EntreMWB

Outline Curriculum

June 2022
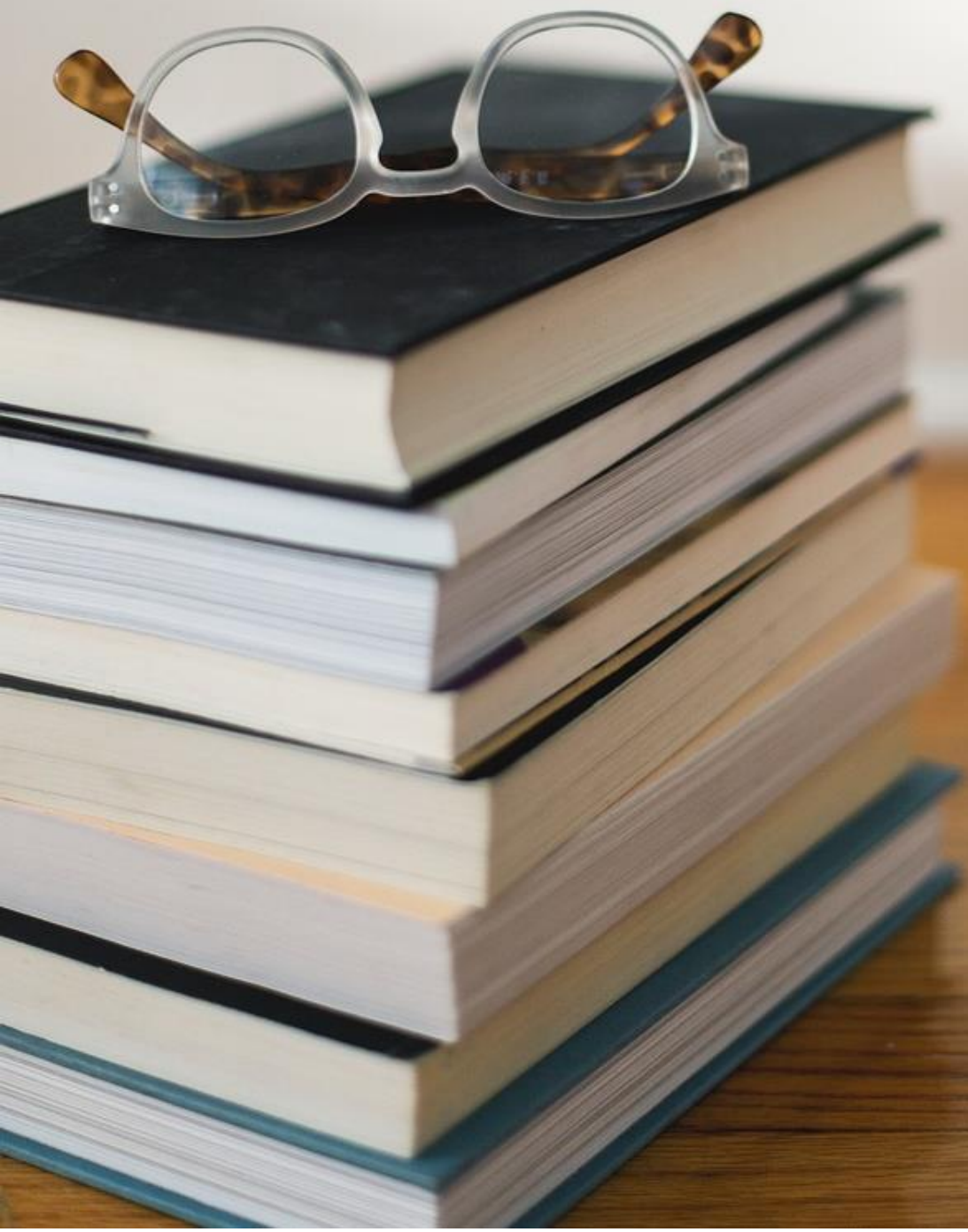
1. ENTRE-MWB TOOLKITS

The six Entre-MWB toolkits and teaching cases provide unique self-help and training materials that (1) support young entrepreneurs in understanding the qualitative dimension of entrepreneurship; (2) prepare young start-ups for the challenges and demands of entrepreneurship in advance and (3) develop a resource that can add value to an existing vocational programme of business and/ or enterprise studies and (4) add value to the business start-up support that is currently provided. The six toolkits included the topics of self-reflection, resilience, mental well-being, diagnostics (reading the signs), time management and networking – highlighting the practical ethos of this initative.

The final training materials presented in this document are relevant to the needs of entrepreneurs and the directors of new start enterprises and were determined by entrepreneurs. They responded to focus groups and surveys that confirmed the nature of the learning and training materials. The final training materials are available as a MOOC to start-up and would-be entrepreneurs, business and enterprise undergraduates and alumni, and are made available to partners and associated partners that provide business support to start-up companies. The curriculum content is available for 24/7 access via the *Powerhousehub* VLE hosted by Mediasphere. Included in each toolkit are tools, tips and tricks from entrepreneurs, video testimonials, activities, and links. The materials produced are suitable for new start and aspiring entrepreneurs, educators, students, and business coaches.

The development of the toolkits, and teaching cases has a focus on interactivity to ensure the approachability of the teaching cases. To this end, group learning activities as devised by Edward de Bono (mindmapping) Yasuo Matsumara (lotus blossom technique) and Sakichi Toyoda (5 Y technique) have been used to promote different group thinking modalities wherever possible in workshops and dissemination events. Links to these group learning techniques are as follows: www.mindtools.com and

https://www.cybermedian.com/pl/brainstorming-techniques-toolkit/ and to be found on the cybermediana link are 40 possible creative thinking techniques.

This is an important observation and addition as feedback from learners that have used the teaching cases, considered that the experience was not engaging and too passive if the group activity is solely focused on the questions contained within the teaching case. To help practitioners the links to ideation techniques and innovative group learning have been included here.

UNIT 1. RESILIENCE

This module includes a consideration of the importance of resilience – the ability to overcome problems and challenges. Our resilience is often compromised by negative belief cycles and thinking traps. This module provides insights that will help you consolidate your resilience and your ability to adapt to challenges.

By the end of this module you will have identified effective ways to improve and maintain your resilience - your ability to adapt to change and challenges.

Course Description:

Free - Open access
Duration: Minimum 1 hour
Level: Basic/Introductory

This toolkit links to the teaching cases: N3DPS, Work Inc., X-Oil and Sixth Taste.

Learning Outcomes:

To understand what resilience means.

To recognise the factors that contribute to effective resilience.
To identify how foreseeing and adapting to change can be beneficial.

Knowledge Range:

Definition of Resilience
The Four Components of Resilience
Levels of Resilience
Resilience and Emotional Intelligence (EQ)
Resilience and Mindfulness
The Benefits of Resilience
Belief Cycles
Thinking Traps
Adaptive Activities

UNIT 2. MENTAL WELLBEING

This module includes a review of Mental Well-being. What exactly is it and what does good mental health or deteriorating mental health look like. Mental well-being is about balance between mental and physical health, between different aspects of our life.
Physical and mental health can be maintained through our ability to reconcile work, exercise, relaxation, sleep, and our social world. It is important that, as entrepreneurs, that we don't lose sight of our need for balance and what is important to us.

By the end of this module, you will have identified effective ways to improve and maintain your mental well-being.

Course Description:

Free and Open Access
Duration: Minimum 1 hour
Level: Basic/ Intermediary

This toolkit links to the teaching cases: N3DPS, Work Inc., and Sixth Taste.

Learning Outcomes:

To understand what mental health well-being means.
To recognise the factors that ensure mental well-being.
To identify methods to maintain mental well-being.

Knowledge Range:

Definition of Mental wellbeing
Five Pillars of Health & wellbeing
Emotional and Mental Wellbeing
Definition of Mental health
What is good Mental health?
The Mental health Continuum.
The Mental health Pyramid.
The link between sleep and self-esteem.
Social Wellbeing
Definition of social wellbeing
Building relationships
How to improve social health
Physical Health.
Digital Wellbeing – six elements of digital wellbeing.
Financial Wellbeing.

UNIT 3. READING THE SIGNS

For many running their own business is the very best way in which they can get freedom, flexibility, and fulfilment, but also it doesn't come automatically. There is a lot of work that needs to be done to make sure your business gives you what you want. Overall, there is always a risk of working too hard, pushing yourself too far, and ending up experiencing burnout. Burn-out is included in the 11th Revision of the International Classification of Diseases (ICD-11) as an occupational phenomenon. It is not classified as a medical condition. It is described in the chapter: 'Factors influencing health status or contact with health

services' – which includes reasons for which people contact health services but that are not classed as illnesses or health conditions.

Course Description:

Free – Open access
Duration: The course will take a minimum of 1 hour to complete.
Level: Basic/Introductory.

By the end of this module, you will be able to recognise burnout signs and symptoms; be able to recognise the difference between depression and burnout; manage risk factors; be able to identify phases of burnout and use practical exercises to prevent or fight burnout.

This toolkit provides information about signs and symptoms of burnout so that you could recognise it and avoid it by following various recommendations. You can also read about differences between depression and burnout, risk factors and 12 stages of burnout.

This toolkit links to the teaching cases: FitNinja and CADPAD.

Learning Outcomes:

To recognise the signs and symptoms of burnout and stress.
To recognise the difference between burnout and stress.
To manage identified risk factors.
To act on recognised signs to build resilience.

Knowledge Range:

Introduction. What is Burnout?
How do you recognise it? The warning signs.
Depression or Burnout?
How can you prevent it happening to you (risk factors)?
What is obsessive-compulsive disorder (OCD)
The 12 Stages of Burnout
Simplified 5-stage model for the development of burnout.
What is Anxiety?

UNIT 4. SELF-REFLECTION

The Self Reflection module includes a consideration of the importance of self-reflection and the importance of personal evaluation the ability to overcome problems and challenges and learn from the difficulties faced. This module provides insights and some effective tools that will help you reflect on the challenges that you have or need to confront.

Course Description:

Free - Open access
Duration: Minimum 1 hour
Level: Basic/Introductory

This toolkit links to the teaching cases: N3DPS and Sixth Taste

Learning Outcomes:

To understand what reflection means.
To undertake effective and meaningful self-evaluation.
To use tools that show how adapting to and coping with change can be beneficial.

In this toolkit you will find some practical tools that help with self-reflection. There are five different tools for you choose from. We all make decisions and wonder whether they were right or wrong. Reflection helps us learn from those decisions – right or wrong – there is always learning to be achieved that helps us to grow and be better at what we do.

By the end of this module, you will have identified effective ways to reflect and evaluate your life and life's decisions – this will improve your ability to adapt to change and challenges.

Knowledge Range:

Definition of Reflection
Importance of Self Reflection
Benefits of Self Reflection
Tools for Reflection
The 5R Framework
Gibbs Reflective Cycle
Kolb Learning Cycle
Driscoll Model of Reflection
Schön's Reflection Model
John's Reflection Model

UNIT 5. TIME MANAGEMENT

This toolkit includes a consideration of the importance of Time Management – people who have trouble managing their time are more prone to stress, have sleep issues, and might deal with anxiety, depression, and other mental health issues. They might also begin to show signs of burnout at work. Time management is essential for more than just check off your work tasks on time. Learning how to prioritise and arrange your chores well can allow you to avoid 'headaches' for the rest of your life.

By the end of this module, you will be able to implement strategies to effectively manage your time.

Course Description:

Free - Open access
Duration: Minimum 1 hour
Level: Basic/Introductory

This toolkit links to the teaching cases: X-Oil and CADPAD.

Learning Outcomes:

To manage your time effectively and efficiently.
To employ appropriate strategies for time management.
To produce and work within an Action Plan.

Knowledge Range:

What is Time management
Effective time management
Time Management strategies
ABCDE Method
80-20 Rule
Pomodoro Technique
Action Planning and matching time to tasks.

UNIT 6. NETWORKING

This toolkit includes a consideration of the importance of networking - any business professional can benefit from networking, but particulary entrepreneurs. An entrepreneur's network can open doors to crucial opportunities, information, and support while they are just getting started. This can make the difference between a business succeeding or failing. By the end of this module, you will be able to implement effective strategies to build and maintain your network/networks.

Course Description:

Free - Open access
Duration: Minimum 1 hour
Level: Basic/Introductory

This toolkit links to the teaching cases: X-Oil, FitNinja and CADPAD.

Learning Outcomes:

To recognise the importance of networking.
To actively build and/ or participate in appropriate networks.
To manage your networks effectively.

Knowledge Range:

Introduction to networking
Networks as a Support Mechanism
The importance of networking
Building your network
Leadership and networks
Different types of networks
Managing your networks

2. TEACHING CASES

Teaching cases are characterized by the fact that they activate the user and stimulate him/ her to develop her/ his own solutions or innovations. A teaching case is therefore recognizable and accessible (preferably digitally). Teaching cases can be developed both for students and entrepreneurs and are a hypothetical situation where certain (stress) factors emerge that can lead to reduced well-being for the entrepreneur (a high level of complexity is typical for a teaching case). The challenge is then, how will the entrepreneur react on these factors in the teaching case, to maintain her/ his well-being? There is a 5-step methodology for developing teaching cases and identifying realistic and plausible scenarios and related questions that are challenging and which promote deep learning.

TC1 NATIONAL 3D PRINTING SOCIETY

This teaching case introduces the social enterprise the National 3D Printing Society, or N3DPS. Their struggle is to be resilient in the changing environment with unpredictable challenges due to Covid-19. The Covid-19 crisis resulted in N3DPS rapidly moving away from its original purpose and creating an entity without a shared mission and strategy. How should an organisation, such as a social enterprise, respond to a 'Black Swan Event'?

Learning Objectives:

Students preparing and discussing the case should be able to:

1. Reflect on the challenges the Covid-19 pandemic created for start-ups and entrepreneurs.
2. Identify and discuss the business and personal capabilities that lead to resilience.
3. Evaluate the importance of ethical and strategic leadership when dealing with 'Black Swan' events.
4. Analyse digital and social innovation (DSI) business models.
5. Formulate strategic recommendations for a social enterprise start-up.

This teaching case links to the toolkits: Mental Wellbeing, Resilience and Self-Reflection

TC2 WORK INC.

Work Inc. is a name chosen to represent most companies. The challenge for many entrepreneurs is to think about social and ecological value besides economic value. Entrepreneurs are now being pushed to change, as the Sustainable Development Goals of the United Nations are getting more and more important. The need for change creates a need for investments and financial choices to be made. How is one to deal with that as an entrepreneur whilst maintaining mental well-being?

Learning Objectives:

Students preparing and discussing the case should be able to:

1. Understand the impact of financial pressure on mental and physical health: The first objective is to educate entrepreneurs about the ways in which financial pressure can affect their mental and physical health. This includes understanding the signs and

   symptoms of stress, anxiety and burnout, and how to recognise when it is time to seek help.

2. Develop coping strategies for financial pressure: The second objective is to help entrepreneurs develop coping strategies for managing financial pressure. This can involve learning techniques to reduce stress, such as mindfulness and meditation, as well as developing a support network and seeking outside resources such as financial advice or counselling services

3. Promote a culture of well-being in the workplace: The third objective is to help entrepreneurs promote a culture of well-being in their organisations. This can involve providing resources and support for mental health, promoting work-life balance, and encouraging employees to prioritise their own health.

4. Balance financial goals with well-being: The final objective is to help entrepreneurs find a healthy balance between financial goals and well-being. This can involve setting realistic financial targets, recognising when it is time to reassess their strategy, and managing financial pressures in ways that do not negatively impact their health.

This teaching case links to the toolkits: Mental Wellbeing, Resilience and Networking.

TC3 X-OIL

To be in the Oil-industry is a challenging business in today's climate. On the one hand, public opinion is negative: big money-making industries polluting the world. On the other hand, there is so much being done to embrace other business models and ethical goals. How does one steer the company to this new future with public support, a good workers morale and meet financial budgets whilst maintaining your mental well-being?**.**

The U.N. SDGs are forcing entrepreneurs to think about social and ecological values besides the economic value. The oil industry must change to renewable energy and this need for change requires huge investments and will bring new and big financial and other unforeseen challenges.

Learning Objectives:

Students preparing and discussing the case should be able to:

1. To understand the challenges faced by the oil industry in the transition to a new economy and the impact on the workforce.

2. To learn about best practices for supporting the resilience of the workforce in the face of change, such as training and development opportunities, flexible work arrangements, and a supportive work environment.

3. To analyse the role of the oil company in fostering resilience in its workforce, such as investing in employees, promoting open communication and collaboration, and creating a supportive workplace culture.

This teaching case links to the toolkits: Resilience, Time Management and Networking

TC4 THE SIXTH TASTE

When the founder started her plant-based and locally grown produce restaurant 'The Sixth Taste' in a big and internationally oriented city, she envisioned opening a conscientious business based on values such as sustainability and community spirit. Her goal was to have a business that would ultimately benefit her own team, the health of communities, and the planet's future. But many pitfalls appeared and the one thing not to do is to work even harder and find yourself in a burn-out situation!

Learning Objectives:

Students preparing and discussing the case should be able to:
1. consider and reflect on the challenges regarding well-being and burnout on entrepreneurs

2. identify and discuss the four components of resilience, thinking traps and adaptive activities leading to resilience.

3. reflect and evaluate the importance of self-evaluation based on the levels of resilience and apply to their own situation

4. reflect on self-awareness and emotional intelligence

5. formulate strategies through adaptive activities to develop a growth mindset.

This teaching case links to the toolkits: Mental Wellbeing, Resilience and Self-Reflection

TC5 CADPAD

CADPAD is a new start-up company operating in the field of Additive Manufacturing and 3D printing. Their struggle was to develop and build their business as recent university graduates in the fields of Mechanical and Software Engineering. They were offered support by a company that promised investment, access to markets, and other forms of practical support. When it became clear that this support was not going to happen and the intellectual property of CADPAD was in the hands of an organisation whose motives were now uncertain and suspicious, the challenge for the CADPAD board was to maintain their mental well-being in the face of challenging and suspicious behaviour that threatened the future of the start-up company. It was clear that decisive decisions had to be made by the board to maintain their mental well-being and ensure the future of their vision. How should new start-ups protect their intellectual property whilst maintaining mental well-being?

Learning Objectives:

Students preparing and discussing the case should be able to:

1. Reflect on the challenges faced by start-ups and entrepreneurs.

2. Identify and discuss the business and personal capabilities that lead to resilience.

3. Identify the checks that should be carried out before linking with a potential partner or key stakeholder.

4. Formulate strategic recommendations for an Industry 4.0 enterprise start-up.

This teaching case links to the toolkits: Time Management, Networking and Reading the Signs.

TC6 FITNINJA

The board members of FitNinja changed the direction of their fitness coaching company because of the global pandemic. Consequently, this has had psychological and behavioural effects that increased the levels of stress and burnout amongst the board members. As a unique element of this case, there is a focus on the psychological issues that arise when a business is faced with unexpected and unpredictable change, a so-called, 'black swan event'. How does an entrepreneur deal with the uncertainty and pressures that this creates to avoid stress and burnout? It is also important to be aware that stress and burnout are not the same!

Learning Objectives:

Students preparing and discussing the case should be able to:
1. Identify and reflect on different types and forms of networks, with the advantages and barriers associated with them.
2. Consider and discuss how networking can assist the entrepreneur, both on a professional and on a personal level.
3. Formulate strategies to build, expand and utilise networks.
4. Identify the symptoms of stress and burnout and any actions and behaviour that may prevent a recurrence of these experiences.

This teaching case links to the toolkits: Networking and Reading the Signs.