ENTREPRENEURSHIP COMPETENCE SYLLABUS

Project CUHEKO: Through culinary heritage to key competences

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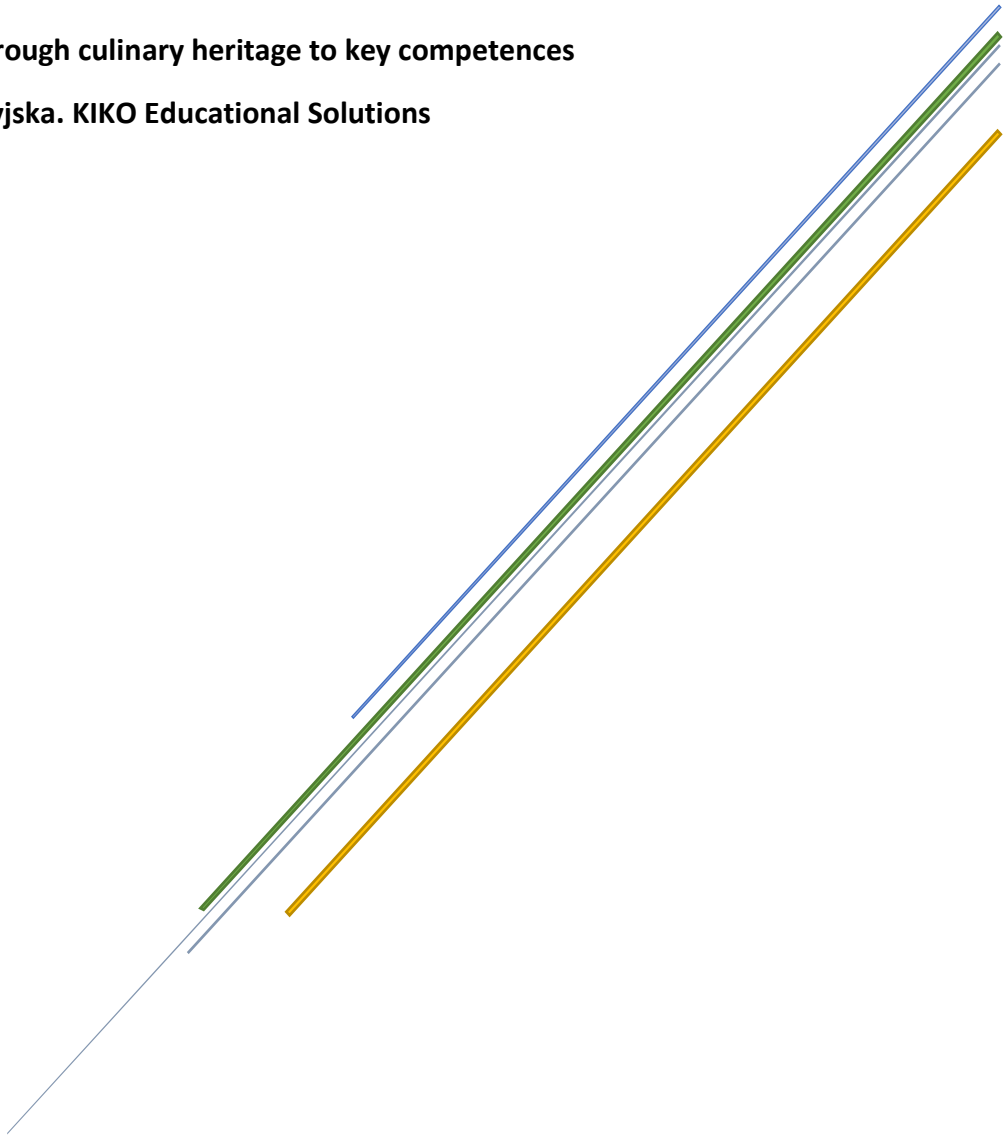

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The views expressed in this publication are the opinions of the authors. Content presented in the publication do not present the official position of the European Union institutions.

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1. Introduction

This document presents a syllabus for a professional development course for Adult Educators in entrepreneurship competence. The syllabus has been developed within **the Project *Through Culinary Heritage to Key Competences* (*CUHEKO*) co-financed by the European Union ERASMUS+ Programme**. Its purpose is to provide a framework for the development of online teaching materials that develop the entrepreneurship as one of key competences through a range of topics and activities related to culinary and cultural heritage. The objectives of this syllabus derive from a literature review and a needs analysis conducted at the initial stages of the project and published in the CUHEKO (in press) report.

2. Entrepreneurship

"Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value.

Essential knowledge, skills and attitudes related to this competence
Entrepreneurship competence requires knowing that there are different contexts and opportunities for turning ideas into action in personal, social and professional activities, and an understanding of how these arise. Individuals should know and understand approaches to planning and management of projects, which include both processes and resources. They should have an understanding of economics and the social and economic opportunities and challenges facing an employer, organisation or society. They should also be aware of ethical principles and challenges of sustainable development and have self-awareness of their own strengths and weaknesses.

Entrepreneurial skills are founded on creativity which includes imagination, strategic thinking and problem-solving, and critical and constructive reflection within evolving creative processes and innovation. They include the ability to work both as an individual and collaboratively in teams, to mobilize resources (people and things) and to sustain activity. This includes the ability to make financial decisions relating to cost and value. The ability to effectively communicate and negotiate with others, and to cope with uncertainty, ambiguity and risk as part of making informed decisions is essential.
An entrepreneurial attitude is characterised by a sense of initiative and agency, pro-activity, being forward-looking, courage and perseverance in achieving objectives. It includes a desire to motivate others and value their ideas, empathy and taking care of people and the world, and accepting responsibility taking ethical approaches throughout".

Council Recommendations 2018 of 22 May 2018
on key competences for lifelong learning (2018/C 189/01)

3. Outcomes of a "Comparative international analysis of educational needs of adult educators in key competences in selected European countries"

The syllabus takes into account outcomes of the "Comparative international analysis of educational needs of adult educators in key competences in selected European countries" the research was conducted in the international strategic partnership project titled "Through culinary heritage to key competences" co-financed by the European Union ERASMUS+ Programme (acronym: CUHEKO). This study concerns the theme of needs of adult educators to effectively develop five competences in their adult learners. It presents a brief review of the topic and delivers the results of a mixed-methods study conducted by CUHEKO Project partners in the four participating countries: Poland, Finland, Slovenia and Cyprus. In the Analysis we asked adults' educator about the biggest challenge in teaching entrepreneurship to adults, how did they manage this challenge and/or how would they deal with the same situation in the future.

The important challenge in teaching entrepreneurship indicated by the respondents is presenting business concepts to learners in an understandable manner (24 %). Low self-confidence of trainees and a lack of understanding of training goals were mentioned by about a fifth of the respondents (19% and 22% respectively). In the overall picture of challenges in teaching entrepreneurship, the main focus is on smaller issues in the category 'other' (35%). Some respondents mentioned that that an observable lack of interest of the trainees who 'were forced to attend the seminar [by] their managers' as well as 'learners' bad attitude and lack of motivation' could be problematic. Cultural differences and unrealistic visions of entrepreneurship were also specified as impediments to effective training in that field.

Low self-confidence of trainees seemed to be an issue in Poland (33%) but was less problematic in Finland (11%), Cyprus (17%) and Slovenia (15%). Lack of understanding of training goals appeared to be a more significant issue in Poland (29%) and Cyprus (42%) while only 11% of Finnish and 8% of Slovenian educators found it challenging. However, presenting business concepts in an understandable manner was seriously problematic in Slovenia (46%), but not problematic at all (0%) in Poland and Finland. In Cyprus this issue was reported by 17 % of the respondents.

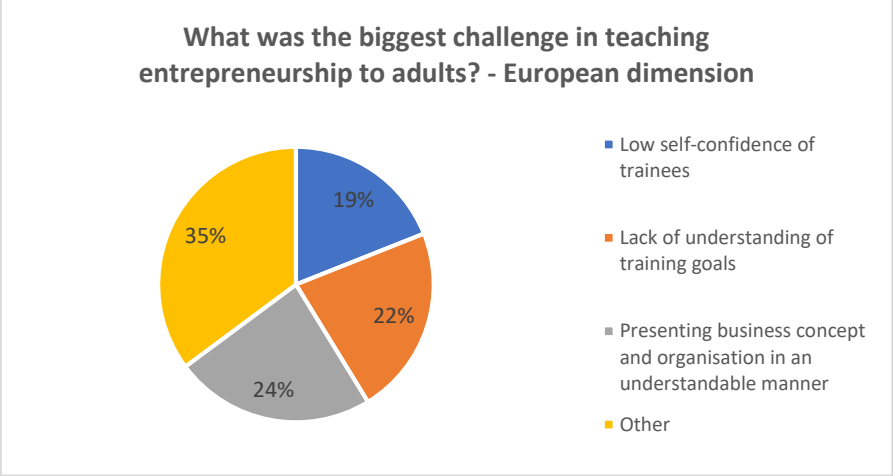

Figure 1: Greatest challenge in teaching entrepreneurship. Source: CUHEKO "Comparative international analysis of educational needs of adult educators in key competences in selected European countries" (2019)

4. Entrepreneurship Course Aims and Learning Outcomes

4.1. Aim(s) and Objectives:

The main aim of the course is to gain by an adults' educators the knowledge, skills and approach in the entrepreneurship competence as well as teaching adults of the above mentioned competence. Aims of the course are based on the description of key competence in the Council Recommendations 2018 of 22 May 2018 on key competences for lifelong learning (2018/C 189/01)

The course covers three main areas:

1. entrepreneurship competence as a subject though through culinary heritage
2. basic methodology comments to teaching entrepreneurship through culinary heritage
3. tasks/materials to practise, with a possibility to adapt by users

The course is designed to facilitate Adult Educators in providing training in entrepreneurship as one of key competences. This includes planning and creating teaching materials based on the needs analysis and learners' background and context. The course is designed to increase Adult Educators' awareness of learners' skills, both possessed and needed ones, to encourage continuous reflection on the teaching practice as well as to offer examples of effective tasks and activities that can be adapted for future use.

4.2. Learning Outcomes

Having successfully completed the course, the participant/learner (AEs)

1. has the knowledge of:

- different contexts and opportunities for turning ideas into action in personal, social and professional activities, *and an understanding of how these arise*,
- approaches to planning and management of projects, which include both processes and resources,
- economics and the social and economic opportunities and challenges facing an employer, organisation or society,
- ethical principles and challenges of sustainable development,
- self-awareness of her/his own strengths and weaknesses.

2. is able to (skills):

- act creatively which includes imagination, strategic thinking and problem-solving, and critical and constructive reflection within evolving creative processes and innovation,
- work both as an individual and collaboratively in teams, to mobilize resources (people and things) and to sustain activity,
- make financial decisions relating to cost and value,
- effectively communicate and negotiate with others,
- cope with uncertainty and risk as part of making decisions process.

3. has enhanced her/his (approach):

- willingness to act pro-actively and being forward-looking,
- understanding /willingness of usage of courage and perseverance in achieving objectives,
- awareness of motivating others and value their ideas,
- taking ethical approaches throughout.

Entrepreneurship - the capacity to act upon opportunities and ideas and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value.

5 modules 22 lessons	**Knowledge** • different contexts and opportunities for turning ideas into action • planning and management of projects, incl. processes and resources, • economics and the social and economic opportunities and challenges facing an employer, organisation or society • ethical principles and challenges of sustainable development, • self-awareness of her/his own strengths and weaknesses	**Skills** • act creatively: imagination, strategic thinking and problem-solving, and critical and constructive reflection • to work both as an individual and collaboratively in teams, to mobilize resources (people and things) and to sustain activity • to make financial decisions relating to cost and value • effectively communicate and negotiate with others •to cope with uncertainty and risk as part of making decisions process.	**Attitudes** • willingness to act pro-actively and being forward-looking, • willingness of usage of courage and perseverance in achieving objectives, • awareness of motivating others and value their ideas • taking ethical approaches
Introduction to course: Description of the course, with special empathise of course aims, planned modules, length of course material. A participant will not learn about legal aspects of running the company and tax law, but will learn about how to deal and think in more pro-active way about establishing and running an enterprise.			

Module 1: Orchard, fruits, preserves and the market

Aims:

- to increase awareness of entrepreneurship and its use by the participants and their learners
- to increase knowledge and skills in the economy, market approach, social and economic opportunities and challenges
- to consolidate participants' prior knowledge of entrepreneurship and its elements

Pedagogy / Methodological Commentary (internal):

During the training performance provide detailed explanation of the training's subject and the agenda/ plan.
Provide definition and comments on: entrepreneurship, market, demand, supply, resources, price, market opportunities and constrains.

Lessons	Knowledge	Skills	Attitudes
Lesson 1 (Total 15 mins) **Let's start from the roots of cuisine – food production - how apple production and its processing can illustrate market approach** Short story in a format of a movie or presentation about an apple orchard case: it shall illustrate the case how many resources are needs in order to grow an apple, what are constrains, what are opportunities. The participant is presented a case of a good season for apple production, there were a lot of apples available, but prices decreased. Costs of apple storage raise. What to do? Is it a market chance (if yes for what?) or is it a constrain (if yes how to overcome that)? (**material: 10 mins.)** Note: *Any example of any other locally produced/ farmed fruit can be used.*	• different contexts and opportunities for turning ideas into action in personal and professional activities	• act creatively: imagination, strategic thinking and problem-solving, and critical and constructive reflection • distinguishing between and critically evaluating elements of the competence	• willingness to act pro-actively and being forward-looking, understanding • willingness of usage of courage and perseverance in achieving objectives
Lesson 2 (Total: 25 mins) Based on the material from the lesson number 1: • **Task 1** Participant is asked to group listed terms into groups: opportunities and constrains (5 mins.) • **Task 2** Participant is asked to propose /or choose several answers of potential activities that s/he can do in order use the situation as opportunity. (e.g. processing fruits into juice,	• different contexts and opportunities for turning ideas into action in personal and professional activities	• act creatively: imagination, strategic thinking and problem-solving, and critical and constructive reflection • distinguishing between and critically evaluating elements of the competence	• willingness to act pro-actively and being forward-looking, understanding • willingness of usage of courage and perseverance in achieving objectives

processing into chutney, selling apples to other producer, storage, drying apples, apple chips, apple pie cooking and selling, etc.) **(10 mins.)** • **Task 3** Participant is asked to choose some activities from the list in order to find activities helping him to overcome constrains (10 mins) (e.g. shot time for selling fresh products, high costs of storage, apples varieties not appropriate for longer storage, potential technical problems of processing equipment, losses **(10 mins.)**			
Lesson 3 **Presentation about the market, opportunities, how to turn ideas into professional and personal goals and activities (Total time: 20 mins)** The participant goes through the multimedia presentation (time: 5-7 mins). **Task 1:** After the presentation participant is asked to complete text about orchard, fruits, processed food and market, with some empty spaces, which considers market, entrepreneurship and economy terminology.	• prior knowledge of the main elements of the entrepreneurship competence • economics and the social and economic opportunities and challenges • different contexts and opportunities for turning ideas into action in personal and professional activities	• critically evaluate the choice of elements/ arguments • act creatively: imagination, strategic thinking and problem-solving, and critical and constructive reflection verification of prior information against acquired knowledge	• a critical perspective on the elements of the competence • taking ethical approaches throughout
Lesson 4: The apple farmer decides to go for an apple juice and chutney (30 mins) Presented (might be in a form of storytelling) by an apple orchid owner what are economic, social opportunities and challenges facing an employer and society related to production of an apple (or other fruit). Note: Presentation may also concern other fruit or vegetable production. *It can be also in a form of podcast.* Task: Participant is asked, based on the presentation, to complete text (or to choose among given list of words) with empty spaces, which considers opportunities, challenges facing an employer and society (Time: 15 mins.)	• prior knowledge of the main elements of the entrepreneurship competence • different contexts and opportunities for turning ideas into action • economics and the social and economic opportunities and challenges facing an employer, organisation or society, • ethical principles and challenges of sustainable development	• act creatively: imagination, strategic thinking and problem-solving, • critical and constructive reflection • verification of prior information against acquired knowledge • cope with uncertainty and risk as part of making decisions process	• willingness to act pro-actively and being forward-looking, understanding • willingness of usage of courage and perseverance in achieving objectives

Lesson 5: Consolidating knowledge (Time: 20 mins) Task 1: The participants create a checklist of the entrepreneurship elements that must be practised throughout training courses to effectively increase the level of their learners' entrepreneurship. (10 mins.) Task 2: Quiz checking gained knowledge of module 1. (10 mins.)	• the main elements of the entrepreneurship competence • different contexts and opportunities for turning ideas into action in personal and professional activities	• consolidating information	• awareness of impact of entrepreneurship elements

Module 2: Let's bake – planning and management of processes and resources

Aim(s):
To enhance understanding of different contexts and opportunities for turning ideas into action,
To develop planning and management of projects, as well as ethical principles and challenges of sustainable development.
To increase ability to act creatively, strategic thinking and problem-solving, as well as develop financial decisions making by educators and their learners.

Pedagogy / Methodological Commentary (internal):
Provide comment on effective goals setting, planning, management of processes and resources
Provide detailed explanation of the importance of setting clear goals in enterprise
If necessary, explain once more, entrepreneurship training goals to adults trained

Lessons	Knowledge	Skills	Attitudes
Lesson 1: Let's bake a fruit pie (Time: 10 minutes) Participants watches the presentation or movie how to bake a cake: e.g. apple pie (alternative: plum pie, any other pie with fruits) which presents the whole process of the baking: from setting goals, planning ways/activities to achieve them, then activities: e.g. buying ingredients, process of preparation of cake, baking, and cleaning after baking.	• different contexts and opportunities for turning ideas into action in personal and professional activities, • planning and management of projects, incl. processes and resources,	• act creatively: imagination, strategic thinking and problem-solving, •critical and constructive reflection, •to make financial decisions relating to cost and value	• willingness to act pro-actively and being forward-looking, • willingness of usage of courage and perseverance in achieving objectives, • accepting responsibility and taking ethical approaches
Lesson 2: Baking in practice – how to make decisions in order to make the process working (Time: 25 minutes) Based on the material from lesson 1 participant is asked to perform following tasks • Task1: The participant is asked to put in the order activities of the cake baking process in the proper order and adjust timing necessary for that – 15 minutes • Task 2:	• different contexts and opportunities for turning ideas into action in personal and professional activities, • planning and management of projects, incl. processes and resources, •ethical principles and challenges of	• act creatively: imagination, strategic thinking and problem-solving, and critical and constructive reflection •to make financial decisions relating to cost and value.	• willingness to act pro-actively and being forward-looking, understanding • willingness of usage of courage and perseverance in achieving objectives, • accepting responsibility and taking ethical approaches

There should also be a question asked: What to do with wastes, left-overs, what to do with too much cake? The participant is asked to choose (among given answers) sustainable way of dealing with wastes and leftovers – 10 mins.	sustainable development,		
Lesson 3: How much does it costs (money and time) to prepare and bake a fruit pie? (Time total: 25 minutes) Participant reads/ watches presentation/or document with Recipe of fruit (apple) pie preparation. There are presented processes step by step, time and costs (to make it easier in units not euro). **(Time: 7 minutes)** But are there all costs? What about the cost of time of the chef? What about non-direct costs of e.g. electricity, water, space renting, heat? What is relation between costs and time? Task 1: Participant is asked to list (or to choose from list) all costs that may be adequate and necessary for baking a fruit-pie **(Time: 7 minutes)** Task 2: Participant is asked to put in the order the activities from the most time consuming to the less time consuming - **(Time: 7 minutes)** Task 3: QUIZ: Participant is asked to choose proper answers on the relation between time and costs **(Time: 4 minutes)**	• different contexts and opportunities for turning ideas into action, • planning and management of projects, incl. processes and resources,	• act creatively: imagination, strategic thinking and problem-solving • critical and constructive reflection and evolving creative process and innovation •to make financial decisions relating to cost and value.	• willingness to act pro-actively and being forward-looking, understanding • willingness of usage of courage and perseverance in achieving objectives, • accepting responsibility and taking ethical approaches
Lesson 4: Lets improve baking- creative problem solving (Time total: 25 minutes) The season of apples (or other fruits) is coming to an end. There are very little apples that are the best for preparation of traditional apple pie. Cost of apples and other ingredients raised up, traditional wheat and risings are not available now, and chef has limited budget. What to do then? What decision to take? The participant watches presentation and reads recipe (similar to recipe in the lesson 3 in this module) but some ingredients have to be changed due to their limited availability and budget limitations. There are several options what to do, what decisions to take and how and what is possible to change in the recipe. **(Time: 10 minutes)**	• different contexts and opportunities for turning ideas into action, • planning and management of projects, incl. processes and resources, • economics, dealing with opportunities and challenges	• act creatively: imagination, strategic thinking and problem-solving, and critical and constructive reflection •to make financial decisions relating to cost and value • cope with uncertainty and risk as part of making decisions process	• willingness to act pro-actively and being forward-looking, understanding • willingness of usage of courage and perseverance in achieving objectives, • taking ethical approach

Participants has to propose/choose other, different ingredients or ways of cooking that will allow to maintain type of cake but, maybe, in different way, to reduce/ or maintain costs or change timing of cake preparation. **(Time: 15 minutes)**			
Lesson 5: Consolidating knowledge (15 mins) The participant create a checklist/ check correct answers of the planning and management as entrepreneurship elements that must be practised throughout training courses to effectively increase the level of their learners' entrepreneurship. Quiz checking gained knowledge of module (10 mins.)	• the main elements of the entrepreneurship competence • different contexts and opportunities for turning ideas into action in personal and professional activities, • planning and management of projects, incl. processes and resources, • economics, dealing with opportunities and challenges • ethical principles and challenges of sustainable development,	• consolidating information	• awareness of impact of entrepreneurship elements

Module 3: Cooking and serving a traditional dish – managing the process & resources in a sustainable way

Aims:
To increase of understanding the planning and management approached, concerning processes and resources, incl. sustainable development approach
To enhance creativity and critical and constructive reflection as well as problem solving
To strengthen the ability of mobilizing resources and making financial decisions among adult learners.

Pedagogy / Methodological Commentary (internal):

Provide comment on the planning and management and its role in entrepreneur approach.
Provide comment on the making financial decisions process, cost and value.
Provide comment of the sustainable development

Lessons	Knowledge	Skills	Attitudes
Lesson 1: Participant watches presentation or movie about cooking traditional, regional soup (or any other traditional, not very complicated, dish) in a professional Kitchen. It shall present all steps of the preparation of the cooking, all resources (incl. e.g. stove, oven, pots, kitchen equipment etc.) and costs necessary for the process of cooking and serving the dish. (Time: 7 minutes) **Task 1:** Participant is asked to list in the proper order all steps (stages) of cooking and serving a dish (time: 7 minutes) **Task 2:** Participant is asked to list all resources necessary for cooking a dish (time: 7 minutes)	• approaches to planning and management of projects, which include both processes and resources • ethical principles and challenges of sustainable development	• act creatively which includes imagination, strategic thinking and problem-solving, • critical and constructive reflection within evolving creative processes and innovation	• willingness to act pro-actively and being forward-looking, • understanding /willingness of usage of courage and perseverance in achieving objectives,
Lesson 2: Based on the material (presentation) of lesson No 1 there is shot text on direct costs (e.g. ingredients for dish cooking) and indirect costs (electricity, energy, service.) of dish preparation and costs related to serving the dish (e.g. service , administrative costs, tax etc). (Total time of lesson: 35 mins) Task 1	• approaches to planning and management of projects, which include both processes and resources • economics and the social and economic opportunities and	• act creatively which includes imagination, strategic thinking and problem-solving, • critical and constructive reflection • make financial decisions relating to cost and value	• willingness to act pro-actively and being forward-looking, • understanding of usage of courage and perseverance in achieving objectives •

Participant is asked to: list all direct costs of dish preparation, cooking and serving (10 mins) Task 2: Participant is asked to: choose all indirect costs of dish preparation, cooking and serving (7 mins) Task 3: Participant is asked to write for himself a list of human resources and their time occupancy, needed for effective and fast dish preparation, cooking and serving (10 mins)	challenges facing an employer, organisation	• mobilize resources (people and things) and to sustain activity	
Lesson 3: Based on the material (presentation) of lesson No 1 and No 2 there is short presentation about sustainable development challenges and ethical approach**. (Total time: 25 mins)** **Task 1** Participant is asked to write down the list of activities (or choose from the list) that can be introduced to the process of dish preparation in order to reduce the climate change impact (Time:10 mins.) **Task 2:** Participant is asked to write down the list of activities (or choose from the list) that can be introduced to the process of dish preparation in order to deliver sustainable development of the local society and local region (Time:10 mins.) e.g. stabile employability, buying local products, establishing contacts with local producers etc.	• approaches to planning and management of projects, which include both processes and resources • ethical principles and challenges of sustainable development	• act creatively which includes imagination, strategic thinking and problem-solving, • critical and constructive reflection make financial decisions relating to cost and value	• taking ethical approaches throughout • willingness to act pro-actively and being forward-looking,
Lesson 4: Consolidating knowledge (10 mins) The participant goes through tests/ quiz checking gained knowledge of module (10 mins.)	• approaches to planning and management of projects, which include both processes and resources • economics and the social and economic opportunities and challenges facing an employer, organisation • ethical principles and challenges of sustainable development	• consolidating information	• awareness of impact of entrepreneurship elements

Module 4: Let's go on the market – economy, dish preparation and serving

Aims:
To develop understanding of different contexts and opportunities for turning ideas in action in frame of an enterprise and the market
To enhance knowledge of economics and the social and economic opportunities, challenges and sustainable development challenges
To increase critical and constructive reflection and coping with uncertainty and risk as part of making decisions process

Pedagogy / Methodological Commentary (internal):
Provided comment on the economics and the social and economic opportunities and challenges
Provide comment of the role of courage and perseverance in achieving objectives as well as acting in pro-active and looking-forward manner

Lessons	Knowledge	Skills	Attitudes
Lesson1: Participant watches the presentation/ or movie about the traditional dish prepared in a restaurant: its history, methods of preparation and how it can be served in traditional and modern way in a traditional restaurant. **(Total time: 25 mins)** **Task 1** Participant is asked to write down what is the main value and products/services, which is being offered by the restaurant (5 mins.) **Task 2:** Participant is asked to write down/ or write proper words in a text with empty spaces, what is being offered by restaurant, what is its specialty? Who is a desired client of the restaurant (10 mins.)	• economics and the social and economic opportunities and challenges • different contexts and opportunities for turning ideas in action • ethical principles and challenges of sustainable development	• act creatively which includes imagination, strategic thinking and problem-solving, • critical and constructive reflection within evolving creative processes and innovation • cope with uncertainty and risk as part of making decisions process	• understanding of usage of courage and perseverance in achieving objectives • willingness to act pro-actively and being forward-looking
Lesson 2: Based on the lesson 1 In the movie/presentation professional Chef talks about running his/her restaurant as a business model, its clients, supply and demand for a service, challenges, opportunities of the market. **Task 1** Participant is asked to choose proper one, among given answers, what is the market that restaurant is being operating (5 mins.) **Task 2:**	• economics and the social and economic opportunities and challenges • different contexts and opportunities for turning ideas into action • ethical principles and challenges of sustainable development	• act creatively which includes imagination, strategic thinking and problem-solving, • critical and constructive reflection within evolving creative processes and innovation • cope with uncertainty and risk as part of	• willingness to act pro-actively and being forward-looking • understanding of usage of courage and perseverance in achieving objectives

Participant is asked to choose proper one, among given answers, what is profile of restaurant desired clients (5 mins.) **Task 3:** Participant is asked to choose proper one, among given answers, what is demand and supply for restaurant services (5 mins.) **Task 4:** Participant is asked to choose proper one, among given answers, what are challenges and opportunities of the restaurant's market (5 mins.)		making decisions process	
Lesson 3: Based on the lesson No 1 there is short text about variants/modification of the traditional dish in some other European countries (e.g. sour/ cabbage/bullion soup popular in various EU countries), What can be the impact of such changes? (Total time: 25 minutes) Task 1 Participant is asked to write down how the dish can be modify in order to fulfil requirements of clients in various countries (10 minutes) Task 2 Participant is asked to write down how the dish can be served in a different/ modern way (10 minutes) Task 3 Participant is asked to write down what can be the impact of changes of the traditional recipe, for clients, restaurant, market etc?	• economics and the social and economic opportunities and challenges • different contexts and opportunities for turning ideas into action	• act creatively which includes imagination, strategic thinking and problem-solving, • critical and constructive reflection within evolving creative processes and innovation • cope with uncertainty and risk as part of making decisions process	• willingness to act pro-actively and being forward-looking • understanding of usage of courage and perseverance in achieving objectives
Lesson 4: **Consolidating knowledge (10 mins)** The participant goes through tests/ quiz checking gained knowledge of module (10 mins.)	• economics and the social and economic opportunities and challenges • different contexts and opportunities for turning ideas into action • ethical principles and challenges of sustainable development	• consolidating information	• awareness of impact of entrepreneurship elements

Module 5: Let's cook together – team work, communication and self-awareness in practice

Aims:
To enhance self-awareness of strengths and weakness by the participants and adults learners'
To increase understanding of economics, the social and economic opportunities, challenges and ethical principles facing an organisation
To develop ability to work both as an individual and collaboratively in teams
To enhance effective communication and negotiation abilities
To increase awareness of motivating others and value their ideas and taking ethical approaches throughout

Pedagogy / Methodological Commentary (internal):

- Provide comment the role of self-awareness (own strengths and weakness) in entrepreneurship
- Provide comment on the self-and other-motivation tools
- Provide comment of negotiations and effective communication tools

Lessons	Knowledge	Skills	Attitudes
Lesson 1. Self-awareness Participant watches presentation about the organisation of Kitchen, Chef talks about the importance of self-awareness, knowing own strength and weakness. It can be story talked by entrepreneur or by the Chef. It presents importance of self-resources in order to build own career, culinary entrepreneur, restaurant, bar. Knowing own values, culinary heritage to build own story. (Total time: 30 mins) (Time of presentation: 5 mins.) Task 1 Participant is asked to group, given features, into two groups: strengths and weaknesses (5 mins) Task 2 Participant is asked to write list of own strength (10 mins) Task 3 Participant is asked to write list of own weaknesses/skills or competences missing (10 mins) Task 4	• self-awareness of own strengths and weakness • different contexts and opportunities for turning ideas into action • economics, the social and economic opportunities and challenges facing an organisation • ethical principles and challenges of sustainable development	• work both as an individual and collaboratively in teams, • effectively communicate and negotiate with others, • act creatively, with imagination, • critical and constructive reflection	• willingness to act pro-actively and being forward-looking, • understanding /willingness of usage of courage and perseverance in achieving objectives, • taking ethical approaches throughout

Participant is asked to write for each weakness proposal how s/he would like to compensate that (10 mins)			
Lesson 2 Team collaboration Based on the presentation of lesson No 1 Participant watches presentation about the organisation of Kitchen, roles and duties of each person in the kitchen. The Chef talks about team, team collaboration, motivating others, role of empathy, how each person participates in preparation of a meal/degustation menu/3 dishes meal: sous chef, souses person, dessert person, waiter, administration etc. (Total time: 30 mins) Task 1 Participant is asked to link roles to their description and duties (5 mins) Task 2 Participant is asked to fill in blank spaces in the text about collaboration in a team and working autonomously (10 mins.) Task 3 Participant is asked to fill in blank spaces in the text about motivating and valuing others ideas (10 mins)	• self-awareness of own strengths and weakness • economics, the social and economic opportunities and challenges facing an organisation • ethical principles and challenges of sustainable development	• critical and constructive reflection • work both as an individual and collaboratively in teams, • to mobilize resources (people and things) • to effectively communicate	• willingness to act pro-actively and being forward-looking, • awareness of motivating others and value their ideas, • taking ethical approaches throughout
Lesson 3: Effective communication Participant watches personation/movie/ story about preparation of meal, in which presented are: codes of conduct, principles of effective communication, recipient and sender, messages. Learns about basic tools of effective communication: e.g. asking right questions, paraphrases, clarification, repeating messages. What can happen if we do not use effective communication to communicate with others? How to communicate e.g. with delivery? How to negotiate? (presentation: 7-10 mins.) Task 1 Participant is asked to adjust/link given effective communication features/definitions to their description (10 mins.) Task 2 Participant is asked to fill in blank spaces in the text about principles of negotiation (10 mins)	• self-awareness of own strengths and weakness • ethical principles	• critical and constructive reflection • work both as an individual and collaboratively in teams, • to mobilize resources (people and things) to effectively communicate and negotiate with others	• willingness to act pro-actively and being forward-looking, • awareness of motivating others and value their ideas • taking ethical approaches throughout

Task 3 Participant is asked to write list of effective communication tools that s/he would like to use and practise for himself (10 mins.)			
Lesson 4: **Consolidating knowledge (10 mins)** The participant goes through tests/ quiz checking gained knowledge of module (10 mins.)	• the main elements of the entrepreneurship competence	• consolidating information	• awareness of impact of entrepreneurship elements

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