

IMPACT

ENTREPRENEURSHIP

International training course on supporting youth's social entrepreneurship development

Designed NFE exercises from
the PARTICIPANTS of the TC



Tug-of-war of ideas

Subtitle	Understanding competition through a simple game
Duration	20-30 minutes
Group size	6-20 participants (divided into two teams)
Complexity level	Easy
Overview	This exercise uses a simple game of "Tug-of-war" to introduce the concept of competition. Participants engage in a metaphorical tug-of-war using a rope or a similar object, but the game is not about physical strength, it's about understanding the dynamics of competition.
Objectives	<ul style="list-style-type: none"> • To introduce participants to the concept of competition in a relatable and engaging way. • To support participants in recognizing that competition involves more than just strength—it includes strategy, teamwork, and adaptability. • To draw parallels between the game and real-world business competition.
Materials	<ul style="list-style-type: none"> • A rope or sturdy object for a simple tug-of-war (or a long scarf if indoors) • A space where participants can safely participate in the tug-of-war (a clear area indoors or outdoors) • A flipchart or whiteboard for the debriefing discussion (optional)
Step-by-step instructions	<ol style="list-style-type: none"> 1. Explain to participants that they will play a quick game that involves teamwork, strategy, and adaptability. 2. Emphasize that this is a lighthearted exercise, not a test of strength, and that the goal is to reflect on what they experience during the game. 3. Divide the group into two teams, trying to balance the numbers and overall strength (if known) to make it fair. 4. Give each team one end of the rope and position them with a marker or line in the middle of the playing area. 5. Explain the rules: the goal is for each team to pull the rope so that the other team has to cross the marker. 6. After about 30 seconds or a minute, stop the round, regardless of the outcome. 7. After the first round, introduce a new rule, such as: <ul style="list-style-type: none"> • Teams can use only one hand each. • Only two members from each team can pull at any time. 8. Play another round with the new rule for about 30 seconds to 1 minute. 9. Gather participants in a circle and start the debriefing discussion.

Debriefing	<ol style="list-style-type: none"> 1. What did you notice during the game? (e.g., how strategy changed, which team adapted better, or the role of communication) 2. How did the changes in rules affect your approach? (e.g., realizing that different strategies are needed for different situations) 3. How could this game relate to real-world competition between businesses? <ul style="list-style-type: none"> • Draw out ideas such as the importance of adapting strategies when circumstances change, the role of teamwork in achieving goals, and how competitors might have different strengths. 4. What would you do differently if you played again? Relate this to how businesses might change their approach to competition. <p>Wrap up:</p> <ul style="list-style-type: none"> • Summarize the key insights, emphasizing that competition is not just about strength or resources but also about how well you adapt, strategize, and work with others.
Possible adaptations	<p>If you don't have a rope or space, participants can do a similar exercise by leaning back-to-back and trying to stand up together (in pairs or small groups). This activity emphasizes coordination and balance, which can also be tied back to the concept of competition in debriefing.</p> <p>For virtual settings, use a quiz or trivia game where participants are divided into two teams and must strategize to answer questions quickly.</p>
Tips for facilitator	<p>Keep the atmosphere fun and lighthearted—this exercise is about reflection and discussion, not physical competition.</p> <p>Make sure that the activity space is safe and that participants are aware of any safety considerations, especially if using a rope.</p> <p>Focus the debriefing on drawing out lessons about competition that participants may not immediately see.</p>
Suggestions for follow up	<p>Use this exercise as a springboard into a more detailed discussion about different types of competition in business (direct vs. indirect competition).</p> <p>Have participants share examples of competition they have seen in their own experiences, drawing parallels to the game they played.</p>
Ideas for action	<p>Reflect on how businesses in your area have adapted to changes in the market. What strategies have they used to stay competitive?</p> <p>Think about your own strengths and how you might leverage them in a competitive environment.</p>

Direct and Indirect

Subtitle	Distinguishing between competitors in the market
Duration	45 minutes
Group size	Up to 6 groups of 3 to 5 participants
Complexity level	Easy
Overview	In this exercise, participants will identify and categorize direct and indirect competitors for a business. They will analyze how different competitors meet the same customer needs, either with similar products (direct competitors) or with alternative solutions (indirect competitors). This will help them understand the broader competitive landscape and identify potential threats and opportunities.
Objectives	<ul style="list-style-type: none"> • To learn the difference between direct and indirect competitors. • To identify competitors that serve similar or overlapping customer needs. • To recognize how alternative solutions can impact a business's market share.
Materials	<ul style="list-style-type: none"> • Flipchart or large paper sheets • Markers • Sticky notes or index cards
Step-by-step instructions	<ol style="list-style-type: none"> 1. Begin by explaining the difference between direct and indirect competitors (see Facilitator tips for more info). 2. Share examples of each type of competitor to ensure clarity. 3. Ask participants to choose a business idea or use a hypothetical one (e.g., a local bakery, an e-Commerce fashion brand, or a Zero-Waste grocery store). 4. Write the business name or idea on a flipchart for everyone to see. 5. Have participants brainstorm potential competitors for the chosen business. Ask them to list at least 3 direct competitors and 3 indirect competitors. 6. Write each competitor's name on a sticky note or index card and place it under the appropriate category (Direct or Indirect). 7. For each competitor, ask participants to note: <ul style="list-style-type: none"> • What product or service do they offer? • How do their offerings compare to the chosen business? • What customer needs they fulfill? 8. Place these details on sticky notes beside each competitor's name. 9. Discuss the results with the group. Focus on: <ul style="list-style-type: none"> • What makes each competitor a direct or indirect competitor? • How could indirect competitors potentially attract the same customers?

	<ul style="list-style-type: none"> Are there any gaps or opportunities that the chosen business could fill based on this analysis?
Debriefing	<ol style="list-style-type: none"> How easy or difficult was it to distinguish between direct and indirect competitors? Were there any competitors you initially miscategorized? Why? How can understanding indirect competitors help you adapt your business strategy? What new opportunities or threats did you identify during this exercise?
Possible adaptations	For a virtual setting, use an online collaboration tool like Miro or Jamboard to create digital sticky notes and categorize competitors. If working with younger audiences or those new to business concepts, use familiar brands (e.g., fast food chains) to demonstrate direct and indirect competition.
Tips for facilitator	<p>Provide examples to help participants understand the difference between direct and indirect competitors. Learn more about direct and indirect competition: Competition in Business: Importance and How To Handle It Indeed.com</p> <p>Encourage participants to think creatively about what constitutes an indirect competitor—sometimes the connections are not immediately obvious. Keep the exercise light and interactive to maintain engagement.</p>
Suggestions for follow up	<p>Participants can create a more detailed analysis of their top 3 direct and indirect competitors, researching their strengths and weaknesses.</p> <p>Encourage participants to revisit their list of competitors every few months to keep their analysis current as new competitors enter the market.</p>
Ideas for action	<p>Use the insights gained from this exercise to refine marketing and product strategies.</p> <p>Consider collaborating with indirect competitors where there is potential for mutually beneficial partnerships.</p>

Competitor Matrix

Subtitle	Visualizing competitor strengths and weaknesses
Duration	45 minutes
Group size	From one to several groups of 3 to 6 participants
Complexity level	Easy
Overview	In this exercise, participants will create a simple competitor matrix to compare their business against key competitors. The matrix will include criteria such as pricing, product features, customer service, and brand reputation. This will help them identify areas where their business excels and where they may need improvement.
Objectives	<ul style="list-style-type: none"> • To understand the concept of a competitor matrix and its practical uses. • To identify key strengths and weaknesses of competitors. • To find opportunities for differentiation in the market.
Materials	<ul style="list-style-type: none"> • Flipchart or large paper sheets • Markers and sticky notes • Pre-prepared worksheet template for a competitor matrix (optional) • Sample data or profiles of 2-3 competitors for reference (if desired)
Step-by-step instructions	<ol style="list-style-type: none"> 1. Begin by explaining the concept of a competitor matrix and its purpose. A competitor matrix helps visualize how different businesses in a market compare based on selected criteria. 2. Provide an example of a competitor matrix on a flipchart or screen, showing how a business can be rated against competitors in categories like price, quality, and customer service. 3. Ask participants to identify 2-3 key competitors for their (hypothetical or real) business idea. If participants have specific businesses in mind, they can choose competitors relevant to their industry. 4. Write down the selected competitors' names on the flipchart. 5. As a group, brainstorm 4-6 criteria that are important for comparing businesses in the selected market (e.g., price, product variety, brand reputation, customer service, innovation). 6. Write these criteria as column headers in the matrix. 7. Distribute a worksheet or have participants draw their own competitor matrix on a large sheet of paper. 8. In small groups, ask them to rate each competitor (and their own business if applicable) on a scale of 1-5 for each criterion (1 = poor, 5 = excellent). For example: <ul style="list-style-type: none"> • Price: 3 (affordable) • Product Quality: 4 (high quality) • Customer Service: 2 (limited support options) 9. Encourage participants to use sticky notes for each rating, so they can easily adjust as needed.

	<ol style="list-style-type: none"> 10. Have each group share their completed matrix with the rest of the participants. 11. Discuss the results, focusing on where their business outperforms competitors and where it lags behind. 12. Ask participants to consider: <ul style="list-style-type: none"> • What strengths can their business leverage? • Where do they see opportunities for improvement or differentiation? • How could they use this analysis in their business strategy?
Debriefing	<ol style="list-style-type: none"> 1. How did you feel about creating the competitor matrix? Was it easier or harder than you expected? 2. Which criteria did you find most difficult to evaluate, and why? 3. How might this exercise help you in real-world business decision-making? 4. What new insights did you gain about your competitors and your own position in the market?
Possible adaptations	<p>For virtual settings, participants can use online tools like Google Sheets to create and fill out the competitor matrix collaboratively. The exercise can be adapted for one-on-one coaching sessions, where the facilitator guides the participant through the process.</p>
Tips for facilitator	<p>Encourage participants to focus on objective data wherever possible (e.g., using online reviews for customer service ratings). Remind them that the matrix is a tool for gaining insight, not necessarily for finding perfect ratings. Keep the discussion focused on how the matrix can inform strategic actions.</p> <p>Learn more about competitive matrix: How to Create a Competitive Matrix (Guide + Templates) Crayon</p>
Suggestions for follow up	<p>Participants can research competitors further and update their matrix with more detailed data. Encourage participants to use the matrix to develop a unique selling proposition (USP) for their business.</p>
Ideas for action	<p>Identify one area from the matrix where your business can improve and develop a plan to address it.</p>

Competitor Matrix worksheet

Name of your business:

Rating criteria: 1 = Poor | ... | 5 = Excellent

Criteria	YOU	COMP1	COMP2	COMP3	Notes
Pricing strategy					e.g., Is it affordable or premium priced?
Product/Service quality					e.g., Quality of products, durability, or effectiveness of services.
Customer relationship					e.g., Responsiveness, ease of access to support, satisfaction ratings.
Brand reputation					e.g., Public perception, trust, and recognition in the market.
Product variety					e.g., Range of products/services offered.
Innovation					e.g., Introduction of new features, unique selling propositions (USPs).
Marketing					e.g., Visibility in the market, social media presence, advertising efforts.
Sustainability practices					e.g., Efforts towards eco-friendliness, social responsibility, and impact.

This is a sample that can be used to systematically evaluate different aspects of our business and our competition. It can also be modified to suit the needs of the group/individual. Participants fill in the blanks with their scores and can add their notes for more detailed insights.

The Puzzle Exchange

Subtitle	Exploring the balance between competition and collaboration
Duration	30 minutes
Group size	6-24 participants (divided into 2-4 teams)
Complexity level	Easy
Overview	This exercise uses a puzzle-based activity to introduce the concept of cooperation, the balance between competition and collaboration among businesses. Participants work in teams to complete a puzzle, but they'll soon realize that cooperating with other teams might help everyone finish faster. The debriefing connects the experience to the real-world concept of coopetition in business.
Objectives	<ul style="list-style-type: none">• To introduce participants to the concept of coopetition, where businesses may both compete and collaborate for mutual benefit.• To highlight how collaboration can sometimes lead to better outcomes than competition alone.• To encourage creative thinking about situations where working with competitors can be advantageous.
Materials	<ul style="list-style-type: none">• 2-4 sets of small puzzles (e.g., 30-piece jigsaw puzzles or printed pictures cut into pieces). Each team should have one puzzle to complete.• An envelope or container for each puzzle set, to keep the pieces separate.• A timer to keep track of time.
Step-by-step instructions	<ol style="list-style-type: none">1. Explain that each team will receive a puzzle that they must complete as quickly as possible.2. Let participants know that the exercise will have a twist, but don't reveal what it is yet.3. Divide participants into 2-4 teams, depending on the group size.4. Give each team a set of puzzle pieces in an envelope or container but deliberately mix some of the puzzle pieces between the teams (e.g., Team A has some pieces from Team B's puzzle, and vice versa).5. Set a timer for 5 minutes and tell the teams to start assembling their puzzles.6. Allow participants to begin working on their puzzles, without yet informing them that some pieces are mixed up.7. Observe how teams react when they realize that some of their pieces are missing or don't fit.8. After a few minutes, if teams haven't realized the issue, announce that they can interact with other teams.9. Explain that they are allowed to negotiate and exchange puzzle pieces with other teams if they believe it will help them complete their own puzzles faster.10. Encourage teams to communicate and strategize, balancing their desire to finish first with the potential benefits of exchanging pieces with others.

	11. Gather the teams together for a discussion.
Debriefing	<ol style="list-style-type: none"> 1. How did you feel when you realized that you didn't have all the pieces you needed? 2. What strategies did you use to approach other teams? How did you decide when to compete and when to collaborate? 3. How did collaborating with other teams change the outcome of the challenge? 4. In what ways might this exercise relate to real-world business scenarios where companies compete and collaborate at the same time? (<i>Discuss examples such as companies that share research and development efforts, or businesses that collaborate on marketing while still competing for customers</i>) 5. What did you learn about balancing competition and collaboration from this exercise? <p>Wrap up: Highlight the key takeaway that in some situations, working together can be just as beneficial, if not more so, than pure competition. Emphasize that understanding when to cooperate with competitors can lead to innovation, resource sharing, and mutual success.</p>
Possible adaptations	<p>For virtual settings, use online puzzle games or collaborative challenges (e.g., building a shared document or presentation) and introduce the idea of "resource sharing" as the twist.</p> <p>If puzzles aren't available, use printed images cut into pieces or any set of items that can be mixed and matched.</p>
Tips for facilitator	<p>Pay attention to how the teams interact and facilitate if necessary. Encourage them to think creatively about how they can benefit from collaborating with other teams.</p> <p>Keep the atmosphere light and have fun, emphasizing the learning process over winning or losing.</p> <p>Use the debriefing to draw out connections to real-world coopetition scenarios, such as tech companies that collaborate on open-source projects or businesses that pool resources to reduce costs.</p>
Suggestions for follow up	<p>Have participants research real-world examples of businesses that have successfully engaged in coopetition and share their findings with the group.</p> <p>Encourage participants to think about situations in their own ventures where working with a competitor could benefit both parties.</p>
Ideas for action	<p>Identify a competitor with whom you could collaborate for mutual benefit. Think about areas like joint marketing, shared resources, or industry advocacy.</p> <p>Reflect on how your current business relationships balance competition and cooperation and consider where there might be opportunities to adjust.</p>

Sell Me This Pen

Subtitle	Exploring the basics of Promotion
Duration	30 – 45 minutes
Group size	4-30 participants
Complexity level	Easy
Overview	This classic exercise introduces participants to the fundamentals of promotion by asking them to "sell" a simple product - a pen. Participants will use creativity to highlight the product's features, benefits, and unique appeal. The debriefing will connect the exercise to broader concepts of promotion, such as understanding the target audience and crafting compelling messages.
Objectives	<ul style="list-style-type: none">● To introduce participants to the concept of promotion and its role in business success.● To encourage creative thinking about product features and customer needs.● To emphasize the importance of tailoring promotional strategies to the audience.
Materials	<ul style="list-style-type: none">● Pens (one per participant, ideally simple but functional)● Timer or stopwatch.
Step-by-step instructions	<ol style="list-style-type: none">1. Explain that this exercise will help participants think about how to promote a product by creatively highlighting its value.2. Introduce the product: a simple pen.3. Divide the participants into pairs and distribute roles. One participant will be the salesperson, and the other will be the customer.4. Ask each group or individual to spend 5 minutes preparing a short pitch to "sell" the pen.<ol style="list-style-type: none">a. Each pitch should present features, benefits, and unique appeal of the product – the pen.b. The pitch shouldn't last more than one minute.5. After the preparation is over, the salesperson needs to "sell the pen" to the customer. Remind them that they have 1 minute to "sell the pen".6. Let the impressions settle and introduce the change in the roles. Salespersons will be customers now, and customers will be salespersons.7. But now introduce a twist. Salespersons have 5 minutes to prepare, and they can ask 3 questions to their customer that will help them in preparation for the pitch. They choose the questions themselves.8. After the preparation is over, the salesperson needs to "sell the pen" to the customer. Remind them that they have 1 minute to "sell the pen".9. Let the impressions settle one more time and rearrange the group in a circle for debriefing.

Debriefing	<ol style="list-style-type: none"> 1. How did you feel during the exercise? 2. How did the process of this exercise look like? <ol style="list-style-type: none"> a. Encourage them to go step-by-step through the exercise to recollect all the facts. 3. For the first-round salespersons: <ol style="list-style-type: none"> a. What strategies did you use to sell the pen? b. How did you decide what features or benefits to highlight? c. Was the time for preparation enough for you? 4. For the second-round salespersons: <ol style="list-style-type: none"> a. What strategies did you use to sell the pen? b. How did you decide what features or benefits to highlight? c. What questions did you ask your customer? 5. What do you think is the main reason for the change that was introduced in the second round? 6. How does this exercise relate to real-world promotion efforts?
Possible adaptations	<p>For a virtual setting, participants can craft and share their pitches in writing or through a recorded video. Instead of pens, use another everyday object like a mug or notebook to add variety.</p> <p>Add a twist by assigning different "customer types" (e.g., a student, an executive, an artist) to different groups, encouraging them to tailor their pitch accordingly.</p>
Tips for facilitator	<p>Encourage creativity and humor to keep the activity engaging.</p> <p>Emphasize that the goal is not to "win" but to explore how different approaches can make a product appealing.</p> <p>For deeper exploration read an article on the link: Sell Me This Pen: How To Drop Mouths With The Perfect Answer</p>
Suggestions for follow up	<p>Encourage participants to think about how they would promote their own business idea or product. Use this exercise as a springboard to discuss other aspects of promotion, such as audience segmentation or promotional channels.</p>
Ideas for action	<p>Identify a product or service you want to promote and write a brief pitch using the principles learned in this exercise. Reflect on what makes a promotional message resonate with you as a customer and how you can apply those insights to your own promotions.</p>

Possibilities of the Stick

Subtitle	Finding Endless Promotional Possibilities for a Simple Object
Duration	25 – 40 minutes
Group size	6–30 participants (divided into groups of 3–6 people each)
Complexity level	Easy
Overview	This fun and fast-paced exercise encourages participants to think creatively about how to promote a simple object. Through three rounds of competition, groups will come up with as many creative and unique uses for the object as possible. The activity highlights the value of thinking outside the box in promotional strategies and fosters teamwork.
Objectives	<ul style="list-style-type: none"> ● To boost creativity in describing and promoting a product. ● To encourage divergent thinking and teamwork under pressure. ● To emphasize that even the simplest products can be presented in innovative and appealing ways.
Materials	<ul style="list-style-type: none"> ● A wooden stick (or similar simple object) for each group (or just one to pass around for demonstration purposes). <ul style="list-style-type: none"> ○ The simpler the object, the more creativity and fun is guaranteed. ● Timer or stopwatch. ● A flipchart or whiteboard to record scores.
Step-by-step instructions	<ol style="list-style-type: none"> 1. Explain to participants that the goal of this exercise is to think creatively and come up with as many uses as possible for a simple wooden stick. 2. Highlight that the uses can be practical, whimsical, or completely absurd—the point is to think broadly and creatively. 3. Divide participants into groups (this part can also be done in a creative way). 4. Announce that in the first round, groups will brainstorm practical uses for the wooden stick (e.g., stirring paint, supporting a plant). 5. Give groups 2 minutes to list as many ideas as possible. 6. At the end of the round, ask each group to share their top three ideas. Award 1 point for each unique idea not repeated by other groups. 7. In the second round, challenge groups to brainstorm creative and fun use for the wooden stick (e.g., a magic wand, a sword for a hamster). 8. Allow 2 minutes for brainstorming. 9. At the end of the round, ask groups to share their top three ideas. Award 2 points for each unique idea.

	<ol style="list-style-type: none"> 10. In the third round, encourage groups to think of completely absurd and non-practical uses for the wooden stick (e.g., a spaceship for ants, a time machine lever). 11. Allow 2 minutes for brainstorming. 12. At the end of the round, ask groups to share their most outrageous ideas. Award 3 points for each unique and especially absurd idea. 13. Sum up the scores for each group from all three rounds. 14. Announce the group with the highest score as the winner and celebrate their creativity! 15. Rearrange the group in a circle for debriefing.
Debriefing	<ol style="list-style-type: none"> 1. How did you feel during the exercise? 2. How did the process of this exercise look like? <ol style="list-style-type: none"> a. Encourage them to go step-by-step through the exercise to recollect all the facts. 3. How did you approach brainstorming as a team? 4. Which round did you find the easiest or hardest, and why? 5. What lessons can we take from this exercise about creativity and promotion? <p>Emphasize that successful promotion often involves presenting a product in unexpected or engaging ways, much like they did in the exercise.</p>
Possible adaptations	<p>For virtual settings, let groups brainstorm in breakout rooms and share their ideas in a main session chat or presentation.</p> <p>Use other simple objects, such as a paperclip or a rubber band, to keep the exercise fresh and adaptable.</p>
Tips for facilitator	<p>Keep the energy high and the atmosphere light to encourage creativity. Be quick to track scores to maintain the momentum of the competition.</p> <p>Encourage all participants to share, even if their ideas seem silly, this is the heart of the exercise.</p>
Suggestions for follow up	<p>Challenge participants to think of creative ways to describe their own products or services, drawing inspiration from this exercise. Discuss how similar brainstorming techniques can be used in developing promotional campaigns or marketing content.</p>
Ideas for action	<p>Apply this creativity-boosting method in team meetings to generate fresh ideas for promoting products or solving problems. Encourage participants to regularly practice creative thinking by picking random objects and brainstorming unique uses.</p>

Six Thinking Hats

Subtitle	Evaluating your idea fashionably
Duration	60-90 minutes
Group size	6-24 participants (divided into groups of 3-6 people)
Complexity level	Medium
Overview	This exercise introduces participants to Edward de Bono's Six Thinking Hats as a structured approach to evaluating a business idea, project, or decision. By "wearing" different metaphorical hats, participants will assess an idea from various perspectives, ensuring a balanced, well-rounded evaluation. This technique helps prevent biases, fosters creativity, and encourages critical thinking.
Objectives	<ul style="list-style-type: none"> • To evaluate an idea using six distinct thinking approaches. • To encourage creativity, logical reasoning, and emotional awareness in decision-making. • To foster constructive discussions and problem-solving in decision-making.
Materials	<ul style="list-style-type: none"> • Flipchart or large sheets of paper • Markers or pens • Sticky notes • Printed descriptions of each Thinking Hat for each group • A chosen business idea, project, or decision to evaluate (can be a real idea from participants or a hypothetical one)
Step-by-step instructions	<ol style="list-style-type: none"> 1. Briefly introduce the Six Thinking Hats technique and its benefits for structured decision-making. Explain the role of each hat and how it contributes to the evaluation process. 2. Assign each group an idea to evaluate (or allow them to choose one). 3. Each group will go through six rounds, spending 5 minutes per hat to discuss their idea from that perspective. Each group should take notes on their discussion points for each hat. 4. After all the 6 rounds are done, give participants 5 minutes to prepare a presentation of their findings. 5. Give each group 5 minutes to present a summary of their findings, highlighting key insights from each hat. 6. Bring all groups/participants to form a circle and start the debriefing. <p>Questions for each hat:</p> <p>White hat (data, facts & information)</p> <ul style="list-style-type: none"> • What objective facts do we have about this idea? • What data is missing? • What research is needed?

	<p>Red hat (emotions & intuition)</p> <ul style="list-style-type: none"> • What is your immediate emotional response to this idea? • What feelings do you think customers/stakeholders will have about it? <p>Black hat (risks, caution & drawbacks)</p> <ul style="list-style-type: none"> • What are the potential weaknesses or risks? • What could go wrong? • What challenges might arise? <p>Yellow hat (benefits & possibilities)</p> <ul style="list-style-type: none"> • What are the best possible outcomes of this idea? • How can this idea create value or solve a problem? <p>Green hat (creativity & alternatives)</p> <ul style="list-style-type: none"> • How could this idea be improved or adapted? • Are there alternative ways to achieve the same goal? <p>Blue Hat (Process & planning)</p> <ul style="list-style-type: none"> • What have we learned from the discussion? • What is the next step for this idea?
Debriefing	<ol style="list-style-type: none"> 1. How did you feel about this exercise overall? 2. How did it feel to analyze a business idea in this way critically? 3. What challenges did you encounter during the analysis? 4. What have you learned from this exercise? 5. How did using Six Thinking Hats change how you evaluated the idea? 6. Which hat was the most challenging? 7. How can this technique be applied to real-world decision-making?
Possible adaptations	<p>For virtual settings, use digital collaboration tools like Jamboard, or shared Google Docs to track ideas under each hat.</p> <p>If working with smaller groups, participants can rotate through the hats individually instead of assigning them within groups.</p> <p>Instead of hats use papers in different colors placed in six different locations in the room.</p>
Tips for facilitator	<p>Keep discussions structured by enforcing time limits for each round.</p> <p>Encourage participants to fully engage with each hat, even if it challenges their usual thinking style.</p> <p>Introduce dynamic and embodied thinking by placing hats into six different spots in the room. In this case each group/participant moves into another part of the room when transitioning to a different hat. This also includes that the starting position (hat) for each group will be different and they will rotate in the same direction every 5 minutes.</p>
Suggestions for follow up	<p>Encourage participants to apply the Six Thinking Hats method when making strategic decisions in their businesses or projects.</p> <p>Have participants reflect on which thinking style (hat) they naturally use most often and how they can integrate others into their approach.</p>

Ideas for action

Choose a current challenge or decision in your business and apply the Six Thinking Hats technique to explore solutions. Use this method in team meetings to facilitate balanced discussions before making key decisions.



Customer Empathy Map

Subtitle	Mapping what customers see, hear, think/feel, and say/do
Duration	60 minutes
Group size	8–30 participants (teams of 3–6)
Complexity level	Easy
Overview	In this exercise, participants learn to use a Customer Empathy Map (CEM) to better understand a target customer for a given topic (product/service/problem). Guided by the facilitator, teams populate four fields (See, Hear, Think/Feel, Say/Do) with post its, then synthesize insights and discuss implications for design, communication, and next steps.
Objectives	<ul style="list-style-type: none"> • To understand the purpose and structure of a CEM. • To surface customer insights by separating observable inputs from internal states and behaviors. • To translate insights into initial directions for value proposition, messaging, or features. • To practice concise, collaborative non-formal methods (brainstorm → cluster → discuss).
Materials	<ul style="list-style-type: none"> • 1 flipchart sheet per team with a large cross dividing four fields: See, Hear, Think/Feel, Say/Do. • Sticky notes (4 colors ideal; any color is fine). • Markers (thick tip, dark ink). • Timer. • Wall space or boards for displaying team maps. • (Optional) Printed one-page explanation of the Empathy Map (4 fields and short prompts).
Step-by-step instructions	<ol style="list-style-type: none"> 1. Prepare flipcharts with the four labeled quadrants. 2. Define the topic/customer (e.g., “First-time user of our eco lunch service,” “High-school graduate seeking first job,” etc.). 3. Explain the goal: understand a specific customer through four lenses to inform decisions. 4. Clarify each field with examples: <ul style="list-style-type: none"> • See: environments, trends, what’s visible in their world (feeds, places, offers). • Hear: voices of friends/influencers/experts; word-of-mouth; advice and pressure. • Think/Feel: inner thoughts, worries, motivations; what matters most. • Say/Do: statements, actions, habits; what they actually do vs. claim to do. 5. Form teams of 3–6. 6. State the customer + context clearly (display on slide/board). 7. Give each team a prepared empathy map flipchart. 8. Individually, participants write one idea per post-it (big letters).

	<ol style="list-style-type: none"> 9. Start with See and Hear (externals), then Think/Feel and Say/Do (internals/behaviors). Quantity over quality; no discussion yet. 10. Teams place post its into the four fields, respectively. 11. Combine duplicates and cluster related notes (e.g., "price anxiety," "peer influence," "time scarcity"). 12. Mark items that have evidence (✓) vs. assumptions (?). 13. Highlight tensions (e.g., Say: "I value sustainability" vs. Do: orders cheapest option). 14. Circle the 3–5 most actionable insights per team. 15. For each top insight, teams note one implication (feature, message, channel, or test). <ul style="list-style-type: none"> • Example: Hear = friends hate long sign-ups → Implication = offer 60-second onboarding. 16. Write implications on contrasting post its and stick them at the map's edge as "Next moves". 17. Teams post their maps on the wall. 18. Half the team stays to explain, half tours. After 3 min, swap roles. 19. Visitors place a ✓ on any insight they also found or find compelling.
Debriefing	<ol style="list-style-type: none"> 1. How did you feel about analyzing a customer in this way? 2. What surprised you in Think/Feel vs. Say/Do? Any contradictions? 3. Which external drivers (See/Hear) most shape behavior? 4. How did clustering help reveal themes you'd otherwise miss? 5. Where might bias have influenced what you wrote? 6. How often should empathy maps be updated as you learn more? 7. How can you incorporate this experience in your future work? 8. Can you implement this model in any other processes outside of business context?
Possible adaptations	<p>You can skip gallery walks and have each team present 1 key insight + 1 implication. For virtual setting, use a shared whiteboard (Miro/Jamboard) with four frames and sticky notes. Expand learning experience by assigning each team a different customer segment and then comparing patterns.</p>
Tips for facilitator	<p>Keep prompts concrete: "Name 3 things they see when they open their phone at 8am." Emphasize to write one idea per post it with a big, legible text.</p> <p>Separate observations (See/Hear) from interpretations (Think/Feel). Watch for aspirational claims in Say vs. actual behavior in Do. Nudge teams to mark assumptions and propose a test (interview, A/B message, quick survey).</p>
Suggestions for follow up	<p>Conduct 5 quick interviews with the target customer and use the data to update the map with real quotes.</p> <p>Turn top insights into hypotheses (If... then... because...) and design a prototype.</p> <p>Build a first draft value proposition/message aligned to the top 3 insights. Test the value proposition with target group.</p>

	Repeat the exercise for adjacent segments (e.g., buyer vs. end user).
Ideas for action	<p>Create a one-page empathy map in your project toolkit and refresh monthly.</p> <p>Add a field research routine: “3 quotes per week” from real users to feed Hear and Say/Do.</p> <p>Choose one implication from today and implement micro-experiment (e.g., new landing message, onboarding tweak, social post angle).</p>

IMPACT

ENTREPRENEURSHIP

International training course on supporting youth's social entrepreneurship development

Ideas for INTEGRATION of social entrepreneurship EDUCATION



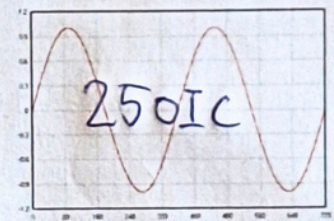
20 IC

1

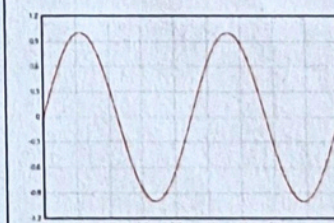
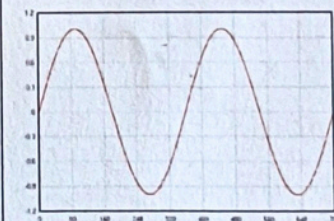
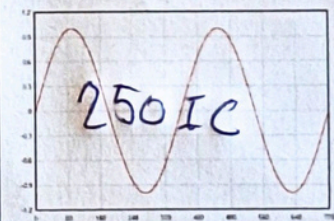


Give a creative but realistic idea how you can INTEGRATE social entrepreneurship in your educational setting.

Idea N°1 Board game!
 • A monopoly style game that has a social-entrepreneurship/ecological theme instead of the standard box set.
 ↳ ex: money can be changed to Impact points and properties with social enterprise.



Board game: Guess Who. Each card represents a young social entrepreneur (under 35 years old). Listing their age, gender, field and type of impact. Each player has to guess the others character by asking questions. The game will be both printed & available online. The online version will be free but we will ask for donations.



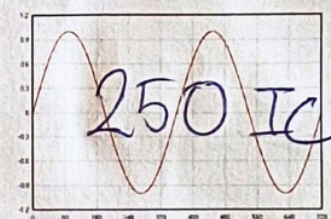
100 IC

2

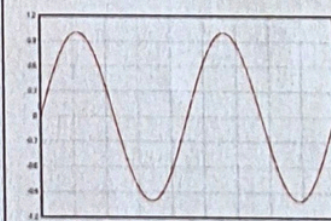
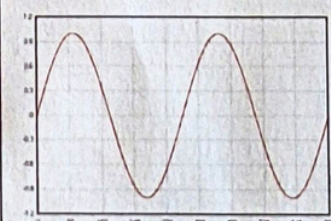
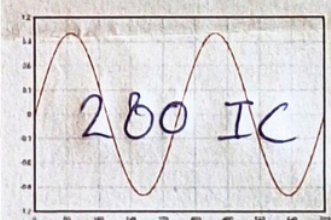


Give a creative but realistic idea of how you can PROMOTE social entrepreneurship in your educational setting.

- Find ~~some~~ influencers (musicians, fashion) to promote to their followers the ~~best~~ products examples of impact ~~social~~ entrepreneurship
- Host a party where we organize a game about social entrepreneurship
- Organize a Hackathon for you the 2 days for developing social entrepreneurship
- develop an app

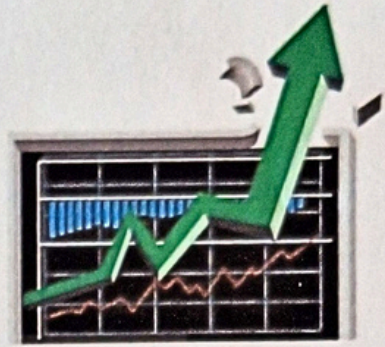


- Integration & incorporation of social entrepreneurship ideas & competencies into formal school & university curriculum
- organizing workshops to teach critical entrepreneurial competencies through non-formal learning
- Conferences to bridge the gap between entrepreneurs & NGOs
- Alumni promotion of successful ^{young} role models



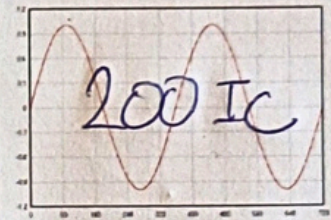
100 IC

3

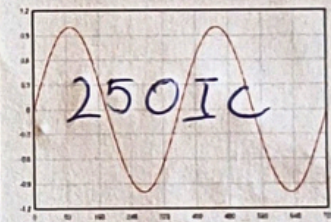


Give a concrete plan on how you would develop your competences to be able to support young entrepreneurs in their preincubation phase

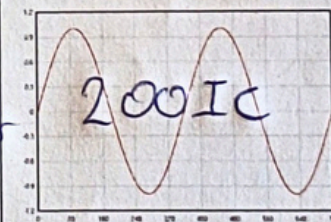
Organize two projects with different methods for youth to challenge and try themselves, increase their skills and knowledge in entrepreneurial fields. It's a ^{motivational} guide for young people. Benchmarking



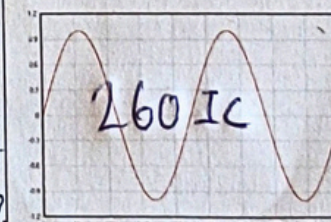
Rise and thrive! After two ~~simulations~~ projects, choosing best methods, we created a game in which you can create and manage your business, in real life conditions. We provide guides and clues that can help them.



Instead of just learning theory, we shall immerse ourselves in an interactive exp. where we act both as a mentor and a participant in a simulated startup environment. \Rightarrow 3 week challenge with terms of aspiring entrepreneurs that go through pre-incubation process in a gamified way, with random "market events" happening and an eco-impact meter, location Zagreb, Croatia.



- Participating in training programs like Support Entrepreneurship developed by O2o Academy
- Finding a mentor, looking for mentors to mentorship our young workers for organization
- Supportive network of mentors and coaches
- Developing leadership and management abilities
- Participating in Erasmus+ projects for young workers
- Life-long learning



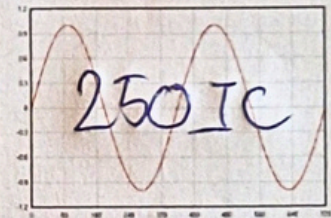
100 IC

4

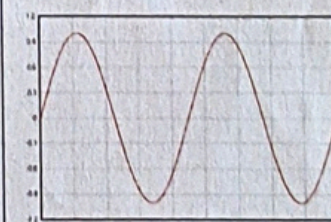
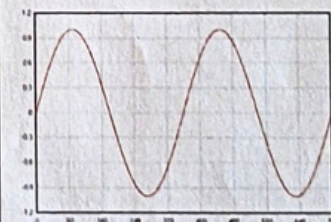
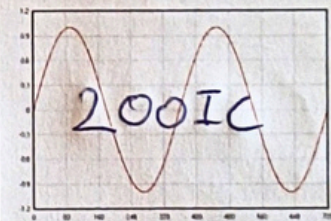


Give a creative but realistic idea which (social) Entrepreneurial initiative you could start in your organization

Art workshop for migrants to express themselves through collage. Which are then sold on the organization's website (e-commerce). The profit finances the organization's Italian language courses for the migrants.



Ephemeral outdoor gastronomic masterclass from functional diverse people for other community members. They pay for cooking class and lunch. Chefs will be the tools if needed, to support them.

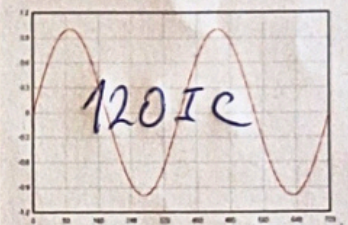


5

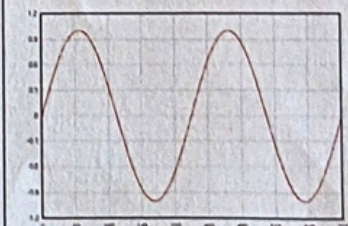
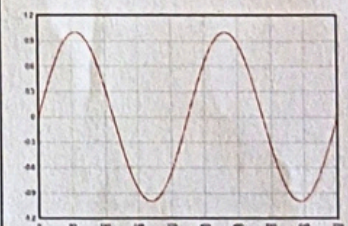
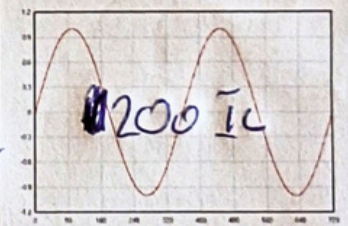


Give a creative but realistic idea how you can multiply the Impact Entrepreneurship training.

Gamification of the concept and local ~~and~~ communities are built and multiply the ideas by physically playing ^{social} entrepreneurship simulation games and multiplying online on the internet.



~~This~~ Online Application and Platform aimed at youth workers, who can have a reliable forum and database from which they can share ideas, best practices and discover each other for future interaction.
 ↳ Ideas: Shareable and modifiable templates for project workshops, simulations and presentations - online chat and forums



150 IC

6



Give a creative but realistic idea how your organization can support young entrepreneurs after preincubation phase.

- Buildup a solidary peer learning network of social entrepreneurs who support each other within all challenges of growth as entrepreneurs. Additionally a platform of tools, methods and services. Also networking connections - create opportunities

