, such as donating clothes or food to those in need, volunteering, or joining a club.

The aim of this exercise is to raise students' awareness that volunteering is one of the most important and beneficial activities we can do as humans, and to recognise the importance of connecting with others.

# Exercise:



Imagine having the opportunity to volunteer in your community.

Think of the activities that fall within your area of interest and answer the following questions:

- How much time are you willing to invest in volunteering?
- What skills can you bring to the volunteer project?
- Would you like to work behind the scenes or take on a leadership role?
- Do you have previous volunteer experience?
- What causes are important to you?
- Are you willing to volunteer on-site or do you prefer online volunteering?
- What field do you want to work in (non-profit organization, youth organization, hospital, animal shelter, school, sports club...)?
- Who do you want to work with (children, adults, seniors...)?

## Good To Know

According to a study conducted by Career Builder, 60% of hiring managers consider volunteer work a valuable asset when making recruitment decisions. People who volunteer regularly are 27% more likely to get hired.

# Activity 5 –

## Wordless art of body language

“The most important thing in communication is hearing what isn't said.”

– Peter Drucker



- **Intro:** Body language is a universally important skill. It says more than any words. You can use it in both professional and social relationships. Whether you are telling those around you that you love them, that you are disappointed or angry, or that you care about them, your body movements reveal your thoughts, moods, and attitudes. Both consciously and unconsciously, your body tells observers what is really going on inside you. The aim of this exercise is to recognise other people's feelings and raise awareness of our body language to make sure we are sending the right message.



**Step 1:** Ask a student to stand in front of the others in the room and give him a piece of paper with a feeling or short scenario on it.



**Step 2:** Ask him to represent the feeling or situation using only his or her body.



**Step 3:** Have the others try to interpret the feelings that are being conveyed.



**Step 4:** After each play, allow enough time to talk about the observations.



**Step 5:** Open the discussion with the students. Do you know any body language movements or gestures that are typical of your country/culture?



# Activity 6 –

## Building a healthy relationship

“The most important single ingredient in the formula of success is knowing how to get along with people.”

**– Theodore Roosevelt**



- **Intro:** Building and maintaining healthy relationships is one of the most important things in our lives. We can build healthy relationships with a variety of people, such as family, friends, and partners. However, maintaining long-term relationships is also probably one of the most challenging things in life. It takes time, energy, and diligence to build positive, healthy relationships. The aim of this exercise is to discuss the characteristics and benefits of healthy relationships and the characteristics of unhealthy relationships.



**Step 1:** In your opinion, what are some common characteristics of a healthy relationship?



**Step 2:** How would you describe and characterize your relationships with your friends?



**Step 3:** What are the obstacles to a healthy relationship?



**Step 4:** What are the components of effective communication in a healthy relationship?



**Step 5:** What do you think it takes to maintain a healthy relationship?



## Tips for Developing Positive Relationships

- Accept and appreciate differences.
- Listen attentively.
- Give your time to others.
- Develop your communication skills.
- Learn to give and accept feedback.
- Learn to trust more.
- Develop empathy.

(Adapted from <https://trainingmag.com/8-tips-for-developing-positive-relationships/>)

# MINDFULNESS



# Activity 7 – A lot of different flowers make a bouquet

“It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences.”

– Audre Lorde



- **Intro:** The world is diverse and each person is unique with individual differences such as gender, age, race, ethnicity, religious beliefs, socioeconomic status, political beliefs, etc. Social media users are more likely to meet people who are different from themselves, interact with people from other cultures and countries. The aim of this exercise is to get to know someone from a different background, to recognize and appreciate diversity, and to understand different perspectives in the world we live in.



**Step 1:** Follow people on social media who have a different background than you (people of different race or ethnicity, different religious views, different income levels, etc.).



**Step 2:** What differences and similarities can you identify? Do you encounter any stereotypes?



**Step 3:** Try to learn more about the differences you have noticed.



**Step 4:** What did you learn and what do you think about the differences you noticed?



## Activity 8 – Curiosity did not kill the cat

“A mind is like a parachute. It doesn’t work if it is not open.”

– Frank Zappa



- **Intro:** A sure way to end a conversation before it has even begun is to pass judgment or make a condescending remark. However, if you are willing to listen, to truly hear the other person, conversations happen and relationships grow. Ask questions and be curious rather than questioning the validity of your counterpart's opinions or beliefs. Open-mindedness is generally considered a positive trait. It means being open to experience, willing to hear and consider new ideas and opinions, and learning more about the worldview of people with whom you disagree. An open-minded person is tolerant, interested, curious, understanding, open-minded, accepting and attentive.

**Activity:** Debating competition. The aim of this activity is to consider other points of view and encourage critical and rational thinking.



**Step 1:** Talk to students and present them with several student-related debate topics and decide on the one that interests them the most.



**Step 2:** Have students share their thoughts on the debate topic and then divide students into two groups. Together with the students, list the main concepts of the debate.



**Step 3:** Give students two weeks to research the topic, prepare, and practice for the debate. Emphasize that they need to know all the arguments, both pro and con, in order to debate the issue.



**Step 4:** Organize a panel discussion, have students present their arguments, and moderate the discussion.



**Step 5:** Draw conclusions.





# Good To Know

There are a few different aspects of open-mindedness:

● In everyday usage, the term "open-minded" is often used as a synonym for unprejudiced or tolerant.

● From a psychological perspective, the term describes a willingness to consider other points of view or to try out new experiences.

● Open-mindedness can also mean asking questions and actively seeking information that challenges one's own beliefs.

● It also includes the conviction that other people should be able to express their beliefs and arguments freely, even if one does not necessarily agree with these views oneself.

(Adapted from <https://www.verywellmind.com/be-more-open-minded-4690673> )



## Keys to an Open Mind

- › Fight the urge to react angrily when you hear dissenting opinions.
- › Avoid closing yourself off.
- › Get out of your comfort zone.
- › Stay social and make new friends.
- › Do not be afraid to ask questions.
- › Avoid speculation.

(Adapted from <https://www.mvorganizing.org/what-is-an-example-of-being-open-minded/> )

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# MODULE 5B

## BUILDING COMMUNICATION SKILLS

- Human interaction with others is a kind of energy. According to systems thinking, it is not individual songs and actors that matter, but the interaction between them - events. Systems are interaction, therefore energy.
- Energy management is not about managing individual people, things, or processes, but about aligning the relationships and dynamics between them toward common goals.
- Relationships do not have to be physical, but can be thoughts, knowledge, feelings or attitudes. Systems thinking means that we see as many factors as possible interacting with the issue and the effects of those factors on each other.
- Therefore, leadership should also focus on creating these visible and invisible interactions. For example, the internal energy of an organisation, the way people act, think, and feel, has a major impact on what happens in the organisation.
- On a larger scale, systems thinking also extends to the ecosystem, the effects of the climate, the types of products a company makes, and the relationship between the entire product line and its history and the environment and users.
- Real responsibility and involvement in shaping a better world is the goal of more and more companies. According to the World Economic Forum and the OECD, the ability to collaborate is one of the most important skills in working life - today and in the future.

**With these exercises, you will develop your own interaction skills and think about the implications of systems thinking.**

**STUDENTS ARE ABLE...**

Self-Leadership	... to develop active listening skills.
	... to focus on nonverbal communication.
	... to communicate clearly, concisely and persuasively.
Entrepreneurship	... to pitch business ideas effectively.
	... to detect and manage conflicts.
	... to build trust with others.
Mindfulness	... to build patience.
	... to appreciate silence.

**Let's get started!**

MODULE 5B:

BUILDING COMMUNICATION SKILLS

SELF-LEADERSHIP

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ENTREPRENEURSHIP

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MINDFULNESS

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# FINAL ASSIGNMENT

**Reflection diary on the entire course - get together in nature**

- What has changed after completing the course?
- What skills have you learnt or improved?
- Have you incorporated good practices into your daily life?
- What are the next goals you set for yourself?
- What practices would you like to keep in your life?
- Discuss with others and get feedback.

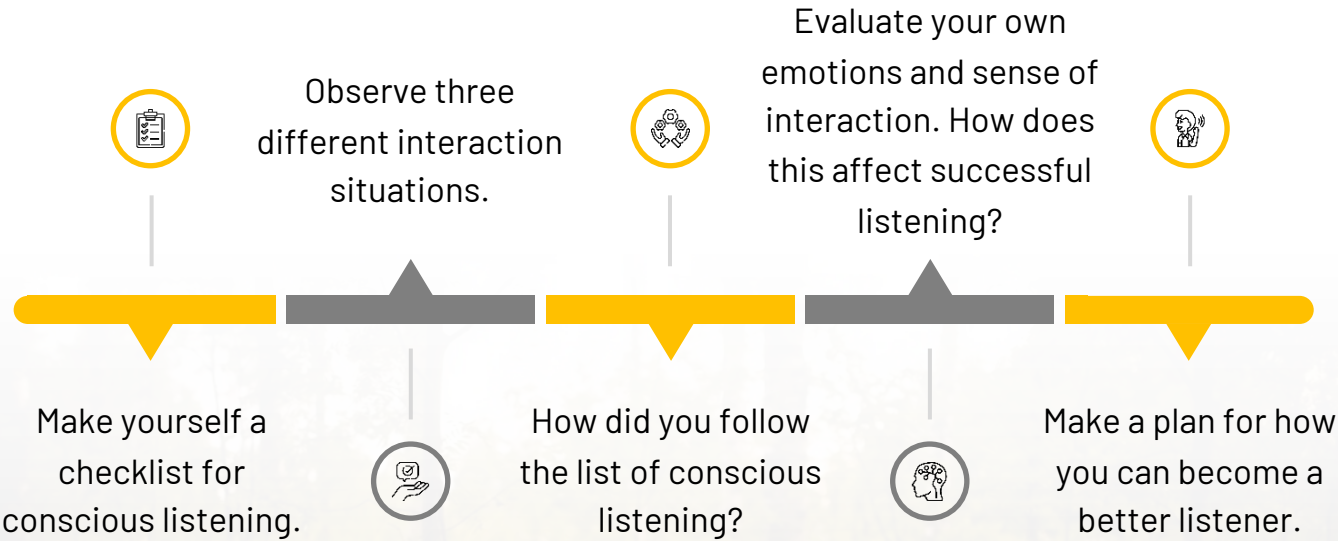
# ACTIVITY 1 –Active listening



Conscious listening is an important skill for success. You can practice listening. We have a need to be heard, encountered, and understood. Unfortunately, this is not always the case in interaction situations. Check out the link below or other material to learn what constitutes the skill of conscious listening.



## Practice listening by familiarizing yourself



**Learn more:**

<https://exploringyourmind.com/conscious-listening-act-generosity/>

# ACTIVITY 2 –

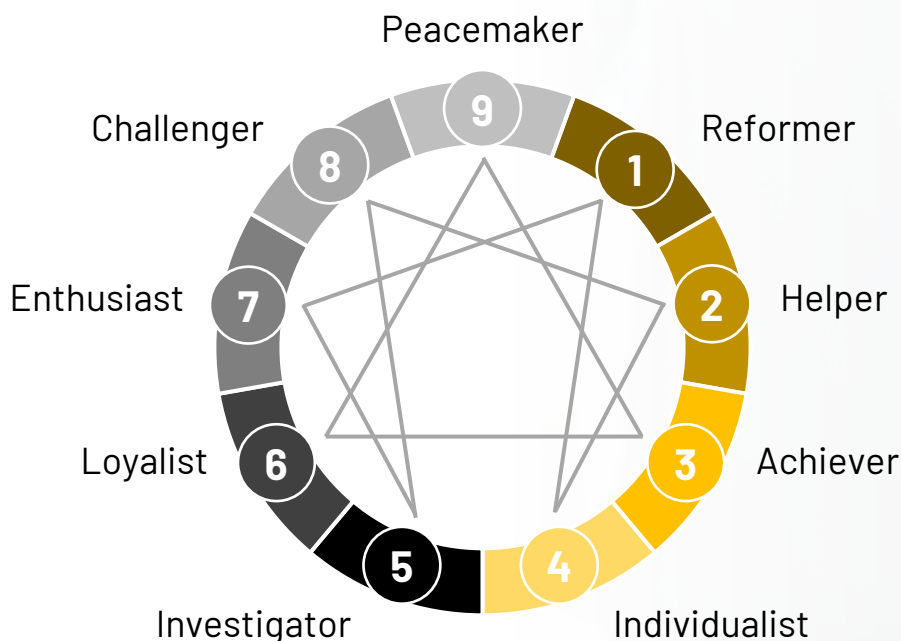
## Understanding yourself and others

- Our personality and feelings are reflected in our surroundings. When we know ourselves better, it often affects other people as well. The Enneagram helps you to know your own world better than others. It helps you to understand differences better and to truly appreciate and accept them.
- The Enneagram is an archetypal framework that provides deep insights to individuals, groups and collectives. Consisting of three centres of intelligence, nine main Enneagram types, 18 wings, three subtypes and Triadic styles, the Enneagram provides a rich map for personal development from an open systems perspective. It does not limit people, but opens a path to self-discovery and greater personal awareness.
- Take a short pre-test. Assess what the test result means for you.
- In a small group, compare other collaborative personality types and consider how you can develop to better understand each other.

<https://www.internationalenneagram.org/about/the-enneagram/>

<https://www.enneagram.fi/testit/>

<https://openpresencenow.com/the-enneagram-basics-the-nine-types/>








## ACTIVITY 3


# Playing Different Roles

 Practice situation in a small group - simulation situation.

 Different situations often arise in group situations. Practice slipping into different roles. The goal of the exercise is to reflect on your own behaviour in group situations and see how you can develop in them.

 Form small groups. Each group member gets their own role in the situation, a good listener, observer, interaction shaper, offensive, critical, etc.

 You attend a morning workplace meeting and discuss the tasks your supervisor has assigned to your team for the day. The goal is to divide up the work tasks with the roles listed above. Once the tasks are distributed, you can redistribute the roles.

 After the exercise, there is a discussion where everyone tells how they felt in their own role and gives feedback on the situation. Finally, discuss what everyone learned from the exercise.

# ACTIVITY 4 – ELEVATOR PITCH

Your elevator pitch is a way to quickly and effectively share your expertise and qualifications with people who do not yet know you.



**KEEP IT SHORT AND SWEET:** Your elevator speech is a sales pitch. Make sure you can get your message across in 60 seconds or less.



**FOCUS ON THE ESSENTIALS:** Say who you are, what you do, and what you want to accomplish.



**BE POSITIVE AND PERSUASIVE:** Your time is limited. Focus on what you want to do, not what you do not want to do. Be optimistic and flexible.



**PRACTICE, PRACTICE, PRACTICE:** Give your speech to a friend or record it so you can be sure your message is clear.

## Make your own elevator pitch

Give a speech of about 3-5 minutes about yourself. Who are you, what are your strengths, what do you like, why are you good at it, what should you give to the community.

<https://www.thebalancecareers.com/elevator-speech-examples-and-writing-tips-2061976>



# Activity 5 – THE 10 RULES OF PITCHING

Regardless of what type of pitch it is, you should always keep in mind a few basic aspects of content.

**Below are the most important rules for a successful pitch:**

01

## **SAY HELLO**

Introduce the people involved and (if applicable) the name behind the idea.

02

## **PROBLEM / OPPORTUNITY**

What problems have been identified and what opportunities does your proposed project offer? What is the personal point of reference and how did the idea come about? The main point here is to grab the attention of the audience and help them understand the problem(s) and the proposed solutions. TIP: At this point you can work well with emotions.

03

## **VALUE PROPOSITION**

What promise does your idea make to the customer? What is the added value of the idea? The audience must be convinced of the usefulness of the idea.

04

## **UNDERLYING MAGIC**

This is about the product/service: how does the idea work, what makes it special? TIP: Graphics, images, and visual language pique the audience's interest. Maybe there is even a prototype that can be presented?

05

## **BUSINESS MODEL**

Where are the financial resources currently located and how do you raise them? It should be made clear that you yourself are convinced of the idea, which builds on the empathy of the audience.

06

## **GO-TO-MARKET PLAN**

A marketing strategy is about how the product/service will ultimately get to the buyer/consumer. The exact steps and procedures of this plan are outlined in what is called a go-to-market plan.

07

## COMPETITIVE ANALYSIS

How can you realistically evaluate your own idea in the marketplace? You should make it clear that you have studied the market and existing competitors and done sufficient research. How is the idea different from the existing ones?

TIP: It is better to list too many possible competitors than to neglect potentially important ones.

08

## MANAGEMENT TEAM

Why does the team have what it takes to implement the idea and be successful, and why should you invest in their project? In which areas do you still need support? TIP: For many investors, a highly motivated team is often more decisive for an investment than the idea itself.

09

## VISION & MILESTONES

The audience should be informed about what progress the team has made and what goals they want to achieve in the future. A few numbers, presented in an easy-to-understand way, will help present the relevant information. They generally refer to a period within the next 3 years. At the same time, there is the opportunity to formulate visions of where the journey should go.

10

## CALL TO ACTION

A brief summary of key points must be followed by a call to action highlighting what is expected from the audience/counterparts.

11

## THE "KEEP-IN-MIND-SLIDE"

A pitch with presentation slides should always include a final slide with the team's contact information. You can also consider what content you want the audience to see on the last slide and what you want them to remember. Since there are usually questions after a pitch, the last slide will be displayed longer.

**TIP:** \_\_\_\_\_



"Always pitch!" Every opportunity to pitch your idea(s) should be taken. The more often you pitch, the better you will become at it. Every idea thrives on storytelling - tell others about your team and the journey you took to conceive and develop your idea.

# HANDOUT | PITCH



## THE METHOD

Convincing others of an idea is critical to its success. In a pitch (presentation) there can be different addressees. First and foremost, this includes the consumer or user who should benefit from the idea. But you should also be able to get friends, (business) partners and potential investors on your side.

## NOTE

Basically, anything goes in a pitch, and you can use any tools you want. However, the following points are important:

- — Motivation is what matters!
- — Put yourself in the shoes of the listener
- — Authenticity
- — Say what needs to be said

**Pitches can vary in length, but should never exceed the standard length established for these pitch types.**

## TYPES OF PITCHES

### ● ELEVATOR PITCH

Imagine meeting a potential investor in an elevator. You have only the duration of the elevator ride to convince him of your idea. Depending on the elevator, this can take anywhere from 30 seconds to 1 minute. Typically, the elevator pitch does not require presentation slides or other tools. Try to be as brief and informative as possible.

### ● INVESTOR PITCHES

In this type of pitch, the individual aspects are discussed in more detail. The most common medium for this is the so-called pitch deck presentation slides, which can answer as many questions as possible. Here, the business model can be presented in more detail.

### ● 3-5 MINUTE PITCHES

In this pitch, you have a little more time to explain the idea, its background, the market, etc. A presentation (e.g., PowerPoint) or other forms of visualization can be used to illustrate and reinforce what is being said.

### ● ONE SENTENCE PITCH

You should be able to give someone the gist of the idea in one sentence so they have a rough idea of what it is about.

## Activity 6 – My Idol



Leading yourself and leading others requires a wide range of skills. Meet with a so-called idol or a person whose leadership skills you value.



Ask the interview questions.



What do you want to know about good leadership?



Interview him/her.



Summarize from the interview what you learned, what skills you want to develop in yourself, what you think about what kind of leader you are.



## Activity 7 – Everything Is Fine

- Get comfortable, take a moment to engage in this practice.
- When you feel ready you can close your eyes and take a few deep breaths.
- Be fully aware of your deep breaths.
- Notice your breath.
- Whatever thoughts appear and disappear in your mind at this moment, just observe them, as if from a distance.
- Breathe in and breathe out.
- Allow yourself this moment as it is, you are safe and can relax, everything is fine.
- You can feel the rhythm of your breath.
- If you notice your mind wandering, as it often does during meditation, be patient and focus on your breath.
- As you breathe in, say in your mind that everything is fine and then breathe out.

# ACTIVITY 8 – The power of silence



- Get comfortable, take a moment to engage in this practice.
- When you feel ready you can close your eyes and take a few deep breaths.
- Inhale and exhale.
- Notice your breathing.
- When you focus on your breath, you are always focused on the present.
- This is a meditation on the power of silence. You can just be and breathe.
- Let your mind and body be present and just relax.
- You can feel the silence and just enjoy it.
- Everything is present in the silence.
- You can just listen to the silence.

