ERASMUS+

CREATIVE FACILITATION TECHNIQUES FOR ENTREPRENEURS

Creativity skills for young social entrepreneurs for development in the VUCA world
Project Reference:
2021-1-PL01-KA220-YOU-000029767

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Introduction

Welcome to the manual for Creative Facilitation Techniques for Entrepreneurs. This guide is a collaborative effort produced by Fundacja Marki Polskiej - Poland, EURO-NET - Italy, Embaixada da Juventude - Portugal, Ukrainian Center of the Future - Ukraine, and SPÓŁDZIELNIA SOCJALNA OSÓB PRAWNYCH CENTRUM USŁUG ŚRODOWISKOWYCH - Poland.

This manual is part of the Erasmus+ project CREATIVENTER (Creativity skills for young social entrepreneurs for development in the VUCA world), with the project number 2021 -1- PL01-KA220- YOU-000029767. It is designed to equip you with a variety of innovative strategies and practical activities to enhance your entrepreneurial journey.

In today's VUCA (Volatile, Uncertain, Complex, and Ambiguous) world, the ability to navigate uncertainty, embrace change, and think creatively is more important than ever. Young entrepreneurs, in particular, need to be equipped with the right tools and techniques to thrive in this challenging environment. This manual provides these tools, offering a range of creative facilitation techniques that foster creativity, enhance communication and improve team effectiveness.

The techniques outlined in this manual range from visual facilitation methods like sketchnoting and doodling, to more structured approaches like creating flowcharts and mind maps. These techniques are not only useful for generating and organising ideas but also for enhancing, understanding and communication within a team.

By engaging with this manual, you will gain knowledge on a variety of creative facilitation techniques and their practical applications. You will develop skills such as effective communication, conflict resolution, and creative problem-solving. You will also cultivate attitudes of empathy, respect and tolerance, which are crucial for successful entrepreneurship.

In the VUCA world, these skills and attitudes are invaluable. They enable young entrepreneurs to navigate uncertainty, adapt to change, and seize opportunities. They foster resilience, innovation, and a growth mindset, all of which are key to entrepreneurial success.

Each technique in this manual is accompanied by a step-by-step guide and practical self-learning activities. These activities are designed to help you apply the techniques in real-world scenarios and reflect on your learning.

Whether you're an aspiring entrepreneur or an established business owner, this manual will provide you with the tools and techniques you need to foster creativity, improve team effectiveness and drive your business forward in the VUCA world.
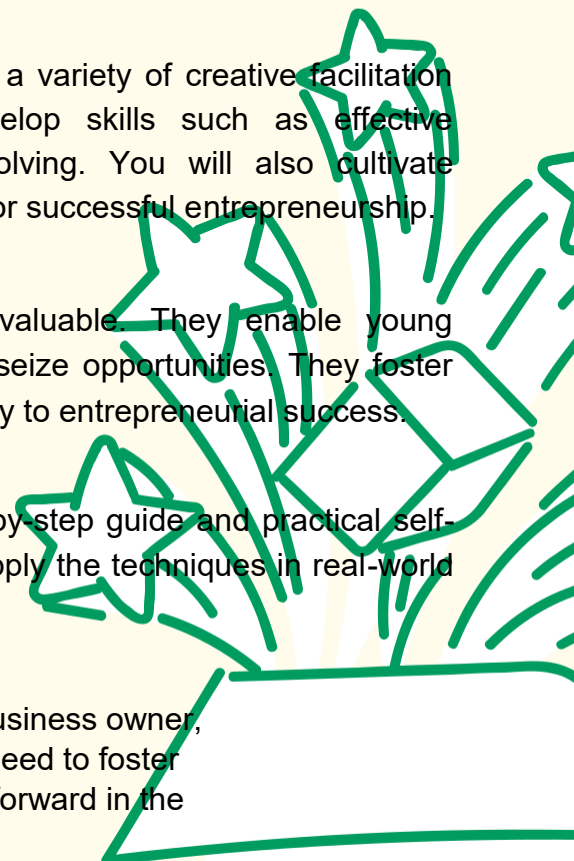
Best Practice.1. Combining 📚 potentials

Drobin, Poland

Aims and objectives of the entity

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Social enterprises are   organizations that operate with the primary goal of addressing social or environmental issues, while also generating revenue to sustain their operations. In Poland, social enterprises have gained significant attention in recent years, as they have the potential to create positive social impact while also contributing to economic development.

One of the best practices of using creative skills in a social enterprise is the case of SSOPCUŚ (Social Cooperative of Legal Persons Centre for Environmental Services). It is a social enterprise that carries out activities in the field of environmental services aimed at solving the problems of the local community, co-creates the local labour market, employing and involving in various forms of activities people at risk of social exclusion, furthest removed from participation in the labour market, having problems with mobility, with raising their professional competences and qualifications.

Case description on the use of creativity skills and the results

In 2012, a group of young people full of initiative, passion and commitment, having researched the needs of local communities, created an innovative project aimed at strengthening the sustainability of social economy entities in the area of Płock region through innovative and creative institutional forms, tri-sectoral support, raising awareness of the benefits of the social economy sector, strengthening the involvement of the business, public and civic sectors, as well as integrating new institutional solutions into the mainstream of local policies. A flexible model of the so-called flexi operation of a three-sector Social Cooperative of Legal Persons implementing activities in the field of environmental services was created. The project resulted in the creation of a cooperative - a social enterprise. The three-sector Social Cooperative of Legal Persons was created for the first time in history by three local government units (three municipalities) . It is important to emphasize that each of the municipalities is managed by a different political option and a Roman Catholic Parish and the so-called third sector NGO, i.e. an association.

No one has done this before. Action in the area of environmental services has proven to be an excellent solution and has demonstrated effective sustainability. Proof of the successful operating model is the fact that in 2015 the cooperative gained a new member, the Municipality of Radzanowo, and in 2016 city and Municipality of Drobin, where the Co-operative now has its headquarters. In December 2022. The Cooperative became a finalist in the National Competition of the 11th edition of the Jacek Kuroń competition for the Best Social Enterprise in the "Discovery of the Year" category.

Combining the potentials of many organisations makes it possible to solve local problems that would not be possible for local governments or the social cooperative alone. Through intersectoral cooperation, exchange of experience with partners from both Poland and other EU countries, the cooperative strives to change the local environment, making it people-and environment-friendly

Using their creativity in 2019 in an attempt to combine cooperation with local entrepreneurs, they opened a catering establishment in the Drobin area with a banquet hall called Symphony of Taste. The challenge proved to be a hit. Local businesses began selling their products, food, vegetables and charcuterie to the cooperative. Unemployed people found employment - they completed relevant courses, local politicians began to advertise the Cooperative's services resulting in many contracts being signed for the production and delivery of meals.

Symphony of Taste provides a comprehensive catering and logistics service, focusing on the preparation and delivery of meals. It was the Cooperative that, for almost a year, delivered meals every day for all the residents of the "Nad Jarem" Nursing Home in New Miszewo, which burned down in August 2019. During the ongoing COVID-19 pandemic, the CUŚ Cooperative made and delivered meals to Kindergartens and Nurseries in Słupno and Drobin, Community Self- Help Centres in Święcice Stare and Słupno not forgetting also its WTZ (Occupational Therapy Workshops) Participants who received meals at the expense of the Cooperative. After the outbreak of war in Ukraine, the Social Cooperative prepared and delivered more than 10,000 meals for people forced into exile by the war. The Banquet Hall is also used for special events, such as weddings, communions, family parties, consolations, themed balls, carnivals and New Year's Eve parties. Catering services are also provided for open-air events, such as county harvest festivals, fairs and family picnics. The Banquet Hall is also used for conferences, training courses, meetings and castings. The catering business has been the main source of income for the Cooperative for several years and it makes it possible to employ many people.

Reference Link

https://cus-drobin.pl/
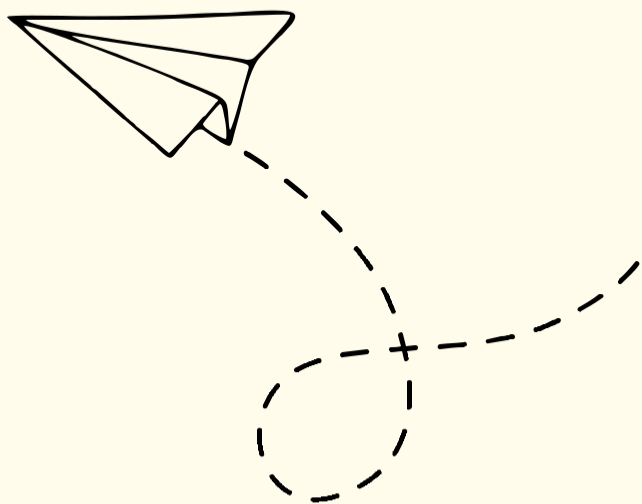
Practice.2. Wonder Grottole - Living culture

Grottole (Matera) - Italy

Aims and objectives of the entity

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Wonder Grottole is a social enterprise that works to revive the historic center of the village of Grottole (30 km from Matera), through the regeneration of abandoned houses and the creation of a new community.
Wonder Grottole begins as an experimental project to engage and connect people and energies from all over the world. A visionary project that has captured the attention of Airbnb, and together, since January 2019, they have promoted the Italian Sabbatical project.

Wonder Grottole will be a space for conversation, being together, creating relationships, expressing creativity, and experiencing new productivity.

It is at the same time residences, places of conviviality, and laboratories. In recent decades, the town has in fact undergone progressive emigration, which has led above all to an abandonment of the historic centre: today only 300 inhabitants live there (more than 60% are over 70) and it has over 600 abandoned buildings, thus reducing the central areas of the country, and in which a feeling of distrust towards the future prevails in the local community, above all due to the continuous impoverishment of the younger generations.

It is a question of facilitating generative short circuits, new encounters and ties, while taking care of the territory that one crosses and that one decides to inhabit, even if only temporarily: it is no coincidence that Wonder Grottole itself was born thanks to a slow journey "of inspiration and territorial exploration" (the Netural Walks promoted every year by Casa Netural of Matera) and to a meeting: in 2013 the Netural Walk made a stop in Grottole and from the exchange with the

inhabitants and in particular with Silvio, the first seeds of initiatives, such as the participatory mapping of abandoned buildings.

Grottole is a laboratory-town, where it is possible to experiment with pilot projects for the regeneration of tangible and intangible heritage, based on the connection between the local community and external energies, through different devices (residences, co-planning, calls, ..) and using from time to time of different objects (disused buildings, historical monuments, local memory…).

Case description on the use of creativity skills and the results

They work on 4 assets: living (both buildings and ways of "living"), agriculture, business, and tourism - bringing them together with "local products" - ceramics, honey, wine, and oil - and enhancing the landscape peculiarities - cellar/cave systems, agro - rural and San Giuliano Nature Reserve. The same origins of Grottole are the inspiration for our actions: the oldest nucleus dates back to prehistory so much as to be considered one of the oldest in all of Basilicata; moreover, crossed by the Via Appia, Grottole was once a crossroads for people and economies from north to south.

Wonder Grottole implements a new model of tourism, the 4.0, an evolution of previous tourism because it is capable of systematizing the recovery of the territory, promoting urban regeneration, and creating a new tourist offer, capable of increasing the quality of life as well as favouring and generating new economies. The ideal tourist for Grottole is a tourist who does not live in the area passively, who in addition to living the experiences offered by the locals, contributes to increasing them by becoming a protagonist himself. The tourist who visits Grottole becomes a real temporary inhabitant of the village. He brings and exchanges skills and values with the territory and its resources, in a harmonious relationship with the local people.

The tourism 4.0 initiative that made Grottole known worldwide was the Italian Sabbatical in 2019, carried out in collaboration with Airbnb: an international call for the search for 5 volunteers to which more than 280,000 people responded in just one month and thanks to which we hosted Pablo (Argentina), Darrell (USA), Remo (UK), Helena (Canada), Anne (Philippines), who became "temporary inhabitants" for three months making their skills available for the relaunch of the village.

2019 was also the year of the inauguration of the Wonder Casa, created through the recovery of an abandoned building in the historic center, as a tangible sign of the project as well as a place to host temporary tourists -inhabitants and a reference for the Wonder Grottole initiatives with the community.

Among the guests of the Wonder Casa, we like to mention Davide and Carlo, in 2020 the winning designers of the residence for the design of the integrated community apiary Wonder Bee, born from an idea of the Grottolese beekeeper Rocco Filomeno: a hybrid space of connection and exchange between man and nature, a micro-architecture to be built with the hands starting from a great vision of sustainable development, which will soon become a reality thanks to the success of the crowdfunding campaign.

To continue with the examples, in 2018 and 2019 the families of Grottole opened their homes to students from all over Italy for the residential workshops of the Master in Relational Design.
In 2020, on the other hand, we received over 500 projects through the international architecture competition on the Diruta Church, promoted in collaboration with Reuse Italy Bcorp, from which the exhibition "The fragile beauty" was born, widely hosted in the historic center thanks to the extraordinary opening of some uninhabited houses.

Reference link

https://www.wondergrottole.it/en
https://italiansabbatical.com/
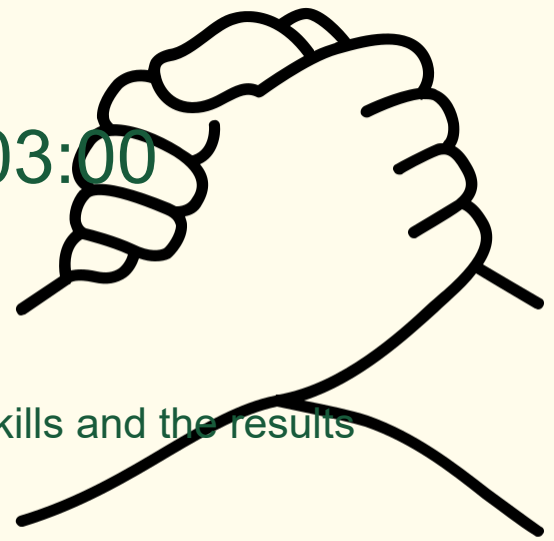https://news.airbnb.com/the-italian-sabbatical-one-month-in/

Practice.3. Foundation 03:00

Ukraine, Kyiv, LvivUkraine, Kyiv, Lviv

Case description on the use of creativity skills and the results

Vision:

Creating a world without prejudice with equal opportunities for everyone. The mission is to break down stereotypical attitudes towards the blind people, increase their employment opportunities, and make art more accessible to them.

Activities:

1. Education: breaking down stereotypes about the blind, increasing empathy, teaching tolerant vocabulary, and how to provide assistance or make the environment more accessible for blind people.
2. Inclusive leisure and accessible art: increasing the accessibility of cultural institutions and leisure activities for the blind. Creating inclusive art exhibitions, sharing experiences with cultural institution staff, and developing tactile exhibits for other locations.
3. Professional self-realization of the blind: employing blind people in museums and events, breaking down stereotypes about the accessibility of professions for them, promoting higher education and professional qualifications for blind people through educational programs, and promoting inclusiveness in educational institutions.

Projects:

Tours in the dark, Dinners in the dark, Blind dates, Concerts in the dark, Art on touch. The organization's website provides the opportunity to "hang" a tour. This means that anyone can pay for a tour that can be used by categories of people such as children of refugees, children with disabilities, children without parental care, military personnel, and their families. They have a project called "English Language for Blind People." They have developed tactile postcards that are printed using special technology. Each colour is printed at a different height of dots, so they can also be studied by touch.

Each postcard contains an English idiom duplicated in Braille. On the back - a decryption and translation of these idioms. The profit from these postcards is directed to free English language courses for the blind by the Institute of Ukrainian Studies NGO.
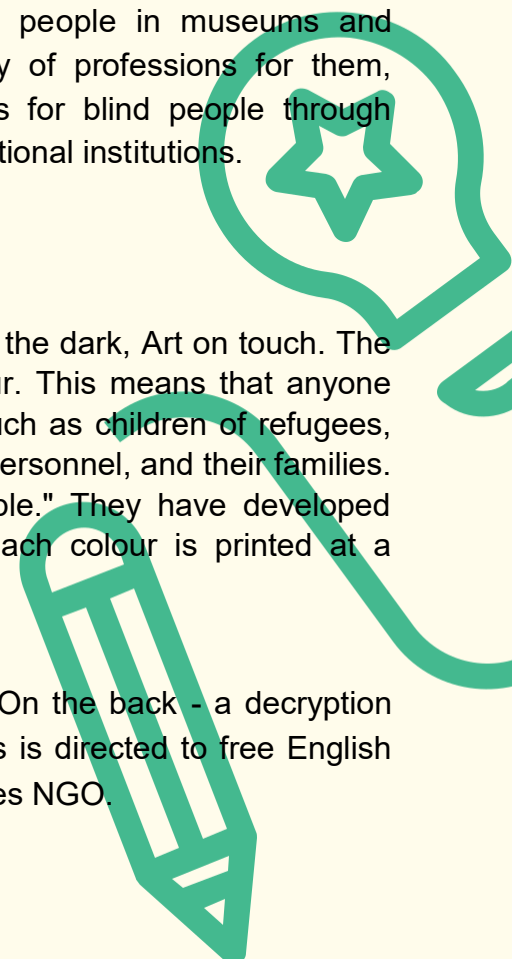
Case description on the use of creativity skills and the results

1 The museum organisers creatively provide visitors with their own experience (tactile sensations, smells, emotions it evokes) of what it is like to live as a blind person. This helps to develop empathy, compassion, tolerance, and involvement. The museum contains 5 different locations, each realistically reproducing a place from life - street, apartment, nature, art gallery - with sounds, smells, and special equipment. Tours are conducted in absolute darkness, which sharpens all other senses, allowing visitors to understand what their body is capable of. Visitors can learn to write in Braille and play games blindfolded (checkers, chess, mazes, etc.). There is also the opportunity to arrange a "blind date," where the taste of a romantic dinner, the music, and paintings are experienced in a new way, and writing a love letter becomes a quest. Visitors can also visit the "Art on Touch" exhibition, featuring 25 exhibits of architecture, painting, and cinema, that allows visitors to explore and find new details they would normally only perceive visually and from a certain angle.

2 By interacting and communicating with blind guides, stigmatization is reduced, and awareness about the lives of blind people is increased. During their visit, adults and children have maximum contact with blind people who are employees of the foundation. They help visitors orient themselves in the darkness, recognize all exhibits, and answer any questions.

3 Special attention is paid to education and the development of empathy, respect, and tolerance in children through entertainment. How can important themes be conveyed to children? Telling - good. Showing - better. Allowing them to experience it themselves - perfect. The museum organizers have developed programs for children in the most effective format for them - interactive.

4 Another part of the foundation's activities, involving creativity, is a shop that sells jewelry, postcards, and candles made by blind people. The money earned goes towards English language courses for the blind.

Reference link

https://0300.com.ua/

Practice.4. Movimento Transformers

Porto, Portugal

Aims and objectives of the entity

They were born with their eyes on the world, with their hearts wide open and an indomitable desire to participate, collaborate, and transform. Among them, you can find b-boys, skaters, poets, managers, chefs, creatives, CEOs, and much more. They are irreverently responsible, grateful for everything that happens to them, and a global movement of people who make a difference in their communities through what they love to do.

Together they understand that small things and small groups of people can move mountains, and they change even more as their ability to transform themselves grows.

HISTORY

The Transformers were born from the experience of the breakdance group In Motion from Palmela. While training in the village parks, they discovered they could use their talents to make a difference in their community. They began informally giving workshops and classes to young people at risk of social exclusion, who inevitably joined the group and learned from the more experienced members. Over time, these young people grew and taught the younger ones, creating an informal cycle of information and skill transmission.

Through the Global Changemakers program, the Transformers represented future generations at the World Economic Forum in Davos in 2010. It was there that their name was first mentioned, and they had the opportunity to present their project to Bill Gates and many other world leaders. From that point on, everything changed, and the Transformers Youth Association was officially established on August 31, 2010.

VISION

The vision is rooted in the belief that it is possible to learn what we love anywhere, informally, with more people like us.

MISSION

Their mission is to increase people's engagement in their communities through what they love to do. To make this a reality, they have created a learning cycle about civic and social participation from age 0 to 120

Case description on the use of creativity skills and the results

They believe that every person has a superpower, a hidden talent that can help make the world a better place by encouraging civic participation. They call themselves 'Transformers' because they guarantee to transform the lives of those who come into contact with them.

This movement is made up of young people and is now present in over 20 cities across Portugal. They recruit 'superheroes' from all over the country, young people over the age of 16 who can use their best talent to transform the lives of socially excluded teenagers and isolated elderly people. They want talent to be a vehicle for working on social problems and for people to become more aware of the world around them.

"The School of Superpowers", which has already won several awards, is the name of the project that works with classes with low levels of academic learning or groups of teenagers identified by local entities.

When they receive a visit from the 'Transformers Movement', they are invited to develop an extracurricular activity throughout the school year. At the end of the experience, they are challenged to find solutions to a problem in their community using the talent they have chosen.

For example, students from a basic school in Amadora wanted to increase the number of bone marrow donors based on what they learned in hip hop.

The kids created a hip-hop show, where they performed themselves, invited well-known dancers, and the cost of entry was registration in the national bone marrow donor registry. They managed to collect 232 new registrations.

With the social inclusion project, the association has managed to reduce the school dropout rate of apprentices by 44.3% and ensure that many of them become Transformers by embracing the role of mentor.

In this school there are no grades, no absences, no failures, students learn to use their "superpowers" to transform themselves and the community where they are inserted.

Mentors regularly share their talent with the group of young apprentices, always with the aim of introducing them to new perspectives on life. From here arise different approaches and the idea that it is never too late to learn and experiment. Some dynamics included themes such as music, percussion, dance, photography, science and entrepreneurship.

Through activities carried out in the field, apprentices understand that it is necessary to leave their comfort zone to develop new skills, personal and social skills such as creativity,

interpersonal communication, teamwork and empathy, realizing that each one has value to add to the community where they are located.

From Transformer to Reformer

If the schools of superpowers are aimed at younger people, with the "Reformers" project, the association ensures that it does not forget "the thousands of lonely elderly people" in Portugal.

They "invade" nursing homes and day centers to take the elderly to try activities they have never done before. Taking skateboarding lessons, jumping on a trampoline, or even learning to read and write are among the requests fulfilled by the association.

"There is the idea that when a person reaches a certain age, they only want to do water aerobics or visit chapels, which is not true. They want to combat ageism and ensure that these people do what they enjoy in their final years of life."

In addition to volunteer initiatives, Transformers are recruited by national entities to raise awareness of social participation. In their most recent partnership, they are working together with the High Commissioner for Migration to ensure that young foreigners are involved in the community.

Reference link

https://www.movimentotransformers.org/

Technique.1. Mind Mapping

Draw a central image, idea or word and then add related sub-ideas or sub-topics, using images and keywords. Creative Problem Solving for Social Enterprise Vulnerabilities with Mind Mapping

🕐 80 Min

✏️ Materials needed
- Large sheets of paper or whiteboard -
Markers or whiteboard pens
- Sticky notes
- Timer

Description

Mind mapping is a visual technique for organizing and representing information, ideas, or concepts. It is used to facilitate creative thinking, problem-solving, and communication by presenting information in a hierarchical, interconnected structure. The technique was popularized by Tony Buzan in the 1970s and has since been widely adopted for various purposes in personal, educational, and professional contexts.

Practical uses of mind mapping include:

1. Brainstorming: Mind mapping helps generate new ideas, explore different perspectives, and identify connections. It is useful for individual and group brainstorming, as it allows everyone to visualize and contribute to the thought process.

2. Note-taking: Mind maps offer a more effective and organized way to take notes during lectures, meetings, or while reading. They allow you to quickly identify key points, main ideas, and supporting details by visually organizing information in a hierarchical structure.

3. Studying and learning: Mind maps can help students understand complex topics, summarize chapters, create study guides, and review material before exams. They present information in a visually appealing and memorable format, which can improve retention.

4. Project planning and management: Mind maps can be used to break down tasks, set goals, allocate resources, and monitor progress in projects. They help visualize project timelines, milestones, and dependencies, making it easier to identify potential bottlenecks.

5. Problem-solving and decision-making: Mind mapping can help analyze problems, evaluate potential solutions, and make informed decisions. By visualizing various aspects of a problem, you can better understand underlying causes and explore different approaches to find the most effective solution.

6. Presentation and communication: Mind maps can be used as visual aids during presentations or to summarize and share ideas or concepts in a concise and visually engaging manner. They help both the presenter and the audience follow the flow of information.

7. Personal organization and goal setting: Mind mapping can be a useful tool for organizing personal thoughts, setting goals, and tracking progress. It can help clarify priorities, identify areas for improvement, and create a roadmap to achieve objectives.

To make the most of mind mapping, experiment with different techniques, styles, and tools to find what works best for you. Keep your mind maps organized, concise, and visually appealing for optimal effectiveness.

> **Activity title**
>
> Creative Problem Solving for Social Enterprise Vulnerabilities with Mind Mapping

1. Apply creative thinking techniques to generate innovative solutions for social enterprise vulnerabilities: Participants will be able to use brainstorming and idea generation techniques to develop creative strategies for addressing potential vulnerabilities faced by social enterprises.

2. Understand the value of mind mapping in problem-solving and decision-making: Participants will learn the importance of mind mapping in effectively organizing, analyzing, and visualizing complex information. They will be able to apply mind mapping techniques to various aspects of social enterprise management, vulnerability analysis, and decision -making processes.

3. Collaborate effectively in a group setting: Participants will gain experience working in teams to generate, evaluate, and build upon creative solutions. They will develop skills in sharing ideas, providing constructive feedback, and integrating the ideas of others.

4. Analyze and evaluate potential solutions: Participants will be able to assess the feasibility, creativity, and potential impact of proposed solutions by discussing their mind maps, considering the root causes of vulnerabilities, and evaluating the implementation process and expected outcomes.

5.   Apply the mind mapping technique to other contexts: Participants will understand the versatility of the mind mapping technique and be able to apply it to various aspects of social enterprise management, vulnerability analysis, and decision-making processes.

By achieving these outcomes, participants will be better equipped to address social enterprise vulnerabilities creatively and proactively, improving the overall resilience and sustainability of their organizations

Description Step by step

Step 1: Identifying the Vulnerability (10 minutes)

1. Choose a specific vulnerability faced by social enterprises (e.g., funding, human resources, scalability, or sustainability).

2.   Write the vulnerability in the center of the large sheet of paper or whiteboard.

3. Circle the central vulnerability, indicating that it is the main focus.

1. Ask participants to brainstorm the root causes of the chosen vulnerability. Encourage creative and out-of-the-box thinking.

2.   Write each root cause on a sticky note and place it around the central vulnerability, creating a new branch for each cause.

3. Allow the group to discuss the root causes briefly.

1. Divide participants into smaller groups (3-5 people) and assign each group a specific root cause.

2.   Instruct each group to brainstorm creative solutions to address their assigned root cause. Encourage them to consider innovative ideas, even if they seem unconventional.

3. Have each group write their solutions on sticky notes and place them around their assigned root cause, creating sub- branches for each solution.
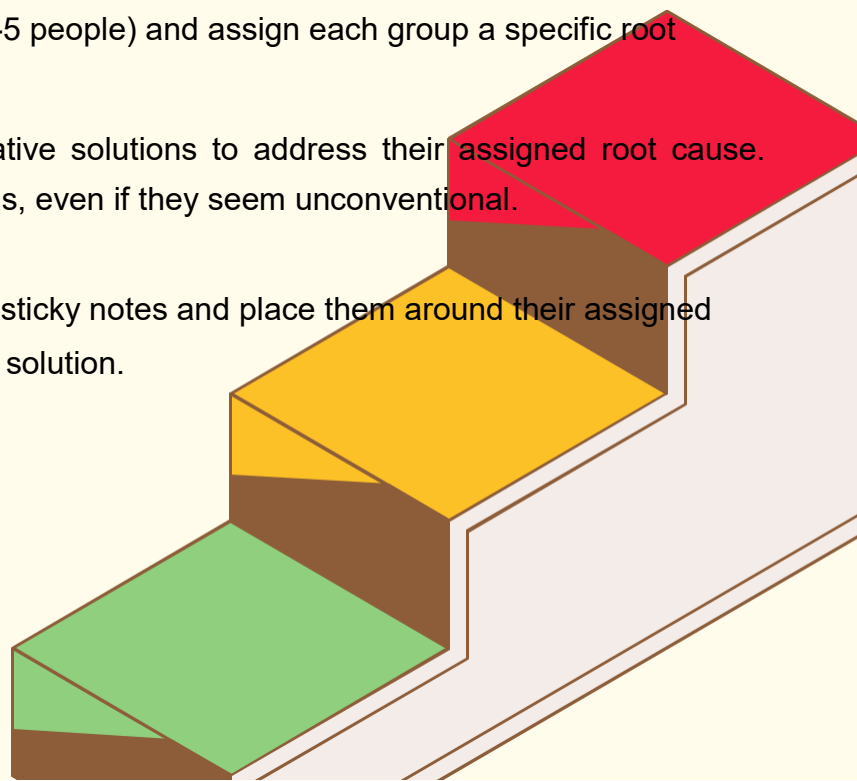
Step 4: Cross-Pollination and Evaluation (15 minutes)

1. Ask the groups to rotate and review the solutions generated by other groups. Encourage participants to build upon or combine solutions from other groups to create even more innovative approaches.

2. Instruct each group to evaluate the solutions based on feasibility, impact, and resource requirements, using a simple ranking system (e.g., high, medium, low) .

1. Bring the groups back together and facilitate a discussion on the creative solutions identified, along with the evaluation results.

2. Encourage participants to share their thoughts on the exercise, the mind mapping process, and the potential of the solutions to address the social enterprise's vulnerability.

3. Summarize the key takeaways and discuss how participants can apply the mind mapping technique to other vulnerabilities in their social enterprises.
This exercise not only encourages creative thinking but also demonstrates the power of collaboration and mind mapping techniques in addressing social enterprise vulnerabilities. By engaging in this exercise, participants can better understand how to involve creativity in their problem -solving processes and apply it to various challenges they face.

! Notes

https://mindmappingsoftwareblog.com/
https://www.mindmapping.com/mind-map
https://www.creativityatwork.com/

Technique.2. Storyboard

Use a sequence of drawings or images to illustrate a process, a story or a series of events.

🕐 70 min

Materials needed
Large sheets of paper or a whiteboard
Markers or whiteboard pens
Sticky notes or index cards
Timer

Description

A storyboard is a visual representation of a story, usually in the form of a sequence of illustrations or images arranged in panels. It is primarily used in the pre-production stage of various media projects such as films, television programs, animations, video games, and advertisements. Storyboards help creators visualize and plan their projects by breaking down the narrative into individual scenes and shots.

In the context of education, a storyboard can be a valuable tool for teachers and students alike, as it helps facilitate learning and teaching through visual representation. It can be used to break down complex concepts, depict sequences of events, or illustrate stories and narratives. In addition to being used in traditional subjects like literature and history, storyboards can also be employed in other areas such as science, mathematics, and social studies.

Practical uses of storyboards in education include:

1. Enhancing comprehension: Storyboards can help students understand complex ideas or abstract concepts by presenting them in a visual and sequential format, making it easier to digest and remember.

2. Encouraging creativity: Creating storyboards allows students to exercise their creativity and imagination while working on a project or learning about a topic. This can increase engagement and make the learning process more enjoyable.

3. Facilitating collaboration: Storyboards can be used as a collaborative tool, with students working together to create visual representations of a topic or story. This encourages teamwork, communication, and problem-solving skills.

4. Developing visual literacy: By working with storyboards, students can develop their visual literacy skills, which are increasingly important in today's media-rich world. They can learn how to interpret and create visual content effectively.

5. Aiding in lesson planning: Teachers can use storyboards to plan lessons and units, visually mapping out the sequence of activities and concepts they want to cover. This can help ensure a smooth progression of ideas and maintain a coherent structure throughout the lesson.

6. Presentations and assessments: Students can use storyboards to create presentations or as a form of assessment to demonstrate their understanding of a topic. This offers an alternative to traditional written or oral assessments, catering to different learning styles and preferences.

7. Teaching storytelling and narrative structure: Storyboards are an excellent way to teach students about storytelling and narrative structure, as they can see the progression of events, character development, and plot elements in a clear and concise format.

In summary, storyboards have various practical uses in education, as they offer a visual and engaging way to understand and present complex concepts or stories. They can enhance comprehension, encourage creativity, and provide a valuable tool for both teachers and students in the learning process.

Learning outcomes

1. Apply creative thinking techniques to generate innovative solutions for social enterprise risks: Participants will be able to use brainstorming and idea generation techniques to develop creative strategies for addressing potential risks faced by social enterprises.

2. Understand the value of visualization in problem-solving and decision-making: Participants will learn the importance of visualization in effectively communicating and assessing the feasibility and impact of potential solutions. They will be able to apply the storyboard technique to visualize complex ideas and processes.

3. Collaborate effectively in a group setting: Participants will gain experience working in teams to generate and evaluate creative solutions. They will develop skills in sharing ideas, providing constructive feedback, and building upon the ideas of others.

4. Analyze and evaluate potential solutions: Participants will
creativity, and potential impact of proposed solutions by
considering the implementation process and expected outco
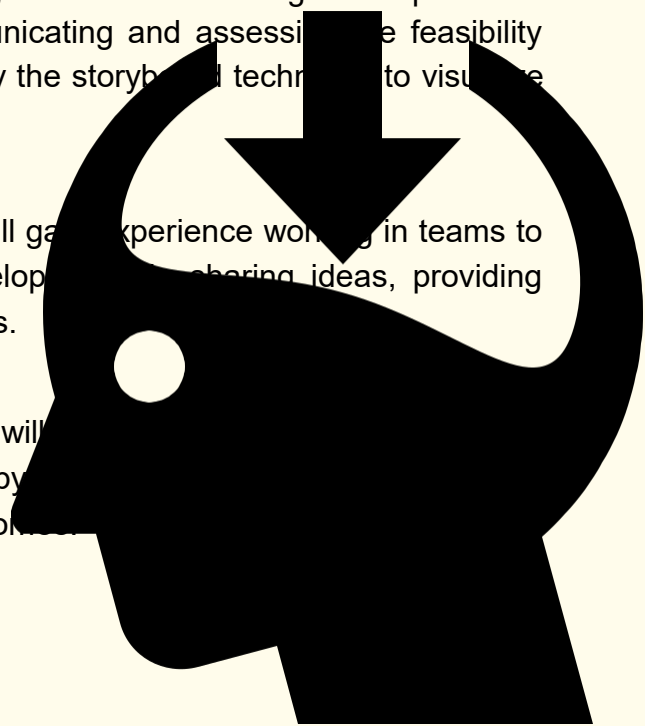
5.   Apply the storyboard technique to other contexts: Participants will understand the versatility of the storyboard technique and be able to apply it to various aspects of social enterprise management, risk mitigation, and decision-making processes.

By achieving these learning outcomes, participants will be better equipped to address social enterprise risks creatively and proactively, improving the overall resilience and sustainability of their organizations.

Description Step by step

Step 1: Identifying Risks (10 minutes)

1. Begin by discussing potential risks faced by social enterprises, such as funding issues, talent retention, market fluctuations, or regulatory changes.

2. As a group, choose one specific risk to focus on for the exercise.

3. Write the chosen risk at the top of the large sheet of paper or whiteboard.

1. Briefly introduce the concept of storyboarding as a visual storytelling tool used in various industries, such as film, animation, and design.

2. Explain how the storyboard technique can be applied to visualize potential solutions and their implications for addressing risks in social enterprises.

Step 3: Brainstorming Solutions (15 minutes)

1. Divide participants into smaller groups (3-5 people) and ask each group to brainstorm creative solutions for addressing the chosen risk.

2. Encourage groups to consider innovative ideas and think outside the box.

3. Have each group write their solutions on sticky notes or index cards.
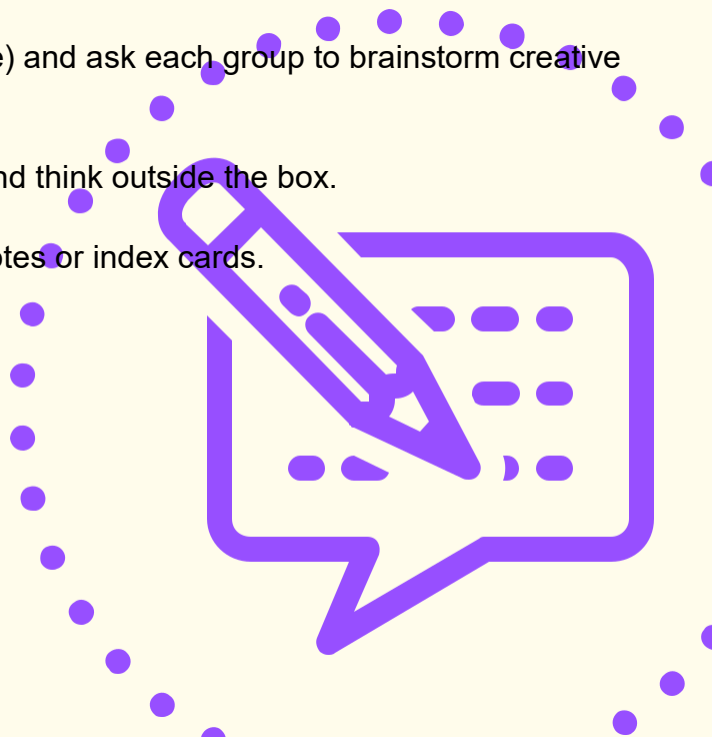
Step 4: Creating Storyboards (20 minutes)

1. Instruct each group to choose one of their proposed solutions and create a storyboard depicting the implementation process and its potential impact on the social enterprise.

2. Encourage groups to consider the following elements in their storyboards:

The initial situation and context of the social enterprise The implementation steps of the proposed solution
The challenges and obstacles that may arise during implementation The expected outcomes and impact on the social enterprise

Step 5: Sharing and Discussion (20 minutes)

1. Have each group present their storyboard to the rest of the participants, explaining their chosen solution, implementation process, and expected outcomes.

2. Encourage an open discussion on the feasibility, creativity, and potential impact of each solution, as well as any additional ideas or improvements that may arise from the presentations.

3. As a group, identify key takeaways from the storyboarding process and discuss how participants can apply this technique to address other risks in their social enterprises.

This exercise encourages creative thinking and visualization in addressing social enterprise risks. By engaging in the storyboarding process, participants can better understand the potential consequences of their proposed solutions and develop more innovative and effective strategies for risk mitigation.

Notes

https://www.studiobinder.com/blog/what-is-a-storyboard/
https://dschool.stanford.edu/
https://www.socialenterprise.academy/
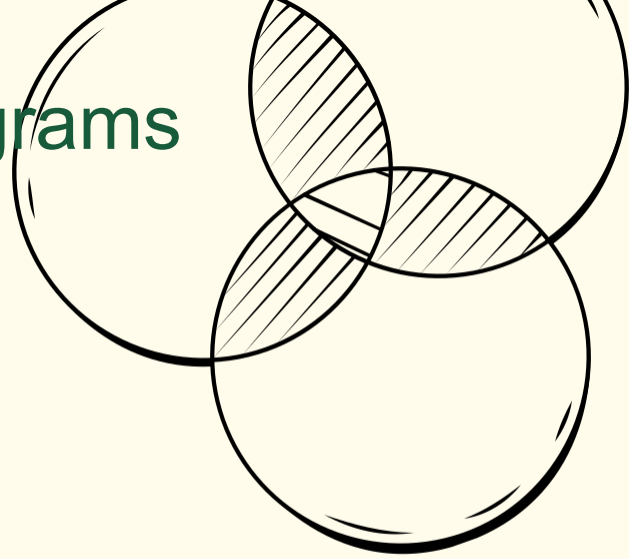
Technique.3. Venn Diagrams

🕐 60 min

Materials needed
A computer or mobile device with internet access
A pen or pencil
A notebook

Description

A Venn diagram uses overlapping circles or other shapes to illustrate the logical relationships between two or more sets of items. Often, they serve to graphically organize things, highlighting how the items are similar and different.

Venn diagrams, also called Set diagrams or Logic diagrams, are widely used in mathematics, statistics, logic, teaching, linguistics, computer science and business. Many people first encounter them in school as they study math or logic, since Venn diagrams became part of "new math" curricula in the 1960s. These may be simple diagrams involving two or three sets of a few elements, or they may become quite sophisticated, including 3D presentations, as they progress to six or seven sets and beyond. They are used to think through and depict how items relate to each within a particular "universe" or segment. Venn diagrams allow users to visualize data in clear, powerful ways, and therefore are commonly used in presentations and reports. They are closely related to Euler diagrams, which differ by omitting sets if no items exist in them. Venn diagrams show relationships even if a set is empty.

Venn diagram purpose and benefits

To visually organize information to see the relationship between sets of items, such as commonalities and differences. Students and professionals can use them to think through the logic behind a concept and to depict the relationships for visual communication. This purpose can range from elementary to highly advanced.

To compare two or more choices and clearly see what they have in common versus what might distinguish them. This might be done for selecting an important product or service to buy.

To solve complex mathematical problems. Assuming you're a mathematician, of course.

To compare data sets, find correlations and predict probabilities of certain occurrences.

To reason through the logic behind statements or equations, such as the Boolean logic behind a word search involving "or" and "and" statements and how they're grouped

Learning outcomes

1. To acquaint learners with the principles of effective communication and conflict resolution tools

2. To practice on real examples of applying the principles of effective communication and demonstrate how it can be done flexibly and creatively

3. To enhance the skills directly needed to enhance creativity in social entrepreneurship

4. Enhancing creative skills through the use of visual facilitation techniques.

This activity is a practical way to use venn diagram as a tool for reflecting about how to improve effective communication, creative and soft skills useful for social entrapreneurs.

Description Step by step

This simple exercise can help you identify opportunities for your team, as well as creative skills gaps.

1. Before holding a meeting, have each individual on your team make a list of their recurring tasks. Examples: developing project plans, answering inbound emails, managing a vendor, designing presentations, etc. Have them list as many recurring tasks as they can generate and also have them estimate the number of hours per week, on average, each recurring task takes them.

2. Then, hold a 90-minute meeting and pass out venn diagram to have each participant silently fill it in. Each person will need to reflect on their recurring task list they created before the meeting and sort those tasks into three buckets: tasks I'm great at, tasks I love doing, and tasks that others need most from me (i.e. your tasks that others most need you to do to get their own work done). If someone gets stuck, have them talk it out with others in the room. Ideally, the majority of your work will fall into the "sweet spot" where these three domains intersect, but inevitably, some tasks will fall out of (at least) one circle. For instance, you might be good at some tasks that others need, but not necessarily love it—like managing expense reports. Alternatively, you might love designing slides and reports, but not be very good at it.

3. Have everyone reflect on how they spend their time . Because they estimated the time each recurring task takes them, they should be able to see where the majority of their work falls in terms of their competencies, passions, and cross - dependence . Are they spending the majority of their time on tasks which fall into the sweet spot, or not? Discuss as a team .

4. Triage and troubleshoot . Split into pairs and discuss/brainstorm:
For tasks that fall into things you're good at, that others need, but aren't tasks you love: Is it possible to train someone else on the team who does love this kind of work to take it over? If not, can this task be automated, outsourced, or possibly streamlined?

  For tasks you love, that others need, but aren't things you're especially good at: Is there someone on the team you can learn from? Is there outside training you can sign up for?

  For tasks you love, that you're good a, but aren't especially critical to others: Is this work really necessary? Is this work that you tend to do on your own, and if so, does it feel isolating at times? Are there other areas of the business where you could be happier and more effective? For example, if you love writing and you're good at it, maybe you could lend some of your time to your corporate comms team

  Come back together and discuss any ideas or actions you generated . Look for shared needs (e . g . we all need finance training, etc .) and try to find safe ways to move everyone forward and closer to having more of their recurring tasks in the sweet spot . Of course, don't forget to capture next steps, responsible individuals, and close by asking everyone to share how they're feeling after reviewing their roles and tasks .

Technique.4. Flowchart

Critical thinking and flow chart

🕐 60 min

Materials needed
A computer or mobile device with internet access A pen or pencil

A flowchart is a diagram that depicts a process, system or computer algorithm . They are widely used in multiple fields to document, study, plan, improve and communicate often complex processes in clear, easy - to - understand diagrams . Flowcharts, sometimes spelled as flow charts, use rectangles, ovals, diamonds and potentially numerous other shapes to define the type of step, along with connecting arrows to define flow and sequence . They can range from simple, hand - drawn charts to comprehensive computer - drawn diagrams depicting multiple steps and routes . If we consider all the various forms of flowcharts, they are one of the most common diagrams on the planet, used by both technical and non - technical people in numerous fields . Flowcharts are sometimes called by more specialized names such as Process Flowchart, Process Map, Functional Flowchart, Business Process Mapping, Business Process Modeling and Notation (BPMN), or Process Flow Diagram (PFD) . They are related to other popular diagrams, such as Data Flow Diagrams (DFDs) and Unified Modeling Language (UML) Activity Diagrams .

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Flowcharts to document business processes came into use in the 1920s and '30s . In 1921, industrial engineers Frank and Lillian Gilbreth introduced the "Flow Process Chart" to the American Society of Mechanical Engineers (ASME) . In the early 1930s, industrial engineer Allan H . Morgensen used Gilbreth's tools to present conferences on making work more efficient for business people at his company .

In the 1940s, two Morgensen students, Art Spinanger and Ben S . Graham, spread the methods more widely . Spinanger introduced the work simplification methods to Procter and Gamble . Graham, a director at Standard Register Industrial, adapted flow process charts to information processing . In 1947, ASME adopted a symbol system for Flow Process Charts, derived from the Gilbreths' original work .

Beyond computer programming, flowcharts have many uses in many diverse fields .

In any field:

- Document and analyse a process .
- Standardize a process for efficiency and quality .
- Communicate a process for training or understanding by other parts of the organization .

- Identify bottlenecks, redundancies and unnecessary steps in a process and improve it .

Education:

- Plan coursework and academic requirements .
- Create a lesson plan or oral presentation .
- Organize a group or individual project .
- Show a legal or civil process, like voter registration .
- Plan and structure creative writing, like lyrics or poetry .
- Demonstrate character development for literature and film .
- Represent the flow of algorithms or logic puzzles .
- Understand a scientific process, like the Krebs cycle .
- Chart an anatomical process, such as digestion .
- Map out symptoms and treatment for diseases/disorders .
- Communicate hypotheses and theories, like Maslow's hierarchy of needs .

Sales and marketing:

- Plot out the flow of a survey .
- Chart a sales process .
- Plan research strategies .
- Show registration flows .
- Disseminate communication policies, like an emergency PR plan .
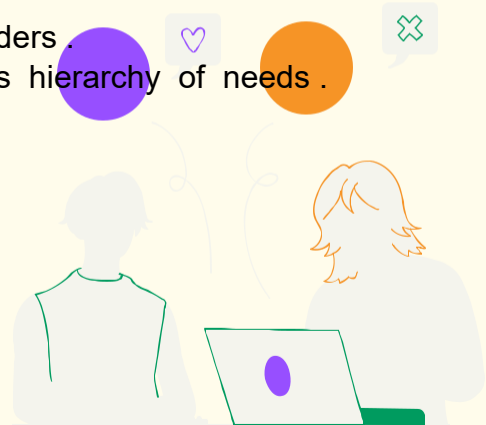
Learning outcomes

- Analyze information and situations objectively, evaluating advantages and disadvantages;

- Distinguish the reality of the facts from one's subjective impressions and one's personal prejudices and interpretations
- Recognize the external factors that influence one's own and others' thoughts and behaviors

- Enhancing creative skills through the use of visual facilitation techniques .

Description Step by step

Create a flowchart to represent a sequence of (branching) steps and decisions needed to solve a critical thinking problem ..

1. Explain how flowcharts can be used to represent algorithms involving branching (decisions) . Remind students that the words, 'if' and 'then' are often used in the decision - making process (eg If it is cold, then I will need a jacket) .

2. Provide students with real - world scenarios involving decisions .

3. Demonstrate how flowcharts can be used to represent the decision - making process and ask students to create their own examples where decisions need to be made . Examples: choosing social services according to the enterprise values; choosing tools for the third sector; using activtivities of social and cultural innovavion, selecting activities for ecology goals;

4. Use the lift as an example and model it, using a flowchart .

Note: The lift will only stop on a floor if the button for that floor has been pressed . For example:

- Start at bottom floor .

- Go to the next floor .

If the button for that floor has been pressed, stop at that floor . If not, go to the next floor for which the button has been pressed .

Repeat until the lift arrives at the top floor .

5. Working independently, students create a sequence of instructions to describe a simple game involving decisions . Students use flowcharts to demonstrate the algorithm (eg using dice in a game) .

| Notes

https://blog . futurefocusedlearning . net/5 - useful - critical - thinking - flowcharts
file:///C:/Users/luigi/Downloads/tblair,+20(3)pp55 - 86TeachingSupplement3(3 - 15) %20(1) . pdf
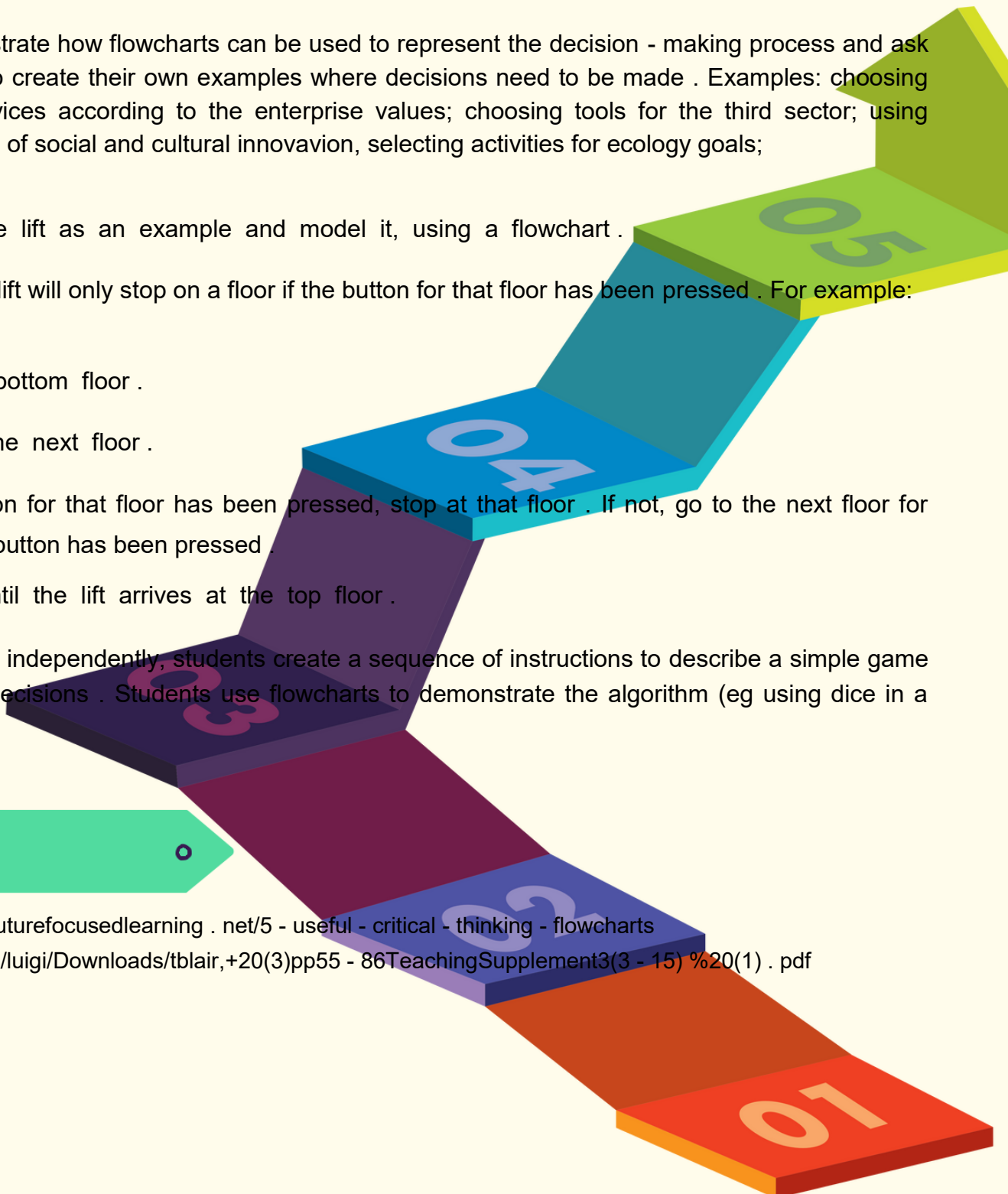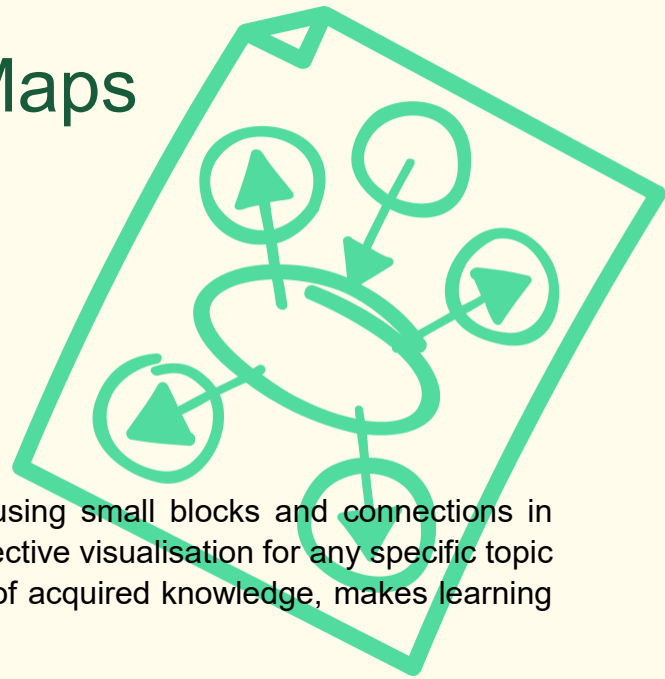
Technique.5. Concept Maps

🕐 1 hour

Materials needed
Paper, pens/ digital device

A concept map is a systematisation of information using small blocks and connections in relation to each other, located hierarchically . It is an effective visualisation for any specific topic in any field . The concept map helps in the integration of acquired knowledge, makes learning fast and meaningful .

A concept map has several components .

Concept:

These are ideas, events or objects that are represented by geometric shapes . Content is described with a few words that convey its uniqueness .

Connecting words:

These are words that connect concepts . These are usually verbs or adjectives that describe the relationship between concepts . They are entered on the map when the connections between concepts are identified, over the connecting lines .

Focus question:

It is recorded at the beginning of the work on creating a conceptual map . It is a guide in the work process and helps to move within the limits of solving the problem .

Cross-references:

They are indicated by cross arrows and demonstrate connections between concepts in different parts of the map . Together with the hierarchical structure, they help to approach the matter creatively and notice where a new vision has appeared to solve the problem .

Concept maps can differ among themselves depending on the graphic arrangement of the main concept . Be linear and simple, or complex and multidimensional . The main thing in working with the map is to observe the principle of hierarchy . The different location on the plane of the main and secondary ideas helps to reveal the hierarchy of concepts, to build a logical organisational, structural or multidimensional model of the solution to the problem .

Learning outcomes

Concept maps help you understand the relationships between various ideas, see how concepts are connected, discover related concepts, and organize your findings logically and visually. You will learn to:
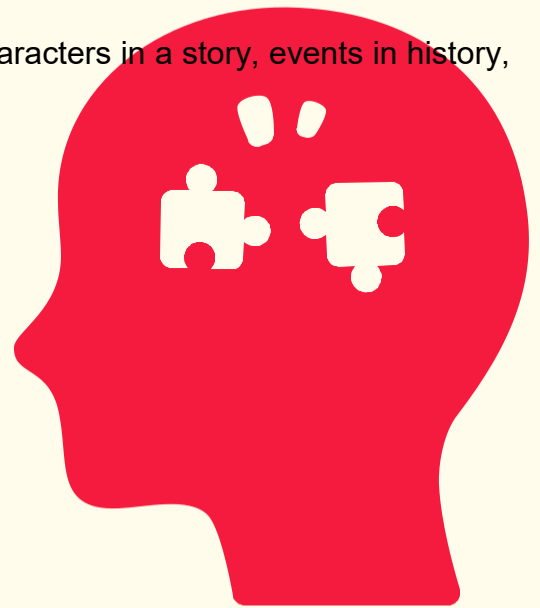
Organize and structure new material

Increase learning by relating new and old knowledge

Map out relationships between things such as vocab words, characters in a story, events in history, etc.

Plan/outline writing projects

- Design their own representations of knowledge
- Brainstorm new ideas
- Take notes
- Create study guides
- Design complex structures

Description Step by step

1. Clearly formulate the problem or task.

2. Formulate a focus question based on the problem. This will create direction in working with the map.

3. At this stage, you need to make a depot of concepts, without paying attention to their hierarchy. You brainstorm on your own or in a group, writing down your ideas, concepts, concepts. This can be done on separate pieces of paper.

4. Review your records. If necessary, edit them. Select the main thing and write it down in 1-3 words. For each concept, the description must define the uniqueness of the concept and not be repeated in other descriptions.
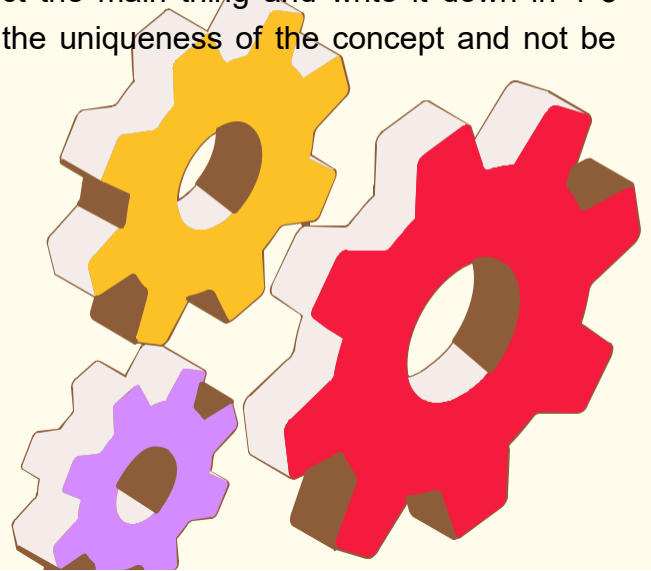
5.   Begin to arrange the concepts you wrote down in order of hierarchy. Highlight the main concept and add others, following the hierarchy. It is important that each concept is outlined by a rectangle or a circle. When placing them on a plane (it can be a large sheet of paper or a board), make sure that there is enough free space between the concepts to draw connecting lines that will mark the connections between the concepts.

The map can visually resemble a pyramid if you move from the main idea down. A spider, if you place the main idea in the middle of the plane and move from the center to the periphery.

A map can be similar to a multidimensional model. It depends on the number of concepts covered and your creative imagination.

6.   Now we consider the concepts and identify the connections between them. We mark the connection with a line, and describe it with 1 or 2 words. It is usually a verb or an adjective. We enter them into the map.

7.   Final analysis of the map. The goal is the integration and synthesis of concepts. Cross - referencing can help you see where creative vision emerged in the consideration of concepts.

Technique.6.Sketching for Visual Metaphors

Individual or group work

🕐 1 hour

Materials needed
Paper, pens/ digital device

Description

Metaphorical visualisation visually presents information and displays its main characteristics using a metaphor (9 types), graphically organising structural information using pyramids, trees, maps.

Human perception is arranged in such a way that upon encountering something new, our consciousness looks for familiar features in it. Through this property of perception, the mechanism of action of visual metaphors can be explained. A visual metaphor allows the mind to answer the question: where have I seen this before? And connect with previous experience.

And we can use this property of ours in the reverse order - drawing the concepts we know in new contexts, thus explaining new ideas or complex concepts. For this, it is necessary to choose suitable visual metaphors with suitable associations.

(e.g., tree growth, genus; iceberg – the invisible part is much larger than the visible part, etc.)

Dan Roem, an American researcher of visual thinking, described the model of his work in his books. From which we can conclude that our visual system (in the composition of the brain and eyes) takes pictures of space instantly answering the question:

Who/What? How many? Where is it happening?
After, if there is a dynamic answer to the question - When? And then analysing and identifying cause-and-effect relationships and to the question: How? Why? Why? (model 6W)

And we learn about the world through asking these questions.

And we can consciously use these questions to simplify complex things through visual thinking by creating/answering each of these questions with a picture for the reader and connecting these visual anchors in different compositions to convey the necessary meanings.

Learning outcomes

- Understanding: When we encounter new information, we try to make sense of it by understanding how it does or doesn't fit in with our previous knowledge, much of which is stored in our long-term memory as mental models

- Memory: New information is more likely to be remembered if it can be associated with one or more existing mental models

- Attention: New information is more likely to draw attention if it can be associated with a mental model that is meaningful to a person [2]Finding meaningful visual metaphors for your data and audience is much more than just choosing how to present your data. It's about the best way to visually explain your data in a way that will help your audience find meaning and connection.

Description Step by step

- Think about the main message that you want to transmit through. Write a summary sentence of what you're trying to communicate. This means that you really have to understand what's happening. Work with an expert in the field if you have to.

- Decide if you're explaining an attribute, structure, or process. These are three types that I've loosely developed based on my experience. Are you trying to say the attributes of something in your project are like the attributes of something else? Are you trying to explain the structure of something? Or are you conveying some sort of flow or transformation over time?

- Answer a set of questions based on which type you chose. A list of these questions is available as a printable at the end of this article.
- Circle keywords in the answers you wrote down.
- Write down synonyms, antonyms, or images that come to mind when you read your circled words.
- Sketch visuals that correspond to these new words. Apply them to other categories (nature, food, animals, objects, occupations) to find something that's familiar to people that will act as the bridge to your information.
- Test your sketches. Ask someone else what you think this sketch is trying to convey.

Technique.7.Sketch Notes
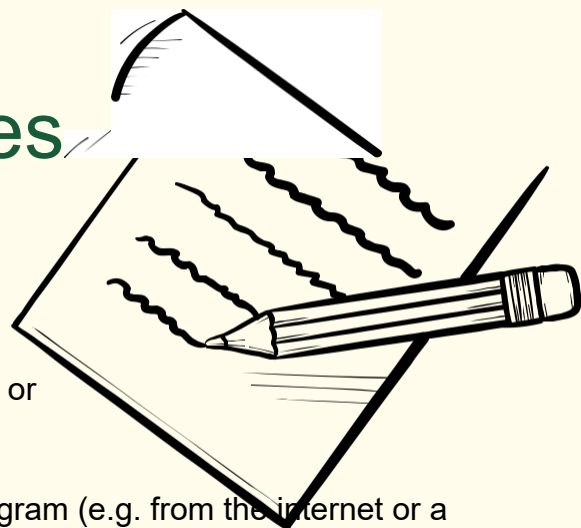
🕐 120 minutes

🗑️ Materials needed
A computer or mobile device with internet access A pen or pencil
A notebook or sketchbook
A Tuckman team development model infographic or diagram (e.g. from the internet or a textbook)
Information or data about a real-life team that you are a part of or have worked with in the past (e.g. team name, members, goals, challenges, etc.)

Sketch notes, also known as visual note-taking or graphic recording, is a technique that involves combining simple drawings, icons, and text to create a visually engaging representation of information. It is a form of visual facilitation that captures key ideas and concepts in a way that is easy to understand and remember.

Sketch notes are typically created in real-time during a meeting, conference, or presentation. The note-taker listens to the speaker and uses symbols, images, and keywords to capture the main points of the conversation. The notes are then organised on a page or a series of pages to create a visual summary of the content.

Sketch notes can be used for a variety of purposes, including taking notes during meetings or lectures, creating summaries of articles or books, brainstorming ideas, or as a tool for personal reflection. They are a highly effective way to capture and communicate complex information, and they can be used to enhance learning, increase engagement, and improve memory retention.

Some key features of sketch notes include the use of visual hierarchy, which involves organising information on the page in a way that emphasises the most important points. They also often include the use of colour, which can be used to highlight key ideas, create contrast, and add visual interest.

Overall, sketch notes are a powerful tool for capturing and communicating information in a visually engaging way, and they are a valuable addition to any visual facilitation toolkit.
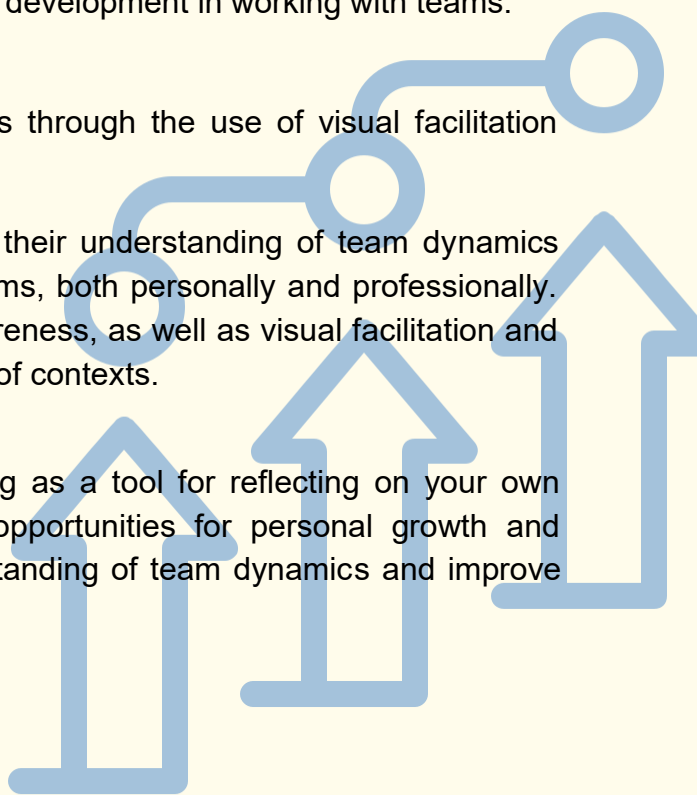
Learning outcomes

- Understanding the stages of the Tuckman team development model and how they apply to your own experiences of team development.

- Developing visual facilitation skills through the use of sketch notes to summarise and reflect on the Tuckman model and your own experiences of team development.

- Identifying challenges and opportunities in team development and strategies for personal growth and development.

- Improving self -awareness and understanding of personal strengths and weaknesses in working with teams.

- Developing an action plan for personal growth and development in working with teams.

- Enhancing communication and collaboration skills through the use of visual facilitation techniques.

- By completing this activity, learners can deepen their understanding of team dynamics and improve their ability to work effectively in teams, both personally and professionally. The activity promotes self- reflection and self-awareness, as well as visual facilitation and collaboration skills that can be applied in a variety of contexts.

This activity is a practical way to use sketch noting as a tool for reflecting on your own experiences of team development and identifying opportunities for personal growth and development. It can help you to deepen your understanding of team dynamics and improve your ability to work effectively in teams.

Description Step by step

- Research the Tuckman team development model and find an infographic or diagram that illustrates the stages of the model (forming, storming, norming, performing, and adjourning).

- Using your notebook or sketchbook, create a visual summary of the Tuckman model using sketch notes. Use simple drawings, icons, and keywords to capture the main ideas and concepts of each stage, and organise them on the page in a way that makes sense to you. You can use different colours and fonts to add visual interest and create contrast.

- Research the Tuckman team development model and find an infographic or diagram that illustrates the stages of the model (forming, storming, norming, performing, and adjourning).

- Using your notebook or sketchbook, create a visual summary of the Tuckman model using sketch notes. Use simple drawings, icons, and keywords to capture the main ideas and concepts of each stage, and organise them on the page in a way that makes sense to you. You can use different colours and fonts to add visual interest and create contrast.

- Identify a real-life team that you are a part of or have worked with in the past. Gather information or data about the team, such as its name, members, goals, challenges, and current stage of development.

- Using your sketch notes and the Tuckman model as a guide, create a new set of sketch notes that applies the Tuckman model to the real-life team. Use simple drawings, icons, and keywords to describe the team's current stage of development, and identify strategies for moving the team towards the performing stage.

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- Take some time to reflect on your sketch notes and the real-life team. Consider how the Tuckman model applies to the team's dynamics and what strategies could be most effective in improving team effectiveness.

- Use your sketch notes and insights to develop an action plan for improving team effectiveness. Identify specific actions or interventions that could help the team move towards the performing stage, and create a timeline or schedule for implementing them.

- Regularly revisit your sketch notes and action plan to monitor your progress and reflect on your learning. Use your sketch notes as a reference when working with the team or leading projects, and consider how you can use visual facilitation techniques like sketch noting to improve team communication and collaboration.
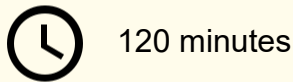
|Notes

https://christinehaskell.com/blog/peopling-101-tuckmans-teamgroup-development-model

https://ns4business.com.br/tuckmans-stages-of-group-developmen

Technique.8.Doodling

Belbin Team Roles Visual Summary through Doodling

🕐 120 minutes

Description

Doodling is a visual facilitation technique that involves drawing simple images, symbols, and shapes to help remember and understand key concepts or ideas. Doodling can be used to supplement notes, brainstorming sessions, or meetings, and is often used as a way to engage in active listening while simultaneously capturing ideas visually.

Doodling can be done with a pen or pencil on paper, a whiteboard, or even digitally. The doodles can be simple and abstract or more detailed and intricate, depending on the individual's preference and the nature of the content being captured. Some common types of doodles include arrows, boxes, circles, stars, and symbols that represent concepts or ideas. These symbols can be personalised to represent specific concepts or ideas that are relevant to the individual using them.

Doodling is a useful technique for visual learners who may struggle to retain information through written notes alone. It can help to enhance memory retention and recall by engaging both the visual and kinesthetic senses, and can aid in understanding complex concepts or ideas by breaking them down into simpler visual representations. Doodling can also be a helpful tool for individuals who experience difficulty with focus or attention, as it provides a simple and engaging activity to help maintain focus while listening or participating in meetings.

Overall, doodling is a flexible and effective visual facilitation technique that can be used in a variety of settings to enhance learning and comprehension of key concepts or ideas.
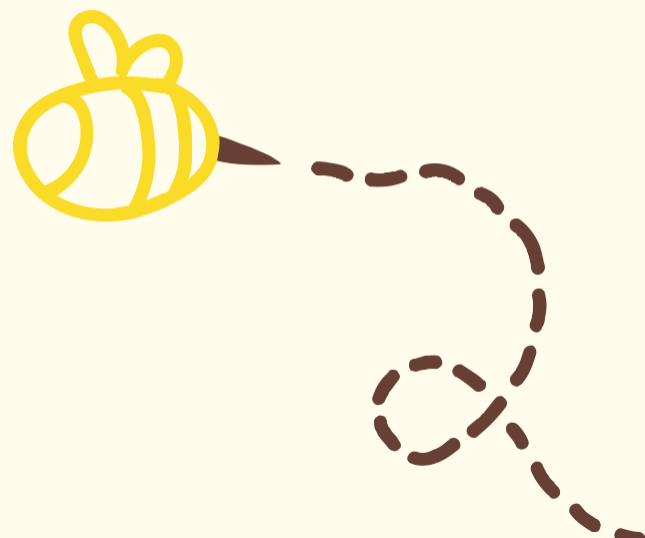
Learning outcomes

- Understanding the nine different Belbin team roles and their characteristics, and how they contribute to effective team dynamics.
- Developing visual facilitation skills through the use of doodles to summarise and reflect on the Belbin team roles.
- Identifying personal strengths and weaknesses in relation to the different team roles and developing strategies for personal growth and development.

- Enhancing self-awareness and understanding of how individual strengths and weaknesses can impact team dynamics.
- Developing an action plan for personal growth and development in working with teams.

By completing this activity, learners can deepen their understanding of team dynamics and improve their ability to work effectively in teams, both personally and professionally. The activity promotes self- reflection and self-awareness, as well as visual facilitation skills that can be applied in a variety of contexts. It can also enhance communication and collaboration skills through the use of visual facilitation techniques. Overall, the activity helps to develop a greater understanding of team roles and how they contribute to effective team dynamics, as well as promoting personal growth and development in working with teams.

Description Step by step

- Start by researching the nine different Belbin team roles and their characteristics. This can be done through reading articles or watching videos.

- Once you have a basic understanding of the different roles, create a doodle for each role that represents its key characteristics. For example, you might use a drawing of a spider to represent the Resource Investigator, as they are known for exploring new ideas and making connections.

- After you have created a doodle for each role, use them to create a visual summary of the Belbin team roles. You can do this by drawing a large circle and dividing it into nine sections, one for each role. Inside each section, draw the doodle you created for that role and add a few key words or phrases that describe its characteristics.

- Use this visual summary to reflect on your own team role preferences and strengths. Which roles do you naturally gravitate towards? Which roles do you find more challenging? Use the doodles and descriptions to help identify areas for personal growth and development.

- Finally, use the doodles to create a personal action plan for developing your team role skills. For example, if you identify as a Plant but struggle with the practical implementation of your ideas, you might set a goal to work on developing your organisational and planning skills.

Notes

https://www.belbin.com/about/belbin-team-roles

https://www.prepearl.net/belbin-team-roles/

Conclusion

As we conclude this manual, we hope that you have found the creative facilitation techniques and activities presented here to be insightful and practical. These techniques are not just tools, but pathways to unlocking your potential as a young entrepreneur in a VUCA world.

The journey of entrepreneurship is filled with challenges and uncertainties. However, with the right mindset and tools, these challenges can be transformed into opportunities for growth and innovation. The techniques outlined in this manual, such as sketch noting, doodling, creating flowcharts, and mind mapping, are designed to help you navigate this journey with creativity and resilience.

By engaging with these techniques, you have gained knowledge on a variety of creative facilitation techniques and their practical applications. You have developed skills such as effective communication, conflict resolution, and creative problem-solving. You have also cultivated attitudes of empathy, respect, and tolerance, which are crucial for successful entrepreneurship.

In the VUCA world, these skills and attitudes are invaluable. They enable you to navigate uncertainty, adapt to change, and seize opportunities. They foster resilience, innovation, and a growth mindset, all of which are key to entrepreneurial success.

Remember, the journey of learning and growth does not end here. Continue to apply these techniques in your entrepreneurial journey, reflect on your experiences, and adapt your strategies as needed. The world of entrepreneurship is dynamic and ever-evolving, and so should your approach be.

Whether you're an aspiring entrepreneur or an established business owner, we hope that this manual has provided you with the tools and techniques you need to foster creativity, improve team effectiveness, and drive your business forward in the VUCA world. We look forward to seeing the innovative solutions and positive changes you will bring to our world.