



LEEN

LIMINAL LAB

MANUAL

LIMINALITY & EDUCATIONAL ENTREPRENEURSHIP

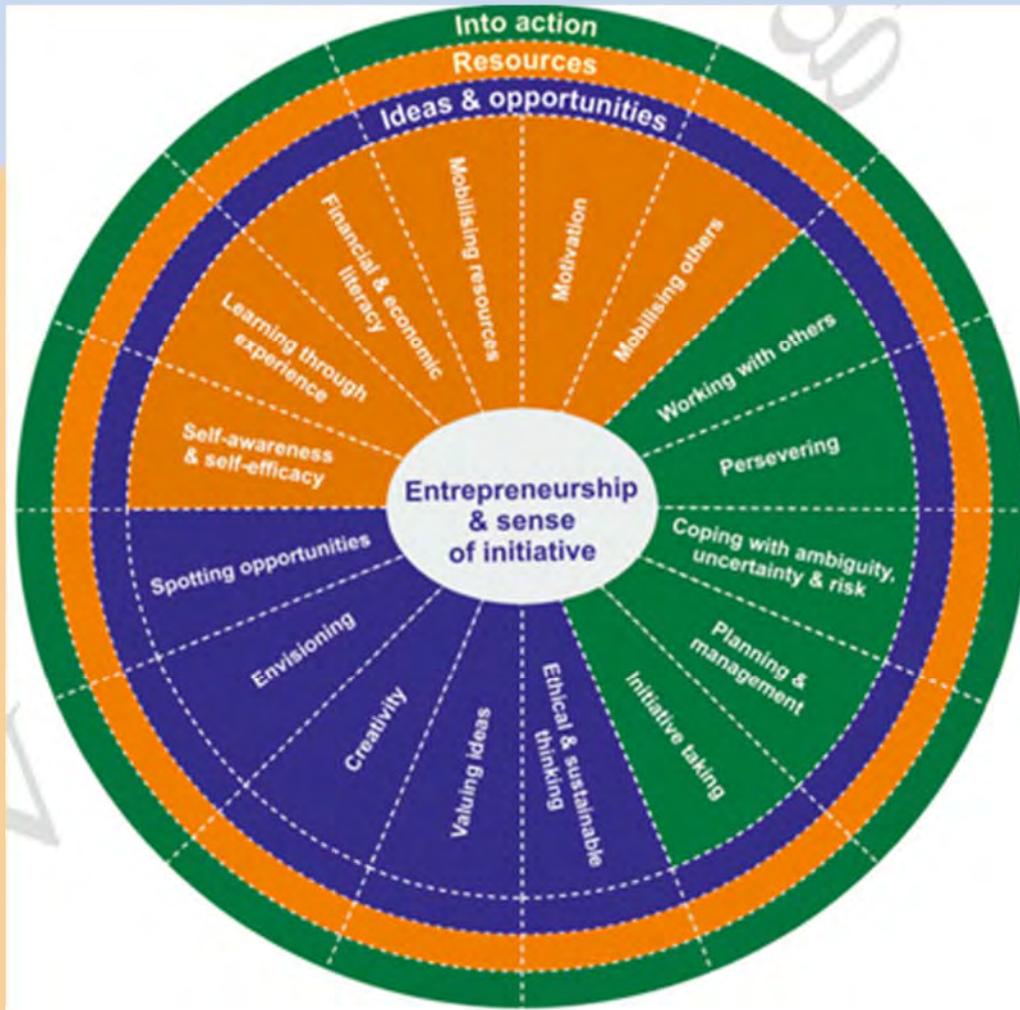
WHAT IS THIS MANUAL FOR AND WHY?

This manual is for teachers and students. It's about entrepreneurship and entrepreneurial learning. The tools and methods used in this manual were created to enhance the skills that we'll all need in the 21st century.

We're all entrepreneurs in one way or another. Entrepreneurship is an approach and entrepreneurial skills can be triggered and helped with certain tools and exercises. Entrepreneurship is a person's ability to turn ideas into action. It includes creativity, innovation, showing initiative and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives.

This book was created to help teachers and students through the process of transforming old patterns into creative new ones. It's a manual to discover liminal spaces, patterns, stories and situations.

CONCEPTS AND TOOLS OF LEEN THE ENTRECOMP FRAMEWORK



1.1. Spotting opportunities

Think outside the box

- Shape and solve problems
- Establish novel connections and synthesise scattered elements

1.2. Creativity

Develop creative and better solutions

- Co-develop multiple ideas and opportunities
- Explore and experiment with innovative approaches
- Re-combine knowledge and resources to achieve valuable effects

CONCEPTS AND TOOLS OF LEEN THE ENTRECOMP FRAMEWORK

2.1. Self-awareness and self-efficacy

Believe in yourself and keep developing

- Believe in one's individual and/or group capacity to shape the course of events despite ambiguity, setbacks, and temporary failures

2.2. Learning through experience

Learn by doing

- Reflect and learn from both success and failure

3.3. Coping with uncertainty, ambiguity and risk

Make decisions dealing with uncertainty, ambiguity and risk

- Make decisions when the result of the decision made is uncertain, when the information available is partial or ambiguous, when there is a risk of unintended outcomes

3.4. Persevering

Don't give up

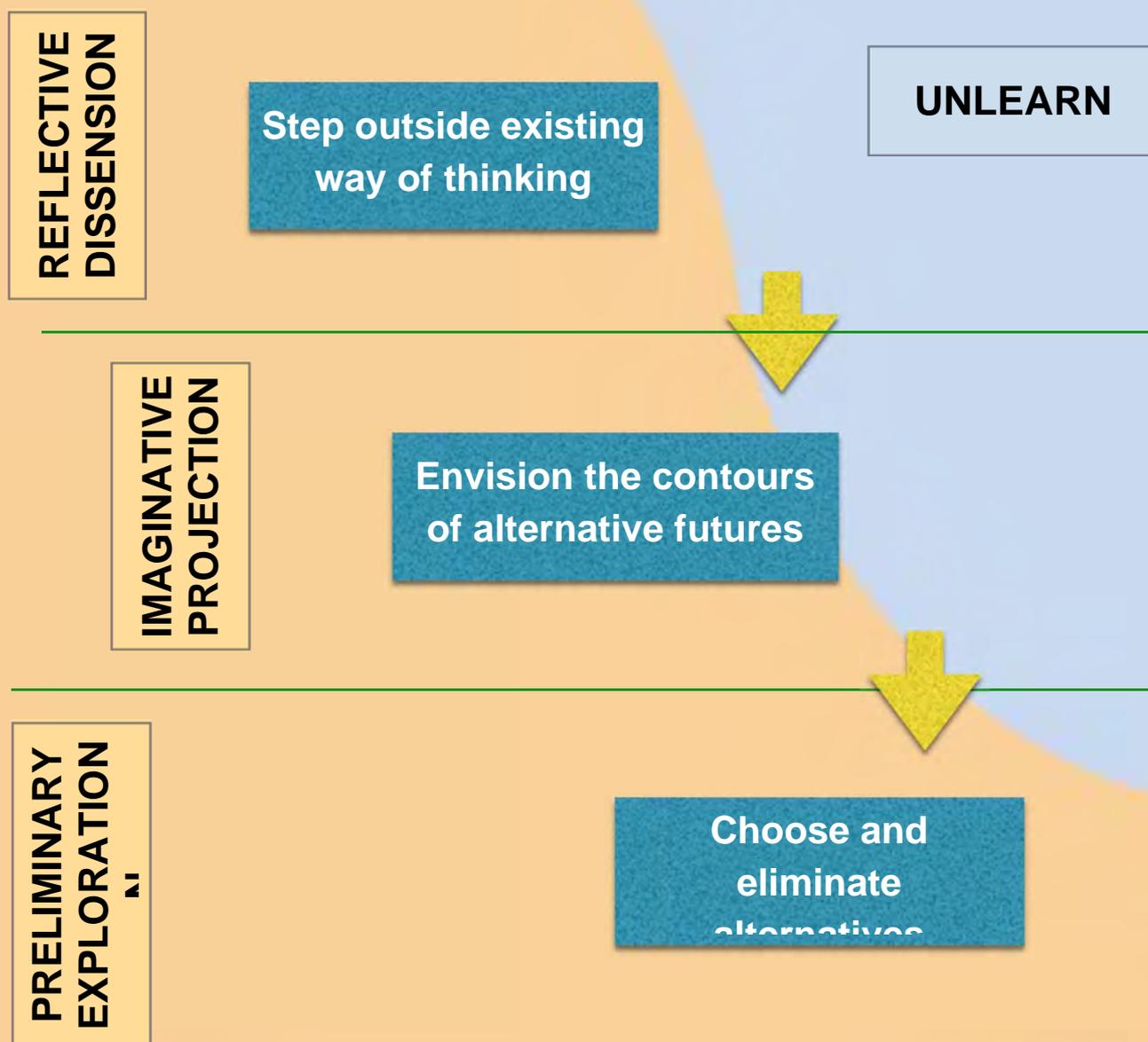
- Be resilient in the face of pressure, adversities and temporary failure

CONCEPTS AND TOOLS OF LEEN

THE LIMINAL PROCESS

Liminal individuals: neither here nor there; they are betwixt and between the positions assigned and arrayed by law, custom, convention, and ceremony

Liminal spaces: entrepreneurship clubs, Facebook groups, training camps, online webinars, conference



CONCEPTS AND TOOLS OF LEEN CRISIS, LIMINALITY, TRANSFORMATIVE LEARNING

Crisis appears as a slow awakening that one's life has lost meaning, that work, play, and relationships have habituated into empty routines.

- > reject loss and cling to old identity;
- > accept loss and resign hope;
- > acknowledge loss, mourn and open up to new possibilities;
 - accept frailties, block path of unconsciousness and shed old identities
 - training, outsider

“In traditional societies, a crisis is ritualized at standard ages as a series of initiations into advancing maturity: puberty, early adulthood, marriage, and professional roles in religious orders, education, and the military.”

“For a person, the crisis may be induced by physiological changes and promoted in the traditional rituals of passage. Each of these changes may present shocks to one's self-image, often as a loss of capacity that provide openings to new perspectives and values for social engagement.”

“For an organization or community, crisis may begin with a disruption of the status quo, often due to a change in the external environment in which the organization works.”(1)

CONCEPTS AND TOOLS OF LEEN DESIGN THINKING

Design thinking is the confidence that everyone can be part of creating a more desirable future, and a process to take action when faced with a difficult challenge.

That kind of optimism is well needed in education. (8)

PROCESS:

1. **Generate ideas:** Synthesise and define, focus on user types & needs, choose a next step, brainstorm
2. **Make informed decisions:** Weight pros and cons
3. **Create prototypes:** Representation, feedback, incorporate feedback
4. **Collaborate:** Project management, motivate, monitor team dynamics (Barseghian, 2013)

(8) <https://medium.com/synapse/the-creative-mastery-cycle-a42e5f82def3>

LIMINAL LAB 1

TITLE: FAIL IN ORDER TO OPEN NEW WINDOWS

GOAL: PERSEVERANCE

PURPOSE: This lab focuses on raising awareness in order to trigger change. By using 5 different fairytales, you'll learn how to rewrite old stories and create new ones. You'll understand entrepreneurial behaviour by analysing stories and using the power of storytelling in the process of creating new perspectives. The focus of this lab is on un-learning, letting go old habits and creating new identities. This lab is about the first stage of the liminal process.

If you complete this activity, you'll be able to understand how you can learn from stories in the most efficient way.

You will understand better how entrepreneurship works, and what liminality means.

You will also learn an essential tool that helps you analyse any type of story.

TIME FRAME: Each Liminal Lab is designed as a 3 hour workshop. There are two main exercises in Liminal Lab 1. 90 and 60 minutes allocated respectively, and 30 minutes for group discussion, group and individual evaluation at the end of the workshop. If you have less time, allocate the time accordingly.

KEYWORDS:

awareness, ability to understand old patterns and the importance of entrepreneurship, entrepreneurial spirit

SPARK: How do fairytales teach you about leaving old habits behind?

Every fairytale has liminal places, moments and figures.

In every story failures are story changers.

EXERCISE 1: FAIL, FAIL AGAIN, FAIL BETTER

INSTRUCTIONS FOR THE MODERATOR: There are 5 stories to be analysed. Divide the class into 5 groups with approximately same numbers.

TIME FRAME: 90 minutes. 60 minutes group work and 30 minutes class discussion.

DESCRIPTION OF THE EXERCISE (60 minutes group work)

STEP 1: Watch the following Learning Snacks!

- Learning Snack 3: What is Liminality?
- Learning Snack 9: How to explain the in-betweenness of liminality?
- Learning Snack 10: What are liminal characters in stories?
- Learning Snack 20: Hero's journey

STEP 2: Read the fairytale allocated to your group!

STEP 3: Analyse the story based on the Hero's Journey! Identify the different stages of the Hero's Journey in your fairytale! (Find theory on next page)

STEP 4: Try to answer the following questions using your fairytale!

- Indicate where the protagonists rely on entrepreneurial competences!
- Indicate liminal characters, places, times and processes (mistakes)!
- Indicate where, how, why they have to let go of old habits!
- How is failure repeated and how is it improved by letting go of old habits?
- Discuss with your group how entrepreneurial competences, liminality, letting go of old habits are connected!
- Try to gather 3 definitions of failure from the story!

POINTERS:

Use post-its!

Draw!

Think in a visual way with all your senses!

THE HERO'S JOURNEY

The Call to Adventure – Hero receives calling to the unknown

Refusal of the Call – Obligations or fear prevent hero from starting

Supernatural Aid – Magical helper appears or becomes known

Crossing the First Threshold – Hero leaves its known world and enters into the unknown

Belly of the Whale – Final stage of the separation from the known world

PRE-Liminal
PHASE

The Road of Trials – Hero must pass a series of tests to begin the transformation

Meeting with the Goddess/Love – Hero experiences unconditional love

Temptation – Hero faces temptation that will distract from ultimate quest

Atonement with the Hero's Father – Hero must confront the person that holds ultimate power in his life

Peace and Fulfilment Before the Hero's Return – Hero moves toward divine knowledge

The Ultimate Boon – Achievement of goal

Refusal of the Return – Having found bliss and enlightenment in the other world, hero may be reluctant to return

LIMINAL
PHASE

Magic Flight – Sometimes the hero has to escape with the boon

Rescue from Without – Sometimes the hero needs a rescuer

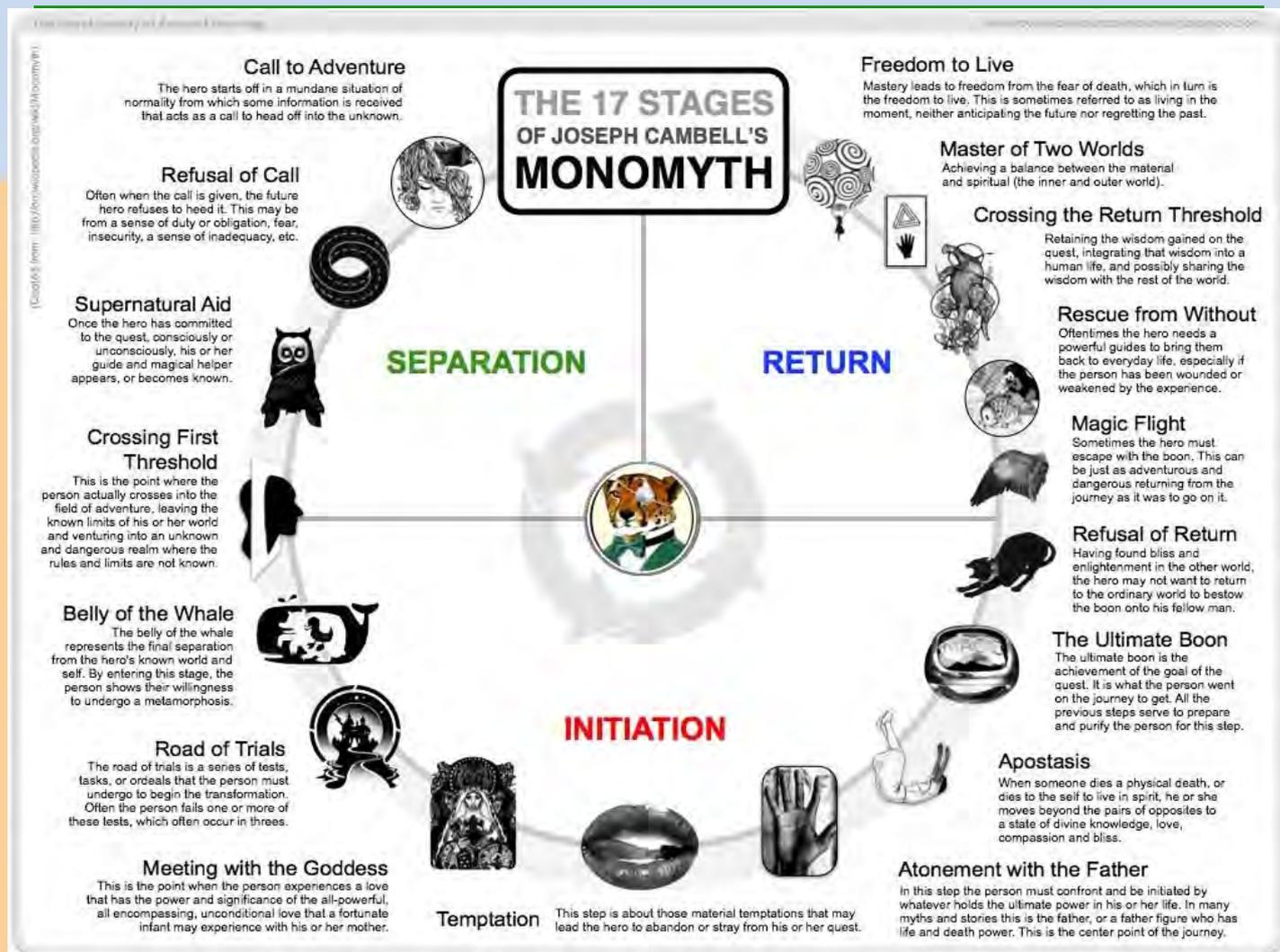
Return – Retain wisdom gained on quest and the hero integrates wisdom in human society by sharing wisdom with the world

Master of Two Worlds – Hero achieves balance between the material and spiritual (inner and outer world)

Freedom to Live – Freedom from fear of death, causing hero to live in the present without concern for the future or regrets of the past

POST-Liminal
PHASE

THE HERO'S JOURNEY AND GROUP DISCUSSION



INSTRUCTIONS FOR THE SECOND PART: After working for an hour in group, bring the class together and discuss the findings.

TIME FRAME: 30 minutes class discussion

DESCRIPTION OF THE CLASS DISCUSSION

STEP 1: Ask the groups separately to share their main findings! Ask them to present their charts, drawings, post-its!

STEP 2: Deep analysis. Watch the Learning Snacks with the group one by one. After each snack, ask the groups to share their opinions and ideas! Connect the ideas of the learning snacks to the actual fairytales!

STEP 3: Go through the questions in Step 4 and discuss them with the whole class! Facilitate group learning!

EXERCISE 2: CONVERSATION ON MISTAKES AND FAILURE

INSTRUCTIONS FOR MODERATOR: Let the participants return to their groups to create their own story!

TIME FRAME: 30 minutes group work for creating a failure story and 30 minutes class discussion

DESCRIPTION OF THE FIRST PART (30 minutes group work)

TASK: Create your own story on failure! It can be inspired by real life events or purely your imagination.

STEP 1: Use the concepts covered by the lab to create the story!

STEP 2: Use Campbell Hero's Journey to design the overall arch of the story and its different stages!

STEP 3: Think about the following question:

- What are the relevant moments of the story?
- What's the message of your story?
- How is it related to making mistakes and failure?
- What does your story tell about entrepreneurship and liminality?

DESCRIPTION OF THE SECOND PART (30 minutes discussion)

- Ask one volunteer from each group to share their story.
- Appoint one member of the class to give feedback on the shared story.

INDIVIDUAL AND GROUP ASSESSMENT OF THE LAB:

INSTRUCTIONS FOR MODERATOR: Discuss the questions with the group and then let them fill in the individual assessment form (next page)

- What skills have you learnt during this lab?
 - Which competences do you link to this liminal lab?
 - How did it enhance your perception of entrepreneurship?
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- How did it contribute to your personal development?

COMPETENCES AND ENTREPRENEURIAL SKILLS INDIVIDUAL ASSESSMENT— QUIZ AND SITUATIONAL ANALYSIS

1. Spotting opportunities —» I can link liminality to entrepreneurship education

Question: How do fairytales teach you about leaving old habits behind?

2. Spotting opportunities —» I can link stories to entrepreneurship education

Question: What did the fairytales teach you about entrepreneurship?

3. Creativity —» I can create liminal contexts to initiate entrepreneurship education

Question: What kind of exercise would you choose to explain liminality?

4. Self-awareness & self-efficacy —» I can finish an assignment even though it is not clear and I keep making mistakes

Question: What would you do if you are given an important assignment which is challenging for you and you cannot find the right solution?

5. Learning through experience —» I can see failures as windows to opportunities

Question: How do you look at failure?

6. Learning through experience —» I can leave old habits behind

Question: What would be your strategy to leave an old habit behind?

7. Coping with ambiguity —» I can leave old habits behind

Question: What would be your strategy to cope with ambiguity?

8. Coping with ambiguity —» I can dance with fear

Question: What is your strategy to cope with fear? Does it stop you from realising a goal?

9. Perseverance —» I can keep failing, failing again, and failing better

LIMINAL LAB 2

TITLE: 'CAN DO' THE IMPOSSIBLE

GOAL: MOTIVATION

PURPOSE: This lab focuses on increasing determination, drive, optimism, motivation, self-confidence by creating characters and understanding the driving force behind motivation. Building on the first liminal lab, stories and fairytales analysed during the first session, entrepreneurial characters are formed, helping every participant find his or her own entrepreneurial spirit inside. The focus of this lab is on un-learning old patterns, finding positive stories, and creating new behaviours.

If you complete this activity, you'll be able to understand better your entrepreneurial persona.

You will understand what triggers and sustains motivation in the long-term.

You will learn an essential tool that helps you spark, sustain and amplify your motivation.

TIME FRAME: There are two main exercises in Liminal Lab 2. 90 and 60 minutes allocated respectively, and 30 minutes for group discussion, group and individual evaluation at the end of the workshop. If you have less time, allocate the time accordingly.

KEYWORDS:

We're all entrepreneurs in our own lives.

Motivation can be sparked, sustained and amplified.

SPARK: What are the most important traits of entrepreneurial characters?

Every story depicts a character that we can relate to. What about entrepreneurs?

EXERCISE 1: ENTREPRENEURIAL CHARACTERS

INSTRUCTIONS FOR THE MODERATOR: Divide the class into 5 groups. In case of bigger classes, create more groups. Don't put more than 5 participants in one group!

TIME FRAME: 90 minutes. 45 - 45 minutes for group work and discussion

DESCRIPTION OF THE FIRST PART (45 minutes group work)

Use your fairytale from the previous session or your own imagination!

STEP 1: Design an entrepreneurial persona!

- Create a persona picture with notes alongside to show the age, gender, likes and dislikes of the sort of entrepreneur your group decides to design!
- Gather as many characteristics as you can of this persona, and be as specific as you can! (outlook, traits, characteristics, lifestyle, name, gender, and so on)

STEP 3: What are the traits of this persona you can relate to?

- Every participant of the group has to tell how he or she can relate to this imagined entrepreneurial character!
- **Create Name Tags** —» Write your name in the centre of the nametag. In the spaces around your name write five characteristics that you share with the persona!

POINTERS:

Use post-its! Draw!

Try to gather as many characteristics as you can!
Design the entrepreneurial character thoroughly and think of every possible detail of his or her personality!

SECOND PART OF THE EXERCISE (45 minutes discussion)

- Let each group share the entrepreneurial persona with the class.
- Analyse which characteristics appear more often, create charts, draw!
- Motivate everyone to share how he or she can relate to these

EXERCISE 2: MOTIVATION STORY

INSTRUCTIONS FOR THE MODERATOR: Divide the class into 5 groups. Don't put more than 5 participants in one group!

TIME FRAME: 60 minutes. 30 - 30 minutes for group work and discussion

DESCRIPTION OF THE FIRST PART (30 minutes group work)

STEP 1: Each participant shares a story from the past where motivation was tested but he or she could sustain it and it resulted in a successful project!

- Use the motivation framework below! Focus on the 3 parts!
- How did you spark, sustain and amplify your motivation?
- What made this situation special and positive?
- What helped you keep your motivation and drive? Tools, people, rituals,



STEP 1.

Questions to ask: *“What do I want for myself? What new goal would be meaningful to me? What am I excited about learning and giving? What great new adventure do I dream of? What grand pursuit or act of service will be satisfying to me and get me out of bed each morning?”* (2)

STEP 2.

Strategies to sustain motivation —» Reviewing our goals each day, journaling about our desires each night, regularly setting aside moments to visualise what we want and scheduling our next steps.

STEP 3.

Making it a game to meet difficult circumstances with a smile, good-natured intent, humour, and a cheering voice.

Brendon Burchard. (2014) *The Motivation Manifesto*. United States: Hay House

EXERCISE 2: MOTIVATION CONVERSION ON MOTIVATION

INSTRUCTIONS FOR THE EXERCISE: Unite the class again for group discussion!

TIME FRAME: 30 minutes

DESCRIPTION OF THE SECOND PART (30 minutes discussion)

STEP 1: Ask one volunteer from each group to share their motivation story.

STEP 2: Follow the questions below for group discussion. Create a motivation vision board with the class!

- Do you see similarities between the shared story and your own?
- What does the story say about the 3 stages of the framework?
- How is motivation sparked?
- How is motivation sustained?
- How is motivation amplified?

POINTERS:

Use post-its!

Draw!

Think in a visual way with all your senses!

Create a motivation vision board!

INDIVIDUAL AND GROUP ASSESSMENT OF THE LAB:

INSTRUCTIONS FOR THE MODERATOR: Discuss the questions with the group and then let them fill in the individual assessment form (next page)

- What skills have you learnt during this lab?
 - Which competences do you link to this liminal lab?
 - How did it enhance your perception of entrepreneurship?
 - How did it contribute to your personal development?
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- What is your take-away message?

COMPETENCES AND ENTREPRENEURIAL SKILLS INDIVIDUAL ASSESSMENT— QUIZ AND SITUATIONAL ANALYSIS

1. Spotting opportunities —» I can link liminality to entrepreneurship education

Question: How do entrepreneurial characters teach you about leaving old habits behind?

2. Spotting opportunities —» I can link stories to entrepreneurship education

Question: What did the motivation story teach you about entrepreneurship?

3. Creativity —» I can create entrepreneurial characters to initiate entrepreneurship education

Question: How would you relate entrepreneurial characters to liminality?

4. Self-awareness & self-efficacy —» I am aware of my entrepreneurial traits

Question: What are the traits that you have in common with the entrepreneurial persona your group created?

5. Learning through experience —» I can see situations as tests for challenging my motivation

Question: How do you sustain your motivation in difficult times?

6. Learning through experience —» I can learn from life events

Question: What would be your strategy to amplify your motivation?

7. Coping with ambiguity —» I can handle uncertainty

Question: What would be your strategy to deal with ambiguity?

8. Coping with ambiguity —» I can dance with fear

Question: How do you handle fear?

9. Perseverance —» I can keep trying even though my motivation drops

LIMINAL LAB 3

TITLE: 'JUST DO' THE UNREALISTIC

GOAL: VISION AND INITIATIVE

PURPOSE: This lab focuses on the second step of liminality, experimenting with realities without real commitment and imagining a possible future. The keywords of this lab are vision, focus, courage, creativity and taking initiatives. The two main exercises of the lab, analysing entrepreneurial stories and creating the Tree of Life help participants better understand the relation between past, present, future and imagine a different future outcome in a visual and creative way.

If you complete this activity, you'll be able to imagine alternative realities and experiment with different future scenarios.

You will learn more about entrepreneurial stories and examples of practicing entrepreneurs.

TIME FRAME: Each Liminal Lab is designed as a 3 hour workshop. There are two main exercises in Liminal Lab 3. 90 and 60 minutes allocated respectively, and 30 minutes for group discussion, group and individual evaluation at the end of the workshop. If you have less time, allocate the time accordingly.

KEYWORDS:

Vision, Initiative, Goal Setting,
Planning and Organising, Focus

SPARK: What would you do if everything was possible?

In every situation we have the choice to invite courage into our lives instead of voting for conformity.

EXERCISE 1: ENTREPRENEURIAL STORIES

INSTRUCTIONS FOR THE MODERATOR: There are 5 stories to be analysed. Divide the class into 5 groups with approximately same numbers.

TIME FRAME: 90 minutes. 60 minutes group work and 30 minutes class discussion.

DESCRIPTION OF THE FIRST PART (60 minutes group work)

STEP 1: Watch the following Learning Snacks!

- Learning Snack 1: What is entrepreneurship in a narrow and a broad sense?
- Learning Snack 7: What is cultural entrepreneurship?
- Learning Snack 9: How to explain the in-betweenness of liminality?
- Learning Snack 10: What are liminal characters in stories?
- Learning Snack 20: Hero's journey

STEP 2: Read and analyse the entrepreneurial story of your group!

STEP 3: Identify the different stages of the Hero's Journey in your story! (Find theory in Liminal Lab 1) Try to answer the questions below!

- What are liminal spaces in the story? When did important turning points happen?
- What kind of entrepreneurial character does the given entrepreneur depict? —» outlook, traits, characteristics, lifestyle, and so on?
- How did the entrepreneur ignite spark, and then sustain and amplify her motivation?
- What do these stories tell you? What is the take-away message?
- Try to gather 3 definitions of failure from the story!

POINTERS:

Use post-its!

Draw!

Think in a visual way with all your senses!

EXERCISE 2: TREE OF LIFE

INSTRUCTIONS FOR THE SECOND PART: After working for an hour in group, bring the class together and discuss the findings.

TIME FRAME: 30 minutes class discussion

DESCRIPTION OF CLASS DISCUSSION (30 minutes)

STEP 1: Ask the groups separately to share their main findings! Ask them to present their charts, drawings, post-its!

STEP 2: Go through the questions in Step 3 and discuss them with the whole class! Facilitate group learning!

- What do these entrepreneurs have in common? —» J.K.Rowling, Oprah Winfrey, Misty Copeland, Ellen DeGeneres, and Renee Browne
- How is it different to succeed as a male or female entrepreneur?
- What are the specific challenges all these women had to face?
- What do these entrepreneurs have in common?

EXERCISE 2: TREE OF LIFE (60 minutes)

INSTRUCTIONS FOR THE MODERATOR: The 'Tree of Life' approach enables people to speak about their lives in ways that make them stronger. It involves people drawing their own 'tree of life' in which they get to speak of their 'roots' (where they come from), their skills and knowledges, their hopes and dreams, as well as special people in their lives. This exercise strengthens people's relationships with their history, culture, and significant people in their lives.

STEP 1: Individual work (30 minutes)

- Draw a tree, and add words / expressions to the different parts using the questions on the following page! Use coloured pencils, markers and your creativity!

STEP 2: Forest of Life work in groups of 5! (30 minutes)

- After the individual trees are made, the participants join their trees into a

EXERCISE 1: TREE OF LIFE

STEP 3:

- In groups of 5, they discuss some of the 'storms' that affect their lives and ways that they respond to these storms, protect themselves, and each other.
- Stories are shared within the group and similar experiences are looked for!

Questions:

1. Roots:

Where do we come from?

What is our heritage?

What are our deep rooted survival skills and instincts?

2. Ground:

Where do we live?

What do we choose to do each day?

Describe your present!

3. Trunk:

What do I value? What do I care about?

Where does it come from?

How am I seen through the eyes of others?

Where does that come from?

4. Branches (horizons):

What are my hopes, dreams & wishes?

Do I have big and/or smaller hopes?

How can I connect them to myself, my family, my community? Where do these hopes come from? (their history)

5. Leaves (Re-memembering lives):

Who are special to me? (Alive or no longer living)

6. Fruits (Legacies):

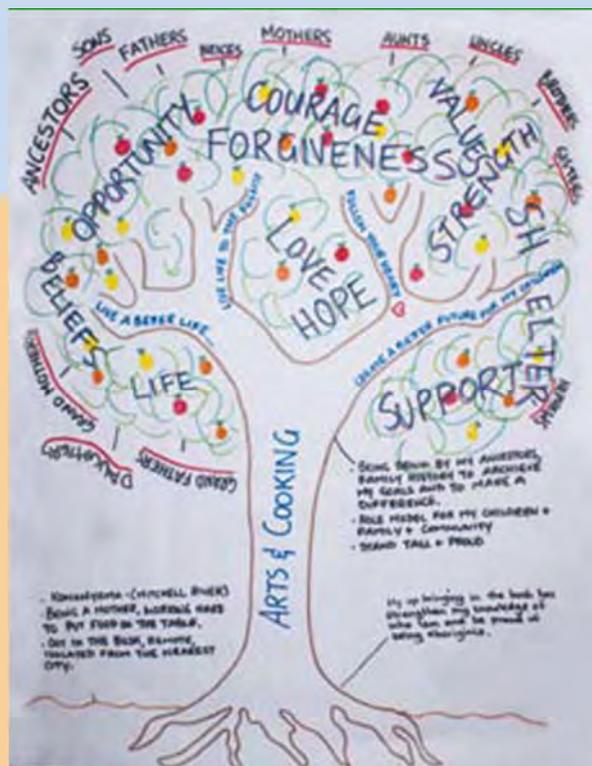
What have those special people given to me?

What (of that) would I like to share with others now?

<http://dulwichcentre.com.au/the-tree-of-life/>

Denborough, D. (2008). *Collective narrative practice: Responding to individuals, groups, and communities who have experienced trauma*. Adelaide: Dulwich Centre Publications.

TREE OF LIFE EXAMPLES



INDIVIDUAL AND GROUP ASSESSMENT OF THE LAB:

INSTRUCTIONS FOR THE MODERATOR: Discuss the following questions with the group and then let them fill in the individual assessment form (see next page)

- What skills have you learnt during this lab?
- Which competences do you link to this liminal lab?
- How did it enhance your perception of entrepreneurship?
- How did it contribute to your personal development?
- What is your take-away message?

TIME FRAME: 10 minutes discussion, 20 minutes individual assessment

<http://dulwichcentre.com.au/the-tree-of-life/>

<http://nathanbwell.com/tree-life-simple-exercise-reclaiming-identity-direction-life-story/>

COMPETENCES AND ENTREPRENEURIAL SKILLS INDIVIDUAL ASSESSMENT— QUIZ AND SITUATIONAL ANALYSIS

1. Spotting opportunities —» I can link liminality to entrepreneurship education

Question: How do stories teach you about vision and possible outcomes?

2. Spotting opportunities —» I can link stories to entrepreneurship education

Question: What did the stories teach you about entrepreneurship?

3. Creativity —» I can create liminal exercises to imagine possible futures

Question: What kind of exercise would you choose to explain the second step of liminality: experimenting with realities without real commitment and imagining a possible future?

4. Self-awareness & self-efficacy —» I have my own tree of life

Question: How did the tree of life exercise contribute to your identity?

5. Learning through experience —» I can see visualisation as tools to create favourable outcomes

Question: Do you visualise in your life to create positive outcomes, testing out different possibilities?

6. Learning through experience —» I can relate to stories of entrepreneurs

Question: Which part of the analysed entrepreneurial story has happened to you in the past?

7. Coping with ambiguity —» I can deal with ambiguity

Question: What did the analysed story teach you about ambiguity?

8. Coping with ambiguity —» I can dance with fear

Question: What did the analysed story teach you about fear?

LIMINAL LAB 4

TITLE: CREATE THE IMPROBABLE

GOAL: CREATIVE AND DIVERGENT THINKING

PURPOSE: This lab still focuses on the second step of liminality, experimenting with realities without real commitment and imagining a possible future. The keywords of this lab are creative and divergent thinking, innovation, self-reliance and information seeking. The two main exercises of the lab, working with vision boards and 6 thinking hats help participants imagine different future outcomes in visual and creative ways.

If you complete this activity, you'll be able to understand how you can use vision boards to play with different realities.

You will understand better how seeing different perspectives have an outstanding role in entrepreneurship and everyday life.

TIME FRAME: Each Liminal Lab is designed as a 3 hour workshop. There are two main exercises in Liminal Lab 4. 90 and 60 minutes allocated respectively, and 30 minutes for group discussion, group and individual evaluation at the end of the workshop. If you have less time, allocate the time accordingly.

KEYWORDS:

Creativity, Innovation, Creative Thinking,
Self-reliance, Information seeking

SPARK: What does creativity and innovation mean? What would you do in your school if there were no restrictions in resources that you can use? What would that mindset allow you? What would you do if everything was possible?

It is time to think out of the box, envision a reality, seek examples and learn the importance of envisioning and taking action related to that vision.

EXERCISE 1: VISION BOARD

INSTRUCTIONS FOR THE MODERATOR: Divide the class into 5 groups with approximately same numbers. Create your entrepreneurial education vision board imagining that there are no limitations in opportunities and resources!

TIME FRAME: 90 minutes. 60 minutes group work and 30 minutes class discussion.

DESCRIPTION OF THE FIRST PART (60 minutes group work)

STEP 1: Create an entrepreneurial vision board on ideas that would be possible in your school if there were no limitations and restrictions! What does good entrepreneurial education mean for you? What are the different areas that it entails?

STEP 2: How could you best enhance the following areas?

1. Spotting opportunities —» Thinking outside the box
2. Creativity —» Developing creative ideas
3. Envisioning —» Working towards a vision
4. Valuing ideas —» Evaluation
5. Sustainable thinking —» Assessing the impact of ideas
6. Self-awareness and self-efficacy —» Belief
7. Learning through experience —» Implementation
8. Motivation —» Sustaining enthusiasm
9. Mobilising resources —» Gathering resources
10. Financial and economic literacy —» Developing know how
11. Mobilising others —» Inspiring and engaging others
12. Initiative taking —» 'Go for it' mindset
13. Planning and management —» Prioritising, organising, follow-up
14. Coping with uncertainty, ambiguity and risk
15. Persevering —» 'Not giving up' mindset
16. Working with others —» Collaboration

POINTERS:

Use post-its, boards, colours and draw!

EXERCISE 1: VISION BOARD

STEP 3

- Don't list already-existing practices in your school; use your imagination!
- Which examples did you encounter on the internet, in newspapers, in movies?
- Remember that there are no wrong answers! Think about personal experiences, as well!
- How would you make a research on the topic? Use the Internet and try to find creative examples and practices!
- Entrepreneurs usually don't have all resources available, but they seek out information in creative ways.
- Try to improve your vision board by adding these additional ideas!
Brainstorm together!

POINTERS:

Try to use the 60 minutes as efficiently as possible!

Define the roles in your group!

Appoint a captain, a member responsible for the board, one responsible for information search, and so on!

Remember there are no financial, time or other constraints!

Every idea counts!

DESCRIPTION OF SECOND PART (30 minutes discussion)

- Let each group share their vision board with the class.
- Create a unified vision board by the group that contains all the ideas.
- Discuss the questions in Step 2.

EXERCISE 2: 6 THINKING HATS

INSTRUCTIONS FOR THE MODERATOR: Choose one idea from the vision board and use the 6 thinking hat exercise to investigate the idea from many different angles! Appoint 6 participants. Each one represents a different hat.

TIME FRAME: 60 minutes group work

DESCRIPTION OF THE EXERCISE

The exercise helps participants learn how to separate thinking into 6 clear functions and roles. Each thinking role is identified with a coloured symbolic "thinking hat".

WHITE HAT

Facts

Information known or needed. "The facts, just the facts."

YELLOW HAT

Optimism

Symbolises brightness and optimism. You explore the positives and value and benefit.

BLACK HAT

Judgement

Is judgment — the devil's advocate or why something may not work. Spot the difficulties and dangers; where things might go wrong.

RED HAT

Intuition

Feelings, hunches and intuition. You can express emotions and feelings and share fears, likes, dislikes, loves, and hates.

On creativity; the possibilities, alternatives, and new ideas. It's opportunity to express new concepts and new perceptions.

GREEN HAT

Creativity

manage the thinking process. It's the control mechanism.

BLUE HAT

Process

http://www.debonogroup.com/six_thinking_hats.php

CONVERSATION ON ENTREPRENEURIAL COMPETENCES

STEP 1: Appoint 6 participants representing different thinking hats.

- Try to identify yourself with the hat you represent!
- Let your imagination wonder!
- Explore the chosen idea!
- Take away message —» 6 new perspectives that teach you to think in creative and divergent ways!

INDIVIDUAL AND GROUP ASSESSMENT OF THE LAB:

INSTRUCTIONS FOR THE MODERATOR: Discuss the following questions with the group and then let them fill in the individual assessment form (see next page)

- What skills have you learnt during this lab?
- Which competences do you link to this liminal lab?
- How did it enhance your perception of entrepreneurship?
- How did it contribute to your personal development?
- What is your take-away message?

TIME FRAME: 10 minutes discussion, 20 minutes individual assessment

COMPETENCES AND ENTREPRENEURIAL SKILLS INDIVIDUAL ASSESSMENT— QUIZ AND SITUATIONAL ANALYSIS

1. Spotting opportunities —» I can experiment with realities without real commitment

Question: How did the vision board exercise teach you about the second step of liminality?

2. Spotting opportunities —» I can imagine possible future outcomes

Question: What did the exercises teach you about entrepreneurship?

3. Creativity —» I can think in creative and divergent ways

Question: What did the 6 thinking hat exercise teach you?

4. Self-awareness & self-efficacy —» I can finish an assignment even though the outcome is unclear

Question: What would you do if you are given an important assignment which is challenging for you and you don't know how to get started?

5. Learning through experience —» I can use vision boards as tools to create favourable outcomes

Question: Do you visualise in your life to create positive outcomes, testing out different possibilities?

6. Learning through experience —» I can relate ideas of others to my own experiences

Question: What would be your strategy to find creative ideas and solutions?

7. Coping with ambiguity —» I can deal with ambiguity

Question: What did the exercises teach you about ambiguity?

8. Coping with ambiguity —» I can dance with fear

Question: What did the exercises teach you about fear?

9. Perseverance: I can keep trying, trying again, and trying better

LIMINAL LAB 5

TITLE: MOVE INTO THE FORBIDDEN

GOAL: COURAGE AND DECISION MAKING

PURPOSE: This lab focuses on the third step of liminality, choosing and eliminating alternatives. The keywords of this lab are courage, decision making, choice and commitment. The exercises of the lab — analysing stories of entrepreneurial courage, courage diary, and creating vision boards — help participants better understand how to step from the second to the third step of liminality, and have the courage to move into the forbidden.

If you complete this activity, you'll be able to relate examples and stories to real life experiences.

The activities will equip you with tools and methods to cope with fear and choose for courage in problematic situations.

TIME FRAME: Each Liminal Lab is designed as a 3 hour workshop. There are three main exercises in Liminal Lab 5. 60, 30, and 30 minutes are allocated respectively, with 30 minutes for group discussion, and 30 minutes group and individual evaluation at the end of the workshop. If you have less time, allocate the time accordingly.

KEYWORDS:

Courage, Decision Making, Commitment, Choice

SPARK: Do you have the courage to move into the forbidden after testing out different scenarios? What does courage mean in our everyday life?

In every situation we have the choice to invite courage into our lives instead of voting for conformity.

EXERCISE 1: COURAGE EXERCISE

“Courage is the mental or moral strength to venture, persevere, and withstand danger, fear or difficulty. Forgiveness, perseverance, belief, adaptability and venturing are five manifestations of courage itself.” (1)

INSTRUCTIONS FOR THE MODERATOR: Divide the class into 5



- Learning Snack 10: What are liminal characters in stories?
 - Learning Snack 20: Hero's journey
1. The ability to forgive and its role in entrepreneurship
 2. How could you teach students to be more forgiving?
 3. Perseverance and difficulty of finding investors who support your idea
 4. Danger is Real, but Fear is a Choice.
 5. Feeling fear, yet choosing to act
 6. Degree of self-belief as a factor of success
 - 7.

(1) <https://yourstory.com/2015/05/x-factor-in-entrepreneurship/>

(2) <https://allaboutpositioning.wordpress.com>

CONVERSATION ON ENTREPRENEURIAL COMPETENCES

COURAGE VISION BOARD (30 minutes)

Create a courage vision board with the group! What does Courage and Moving to the Forbidden mean to your group based on your given story and personal experience? Try to gather as many ideas with the group as you can! Use the ideas of previous exercises! Reflect on the following topics!

1. The ability to forgive and its role in entrepreneurship
2. How could you teach students to be more forgiving?
3. Perseverance and difficulty of finding investors who support your idea
4. Danger is Real, but Fear is a Choice.
5. Feeling fear, yet choosing to act
6. Degree of self-belief as a factor of success
7. Facing suffering with dignity or faith
8. The role of adaptability in the lives of entrepreneurs and in our every day tasks
9. Venturing, taking charge and not worrying about upsetting people

SECOND PART OF THE EXERCISES (30 minutes discussion)

- Let each group share their ideas and vision boards on courage.
- Bring the class together and discuss the findings!

INDIVIDUAL AND GROUP ASSESSMENT OF THE LAB:

INSTRUCTIONS: Discuss the following questions with the group and then let them fill in the individual assessment form (see next page)

- What skills have you learnt during this lab?
 - Which competences do you link to this liminal lab?
 - How did it enhance your perception of entrepreneurship?
 - How did it contribute to your personal development?
 - What is your take-away message?
-

COMPETENCES AND ENTREPRENEURIAL SKILLS INDIVIDUAL ASSESSMENT— QUIZ AND SITUATIONAL ANALYSIS

1. Spotting opportunities —» I know how to choose and eliminate alternatives

Question: How did the vision board exercise teach you about the third step of liminality?

2. Spotting opportunities —» I can imagine possible future outcomes

Question: What did the stories teach you about liminality?

3. Creativity —» I can find creative ways to deal with fear or difficulty

Question: What did the stories teach you about courage and decision making?

4. Self-awareness & self-efficacy —» I have my own courage story

Question: In what ways could you relate to the courage stories?

5. Learning through experience —» I can see stories from the past as tools to deal with current challenges

Question: How do you look at courage?

6. Learning through experience —» I can move to the forbidden

Question: What would be your strategy to move to a forbidden territory?

7. Coping with ambiguity —» I can choose courage over fear

Question: What did the exercises teach you about courage and decision making?

8. Coping with ambiguity —» Fear does not paralyse me

Question: What did the stories teach you about fear?

9. Perseverance: I can keep choosing courage over fear

Question: What would you do if you are given an assignment that is hard for

LIMINAL LAB 6

TITLE: TAKE RISKS

GOAL: RISK TOLERANCE AND OPPORTUNITY FOCUS

PURPOSE: This final lab focuses on the last step of liminality, choosing and eliminating alternatives. The keywords of this lab are risk tolerance, opportunity-focused mentality, and forward looking perspective. The two main exercises of the lab help participants better understand risk, opportunity, and taking action.

If you complete this activity, you'll be able to choose the right option from several alternatives, relate examples and stories to real life experiences. The activities will also help you make better decisions.

TIME FRAME: Each Liminal Lab is designed as a 3 hour workshop. There are two main exercises in Liminal Lab 6. 60 and 90 minutes allocated respectively, 30 minutes for group discussion, group and individual evaluation at the end of the workshop. If you have less time, allocate the time accordingly.

KEYWORDS:
Risk Tolerance, Opportunity-focused,
Forward looking perspective

SPARK: Can you tolerate risk? Do you have a forward looking perspective?

“Only those who will risk going too far can possibly find out how far one can go.” T. S. Eliot

EXERCISE 1: LEARNING TO TAKE RISKS

INSTRUCTIONS FOR THE EXERCISE: Divide the class into groups of 4!

TIME FRAME: 60 minutes. 45 minutes group work and 15 minutes class discussion.

DESCRIPTION OF THE EXERCISE (45 minutes group work)

Use the collective knowledge of your group! Create a vision board.

- What does risk taking and being focused on opportunities mean?
- Reflect on the following ideas!
 1. Why is risk taking important? For entrepreneurs? For secondary school students?
 2. What is risk taking in the context of innovation?
 3. Entrepreneurs as risk-tolerators?
 4. How can we increase our risk-tolerance on a daily basis?
 5. Where and how can risk-taking be learnt?
 6. How is risk-taking related to fear of failure?
 7. What are the barriers to risk-taking?
 8. What are the enablers?
 9. Are you able to take risks, make decisions when facts are uncertain?
 10. What is your reaction when you face a risky situation?

POINTERS:

Use post-its! Draw!

Think in a visual way with all your senses!

Write keywords during the conversation!

GROUP DISCUSSION (15 minutes)

After working for an hour in group, bring the class together and discuss the findings. Ask the groups separately to share their main findings! Ask them to present their charts, drawings, post-its! Go through the questions above and discuss them with the whole class! Facilitate group learning!

(1) https://www.nesta.org.uk/sites/default/files/learning_to_take_risks_learning_to_succeed.pdf

EXERCISE 2: OPPORTUNITY SEEKING

INSTRUCTIONS FOR THE MODERATOR: Work with the same groups!

TIME FRAME: 60 minutes. 45 minutes group work and 15 minutes class discussion.

DESCRIPTION OF THE EXERCISE (60 minutes)

Successful entrepreneurs proactive find and seek out opportunities!

After discussing risk and opportunity-seeking behaviour, it's time to take action!

STEP 1:

- Find a business opportunity in your school that could be implemented today!
- Use any sources you need to make a research!
- Brainstorm with the group, and design a plan that acts on this opportunity!
- Remember that there is always risk involved, but take the chance to plan and implement the idea today!
- Entrepreneurs find opportunities in every situation. You can also think about a failure that recently happened in school. How could that be transformed into an opportunity?
- Make a plan. Be ready to implement your idea today!

POINTERS:

Try to use the 45-minutes as efficiently as possible!

Define the roles in your group!

Try to implement the idea you found in practice!

How can you have entrepreneurial mindset in every area of your life?

STEP 2. Discuss the ideas and plans together and use the knowledge you gained in previous workshops to analyse and refine the ideas!

- Which idea could be implemented today?
- How can an opportunity seeking mindset used in everyday practice?

CONVERSATION ON ENTREPRENEURIAL COMPETENCES

INDIVIDUAL AND GROUP ASSESSMENT OF THE LAB:

INSTRUCTIONS: Discuss the following questions with the group and then let them fill in the individual assessment form (see next page)

- What skills have you learnt during this lab?
- Which competences do you link to this liminal lab?
- How did it enhance your perception of entrepreneurship?
- How did it contribute to your personal development?
- What is your take-away message?

TIME FRAME: 10 minutes discussion, 20 minutes individual assessment

LIMINAL LABS ASSESSMENT: What do you remember?

INSTRUCTIONS: Go through the content of the liminal labs and discuss what you have learnt about the topics below.

TIME FRAME: 30 minutes

- Liminality & Design Thinking
- Fail in order to open new windows — Perseverance
- Hero's Journey
- Can do the impossible — Motivation
- Entrepreneurial characters
- Motivation framework
- 'Just do' the unrealistic — Vision & Initiative
- Stories of female entrepreneurs
- Tree of Life
- Create the Improbable — Creative and divergent thinking

COMPETENCES AND ENTREPRENEURIAL SKILLS INDIVIDUAL ASSESSMENT— QUIZ AND SITUATIONAL ANALYSIS

1. Spotting opportunities —» I am able to seek out new opportunities

Question: How did the exercises teach you about opportunity-seeking mindset?

2. Spotting opportunities —» I have a forward looking perspective

Question: What did the exercises teach you about entrepreneurship?

3. Creativity —» I can find creative ways to create opportunities

Question: What kind of opportunities exist in your school you could act upon?

4. Self-awareness & self-efficacy —» I know how to tolerate risk

Question: How can you increase your risk-tolerance on a daily basis?

5. Learning through experience —» I have a forward looking perspective

Question: How do you look at opportunities?

6. Learning through experience —» I can relate to risk tolerance

Question: Why is risk taking important?

7. Coping with ambiguity —» I can choose courage over fear

Question: What is your reaction when you face a risky situation?

8. Coping with ambiguity —» Fear does not paralyse me

Question: Are you able to take risks, and make decisions when facts are uncertain?

9. Perseverance: I can keep looking forward, seeking out new opportunities

Question: What would you do if you are given an assignment that is hard for you and you feel every option you try still does not bring you closer to the