

# Case study: Key entrepreneurial competences & employability

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## OPEN FUTURE: A Case Study

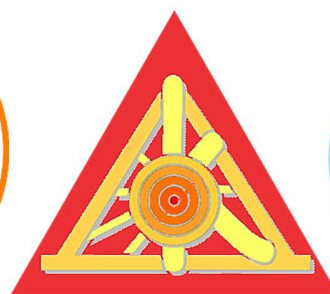
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The project focuses on improving the key entrepreneurial competencies, skills, and employment potential of VET school students by developing new and innovative tools for entrepreneurial education while encouraging social intelligence. Participants will benefit practically from entrepreneurial learning by developing business knowledge, acquiring advanced skills, and developing critical thinking. Entrepreneurial capacity and mindset help future entrepreneurs transform their ideas into action and significantly increase their employability.

### Case study

The individual results, which arose from the project, are processed in detail in the form of a case study, in order to provide each potential user (primarily outside the consortium who has not yet implemented project activities in practice, but would like to do so) answers on how to act in the implementation of key entrepreneurial competencies in working with students. The initial assumption is that potential users do not know enough about this topic and expect to understand what, how and why it is done in order to fully replicate the project activities in their environment and according to their needs and specific conditions. In addition to the materials that can be downloaded for free from the website, interested parties also need recommendations and guidance based on practical experiences in working with students.

In parallel with the implementation of individual activities, in the case study practical experiences are presented in a systematic way with an explanation of why specific tools and methods are applied in the proposed way. In addition to the theoretical presentations of the applied tools, a practical example of using the tools in practice was given, as well as an exercise for students to test the acquired knowledge and skills independently in the work of informal groups. This material is intended for all interested parties, primarily secondary vocational schools, which have the desire to effectively and comprehensively develop the key entrepreneurial competencies of their teachers and students. Open License (AY).



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## Case Study - Key entrepreneurial competencies & employability

Let's start by defining the case study, its purpose, educational application and benefits

What is a case study?

A case study is a qualitative research method that involves a detailed investigation of a small number of instances within their real-life context. In education, case studies are used to explore various aspects of teaching and learning, such as the implementation of new teaching methods, the experiences of individual students, or the dynamics within a classroom or school.

Applications in Education

**Identifying Problems:** Case studies can help educators and researchers understand the root causes of issues within educational settings.

**Understanding Learner Needs:** They provide insights into the specific needs and learning patterns of individual students, particularly those with unique challenges.

**Recording Innovative Practices:** Case studies document successful educational innovations, serving as valuable resources for other educators.

**Teaching Tool:** In the classroom, case studies can be used to engage students in real-life scenarios, encouraging critical thinking and problem-solving skills.

Benefits of Case Studies

**Bridging Theory and Practice:** Case studies help connect theoretical concepts with real-world applications, enhancing students' understanding of complex educational issues.

**Encouraging Active Learning:** They promote active engagement and collaborative learning among students, as they often work in groups to analyze cases and propose solutions.

In summary, case studies in education are a powerful research and teaching method that provides deep insights into educational practices and challenges, fostering a better understanding of the learning process. They are valuable for both educators and students, enhancing the educational experience through practical application and critical analysis.

Starting point:

As part of the "Open Future" project, whose goal is to acquire and improve key entrepreneurial competencies according to the EntreComp model, we included 300 students from 3 different educational systems (100 students from each of the secondary vocational schools - project participants):

High School of Economics and Administration, Osijek, Croatia

"Danilo Kiš" High School, Budva, Montenegro

High School of Economics, Sarajevo, Bosnia and Herzegovina.

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The selection of students was made according to the principle "first come, first served" in order to avoid any discrimination. The invitation is open to all students and teachers, without any discrimination on any basis (contrary to discriminatory practices, e.g. determining the profile of students or teachers who have the right to participate, age restriction, e.g. only final grades, etc.). In order to respect the basic European values, inclusion and equity, 50% of places are reserved for students with reduced opportunities, including people with disabilities and people with a migrant background, as well as those who live in rural and remote areas, who face socio-economic difficulties or any other potential source of discrimination. Bearing in mind that entrepreneurial competences are meant for everyone, as they enable individuals to actively participate in society, manage their lives and careers and launch initiatives to create new values, this principle of selection is fair and non-discriminatory.

The subject Entrepreneurship was implemented in the participating schools on entirely different bases. While in Osijek the Entrepreneurship curriculum is represented for many years in the first and second grades, and the subject of Fundamentals of Entrepreneurship and Management in the 3rd and 4th grades, in Budva a module system was applied for all 4 years, in Sarajevo the subject of entrepreneurship was not present in any grade, and the most basic knowledge in this area was acquired within other subjects (Finance, basics of economics).

In addition to these differences in the starting points, there is a common absence of a complete study of entrepreneurial competencies according to the EntreComp model, and especially of the tools used for the development of entrepreneurial competencies in students and teachers. In short, it is necessary to start from the same starting position, that is, to determine the level of current knowledge about entrepreneurial competences using a specially created tool for those purposes.

The method we used in working with students was a combination of PrBL (problem-based learning), i.e. learning that comes from the process of understanding and solving problems, and a project-based learning (PBL) approach, where students actively participate in finding solutions to solve problems. The study has three introductory chapters with an elaboration of a specific area:

### Part 1: Analysis

Case and problem definition. Case introduction: what's the problem? Identifying the problem that needs to be solved (in this case - ignorance of the framework of entrepreneurial competencies and how competencies can be developed). Presentation of the dimensions of national culture and the negative impact of individual dimensions on country-specific entrepreneurial competencies. Determination of the main topic: analysis of the current situation according to the KWL formula What I know/What I need to know/What I have learned: This indicates the need to identify the current situation - what students know and what they should know.

### Part 2: Research development and problem-solving strategies

Identification of resources and materials: literature, website and consortium research. Presentation of the original EntreComp Entrepreneurial Competency Framework (with download link). Presentation of tools for assessing the current state of entrepreneurial competencies and instructions for their practical use, empirical observations on missing knowledge and misunderstanding of certain tools. Presentation of content and methodology of teacher training for the role of trainer in the project through LTT training; Defining the primary missing knowledge of the focus group participants for each partner in the

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project and weighting those entrepreneurial competencies that were solved the worst by the respondents in the questionnaire.

Creation of a ranking list of missing competences and comparison by country. Comparative analysis of how dimensions of national culture affect entrepreneurial competencies and ranking of the weakest links of entrepreneurial competencies. A special supplement not contained in any other material (used in creative workshops) as a guide to stimulate imagination and critical thinking (rather than accumulation of facts) to generate ideas outside the box through original, engaging, innovative, practical mental exercises. Albert Einstein claimed: Imagination is more important than knowledge.

A set of exercises based on the theory of dominance of the left side of the brain (Roger Sperry), the theory of creativity as an integral part of DNA (Lev Vygotsky), the theory of brain plasticity (Prof. Michael Merzenich) and the works of Albert Einstein on the relationship between imagination and knowledge.

### Part 3: Presentation of findings and supporting conclusions

Designing training materials for the acquisition of key entrepreneurial competencies and its dynamic development during implementation. Practical experience in conducting workshops, guiding students towards analytical thinking and synthesis of collected information, encouraging discussions and student reactions. A way to guide and stimulate students to participate in the process of analyzing their peers' ideas and discussing how and why the proposals are similar or different. Encouraging possible discussions on controversial issues is key to generating new insights into problem solving and learning. Presentation of the final results of the training and concluding remarks and recommendations for organizing the course for all interested parties.

The first step

Form focus groups of volunteer students who want to try themselves in unknown areas (usually those curious students who have no fear of judgment, self-censorship and fear of the unknown), and are valuable as influencers whose positive experience influences other students to apply for participation in creative workshops.

### 1. Workshop "With a little help of my friend"

The aim of the workshop is to introduce students to the EntreComp material – key entrepreneurial competencies

Method of work: a fun game with the stimulation of a quick choice of answers through the selection of several possible options.

Start of work: an invitation from a volunteer student to step out of the desk and come to the teacher, without information about what the task will be. This challenge is accepted by students who are not afraid of public speaking or condemnation from their peers. If there are more volunteers, choose the one who raised their hand first, and in case there are none, encourage them by saying that this is just a game and that there are no wrong answers.

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Set the following task for the student-volunteer:

You've decided to start your own business. You are not yet sure what would be the best thing to do, but you have a firm decision that the smartest thing to do is to start something new, which would be accepted in the market – whether it is production or providing services.

To start working, it is necessary to solve some important questions, such as: (1) what to do, (2) how to provide support for your venture - finances, personnel, technical equipment, etc. (3) How to compete in the market and be successful.

Your task now is to choose a partner with whom you can successfully start and run a business. Choose someone from this classroom – just one person. The chosen "partner" should go out and stand with the volunteer.

Question for volunteer: "What is the most important trait-quality-ability of your chosen partner, what was the reason for choosing him for your future business venture? You can think and choose only one – in your opinion the most important for the business venture you have planned.

A question for the chosen student-partner: would you accept to be a partner and if you did, the same question for you - one of the most important abilities of your future partner.

(Answers are written on the PP form, without specifying the author and without explanation).

In case the selected student-partner does not accept the offered partnership, the volunteer is given the opportunity to choose another partner from the remaining students in the class and then the procedure is repeated (selection of a new partner – explanation in the form of the most important ability and a return question).

The process is repeated: a new volunteer is sought, who can propose his partner or join an existing partnership. You always get the same answer from both sides.

A group of "entrepreneurs" can have a maximum of 5 students, when it is filled, new groups of 2 to 5 people must be formed.

In the event that for some reason a student stays outside the formed groups, the teacher forms a partnership with that individual/s and repeats the question-and-answer process.

All answers are written down, avoiding repeating the same answers.

Completion of the work: when all the students are lined up, a list with all the listed abilities is read aloud.

Additional question: Is there any other ability-trait-quality that is not listed that is important for the successful launch of a joint venture?

(All answers are written down, without explaining why it is important, or who suggested what.)

After that, the teacher provides information on the list of the most important entrepreneurial competencies (15 competencies with their indication, without reading the description from the

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EntreComp table), with the explanation that this list was made by a group of experts hired by the European Commission, and the final list was selected on the basis of detailed research and selection on the principle of importance for entrepreneurial activities. Of course, the list is not exhaustive and can be adapted according to specific needs and conditions. Conclusion: it is important to consider the qualities and capabilities of potential partners, because trust in future partners and their attitude towards achieving a common goal - the best basis for success.

In the PP (Help of a Friend) form, the teacher enters the number of students present, the number of listed competencies (without repeating the same competencies), as well as his observations on the course of the creative workshop, the way of stimulating students to participate in the work, and suggestions and suggestions for modifying-supplementing the content and the way of working.

Examples of results from the Help of Friends workshops:

### #1 example

The creative workshop was started by 2 teachers, presenting the purpose of the gathering and emphasizing the importance of mutual support in the entrepreneurial world.

The students are divided into smaller groups of their choice in order to create their own team together and develop their business ideas. The atmosphere was extremely stimulating, and the students showed a high level of motivation and creativity.

During the exchange of ideas, each group had the opportunity to present their team and the concept of values that they consider to be key in establishing a business venture.

Competencies that are listed as important:

- Creativity
- Teamwork
- Resourcefulness
- Courage
- A source of good ideas
- Vision of creating a company
- Trust
- Persistence
- Motivation
- Financial literacy
- Learning

The students actively listened, asked questions and made constructive suggestions, thus creating a dynamic environment.

The workshop also included an educational character because the students were presented with the EntreComp model, where basic entrepreneurial competencies were presented.

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At the end of the workshop, the students expressed their satisfaction, emphasizing how much they learned and how this opportunity further motivated them to develop their own entrepreneurial ventures.

### #2 Example

#### Competencies:

- Resourcefulness
- Organization
- Collegiality
- Leadership
- Financial Stability
- Accuracy
- Ability
- Innovation
- Precision
- Objectivity
- Creativity
- Teamwork
- Persistence
- Work habits

#### Teacher's observation:

It is noticeable that students should be interested and curiosity aroused, which implies quality preparation of the teacher, as well as his own enjoyment in the workshops themselves.

The most important result is an increase in the self-confidence of students, which is very noticeable when they recognize that they are a very important link in the community, and such workshops lead them towards the goal of successful entrepreneurs.

Teachers' suggestions for improving the workshop: (a) after the students have selected their teams based on competencies, it is desirable to give them short tasks to give their ideas, and at the same time make sure of the competencies of the teams on the basis of which they were selected.

(b) Creating an atmosphere in which students feel safe to express their ideas, ask questions, and take risks with new concepts can encourage their participation, as sometimes it is necessary to encourage their active engagement. Teachers should encourage openness, respect and cooperation among students.

(c) One of the recommendations was that after the formation of the teams, the students also come up with an idea that they would like to implement. Thinking about the idea further stimulates them to define entrepreneurial competencies.

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Suggestion of the students: that each team present its business idea, in addition to stating the qualities for a successful entrepreneurial business. Some of the ideas were: a restaurant on the cable car, a pet hotel, applications for creating wardrobe and the like.

### 2. Descriptions of entrepreneurial competencies

Objective: Understanding the material and eliminating dilemmas.

Method: group discussion – clarification of dilemmas and interpretation of materials. Students' opinions about the material: understandable – unclear, simple – complicated, sufficient – extensive, picturesque – general, practical – theoretical... etc.

How it works:

Focus group students were provided with electronic material "Descriptions of Entrepreneurial Competencies" in PDF format (excerpt – abbreviated version). The material from this publication is informative – as a kind of manual, which means that it will not be checked and tested, but serves to introduce students to 15 key entrepreneurial competencies – a description of what they mean, how they are used, with examples and advice, especially for startups. The source material is available at the link: <https://www.entrecompeurope.eu/wp-content/uploads/EntreComp-A-Practical-Guide-English.pdf>

After a certain period of time (e.g. 2 weeks), a lesson is organized on the topic: Key Entrepreneurial Competencies. Students from focus groups have the opportunity to think and discuss the material in groups, express their dilemmas, opinions, which part they like the most, the part that is least interesting, whether they find some ideas that could serve as a basis for their own business, etc.

In order for everyone to have an equal chance to participate in the discussion, the teacher should encourage the students present in the focus group according to the principle: build on the previous participant: after the first discussant, invite the next volunteer to follow up on the peer who could add or raise a new question. So on until all the students express their opinion. If there are no volunteers, then the student who has finished his presentation calls the next student. Encourage students that this is just a game and that there are no wrong answers, and criticism of someone else's opinion (whether we agree or disagree with what is said) is not allowed. (Some authors suggest using a water gun and spraying a student who criticizes others with water.)

The most interesting parts of the discussion are recorded in the form of minutes, without naming the author of the proposal or opinion. Teachers' observations of the course of the lesson, possible suggestions for more efficient conduct of the lesson and stimulation of discussion, so that everyone can freely use the right and opportunity to express their opinions, and not just dominant individuals, are also written down.

Examples of workshops Descriptions of entrepreneurial competencies:

The students compare their answers about the most important entrepreneurial qualities for a successful business with 15 competencies from the EntreComp list. They are pleased that there is a lot of

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coincidence with the official list, although some competencies differ only in names, but not in substance, which is an additional encouragement to students that they were on the right track. Regardless of the discrepancy of the lists, some traits were present in almost all groups: creativity, innovation, motivation, initiative and teamwork. When translated to EntreComp, these are: creativity, motivation and perseverance, taking initiative and working with others.

The students are especially pleased that in a specially created material, key entrepreneurial competencies are shown not only theoretically (in the form of definitions) but also through practical examples. In this material, readers can find out what are the key entrepreneurial competencies according to the EntreComp model, as well as detailed descriptions with practical examples of each of the 15 competencies that are considered key to mastering the entrepreneurial mindset and changing attitudes in order to undertake initiatives to create new value - instead of classic programs for establishing and managing an SME company. The material is intended primarily for vocational education institutions (teaching and non-teaching staff and students), as well as for all interested persons who want to learn what they are and how to apply key entrepreneurial competencies, necessary not only in business, but also in all aspects of everyday life.

The students were interested in how to spot market opportunities and how to adequately respond to the challenge. The issue of providing initial financial resources and equipment (start-up resources), motivation and mobilization of others to participate in the business venture was a key challenge for most. It was suggested to start with initiatives on social networks – to interest the audience to support the business venture. Three ways have been suggested as the best starting option:

**Crowdfunding:** as a popular way to raise funds for a startup. In addition to official platforms, such as Kickstarter or Indiegogo, popular social networks, such as Instagram, Tik-Tok, Facebook, etc., can also be used. and suggest to the audience to contribute to your project in exchange for a prize or equity.

**Grants:** There are many grants for startups working on innovative projects. Grants can be found through government agencies, non-profit organizations, and private foundations.

**Bootstrapping** is a way for beginners to fund their ventures using their own resources. This can include personal savings, credit cards, or loans from family and friends.

The second group of questions from the workshop participants was the way of evaluating the initial idea. Namely, the dilemma was, when an opportunity is spotted on the market, an idea that could offer an answer to a potential demand, how to be sure that investing in the realization of an idea will not be a waste of resources. The answer is: there is no guarantee that any idea (no matter how great it may seem) will have a positive relationship between investment and income. The market sometimes reacts unexpectedly and a new product that meets the perceived opportunity may experience a total failure (for various reasons) or, conversely, a timid attempt to launch a product experiences an unexpected boom. In this sense, it is necessary to do everything possible to realistically look at all aspects before deciding to launch a product or service on the market. This process is called Idea Evaluation, which involves recognizing the potential of an idea (determining its feasibility, profitability, and market opportunities) and identifying appropriate ways to get the most out of it.

The basic steps to recognize the potential of a business idea are:

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1. First, define the problem that needs to be solved. 2. Research the market, to determine if there is a demand for your solution, as well as your competition. 3. Assess the feasibility of your business idea by assessing the resources (financial, technical, and human) needed to go to market. 4. Create a business plan that outlines your vision, mission, and goals for your business. 5. Test your business idea by creating a prototype and testing it in your target market. This will help you identify any problems or challenges that need to be solved before you can launch a product or service. 6. Identify the right ways to get off to a successful start: for example, by developing a marketing strategy, building a strong brand, or identifying new ways to generate revenue (e.g., by selling a franchise, advertising other compatible products, etc.)

The best-known methods and techniques that can be used to evaluate ideas are: Market research, SWOT analysis, expert evaluation, prototype testing, six hats to think about, etc.

According to the workshop participants, the prevailing opinion is that the offered material is: understandable, simple, sufficient, picturesque and practical.

### 3. Dimensions of national culture

The project introduces an innovative approach based on Hofstede's dimensions of national culture.

What do you mean by that?

Hofstede's theory of cultural dimensions is a framework for cross-cultural psychology, developed by Gert Hofstede. It shows the influences of a society's culture on the values of its members and how these values relate to behavior. There are 6 dimensions that are expressed through indices.

- (1) Power Distance Index (PDI): The Power Distance Index is defined as "the degree to which less powerful members of organizations and institutions (such as families) accept and expect power to be unevenly distributed." A higher level of the Index indicates that the hierarchy is clearly established and enforced in society, without doubt or reason. A lower level of the Index indicates that people are questioning authority and trying to distribute power.
- (2) Individualism vs. Collectivism (IDV): This index explores "the degree to which people in a society are integrated into groups." Individualistic societies have loose ties that often link an individual only to his/her immediate family. They emphasize "I" versus "we." Its counterpart, collectivism, describes a society in which tightly integrated relationships bind extended families and others into in-groups. These in-groups are imbued with unquestioning loyalty and support each other when there is a conflict with another in-group.
- (3) Uncertainty Avoidance Index (UAI): The Uncertainty Avoidance Index is defined as "society's tolerance of ambiguity", in which people accept or avoid the event of something unexpected,

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unfamiliar, or deviate from the status quo. Societies that score high on this index opt for rigid codes of conduct, guidelines, laws, and generally rely on absolute truth, or the belief that a single truth dictates everything and that people know what it is. A lower score in this index indicates greater acceptance of different thoughts or ideas. Society tends to impose fewer regulations, habituation to ambiguity is higher, and the environment is freer.

- (4) Motivation for achievement and success (formerly Masculinity vs. Femininity). MAS: In this dimension, masculinity is defined as "a preference in society for achievement, heroism, self-confidence, and material rewards for success." Its counterpart represents "a preference for cooperation, modesty, care for the weak and quality of life". Women in different societies tend to exhibit different values. In women's societies, they share humble and caring attitudes on an equal footing with men. In men's societies, women are somewhat confident and competitive, but significantly less so than men. In other words, they still recognize the gap between male and female values. This dimension is often considered taboo in extremely masculine societies.

In addition to these 4 basic dimensions, the model contains two other dimensions: (5) Long-Term Orientation vs. Short-Term Orientation (LTO) and (6) Indulgence vs. Restraint (IND).

Entrepreneurship often ignores the importance of the dimensions of national culture (the set of norms, behaviors, beliefs, customs and values shared by the population of the nation), and this project adapts activities based on national dimensions. The first four dimensions of national culture, such as individualism-collectivism (the strength of people's relationships with others), power distance (the strength of social hierarchy), masculinity and femininity (task orientation versus personality orientation), and uncertainty avoidance (how people can deal with ambiguity), are closely related to entrepreneurial competencies. In cultures with a high distance of power, a person of lower rank will voluntarily rely on a person of higher rank and feel relatively satisfied with that order (for example, student-professor, employee-manager) or will accept views without critical thinking. This is a real obstacle to creative and innovative thinking, which leads to intellectual conformity.

Second, in countries with a male-dominated culture (where people are motivated by precise and measurable goals such as social status, money, and public achievement) instead of feminine culture (cooperation, modesty, concern for the weak, and consensus on quality of life), enthusiasm for entrepreneurship is strong. This advantage is a reasonable threshold for encouraging entrepreneurial competencies. Third, suppose that individualism is dominant in society (where the enjoyment of challenges and the expectation of individual rewards for hard work are primarily present) over collectivism (maintaining harmony among group members transcends other moral issues). In this case, members of society prefer to start their own business rather than work in a socially safe environment. Fourth, suppose that the Uncertainty Avoidance Index is high. In this case, people do not feel comfortable in ambiguous situations. They are not happy, so they will "make up" by changing their plans as new information comes to light - which means a lack of self-confidence and dependence on predefined rules.

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These dimensions of national culture and their impact on entrepreneurship are largely unknown in training programs in vocational secondary schools, which was the reason for their inclusion in project activities.

	Country / Index	The Distance of Power	Individualism	Masculinity	Uncertainty
1	Serbia	86	25	43	92
2	Croatia	73	33	40	80
3	Bosnia and Herzegovina	80	30	40	90
4	Montenegro	80	30	50	90
5	Hungary	46	80	88	82
6	Austria	11	55	79	70

At first glance, it is evident that the indices of distance of power, individualism and masculinity (motivation) are extremely unfavorable in all countries – participants of the project, compared to neighboring countries (Hungary and Austria).

**The power distance index** ranges from 73 (Croatia) to 86 (Serbia), which means that people rely on higher-ranking people (e.g. professors, bosses, CEOs...) instead of making decisions on their own. It is an obstacle to the independent generation of new ideas, for new products and services, and requires special emphasis on strengthening competence, self-awareness and self-efficacy. The obstacles to this entrepreneurial competence are: self-censorship, fear of judgement syndrome and, to a lesser extent, fear of the unknown.

Fear of judgment is a complex condition that often stems from early childhood experiences, where getting approval from authority was crucial. This need for acceptance can lead to the development of a critical inner voice that perpetuates feelings of inadequacy, causing individuals to believe that they are not smart enough or competent. Understanding the causes of this fear and recognizing its impact on everyday life is essential to overcoming it. Strategies for overcoming this form of social anxiety and cultivating self-confidence in interpersonal interactions include dealing with fear, understanding its causes, and learning how to overcome it.

Strategies for overcoming the voice of judgment, recommended for exercises for students during creative workshops are:

Focus on the message: Focus attention on the value you provide instead of worrying about how you will be perceived.

Rephrase mistakes: Understand that small missteps are moments that we can identify with and can make you more approachable.

Practice positive self-talk: Replace self-critical thoughts with affirmations to strengthen your self-esteem and abilities.

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Engage with your audience: Build a connection with your audience so that they feel like collaborators, not critics.

These strategies can help students manage their fear of judgment and express themselves more freely and confidently.

Related to the fear of condemnation is self-censorship, when individuals are too critical of themselves and do not dare to express their thoughts and ideas, considering them not good enough. To overcome self-censorship, individuals are advised to apply various strategies to reduce self-censorship and find their voice:

Self-confidence skills: Empower individuals to express their opinions with confidence (and without fear). Self-esteem can help overcome self-censorship by promoting self-empowerment.

Awareness: Cultivate awareness of the present moment and accept thoughts and feelings without judgment. This approach can help develop self-awareness and emotional control, reducing the pressure of self-censorship.

**The individualism index** ranges from 25 (Serbia) to 33 (Croatia). In any case, this unfavorable index shows that individuals in the project countries prefer to work in a collective (socially safe) environment rather than starting their own businesses on their own.

To develop individualism among individuals, it is necessary to cultivate environments that foster personal autonomy, self-expression, and the pursuit of individual goals. Here are some of the strategies that can help in this process when working with students:

Encourage self-reliance: Teach individuals to take responsibility for their actions and decisions, fostering a sense of independence and self-sufficiency.

Acknowledging and celebrating individual achievements, which can help individuals feel valued and motivated to pursue their own goals.

Fostering a culture of independence: Encouraging individuals to make their own choices and decisions, even if they are not always in line with the group's expectations or consensus. (An example is the application of the black and yellow hats within the 6 Thinking Hats tool).

Encourage personal growth: Provide opportunities for individuals to learn and grow, which can help them develop their unique skills and talents.

By implementing these strategies, individuals can be encouraged to develop their individualism, leading to personal satisfaction and a more fulfilling life.

At first glance, these proposals are contrary to group work, which is applied in creative workshops, however, in group work, the individual contribution of each individual must also be provided, by rotating roles within the group, instead of encouraging dominant individuals to act on behalf of the whole group, which uncritically accepts the leadership decisions of the group leader.

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**The Masculinity Index** (now "Motivation for Achievement and Success") ranges from 43 (Serbia) to 50 (Montenegro) and represents an unfavorable environment for striving for individual success and rewards. To develop motivation towards achievement and success in your students, consider the following strategies:

**Set clear and specific goals:** Use SMART criteria to create goals that are specific, measurable, achievable, relevant, and time-bound. This helps track progress and keep you motivated.

**Break down larger goals:** Break down larger goals into smaller, feasible tasks to manage more effectively and reduce feelings of being overwhelmed.

**Regularly assess progress:** Regularly assess individual progress so that individuals stay on track, make necessary adjustments, and stay focused on achieving their goals.

**Celebrate small victories:** Acknowledge and celebrate small achievements along the way to keep motivation high and avoid feeling discouraged.

Implementing these strategies can help individuals stay focused, overcome challenges, and turn their goals into reality. Remember, true motivation comes from within and is essential for personal growth and success.

**The Uncertainty Avoidance Index** is extremely high and ranges from 90 to 92. This indicates that people in the countries participating in the project are afraid of uncertain situations and changes and prefer to feel safe "playing" by predefined rules, that is, it practically means that different ideas and opinions (different from the prevailing ones) are difficult to accept.

Some of the best practices for overcoming the fear of change are:

**Provide clear communication:** Create accessible feedback channels that help individuals identify pain points without feeling intimidated (e.g., anonymous questionnaires).

**Provide opportunities for learning and improvement:** Encourage continuous learning, improvement, and problem-solving skills to help individuals feel ready to adapt to change.

**Incorporate change and innovation into your facility:** Encourage experimentation and risk-taking when those activities would be most beneficial.

**Implement changes gradually:** When developing plans for carrying out activities, take into account cultural differences to avoid uncertainty.

**Lead by example:** Leaders must encourage problem-solving across all teams and adaptation in times of change by being open to new ideas and approaches.

These indices show an extremely unfavorable situation in the observed countries participating in the project in terms of readiness to start and develop their own business, which requires the use of basic and advanced tools to encourage entrepreneurial competencies. More on that a little later.

### 4. Analysis of the need to conduct training in the field of key entrepreneurial competencies

The most reliable way to check whether and to what extent student training in key entrepreneurial competencies is to determine the current level of knowledge in this field. For this purpose, a special 'Entrepreneurial Competencies Assessment Tool' has been developed, compiled in the form of a questionnaire, with the aim that users can find out their current level of knowledge about the 15 key entrepreneurial competencies according to the EntreComp model. The questionnaire contains 12 questions for each of the 15 key entrepreneurial competencies, most of them with offered answers, where the participant chooses one of several offered answers, while a smaller part requires a direct answer to the question. After the test, participants can compare their answers with the correct solutions. As a rule, the test results are not published publicly, but remain known only to each individual participant and will serve as a personal guide on the need for additional training.

Testing, in order to work more efficiently and lower costs – without printing materials, is usually performed on computers, the questionnaire is translated into a Google document and participants individually answer 180 questions. The estimated time for solving the questionnaire is 2 hours or, if the work is organized in two parts, then the estimated time is 1 hour for each workshop.

An example of a task with the choice of one of the offered options:

The A3 problem solver was developed as part of the production system:

1. Citroën
2. Audi
3. Toyota
4. Mazda
5. Ford

The student must choose one of the 5 answers that they believe to be correct. It should be borne in mind that the choice of the correct answer may be completely random, and not as proof that the information is known.

Here's an example of a problem where you want an explicit answer:

Name some channels of communication.

Example of a multiple-choice task: true – false:

When you set SMART goals, you're more likely to succeed in your endeavor.

- a) True
- b) False

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After testing, the results were summarized, comparing the answers from the questionnaire with the correct answers.

Osijek:

Serial Number	Area	Average percentage points (%)
1.	Spotting opportunities	51,50 %
2.	Creativity	43,56 %
3.	Vision	39,17 %
4.	Valuing ideas	41,05 %
5.	Ethical and sustainable thinking	47,90 %
6.	Self-awareness and self-efficacy	50,29 %
7.	Motivation and perseverance	53,06 %
8.	Resource mobilization	52,23 %
9.	Financial and economic literacy	30,65 %
10.	Mobilization of others	56,72 %
11.	Taking the initiative	56,05 %
12.	Planning and management	61,71 %
13.	Dealing with uncertainty, ambiguity and risk	52,22 %
14.	Working with others	62,65 %
15.	Learning through experience	71,66 %

Below-average values were recorded in the following areas:

Financial and Economic Literacy (30.65%), Vision (39.17%), Evaluation of Ideas (41.05%), Creativity (43.56%) and Ethical and Sustainable Thinking (47.90%).

Budva:

Regular No.	Area	Average score in percentage (%)
1.	Spotting opportunities	46,04
2.	Creativity	37,78
3.	Vision	48,01
4.	Valuing ideas	49,72
5.	Ethical and sustainable thinking	43,44
6.	Self-awareness and self-efficacy	42,23
7.	Motivation and perseverance	49,01
8.	Resource mobilization	38,72
9.	Financial and Economic Literacy	31,07
10.	Mobilization of others	39,83
11.	Taking the initiative	43,47
12.	Planning and management	51,98
13.	Dealing with uncertainty, ambiguity and risk	45,54
14.	Working with others	47,83
15.	Learning through experience	58,21

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Below-average values were recorded in the following areas:

Financial and economic literacy (31.07%), Creativity (37.78%), Resource mobilization (38.72%), Mobilization of others (39.83%) and Self-awareness and self-efficacy (42.23%).

Sarajevo:

Regular No.	Area	Average score in percentage (%)
1.	Spotting opportunities	48,02
2.	Creativity	38,13
3.	Vision	47,32
4.	Valuing ideas	47,53
5.	Ethical and sustainable thinking	45,92
6.	Self-awareness and self-efficacy	41,31
7.	Motivation and perseverance	48,40
8.	Resource mobilization	39,05
9.	Financial and Economic Literacy	28,93
10.	Mobilization of others	43,77
11.	Taking the initiative	36,85
12.	Planning and management	52,59
13.	Dealing with uncertainty, ambiguity and risk	47,47
14.	Working with others	44,43
15.	Learning through experience	57,58

Below-average values were recorded in the following areas:

Financial and economic literacy (28.93%), Taking initiative (36.85%), Creativity (38.13%), Resource mobilization (39.05%) and Self-awareness and self-efficacy (41.31%).

Common to all three participating schools is a below-average knowledge of the following competencies: financial and economic literacy, creativity, Valuing ideas, self-awareness and self-efficacy, resource mobilization.

After consolidating all the results, the aggregate average weighted results for the 3 participating schools are:

Osijek (61.97%), Budva (44.85%) and Sarajevo (41.62%).

These results represent the current level of knowledge of facts in the field of key entrepreneurial competencies according to the EntreComp model. Note: knowledge (in the sense of "I am informed", "I know the matter" or "I have used it in practice") does not represent an explicit conclusion that the level of knowledge is sufficient for entrepreneurial business. Namely, a distinction should be made between the knowledge of key entrepreneurial competencies (according to the EntreComp theoretical framework) and the possession of these entrepreneurial competencies. For example, one of these essential competencies is "creativity." Knowing everything about creativity, definitions, importance,

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examples of creative solutions in the practice of well-known companies and the like is far from a state where someone can say (and show practically in action) "I am creative." To recall, the goal of the 'Open Future' project is to acquire and improve key entrepreneurial competencies according to the EntreComp model, and this cannot be achieved only on the basis of getting to know the facts about the theoretical framework, but by applying appropriate tools (more on that later) in practical work with students during the project (24 months).

In the current phase, we have learned that the knowledge of key entrepreneurial competencies in the observed secondary vocational schools is insufficient and that it requires additional theoretical and, above all, practical training. Areas that are particularly insufficiently known give us a roadmap on what to put emphasis on, and when the results of the survey are compared with the dimensions of national culture, the correspondence is obvious.

### 5. Training for trainers

In order for the training of students to be effective and comprehensive, it is first necessary to train teachers to work with students. In this regard, developed a non-specific dedicated material called "Guide for Trainers".

In this material, created as a teacher's guide on how to successfully organize PBL workshops (project-based learning), readers will learn, among other things, how to build a balance between challenge and support (too many challenges with not enough support, students will feel lost and give up; too much support and not enough challenges, students will feel superior, without the will to actively participate), How to establish the trust of all participants without imposing authority (where each party takes its share of responsibility seriously and responds honestly to the training), how to encourage the active participation of everyone without self-censorship by introducing a right to make a mistake and an atmosphere where neither party will feel unimportant or even afraid to express their own thoughts, how to balance the relationship between dominant and silent students and how to stimulate cooperation to solve problems together. In creative workshops, teachers and students count on each other to meet expectations and use synergy, admit mistakes and correct them, because this creates a condition of respect and fairness.

This practical guide serves as an informative and educational material, informs teachers about the basic principles of working in PBL (project-based learning) and educates them on how to successfully implement creative workshops with students in practice, with additional tips on how to encourage creativity in the classroom.

The teacher training was organized as an introductory training, as part of the LTT training, when a 7-day work was carried out in a suitable environment for theoretical and practical introduction to the training material.

### 6. Training Material

The training material is a unique tool for achieving an entrepreneurial mindset that helps future entrepreneurs turn ideas into action. The material is primarily intended for interested parties who intend or want to start a business through the establishment of startup companies, to get acquainted with the techniques and procedures used by the most successful companies in the world when assessing market conditions for a successful start of entrepreneurial ventures - launching new products and services, analyzing business problem solving, assessing potential risks, setting priorities, setting smart goals, Effective communication, change management, analysis of lessons learned – all in the function of evaluating a business idea, rational use and acquisition of necessary resources and effective transformation of the initial idea into a successful entrepreneurial venture.

In addition to the theoretical part with definitions, descriptions and reasons for their application, the material contains 20 tools necessary for a successful start of startup companies, with practical examples of virtual companies that base their business on innovative products and services in conditions of hyper-production and global competition, for the purpose of sustainable development and business.

During the seven-day work, teachers get acquainted with this material, but in the form of practical work, so that they can replicate the same method of work in their work with their students, taking on the role of moderators, and not professors according to the ex-chair method.

One of the weakest links in all participating schools is the lack of self-confidence (self-censorship, fear of judgment and fear of the unknown), which is reflected in the unwillingness to express creativity.

To a direct question in the classroom: "Who thinks he is creative, let him raise his hand", without specifying what is meant by creativity, only a small number of students dare to raise their hand. Not because they are not creative, but because they doubt their creativity. On average, half of people think of themselves as creative, while the other half think that creativity is a "gift from God" and cannot be inherited or improved.

In this sense, it is necessary to dedicate one school hour to this topic, so that all participants in creative workshops can actively participate and not feel inferior.

After the first question, one of the following questions might read: "You received a million euros as a gift, provided you spend it within 24 hours, without any restrictions, of your own free will. Do you have any idea how to use them?" Now the vast majority raise their hand as a sign that they know how to use a gift. Conclusion: Anyone who has an idea of how to come up with a way to spend money - is creative. Explain to students what creativity means, in general (using imagination or original ideas to create something new), and what are the different forms of manifestation of creativity.

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For creativity, the most important driver is imagination, as Albert Einstein argued: Imagination is more important than knowledge, because knowledge is limited from A to Z, and imagination has no limits.

According to the theory of dominance of the left hemisphere of the brain, which deals with rational questions, versus the right hemisphere of the brain, which is in charge of imagination, initiation techniques are needed to activate the right side.

The left hemisphere of the brain is associated with logic, analytical thinking, memorizing facts, and language processing. It controls the right side of the body and is responsible for speech and language.

The right hemisphere is associated with creativity, intuition, and holistic thinking. It controls the left side of the body and is involved in image processing and spatial awareness.

To solve any task, the left side of the brain is first activated, which searches the "database" (memorized facts) for the same or similar situations. Only if the task is completely unexpected (contrary to the usual logic), the right side is activated in search of an unknown (original) solution.

Example: if the task is to pronounce the letters in alphabetical order (A, B, C...), each student will recite all the letters without any problems, quickly and safely (this is already memorized in the brain and is only repeated). If, however, the task is: read the letters of the alphabet, but in reverse order, for example, starting with the letter M, the student with great difficulty, and with pauses, pronounces the letter sequence (M, L, K, J, I, H, G, F, E, D, C, B, A).

Another example: The student should draw a simple house with two windows, a door, a roof and a chimney, using only simple lines. Anyone can do it in 10 seconds. Set the reverse task: looking at that drawing, on another sheet of paper the student should draw the same thing, but this time with his left hand (if he is right-handed and vice versa), so that the house is facing with the roof down and with the chimney on the left (if it was previously on the right). To perform this task, the right side of the brain is activated,

Optional: ask unexpected questions that are contrary to learned or common situations, such as, for example, when you see a bee, what comes to your mind first (e.g. a bee makes honey, hardworking, tireless, useful...); Ask an unexpected question: Think about it, what does a bee think when it sees a man picking flowers?

Exercises to stimulate the imagination (optional):

### Gold fish

Imagine you caught a magic goldfish. It was your life's dream and now you will finally have the opportunity to ask the goldfish to fulfill your three wishes. You are thinking of asking for a royal palace, like those fairy-tale castles you read as a kid, then a golden carriage with 6 white horses and a divine garden where the most beautiful fruits of all kinds grow. And after that, you just have to enjoy and be grateful that you caught the goldfish and realized that fairy tales you strongly believed in actually exist. But while you're thinking about your wishes, the goldfish says: "Fairy tales have changed in the meantime, and I no longer have the magic power to fulfill your 3 wishes. However, you have the ability to make one wish for me and it will come true, unless you wish for me to have magical powers again,

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which are irretrievably lost. Please tell me your wish for something beautiful to happen to me. I will be happy; and you will have pleasure of doing a good deed and will feel great."

Think about what the best wish for a goldfish might be (alternatively imagine 3 options and choose the one you consider the most important from a fish's perspective).

### Aladdin's Magic Lamp

Imagine you just inherited an old house and can turn it into your new home. You decide to thoroughly clean the attic and get rid of all the old unnecessary things. In a pile of old dusty boxes, you find a suitcase with a padlock on which it's written: do not open! Your curiosity overcomes your fear, and you manage to break the rusty padlock and open the box. In it you find a sack tied with 3 gold chains. When you untie the chains and finally open the sack, you are disappointed that instead of the golden jewels you expected, you find only one old and dirty petroleum lamp. You want to throw it with the sack right away, but suddenly bluish smoke comes out of the lamp and before you realize what is happening, a smoke forms the shape of a ghost, which to your great surprise starts speaking: "Please don't put me back in the sack, I've been imprisoned here for 1000 years and now for the first time in a long time I see light. In return, you can make 3 wishes, not for yourself, but for the 3 people you love and care about most. You can ask for one wish for each of them – anything you want apart from material things."

Consider what would be the most important to each of the 3 people selected, and what they need at the moment.

### The Frog Prince

Imagine you wake up one morning and next to your bed you see a big green frog. But before you manage to jump out of bed and grab a slipper to defend yourself from the creature, the frog quickly jumps across the room and suddenly finds himself on the bedside table and says: "Please don't hurt me! Even though I don't look particularly attractive even to myself, I am actually a cursed prince who an evil witch turned into a frog when I refused to marry her daughter because I loved another girl - our maid's daughter. Even though everyone thought it was impossible love, I didn't regret it neither then nor now. Do not be afraid, I am not asking for a kiss to get back to my natural form, but if I fulfill your 3 greatest desires I will finally be freed from the curse. You have the right to choose 3 supernatural powers that no one in the human kind possesses and all 3 wishes will be fulfilled if you truly believe that they will bring you happiness. If you don't have 3 wishes, you can choose two or just one. "

Think about what might make you happy personally, that you need supernatural powers for.

### The little Mermaid

Imagine you're traveling on a cruise ship around the world, in pursuit of an adventure on mystical seas and oceans, the voyages sailed by Columbus, Captain Cook, ancient pirates, or contemporary pirates from the Caribbean. You can already feel the salty breeze tousling your hair and the water droplets splashing across your face as the bow of the ship relentlessly cuts the restless waves of blue depths. It all

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reminds you of your childhood dream when you fantasized of such a journey, but suddenly, a strong wind raises huge waves and in an instant the ship sinks and endless darkness ensues. When you regain consciousness, you are on a small, deserted island in the middle of the ocean, alone and without anything, without food, water or clothes. And before despair over the hopeless situation overwhelms you, a little Mermaid appears before you: "You are the only survivor of the shipwreck, everyone else has been killed in the depths of the sea. Unfortunately, there is no salvation for you either, because you have no chance of surviving. The only thing you can do is do one good deed for humanity as a whole. May it be your farewell gift to the human kind that will be remembered by all future generations. Anything you wish for will be realized. When you're ready, tell me your wish, but keep in mind that the clock is ticking, so think now. "

Think about what you would like to be remembered for by all future generations. Although you might have more good deeds in mind, choose only one and explain to yourself why this, and not something else, which is also very significant and important.

### E.T. the Extra-Terrestrial

Imagine your dream of traveling in a spacecraft and watching Earth from the universe finally comes true. What you could only see on film before is now playing out before your eyes. What a wonderful feeling, seeing the Big Blue Ball and trying to identify the continents and oceans according to the lessons learned in geography, though everything looks much more beautiful and mystical now. And as you envision this journey and how you will tell this story to everyone you know, with the thrill of having the opportunity to embark on your first commercial flight around Earth, you suddenly feel something fall into your lap: you look in amazement and don't believe your eyes - it's E.T. You know him from the movie but thought it was just a fictional character. Still, as you look around incredulously to see if other passengers are seeing the same thing, E.T. addresses you in a soothing voice: "Don't worry, no one but you can see I'm here. Only you have enough imagination to see what is happening in the parallel world. We really exist and live next to you, but in another dimension and our worlds do not overlap. We love watching what you do and we look forward to seeing your new discovery and success. The only thing that really bothers us, is that you call us aliens or extra-terrestrials, even though we live on the same planet Earth as all of you. We would be very happy and pleased if you came up with another name for us. "

Consider and think of three possible suggestions for naming these cute creatures who live right next to us and virtually share the world with us.

### Emerald City

Imagine going on a trip somewhere in the hills of an exotic island and enjoying the chirping of birds and the warmth of the early morning sun, while drops of dewy grass moisten your bare feet from time to time. The plan is to climb to a clearing where you will have a picnic on the grass beside the creek, while the water flows continuously, and butterflies fly from flower to flower in search of delicious nectar. It all looks picturesque and you wonder why you didn't make this journey before, when suddenly black clouds rise in the sky and in a moment the day turns into night. The wind carries you like a straw and just as you start thinking about the worst scenario, the night turns into a day again and now you don't believe your

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eyes - the Emerald city is in front of you, which you know only from the fairy tale The Wizard of Oz. You pinch your cheek to make sure you aren't dreaming, and then you see Tin Man that kindly offers to take you to the town center. Along the way, he tells you his sad story of how he lost his heart over an evil witch and desperately wants to get it again so that he can marry his Munchkin girl. In order to accomplish this, he needs your help: "Only if the evil witch gets a potion with 3 traits that will overcome her malice and powers, which are black magic, alchemy and sorcery, will her witchcraft power disappear and the residents of the Emerald City will be released from the curse, and everyone will live happily and peacefully again. "

Consider and decide what three-character traits you will propose to Tin Man so that the powers of the evil witch can be overcome, and he transformed into a human being again?

### Pinocchio

Imagine winning an award - a trip to Tuscany (Italy) for 2 weeks. You have a list of all the sights you want to visit and make memorable photos that you will proudly show to your friends and relatives upon your return home. And finally, you arrive at your destination and start exploring. Unlike the rest of the group that obediently went with a tour guide, you set out on your own to visit all the places of interest, and so you end up in a small village where the story of Pinocchio started, a wooden puppet who dreamed of one day becoming a real boy, to be brave, selfless and honest. You go into the house of the famous carpenter, which has now been turned into a museum, and everything you once imagined in your head from good night stories, you now see live: woodcarver's workshop, woodcarver's tools, and of course, a wooden puppet in a rocking chair. Suddenly, the whole room begins to shake, and just when you think: an earthquake, run away as fast as you can, the room fills with darkness and 4 oil lamps on the wall start to glow. Behold a miracle, as the wooden puppet rises from the chair and tells you: "Thank you for finally coming to revive me. After more than a hundred years, I have already lost all hope that someone with firm faith and imagination will help me return to life. I know this seems a little weird to you now, but I really exist and want to be a part of today's world, which I know nothing about now. I am brave, honest and selfless, are these qualities that I need to be successful in life, or do I need some more character traits in the modern world? "

Consider and suggest to Pinocchio the 3-5 most important character traits (not skills, he will later master those) you believe he needs to be successful in life in general, for family, friendship, love, school, work.

### Sleeping Beauty

Imagine traveling on an old nostalgic train, one where you can hear the even rhythm of the train on the rails, while the smoke from a steam locomotive carried by the wind encircles the windows. Wooden benches awaken the romantic memories of time that passed. Travelers in old times, just as they are now, were stunned to see the high mountain peaks and scattered lakes full of white-water lilies and green foliage. While the sound of the locomotive's siren is piercing through the sky, passengers are waiting for the first stop, where lunch with traditional local cuisine would be served. Finally, with the

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squeaking of the brakes and a cloud of water vapor, the train stops, and passengers scatter on the platform to look around and enjoy the fresh mountain air. You prefer to go in the direction of an abandoned shed, all overgrown with thick bushes and red roses. And while you're wondering whether to enter the small cabin, a powerful force pulls you in and in the blink of an eye you are in a room where a real prince is sitting and crying. You think you must be dreaming, but a strong voice stops you in your tracks: "Do not be afraid, traveler, you are not dreaming, you have stepped into a time machine and went back 1000 years in history. You have arrived at the right time, just as I started to lose all hope. Alas, I tried in vain to wake the sleeping princess with a kiss, but I failed. Help me with your advice, what can I do to wake her up, get married and live happily ever after?"

Think and help the prince to wake up the princess. What does a prince have to offer a princess to wake her up and marry her?

### Hansel and Gretel

Imagine visiting a museum called "Goodnight Stories" that features exhibits of your favorite fairy tales that awaken the most beautiful memories. You go from one exhibition venue to another, and before your eyes various characters come to life, whose adventures you have listened to breathlessly before someone switched off the light in your bedroom. These were the best moments of your childhood, and you always looked forward to the next part of the story, which you believed was true without a doubt. How could you not, when they were so interesting, instructive and fun. And all of a sudden, you see a famous candy and chocolate house, which you have seen in your dreams so many times and thought how nice it would be to spend the whole day nibbling on the walls, windows and the furniture. You can't resist peeking and seeing what's inside. But at that moment Hansel and Gretel come out of the house, and as you rub your eyes and look back to see if anyone else sees the same thing as you, they tell you, "You like our sweet little house, don't you? It's been like this for hundreds of years, but now times are different, and we have to decide what to do with it in the future. Please kindly advise us what kind of chocolates to make, which no one else makes, and change our usual menu? "

Consider and propose to Hansel and Gretel at least 5 types of chocolates or sweets with added ingredients, which no one else has thought of, that you would love to taste.

### Santa Claus

Imagine it's Christmas time and you go to buy presents for your loved ones, family, relatives, friends and everyone else you want to cheer up for the holiday. The snow is already falling and it's almost dark but buying gifts can't wait. The streets are full of people rushing somewhere, with the occasional sound of sleighs creaking in the snow and bells hanging around the necks of majestic horses - a true winter paradise. Here and there you can hear children laughing, and it reminds you of the days when you yourself were expecting presents from your parents. In a small side street, far away from the hustle and bustle, you see red sleds with reindeers waiting in front of the blacksmith shop. You get closer to see it better and since there is no one nearby, you decide to sit on the sled for a moment and take a few selfies. But before you manage to take even one picture, reindeers start to rush at full speed and you find yourself in the star lit sky. Not long after, the sleigh comes down into a small, snow-covered village

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and you see Santa Claus in person. "Welcome friend, I knew I was going to have company tonight, so I made dinner, come with me." After various delicious meals, Santa Claus asks you for advice: "For years I have been cheering up many children with gifts, but times are strange nowadays as children no longer know what they would like, so I do not receive letters with their wishes. What new can I give them to make them happy like before?"

Consider and advise Santa Claus, what could he give to children who already have everything (cell phones, computers, all possible toys...) while truly looking forward to the gift they did not expect?

### 7. Student training

When all the preparatory activities are completed, it is time to start working with the students, in order to strengthen their entrepreneurial competencies. 20 tools used by the most successful companies in the world have been selected for gradual adoption by students participating in the project activities. We organized 20 creative workshops, with the dynamics of implementation once a week for 2 school hours, in groups of 20-25 students. The PBL (project-based learning) methodology was applied, with informal groups (students choose their own group members) with an average of 5 members each. Another possibility is that teachers form groups of 5 members, according to some of their criteria, but there is a danger that in such situations some students do not feel relaxed and do not dare to express their opinion due to the "voice of judgment" syndrome, especially if such a group is dominated by an individual. Each workshop is led by one to two facilitators, who have been previously trained in LTT activities.

The general principle of operation is: getting acquainted with the tool (definition, manner and purpose of use, advantages...), then presenting an example on a (real or virtual) product or service, in order to see the practical use of the tool (optionally, in addition to examples from the global market, it is desirable to cite an example from the local – regional – national market). This is a work according to the standard principle of ex-departments, where students are in the phase of passive listening and assimilation of information. Sticking to the well-known saying: when I hear – I forget, when I see I remember, and when I do it myself – only then do I know, students should be allowed to participate actively – first to do the exercise task within their groups, and as the last phase is for the students themselves to propose an example and analyze the strengths and weaknesses, i.e. the possibilities and dangers for the selected examples. To ensure the active participation of all students in each group, a system of role rotation may be applied (for example, that each of the students is the speaker and highlights one aspect of the problem or solution) or that each student builds on the presentation of the first one and continues the presentation and so on. This prevents only dominant individuals from expressing their opinions, and other members of the group from accepting it without critical thinking or emphasizing their opinions or ideas that are different or contrary to the former. One of the options that should be avoided is direct calling out of group members by teachers to express what they think about a topic, because it causes a counter effect – some quiet individuals then become even more introverted and feel uncomfortable. Instead, they should be encouraged, stating that workshops are a place where every opinion is valued, and that even wrong answers are valuable because it is an opportunity to clarify

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what is wrong and why, and the best way to learn from mistakes. Dominant students should be encouraged to be understanding and give others space and time to express their thoughts. Through a joint discussion, an optimal solution will be found, according to the group's opinion.

### 1. Workshop

The first topic was the SWOT analysis, which is more or less known at least at the level of information. The facilitator explains the SWOT analysis and its components (strengths, weaknesses, opportunities and threats). Give examples for each of these 4 elements: Strength of the company (brand, marketing, social networks, location, advanced technologies, personnel, innovation, recipes, service network, environmental standards, certified quality standards, etc.), Weaknesses (lack of online sales, outdated technology, unfavorable location, insufficiently trained staff, lack of financial resources, unrecognizable brand, poor customer service, imbalance of cash inflow and outflow, lost consumer trust, etc.), Opportunities (new markets – geographies and segments – e.g. Generation Z, new partnerships, new products and services, social networks, market trends – e.g., organic certified or vegan products in line with the requirements of new consumer segments, etc.) and Hazards (increased competition – increase in competing products or entry into the market of non-standard suppliers – e.g. Uber as a supplier of passenger transport services enters the catering and restaurant food delivery market, change in regulations, change in demand or customer preferences – e.g. fast food instead of traditional restaurants with a classic offer, decrease in demand due to economic factors – decline in living standards).

As part of the explanation of these four elements, the example of the world-famous brand APPLE is given.

In addition, the example of a hypothetical start-up company (as an idea for an innovative service) "Pet Pals" for mobile pet care services is given. This company offers pet owners the convenience of having their pets cared for in their home while the owners are at work or traveling. For the job, the company plans to hire students who can take care of pets and at the same time study for college using recorded lessons. The moderator represents the company "Pet Pals" and opens a group discussion and invites all workshop participants to present their opinions on strengths, weaknesses, opportunities and threats. All students are encouraged to express their opinions, noting that this is just an exercise and that they are not looking for exact answers (which are not pre-defined) but a simple form of brainstorming. At the end of the discussion, the results are summarized, which boil down to the basic conclusions: Pet Pals has a unique and distinct service that can differentiate itself from competitors and attract customers who are looking for a more convenient and personalized pet care experience. However, Pet Pals will have to overcome the challenges of limited resources and competition from already established pet care services.

The final stage of the exercise is solving a task (modeled on the previous example of Pet Pals), for a hypothetical company called "Edu Woods" that intends to produce educational wooden toys instead of plastic toys for children. Students should apply sSWOT analysis and identify the strengths, weaknesses, opportunities and threats of this production, using sustainability factors

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A SWOT sustainability analysis (sSWOT) is a tool used to assess environmental risks and opportunities for businesses.

This is the first opportunity to work in groups of 5 participants, independently of the other groups, and each group expresses its opinion on a given example. The emphasis is on sustainability in each of the 4 elements.

Each group presents their view of the elements of the SWOT analysis, which is an opportunity to hear different opinions, without criticizing anyone's opinion. As an example, the advantages of wooden toys over plastic toys are given: renewable resource, biodegradability, durability, health safety (no harmful chemical components), safety for young children – no small parts that can be swallowed and no risk of poisoning in contact with the skin/mucous membranes, etc. Weaknesses include, for example, limited choice of colors, shapes or designs, higher selling price, more expensive raw materials and production process, lower availability in a limited number of stores, etc. Opportunities include: promotion of environmental standards and sustainable development, which affects higher demand, innovative wooden toys for activities outside the home, change of tax policy to stimulate sustainable production and environmental protection, cooperation with preschool and school-age institutions on educational wooden toys, etc. The dangers are most often expressed in the form of competition from manufacturers of plastic toys, which are usually much cheaper, and offer a larger range of attractive colors, shapes and designs, competition from software companies that offer video games (often for free, but with advertising messages), the economic situation that lowers the standard of living and thus the demand for more expensive wooden toys, etc.

The general impression is that the students enjoyed the workshops, gradually freeing themselves from the fear of condemnation and, encouraged by the moderators, freely expressing their opinions, out loud, so that the discussion at times was in the form of a race to see who would present their argument first. The atmosphere in the classroom was cheerful, relaxed and dynamic, and the guidance from the moderators, to listen to other participants and respect the right of everyone to express themselves, was minimal. This is an encouraging start to the training and a strong incentive to continue with this methodology, instead of the usual ex-chair method.

Finally, it is necessary to commend all students for their successful work (as an incentive to participate in the next workshops and strengthen self-confidence).

## 2. Workshop

The topic of the second workshop is an introduction to the tool called "Business Opportunity Assessment."

The first step is to analyze the market and spot potential demand that is not being met. As an example, the company Uber was created by observing, on the one hand, the lack of taxis in cities and, on the other, the unused fleet of privately-owned vehicles, for most of the day (cars are sitting in the garage and do not bring any income). The second step is to assess the competition, which offer the same service in the city as Uber, which are taxis and public transport of all kinds (metro, buses, trams, suburban railways...). The third important question is the assessment of the feasibility of the idea, i.e. what is needed to offer a convincing solution that will actually encourage the necessary change in

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spending by customers/clients. The fourth important question is: Is the intended entrepreneurial venture financially viable? Will our target customers pay enough for our product or service? An alternative, such as public transport (which is cheaper) can attract a larger part of our target market; Also, if our prices are not stimulating enough in relation to more expensive taxi transport, which has the benefit of being recognized on the market as a registered provider in relation to private individuals who offer transport in their own cars. Fifth question, do we have the right team to implement the idea? This requires the right skills, expertise and experience, as well as driving forces, which mean that the team shares the same vision, passion, motivation and perseverance.

If the bearer of the idea for a business venture can answer all these questions in the affirmative, then he has convinced himself that this opportunity is worth the investment. But you also need to convince others, whether they are potential clients, employees, partners, or equity providers, that the idea is worth investing in and useful for meeting demand. Are potential buyers willing to do something they are not currently doing (individual transportation instead of public transportation) or to do differently than they are currently doing (public transportation or taxi services).

An additional issue is intellectual property law: copying someone else's idea that is protected anywhere but covers your target market can lead to a loss of invested resources and consumer trust. If a product or service can be protected by a patent, copyright or trademark, this should be used, bearing in mind that this requires additional (often not small) financial investment. Another checkpoint that requires analysis, whether all investments and efforts can be valorized in the market?

For a practical test of understanding of this tool, the students were again given the task of applying the "Business Opportunity Assessment" tool for the start-up company Edu Wood, which intends to produce wooden toys.

First, an assessment of the market needs for wooden toys was made. Each group gives its own opinion, so it is stated, among other things, that in accordance with the development of environmental awareness and sustainable development, there is an increasing demand for wooden toys, which can be further enhanced through education through official channels and social networks; The target market is parents who want safe toys for their children: the market is dominated by plastic toys, which are often chemically unsafe, which gives room for the marketing of safe, long-lasting, environmentally compliant and sustainable development, wooden toys. In terms of competition, there are already manufacturers selling wooden toys (mostly local and with a small volume of production), but also indirect competitors are manufacturers of plastic toys and electronic video games, which compete to win the market. In terms of technical feasibility, it is not a demanding production and different shapes and purposes of toys for children and adults can be designed, while considering safety and preventing the possibility of injury (sharp edges or corners, non-toxic protective coatings - varnish, paints, stickers). It is desirable that the original forms of toys are protected in the form of copyright (prohibition of copying), as well as the logo and name of the company through the trademark protection system. The assessment of financial profitability through the ratio of investment and profit is positive, given the relatively low prices of raw materials and production costs, on the one hand, and the prices of the final product, on the other. The educational character of toys (compared to the primarily entertaining character of video games) and the applied environmental standards of sustainable development (compared to the production of plastic toys that pollute the environment) justify the higher price of wooden toys that conscious buyers are

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willing to pay. It is planned to sell online (which requires minimal investment compared to traditional sales through its own retail stores) and placement through a network of other people's retail stores under a partnership agreement. The moderators cited a new trend, and that is the so-called EDUTAINMENT, which means that the toy is fun, but at the same time it is designed to be educational. In the end, when all the previous elements have been evaluated positively, it remains to assemble a team that has enough knowledge, experience, skills for the intended venture, but also to share passion, vision, perseverance and commitment to achieve the goal and that each team member has the responsibility and responsibility for their part of the job (design, marketing, finance, production, inbound and outbound logistics, etc.).

In a relaxed atmosphere, the teams participated freely and with a lot of enthusiasm in teamwork and discussion, citing as examples some of the ideas for wooden toys that would be interesting for the market.

All opinions and ideas were recorded and the moderators praised the participants for their active work and contribution to the implementation of the task for the implementation of this tool.

### 3. Workshop:

The A3 is an A3 troubleshooting tool developed by Toyota and named after the paper size it uses, which is A3 (420x297mm). An A3 report is a single sheet of paper that summarizes a problem and how to solve it. It contains 6 steps, which are:

1. Cause of the problem
2. Current situation
3. Goals set
4. Root Cause Analysis
5. Countermeasures
6. Implementation.

The task holder and deadlines for the completion of the work are precisely defined and represent personal responsibility.

On the example of EduWood, the moderators clarify the problem that exists: the lack of quality wood as an input raw material for production, and this threatens the image of the company, which implies the top quality of final products. Current situation: due to the lack of quality wood, the volume of production is reduced and market demand cannot be met. The set goal is to find an alternative supplier who will provide raw materials of the required quality – according to the company's standard and in sufficient quantity to overcome the problem of insufficient production volume. Root cause analysis: the supplier has lost a customer who has found a better manufacturer, which has reduced revenues, as a consequence of which there is a lack of investment in new equipment and technology and work with obsolete equipment, and the consequence is an insufficient volume of quality wood. The way out of the situation is: finding an alternative supplier of quality wood, with competitive prices and delivery

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conditions. Implementation follows: supplier selection, contract conclusion, raw material delivery, quality control, payment. After these 6 steps, the result is confirmed or monitored: checking whether the problem has been solved and monitoring over time whether the solution is viable.

After the introductory presentation of the tool and examples of its implementation, the students are given a challenge: on the example of the same company (EduWood), a problem arose: a decrease in sales during the summer months. The task for all groups of students is to create an A3 report with 6 elements, as shown in the previous example. A lively discussion developed here, but all the groups initially worked independently, and eventually exchanged views. To sum up, most have concluded that summer is a time of vacations, school holidays, travel and passive entertainment. Slowed sales mean reduced revenues for the company. The goal is to increase sales (and revenues) (e.g. by 20% compared to last year's summer season). Possible causes of the problem include: an inadequate marketing campaign (website), a decrease in demand for classic indoor toys and a lack of incentives for shopping. As countermeasures, the following are proposed: the offer of new lines of wooden toys for outdoor play (on the beach, on a picnic, on the grass...), the offer of special discounts for purchases during the summer and the activation of intensive promotion through social networks. Implementation is planned for the next summer season. The analysis of the achieved effects will check the effectiveness of the envisaged measures and, if necessary, make corrections for the next summer season.

The students presented some potential problems that could be solved with this tool (e.g. increased number of complaints about the quality of the product – parts of toys peel off the support board, they are not waterproof – when they get wet, toys are deformed, etc.)

It is estimated that this tool is very simple, but effective for solving the causes of minor problems that manifest themselves in the business of any company. It's easy to remember and implement.

## 4. Workshop

The following tool is mostly known and its application in practice is not uncommon, although it is sometimes not listed as a special tool – Brainstorming. On different occasions and during various activities, teachers ask students to express their ideas, opinions or suggestions on a given topic, whatever comes to mind, without much thought or analysis. This is exactly the feature of this tool. Brainstorming is a creative groupthink technique used to generate ideas and solve problems. The goal of brainstorming is to generate as many ideas as possible, no matter how feasible or practical they may seem. Once all the ideas are listed, the group can evaluate and refine them to determine which ones are the most promising.

Example: a teacher asks the class how to tidy up the schoolyard. All ideas are voiced out loud, without any judgment from other participants or analysis of usefulness or feasibility. The more ideas, the better. Encouragement from teachers is key to breaking self-censorship or the voice of condemnation and creating an atmosphere in which every voice is respected and valued, no matter how much the proposal

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is in line with the opinion of the majority. Diversity and abundance of ideas is the main goal, because as a rule, quantity generates quality.

To present the tool on a practical example, we return to the old familiar example of the startup company Edu Wood. Edu Wood is trying to invent a whole new toy for adults as there is a gap in the market for educational and fun toys for adults. Students are tasked with generating ideas for a new toy for adults that is both educational and fun.

The initial step is an analogy with existing popular toys in a different form. For example, the famous paper jig-saw puzzles can be made from wood. Then, Lego bricks can be replaced with wooden blocks of different sizes, to make different shapes and designs. Memory Matching Games (Memory Matching Games) where the goal is to find a suitable pair for each image (e.g. a set of 20 tiles – of which 10 pairs with the same image – all the images on the tiles are first visible and then turned upside down: one of the tiles is opened and its pair should be found by memory). A crossword puzzle where each player adds one letter until a recognizable word is formed. Detective clue detection games to solve cases from police investigation, strategy games to outsmart opponents, etc.

As the next task, the students are asked the question: how to promote the sale of wooden toys for adults in the most affordable and economical way. Format: Group discussion, without dividing into groups of 5 members.

The rules for this workshop are as follows:

Define the problem – adult toys are not common and their sale should be promoted.

Create a comfortable environment: This can be done by providing snacks, drinks, and comfortable seating.

Set ground rules: Everyone should understand that all ideas are welcome and that there is no criticism or evaluation of ideas during this session.

Encourage participation: Encourage all students to participate in a brainstorming session. Make sure that everyone has the opportunity to share their ideas, and that no one dominates the conversation.

Take note of all the ideas generated during the brainstorming session.

The results of the idea generation during the group reflection in the workshop are:

Social networks - Facebook, Instagram and Tik-Tok. The campaign emphasizes the advantages of wooden toys, such as their 'edutaining' character, durability and environmental friendliness.

Influencers: Hiring influencers (who have a large following on social media) to promote the sale of wooden toys for adults. By promoting the benefits of wooden toys, they encourage their followers to buy them.

Word of mouth: Satisfied customers should be encouraged and encouraged to spread the word about wooden toys for adults, through the granting of discounts or gifts to customers who direct their friends and family to buy.

Collaborate with other businesses that sell complementary products such as wooden furniture or home décor.

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Email marketing to promote the sale of wooden toys for adults by sending newsletters that highlight the benefits of wooden toys and offer exclusive discounts to subscribers.

Online sales through well-known online platforms such as Amazon and Etsy (in local markets, for example, Pineapple, Everything for the Home, etc.). These platforms have a large customer base and can greatly help reach a wider audience.

Mobile stores (pop-ups): By setting up mobile stores in areas with a lot of visitors such as shopping malls and amusement parks, the sale of wooden toys for adults can be promoted, including discounts for customers who make purchases on the spot.

The overall impression is that the topic of group thinking is very well accepted and supported by all participants.

As an advanced form of Brainstorming, a similar technique called Brainwriting is also used. It's similar to brainstorming, but instead of speaking out loud, participants write down their ideas in silence. After a few minutes, each person passes their work on to the next person, who then reviews the ideas and adds something of their own. This process continues until the papers have come full circle, and then all the ideas are distributed (usually on the board). This helps quiet learners to actively engage in the idea generation process, without fear that their ideas will not be in line with the prevailing ideas of the majority (which are most often put forward by dominant individuals, and others adhere to these ideas without critical thinking, which are not necessarily the best).

## 5. Workshop

A problem statement is a tool that serves to identify a problem, compare the real situation with the ideal situation, and suggest a way to solve the problem. In short, the tool serves to identify the current state, the desired future state, and any gaps in between.

The tool contains 4 key elements:

- Ideal situation
- Reality
- Consequences
- Proposal

To identify the problem, the 5 Why and 2 How (5W2H) method is suggested, which involves answering a series of questions that help define the problem and identify potential solutions. This process involves identifying what the problem is, why the problem is, when and where the problem was identified, who is affected by the problem, how they affect the problem, and how much impact the problem has. The questions are:

Chapter 1: What is the problem or problem that needs to be solved?

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2w - Why: Why is this problem important? What are the consequences of not resolving?

Chapter 3: Where is the problem? Is it located in a specific area or department?

4w - When: When did the problem first occur? Is this a recent issue or is it an ongoing one?

Chapter 5: Who's the Problem? Who's responsible for dealing with it?

1 H - How: How does the problem arise? What are the underlying causes?

2 H - How much: How much does the problem cost the organization in terms of time, money or other resources?

To help students understand how to use the tool, an example of a hypothetical company called Only Fresh & Health, which distributes healthy organic food. The products, called "FreshFoodBox," feature a select mix of fruits and vegetables in a variety of combinations, and customers can choose from 20 different combinations and boxes in 3 sizes - small, medium and large. These products arrive directly from the field and are delivered to customers the next day, packaged in a protective atmosphere. Distribution channels are online sales and food chains.

The problem: products from the "FreshFoodBox" that were previously delivered to food chain retailers were returned because they did not comply with quality standards. Application of the 5W2H method to the problem statement.

5W2H method:

What: What's the problem? Excessive use of insect repellents.

Why: Why is this a problem? Excessive use of insect repellents can lead to health problems and environmental damage.

Where: Where does the problem occur? In the use of insect repellents.

When: When does the problem occur? Whenever insect repellents are used during the growth phase of plants.

Who's responsible for solving the problem? Individuals using insect repellents.

How: How will the problem be solved? Reducing the use of insect repellents and exploring alternative methods of pest control.

How much: How much will it cost to implement the solution? The cost of implementing the solution has yet to be determined.

For the exercise, the students were given an assignment for the same company, but with the following problem: Only Fresh&Health is unable to fulfill the orders of its customers and has to postpone or cancel some deliveries, due to a large increase in demand.

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Working in groups, students should create a Problem Statement with 4 elements. After presenting all the groups, a summary report is made, with the essential elements, without repetition.

**Ideal situation:** The company provides its customers with high-quality, fresh and healthy organic food products that are delivered quickly and affordably.

**Reality:** Due to the sudden increase in demand, the company faces a shortage of supplies from local suppliers and cannot fulfill the orders of its customers and has to postpone or cancel some deliveries.

**Consequences:** Customers are dissatisfied with the shortage and there is a risk of losing confidence in the company, which could lose its competitive advantage and reputation in the market.

**Suggestions:** The company should look for alternative sources of supply from other regions or countries that can provide organic food products at a reasonable price and quality. The company should also communicate with its customers and apologize for any inconvenience. A company should offer some compensation or incentives to retain its loyal customers and attract new ones. The company should also invest in expanding its production capacity and improving its logistics system to prevent future shortages.

## 6. Workshop

The 6-hat thinking method is an attractive way of evaluating ideas, through group thinking that is directed depending on the color of the hat on the head of the moderator (or student). The Six Thinking Hats method is a problem-solving technique developed by Dr. Edward de Bono. It is designed to help individuals and groups think more effectively by dividing thinking into six different ways.

In one example, a moderator explains how to work. The start-up company Boot&Foot has decided to offer a new product to the market: winter shoes that have a built-in heater that runs on a rechargeable battery and provides heating of the feet for up to 6 hours.

The moderator puts a white hat on his head, and then the students can ask questions about the product. The moderator presents the facts about the product in question:

Winter shoes have a built-in heater that runs on a rechargeable battery.

The heater provides heating of the feet for up to 6 hours.

The shoes are designed for use in cold weather conditions.

A red hat on the head means that students can express their emotions about the product, for example:

**Excitement:** Some students are excited about the possibility of keeping their feet warm in cold weather.

**Skepticism:** Some students are skeptical (distrustful) about the effectiveness of heaters or the durability of shoes.

**Curiosity:** Some students are curious about how the shoes work on the battery or how the battery is changed when it reaches the end of its life.

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A black hat is an opportunity to point out possible risks or weaknesses of the product. Even an author who is enthusiastic about his idea must point out at least one negative aspect of his idea. Nothing is perfect that cannot be fixed. Examples of thinking for a black hat:

Battery life: Battery life may not be long enough to provide adequate heating for an extended period of time (capacity decline).

Durability: Shoes may not be durable enough to withstand harsh weather conditions.

Cost: Shoes may be too expensive for consumers.

A yellow hat gives the opportunity to point out the good aspects of the product (or the idea for the product). All students are asked to identify at least one positive aspect of the idea, even if they don't like the idea at all. Example:

Warmth: Shoes will provide warmth and comfort in cold weather conditions.

Advantage: The shoes are easy to use and do not require any external heating sources.

Innovation: Shoes are an innovative solution to the problem of cold feet in winter.

The Blue Hat provides a reflection on the topic: how to ensure that the problem is effectively managed and that the goals are achievable. Example:

Conduct market research to identify potential customers and target market segments.

Develop a pricing strategy that is competitive and affordable.

Create a marketing strategy to promote a new product.

The green hat is key to evaluating an idea for a new product, that is, the opportunity for students to present their ideas in order to improve the initial idea for the product and make the student more effective. Here are some suggestions that were given by the students:

- Develop a mobile app that allows users to control the temperature of their shoes.
- Create a line of accessories that can be used with shoes, such as thermal socks or insoles.
- Develop a line of footwear for different climatic and weather conditions, such as autumn (for rain) or winter (snow).
- Shoes that generate electricity from kinetic energy: a system that allows energy to be efficiently harvested using the kinetic energy found in our feet and generated when we walk or run while wearing battery-powered shoes.

For additional exercise, the students were given the task of evaluating another idea for a new product according to the same principle: antibacterial socks that can help prevent the growth of unwanted bacteria in the fabric, and thus eliminate unpleasant odors.

Product Improvement Ideas (by applying a green hat):

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Develop a line of socks for different activities, such as running – walking or training.

Make a line of socks for different weather conditions, such as rain or snow.

Develop a line of socks with designs for different age groups, such as children or seniors.

## 7. Workshop

An activity value analysis (AVA) is a systematic and objective valuation of all activities carried out by a company in its operations. In order to improve the business process, it is necessary to analyze the activities, i.e.:

- Identify activities that do not add value to the product.
- Identify activities that do not add value to the customer.
- Measure cycle time and process time,
- Measure costs.

The facilitator indicates the goal of the activity value analysis: eliminating unnecessary activities, costs and steps incurred in the process of creating products or services without sacrificing customer satisfaction, and then eliminating (or at least minimizing) all activities that do not add value.

The archaic mindset "if it's not broken, don't fix it" is beginning to be replaced by thinking about the necessity of improving processes in order to achieve business growth. Each activity in the process is analyzed and classified into one of one of categories: an activity that adds value to the customer, an activity that adds value to the business, and an activity that adds no value.

A practical example presented to the students is the company DELL, which managed to overcome the monopoly position of IBM, a computer manufacturer, by using this tool. Dell used AVA to identify and eliminate activities that did not add value to its customers, such as inventory management (by working with only 6 days of inventory, Dell was able to reduce the cost of hiring people to track and maintain inventory, storage, and holding obsolete technology), order processing, and distribution (by selling directly to customers, Dell was able to reduce costs and offer lower prices than IBM). It was based on a network of dealers and dealers. Dell also focused on value-adding activities, such as customization (the customer chooses the configuration of the computer himself), quality, and customer service. By doing so, Dell has reduced its costs, increased efficiency and gained a competitive advantage in the market.

A similar model is Value Chain Analysis – it is a strategic tool used to assess the internal activities of a company. It involves breaking down the company's operations into primary activities (inbound logistics, operations, outbound logistics, marketing and sales, service), support activities (company infrastructure, HR management, technology development and procurement) and value-added analysis at each stage.

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To better understand the Value Chain Analysis model, the students were given the example of a hypothetical company Z-Tech that produces Instant hunger pills, with different flavors (concentrate of proteins, carbohydrates, vitamins and minerals) when people do not have the conditions for a regular meal. They source raw materials from imports and distribute the final products through online sales (Instagram).

After analyzing the primary and support activities, the students had the task of thinking in groups on the topic: how the Z-Tech company can identify areas in which it can improve its business and increase its profitability.

Consolidating all the ideas, the concise answers are as follows:

Improving inbound logistics: A company could focus on improving its inbound logistics by finding more reliable suppliers or negotiating better prices.

Improving the quality of raw materials: Z-Tech should focus on sourcing high-quality raw materials from reliable suppliers to ensure that the final product is of high quality and meets customer needs.

Improving Marketing Strategy: Z-Tech should think about expanding its target audience beyond Instagram. The company could explore other social media platforms or traditional marketing channels.

Investing in R&D: Z-Tech needs to invest in R&D to improve its product and stay ahead of the competition that mimics its innovative product. This could involve developing new flavors, attractive packaging designs, or improving the nutritional content of products.

By continuously analyzing its value chain, Z-Tech can remain competitive and meet the needs of its customers.

The topic was considered very interesting, so the discussion took on a dynamic character. Optionally, the students were given the task of proposing an example of their own, which could then be analyzed in the same way.

## 8. Workshop

PEST analysis is a management method that evaluates the political, economic, social, and technical factors that affect a company's profitability and performance. It is used to identify opportunities and threats from external factors and for strategic planning. PEST analysis is usually used in conjunction with SWOT analysis. The extended PESTEL analysis also looks at environmental and legal factors.

As an example of a successful application of the PEST analysis tool, the moderators cited the example of Instagram, which was originally conceived as a photo-sharing platform. Nevertheless, the visionary mind quickly recognized its potential significance.

Political: can be used as a platform for political campaigns and activism. Instagram provides a great platform for various politicians to easily access a large mass of people around the world.

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**Economic:** Instagram has emerged as a new 'advertising platform'. It's easy, fast, and gives good market coverage. It is a way of continuous advertising, through which various trends can be brought to the public at a much faster pace. A number of new and previously unknown products have been launched on Instagram.

**Social:** On Instagram, people can communicate through direct messages (DMs). This isn't just for personal conversations; People who promote their products can also talk to potential and existing customers through DMs. Instagram is as much a platform for entertainment as it is for business.

**Technologically:** Instagram is a platform designed for mobile users (in an era when almost everyone has and carries a mobile phone, as opposed to, for example, a laptop). When you're somewhere on the road or at a party, you'd take a picture with your phone and then directly upload the pictures to Instagram – boom! And that's it.

For the exercise, the students were given an example of a hypothetical company called iFuturex, which developed an innovative product: a mobile phone case that is both a battery charger (based on solar and kinetic energy). Before launching a product on the market, a PESTEL analysis should be performed.

Current situation:

**Political:** The government's policy of using renewable energy sources has reduced taxes on finished products and at the same time increased import duties on raw materials from China.

**Economic:** A decrease in economic activity and an increase in unemployment.

**Social:** There is a growing trend in demand for environmentally sustainable products.

**Technologically:** the technology for the production of components for solar and kinetic energy has been significantly improved and cheaper.

**Environment:** Significant climate change has been recorded with an increase in the average temperature, but also an increase in the number of rainy days in the summer months.

**Legally:** Environmental regulations for the use of renewable energy sources have been changed to encourage the use of solar energy.

The task for the students is: to create appropriate strategies for iFuturex to remain competitive in the market.

Students work in groups of 5 people. Result (in summary):

Given the current circumstances, iFuturex should focus on the following strategies in order to remain competitive:

1. **Reduce raw material costs:** iFuturex should consider sourcing raw materials from outside China to reduce the impact of increased import duties. The company should also consider negotiations with other suppliers to reduce the price of raw materials.
2. **Focus on marketing:** iFuturex should focus on advertising its products as an environmentally sustainable alternative to traditional mobile phone cases. The company should consider focusing on eco-conscious consumers and using social media platforms to reach a wider audience.

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3. Invest in R&D: iFuturex needs to invest in R&D to improve the efficiency of its product. The company should consider using the latest technology to improve product performance and reduce costs.

The students were given an optional task: to compare the pros and cons of Instagram and Facebook.

## 9. Workshop

Sustainable Product and Business Model Innovation is a management concept that emphasizes the importance of creating sustainable products and business models. It involves the development of products and services that are environmentally friendly, socially responsible and economically sustainable.

Sustainable production is based on the use of renewable resources (for example, wood instead of fossil-based plastics, wood-based textiles such as modal or Liocell instead of polyester or polyamide, production from recycled materials, the use of solar energy instead of electricity from thermal power plants or green energy from wind turbines, etc.).

There are several ways to ensure sustainable management and sustainable innovation, such as:

1. Influential canvas
2. The canvas of a sustainable business model
3. Canvas for Digital Product Ethics
4. Sustainability SWOT Analysis
5. Sustainability of balanced results

The SWOT analysis of sustainability has already been processed as part of the SWOT analysis on the example of Edu Wood, a company that produces wooden toys (no need to repeat it), instead, students can be shown an example of the Canvas sustainable business model as an extended version of the Business Model Canvas (which will be analyzed later) that includes additional fields related to the impact of the product and business model on the environment and society. Additional fields are:

Eco-design: This involves assessing the environmental impact of product design, such as the use of sustainable materials, energy efficiency, and recycling.

Eco-production: This involves assessing the environmental impact of production processes, such as the use of renewable energy, waste reduction, and water conservation.

Eco-distribution: This involves assessing the environmental impact of distribution processes, such as the use of low-emission vehicles, route optimization, and packaging reduction.

Eco-consumption: This involves assessing the environmental impact of the use of products, such as energy consumption, water use, and waste production.

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**Environmental-end-of-life:** This includes assessing the environmental impact of product disposal, such as recycling, reuse, and waste reduction.

After the introductory presentations, the students are given the task of trying to make an SWOT analysis for the company iFuturex, which produces mobile phone cases that are also battery chargers (solar and kinetic energy). A sustainable SWOT analysis for iFuturex is defined by:

### Forces

The company has developed an innovative product that is environmentally friendly and socially responsible.

The company has a strong brand reputation and a loyal customer base.

The company has a strong financial position and access to capital.

### Weakness

The company is heavily dependent on imports for raw materials, which could be affected by changes in import-export regulations or tariffs.

The company has limited experience in innovating a sustainable product and business model.

The company has limited resources for research and development.

### Opportunities

The growing trend of demand for environmentally sustainable products presents an opportunity for the company to expand its customer base.

The increasing availability of sustainable materials and production methods presents an opportunity for the company to improve the efficiency of its product.

The growing awareness of environmental and social issues presents an opportunity for the company to differentiate itself from its competitors.

### Threats

An economic slowdown and rising unemployment could reduce consumption and affect product sales.

Increasing competition in the market for sustainable products could reduce the company's market share.

Changes in environmental regulations could affect the company's operations and profitability.

\*Optional task for reflection: possible harmful effects of intensive use of smartphones.

### 10. Workshop

The SMART Goals tool uses a format: specific, measurable, achievable, relevant, and time-bound. By using SMART tools, a company can create a clear and effective goal that aligns with the company's mission and values. This tool can be used to make decisions and measure progress over time.

As a simple and concrete example, the moderators give an example of SMART goals for a company that offers wedding planning and organization.

Specifically: Increase the number of weddings that the company will organize in the next 6 months.

Measurable: Keep track of the number of weddings organized by the company each month.

Achievable: The company has a team of experienced wedding planners and has already organized 10 weddings in the last 6 months.

Relevant: The company's primary business is organizing weddings, and increasing the number of planned weddings will help the company grow.

Timeline: The goal is to increase the number of weddings in the next 6 months.

Using the example of a hypothetical agency called MatchMe, students should make a proposal for a SMART goal: to increase the number of clients by 20 percent in the next 6 months.

The agency "MatchMe" offers escort services for special events, such as weddings or celebrations, holidays, travels or visits to friends and parents... for singles. The "MatchMe" agency should organize a promotion for its potential clients. The task is to make a concrete plan so that this event attracts a lot of attention from potential clients for the agency's services. The goal is to attract 25 representatives of media houses who will attend the promotion of the Agency on the selected day.

Students work in groups and present their ideas. By consolidating the responses, a list of proposals for the Agency has been compiled:

1. Research the local press: Identify reporters and editors covering events similar to yours and create a list with their contact information.
2. Create a press release: A press release is a brief outline of what your event is, who's attending, location, time, and how to answer the call as a press representative. Send an announcement to the media list 3-4 weeks in advance as a date announcement, and then once more a week with updates on who will be attending. As you approach the event, you should send it 3 days before, the day before and on the day of the event itself.
3. Hire a celebrity as a presenter: Celebrities can help attract media attention for your event. Find agencies that represent celebrities through websites.
4. Create a visually appealing invitation: A well-designed invitation can help attract participants and provide them with all the information they need.

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5. Offer exclusive access: Offer journalists exclusive access to presenters or other VIPs at your event.
6. Use social media: Use social media platforms to promote your event and connect with potential attendees and reporters.
7. Follow-up: Be in touch with journalists to gauge whether or not they will attend.

Optionally, give students the task of proposing an example of setting a SMART goal and suggest possible solutions.

## 11. Workshop

Priority planning is the process of identifying and ranking tasks or goals based on their importance and urgency. This helps companies focus on the most important tasks and allocate resources efficiently.

There are several methods that can be used, the most commonly applied are:

The priority matrix method is a tool used to prioritize tasks based on their importance and urgency. It is also known as the Eisenhower matrix or Urgent-Important matrix. The method was popularized by Stephen Covey in his book "7 Habits of Highly Effective People." The matrix is divided into four quadrants, each representing a different level of importance and urgency:

**Important and urgent:** Tasks that are both important and urgent should be given the highest priority. These tasks require immediate attention and should be completed as soon as possible.

**Important, but not urgent:** Tasks that are important but not urgent should be given the second highest priority. These tasks are important for long-term success and should be planned and scheduled accordingly.

**Urgent but not important:** Tasks that are urgent but not important should be given the third highest priority. These tasks can often be delegated to others or postponed to a later time.

**It's not urgent and it doesn't matter:** Tasks that are neither urgent nor important should be given the lowest priority. These tasks can often be eliminated or postponed indefinitely.

**Example:** A wedding planning and organization company needs to group tasks according to the Eisenhower matrix for a commissioned wedding that takes place in a month:

**Important and urgent:** Selection and reservation of places, organization plan

**Important, but not urgent:** Music and entertainment, flower arrangements and décor of the hall

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Urgent, but not important: Catering and menu selection, photo and video recording

It doesn't matter and it's not urgent: logistics and transport of guests

A similar method is the 4D matrix:

The 4D: Do-Delegate-Delay-Delete method is a time management technique that helps individuals prioritize tasks based on their importance and urgency. This method is also known as 4D time management. 4D are:

Do: Tasks that are both urgent and important should be done immediately.

Delegate: Tasks that are important but not urgent should be delegated to someone else.

Snooze: Tasks that are urgent but not important should be postponed until later.

Eliminate: Tasks that are neither urgent nor important should be eliminated or postponed indefinitely.

Example for a student exercise:

The CEO (Chief Executive Officer) of the New York-based company eMoonLight has 4 simultaneous tasks:

- Regular monthly meeting with an external law firm representing our company,
  - Business trip to San Francisco – signing of a preliminary agreement on business cooperation,
- The last game of the playoffs in basketball - at the request of the CEO's son, whose birthday is
- Inspection of assembled equipment at a new remote facility in Seattle before the opening, which is planned for next week.

The task is to prioritize the CEO of the company according to the 4D method: Do-delegate-post-delete.

Do: A business trip to San Francisco is an important task for the company, as it involves signing a preliminary business cooperation agreement. This task should be given the highest priority and completed in the shortest possible time.

Delegate: A regular monthly meeting with an outside law firm that represents the business is an important task, but it can be delegated to a trusted employee who can handle the situation effectively.

Put it away: Checking the assembled equipment at a new remote facility in Seattle is an important task, but it's not urgent. It can be postponed until a later date when resources become available.

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Delete: The final game of the basketball playoffs at the request of the CEO's son, who has a birthday, is an attractive opportunity, but it is not essential to the company's current success. For now, it can be removed from the to-do list.

In the latter case, there was no absolute agreement: a part of the students thought that the last task (the play-off game that takes place today, and the next time only next year) was important and urgent and that it had to be done, and the control of the assembled equipment could be instantly eliminated and activated for a while.

There was also a dilemma with the following task:

The owner of the SME sells handmade handicrafts online. It has two tasks to complete: (1) updating the website to include new product photos and descriptions, and (2) responding to a customer's complaint about delayed delivery.

Task (1) is important, but not urgent, as it will help you attract new customers and increase sales over time. Task (2) is not important, but it is urgent because it requires immediate attention to solve the customer's problem.

In this case, prioritizing is not easy: by updating the website with new photos and product descriptions, you can improve your online presence and attract new customers, which will have a long-term impact on your business and revenue. On the other hand, resolving a single customer's complaint is important, but not urgent, and (according to the profitable aspect) is not crucial for the long-term success of the business. However, bearing in mind that spreading a bad customer experience on social networks can damage the company's reputation and customer trust, it gives grounds for giving a different priority than the above.

## 12. Workshop

Tactical implementation planning refers to the process of breaking down overarching strategic goals into actionable short-term goals. It involves creating specific, measurable goals and timelines for achieving those goals, ensuring that all team members understand their roles and responsibilities. This planning is key to aligning immediate actions with long-term strategic goals, increasing efficiency, and facilitating the efficient allocation of resources in an organization.

The moderator cites the example of a well-known Apple company that successfully implemented tactical implementation planning in the launch of a new product. Apple's launch of the iPhone in 2007 is a classic example of a successful product launch. (1) Apple conducted extensive market research to identify the needs and preferences of its target audience and develop a product that met those needs. (2) Apple created a marketing plan that included the specific steps needed to promote the product, as

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well as the timeline for completing each step. (3) Finally, Apple conducted a soft product launch by offering a beta version of the iPhone to select customers, which helped to build interest in the product and increase the chances of word-of-mouth marketing.

For a better understanding of this tool, the moderator presents the following example:

Startup company Edu Wood is about to enter the wooden toy market. He's got a limited budget.

1. Define your target audience – children or collectors.
2. Conduct market research – how?
3. Develop the product – to offer better features than competitors' toys.
4. Create a marketing plan – based on social media.
5. Test the product – with whom?
6. Mild Product Launch – How to Find a Market Niche?
7. Launch the product – where?

The answer to the task (in short lines) was conveyed to the students:

**Defining the target audience:** The target audience is collectors, in which case the product should be designed to be unique, high-quality, and visually appealing.

**Conduct market research:** A company may use social media surveys, focus groups, or interviews to gather information from potential clients.

**Product Development:** A company should develop a product that offers better features than competitors' toys. For example, eco-friendly, sustainably sourced and more educational wooden toys. For the sake of the target audience – collectors – the focus should be on innovative designs to differentiate their products from competitors.

**Creating a marketing plan:** The focus should be a marketing plan based on social networks, such as Facebook, Instagram, Tik-Tok, and Twitter, and one can also consider using influencers to win over a wider audience.

**Product testing:** Product testing should be done first with parents and collectors to gather feedback that is relevant to improving the product before launching it on the market.

**Soft-launch product:** To find a niche market, a company can soft-launch a product in a specific region or to a specific group of customers. This will help the company gather feedback, build brand awareness, and refine its marketing strategy.

**Product launch:** Once the product is ready, the company can launch it on e-commerce platforms such as Amazon, Etsy, and eBay (that is, local platforms in national marketplaces). Go to your website to talk directly to your customers.

A task for students to be done in groups:

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The company Z-Tech wants to create a promotional campaign for its products (Instant hunger pills) at the Food Fair from September 1-7 this year. Propose an implementation plan using the plan form 1-7:

1. Defining the Required Outcomes
2. Defining Responsibility for Outcomes
3. Identifying actions to achieve outcomes
4. Defining the Budget, Role and Measures
5. Defining a Tracking System
6. Application of Project Management Methodology
7. Review and correction as needed

The required outcome is to increase brand awareness, the responsibility over the task is the Marketing Department of 5 people, the budget is \$ 100,000, the external supplier is a catering company (catering), the promotional material is product samples, which are instant hunger pills and flyers with information about the benefits and health beliefs for the product.

**Define the necessary outcomes:** The required outcome of the promotional campaign is to increase brand awareness.

**Define responsibility over outcomes:** A marketing department of 5 people will be responsible for achieving the required outcome.

**Determining actions to achieve the outcome:** The following actions will be taken to achieve the desired outcome:

*Creating a marketing plan* that includes a promotional campaign for the Food Fair.

*Hiring an external company* to provide prototype product samples, hunger pills, for a food fair.

*Creating flyers* with information about the benefits and health benefits of the products you will be distributing at the Food Fair.

**Define budgets, roles, and measures:** The budget for a promotional campaign is \$100,000. A marketing department of 5 people will be responsible for carrying out the promotional campaign. The success of a promotional campaign will be measured by increasing brand awareness.

**Define a tracking system:** The tracking system will include tracking the number of samples distributed, the number of flyers distributed, and increasing brand awareness.

**Implement a project management methodology:** A project management methodology will be implemented to ensure that the promotional campaign is carried out on time and within budget. For example, a KPI methodology can be used to track the performance of set goals.

**Review and revise as necessary:** The implementation plan will be reviewed and revised as necessary to ensure that the promotional campaign is successful.

Optional additional task:

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Make flyers for the Food Fair for the visitors of the fair, for instant anti-hunger pills from Z-Tech.

### 13. Workshop

Financial planning is the process of creating a comprehensive financial plan for managing a company's finances and achieving its financial goals. A financial plan can help companies manage their income and expenses, reduce debt, save for future investments, and plan for unexpected expenses.

A financial plan for a startup usually includes the following components:

**Budgeting:** Creating a budget to manage income and expenses.

**Cash flow management:** Managing cash inflows, estimating cash inflows and outflows.

**Investment planning:** Developing an investment strategy to achieve financial goals.

**Risk management:** Assessing and managing risks associated with startup finances, such as insurance and estate planning.

On the example of the hypothetical company eMoonLight, which intends to start the production of street lamps in the form of trees, which will have solar panels instead of leaves (during the day the solar panels in the form of leaves are charged with solar energy, and at night they are lit, thus using renewable energy and making the environment much more beautiful than metal poles for street neon lighting), a financial plan should be drawn up with elements:

(1) the management of cash flows, and

(2) Investment planning.

The initial budget is 400,000 euros.

The expected revenue is €500,000:

#### **Cash Flow Management:**

An initial budget of €400,000 will be used to cover the following costs:

**Research and development:** €100.000

This will cover the cost of designing and prototyping street lamps.

**Production:** €200.000

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This will cover the cost of producing street lamps.

**Marketing and advertising:** €50.000

This will cover the cost of promoting street lamps to potential buyers.

**Distribution:** €50.000

This will cover the cost of delivering the street lamp to customers.

**Contingency Fund:** €50,000

This will cover any unexpected costs that may arise.

The expected income from the sale of street lamps is 500,000 Euros. Cash Flow Management Plan:

Costs	Amount
Research & Development	€100,000
Production	€200,000
Marketing & Advertising	€50,000
Distribution	€50,000
Contingency Fund	€50,000
-----	
Total costs	€450,000
-----	
Expected Revenue	€500,000
Net cash flow	€50,000

### Investment Planning:

You can invest the remaining 50,000 Euros in the following ways:

**Solar Panel Research:** €20.000

This will cover the costs of research and development of more efficient solar panels.

**Upgrade:** €20.000

This will cover the cost of expanding the product line to include other solar-powered products.

**Sustainability:** €10.000

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This will cover the cost of implementing sustainable practices in the production process.

Workshop participants are mostly familiar with financial statements – Balance Sheet and Income Statement. An example of a company is presented, according to a pattern for small and medium-sized enterprises.

### 14. Workshop

A communication plan is a document that outlines how a company will communicate with its stakeholders, including employees, customers, investors, and the media. It includes information about the communication channels to be used, the frequency of communication and the messages to be transmitted.

This tool is best remembered for an example that is adapted to the participants of the workshop. In our case, a hypothetical café was chosen, which has just started operating (startup) called "CoffeeLand" and which is just making a communication plan to promote its new products: hot chocolates with many different flavors and additives (dried fruit, crunchy chocolate balls, vanilla ice cream, etc.). A communication plan includes the following components: 1. Identifying the audience 2. Setting objectives 3. Creating a Key Message - What to Communicate 4. Creating a tactical plan - how to communicate and when 5. Selection of indicators for evaluation of success and 6. Communication channels.

**Identifying the audience:** The target audience for the new hot chocolate products at CoffeeLand could be:

Chocolate lovers; People who enjoy trying new tastes; People who are looking for a warm and drink to enjoy; People who are health conscious and are looking for healthier alternatives to traditional coffee.

**Setting goals:** The goals of CoffeeLand's communication plan could be:

Increase brand awareness; Increase sales of new hot chocolate products; Arouse curiosity about new products; Establish CoffeeLand as your favorite hot chocolate spot.

**Developing a key message - what to communicate:** The key message that CoffeeLand needs to convey to its target audience could be:

Presentation of new hot chocolate products with unique flavors and additives; Highlighting the health benefits of new products; Emphasizing the quality of ingredients used in new products; Creating a sense of comfort and warmth associated with new products.

**Creating a Tactical Plan How to Communicate and When:** CoffeeLand could use the following tactics to convey its key message to its target audience:

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Marketing on social networks, such as Facebook, Instagram, Tik-Tok and Twitter, with images of new products, recipes and ambience in the café.

Email marketing: By notifying you about new products and discounted offers.

In-store promotions: tasting or free samples of new beverages to customers visiting selected stores.

Influencer marketing through food bloggers and influencers to promote new products.

Seasonal promotions: Special promotions during the winter season when people are more likely to want hot drinks.

**Selection of rating indicators:** CoffeeLand could use the following metrics to evaluate the success of its communication plan:

Sales data to check whether there has been an increase in sales after the communication plan has been initiated.

Social media response - to see if there has been an increase in likes, comments and shares.

Email open rate - to see if there is an increase in interest in new products.

Customer feedback to show that they are satisfied with the quality and taste.

**Communication Channels:** CoffeeLand could use the following channels to convey its key message to its target audience:

Social media platforms such as Facebook, Instagram, Tik-Tok and Twitter; Email newsletters; Promotion in stores; Influencer marketing; Seasonal promotions, and so on.

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After the presentation of this example, the students were asked to design a message for potential customers or consumers of new products – hot chocolate from CoffeeLand. The proposals are summarized and consolidated in the following overview:

"Indulge in the warmth of our new hot chocolate flavors": This message emphasizes the comfort and warmth associated with hot chocolate, while highlighting the unique flavors of CoffeeLand's new products.

"Experience the magic of our new hot chocolate creations": This message creates a sense of excitement and admiration around CoffeeLand's new products, while emphasizing the quality of the ingredients used.

"Satisfy your craving with our new types of hot chocolate": This message appeals to people who are looking for a delicious and satisfying drink, while highlighting the variety of flavors that are available.

"Elevate your hot chocolate game with our new flavors and additions": This message positions CoffeeLand as a leader in the hot chocolate industry, while emphasizing the uniqueness of the new products.

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"Warm up your winter with our new hot chocolate sensations": This message creates a sense of the right season for CoffeeLand's new products, while emphasizing the comfort and warmth associated with hot chocolate.

"Warm dreams for cold weather": This is an eye-catching and memorable slogan that emphasizes the comfort and warmth associated with the new hot chocolate products at CoffeeLand. It also creates a sense of excitement and anticipation for a new product.

Optional: Suggest that students create sketches of visual elements to promote new products.

## 15. Workshop

Change management is the process of ensuring that changes are implemented thoroughly and smoothly in an effective manner and have the desired impact. No company can afford to do the same thing. There are always new challenges to get to know and better ways of doing things. Change management is the process of managing the transition from the current state to the desired future state of an organization.

Successful change management relies on four basic principles: 1. Understand change; 2. Plan for change; 3. Apply change; 4. Communicate the change.

People in companies are never happy when innovations are introduced that disrupt the established work process, because it means moving from the comfort zone to uncertainty and uncertainty - how the changes will affect each individual. Based on the observed phenomenon – fear of change – tools have been developed that help to implement changes in the most painless way (examples of drastic changes are, for example, the transition from the production or use of digital instead of analogue devices, electric car engines instead of internal combustion engines, online sales instead of sales in stores, the production of cardboard music cards instead of digital ones, etc.).

The ADKAR Change Management Model is a particularly useful tool that can be used to implement change. This tool lists five things that should be addressed in communication:

- Awareness (about the need for change).
- Desire (to participate and support).
- Knowledge (about how it changes).
- Ability (to change).
- Reinforcement (to maintain the change in the long term).

For a practical example of how the ADKAR tool works, a hypothetical startup company Divorce-At-Last was chosen, which has a unique business idea and has started making musical greeting cards for friends and relatives who can congratulate a loved one on the divorce and boost their mood and self-confidence.

The company previously operated under the name eCardz and offered electronic greeting cards for various celebrations, from national holidays (New Year, Christmas, Easter), to anniversaries and

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celebrations (birthdays, weddings, graduations), using its own developed software, through social networks.

As the competition in this area was extremely strong, the company's sales and revenues began to drop drastically and it was necessary to start with an interesting and original idea that was not yet present on the market.

The plan is for the musical greeting cards to be made of cardboard, with original designs in 30 different motifs and with the same number of different popular songs, for which licenses will be provided.

The name of the company has been changed, a new logo has been designed and the company's management is preparing a plan for the implementation of change management.

By applying the ADKAR tool on this company, with the support of moderators, students will understand the entire process of change - the transition from the old to the new production.

**Consciousness.** The company needs to inform and educate its employees, customers, suppliers, partners and investors about the need for change and the reasons behind it: the electronic card market saturated and competitive, and the new production line of musical greeting cards for divorces will be different from competitors and meet the need of customers.

**Desire.** A company should motivate and inspire its stakeholders to participate and support change by highlighting benefits, such as increasing customer satisfaction and loyalty, conquering new market segments, generating revenue and profits, and improving the company's image and brand reputation.

**Knowledge.** The company should provide and facilitate learning and training opportunities for its employees and partners to acquire the skills and knowledge needed for change. They should offer a variety of learning and training methods and formats, such as online courses, workshops, webinars, or supplemental tutoring.

**Ability.** The Company should enable its employees and partners to apply and practice the skills and knowledge gained for change by providing the resources and support necessary for change, such as equipment, budget, time, and guidance.

**Reinforcement.** The company needs to amplify change by ensuring that it becomes integrated into the organizational culture and all work processes. It should report on the results and outcomes of the change, as well as how well the objectives of the change have been achieved.

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For the exercise, the students were given the task of designing, working in groups, the following:

**The slogan** for the company's new products "Finally Divorce" should be memorable and appeal to potential customers, with the aim of increasing sales and profits and acquiring new customers.

**UWP** - Unique Value Proposition (A unique message stating why your product or service is different and worth buying)

**Unfair Advantage** - A unique feature or attribute that you have that cannot be easily copied or purchased by others.

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Examples of proposed slogans:

The only greeting card you'll ever need to send to your ex.

Celebrate your freedom with a song.

It's the best way to say goodbye to your ex.

Turn your breakup into a success.

Music to your and their ears.

The end of the story, the beginning of freedom.

Happy divorce, better life.

Thank goodness it's not there, it's going to be fun.

Let music heal your heart.

It's not the end, it's the beginning.

UVP (Unique Value Proposition)

Musical congratulations from the company "Finally Divorce" are a unique way to congratulate the celebration of the end of marriage and lift the mood of loved ones. The company's UVP is that it provides a fun and creative way to congratulate someone on a divorce, which is a rare and sensitive occasion. The musical greeting cards come in 30 different motifs and feature popular songs that are licensed. This ensures that the greeting cards are original and exclusive.

#### 4. Unfair advantage

The company's unfair advantage is that it is the first and only company to offer such a product, making it a pioneer in the market. Musical greeting cards "Finally Divorce" could be a great way to show support and care for loved ones who are going through the divorce period.

Optionally, students can suggest songs that would be used for these musical greeting cards.

This tool aroused the greatest interest of all the workshops and contributed to the strengthening of self-confidence and the desire for active participation in the continuation of work.

## 16. Workshop

The Policy Implementation Matrix (X-Matrix) is a powerful tool for organizations that want to align their strategic goals with their day-to-day operations. By using this matrix, companies can ensure that all employees are working towards common goals, which ultimately leads to success and continuous improvement.

The matrix usually includes several key elements:

Long-term goals: These are the strategic goals that the organization wants to achieve over a period of 3 to 5 years.

Annual goals: These are specific goals set for the current year that support long-term goals.

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**Improvement Priorities:** These are the key areas identified for improvement that will help achieve the annual goals.

**Key Performance Indicators (KPIs):** Metrics used to measure progress toward goals.

**Accountability:** Assigning responsibility for each goal and priority of improvement to specific individuals or teams.

Many of the world's most successful companies, such as Toyota, Rover Group, Texas Instruments, Danaher, Bank of America, Bridgestone Tire, AT&T, Komatsu, and Exxon Chemical, have used this methodology to achieve their strategic goals.

The advantages of this methodology are:

By visualizing the connections between goals and objectives, the matrix facilitates better communication at all levels of the organization.

**Improving Focus:** Helps prioritize, initiative, and resource determination, ensuring that efforts are concentrated on areas with the greatest impact.

**Encouraging accountability:** Assigning responsibility over goals fosters commitment among team members.

To understand how this tool works in practice, the moderator cites the example of a hypothetical company called ChocoLand, which has the idea of offering the market a new product – colored chocolate, which is obtained by mixing natural powder from dried fruits with white chocolate.

The novelty of this product is not only the color that differs from traditional chocolate, but the enriched taste of different fruits, the nutritional value of the product is increased, and the benefits of consumption are enhanced.

The company has the following vision and mission:

(a) **Company Vision:** To become a leader in the production and sales of colored chocolate in the next 5 years.

(b) **The company's mission:** to provide high-quality, innovative and healthy chocolate products to customers around the world.

**Long-term goal:** The company has an ambitious plan to conquer the markets of the EU, USA, Canada and Australia in the next 5 years and become a leader in the production and sale of colored chocolate. Over a period of 10 years, Asia and Africa should be covered in the same way.

**Annual goals:**

**Year 1:**

**Target 1:** To increase market share by 10% in the EU market by launching a new line of colored chocolate products aimed at health-conscious consumers.

**Goal 2:** Expand the distribution network to reach new markets in the U.S. and Canada.

**Goal 3:** Invest in research and development to create new and innovative chocolate products.

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Year 2:

Goal 1: Increase revenue by 15% by launching a new line of colored chocolate products sold to children.

Goal 2: To increase customer satisfaction by 20% by improving the quality of the company's chocolate products.

Goal 3: Increase employee engagement by 10% by providing training and development opportunities.

Annual improvement priorities could include: launching new products, expanding the distribution network, and investing in research and development to create new and innovative chocolate products, on an annual basis.

Key indicators for improvement:

Market share: Increase market share by 10% in the EU market by launching a new line of colored chocolate products aimed at health-conscious consumers.

Revenue: Increase revenue by 15% by launching a new line of colored chocolate products aimed at children.

Customer satisfaction: Increase customer satisfaction by 20% by improving the quality of the company's chocolate products.

Employee Engagement: Increase employee engagement by 10% by providing training and development opportunities.

\*\*\*\*\*

For the exercise, the students were given the following task to apply the X matrix on the example of ChocoLand, working in groups:

The company ChocoLand, which recently launched a new type of chocolate (Fruit fusion – fruit fusion) in the EU market, is preparing to launch sales in the US market, having the ambition to achieve a 10 percent share of the entire chocolate market in the next 5 years, introducing chocolate bars fruit fusion for children.

The result of the work is an X matrix that represents the summary result of the work – without repetition.

Long-term goal: Achieve a 10% share of the entire U.S. chocolate market within the next five years.

Annual plans: Increase sales of fruit fusion chocolate bars by 20%; Increase distribution channels by 10%; Increase the response rate of users through feedback by 50%; Increase brand recognition by 20%.

Top-level priorities: Introduce chocolate bars fruit fusion for children; Expand distribution channels to reach new customers; Conduct a survey to collect feedback and improve product quality; Launch marketing campaigns to promote a new product.

Indicators for improvement: 90% customer satisfaction rating; Revenue growth of 15%; Product quality rating of 95%; Growth in market share of 5%.

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Responsible Job Holders: Marketing Manager; Sales Manager; Quality Control Management Manager; Marketing Manager (respectfully).

Optional task: to come up with a slogan for chocolates "Fruit fusion".

Examples:

"Indulge in the fruity enjoyment of chocolate with a fruity fusion."

"A fusion of fruit and chocolate that is simply divine."

"The perfect blend of fruit and chocolate in every bite."

"Experience the sweet and tangy taste of chocolate with a fruity fusion."

"Fruit and chocolate, finally together."

"Satisfy your sweet tooth with chocolate fruit fusion."

"The ultimate chocolate experience with a fruity twist."

"Chocolate fruit fusion: the perfect treat for any occasion."

"Chocolate pleasure with a burst of fruity taste."

"Fruit Fusion Chocolate: The Perfect Blend of Sweet and Tart."

## 17. Workshop

Risk analysis is a way to identify, assess and prioritize potential risks that could adversely affect a business. The aim is to make decisions on how to manage and mitigate these risks. The process usually involves identifying potential risks, assessing the likelihood and potential impact of each risk, and developing a strategy to mitigate or avoid those risks.

The risk matrix is divided into four quadrants:

Minor consequences; Low probability (A), Large consequences; Low probability (B), Minor consequences; High probability (C), High consequences; There is a high probability (D).

The moderator presents an example of risk analysis on a hypothetical startup company Hats & Mates that launches the production of hats that have the additional function of massaging the head. The built-in massager has two options that are used in summer and winter, that is, simply by turning the tiles to the summer or winter side. The massager works on the principle of pulsation and gentle rotation from left to right.

The risks to the company could be:

- Market risks: The market for hats with implanted massagers may not be as large as expected, leading to fewer sales and revenue. To mitigate this risk, the company would have to conduct prior market research.
- Competitive risks: Other companies may enter the market with similar products, which would lead to increased competitiveness and lower market share, while reducing profitability. To mitigate this risk, the

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company could focus on creating a Unique Value Proposition (UWP) and building a strong brand identity.

- Technological and operational risks: The built-in massager technology may malfunction or malfunction, leading to a decrease in product quality and customer dissatisfaction. To mitigate this risk, the company could conduct thorough testing of the product before launching it and provide a warranty to customers.
- Financial risks: A business may lose money due to unexpected costs or lower sales volumes than anticipated. To mitigate this risk, the company could create a detailed financial plan and keep a close eye on its expenses.
- Personnel risks: The team may experience conflicts or disagreements, leading to decreased productivity and morale. To mitigate this risk, the company could establish clear communication channels and conflict resolution procedures.

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The students were given the following task: design a situation where risks may arise in the sale and use of hats over time.

Out of several proposals, one was chosen that illustrates in a simple way the possible risks and mitigation/prevention measures:

1. The head massager works for a short time and the battery has to be recharged frequently, which reduces the functionality of the product and spoils the brand image.

Risk category: low probability – consequences high (quadrant B). Risk prevention measure: Contractual obligation of the battery manufacturer to replace poor quality batteries within the warranty period – free of charge.

2. The material used to make the hat loses its color over time in the sun.

Risk category: low probability – small consequences (quadrant A). Risk prevention measures: thorough testing of the material for making hats that prevents the occurrence of discoloration in the sun. In the event of an emergency, the replacement of the hat at the expense of the company.

3. Theft of hats in shops – shopping malls

Risk category: high probability – small consequences (quadrant C). The products are insured against theft and there are no negative consequences for the company.

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### 4. Copying of products by competitors

Risk category: high probability – consequences high (quadrant D). Serious consequences of this risk could be a reduction in market share and profitability. To mitigate this risk, the company could focus on creating a Unique Value Proposition (UWP) and building a strong brand identity.

Unique Value Proposition (UWP) for Hats&Mates:

"Experience the ultimate relaxation with Hats&Mates. Our hats contain a built-in massager that stimulates pain points in the head, providing relief from stress, tension and headaches. With two cooling and heating options, our hats are perfect for any season. Our modern designs are available in several sizes for both men and women, making them a fashion accessory that also provides health benefits. With Hats&Mates, you can enjoy the benefits of a massage anytime, anywhere."

Optional task: Suggest that the students think about possible slogans for hats from Hats & Mates, under the commercial name: HeadEase.

Possible slogans for HeadEase hats:

- "Hats for the head: the ultimate relief."
- "Soothe your head and soul with HeadEase hats."
- "Relax your mind and calm your head with HeadEase hats."
- "Experience ultimate comfort with HeadEase hats."
- "Hats for the head: the perfect way to relax."
- "Find your inner peace with HeadEase hats."
- "HeadEase hats: the ultimate accessory for relaxation."
- "HeadEase hats: the perfect way to relieve stress."
- "Experience the power of relaxation with HeadEase hats."
- "Find your peace of mind with HeadEase hats."

## 18. Workshop

Lean Canvas is a tool that helps you analyze an idea in detail into its key assumptions and create a one-page business model suitable for startups. It consists of ten constituent blocks, which are:

1.a. Problem; 1.b. There will be alternatives; 2. Solution; 3. Unique value proposition; 4. Unfair advantage; 5.a. Customer segments; 5.b. Early adopters; 6. Key indicators; 7. High-level concept; 8. Channels; 9. Cost structure; 10. Income streams.

This tool is best explained by the example of a well-known company, such as Uber.

Uber is a company that provides ride-hailing, food delivery, and other services through its app. Uber was founded in 2009 with the idea of requesting rides over the phone, after it was difficult to find a taxi in Paris. Uber launched its app in San Francisco in 2010 and soon expanded to other cities and countries. Uber has disrupted the traditional taxi industry by offering a convenient, affordable, and reliable alternative for customers and drivers. Uber has also invested in new technologies, such as driverless

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cars, electric bikes and flying taxis. Uber is one of the most valuable and influential companies in the world, with over 93 million monthly active users and operations in more than 72 countries.

The moderator explains the Lean Canvas for Uber as follows:

- 1a. Problem: The main problems are expensive taxi transport and a limited number of taxis
- 1b. There are alternatives: public transport, own transport.
2. Possible solution: the possibility of cheap driving and wide availability of vehicles
3. Unique value proposition: a single app to find affordable and safe driving available 24/7/365
4. Unfair advantage: cheap ride at the touch of a button
- 5a. Customer segments: passengers and drivers
- 5b. Early adopters: public transport users
6. Key indicators: revenue, number of users, number of rides
7. High-level concept: Uber is much more flexible than taxis
8. Channels: recommendations, word-of-mouth advertising
9. Cost structure: IT maintenance costs, insurance costs, legal and administrative costs
10. Income streams: fare of the ride, additional services (waiting, luggage) and licenses.

The students are given an example:

The startup company Pro-Girl-Tect is developing a new product: bracelets for detecting drugs in drinks. The goal is to develop a product that has a sensor that detects a large number of different psychoactive substances in drinks, in order to prevent girls from being drugged in cafes and clubs and later potentially raped or robbed.

Problem: Contamination of beverages that can lead to sexual assault, robbery, or even death.

Existing alternatives: (a) Using test strips to check drinks for drugs (b) Helping a friend keep an eye on your drink (c) Avoiding drinks from strangers or from already opened bottles.

Solution: A bracelet that has a small sensor, which can detect the presence of common drugs in the drink, and which connects to a smartphone and sends an alert. It has an emergency button to alert friends or the police if you feel unsafe.

Unique value proposition: Pro-Girl-Tect is a smart bracelet that alerts you to any drug in your drink in seconds. It is elegant, discreet and easy to use.

Unfair advantage: proprietary sensor technology, which can detect drugs in beverages with high accuracy and speed.

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Early adopters: (a) Women who frequently go out for drinks and are concerned about their safety (b) Women who have experienced or witnessed beverage contamination or its consequences (c) Women who are tech-savvy and like to try new gadgets.

Key indicators: number of customers, customer satisfaction, customer retention, revenue, profits, and social impact.

High-Level Concept (X for Y: Alternative - Replacement for Existing Product): Pro-Girl-Tect: Fitbit for Drink Safety! (Fitbit is a smartwatch or fitness bracelet that you can use to track your vital body signs, exercise, steps, weight, and sleep patterns).

Channels: social media, online ads, blogs, podcasts, influencers, and word of mouth.

Cost structure: development and maintenance of the application and website, marketing and advertising of products, as well as salaries and bonuses of employees.

Revenue streams: revenue from the sale of bracelets, subscriptions to premium features, such as personalized notifications, data analytics, or community support.

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As an exercise task, the students were asked to suggest several slogans for this bracelet.

Examples of slogans are as follows:

Don't let your drink get contaminated. Wear Pro-Girl-Tect and stay safe.

Pro-Girl-Tect: A smart bracelet that alerts you to any drugs in your drink.

Protect yourself and your friends from drugged drinks. Trust Pro-Girl-Tect - u.

Safety in the first place. Pro-Girl-Tect is always with you.

Pro-Girl-Tect: Because you deserve to enjoy your night without worries.

Drugging drinks is a crime. Don't be a victim. Wear pro-Girl-Tect and be alert.

Pro-Girl-Tect: A bracelet that gives you peace of mind and confidence.

No more fear of drugged drinks. With Pro-Girl-Tect you can detect any drug in a drink in a matter of seconds.

Pro-Girl-Tect: The best friend of every woman who loves to have fun.

\*\*\*\*\*

To understand the difference between UVP and slogans (UVPs are more focused on conveying the value of the product to customers, while slogans are more focused on building brand recognition) the following task is for the students to propose several UVPs (Unique Value Proposition):

Examples:

Pro-Girl-Tect: The only bracelet that can detect and prevent beverage contamination in real time.

Don't let your drink get contaminated. Wear pro-Girl-Tect and enjoy the night.

Pro-Girl-Tect: A smart bracelet that protects you from the dangers of drinking drugs.

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With Pro-Girl-Tect, you can drink with confidence and confidence. He is the ultimate accomplice in women's safety.

Pro-Girl-Tect: A bracelet that watches your drink when you can't.

## 19. Workshop

Business Model Canvas (BMC) is a tool that helps you visualize and plan your business idea. It has nine blocks that represent different aspects of the business:

Key partners; Key activities; Key resources; Value proposition; Relationships with customers; Channels; Customer segments; Cost structure; Revenue streams.

Unlike the Lean Canvas model, which focuses more on the problem and how to solve it, BMC (Business Model Canvas) focuses more on the product and how to sell it. While the Lean Canvas Model is more suitable for startups that have a lot of uncertainty and risk, BMC is more suitable for an established business that has a clear market and the right products for that market.

This model was explained to the students on the example of a hypothetical company Zelax & Relax, which launches the production of soft candies based on zeolite, sugar-free and biodegradable. The purpose of these candies is to replace traditional fluoride-containing toothpaste with soft candies with zeolite that have a pleasant taste based on natural fruit extracts, do not contain sugar or artificial sweeteners, are not sticky, can be used at any time - immediately after consuming food or drink (anywhere and anytime) and after chewing for a few minutes, they can be swallowed freely. They can be carried everywhere, in a standard package or a mini travel pack of 6 pieces. If they are thrown away, they will not pollute the environment and are completely harmless to water, soil and air. This is a completely new, unique and sustainable product.

Based on this information, students should fill out the BMC form in all 9 fields.

Key partners: Zeolite suppliers, fruit extract suppliers, packaging suppliers, distributors, retailers, online platforms, dental associations, environmental organizations.

Key activities: Production of zeolite-based soft candies, marketing and branding, quality control, customer service, research and development.

Key Resources: Zeolite Processing Technology, Secret Business Formula, Manufacturing Facilities, Inventory, Website, Brand, Customer Data.

Value Offers: Eco-friendly and healthy alternative to toothpaste, pleasant taste and texture, convenient and portable, antibacterial and pH-neutralizing properties, biodegradable and harmless to the environment.

Customer Relations: Online support, loyalty program, social media engagement, customer feedback, education, and awareness campaigns.

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Channels: website, online platforms, social media, advertising, word of mouth, sellers, distributors.

Customer segments: Eco-conscious consumers, health-conscious consumers, travelers, children, dentists, resellers.

Cost structure: Fixed costs: production facilities, salaries, marketing, research and development.

Variable costs: raw materials, packaging, shipping, commissions.

Revenue streams: Product sales, service fees, subscriptions, advertising, licensing.

\*\*\*\*\*

Exercise task: create a promotional post for zeolite candies under the commercial name ZeeZee for Facebook:

Proposal:

Introducing ZeeZee, the soft zeolite-based sweets that clean your teeth and save the planet. 🌍

ZeeZee is a revolutionary product that combines the benefits of zeolite, a natural mineral that fights bacteria and balances pH, with the taste and convenience of soft candy. 😊

ZeeZee is sugar-free, biodegradable and harmless to the environment. You can chew it for a few minutes and then swallow it or throw it away without any fault. 🍬

ZeeZee is the ideal solution for travelers, children or anyone who wants to keep their mouth fresh and healthy anytime, anywhere. ✈️

To celebrate the launch of ZeeZee, we are giving away free sample packs to 100 lucky winners. All you have to do is:

You're going to make this post

Follow our page

Tag 3 friends who would love ZeeZee

The winners will be announced on [Date]. Good luck! 😊

#ZeeZee #Zeolite #Candy #Dental #Ecofriendly #Healthy #Snack #Travel #Kids #Giveaway

Optional task: Do a promotional post for Instagram.

## 20. Workshop

Lesson analysis is a thinking process to determine what went well, what didn't go well, and what could be improved. The goal is to learn from past experiences and apply those lessons to future projects or ventures.

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How this method is implemented is explained on the example of the company PromGo, which deals with promotion on social networks.

Here's what worked well:

The promotional campaign has generated a lot of interest in the new product; It was well targeted at the target audience. It was well executed and fulfilled its promises.

What didn't work out well:

The promotional campaign was too expensive and went over budget; It didn't generate as many sales as expected. It did not effectively convey the unique value proposition of the new product.

What could be improved:

The company should explore more effective and cheaper promotional channels; Be able to conduct thorough market research to better understand the target audience. It can improve the content of the message and the positioning of the new product.

The process of lessons learned includes 5 steps: "Identify", "Document", "Analyze", "Store", "Download". In the example above, you can make a list of these 5 steps:

Identify: comments and recommendations that may be valuable for future projects, as well as feedback from clients, employees, and other stakeholders.

Document: findings of previous campaigns, reports, or insights from presentations.

Analyze: findings to identify common themes and areas for improvement.

Storage: A report or presentation in a vault, such as a shared disk or project management directory.

Download: A report or presentation for use on ongoing projects.

\*\*\*\*\*

For the exercise, the students were assigned a task: Wooden toy company Edu Wood failed to hold a planned promotion for customers and investors and was two weeks late.

Students were asked to make a list of expectations, outcomes, and lessons learned.

On the basis of the collected opinions, the requested list was compiled:

Expectations:

The promotion of new products for customers and investors was supposed to take place at a certain time and day, and the expectation was that the EduWood startup would generate significant interest and sales based on the promotion of the new line of toys.

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### Outcome:

Due to unforeseen circumstances, the promotion was postponed for two weeks, causing frustration and disappointment among buyers and investors. Because of this, EduWood has put in extraordinary efforts and additional costs to compensate for the delay and ensure that the promotion is a success.

### Lessons learned:

EduWood was supposed to plan for contingencies and have a backup plan in case of contingencies.

EduWood needed to communicate the delay information to customers and investors as soon as possible in order to manage expectations and reduce frustration.

The startup was supposed to offer incentives or compensation to customers and investors to compensate for the delay and ensure their satisfaction.

\*\*\*\*\*

Optional task: The company hired an IT agency to create a new website. The supplier who offered the best deadlines and prices for production was selected. The result was satisfactory and in line with expectations. However, what was not good was that the website was not suitable for mobile phones (it was not scalable for smartphone screen sizes – it was unreadable) and remained significant to the market audience (for customers in the 18-25 age group). Another problem is the lack of the ability to automatically sign up for the newsletter, which makes it impossible to have an e-mail promotional campaign and optimize promotional effects. Thirdly, the website did not provide for the possibility of pop-up ads about current exclusive offers (Black Friday, etc.), which reduces the chance that customers will see and react to such offers.

The task is to determine the lessons learned and how to overcome such problems in future contracts with IT agencies when creating a website.

## 21. Workshop

The last in the series is the workshop "Practical application of tools" and it is an opportunity for students to test the acquired knowledge and skills on one example, applying several tools at the same time on one project. Bearing in mind the age of the workshop participants, an example was chosen that is close to their interest, because it resembles well-known TV shows, such as: X-factor, America's got talent, Britain's got talent, The Voice, American Idol, as well as the domestic show program in the region "Stars" and "Youth for Youth" (Croatia); "Kids Star" (Bosnia and Herzegovina); "Montesong" (Montenegro); "Virtuosos" (Serbia).

The idea is to organize a competition for talented young people who play any musical instrument. We called it the Y-Factor - a music show for talent, to associate us with the X-Factor, because it would certainly have a similar concept about the selection of potential candidates, their competition in several rounds, according to the elimination system, all the way to the finals. An example of a vision statement is: "All musicians on planet Earth have a chance to present themselves to the world". A mission

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statement could be: "Let's give talented but unknown musicians a chance to show their passion for music."

Out of 20 previously processed tools, the following tools were selected for this project:

SWOT analysis; Assessment of the possibility; Six hats to think about; A financial plan; Communication plan; Risk analysis; LEAN Canvas.

Each of the tools was applied to the Y-factor music show for talents, using the PBL method: each of the groups of 5 students (composed according to the informal method) reflected on a given topic and presented their opinions. It was an opportunity for the students to test their communication skills of presenting ideas – with rotation (for each tool) so that all students in the group had the opportunity to present on behalf of their group.

On the basis of the group discussion, it was concluded that for the success of the project, in addition to all other elements, the most important thing is media support, otherwise everything would be left without publicity and the expected promotional effects. In this regard, a special task was how to interest televisions with a national frequency to be actively involved in the implementation of the project. A letter was drawn up to be sent to music editors on television with national frequencies.

Second, but not least, was the financial resources for the implementation of this competition. The students were given the task of designing a crowdfunding campaign that would be marketed through social networks. The potential target group is individuals and companies who believe that this type of promotion of young talented musicians would be interesting and unique and want to support it. The next question is, what kind of incentives can I offer to potential investors?

This task was accepted by the students with great excitement, because they imagined themselves in the role of active participants in a large project with a topic that is inspiring and realistic.

All proposals are made in written form. A committee composed of teachers' representatives and project coordinators had the difficult task of selecting the best proposals and awarding the winning teams. Nevertheless, the selection has been made and the best works are as follows:

Secondary School of Economics, Sarajevo

The team from class II-4 composed of:

AMNA BUKVA

ADLA ŠURKOVIĆ

ESMA PANDŽIĆ

AMNA OMERBEGOVIĆ

ILHANA VLADAVIĆ

Support the Y-Factor - a place where talent becomes a star!

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Music has the power to bring people together, and every young talent deserves a chance to shine.

That's why we're launching the Y-Factor Music Talent Show, a competition that gives undiscovered talent the opportunity to showcase what they know.

But in order to create something really special, we need your help!

Support us and secure great prizes!

Personalized Thank You Cards

VIP tickets for the finals

A Chance to Be an Honorary Judge

Backstage approach.

Each donation takes us one step closer to creating something magical.

Support young talents and become a part of this unforgettable story!

Thank you for believing in your dreams and future music stars!

School of Economics and Administration, Osijek

The team from grades I-c composed of:

VANESA ĆOSIĆ

ANTEA LUCIĆ

ANGELA PINTARIĆ

KAROLINA BARONJI

Support young talents and be part of the musical revolution!

Music brings people together, and now you can help young talent achieve their dreams.

The Y-factor - music talent show is an opportunity for talented musicians to shine, but we need your help.

Support our crowdfunding campaign and become a part of the story that creates future stars! Donate and secure a VIP ticket, backstage access, exclusive souvenirs and more.

Click on the link and support us.

Secondary School "Danilo Kiš" Budva

Class II-5 team composed of:

JOVANA CEROVIĆ

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PETRA VUKŠIĆ

ANDREA TUFEGDŽIĆ

LENA LEKOVIĆ

NATAŠA BEŠOVIĆ

"Looking forward to the future stars."

We believe in young talent and we want them a chance to shine! Y-factor is a music talent show that brings together talented instrumentalists from all over the country, in order to provide them with an unforgettable experience, we need your support.

How can you help?

Donate and be a part of the story that creates new music legends!

As a sign of gratitude, we have prepared special prizes - VIP tickets, backstage experiences and the opportunity to be part of the jury!

Be part of the music revolution - donate now and support young artists.

#YFactor #PodržiTalente #Muzička Future

## Feedback on the workshops held

After all the workshops were completed, the students were given a questionnaire to give their grades on the activities carried out.

QUESTIONNAIRE FOR THE EVALUATION OF THE PROJECT "OPEN FUTURE".

### Part 1: General Feedback on Tools

1. Please evaluate the aggregate selection of 20 tools offered (1 = bad, 5 = excellent): 1 2 3 4 5 \*

\* 1-poor, 2-sufficient, 3-good, 4-very good, 5-excellent

2. Which three tools were most useful to you? (Select up to 3)

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3. Were there any tools or their practical application that you did not fully understand? (Choose up to 3, if there are any)

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4. How applicable do you think these tools are to address real-world challenges you may face in the near future? (1 = Not applicable, 5 = Very applicable): 1 2 3 4 5

5. Is there one tool that you feel confident you can immediately apply to solve real-life problems? If so, please tell us which one:

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### **Part 2: Content and methodology of the workshop**

6. How would you evaluate the group work method using PBL learning? (1 = bad, 5 = excellent): 1 2 3 4 5

7. Compared with traditional teaching methods (memorize and reproduce), do you think the PBL method is more effective?

oh, yes

oh, no

Oh I don't know

8. Would you like the PBL method to be applied in regular school classes, and not only in extracurricular activities?

oh, yes

oh, no

Oh I don't know

9. Was the time set aside for mastering each tool sufficient for a complete understanding?

oh, yes

oh, no

o Not always

### **Part 3: Moderators and Support**

10. How would you rate the moderator's ability to explain the tools and lead your group? (1 = bad, 5 = excellent): 1 2 3 4 5

11. Was the facilitator approachable and supportive during the workshops?

•Yes I do

•No

•Not sure

### **Part 4: Overall feedback**

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12. What aspects of the workshops did you enjoy the most? (free form)

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13. What would you suggest for the improvement of the workshops in the future? (free form)

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14. Please indicate your overall rating for the entire project "Open Future" (1 = poor, 5 = excellent): 1 2 3 4 5

Signature:

Date: \_\_\_\_\_ 2025

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By analyzing the questionnaire, summary results were derived. The most interesting indicators are:

Most Useful Tools: SWOT Analysis, Risk Analysis, Brainstorming, Financial Planning, and 6 Hats.

Tools not fully understood (additional training required): Pestel, Financial Planning, A3 Tool, LEAN Canvas, Application Policy.

A tool they could apply immediately: SWOT, Risk Analysis, SMART, Brainstorming, 6 Hats.

Acceptance of the proposal to apply the PBL method in regular school teaching: 89% YES, 5% NO, 6% I don't know.

## A final survey of all participants in the project

### POLL

After successfully completing the training for the improvement of entrepreneurial competencies, according to the EU program for the application of the EntreComp model in secondary vocational schools, please give your opinion on your participation in the Open Future project.

In your opinion, how useful were the materials used during the training?

- Descriptions of entrepreneurial competencies (from the workshop "With a little help from friends"): grade 1-2-3-4-5 or answer "not familiar"

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- Tools for assessing the current state of entrepreneurial competencies: grade 1-2-3-4-5 or the answer "I am not familiar" or "I did not participate in the test"
- Training material (21 tools): grade 1-2-3-4-5 or answer "not familiar"

Do you feel like you've learned new skills while participating in the creative workshops?

- Improvement of entrepreneurial competency skills compared to the period before the training: YES or NO

Do you feel that you now have a higher level of self-confidence in the field of entrepreneurial competencies?

- With more confidence, you can discuss ideas in the field of entrepreneurship: YES or NO
- Do you think that your participation in the 21 tools workshops was successful: YES or NO
- Do you think that participating in the 21 tools workshops was useful for you: YES or NO

Satisfaction with their own achievements.

- Are you satisfied with your own contribution to the success of your group in the workshops: YES or NO

Are you interested in learning more about entrepreneurial skills?

- Would you like to learn more about entrepreneurial competencies that are useful for active participation in society, managing your own life and career, and launching initiatives to create new values: YES or NO
- If you are not a high school graduate, would you like to participate in the continuation of the project activities, in case they are organized: YES or NO

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The summary results of the survey are as follows:

Usefulness of Training Materials

- (1) Workshop With a little help from friends (Descriptions of entrepreneurial competencies) rating: 4.7
- (2) A tool for assessing the current state of entrepreneurial competencies, score: 4.1
- (3) Training material (21 tools) Rating: 4.2

Improving entrepreneurial skills: YES (88%) NO (12%)

Increased level of self-confidence in the field of entrepreneurial competencies:

- (a) Participation in the workshops 21 tools was successful: YES (93%) NO (7%)

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(b) Participation in workshops 21 tools was useful: YES (90%) NO (10%)

Satisfaction with one's own contribution to the success of the group in the workshops: YES (95%) NO (5%)

Desire to learn more about entrepreneurial competencies: YES (84%) NO (16%)

Willingness to participate in the continuation of project activities: YES (85%) NO (15%)

### Recommendations

1. To include the PBL method in regular teaching, especially in subjects that develop teamwork, innovation and entrepreneurial thinking;
2. Strengthen activities in financial and economic literacy, as this competence has shown the lowest level of correct answers;
3. Continue to apply tools such as SWOT analysis, Lean Canvas, 6 hats and others, as students show a high level of understanding and usefulness;
4. Organize additional workshops and simulations of business scenarios in order to increase the practical application of knowledge;
5. Encourage an interdisciplinary approach, where students of different fields of study solve real problems together;
6. Develop mentoring between students and teachers, with the aim of ensuring that students take an active role in project planning and evaluation;
7. Monitor students' progress through regular evaluations and questionnaires to measure the development of entrepreneurial competencies during schooling;
8. To support teachers through trainings and exchange of good practices in the field of PBL and entrepreneurial learning.

### Conclusions

At the beginning of the project, the analysis determined that the initial situation was extremely unfavorable, which was reflected in several aspects:

- (a) Informing about key entrepreneurial competencies according to the EntreComp model is unsatisfactory (using the tool for assessing the current state of entrepreneurial competencies based on a questionnaire of 180 questions, the average level of information below 50% was determined)
- (b) The indices of the dimensions of national culture are extremely unfavorable – especially the power distance index (80 on average), the index of individualism versus collectivism (about 30 on average) and the index of uncertainty avoidance (about 90 on average). The consequences are lack of self-confidence, unwillingness to make decisions, risk avoidance and fear of change.
- (c) The predominant method of work is ex-chair, without sufficient experience in working according to the PBL method (project-based learning).
- (d) Expressed distrust in students' own creative abilities, which is manifested by an unwillingness to generate new ideas and critical thinking.

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- (e) An outdated curriculum for the subject of Entrepreneurship, which focuses on basic knowledge about establishing and running a company, instead of the dynamic development of an entrepreneurial mindset in accordance with global market trends of the 21st century.

Based on the situation, we have come up with a strategy to solve the problem.

- (a) Creating materials that cover areas of missing knowledge and skills.
- (b) Preparation of teachers by introducing them to materials that are specially developed for these purposes, based on current literature in the field of entrepreneurship and related disciplines.
- (c) Training of teachers through LTT activities, for mastering the skills of working with students according to the PBL methodology, with special emphasis on the way of establishing a balance between support and challenges, authority (the power to make decisions and implement rules) and responsibility (the obligation to perform tasks and bear responsibility for results).
- (d) Adoption of a methodology for working with students in informal groups, with the definition of ways to establish a balance between dominant and silent students, with a gradual reduction and elimination of the fear of judgment and self-censorship.
- (e) Developing and stimulating the imagination, as a lever for generating new ideas outside the box, through exercises to activate the right hemisphere of the brain and strengthen creative potentials by challenging critical thinking.
- (f) Development of a list of competencies that are particularly problematic under the influence of the dimensions of national culture in the areas of partner institutions, and intensified activities to overcome them.

During the creative workshops, teachers (in the role of moderator) adjusted the scope, pace and dynamics of work with students, according to the speed of learning the material, with an emphasis on creating a relaxed atmosphere, where there are no wrong solutions and every opinion is valued and valued. This gradually encouraged even the quietest students to actively engage in work, without fear of being judged by peers or teachers and without self-censorship, slowly gaining confidence in their own values and capabilities. Each creative workshop brought a dose of fun and laughter, giving everyone a chance to express themselves, and humorous comments, contrary to classic classes, were welcome here and raised the level of mood to a higher level. Some workshops are remembered as a fantastic source of entertainment and comedy (e.g. making musical greeting cards for divorce), but at the same time they generated great suggestions for their placement on the market, and that was the goal of their maintenance. Some of the tools in the workshops were not immediately understood or their role was not recognized (e.g. PESTEL, because it relies on macro indicators that are not familiar to most students), but they certainly managed to understand in the end based on the practical examples they did.

At the end of the practical training, the teachers expressed their satisfaction with the progress of their students in acquiring key entrepreneurial competencies, especially when they compared the activity and contribution of the students in the first workshops with those in the last weeks, the progress was obvious. However, the most valuable indicator of the success of the work is the feedback from the

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participants in the project themselves. For this purpose, we have created an evaluation questionnaire in which the participants of the creative workshops give their assessment of the activities carried out.

The analysis of the answers, which were quantitative (grade from 1 to 5; agreement with the proposed conclusion YES or NO) and qualitative (listing those tools or workshops that are the most useful, easiest to apply or least understandable, etc.), determined the degree of success of the implemented workshops.

Particularly interesting is the data on the satisfaction with the PBL (project-based learning) methodology, where 89% of students answered that they believe that this method should be included in regular school teaching in other subjects as well. This is a confirmation that gives an undoubted basis for satisfaction with the inclusion of PBL in project activities.

Finally, a final survey was conducted for all participants with an invitation to give their opinion on participation in the Open Future project.

The results of the survey are more than satisfactory, bearing in mind that the vast majority stated that there was an improvement in entrepreneurial competency skills (88%), that the level of self-confidence in the field of entrepreneurial competencies was increased - participation in workshops was successful (93%), and participation in workshops was beneficial (90%). Satisfaction with one's own contribution to the success of the group in the workshops is excellent (95%), and the desire to acquire more information about entrepreneurial competencies is high (84%).

On the basis of these supporting indicators, it can be concluded that the applied methodology within the Open Future project was well formulated, successfully changed and gave the expected results in strengthening key entrepreneurial skills. As such, its application is recommended to all interested educational institutions of secondary vocational education (with the possibility of adapting in scope and content) according to the needs and conditions of users. The materials used in this project can be freely downloaded from the project website at: <https://openfuture4.me> (open license AY).

As a final result of empirical research in the field, within the project, a proposal of the Curriculum for the subject "Innovative Entrepreneurship" was made, which was forwarded to the competent ministries for consideration and adoption. This curriculum systematically guides students to acquire the knowledge and skills necessary to adopt an entrepreneurial mindset.

The main benefits of this curriculum are: 1. Bridging the skills gap; 2. Cultivating a growth-oriented mindset; 3. Compliance with market requirements; 4. Encouraging lifelong learning; 5. Improving economic and social impact.

## OPEN FUTURE: A Case Study

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