

SHAKE UP START UPS

Non-formal entrepreneurship academy

Methodology Handbook

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Introduction

Uvod

The “Shake up Start ups handbook” is the result of the international project implemented by 4 organizations from 3 countries (Poland, Croatia and Latvia) under Erasmus+ programme, KA2 - Cooperation for Innovation and the Exchange of Good Practices, Strategic Partnerships for youth.

Project last 18 months and during this time the SuSu Non-formal entrepreneurship academy method was designed, good practices were gathered and all scenarios were described. Also the test phase successfully took place in each project partner country.

The consortium consisted of Kielce Technology Park (Poland), Association Education by the Internet (Poland), Lokalna razvojna agencija PINS d.o.o. Skrad (Croatia) and Society "Creative Ideas" (Latvia).

We present you the handbook thanks to which you can organize your own Shake up Start ups event (SuSu).

“Shake up Start ups priručnik” rezultat je međunarodnog projekta kojeg su provele 4 organizacije iz 3 države (Poljska, Hrvatska i Latvija) u sklopu Erasmus + Programa, KA2 - Suradnja za inovacije i razmjenu dobrih praksi, Strateško partnerstvo za mlade.

Projekt traje 18 mjeseci i tijekom tog vremena dizajnirana je SuSu neformalna akademija, skupljeni su primjeri dobrih praksi i opisani su svi scenariji. Testne faze su uspješno implementirane u svakoj partnerskoj državi.

Konzorcij se sastoji od Kielce Technology Park / Kielecki Part Technologiczny (Poljska), Association Education by the Internet / Stowarzyszenie Edukacja przez Internet (Poljska), Local Development Agency Pins / Lokalna razvojna agencija Pins Skrad (Hrvatska) i Society "Creative Ideas" / Biedriba "Radosas Idejas" (Latvija).

Predstavljamo vam priručnik na temelju kojeg možete organizirati Shake up Start ups event (SuSu).



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1. Shake up Start ups (SuSu) Non-formal entrepreneurship academy

1. Shake up Start ups (SuSu) neformalna poduzetnička akademija

1.1. What is SuSu Non-formal entrepreneurship academy?

1.1. Što je SuSu neformalna poduzetnička akademija?

The SuSu Non-formal entrepreneurship academy is **the method based on a non-formal education process**: training and mentoring by professionals, sharing inspirations, new ideas, boosting power, getting practical knowledge, networking, pitching, internationalising etc. It is connected with entrepreneurship areas and the goal of SuSu is to promote entrepreneurship education and social entrepreneurship among young people and internationalize youth work and open it up to cross-sectoral cooperation.

The SuSu handbook compiles the main results of exchange and learning activities of the “Shake up Start ups” project. It collects good practices, experiences and tools to help youth workers to teach how to start business, through developing such tools as ICT, language and interpersonal skills, as well as finding new ways of non-formal education.

SuSu neformalna poduzetnička akademija je **metoda bazirana na neformalnom edukativnom procesu** koja uključuje trening i mentorstvo od strane profesionalaca, razmjenu inspiracija i novih ideja, stjecanje praktičnih znanja, networking (umrežavanje), pitching, internacionalizaciju i drugo. Povezana je sa poduzetničkim područjima, a cilj SuSu-a je promovirati poduzetničku edukaciju i socijalno poduzetništvo među mladima, internacionalizacija rada mladih i poticanje međusektorske suradnje.

SuSu priručnik objedinjuje glavne rezultate razmjene i edukativnih aktivnosti „Shake up Start ups“ projekta. Prikuplja primjere dobre prakse, iskustva i alate za pomoć mladima kako bi naučili na koji način započeti poslovanje, razvijajući njihove ICT, jezične i interpersonalne vještine kao i tražeći nove načine neformalne edukacije.

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1.2. For who is the SuSu Non-formal entrepreneurship academy?

1.2. Kome je namijenjena SuSu neformalna poduzetnička akademija?

The SuSu handbook is for **non-government organizations (NGOs)**, youth organizations, **schools**, teachers, **youth workers**, non-formal education specialist, entrepreneurs, incubators, accelerators, career offices, relevant stakeholders such as local/regional/national government/public bodies.

Everyone who wants to develop his/her workshop and competences, use new scenarios, methods and tools in his/her work with youth, can profit from the handbook.

SuSu priručnik namijenjen je **nevladinim organizacijama (NVO)**, udrugama mladih, **školama**, učiteljima, **mladim radnicima**, neformalnim stručnjacima za edukaciju, poduzetnicima, inkubatorima, akceleratorima, centrima za razvoj karijera te ostalim relevantnim dionicima poput lokalnih /regionalnih/nacionalnih vladinih/javnih tijela.

Svatko tko želi razviti svoje vještine, upotrijebiti nove scenarije, metode i alate u poslu sa mladima može imati koristi od ovog priručnika.

1.3. The SuSu Non-formal entrepreneurship academy structure

1.3. Struktura SuSu neformalne poduzetničke akademije

There are many reasons to promote entrepreneurship among young people as the entrepreneurship has a number of potential benefits. The most significant one, is that it **creates employment** for the young person who own the business. In this case, entrepreneurship **could help in confronting some of the socio-psychological problems** that have raised from joblessness especially among young people.

Youth entrepreneurship promotes innovation and resilience as it encourage young people to **find new solutions, ideas and ways of doing things through experience-based learning**. In certain circumstances, young entrepreneurs may be particularly receptive to new economic opportunities and trends. It is increasingly accepted that youth entrepreneurs can **present alternatives to the organization of work, the transfer of technology and new perspective to the market**.

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S obzirom na činjenicu da poduzetništvo ima puno prednosti, puno je i razloga za promoviranje poduzetništva među mladima. Najznačajnija prednost poduzetništva je **samozapošljavanje** mladih koji otvaraju svoja poduzeća. Gledano s tog aspekta poduzetništvo može pomoći pri **suočavanju s nekim od socio-psiholoških problema** koji nastaju zbog nezaposlenosti, posebice među mladima.

Poduzetništvo mladih **promovira inovacije** s obzirom na to da potiče mlade da **učenjem na temelju iskustva** pronađu **nova rješenja, ideje i načine razmišljanja i stvaranja**. U određenim okolnostima mladi poduzetnici mogu biti posebice osjetljivi na nove ekonomske prilike i trendove. Sve je više prihvaćena činjenica da mladi poduzetnici mogu predstaviti alternative klasičnoj organizaciji poslovanja i transferu tehnologije te donijeti novu perspektivu na tržište.

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UP
PS

or examples of badges:



ing pitch"

"The shortest pitch"

"The most humorous pitch"

(gamification) during "Shake up Start ups Non-formal entrepreneurship academy".
At the beginning of the event will receive a "Team activities dashboard" and each
will receive a "Player's card".
Below for the templates of "Team activities dashboard" and "Player's card":



In this way boosting entrepreneurship among young people should be “performed” on the various levels and in the various ways. As traditional formal academic model is not always appropriate: formal education background and vocational experience are nowadays not enough for finding one’s place in the labor market. More is needed: entrepreneurial competence gained through non-formal education such as ability to plan and manage projects, adapt to changes, deal with it and solve the problems.

A sense of initiative and entrepreneurship refers to an individual’s ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals in their everyday lives at home and in society, and in the workplace. It alerts them to the context they operate in, and makes them more ready to seize opportunities¹.

S obzirom na navedeno, poticanje poduzetništva među mladima trebalo bi se izvoditi na različitim razinama i na različite načine. Tradicionalan, formalni model poduzetničke akademije nije uvijek prikladan: prethodna obrazovna struktura i stručno iskustvo u današnje vrijeme nisu dovoljni za pronalazak mjesta na tržištu rada. Potrebno je više: poduzetničke vještine stečene kroz neformalne edukacije poput mogućnosti planiranja i upravljanja projektima, prihvaćanja promjena, načina na koji ćemo se nositi s promjenama i rješavati probleme.

Osjećaj za inicijativu i poduzetništvo odnosi se na sposobnost pojedinca da ideje pretvori u djelovanje. To uključuje kreativnost, inovacije i preuzimanje rizika kao i sposobnost planiranja i upravljanja projektima u cilju postizanja određenih ciljeva, a pruža podršku pojedincima u njihovim svakodnevnim životima, kod kuće, u društvu i na poslu te ih upozorava na kontekst u kojem posluju i čini ih spremnijima za iskorištavanje mogućnosti.¹

¹Youth in Action. Focus on: Young people and entrepreneurship. European good practice projects, Belgium 2013, <http://eacea.ec.europa.eu/youth/tools/documents/youth-entrepreneurship.pdf>

Entrepreneurship depends on²:

- **knowledge**, including the ability to identify opportunities for personal, professional and/or business activities,
- **skills**, in proactive project management (planning, organization, leading and delegating, analysis, communication, evaluation and recording), representation and negotiation, and working as an individual and in teams,
- **attitude**, characterised by initiative, independence and innovation in personal and social life, as much as at work, and motivation and determination to meet objectives.

In this way it is some supporting actions should be taken in order to engage young people in enterprise, business and entrepreneurship³.

The SuSu Non-formal entrepreneurship academy is one of them. The SuSu handbook consists of few chapters with different methods, ready scenarios, lectures and tools which can be used in non-formal education process. Also good practices from Poland, Croatia and Latvia are presented which can be an inspiration for teachers and youth workers.

The SuSu Non-formal entrepreneurship academy can be implemented as the whole method or in parts, and as the regular or occasional activity/non-formal learning.

Poduzetništvo ovisi o²:

- **znanju**, uključujući sposobnost identificiranja mogućnosti za izvršavanje osobnih, profesionalnih i/ili poslovnih aktivnosti,
- **vještinama**, u proaktivnom projektnom menadžmentu (planiranje, organizacija, vođenje i delegiranje, analiza, komunikacija, evaluacija i spremanje), u reprezentiranju i pregovaranju te individualnom radu kao i radu u timu,
- **stavu**, koji je okarakteriziran inicijativom, neovisnošću i inovativnošću - koliko u osobnom i društvenom životu, toliko i u poslovnom okruženju; motiviranost i odlučnost za ispunjavanje ciljeva.



Vodeći računa o navedenom, trebale bi se poduzeti određene potporne aktivnosti kako bi se mlade ljude uključilo u poslovni svijet i poduzetništvo.

Jedna od tih akcija/aktivnosti je SuSu akademija. SuSu priručnik sastoji se od nekoliko poglavlja koji uključuju različite metode, scenarije spremne za upotrebu te lekcije i alate koji se mogu upotrijebiti u neformalnim edukativnim procesima. Predstavljeni su i primjeri dobre prakse iz Poljske, Hrvatske i Latvije koji mogu biti inspirativni za učitelje i mlade radnike.

SuSu neformalna poduzetnička akademija može se implementirati kao cjelokupna metoda ili u dijelovima te kao redovna ili povremena aktivnost/neformalno učenje.

²Ibidem

³Start-up communities. An introducing to the STUPCOM Model, <http://www.startup-community.eu/>

There are 3 main blocks of activities within the SuSu Non-formal entrepreneurship academy:

- workshops, seminars,
- office tours, open doors,
- non-formal events.

The SuSu Non-formal entrepreneurship academy can take 1 day, 1 week or even 1 month. It depends on which elements of the method you want to use and how many time have you planned for your SuSu event.

SuSu neformalna poduzetnička akademija sastoji se od tri skupina aktivnosti:

- radionice, seminari,
- dani otvorenih vrata,
- neformalni događanja.

SuSu neformalna poduzetnička akademija može trajati 1 dan, 1 tjedan ili čak 1 mjesec. Trajanje ovisi o tome koji će se elementi metode koristiti i koliko puta su te aktivnosti planirane unutar SuSu eventa.

workshops, seminars

radionice, seminari

non-formal events

neformalni događanja

SuSu Non-formal entrepreneurship academy

office tours, open doors

dani otvorenih vrata

2. What methods and tools to use in the SuSu Non-formal entrepreneurship academy?

2. Koje metode i alate koristiti u SuSu neformalnoj poduzetničkoj akademiji?

"Tell me and I forget. Teach me and I remember. Involve me and I learn" (Benjamin Franklin)

"Reci mi i zaboraviti ću. Pokaži mi i možda ću zapamtiti. Uključi me i razumjeti ću." (Benjamin Franklin)

The development of methodological tools ought to be driven by the need to find ways of engaging young people, engaging with young people in the processes of youth work.

It needs to take into account the full cycle of experiential learning, including the reviewing of what was learnt and its application to the realities facing young people.

In this way, the final selection of the method or tool for training depends on:

- **What kind of need(s) has the tools really to fulfil?**
- **What level of knowledge do young people have and need?**
- **How do these tools fit in with the aims of education activities?**

Razvoj metodoloških alata mora biti vođen potrebom pronalaska načina za angažiranje mladih ljudi te načina za angažman sa mladim ljudima u procesu rada s mladima.

Također treba uzeti u obzir cijeli krug eksperimentalnog učenja, uključujući razmatranja o dobivenim spoznajama i njihova primjena u stvarnosti s kojom se mladi suočavaju. Stoga će završni odabir alata/metode za trening ovisiti o odgovorima na sljedeća pitanja:

- Koju vrstu potrebe(a) mora zadovoljiti?
- Koju razinu predznanja mladi moraju imati?
- Da li i kako se ti alati/metode uklapaju s ciljevima edukativnih aktivnosti?

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There is of course a consensus about the need to start from "where young people are", exploring and developing a common understanding of issues that can lead to some kind of action plan, project or commitment that connects intercultural learning experiences with the realities to which participants will return.

In this way, an appropriate tool should⁴:

- engage participants in the learning process, transfer educational objectives into practice,
- combine the theme, techniques, target group, materials, timing, tips for use, etc. in its description it may well include elements of generic methods (discussions, film, etc.),
- provide a possibility for participants to identify their own learning,
- be not fixed and closed, but open for adaptation according to context, target group, etc.

In non-formal education, this approach could involve putting the focus on interaction and the participant-participant and trainer-participant relationships. **The role of the trainer in such an approach is to define the terms of the interaction and to participate in it. The trainer becomes a facilitator of the learning process.**

Naravno, postoji konsenzus o potrebi da se počne od „tamo gdje mladi jesu“, na način da se istražuje i razvija zajedničko razumijevanje problema što može voditi do određenog akcijskog plana, projekta ili opredjeljenja koji će povezati interkulturalna edukativna iskustva sa zajednicama s kojima će sudionici surađivati i kojima će se vraćati.

Stoga bi adekvatan alat/metoda trebao⁴:

- uključiti sudionike u edukativni proces,
 - kombinirati teme, tehnike, ciljne grupe, materijale, vrijeme održavanja, savjete za upotrebu, i drugo; u svom opisu trebao bi uključiti elemente generičkih metoda (diskusije, filmove, itd.),
 - pružiti sudionicima mogućnosti identifikacije vlastite edukativne razine,
- ne bi smio biti fiksni niti zatvoreni, a trebao bi biti otvoren za prilagodbe u vidu konteksta, ciljnih grupa itd.,
- omogućiti transfer edukativnih ciljeva u praksu.

U neformalnoj edukaciji ovaj bi pristup mogao staviti fokus na interakciju i odnose na relaciji sudionik-sudionik i trener-sudionik. **Uloga trenera u takvom pristupu je definirati uvjete interakcije i sudjelovati u interakciji. Trener postaje moderator edukativnog procesa.**

⁴ Tools for Learning in Non Formal Education, https://www.salto-youth.net/downloads/4-17-2694/GP_Tools-For-Learning-in-non-formal-educ_GB_130912_HD.pdf

Salto-youth Euro Med Centre propose 10 principles for the conception of a tool for learning in the field of non-formal education⁵:

- to be easy to use by all, not be exclusive,
- to use non-specialized but nevertheless precise language that provides clear and convivial messages,
- to allow for additions, modifications, appropriations and adaptations made by everyone,
- to be attractive, interactive and dynamic,
- to facilitate the “voyage”, the transformation,
- to provoke and force learners out of their comfort zone,
- to destabilize without being frightening,
- to search for balance and an individual and collective understanding,
- to give a sense,
- to do and make done to be seen as a “tool for learning”?

The approach ought to include not only what young people learn, but also what they can do with what they learn. It ought to allow to put forward their own hypotheses, make their own discoveries, recognize and admit their own failures, when necessary, while also feeling personal achievements of some outstanding success.

Concluding we may confirm that non-formal education is “with open end” and vibrant and depends on the creativity of stakeholders.

To work creative with youth, on entrepreneurship topic, you can use different methodologies such as Design Thinking, Business Model Canvas and Lean Startup Canvas described.



salto|youth

Salto-youth Euro Med Centre predlaže 10 načela za koncepciju alata/metoda za obrazovanje u području neformalne edukacije od kojih su neki⁵:

- Da budu jednostavni za sve,
- Da upotrebljavaju nespecijalizirane ali precizne izraze koji pružaju jasne poruke,
- Da omoguće da bilo tko izvrši dopune, izmjene, izdvajanje i adaptacije,
- Da budu atraktivni, interaktivni i dinamični,
- Da olakšaju „put“, odnosno transformaciju,
- Da izazovu i prisile učenike da izađu iz svojih komfortnih zona,
- Da teže ravnoteži te individualnom i kolektivnom razumijevanju.

Pristup bi trebao uključiti ne samo ono što su mladi naučili, već i razjasniti što mladi mogu učiniti s time što su naučili. Trebao bi i omogućiti mladima da istaknu svoj hipoteze, donesu vlastite spoznaje, prepoznaju i priznaju vlastite propuste (kada je potrebno), a također i da cijene svoja vlastita dostignuća i izvanredne uspjehe.

Zaključno, možemo potvrditi da je neformalna edukacija takva vrsta edukacije gdje postoji „open end“ (otvoreni kraj), odnosno edukacija je podložna promjenama i ovisi o kreativnosti dionika.

Za kreativan način rada sa mladima (u području poduzetništva) mogu se koristiti razne metode kao što su Design Thinking, Business Model Canvas te Lean Startup Canvas koje su opisane u nastavku.

⁵ Ibidem

2.1. Design thinking

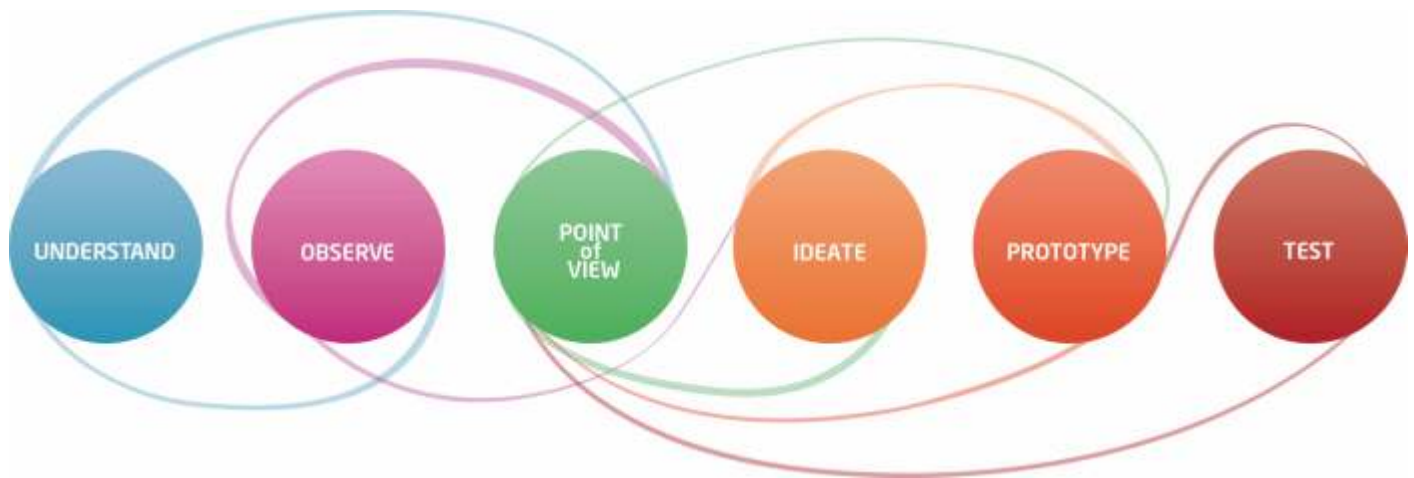
2.1. Myślenie projektowe

Design Thinking is the methodology of creating the products and services. The key of importance in the design thinking is the “group thinking”, and the concentration on the needs of the end-users or stakeholders.

Design thinking je metodologija stvaranja proizvoda i usluga. Ključni značaj u Design Thinkingu ima „grupno razmišljanje“ i koncentracija na potrebe krajnjih korisnika ili dionika.

6 steps in a Design Thinking Process⁶:

6 koraka u Design Thinking procesu⁶:



⁶Steps in the Design Thinking Process, www.dschool.stanford.edu

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Understand. During this phase, participants immerse themselves in learning. They talk to experts and conduct research. The goal is to develop background knowledge through these experiences. They use their developing understandings as a springboard as they begin to address design challenges.

Observe. Participants become keen people watchers in the observation phase of the design thinking process. They watch how people behave and interact and they observe physical spaces and places. They talk to people about what they are doing, ask questions and reflect on what they see. The understanding and observation phases of design thinking help students develop a sense of empathy.

Define. In this phase participants focus on becoming aware of people's needs and developing insights. The phrase "How might we...." is often used to define a point of view, which is a statement of the:

user + need + insight

This statement ends with a suggestion about how to make changes that will have an impact on peoples' experiences.

Ideate. It is a critical point of design thinking. Participants are challenged to brainstorm a myriad of ideas and to suspend judgment. No idea is too far-fetched and no one's ideas are rejected. Ideating is all about creativity and fun. In the ideation phase, quantity is encouraged. Participants may be asked to generate a hundred ideas in a single session. They become silly, savvy, risk takers, wishful thinkers and dreamers of the impossible... and the possible.

Prototype. It is a rough and rapid portion of the design process. A prototype can be a sketch (playing roles), model, user interface, storyboard or a cardboard box. It is a way to convey an idea quickly. Students learn that it is better to fail early and often as they create prototypes.

Test. It is part of an iterative process that provides students with feedback. The purpose of testing is to learn what works and what does not and then iterate. This means going back to your prototype and modifying it based on feedback. Testing ensures that students learn what works and what does not work for their users.

- **Razumijeti.** Tijekom ove faze, sudionici sudjeluju u učenju, razgovaraju sa stručnjacima i provode istraživanja. Cilj je razviti teoretska znanja kroz to iskustvo. Sudionici razvijaju razumijevanje i to koriste kao odskočnu dasku kad se počinju baviti izazovima dizajna.
- **Promatrati.** U ovoj fazi Design thinkinga sudionici postaju aktivni promatrači procesa. Promatraju kako se ljudi ponašaju i komuniciraju i promatraju fizičke prostore i mjesta, razgovaraju s ljudima o tome što rade, postavljaju pitanja i razmišljaju o onome što vide. Faze razumijevanja i promatranja pomažu sudionicima u razvijanju osjećaja empatije.
- **Definirati.** U ovoj fazi sudionici se usredotoče, postaju svjesni ljudskih potreba. Fraza "Kako bismo mogli" često se koristi za definiranje točke gledišta, a točka gledišta je izjava dobivena od sljedećih faktora: korisnik + potreba + uvid
Ova izjava završava prijedlogom o tome kako napraviti promjene koje će imati utjecaja na iskustva ljudi.
- **Definirati ideju.** Kritična točka Design Thinkinga. Sudionici koriste brainstorming (oluju ideja), a u tom se procesu niti jedna ideja ne odbacuje. Kreiranje ideje je kreativan i zabavan proces, u toj se fazi potiče stvaranje što većeg broja ideja. Sudionici se može zamoliti za generiranje stotine ideja u samo jednom sastanku. Oni postaju luckasti, razumni, preuzimaju rizik, željni mislioci i sanjari o onom nemogućem... i mogućem.
- **Izraditi prototip.** Izrada prototipa je grubi i brzi dio Design thinking procesa. Prototip može biti skica (igranje uloga), model, korisničko sučelje, storyboard ili kartonska kutija. To je način za brzi prijenos ideje. Sudionici uče da je bolje da podbace rano i često dok su u još u ovoj fazi.
- **Testirati.** Testiranje je dio iterativnog postupka koji sudionicima pruža povratne informacije. Svrha testiranja je naučiti što funkcionira, a što ne, te zatim ponoviti proces testiranja. To znači modificirati prototip na temelju povratnih informacija dobivenih u ovoj fazi. Testiranje osigurava da učenici nauče što za njihove korisnike funkcionira, a što ne.

2.2. Business Model Canvas and Lean Startup Canvas Methodology

2.2. Business Model Canvas i Lean Start up Canvas metodologija

Business Model Canvas (BMC) is a strategic management and entrepreneurial tool for developing new or documenting existing business models.

It is one-page visual chart that allows to describe, design, challenge, invent, and pivot business model. This approach allows to describe a firm's or product's value proposition, infrastructure, customers, and finances. It assists firms in aligning their activities by illustrating potential trade-offs.

Business Model Canvas (BMC) je alat strateškog menadžmenta i poduzetnički alat koji se koristi za razvoj novih ili dokumentiranje postojećih poslovnih modela.

To je vizualni grafikon koji se nalazi na jednoj stranici te omogućuje opisivanje, dizajniranje, izazov, izum i pivot poslovnog model. Ovaj pristup omogućuje definiranje toga zašto određena kompanija postoji, koja je njena infrastruktura, tko su kupci, partneri, koji su ključni resursi i troškovi te na koji se način zarađuje. Poslovni model pomaže poduzećima u definiranju svojih aktivnosti.



Business
Model Canvas

The Business Model Canvas contains **9 key elements** of business model⁷:

1. **Key partners:** What are the key partners of our business?
2. **Key activities:** What kind of activities do our value propositions require?
3. **Value Proposition:** What value do we deliver to the customer?
4. **Customer Relationship:** How do we get, keep and grow customers?
5. **Customer Segment:** For whom are we creating value?
6. **Key Resource:** What key resources do our value proposition require?
7. **Distribution Channel:** Which channels are best to reach customers?
8. **Cost Structure:** What are the most important costs?
9. **Revenue Stream:** For what value our customers really willing to pay?

Each component contains a series of hypotheses that it needed to test. The BMC let look at all nine building blocks of your business on one page.

Business model canvas (BMC) sadrži **9 ključnih elemenata** poslovnog modela:

1. **Ključni partneri:** Koji su ključni partneri našeg poslovanja?
2. **Ključne aktivnosti:** Kakve vrste aktivnosti naša vrijednost zahtjeva?
3. **Prijedlog vrijednosti:** Koje vrijednosti ćemo isporučiti kupcu?
4. **Odnosi s kupcima:** Kako ćemo privući, zadržati i razvijati odnos s kupcima?
5. **Korisnički segment:** Za koga stvaramo vrijednosti?
6. **Ključni resursi:** Koje ključne resurse zahtjeva prijedlog vrijednosti?
7. **Distribucija kanala:** Koji kanali su najbolji za doći do kupaca?
8. **Struktura troškova:** Koji su najvažniji troškovi?
9. **Tokovi prihoda:** Koju vrijednost su naši klijenti stvarno spremni platiti?

Svaka komponenta sadrži niz hipoteza koje je potrebno testirati. BMC omogućuje pregled svih devet polja ključnih za razvoj vašeg poslovanja na jednoj stranici papira.

⁷ Business Model Generation, A. Osterwalder, Yves Pigneur, Alan Smith, and 470 practitioners from 45 countries, Wiley&Sons Publish. New Jersey, 2010, : www.businessmodelgeneration.com/canvas

KEY PARTNERS	KEY ACTIVITIES	VALUE PROPOSITIONS	CUSTOMER RELATIONSHIPS	CUSTOMER SEGMENTS
Who are our key partners? Who are our key suppliers? Which key resources are acquiring from our partners? Which key activities do partners perform?	What key activities do our value propositions require? Our distribution channels? Customer relationship? Revenue streams?	What value do we deliver to the customer? Which one of our customers problems are we helping to solve? What bundles of products and services are we offering to each segment? Which customer needs are we satisfying? What is the minimum viable product?	How do we get, keep, and grow customers? Which customer relationship have we established? How are they integrated with the rest of our business model?	For whom are we creating value? Who are our most important customers? What are the customer archetypes?
	KEY RESOURCES		CHANNELS	
	What key resources do our value propositions require? Our distribution channels? Customer relationships? Revenue streams?		Through which channels do our customer segments want to be reached? How do other copmanies reach them now? Which ones work best? Which ones are most cost-efficient?	
COST STRUCTURE		REVENUE STREAMS		
What are the most important costs inherent to our business model? Which key resources are most expensive? Which key activities are most expensive?		For what value are our customers really willing to pay? For what do they currently pay? What is the reve nue model? What are the pricing tactics?		

KLJUČNI PARTNERI	KLJUČNE AKTIVNOSTI	PRIJEDLOG VRIJEDNOSTI	ODNOSI S KUPCIMA	KORISNIČKI SEGMENT
Koji su ključni partneri? Koji su ključni dobavljači? Koje ključne resurse zahtijevamo od partnera? Za koje ključne aktivnosti su zaduženi partneri?	Koje ključne aktivnosti zahtijeva naš prijedlog vrijednosti? Distribucijski kanali? Odnosi s kupcima? Tokovi prihoda?	Koje vrijednosti dostavljamo kupcima? Koje probleme rješavamo? Koje pakete proizvoda i usluga pružamo? Koje korisničke potrebe zadovoljavamo? Koje minimalne funkcionalnosti naš proizvod zadovoljava?	Kako ćemo privući, zadržati i razvijati odnos s kupcima? Koju vrstu odnosa s kupcima razvijamo? Kako su odnosi s kupcima integrirani u ostatak našeg poslovnog modela?	Za koga stvaramo vrijednosti? Tko su naši najvažniji kupci? Koji su tipovi korisnika?
	KLJUČNI RESURSI		KANALI	
	Koje ključne resurse zahtijeva naš prijedlog vrijednosti? Distribucijski kanali? Odnosi s kupcima? Tokovi prihoda?		Kojim kanalima dolazimo do kupaca? Kako kompanije dokaze do kupaca? Koji kanali najbolje funkcioniraju? Koji su najefikasniji? Kako ih možemo integrirati sa korisničkim navikama?	
STRUKTURA TROŠKOVA		TOKOVI PRIHODA		
Koji su najvažniji troškovi? Koji su najskuplji ključni resursi? Koje su najskuplje ključne aktivnosti?		Koju su vrijednost naši kupci zaista voljni platiti? Što trenutno plaćaju? Koji je model prihoda? Koje su taktike određivanja cijene?		

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SHAKE UP
START UPS



The Business Model Canvas was initially proposed by Alexander Osterwalder in book Business Model Generation in 2008⁸. Since the release of Osterwalder's work new canvases for specific niches have appeared, such as the Lean Canvas⁹.

Lean Start-up Canvas it is a modified version of **Business Model Canvas** for starts ups, developed by Asha Maurya, the founder of Spark59 company, that advises young entrepreneurs at an early stage of their business.

What are the differences¹⁰?

- the Lean Canvas is more actionable and entrepreneur-focused,
- it deeply focuses on startup factors such as uncertainty and risk,
- it focuses on product and customers development,
- it focus on finding the solutions of real needs or problems worth to build a successful startup,
- in fact the Lean Start-up Canvas is very similar to the BMC.

Business Model Canvas je inicijalno predložio Aleksandar Osterwalder u knjizi Business Model Generation iz 2008⁸. Od izdavanja Osterwalderovog rada pojavile su se nove specifične metode, poput primjerice Lean Canvas metode⁹.

Lean Startup Canvas je modificirana verzija Business Model Canvasa koja je namijenjena primarno startupovima, a razvijena je od strane Asha Maurya, osnivača tvrtke Spark59, koja savjetuje mlade poduzetnike u ranoj fazi njihovog poslovanja.

Koje su razlike¹⁰?

- Lean Canvas je usmjereniji poduzimanju radnji i poduzetnicima,
- Usredotočen je na faktore karakteristične za startupove poput neizvjesnosti i rizika,
- Usredotočen je na razvoj proizvoda i kupaca,
- Usredotočen je na pronalaženje rješenja ili stvarnih potreba ili problema zbog kojih bi bilo dobro pokrenuti uspješan startup,
- Zapravo je Lean Startup Canvas vrlo sličan Business Model Canvasu.

⁸ Business Model Generation, A. Osterwalder, Yves Pigneur, Alan Smith, and 470 practitioners from 45 countries, Wiley&Sons Publish. New Jersey, 2010

⁹ Ash Maurya, Running Lean. How to iterate from Plan A to a Plan that works, O'Reilly Media Publ., Sebastopol 2012.

¹⁰ Why lean canvas vs Business Model Canvas, <https://leanstack.com/why-lean-canvas/>

There are changed some of its components. First of all, in the Lean template the Author added the “Problem” and the “Solution” blocks, which is typical of a startup phase of search. In addition, Lean template is set to the appropriate tracking the progress made in the development of the product, and therefore in that context are defined Key Metricks indicators.

Lean Canvas - template

PRODUCT			MARKET	
PROBLEM	SOLUTION	UNIQUE VALUE PROPOSITIONS	UNFAIR ADVANTAGE	CUSTOMER SEGMENTS
Top 3 problems	Top 3 features	Single, clear, compelling message that states why you are different and worth buying	Can't be easily copied or bought	Target customers
	KEY METRICS		CHANNELS	
	Key activities you measure		Path to customers	
COST STRUCTURE		REVENUE STREAMS		
Customer Acquisition Costs Distribution Costs Hosting People, etc.		Reveneue Model Life Time Value Revenue Gross Margin		

Sources: Ash Maurya, Running Lean. How to iterate from Plan A to a Plan that works, O'Reilly Media Publ., Sebastopol 2012

Iako je sličan BMC-u, Lean Model Canvas mijenja neke od njegovih komponenti. Prije svega, u Lean Model Canvasu dodana su polja "problem" i "rješenje", koji su tipični za fazu pretraživanja u start upovima. Osim toga, Lean Model Canvas je dizajniran kako bi pratio napredak u razvoju proizvoda/usluge, stoga je u tom kontekstu definirano polje „ključni pokazatelj“.

Lean Canvas

PROIZVOD			TRŽIŠTE	
PROBLEM	RJEŠENJE	PRIJEDLOG JEDINSTVENE VRIJEDNOSTI	NEPOŠTEN PREDNOST	KORISNIČKI SEGMENT
Top 3 problema	Top 3 značajke	Jedinstvena, jasna, uvjerljiva poruka koja izražava zašto su Vaš proizvod ili usluga drugačiji od drugih i vrijedni kupovine	Ne može biti lako kopirano ili kupljeno	Tko su ciljani korisnici
	KLJUČNA METRIKA		KANALI	
	Ključne aktivnosti koje se mjere		Putovi do korisnika	
STRUKTURA TROŠKOVA		TOKOVI PRIHODA		
Troškovi pridobivanja kupaca Troškovi distribucije Hosting Ljudi, itd.		Model prihoda Prihod Bruto marža		

1. Problem box (instead Key Partners) - as Ash Maurya states most startups fail, not because they fail to build what they set out to build, but because they waste time, money, and effort building the wrong product. He attributes a significant contributor to this failure to a lack of proper “problem understanding” from the start.
2. Solution box (instead Key activities) - once you understand the problem, you are then in the best position to define a possible solution. Because “(...) the solution is what we are most passionate about. Left unchecked, we often fall in love with our first solution and end up cornering ourselves into legacy” .
3. Key Metrics (instead Resources). How is this a risk? Failure to identify the right key metric can be catastrophic - leading to wasteful activities like premature optimization or running out of resources while chasing the wrong goal. Initially these key metrics should center around value metrics and later they shift towards key engines of growth.
4. Unfair Advantage box (instead Customer Relations) This is another name for competitive advantage or barriers to entry often found in a business plan. This block is intended to continually encourage to work towards finding/building unfair advantage.

As Ash Maurya explains “Once a startup achieves some level of initial success, it is inevitable that competitors and copy-cats will enter the market. If you do not have a defense against them, you stand a real risk of being made extinct by these fast-followers” .

Building products today does not require as intensive (physical) effort as it used to be. With the advent of the Internet, Open Source, Cloud computing, and globalization, we need fewer resources than ever to get a product to market – making Key Resources align more closely with Unfair Advantage. But while a Key Resource can be an Unfair Advantage, not all Unfair Advantages are Key Resources.

So, the Lean Canvas, on the other hand, proposed by Ash Maurya outlines a more problem focused approach and it majorly targets entrepreneurs and startup businesses.

While, the Business Model Canvas outlines several prescriptions which form the building blocks for the activities. It enables both new and existing businesses to focus on operational as well as strategic management and marketing plans.

But both of models give analytical approaches which are vital in the success of a business.

The full scenarios for running the workshops based on Business Model Canvas is attached on CD.

1. Polje „Problem“ (umjesto ključnih partnera) - Kao što navodi Ash Maurya, većina startupa podbaci, ne zato što ne uspijevaju ostvariti ono što su zamislili već zato što trate vrijeme, novac i trud na razvoj krivog proizvoda ili usluge. Kao značajan čimbenik tog neuspjeha pripisuje se nedostatku odgovarajućeg razumijevanja problema od samog početka.
2. Polje „Rješenje“ (umjesto ključnih aktivnosti) - Kad jednom shvatite problem, tada ste u najboljoj poziciji za definiranje mogućeg rješenja. Budući da "(...) je rješenje ono oko čega smo najviše strastveni. Ostavljajući to polje neprovjereno, često se zaljubimo u naše prvo rješenje, te se time stjeramo u kut“.
3. Polje „Ključni pokazatelji“ (umjesto resursa) – Kako je to rizik? Neuspjeh u identificiranju odgovarajućih ključnih pokazatelja može biti katastrofalan - dovodi do nepotrebnih aktivnosti kao što su prerana optimizacija ili nedostatak resursa dok jurimo za pogrešnim ciljem. U početku se ti ključni pokazatelji trebaju vrtiti oko pokazatelja vrijednosti, a kasnije sve više pomicati prema ključnim pokretačima rasta.
4. Polje „Nepoštena prednost“ (umjesto odnosa sa korisnicima) - Ovo je drugo ime za konkurentsku prednost ili prepreke za ulazak na određeno tržište, koje se često mogu pronaći u poslovnom planu. Ovo je polje namijenjeno neprekidnom poticanju rada na zaštiti intelektualnog vlasništva.

Kako Ash Maurya objašnjava, “Jednom kad startup postigne određenu razinu početnog uspjeha, neizbježno je da će konkurenti i oni koji kopiraju ući na tržište. Ako nemate razrađenu obranu od njih, predstoji vam stvaran rizik da će vaš startup biti uhvaćen od strane brzih sljedbenika.”

Izgradnja projekata danas ne zahtijeva intenzivni (fizički) napor kao što se nekad zahtijevalo. Dolaskom Interneta, Open Sourcea, Clouda i globalizacije, trebamo manje resursa nego ikada za stavljanje proizvoda na tržište - što ključne pokazatelje stavlja поближе nepoštenoj prednosti. Ali dok ključni pokazatelj može biti nepoštena prednost, nisu sve nepoštene prednosti ključni pokazatelji.

S druge strane, Lean Canvas, predložen od strane Ash Mauryja ističe pristup fokusiran na problemu te cilja na poduzetnike i startup tvrtke dok Business Model Canvas ističe nekoliko propisa koji čine sastavne dijelove za aktivnosti. To omogućuje i novim i postojećim tvrtkama da se usredotoče na operativne planove kao i na planove za strateško upravljanje i marketing.

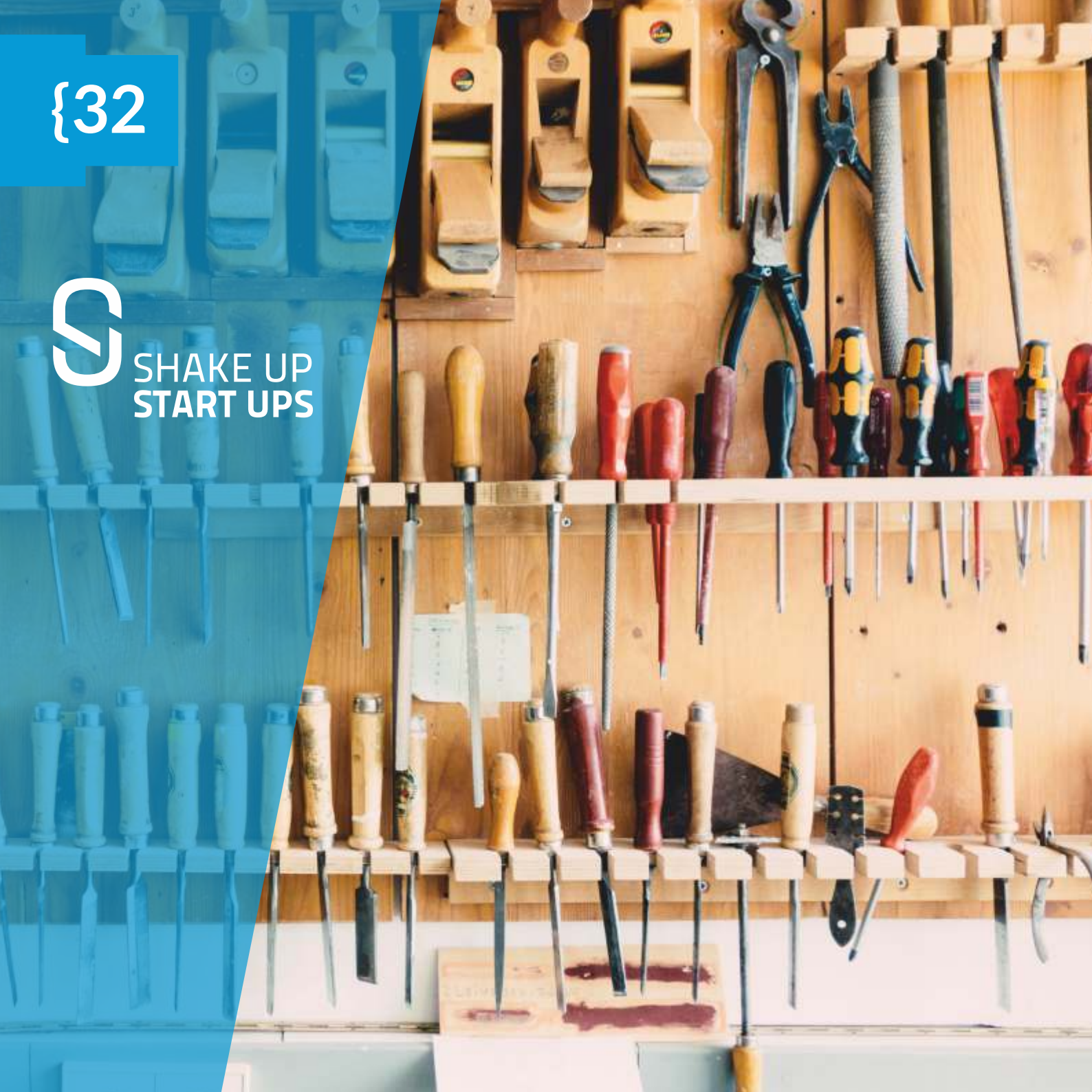
Ipak, oba modela daju analitičke pristupe koji su od vitalnog značenja za uspjeh poslovanja.

Potpuni scenarij za vođenje radionice bazirane na Business Model Canvasu nalazi se na priloženom CD-u.

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2.3. Useful tools

2.3. Korisni alati

There are a lot of tools and techniques that may be used during the performing the workshops and seminars. Most of them are not so new just modified which means that are still actual and helpful in the learning process of developing the “entrepreneurial skills” of young participants.

Postoji mnogo alata i tehnika koje se mogu koristiti za vrijeme radionica i seminara. Većina od njih nisu novi alati već su samo modificirani, što znači da su još uvijek aktualni i korisni u procesu učenja i razvijanja poduzetničkih vještina mladih sudionika akademije.

2.3.1. Playing role games

2.3.1. Igranje igre uloga


Playing roles games - is an activity between game and art performance, when the participants create the situation or the story, playing roles similar to the reality¹³.

Playing roles allows to participants to think and act as if they were in a different context and to respond as if they were involved in other relationships.

Igranje igre uloga - je aktivnost između igre i umjetničke izvedbe, kada sudionici stvaraju situaciju ili priču, igrajući uloge slične stvarnosti.

Igranje uloga omogućuje sudionicima da misle i djeluju kao da su u drugačijem kontekstu i da odgovaraju kao da su uključeni u drugim odnose.

¹³ H. Schuler, Ethical Problems in Psychological Research, Academic Press, New York, 1982, 2013.



In a learning environment role playing can be a very flexible and effective tool. The tenet “I hear and I forget, I see and I remember, I do and I understand” is very applicable here.

Role play is often used as a way of making sense of the theory, of gathering together concepts into a practical experience.

In short, playing roles shapes - on the one hand - social and intellectual skills of the participants, such as:

- teamwork,
- cooperation,
- effective communication skills,
- empathy, see problems or situations from different perspectives
- allows to express yourself - own feelings, thoughts and experiences.

On the other hand we may use this tool to:

- improve trainings,
- spark brainstorming sessions,
- liven up workshops/seminars/conferences,
- improve communication between team members,
- enhance business projects, giving specific business outputs and organizational benefits.

See for more information and inspirations:

<http://www.businessballs.com/roleplayinggames.htm>

<https://www.mindtools.com/CommSkill/RolePlaying.htm>

U okruženju za učenje igranje uloga može biti vrlo fleksibilan i učinkovit alat. Načelo "čujem i zaboravljam, vidim i zapamtim, radim i razumijem" je ovdje vrlo primjenjivo.

Igranje uloga se često koristi kao način na koji određena teorija dobiva smisao te kao alat za prikupljanje koncepata u praktično iskustvo.

Ukratko, igranje uloga jedne strane oblikuje socijalne i intelektualne sposobnosti sudionika, kao što su:

- timski rad,
- suradnja,
- učinkovite komunikacijske vještine,
- empatija, mogućnost sagledavanja problema ili situacija iz različitih perspektiva,
- omogućuju da se pojedinac izrazi- da izrazi svoje osjećaje, misli i iskustva.

S druge strane, ovaj alat možemo koristiti za:

- poboljšanje treninga,
- poboljšanje brainstorming aktivnosti,
- podizanje radionica / seminara / konferencija na višu razinu,
- poboljšanje komunikacija između članova tima,
- poboljšanje poslovnih projekata, dajući konkretne poslovne rezultate i organizacijske prednosti.

Pogledajte za više informacija i inspiraciju:

<http://www.businessballs.com/roleplayinggames.htm>

<https://www.mindtools.com/CommSkll/RolePlaying.htm>

2.3.2. Ice-breaker

2.3.2. „Probijanje leda“

An icebreaker is an exercise or game intended to help a group to begin the process of forming themselves into a team. Icebreakers are commonly presented as a game to "warm up" the group by helping the members to get to know each other.

It is advised to perform an icebreaker related to the subject of the meeting.

Icebreakers should be relaxing and non-threatening. They should not embarrass the participants or make them feel compelled to participate. They should also not show disrespect for any social and professional hierarchies in the group, as this can be uncomfortable for participants.

Igre „probijanja leda“ su namijenjene za pomoć grupi koja će započeti proces formiranja timova. Igre „probijanja leda“ su obično predstavljene kao igre za "zagrijavanje" grupe pomažući članovima da upoznaju jedni druge.

Savjetuje se da se angažira osoba koja će održati uvodni govor i na taj način probiti led.

Igre „probijanja leda“ bi trebale biti opuštene i ne bi smjele smesti sudionike ili učiniti da se osjećaju kao da su primorani sudjelovati. One također ne bi trebale pokazivati nepoštovanje prema društvenoj i profesionalnoj hijerarhiji u grupi, jer to može biti neugodno za sudionike.





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Well prepared and performed Icebreakers may improve work environment of the group as :

- people learn better when they are involved mentally, physically, and emotionally,
- can reduce participants' sense of isolation or anonymity,
- help foster a shared sense of purpose and community in the course of study,
- get everyone involved, becoming active participants in the learning process,
- create a special learning atmosphere in which students feel comfortable,
- relax people, so that they get to know each other far more quickly,
- energize and motivate those who participate,
- can help people to find out what they have in common.

See for more information and inspiration:

<http://icebreakerideas.com/>

<http://www.icebreakers.ws/>

<https://www.thebalance.com/best-ice-breakers-for-meetings-and-training-classes-1918430>

<http://www.greatgroupgames.com/icebreaker-games.htm>

https://insight.typepad.co.uk/40_icebreakers_for_small_groups.pdf.com/game_icebreaker.htm

Dobro pripremljene i provedene Igre „probijanja leda“ mogu poboljšati radno okruženje grupe:

- osobe bolje uče kada su uključene psihički, fizički i emocionalno,
- mogu smanjiti osjećaj sudionika o izolaciji ili anonimnosti,
- omogućuju stvaranje zajedničkog osjećaja svrhe i zajednice,
- svi koji su uključeni postaju aktivni sudionici u procesu učenja,
- stvaraju posebnu atmosferu učenja u kojoj se učenici osjećaju ugodno,
- opuštaju ljude, tako da se oni daleko brže upoznaju jedni s drugima,
- prenose energiju i motivaciju onima koji sudjeluju,
- pomažu ljudima u spoznaji zajedničkih interesa.

Pogledajte za više informacija i inspiraciju:

<http://icebreakerideas.com/>

<http://www.icebreakers.ws/>

<https://www.thebalance.com/best-ice-breakers-for-meetings-and-training-classes-1918430>

A close-up photograph of several hands stacked on top of each other in a circle, symbolizing teamwork and support. The hands are of various skin tones. One hand in the foreground wears a blue and gold beaded bracelet and a purple wristband. The background is slightly blurred, showing a person in a blue shirt and a yellow tie. A large blue diagonal graphic element covers the right side of the image.

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START UPS

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SHAKE UP
START UPS



- negative
+ positive



?

Why not?



2.3.3. Brainstorming

2.3.3. Brainstorming (oluja ideja)

Brainstorming technique combines a relaxed, informal approach to problem solving with lateral thinking. It generates creative, new ideas and solutions, solves problems through intensive and freewheeling group discussion. Every participant is encouraged to think aloud and suggest as many ideas as possible, no matter seemingly how outlandish or bizarre. Analysis, discussion, or criticism of the aired ideas is allowed only when the brainstorming session is over and evaluation session begins.

Brainstorming is a powerful technique. It motivates and develops teams as it involves members of a team in bigger management issues, and it gets a team working together.

It encourages people to come up with thoughts and ideas that can, at first, seem a bit crazy. Some of these ideas can be crafted into original, creative solutions to a problem, while others can spark even more ideas.

Brainstorming je tehnika koja kombinira opušteni, neformalni pristup rješavanju problema pomoću lateralnog razmišljanja. To je proces stvaranja kreativnih, novih ideja i rješenja, rješavanja problema kroz intenzivne i slobodne grupne rasprave. Svaki sudionik se mora ohrabriti da razmišlja naglas i predloži što je više moguće ideja, bez obzira na to što to su njegove ideje možda naizgled neobične ili bizarne. Analiza, diskusija, ili kritika emitirane ideje je dopuštena samo tada kada je brainstorming završen i kada počinje procjena.

Brainstorming je moćna tehnika. To motivira i razvija timove jer uključuje članove tima u veća pitanja upravljanja, a i omogućuje timu da zajedno radi.

To je proces koji potiče ljude da dođu s mislima i idejama koje se mogu, na prvi pogled činiti malo lude. Neke od tih ideja mogu biti izrađene u originalno, kreativno rješavanje problema i to kod drugih može izazvati još više ideja.

Why is brainstorming effective?

- it is fun,
- it encourages creativity and discourages criticism during the idea finding phase,
- ideas by one group member are used by other group members to come up with more ideas (associations),
- it helps in team building.

However, brainstorming is not simply a random activity. It needs to be structured, well organized and performed as it follows brainstorming rules. The main rule says that during brainstorming session, participants should avoid criticizing of ideas as judgment and analysis at this stage stunts idea generation and limit creativity.

See for more information and inspirations:

<https://www.mindtools.com/pages/searchResults/?words=brainstorming>

<http://remembereverything.org/real-meaning-of-brainstorming/>

<http://www.brainstorming.co.uk/tutorials/whatisbrainstorming.html>

<http://www.businessballs.com/brainstorming.htm>

Zašto je brainstorming učinkovit?

- zabavno je,
- potiče kreativnost i obeshrabruje kritiziranje u fazi nastajanja ideja,
- ideje jednih članova grupe koriste se također kod drugih članova grupe i na taj se način dolazi do novih ideja,
- pomaže u izgradnji tima.

Međutim, brainstorming nije samo slučajna aktivnost. To treba biti strukturiran, dobro organiziran i proveden proces koji treba pratiti brainstorming pravila. Glavno pravilo kaže da bi tijekom brainstorminga sudionici trebali izbjegavati kritiziranje ideja jer prosudbe i analize u ovoj fazi zaustavljaju generiranje ideja i ograničavaju kreativnost.

Pogledajte za više informacija i inspiraciju:

<https://www.mindtools.com/pages/searchResults/?words=brainstorming>

<http://remembereverything.org/real-meaning-of-brainstorming/>

<http://www.brainstorming.co.uk/tutorials/whatisbrainstorming.html>

<http://www.businessballs.com/brainstorming.htm>

2.3.4. Pitch elevator

2.3.4. Pitch elevator

An elevator speech communicates who speaker is, what he/she is looking for and how he/she can benefit a company or organization. It is typically about 30 seconds speech or presentation - it is the time that takes people to ride from the top to the bottom of a building in an elevator.

The participants during the workshops/seminars can practice and use their speech to introduce themselves and/or present their ideas for new projects or business answering the questions:

- what does the company or team do?
- what problem/need do the company or team solve for its customers?
- what factors make the company competitive?
- what are the benefits of company's product/ service for the customers?

See for more information and inspirations:

<https://www.mindtools.com/pages/article/elevator-pitch.htm>

<http://yourpersonalbrandname.com/elevator-pitch-examples/>

Elevator Pitch nam govori o tome tko je govornik, što traži i na koji način može doprinijeti kompaniji ili organizaciji. To je obično prezentacija ili govor od 30 sekundi - to je vrijeme koje treba ljudima da se voze od vrha do dna zgrade u dizalu.

Sudionici tijekom radionica / seminara mogu vježbati i koristiti svoje govore da predstavе sebe / ili predstavе svoje ideje za nove projekte ili posao. To mora biti kratak, ali jasan i razumljiv prikaz poslovne ili projektne ideje koji odgovara na sljedeća pitanja:

- što tvrtka ili tim treba učiniti?
- koji problem / potrebe tvrtka ili tim treba riješiti za svoje klijente?
- koji čimbenici čine poduzeće konkurentnim?
- koje su prednosti proizvoda / usluga tvrtke za korisnike?

Pogledajte za više informacija i inspiraciju:

<https://www.mindtools.com/pages/article/elevator-pitch.htm>

<http://yourpersonalbrandname.com/elevator-pitch-examples/>

3. The SuSu Non-formal entrepreneurship academy - step by step

3. SuSu neformalna poduzetnička akademija - korak po korak

The SuSu Non-formal entrepreneurship academy consists of 3 main elements:

- workshops, seminars,
- office tours, open doors,
- non-formal event,

SuSu neformalna poduzetnička akademija sastoji se od 3 glavna elementa:

- radionice, seminari,
- dani otvorenih vrata,
- neformalna događanja.

3.1. Workshop, seminars

3.1. Radionice, seminari

One of the most important part of the SuSu Non-formal entrepreneurship academy are workshops and seminars for young people to enhance them to set up a company. The workshops link the theory with practice thank to the wide catalogue of trainers' tools stimulating the workgroup.

Within the SuSu academy three main subjects are underlined and divided into specific topics which scenarios with tips are available on the attached CD.

Jedan od najvažnijih elemenata SuSu akademije su radionice i seminari za mlade ljude, osmišljeni na način da ih potaknu u započinjanju vlastitog posla tj. u osnivanju vlastite tvrtke. Spajaju teoriju i praksu, te kroz raznovrsne tehnike rada stimuliraju rad u grupi.

Unutar akademije tri su glavna elementa podijeljena na specifične teme čiji su sadržaji dostupni na CD-u.

- ① ~~✱~~ BUSINESS PLANNING **PINS**
- ② FUND RAISING
- ③ NETWORKING
- ④ RISK MANAGEMENT
- ⑤ MARKET ANALYSING
- ⑥ MARKETING AND
(PR OF COMPANY)
- ⑦ **PINS** BUSINESS MODELS



SHAKE UP
STARTUPS

I. IDEA OF A COMPANY

- Topic: Where to look for an idea for a business?
- Topic: Where to look for an inspiration for a business?
- Topic: Support for young entrepreneurs
- Topic: Market analysis
- Topic: Team management
- Topic: Lean Model Canvas

II. SETTING UP A COMPANY

- Topic: Business planning
- Topic: Risk Management
- Topic: Fund raising
- Topic: Business models

III. RUNNING A COMPANY

- Topic: Networking
- Topic: Property rights
- Topic: Marketing, public relations and relations with costumers

I. PODUZETNIČKA IDEJA:

- Tema: Kako doći do ideje o osnivanju tvrtke?
- Tema: Poduzetničke potporne institucije
- Tema: Analiza tržišta
- Tema: Upravljanje timovima
- Tema: Lean Model Canvas

II. OTVARANJE PODUZEĆA

- Tema: Poslovno planiranje
- Tema: Upravljanje rizicima
- Tema: Prikupljanje sredstava
- Tema: Poslovni modeli

III. VOĐENJE TVRTKE

- Topic: Networking (umrežavanje)
- Tema: Vlasnička prava
- Temat: Marketing, odnosi s javnošću, odnosi s kupcima

3.2. Office tours, open days

3.2. Dani otvorenih vrata

SuSu Non-formal entrepreneurship academy includes also office tours and open doors at companies, accompanied by meet ups and networking sessions at start ups.

Thanks to those events young people have a chance to visit different companies, start ups, co-working spaces, incubators, etc., located in a city.

The idea is similar to the “open door policy”, which is a communication policy at companies, where the management, CEO or a company’s president, literally, leaves their office door open. This shows the company’s transparency and encourage the employees to come in at any time, if they have any questions, suggestions, concerns, that the need to discuss with the management. During those events young people and staff from companies get to know each other. Companies and institutions can also organize talks and workshops on topics or interest. Those talks and workshops can be self-organized, meaning that someone from the company/institution will be the speaker.

Open doors and office tours are very beneficial for companies and institutions, as they can promote their business, communicate with the local community, connect with potential clients or employees.

SuSu neformalna poduzetnička akademija uključuje dane otvorenih vrata u poduzećima, kao i sastanke i networking.

Zahvaljujući tim eventima mladi imaju priliku posjetiti različita poduzeća, startupove, coworking prostore, inkubatore i slično.

Ideja je slična politici otvorenih vrata, što je komunikacijska politika u poduzećima gdje menadžment, uprava ili izvršni direktor doslovno otvaraju vrata svojih ureda što pokazuje transparentnost poduzeća i potiče zaposlenike da do svojih nadređenih dođu u bilo koje doba i dobiju odgovore na pitanja, razmjene prijedloge ili riješe probleme.

Tokom takvih događaja mladi ljudi i zaposlenici iz poduzeća imaju priliku upoznati se. Poduzeća i institucije mogu organizirati i radionice na temu određenog interesnog područja koje mogu biti i samoorganizirane, što znači da će netko iz poduzeća/institucije voditi radionice i biti govornik.

Dani otvorenih vrata mogu biti od velike koristi za poduzeća s obzirom na to da promoviraju poslovanje, omogućuju komunikaciju s lokalnom zajednicom te povezivanje sa potencijalnim klijentima ili zaposlenicima.

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SHAKE UP
START UPS



3.3. Non-formal events

3.3. Neformalna događanja

There is a lot of different, very interesting non-formal events for young people, specialists, young entrepreneurs where we can find motivation and inspiration.

One of the part of the SuSu Non-formal entrepreneurship academy is such event which should be organized in non-formal place, often in a bar or outside with pizza and chips. It gives possibility of effective networking and exchanging experiences and opinions.

Postoji mnogo različitih, vrlo zanimljivih neformalnih događanja na kojima se okupljaju mladi ljudi, poduzetnici i specijalisti iz pojedinih područja, a na kojima možemo pronaći inspiraciju te motivaciju.

Jedan od dijelova SuSu neformalne poduzetničke akademije jest tako planirani susret koji bi trebao biti organiziran u neformalnom okruženju, primjerice u prostorijama kafića uz hranu (poput pizze i grickalica) te pružati mogućnost uspješnog umrežavanja, razmjenjivanja iskustva i mišljenja

Please see the good practices and short descriptions of such events:

U nastavku su predstavljeni primjeri dobre prakse i kratki opisi tih događaja:

3.3.1. StartUp Academy

3.3.1. StartUp Academy

Startup Academy is the most intensive program workshop preparing to run own business:

- Trends of Start-Ups - How to find and develop a business idea? How to get inspiration for business.
- Ideas for Start-Up - methods for creating new products based on added value, modifying the business model and combination of existing solutions on the market.
- 25 business models.
- The successor of a business - Business Model Canvas.
- Testing the idea - lean up start-up.
- Start-up development - Customer Development.
- The different variants of financing start-up projects.
- Product communication - Golden Circle Theory.



Place: Warsaw | Date: November - December 2015

Startup akademija je vrlo intenzivna radionica koja služi kao priprema u započinjanju vlastitog poslovanja.

Program uključuje:

- Startup trendove - Kako osmisliti i razviti poslovnu ideju? Kako doći do inspiracije za poslovanje?
- Ideje za Startupove - Metode za kreiranje novih proizvoda baziranih na dodanoj vrijednosti, modificiranom poslovnom modelu i kombinaciji postojećih rješenja na tržištu,
- 25 poslovnih modela,
- Uspješnost u poslu - Business Model Canvas,
- Testiranje ideje - Lean up Start Up,
- Start-up razvoj - Stvaranje i razvoj budućih klijenata,
- Različite varijante financiranja Start Up projekata,
- Komunikacija između proizvođača - Teorija "zlatnog kruga".

Mjesto: Varšava | Datum: Studeni-Prosinac 2015

3.3.2. Startup Mixer

3.3.2. Startup Mixer

StartUp Mixer is an annual meeting organized by the Academic Incubators of Entrepreneurship in Cracow addressed primarily to those interested in starting a business or start-up entrepreneurs.

The aim of the Start Up Mixer is the integration and promotion of environmental start-ups.

During the StartUp Mixer there are competitions for the best start-ups in each category.

Place: Cracow

Date: Regular meetings every year (in 2015: October)

StartUp Mixer su godišnji sastanci organizirani od strane Academic Incubators of Entrepreneurship u Krakovu namijenjeni primarno zainteresiranima u pokretanje vlastitog poslovanja te startupovima.

U okviru StartUp Mixera odvijaju se natjecanja za najbolji start up u pojedinim kategorijama.

Mjesto: Krakov

Datum: Redoviti godišnji sastanci



3.3.3. StartUp Weekend

3.3.3. StartUp Weekend

Startup Weekend is a global grassroots movement of active and empowered entrepreneurs who are learning the basics of founding startups and launching successful ventures.

All Startup Weekend events follow the same basic model: anyone is welcome to pitch their startup idea and receive feedback from their peers. Teams organically form around the top ideas (as determined by popular vote) and then it is a 54 hour frenzy of business model creation, coding, designing, and market validation.

The weekend culminates with presentations in front of local entrepreneurial leaders with another opportunity for critical feedback.

Place: Cracow | Date: May 2015

Startup Weekend je globalni pokret aktivnih i inspirativnih poduzetnika koji uče osnove financiranja start up-ova i pokretanja uspješnih pothvata.

Svi Startup Weekend eventi slijede jednaki osnovni model: svatko je pozvan i dobrodoao da predstavi svoju poslovnu ideju i dobije povratnu informaciju od onih kojima je ideju predstavio.

Timovi se uobičajeno formiraju oko najboljih ideja (odlučeno glasanjem) nakon čega imaju 54 sata da izrade poslovni model, kodiraju, dizajniraju i naprave tržišno vrednovanje.

Vikend kulminira prezentacijom ideje ispred vodećih lokalnih poduzetnika te timovi imaju još jedno priliku da dobiju povratnu kritičku informaciju.

Mjesto: Krakov | Datum: Svibanj 2015



3.3.4. Startup Pirates

3.3.4. Startup Pirates

Startup Pirates is a one-week program that enables aspiring entrepreneurs to get inside the startup world and learn how to develop a business idea. Start Up Pirates gathers the most promising aspiring entrepreneurs and fearless experienced guests to share and learn together in a combination of workshops, mentoring, inspirational moments and some wild surprises.

Place: Cracow, Poznan, Gdansk

Date: Last meeting in Cracow in November 2015

Start up Pirates je jednotjedni program koji omogućuje poduzetnicima da uđu u startup svijet i uče kako razvijati svoju poslovnu ideju. Start up Pirates okuplja najperspektivnije buduće poduzetnike i iskusne goste kako bi izmijenili iskustva i zajedno učili uz kombinaciju radionica, mentoringa, inspirativnih trenutaka i neočekivanih iznenađenja.

Mjesto: Krakov, Poznan, Gdansk

Datum: Posljednji održan u Krakovu (Studen 2015)



3.3.5. Hive53

3.3.5. Hive 53

Hive53 is a series of meetups for people with entrepreneurial drive - to meet, get inspired and exchange experiences around marketing, technologies, fundraising, sales, pitching and delivering value.

Place: Cracow

Date: Regular meetings



Hive53 je serija sastanaka za ljude sa poduzetničkim elanom - omogućuje im da se sastanu, upoznaju, inspiriraju i razmjene iskustva iz područja marketinga, tehnologije, prikupljanja sredstava, prodaje, prezentacijskih vještina startupova i isporuke vrijednosti.

Mjesto: Kraków

Datum: Redoviti sastanci



3.3.6. Bitspiration Festival

3.3.6. Bitspiration Festival

Bitspiration 2015 - the place where people from the Internet, music, startup and biotechnology industries meet up to share the most current knowledge and tips on how to make businesses more efficient by implementing new technologies.

Place: Warsaw

Date: June 2015

Bitspiration 2015 - mjesto gdje se sastaju ljudi iz područja Internet tehnologija, startupa te biotehnološke industrije te razmjenjuju najnovija znanja i savjete kako poboljšati efikasnost poslovanja implementacijom novih tehnologija. Ove godine fokus se stavlja na modernu revoluciju u biotehnološkoj, startup i glazbenoj industriji.

Mjesto: Varšava
Datum: Lipanj 2015

3.3.7. Open Reactor

3.3.7. Open Reactor

OpenReaktor is a place for Warsaw-based startups and freelancers to work, collaborate and network. On monthly OpenReaktor events we open up Reaktor by inviting interesting speakers and gathering the whole Warsaw startup scene in one place to network.

Place: Warsaw
Date: Regular monthly meetings

Reaktor je mjesto gdje se startupovi iz područja Varšave sastaju, rade, surađuju i umrežavaju se. Na mjesečnim OpenReaktor događanjima sudjeluju zanimljivi govornici te se okuplja i umrežava cjelokupna Varšavska startup scena.

Mjesto: Varšava
Datum: Redoviti mjesečni sastanci



3.3.8. Program Growth!

3.3.8. Program Growth!

Growth! is focused on helping startups grow revenue and learn the art of fundraising. It comprises three very interactive week-long sessions with experienced VCs and mentors. Between each session, the participating teams will return home for four weeks with specific tasks.

After the last session the teams will travel with the program to Silicon Valley to seek feedback from potential clients and investors.

The program will finish with two Demo Days, one at Campus Warsaw and the other at Campus London.

Place: Warsaw

Date: From November 2015



Growth! program je fokusiran na startupove, konkretno na rast prihoda i učenje funkcioniranja načina prikupljanja sredstva. Sastoji se od tri interaktivna dijela koja uključujuiskusne investitore i mentore, a traju po tjedan dana. Nakon svakog dijela timovi odlaze svojim domovima na četiri tjedna unutar kojih moraju izvršiti specifične zadatke. Nakon posljednje sesije timovi će otići u Silicijsku dolinu gdje će tražiti povratne informacije (feedback) od potencijalnih klijenata i investitora. Program će završiti sa dva demo dana (jedan će se održati na kampusu u Varšavi, a drugi u Londonu).

Mjesto: Varšava

Datum: Od Studenog 2015

3.3.9. TechCrunch Let's Meet Up

3.3.9. TechCrunch Let's Meet Up

The meetings are a chance for young and dynamic start-ups to show to a wider audience and gain notoriety at the beginning of development. Each of the startups will have the opportunity to present their idea in the form of "pitching" in front of bloggers, journalists and investors in the local ecosystem startupowego. Their activities will be described and presented to the general public.

Place: Cracow, Gdynia, Warsaw

Date: July 2015

Sastanci su prilika da se mladi i dinamični start upovi predstave široj publici i zadobiju slavu u početnoj fazi njihova razvoja. Svaki od startupova imati će mogućnost prezentirati svoju ideju u „pitching“ formatu ispred blogera, novinara i investitora u lokalnom startup ekosustavu. Njihove će aktivnosti biti predstavljene i opisane široj javnosti.

Mjesto: Krakov, Gdynia, Varšava

Datum: Lipanj 2015



3.3.10. Netcamps

3.3.10. Netcamps

Purpose of the meetings is to integrate the IT industry, discussion on topics of interest and share knowledge. We offer the possibility of presenting interesting projects, especially startups and knowledge on what Internet companies are working in the region. This is an ideal opportunity to integrate the local industry and networking in a relaxed atmosphere.

Place: Szczecin

Date: Regular meetings



Svrha Netcamps sastanka je integrirati IT industriju, raspraviti o interesnim područjima i razmijeniti znanje. U okviru navedenog pruža se mogućnost prezentacije zanimljivih projekata, posebice startupova i informacija o tome koje Internet kompanije posluju u regiji što predstavlja idealnu priliku da se u navedeno integrira i lokalna industrija te provede networking u opuštenoj atmosferi.

Mjesto: Szczecin

Datum: Redoviti sastanci

3.3.11. Scavenger Hunts

3.3.11. Scavenger Hunts

Scavenger Hunts are popular party games for adult groups of all types -- from the corporate to the casual, bachelorette parties to large-scale citywide games. The Scavenger Hunt game can function as a good icebreaker for people who are just getting to know each other, or it can be a great way for already close friends to have lots of fun.

Types of Scavenger Hunts

There are essentially two types of Scavenger Hunts - the traditional hunt involves collecting physical items that you would bring back to the judges. Frequently, you will have to decipher hints to figure out exactly what the item is and where it is.

Sometimes instead of finding an item, you might have to perform a task (with witnesses to attest to its being done). There is a new type of scavenger hunt that is growing in popularity however, and it lots of ways it makes Scavenger Hunts more entertaining -- this is the Photo Scavenger Hunt.

Scavenger hunts je popularna društvena igra za odrasle svih skupina - provodi se na službenim sastancima ali i na opuštenim eventima, poput primjerice djevojačkih večeri. Scavenger hunt može poslužiti za probijanje leda za ljude koji se tek upoznaju, a može biti i dobar način zabave za one koji se već dobro poznaju.

Vrste Scavenger Huntsa:

U osnovi postoje dvije vrste scavenger huntsa - tradicionalni način uključuje prikupljanje fizičkih predmeta koji će se morati donijeti do sudaca. Često se mora dešifrirati savjete kako bi se otkrilo što je pojedini predmet i gdje se isti nalazi.

Ponekad se, umjesto potrage određenih predmeta, izvršavaju određeni zadaci (sa svjedocima koji svjedoče njihovu izvršavanju). Postoji još jedna vrsta scavenger hunta kojoj raste popularnost, a čini scavenger još zanimljivijim, a to je Photo Scavenger Hunt.

How to organize Scavenger Hunts?

Step 1:

Decide when and where you want to have the scavenger hunt. Scavenger Hunts can be held during the day or evening. They can also be held just about anywhere, including parks, your home or neighborhood, or even a school. When and where you host the hunt will depend on how old the players are, how large the group is, the weather, and what sort of scavenger hunt you are doing.

Step 2:

Decide which type of scavenger hunt you want to do. There are many different types of scavenger hunts, but all of them involve an item list. Here are some ideas to get you started:

- Give the players a list of items. Hide the items around your location, and have the players search for the items. The first player/group to find all of the items wins.
- Have the players go door-to-door asking for items off the list. Be sure to plan ahead with your neighbours if you choose to do this.
- Instead of hiding items, consider having each team to take a photo of an item from the list. This is great for parks, especially national parks where you cannot take things from nature.

Step 3:

Create a list of items to find. The list can include easy-to-find items, such as a pencil or a sheet of paper. It can also include harder-to-find items, such as a picture frame or a needle and thread.

- If the teams will be going door-to-door, choose inexpensive items people will be willing to give, such as a sheet of paper, a pencil, or a paperclip. You can also give your neighbors the items ahead of time so that they do not have to use their own.
- If your teams are going around the neighborhood taking pictures of landmarks, tell them the general area the landmark is in, such as "the statue in this park" or "a red flower."

Step 4:

Divide your guests into teams on the day of the hunt. They can pick their own teams, or you can assign teams. If there are children playing, be sure to assign an adult to head each team. If there are many people playing, make teams of 3 or 4. Each team should have an even number of people.

- If your guests are all different ages, consider pairing some of the younger guests up with the older ones. This will prevent any advantages and disadvantages between the groups.
- Long the hunt lasts will depend on how many items the guests have to find. An hour is a good place to start if there are a lot of items. It is also recommended for door-to-door scavenger hunts.

- A great way to organize teams is by having people count off in numbers, such as 1 and 2. All of the 1s will be in one group, and all of the 2s will be in another.
- Another great way to organize teams is by having people pick coloured slips of paper from a hat. All of the blue slips will be on one team, all of the red slips on another, and so forth.

Step 5:

Give each team a list of items and a time limit. The guests should have enough time to find most of the items. How long the hunt lasts will depend on how many items the guests have to find. An hour is a good place to start if there are a lot of items. It is also recommended for door-to-door scavenger hunts.

Source:

<http://www.wikihow.com/Create-a-Scavenger-Hunt>

Article provided by wikiHow, a wiki building the world's largest, highest quality how-to manual. Please edit this article and find author credits at wikiHow.com. Content on wikiHow can be shared under a Creative Commons License.

Kako organizirati Scavenger Hunt?**Korak 1:**

Odlučite kada i gdje želite organizirati scavenger hunt. Scavenger hunt može se održati tokom dana ili večeri, a lokacija nije bitna - može biti u parku, vašem vlastitom domu ili susjedstvu, čak i u školi. Lokacija i vrijeme održavanja ovisiti će o tome koliko su igrači stari, koliko će grupa biti velika, o vremenskim prilikama te koja vrsta igre će se igrati.

Korak 2:

Odlučite koji tip scavenger hunta ćete igrati. Mnogo je različitih tipova, ali svi tipovi uključuju listu predmeta. Evo par ideja:

- Dajte igračima popis predmeta. Sakrijte predmete oko vaše lokacije. Igrači moraju tražiti predmete. Prvi igrač/grupa koji nađe sve predmete je pobjednik.
- Neka igrači ispituju o predmetima „od vrata do vrata“ vaših susjeda: osigurajte prethodno planiranje i dogovor sa vašim susjedima ukoliko se odlučite za ovu opciju.
- Umjesto sakrivanja predmeta, razmislite o tome da svaka grupa slika predmete s liste (ovaj je način posebice pogodan za parkove, naročito nacionalne parkove gdje se stvari iz prirode ne smiju iznositi).

Korak 3:

Kreirajte listu predmeta koji se moraju pronaći. Popis može sadržavati predmete koji će se lako pronaći poput olovke ili lista papira, ali i predmete koje će biti teže pronaći, poput primjerice okvira za slike ili igre i konca.

- Ako će timovi ići od vrata do vrata, odaberite jeftinije predmete koje će vaši susjedi biti voljni dati (primjerice list papira, olovka ili spajalica za papir). Također možete susjedima unaprijed dati predmete koje će timovi tražiti kako oni ne bi trebali koristiti vlastite.
- Ako timovi idu po susjedstvu i fotografiraju znamenitosti, recite im okvirno područje gdje se te znamenitosti nalaze, poput „kip u ovom parku“ ili „crveni cvijet“.

Korak 4:

Na dan igre podijelite ljude u timove (mogu se sami podijeliti ili vi možete predodrediti timove). Ako igraju djeca osigurajte jednog odraslog vođu svakom timu. Ukoliko igra veliki broj ljudi, neka timovi budu sastavljeni od 3-4 ljudi. Svaki tim trebao bi imati jednak broj ljudi.

- Ukoliko su igrači različitih dobnih skupina, bilo bi dobro u timu kombinirati godišta - da tim bude sastavljen od kombinacije najmlađih i najstarijih. Navedeno će spriječiti prednosti između timova.
- Odličan način za organizaciju timova je brojati ljude u redovima, primjerice 1 i 2 ukoliko želimo dvije grupe. Tako će sve jedinice će bi u jednoj grupi, a sa dvojke u drugoj.
- Još jedan odličan način raspodjele timova je izvlačenje šarenih papirića iz šešira. Svi koji izvuku plave papiriće biti će u jednoj grupi, crvene u drugoj i tako dalje.

Korak 5:

Dajte svakom timu popis predmeta i vremensko ograničenje (dodijelite im dovoljno vremena da pronađu sve predmete). Trajanje igre ovisiti će o broju predmeta koje igrači moraju pronaći. Jedan sat je dobar vremenski okvir ukoliko na listi ima puno predmeta za pronaći. Navedeno se preporučuje i za igranje u susjedstvu.

Žródło:

<http://www.wikihow.com/Create-a-Scavenger-Hunt>

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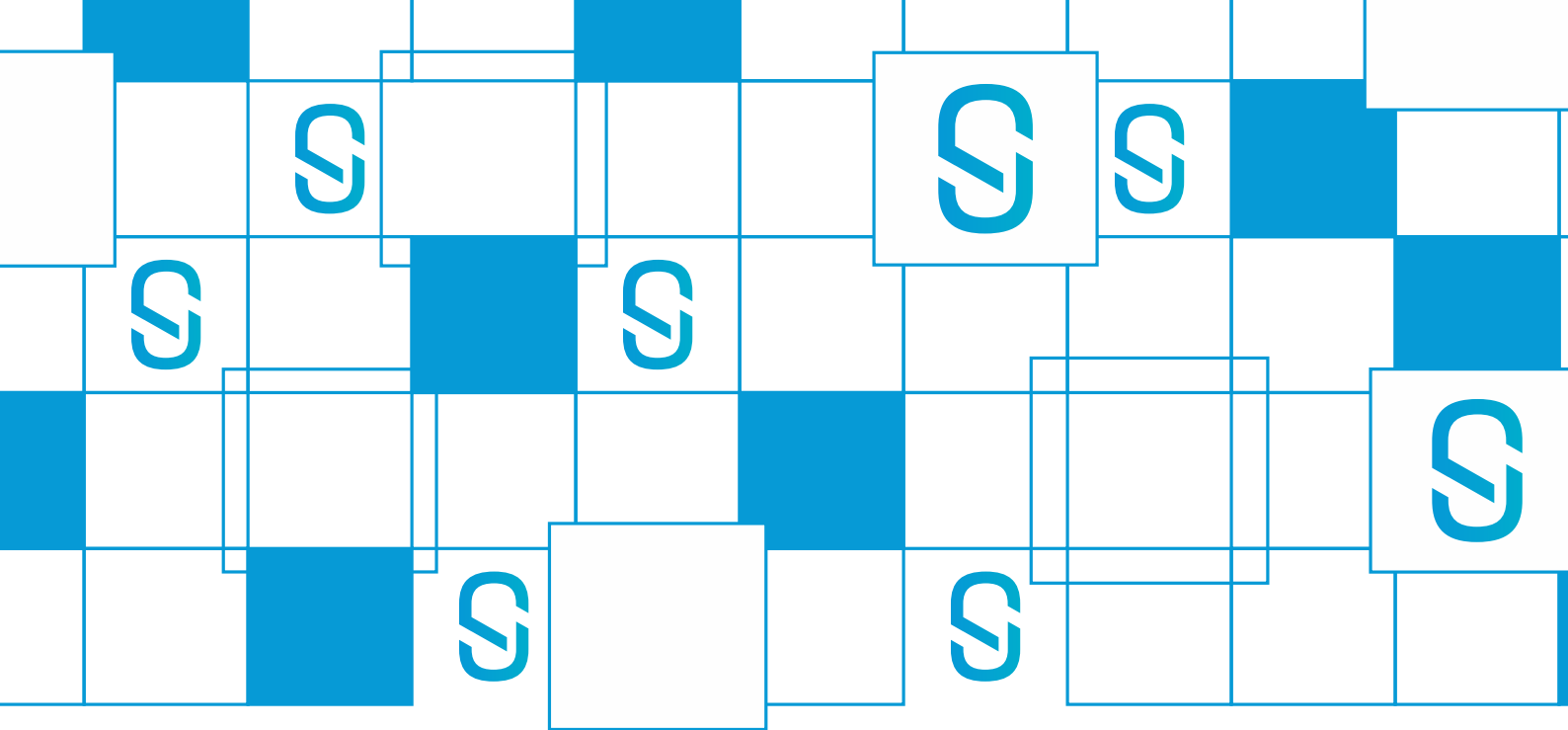
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