Pilot Training Programme

Instructors’ Package

TRAINING MODULE No. 3
Leadership and Resilience to Enhance Innovation in the Public and Voluntary Sector

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This document, constituting part of a FIERE project deliverable in the context of the project’s Work Package 3: ‘Indicative innovative entrepreneurship skills training programme’, has been prepared in accordance with specifications applicable for all similar FIERE Training Modules.

It does not intend to provide a comprehensive review of the field of leadership and resilience. Instead it is intended as an introduction and starting point for discussions during Pilot Training sessions / Workshops to be organised in the various FIERE project partner regions in Italy, Greece, Bulgaria, Ireland, Iceland and Portugal.

In preparing this Module 3: “Leadership and Resilience to Enhance Innovation in the Public and Voluntary Sector”, a variety of sources and published works have been used. We would like to also acknowledge comments and material provided by other FIERE project partners, through personal exchanges and discussions in partners’ meetings.

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1. Introduction

The FIERE (Furthering Innovative Entrepreneurial Regions of Europe) project aims to support local communities and regional economies by specifically focusing on developing skills among organisations’ employees to behave more entrepreneurially and innovatively within their work environment. The paradigm of innovative entrepreneurship lies at the intersection of entrepreneurship and innovation as it recognises the necessity of teaching innovation, entrepreneurship and creativity skills to policy makers, managers, administrators, enterprise development officers, community leaders and developers, founders of community and social enterprises, and organisers/managers of local community entities.

The FIERE partnership includes 7 partner organisations: the Tipperary County Council and the Waterford Institute of Technology from Ireland; AllWeb Solutions – a leading IT company in Greece; CESIE – a not-for-profit independent NGO from Italy; the Commercial and Industrial Association of Barcelos from Portugal; Einurð ehf – a consultancy company from Iceland; the Institute of Postgraduate Studies at the University of National and World Economy from Bulgaria.

The partners are gathered around the idea to design and implement a training programme in each FIERE partner region to support employees by increasing their potential, capacity and capability to behave entrepreneurially and innovatively.

1.1. Training modules objectives and relevance for the FIERE project and its target groups

Through the elaboration of training content under FIERE Work Package (WP) 3: ‘Indicative innovative entrepreneurship skills training programme’ the FIERE project partnership seeks to develop an innovative entrepreneurship training programme (TP) that addresses skills needs of regional organisations, while, at the same time, taking into account the operational issues associated with regional training programme delivery (e.g. developing a network of mentors/facilitators to assist regional adult education learners). The process of training programme development is not confined to WP3 only. It uses the results of WP2 ‘User Needs Analysis’ and WP4 ‘Case Studies’ and will eventually take into account the feedback from WP5 ‘Pilot Actions’ to fine tune the developed training products.

The work programme for WP3 builds on the results of the needs analysis undertaken of regional organisations in relation to innovative entrepreneurship provision and is based on the case...
studies, elaborated by each project partner to support the exchange of good practices of how regional organisations in the partner countries have successfully implemented innovative entrepreneurial approaches to addressing the challenges faced by their regions. WP3 focuses on developing an indicative specification for an innovative entrepreneurship skills adult education course that identifies the following key learning modules to comprise the FIERE training programme:

- **Module 1:** “Creativity and innovation”;
- **Module 2:** “Analytical thinking and resourcefulness as ways to identify and satisfy customer/citizens’ needs”;
- **Module 3:** “Leadership and resilience in order to enhance innovation and more responsive service in public and voluntary sector”.

The content of the training modules package will eventually be used for the development of training handbooks for trainers/mentors/counsellors and for adult learners. The handbooks will provide learning materials to assist the participants to understand the basic concepts of innovative entrepreneurship. Additionally – and potentially importantly in the context of the delivery of the adult education programme in a regional context – the training handbooks will also address the supports that may need to be put in place at a regional level to support participants to implement the skills they have acquired.

### 1.2. Training programme learning objectives

After taking the training course, elaborated under the FIERE project, and more specifically – Training Module 3, participants should be able to:

1. Define the concept of leadership and resilience and their role for the organisation.
2. Identify and examine the relationship between innovative entrepreneurship on one hand, and leadership and resilience – on the other.
3. Discuss their own reflections on the concept of leadership and resilience, including its meaning and role in their organisation.
4. Explain the significance of leadership and resilience for the quality of the services provided by the organisation.
5. Apply different techniques for enhancing the level of leadership and resilience in the organisation.
6. Illustrate how innovative entrepreneurship in the regions can be supported by organisational resilience.

7. Evaluate different leadership styles and identify the approaches of each style in different situations.

8. Evaluate the potential for personal leadership behaviour/opportunity in his/her current role.

9. Evaluate how to enhance individual resilience within the workplace.

10. Identify and analyse the factors associated with innovation and entrepreneurship that determine the success at organisational and/or regional level.

11. Design innovative services that cater for the needs and expectations of customers and/or citizens.

12. Plan actions for the development of their organisations as well as for the socio-economic betterment of their regions.

1.3. Training modules elaboration within the roadmap for Training Programme development

The elaboration of specification of innovative entrepreneurship adult education course within WP3 encompassed the following stages:

- **Definition of training content – objectives and modules:**
  Following the findings contained in the Training Needs Survey Composite and National Reports – TNA (WP2), the partners identified the most appropriate approach to be used for the development of the training programme content. The selection takes into consideration the theoretical and technical specifications, as well as the future operability of the materials after the conclusion of the project.

  Regarding training modules their specification is in line with the Implementation plan for FIERE pilot actions – workshops in partner countries developed by AllWeb Solutions S.A. and the proposed alternative scenarios therein (WP5). The training content structure allows for some degree of variation among project partners reflecting TNA Survey National Reports results and identified good practices at national level (WP4).

- **Allocation of tasks among partners – the ‘module leaders’,** responsible for the development of the respective modules, identified above, is as follows:
1. Module 1: “Creativity and innovation” – AllWeb Solutions S.A. (AllWeb), Greece;
2. Module 2: “Analytical thinking and resourcefulness as ways to identify and satisfy customer / citizens’ needs” – Institute for Postgraduate Studies at UNWE (IPS), Bulgaria;
3. Module 3: “Leadership and resilience in order to enhance innovation and more responsive service in public and voluntary sector” – Waterford Institute of Technology (WIT), Ireland.

- **Identification of training delivery methods** – in order to ensure the usability, adaptability and constant updating of the training content, the general framework of training delivery methods includes the following:
  1. Learning approach – trainer-led sessions and online training;
  2. Methodology to be based on PPT presentations and audiovisual materials;
  3. Training delivery methods should again allow for some degree of flexibility among partners in the training delivery.

In order to facilitate training delivery, a Toolkit has been created, found in the Appendices to this module. Suggestions for possible approaches to running the FIERE training programmes can be found in Appendix 1. A number of useful tools to support the pilot training delivery include the use of practical exercises, group building exercises, ice breakers, etc. all of which are provided in Appendix 2.

In order to ensure a high level of practicality in the course of training programme delivery, pilot training participants (organised in groups) will be assigned to develop their own case studies. These will present useful practices to illustrate how regional organisations have used the skills covered by the training programme to enhance their region’s competitiveness and their ability to deliver effective services. Thus participants will receive an instant opportunity to employ the innovative entrepreneurship skills they have acquired. Guidelines to the preparation of case studies can be found in Appendix 3 of this module.

- **Development of training materials** – in order to communicate the objectives, purpose and characteristics of the training content produced by the partners, training materials should be comprehensive, complementary and consistent with the selected training delivery methods. Moreover, the training materials to be developed by each project partner (PPT presentations,
audiovisual materials, etc.) will reflect the training content specifics – workshops, modules, sessions, etc.

- **Preparation of evaluation tools** – the development of evaluation tools is fundamental so as to ensure that training content and materials are fine-tuned based on end users’ feedback. Three types of evaluation questionnaires will be used:
  1. For ex-ante assessment of the level of skills of participants (Appendix 4);
  2. For ex-post assessment of the level of skills acquisition (Appendix 5);
  3. For general evaluation of the training course content and delivery (Appendix 6).

- **Translation of training course content** – to ensure the usability of the training content and materials, each module will be translated into the national language of each of the project partners (Bulgarian, Greek, Icelandic, Italian and Portuguese).

### 1.4. Training module structure

The structure of the training modules agreed by project partners includes the following sections:

- **The concept of the skills covered by the respective module** – a short literature review on the main theoretical concepts of the skills, on which the respective training module is focused.

- **Relevance of identified skills for regional organisations** – a summary of the key findings from WP2 in order to justify the selection of the particular skills to be included in the respective training module.

- **Examples of good practices** – summaries of two/three case studies, which are most relevant for the respective training module and the skills it focuses on.

- **Conclusions and recommendations** – benefits for regional organisations arising from their involvement in the training course delivered using the materials elaborated under FIERE project and recommendations for most appropriate training delivery methods and approaches, to be eventually used in WP5 ‘Pilot Actions’.
2. The concept of Leadership and Resilience

The purpose of this section is to provide a brief literature review for the module Leadership and Resilience to Enhance Innovation in the Public and Voluntary Sectors. This review will look at supporting literature in the key areas of resilience, leadership and leadership as a form of resilience.

Resilience is often described as the ability to “confront stressful experiences and cope with them effectively” (Holahan, Moos and Schaefer, 1996, p33.). Resilience is often referred to as a long-term behaviour as you cannot be resilient today and not resilient tomorrow as resilience illustrates an individual’s capacity to progress during times of adversity (Patterson, 2001). Furthermore, resilience is often considered the ability of an individual to “cope successfully in the face of significant change, adversity or risk” (Conrad, 2002, p37). However, resilience is more than just an individual “coping” during an unfortunate situation as resilience can refer to the ability to grow and adapt (Richardson, 2002) and the characteristic to convert challenges into opportunities (Lengnick-Hall and Beck, 2003).

Resilience is often used to describe the ability of an organisation to cope, manage and learn through difficult times and the aspect of learning is key; this is of particular importance to organisations that are involved in knowledge creation and knowledge management (Stewart and O’Donnell, 2007). Furthermore, Sutcliffe and Vogus (2003) argued that organisations can increase their effectiveness by developing the resilience of individual employees. Literature on resilience tends to evaluate or assess the strategies chosen by individuals when faced with certain challenges (Harland, Harrison, Jones and Reiter-Palmon, 2005) rather than the impact or success of those choices; however resilience is often explored in the context of leadership and leadership behaviour.

The leadership skills that are required when life or work is progressing well are very different from the leadership skills required when times are difficult (Patterson, 2001), although you can make that point about many skills or behaviours that are required within the public or voluntary sector workplace. The concept of leadership within the workplace or within a club, voluntary group or society can often be confused with the management of that club or society. Leadership and management are distinctly two separate matters, with management referring to goals, targets and budgeting while leadership addresses decisions, direction and managing change (Kotter, 2001).
Defining leadership is a difficult task; however leadership has been described as “a process whereby an individual influences a group of individuals to achieve a common goal” (Northouse, 2010, p3). Defining or describing leadership centres on two main approaches (1) leadership as a process or influence and (2) leadership as a personality trait (Bass, 1991; Kotter, 2001; Zaccaro, 2007). In the broad sense of the term a leader brings people together but according to Bass (1991) a transformation leader is someone who can create an inspiring future, motivates and engages people toward that vision, manages delivery of that vision and builds and brings the team along with him or her through the process.

Resilience and leadership are two different skills, however Harland (et al 2005) argued that there is a connection between the skills, as developing resilience is vital for an individual’s overall ability and effectiveness as a leader. Resilience is a means of using your energy more productively during adverse conditions or difficult times (Patterson, 2001) and the main leadership strengths that support resilience are:

- Positivity during difficult times
- Staying focused
- Remaining flexible in how you reach your goal
- Act rather than react
- Apply resilience conserving strategies during difficult times, this refers to maintaining and exercising resilience.

Some individuals can display more resilience and leadership qualities than others, however, that does not infer such skills cannot be taught or learned. Quite often individuals just do not know how to be more resilient, or how to act like a leader, and the five strengths outlined above can form a basis for individuals to think about how resilient they are and if they display any leadership type behaviour.

Adair (2009) suggested that examining leadership in the individual should begin by looking back at personal experiences and identifying facts/examples or experiences that the individual believes as necessary for successful leadership. Furthermore, Adair (2009) questions the merit of identifying certain traits or characteristics as the means in which to establishing leadership qualities and this leads to the premise that leaders must be born and cannot be made. Adair (2009) concedes that certain fundamental qualities are required for effective leadership however, “all leadership qualities can be developed, some more than others, by practice and experience” (p10). The
concept, that leadership qualities can be encouraged and developed is given further credence by Owen (2009) who undertook a study of business individuals at all levels within various organisation types and found that in the right circumstances everyone can become a leader.

The term “leadership” may be off-putting to potential participants of the FIERE training programme, but the aim is not to create individual leaders, but to encourage public, voluntary and the social enterprise sector employees to think, explore and develop leadership type qualities and behaviours. The FIERE training modules will primarily use case studies as the basis for module content. In total the FIERE partners have identified seven case studies illustrating various examples of how entrepreneurial individuals can make a significant impact in the region. The case studies will be used as a tool for exploring resilience and leadership and will form the basis of discussion and course activity to enable public and voluntary sector employees enrolled on the programme to expand the resilience skills and leadership abilities.
3. Relevance of identified skills for Regional Organisations

The FIERE partners conducted a Skills Needs Analysis Survey in each of the partner countries. The aim of the FIERE Skill Needs Analysis survey was to gain a level of understanding of the entrepreneurial skills and behaviours of employees from public, private, community & enterprise and voluntary sectors. In total, across the FIERE consortium partners 450 respondents from 223 organisations were surveyed, with the public sector registering the highest at 39%, followed by the private sector at 38% and the community & enterprise sector at 14% and finally a small sample of voluntary organisations.

In the skills section of the Skills Needs Analysis Survey the results were evaluated by country and sector and with respect to the following questions, the skills required by the respondent organisations, the skills required for the respondent to perform their role and skills that are important to be trained in. The overall result was that resourcefulness, resilience and analytical thinking was the most common skills cited overall. In reviewing the results from the survey the FIERE partners constructed the following modules to reflect the survey findings:

Module 1: Creativity and Innovation (AllWeb)

Module 1 takes into consideration the three most cited skills from the survey (resourcefulness, resilience and analytical thinking) and aims to explore those skills with public and voluntary sector employees in a deeper context through the development of creativity and innovativeness thinking and skills.

Module 2: Analytical Thinking and Resourcefulness as ways to Identify and Satisfy Customer / Citizens’ Needs (IPS)

The aim of module 2 is to enhance the level of analytical thinking for employees within the public and voluntary sectors; however the module will also include instruction on resourcefulness which is identified as a key for both the organisation and the individual employee in delivering the most effective service to the customer or citizen.
Module 3: Leadership and Resilience in order to Enhance Innovation and a more Responsive service in the Public and Voluntary Sector (WIT)

The aim of module 3 is to enhance the resilience of employees in the public and voluntary sectors. However, in reviewing literature on resilience it was noted that resilience as a skill is often aligned with leadership and vice versa and therefore leadership and resilience were combined to deliver a specific focus on those skills within the context of innovative behaviour of employees in the public and voluntary sectors.

3.1. FIERE Skills Needs Analysis Survey

The target audience for the training programme will consist of employees from the public sector, community & enterprise and voluntary sectors. The Skills Needs Analysis survey provides useful background information on the level of entrepreneurial skills and the perception and value of training for public and voluntary sector employees. Across all FIERE partners and sectors the value and benefit of an entrepreneurial skills training programme was valued very highly; Bulgaria (94%), Greece (98%), Iceland (85%), Ireland (94%), Portugal (98%) and Italy (94%). Accreditation was also of high importance but it was felt that a lack of accreditation would not dilute the value and impact of a skills training programme for organisations. The preferred chosen method of programme delivery was workshop based learning (especially for Sicilian and Irish partners) and blended learning (for Iceland, Bulgaria and Greek partners). In the case of Bulgaria, 65%, and in Ireland, 60% of respondents had past entrepreneurial experience while in Greece the 63% majority indicated that they had some entrepreneurial experience. In the case of Iceland there was a high level of entrepreneurial activity across all sectors especially in the public sector, where 56% of females and 40% of males had started their own business. In Portugal 64% of respondents had not engaged in any form of entrepreneurial activity. Empowerment of employees was strong across all sectors and genders for Ireland, Bulgaria, Iceland and Greece; this was not the case for Portugal and Italy.

3.2. Key Survey findings on the importance of “Leadership and Resilience”

The FIERE Skills Needs Survey was analysed by looking at the responses from each specific sector (i.e. public, private, voluntary and social enterprise) and by country and gender. The formulation of the three modules outlined above represents the overall results and takes into consideration sector type, role and organisational requirements. However, each country as certain specific
nuances they may wish to take into consideration in terms of content and delivery. The following provides country specific information that may be useful for each of the FIERE partners;

**Bulgaria**

Males rated resourcefulness (94%), results driven and resilience (89%) as very important skills overall. In turn, females indicated that being analytical (97%) and resilient (94%) were also of great importance. Interestingly, in the public sector, leadership was seen by males as quite an important skill (67%) and that it should be included in the training programme.

**Greece**

In terms of the Greek respondents all skills except being a leader where rated very high, 49% of respondents agreed that leadership was not essential skill to be included in the training programme and only 24% of respondents indicated that leadership is required to perform their job role.

**Iceland**

In the skills required by the originations for the public sector resilience (89% males, 84% females) was ranked the highest in the private sector and 80% of females indicated that their organisation required them to be a leader. In the community & enterprise sector 34% of females thought that being resilient and leadership were the least importance skill, with exception of the voluntary sector, where leadership was one of the most required skills in their organisation and also important for their role performance.

**Ireland**

Leadership was not considered by respondents from public sector as an essential skill to be included in the training programme (leadership valued as neutral by 21% of males and 25% of females).

**Italy**

For both females and males most of the listed skills are considered as very important to be trained in, with the exception of critical thinking, analytical thinking and leadership. Overall, being a leader
or being a manager was not considered important for the organisation or an essential skill to be trained in. In the private sector, persistence and leadership were not considered as important skills, whereas the most important skill. However 50% of males from the private sector indicated they needed to be a leader in their roles.

**Portugal**

Overall the most important skills for respondents’ organisation were resourcefulness (91%) and resilience (86%). However, females also indicated that their organisation required them to be resilient (98%); Males from voluntary and community & enterprise sectors indicated that their organisations required them to be a leader (88%). Interestingly leadership was a much more important skill for the organisation among females from public sector (42%) than among males (25%). Leadership was also ranked as very important skill for organisations by males from the private sector (52%).

For more detailed information on the findings of the respective surveys conducted by each FIERE partner in their region, comprehensive individual country reports can be found on the FIERE website¹.

¹ [http://www.fiereproject.eu/index.php/reports/]
4. Module Description

The purpose of the module is to enable the learner to gain an appreciation of leadership and resilience theory and practices. To develop their ability to evaluate the impact of different type of leadership approaches and reliance type behaviour. The module will also provide learners with the opportunity to develop their leadership and resilience capabilities and understand the potential they have to seek out opportunities within their current workplace and role within the public, voluntary and community sectors.

Module Content:

- Literature and theory on leadership and resilience
- The relationship between leadership and resilience
- Case Study 1: Innovation Centre for Young People – ICY
- Case Study 2: Libera Terra
- Case Study 3: In.Cubo – Incubator of Innovative Business Initiatives

Learning Outcomes:

1. Discuss his/her own reflection on the concept of leadership and resilience, including its meaning and role in their organisation.
2. Evaluate different leadership styles and identify the approaches of each style in different situations.
3. Evaluate the potential for personal leadership behaviour/opportunity in his/her current role.
4. Evaluate how to enhance individual resilience with the workplace.
5. Develop his/her ability to evaluate opportunities within the workplace

Learning and Teaching Methods

- Case Studies
- Class Discussion
- Group Work
- Review of existing theory
Further Resources

5. Case Study Summaries for the Leadership and Resilience Module

For the module ‘Leadership and Resilience in order to Enhance Innovation and a more Responsive Service in the Public and Voluntary Sector’ the following case studies were identified by the project partners to support the delivery of the module in the FIERE training programme:

- The case of **ICY – Innovation centre for young people** in the town of Gotse Delchev, located in the South-Western part of Bulgaria.
- The case of **Libera Terra** (literally “Freed Land”) a not for profit social cooperative founded 2001 in the “Alto Belice Corleonese” region in Sicily, Italy.
- The case of **In.Cubo – Incubator of Innovative Business Initiatives** created by ACIBTM – Association for the Incubation Center of Technological Base of Minho, Portugal.

This section presents summaries of case studies, which are most relevant for the leadership and resilience module. The aim of case study identification and development within WP4 of FIERE project is to prepare and disseminate good practice case studies on the provision of innovative entrepreneurship education among regional stakeholders and on how the skills acquired have been used. Furthermore, best practice case studies are used to illustrate how regional organisations and individuals have harnessed the skills covered by the present module to enhance their region’s competitiveness and their ability to deliver effective services.

The case studies are also intended to be important aids for the network of adult education providers/mentors/counsellors to be established under the project in promoting awareness of the innovative entrepreneurship course and in assisting adult learners in regional community and voluntary organisations to apply examples of good practice in their own regions.

5.1. Summary Case Study 1: Innovation Centre for Young People – ICY

In 2013 Business Incubator, Gotse Delchev initiated a project entitled Innovation Centre for Young People – ICY, financed under the IPA Cross-Border Programme Bulgaria-Macedonia 2007-2013. The goals of the initiative were to facilitate the development of a pro-innovative environment in the partner regions through supporting the generation of innovative ideas by young people and turning these ideas into business and social ventures. The project addressed a number of issues in the cross-border region associated with:
1) the lack of innovative environment, supporting structures and special services to encourage young people in the region, incl. those from minority and other vulnerable groups, to develop their innovative ideas;
2) the very limited implementation of innovations in SMEs in the region of Gotse Delchev;
3) the unsatisfactory coverage of innovation in the educational system.

The outcomes of the initiative were associated with creation and development of innovative environment and services for young people, so that they were able to develop their own ideas. This was done through organisation of trainings and workshops in each of the partner regions for young people on topics such as creativity, elaboration of innovative ideas, teamwork, knowledge transfer and sharing of experience in the area of innovations; mentorship and innovation networks; cooperation with SMEs.

The long experience of the staff of Business Incubator ‘Gotse Delchev’ in supporting SMEs, entrepreneurship education and innovations in the regions proved invaluable in the process of implementation of project activities. A very positive aspect of the initiative was the fact that the youth, involved in the project, which generated innovative ideas, received the opportunity to further develop those ideas with the help of mentors and present them to company managers, potential investors and local administration.

The case study provides an example of an initiative aimed at supporting innovations and entrepreneurship among young people in the region of Gotse Delchev. The actions undertaken will prove invaluable in the process of capacity building among the management staff and the employees of the Business Incubator and facilitate their further efforts to contribute to improving the competitiveness of business entities at local level and support the development of the entire local community.

5.2. Summary Case Study 2: Libera Terra

Libera Terra is networks of social cooperatives that was established in order to socially, economically and legally boost agricultural lands that traditionally yielded profits only to criminal organisations to the detriment of society as a whole. Its main goal is to demonstrate to civil society how the re-use of confiscated goods for social purposes can generate concrete benefits to the entire territory and the local population. Since its outset, an important role has been played by civil society’s motivation in requesting a law that would allow for the social use of confiscated real
estates. Moreover, important steps in the creation of the first social cooperative of the network have included the training of its members, the production of high quality products and the management system. In fact, Libera Terra has created “Libera Terra Mediterraneo” Consortium that supports its merchandising phases and a brand regulation to involve other farms in the production of goods with the “Libera Terra” brand. Today Libera Terra consists of ten social cooperatives. The entire implementation process and especially its start-up phase were difficult. However, the factors that made Libera Terra a success were the perseverance of its founders and the fact that the project was a result of good team-work, whose ideals were shared by the different actors involved.

**Lessons to be learned (both positive and negative)**

Libera Terra provided an economic alternative to the mafia system, based on the idea that legality is convenient and on the respect of human resources and organic kinds of farming; this ensured the respect of the environment, also because of the fact that Libera Terra’s lands are public goods, and as such, need to be a positive example of social and environmental protection for citizens. This also led to a social “redemption” of citizens and the communities which have become socially and economically stronger thanks to Libera Terra’s achievements. Lastly, the profit is redistributed in the community as workers and suppliers are also part of the same community in which Libera Terra works.

**Innovative/entrepreneurial aspects**

The main idea is that the best way to give back value and dignity to lands starting from the use of confiscated goods is to create plausible and self-sustainable entrepreneurial bodies. The main way to reach this is through quality and a path that leads towards excellence of the products, of processes, relations and management.

**Conclusion (why interesting for the FIERE project?)**

Because Libera Terra is a local organisation that combines entrepreneurial spirit with an ethical drive for developing a mafia-free and sound market.
5.3. Summary Case Study 3: In.Cubo – Incubator of Innovative Business Initiatives

The In.Cubo project was successful; it started from a strong involvement with the various partners at a local level, including municipalities, inter-municipal communities, local development associations, higher education units with the ultimate aim to intervene at all the municipal territories surrounding the region of Minho-Lima.

In.Cubo emerged to fulfill the need to qualify and attract human resources for the region, to foster the entrepreneurial capacity, to promote a business background and to strengthen the collective business function. One of the most important benefits that In.Cubo offers to the region and to its promoters is the support and monitoring of individual promoters through the intervention of a team with extensive experience and high level of skills in the entrepreneurial sector.

In.Cubo revealed widely innovative aspects such as: the coordination of the various partners to act together in the region and pursue common objectives to support entrepreneurs; the intervention in various municipal territories that comprise the region of Minho-Lima; and the important technical consensus on the evolution of the various stages of the programs, seeking to frame the projects selected with the objectives of the programs.

In.Cubo offers new generation incubation services, based on territorial and relational symbiosis synergies. It is more than just a physical infrastructure, with a specific geographic location, it is assumed as a high potential tool to create and exploit synergies and contribute actively to the revitalization of the region's economy.

Therefore, In.Cubo has great relevance for FIERE project because it is able to attract and foster a new generation of business activities and investment-oriented technologies and to contribute to the creation and operation of interfaces and networks of cooperation and innovation.

The In.Cubo focuses on entrepreneurs by providing them a physical space with reduced costs and the support of specialized teams in the business startup. It is based mainly in the community, since the communities provide the environment in which entrepreneurs can thrive and be guided to the area, intending to stimulate it economically.

This spirit that encourages innovation and networking is, without doubt, relevant to FIERE, as it is a great example of encouraging entrepreneurship in Portugal.
6. Conclusions and Recommendations

The FIERE partnership believes that regions can have a greater capacity to achieve their economic and social potential by supporting the development of entrepreneurial thinking and behaviour of employees in the public, voluntary and community and enterprise sectors. Empowering local community and voluntary organisations with innovative entrepreneurship skills can facilitate bottom-up regional development that can be in harmony with top-down regional development policies. Enhancing the innovative entrepreneurship skill sets within a region’s formal and informal institutional infrastructure could have a beneficial multiplier effect within the region.

Innovative entrepreneurship is a concept that explores the potential for entrepreneurship and innovation as it recognises the necessity of teaching innovation, entrepreneurship and creativity skills to support a more innovative individual within the workforce. Supporting the development of innovative and entrepreneurial potential of a region requires a greater level and ability of entrepreneurial thinking and behaviour of individual employees within the public, voluntary and community and enterprise sectors. The FIERE partnership aims to support that development by providing a skills training programme. The work programme will also construct training handbooks for trainers/mentors/counsellors and for adult learners. The handbooks will provide additional learning materials to assist the trainees to understand the basic concepts of innovative entrepreneurship. Additionally, the handbooks will also contain case studies of how regional organisations have successfully implemented innovative entrepreneurial approaches by addressing the challenges they face in their regions. It is important to note too that the case studies will also encompass examples of where regions have incorporated entrepreneurial thinking in order to develop alternative approaches to the provision of services at the same or reduced level of resource allocation. Furthermore, supporting learners at a regional level in innovative entrepreneurship skills training may require inputs from a network of regionally-based mentors. The FIERE partners plan to establish a network of mentors/counsellors in each partner country who will be tasked with providing learning supports to learners in assimilating innovative entrepreneurship skills and with providing assistance in using the innovative entrepreneurship skills that they have gained to develop innovative and entrepreneurial strategies and actions for their region.
References & Further Reading


Useful Websites

Center for Creative Leadership

http://www.ccl.org/Leadership/index.aspx

International Leadership Association

http://www.ila-net.org/

Leadership Foundations

http://leadershipfoundations.org/

Leadership Learning Community

http://leadershiplearning.org/

Leadership Style Assessment Test – Your Leadership Legacy

http://www.yourleadershiplegacy.com/speaking.html

Mindtools – What is Leadership?

http://www.mindtools.com/pages/article/newLDR_41.htm

The Leadership Challenge

http://www.leadershipchallenge.com/about.aspx

University of Kent – How to Develop Leadership Skills

http://www.kent.ac.uk/careers/sk/leadership.htm
Appendices – Training Delivery Toolkit

Appendix 1. Possible approaches to planning FIERE workshops

The aim of Appendix 1 is to provide guidelines to trainers/mentors/counsellors for the planning and organisation of training workshops using the FIERE training programme and materials. It should be noted that the approaches below are designed for delivery of training to a group 50-60 participants.

**Approach 1 – One workshop (full day – 8 hours)**

It is proposed that one full day Workshop is organised in a selected location allowing access to the required number of participants (min. 50 representing a number of regional organisations). The Workshop’s content consists of material on the so-called “priority skills”, forming the basis for the elaboration of Modules 1, 2 and 3 (see above) supplemented by cases material from the various partner countries. Participants are also required, working in groups, to carry out an Assignment (e.g. How to develop their own case study or How to adapt a specific good practice from another organisation and/or another partner country, to the particularities of their own organisation), which is subsequently presented and discussed. The Workshop is evaluated by participants at the end of the full day. The approach is detailed in the table below.

<table>
<thead>
<tr>
<th>Training part #</th>
<th>Part 1</th>
<th>Part 2</th>
<th>Part 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration</strong></td>
<td>2 hours</td>
<td>4 hours</td>
<td>2 hours</td>
</tr>
<tr>
<td><strong>Participants</strong></td>
<td>Min. 50 participants (representing a number of regional organisations)</td>
<td>Same 50 participants as above</td>
<td>Same 50 participants as above</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>• Introduction – Course content and Procedure, Distribution of materials. • Part 1 of Training Material, supplemented by 1-2 relevant Case Studies (Presentation, Analysis, Discussion) and Exercises (see Appendix 2 below).</td>
<td>• Part 2 of Training Material, supplemented by 1-2 relevant Case Studies (Presentation, Analysis, Discussion) and Exercises (see Appendix 2 below). • Participants’ Assignment (description, guidelines /see Appendix 3 below/ and in-class group work).</td>
<td>• Part 3 of Training Material, supplemented by 1-2 relevant Case Studies (Presentation, Analysis, Discussion) and Exercises (see Appendix 2 below). • Presentation and discussion of participants’ Assignments Reports.</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>Evaluation of the quality of the workshop</td>
<td>15-20 minutes</td>
<td></td>
</tr>
<tr>
<td><strong>Participants</strong></td>
<td>Same 50 participants as above</td>
<td>Same 50 participants as above</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>See Appendix 4 below</td>
<td>See Appendix 4 below</td>
<td>See Appendix 4 below</td>
</tr>
</tbody>
</table>
Approach 2 – One workshop, participants divided into three groups (full day – 8 hours)

It is proposed that all three modules run on the same day. The 50-60 participants will be separated into three groups which can either be based on organisation type or delivery level depending on prior learning (e.g. if one group already hold a graduate qualification then delivery of the module and expected learning outcomes can be delivered at a higher level). All participants will be together for a brief introduction session and then they will be divided into three separate groups. The FIERE training programme will focus on theory in the morning sessions and workshop and practice-based sessions in the afternoon.

In the morning session there will be three sub-sessions in total which will include Theory and Module Background for Modules 1, 2 and 3. Each of the sessions will run three times in the morning so that each of the groups will complete each of the theory and background sessions for the three modules of the FIERE programme. In the afternoon sessions the same process will be repeated for the practical workshop aspect of each of the modules. Each group will complete the three workshop-based practical sessions for Modules 1, 2 and 3. The trainers for Modules 1, 2 and 3 will conduct the theory and background part of the respective module three times in the morning (for each of the three groups). The practical aspect will also be conducted three times in the afternoon session to facilitate each of the three groups. The approach is detailed in the table below.

<table>
<thead>
<tr>
<th>Training part #</th>
<th>Part 1</th>
<th>Part 2</th>
<th>Part 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>30 minutes</td>
<td>2-3 hours</td>
<td>4-5 hours</td>
</tr>
<tr>
<td>Participants</td>
<td>50-60</td>
<td>Same 50-60</td>
<td>Same 50-60</td>
</tr>
<tr>
<td></td>
<td>participants</td>
<td>participants</td>
<td>participants</td>
</tr>
<tr>
<td>Content</td>
<td>• Introduction – Course content and Procedure, Distribution of materials.</td>
<td>• Module 1: Theory &amp; Module Background</td>
<td>• Module 1: Workshop-based session (Case studies, Exercises, Assignments)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Module 2: Theory &amp; Module Background</td>
<td>• Module 2: Workshop-based session (Case studies, Exercises, Assignments)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Module 3: Theory &amp; Module Background</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Module 3: Workshop-based session (Case studies, Exercises, Assignments)</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Evaluation of the quality of the workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duration</td>
<td>15-20 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participants</td>
<td>Same 50-60</td>
<td>Same 50-60</td>
<td>Same 50-60</td>
</tr>
<tr>
<td></td>
<td>participants</td>
<td>participants</td>
<td>participants</td>
</tr>
<tr>
<td>Content</td>
<td></td>
<td>See Appendix 4 below</td>
<td></td>
</tr>
</tbody>
</table>
Approach 3 – Two workshops (full day – 8 hours each)

It is proposed that two full day Workshops are organised (each for 25-30 participants) in a selected location. During these two workshops, the topics covered are the same as in Approach 1. The approach is detailed in the table below, referring to each of the two workshops.

<table>
<thead>
<tr>
<th>Training part #</th>
<th>Part 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>2 hours</td>
</tr>
<tr>
<td>Participants</td>
<td>25-30 participants (representing a number of regional organisations)</td>
</tr>
</tbody>
</table>
| Content         | • Introduction – Course content and Procedure, Distribution of materials.  
                   • Part 1 of Training Material, supplemented by 1-2 relevant Case Studies (Presentation, Analysis, Discussion) and Exercises (see Appendix 2 below). |

<table>
<thead>
<tr>
<th>Training part #</th>
<th>Part 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>4 hours</td>
</tr>
<tr>
<td>Participants</td>
<td>Same 25-30 participants as above</td>
</tr>
</tbody>
</table>
| Content         | • Part 2 of Training Material, supplemented by 1-2 relevant Case Studies (Presentation, Analysis, Discussion) and Exercises (see Appendix 2 below).  
                   • Participants’ Assignment (description, guidelines /see Appendix 3 below/ and in-class group work). |

<table>
<thead>
<tr>
<th>Training part #</th>
<th>Part 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>2 hours</td>
</tr>
<tr>
<td>Participants</td>
<td>Same 25-30 participants as above</td>
</tr>
</tbody>
</table>
| Content         | • Part 3 of Training Material, supplemented by 1-2 relevant Case Studies (Presentation, Analysis, Discussion) and Exercises (see Appendix 2 below).  
                   • Presentation and discussion of participants’ Assignments Reports. |

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Evaluation of the quality of the workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>15-20 minutes</td>
</tr>
<tr>
<td>Participants</td>
<td>Same 25-30 participants as above</td>
</tr>
<tr>
<td>Content</td>
<td>See Appendix 4 below</td>
</tr>
</tbody>
</table>
**Approach 4 – Two Parts (half day – 4-5 hours each)**

It is proposed that two half day Workshops are organised with the same 50 trainees in each. During these 2 half days, the topics covered are the same as in Approach 1. In the case of this Approach, the participants’ Assignments are worked out during the time between Part A and Part B. The approach is detailed in the table below.

<table>
<thead>
<tr>
<th>Training part #</th>
<th>Part A.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>2 hours</td>
</tr>
<tr>
<td>Participants</td>
<td>Min. 50 participants (representing a number of regional organisations)</td>
</tr>
<tr>
<td>Content</td>
<td>• Introduction – Course content and Procedure, Distribution of materials.</td>
</tr>
<tr>
<td></td>
<td>• Part 1 of Training Material, supplemented by 1-2 relevant Case Studies (Presentation, Analysis, Discussion) and Exercises (see Appendix 2 below).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training part #</th>
<th>Part A.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>2 hours</td>
</tr>
<tr>
<td>Participants</td>
<td>Same 50 participants as above</td>
</tr>
<tr>
<td>Content</td>
<td>• Part 2 of Training Material, supplemented by 1-2 relevant Case Studies (Presentation, Analysis, Discussion) and Exercises (see Appendix 2 below).</td>
</tr>
<tr>
<td></td>
<td>• Participants’ Assignment (description, guidelines /see Appendix 3 below/). Participants are expected to make arrangements for working in groups during the time between the Part A and B of the Workshop.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training part #</th>
<th>Part B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>4-5 hours</td>
</tr>
<tr>
<td>Participants</td>
<td>Same 50 participants as above</td>
</tr>
<tr>
<td>Content</td>
<td>• Part 3 of Training Material, supplemented by 1-2 relevant Case Studies (Presentation, Analysis, Discussion) and Exercises (see Appendix 2 below).</td>
</tr>
<tr>
<td></td>
<td>• Presentation and discussion of participants’ Assignments Reports.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Evaluation of the quality of the workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>15-20 minutes</td>
</tr>
<tr>
<td>Participants</td>
<td>Same 50 participants as above</td>
</tr>
<tr>
<td>Content</td>
<td>See Appendix 4 below</td>
</tr>
</tbody>
</table>
**Approach 5 – Three decentralised Regional Workshops (2 half-days each)**

It is proposed that three Workshops with 15-20 trainees each are organised in selected locations and, furthermore, that each of them is implemented in two Parts (e.g. in two consecutive Weeks). Each Part covers part of the course material, supplemented by presentation and discussion of 2-3 relevant Case Studies. The 15-20 participants in each of the three Workshops originate from 5-6 organisations (on average 3-4 representatives from each organisation), appropriately grouped. The approach is detailed in the table below, referring to each of the three workshops.

<table>
<thead>
<tr>
<th>Training part #</th>
<th>Part A.1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration</strong></td>
<td>2 hours</td>
</tr>
<tr>
<td><strong>Participants</strong></td>
<td>15-20 participants (originating from 5-6 organisations, appropriately grouped)</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>• Introduction – Course content and Procedure, Distribution of materials.</td>
</tr>
<tr>
<td></td>
<td>• Part 1 of Training Material, supplemented by 1-2 relevant Case Studies (Presentation, Analysis, Discussion) and Exercises (see Appendix 2 below).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training part #</th>
<th>Part A.2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration</strong></td>
<td>2 hours</td>
</tr>
<tr>
<td><strong>Participants</strong></td>
<td>Same 15-20 participants as above</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>• Part 2 of Training Material, supplemented by 1-2 relevant Case Studies (Presentation, Analysis, Discussion) and Exercises (see Appendix 2 below).</td>
</tr>
<tr>
<td></td>
<td>• Participants’ Assignment (description, guidelines /see Appendix 3 below/). Participants are expected to make arrangements for working in groups during the time between the Part A and B of the Workshop.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training part #</th>
<th>Part B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration</strong></td>
<td>4-5 hours</td>
</tr>
<tr>
<td><strong>Participants</strong></td>
<td>Same 15-20 participants as above</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>• Part 3 of Training Material, supplemented by 1-2 relevant Case Studies (Presentation, Analysis, Discussion) and Exercises (see Appendix 2 below).</td>
</tr>
<tr>
<td></td>
<td>• Presentation and discussion of participants’ Assignments Reports.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Evaluation of the quality of the workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration</strong></td>
<td>15-20 minutes</td>
</tr>
<tr>
<td><strong>Participants</strong></td>
<td>Same 15-20 participants as above</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>See Appendix 4 below</td>
</tr>
</tbody>
</table>
Appendix 2. Training activities and exercises

Icebreaker / Group building / Energizer Activities

<table>
<thead>
<tr>
<th>Activity name</th>
<th>House of the Devil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aim (what for?)</td>
<td>Remember each other’s names</td>
</tr>
<tr>
<td>Group (whom for?)</td>
<td>15-35 participants</td>
</tr>
<tr>
<td>Material needed</td>
<td>Chairs</td>
</tr>
<tr>
<td>Duration</td>
<td>10-15 minutes (depending on the number of participants)</td>
</tr>
<tr>
<td>Description</td>
<td>Participants sit on chairs in a circle. One person is left standing in the middle. This person asks someone “Are you happy with your neighbours?” (Neighbours are the people sitting to the immediate right and left of the person asked.) If they answer is “Yes”, nothing happens and someone else is asked. If the answer is “No”, then the one in the middle asks “Who would you like to change with?” Two people are named, and then the two sitting neighbours try to change with the two new people before the one in the middle can sit down. Remember, the one asked does not change places! Along with “yes” or “no”, the one seated can answer “House of the Devil” and then the entire circle has to change places.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity name</th>
<th>Alphabetical chairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aim (what for?)</td>
<td>To break the ice and to get to know the names of participants at the beginning of a training course</td>
</tr>
<tr>
<td>Group (whom for?)</td>
<td>10-30 participants</td>
</tr>
<tr>
<td>Material needed</td>
<td>Chairs</td>
</tr>
<tr>
<td>Duration</td>
<td>10-15 minutes (depending on the number of participants)</td>
</tr>
<tr>
<td>Description</td>
<td>Put the chairs in a circle (close enough to each other) and ask the participants to stand on the chairs (with or without shoes depending on your arrangements with the cleaning staff). When on the chairs you ask the participants to move into alphabetical order according to first name WITHOUT touching the floor (it is a cooperation exercise). When done, you do a round of names to check if the order is correct and at the same time refresh all the names. You could add a second round asking participants to rank according to birthday (shoe size, experience in the topic of the course, etc).</td>
</tr>
</tbody>
</table>
Activity name | Touch blue
--- | ---
Aim (what for?) | An energiser for having fun and a touch of physical contact
Group (whom for?) | Any
Material needed | None
Duration | 10-15 minutes (depending on the number of participants)
Description | The facilitator calls out names of colours. The participants should touch an object of this colour as soon as possible. Next step could be that everybody touches a piece of clothing or accessories of a group member of this colour.

Activity name | Winking Game
--- | ---
Aim (what for?) | Getting non-verbal communication skills working, connect participants to each other
Group (whom for?) | 20-30
Material needed | Chairs
Duration | 10-15 minutes (depending on the number of participants)
Description | Half of the group sits in chairs – the other half stands behind them with their arms down at their sides (one person behind each chair except for one, which stays empty). The person standing behind the empty chair is the “seducer”. S/He has to try to “seduce” someone so that they come to his/her chair – they do this by winking at those sitting in the chairs. If they are winked at, the people sitting must try to jump out of their chair before the one behind them can grab them. If they escape, then they take up the “seducer’s” empty chair and it is someone else’s turn to wink. If they are caught, then they return to their seat and the seducer must try to wink at someone else.
**Leading or Managing Exercise**

Many people confuse or merge the different attributes of management and leadership. This exercise enables people to understand those differences. Anyone can lead, inspire, and motivate others. Leadership is not the exclusive responsibility of the CEO, directors and senior managers. Encouraging staff at all levels to aspire to and apply the principles of good leadership will benefit the whole organisation. Everyone, in their own way, can be a leader. In fact organisations which have poor leadership at the top actually provide a great opportunity for ordinary staff and junior managers take responsibility for leading, inspiring and helping to develop others.

Below is a list of many things that managers and leaders do. Either issue the list, or preferably make (or ask the team to make) separate cards or post-it notes for each word/phrase, which can be given to a group or team. Then ask the participants to identify the items that are associated with managing, and those that are associated with leading. Groups of over five people can be split into teams of three, to enable fuller participation and a variety of answers for review and discussion. Each team must have their own space to organise their answers. Different teams can be given different items to work with or a whole set for each team. Manage the quantities and scale according to the situation and time.

To shorten and simplify the exercise remove items for which similar terms exist, and combine other similar items, for example reporting and monitoring. If shortening the list, ensure you keep a balance between management and leadership items.

<table>
<thead>
<tr>
<th>Reporting</th>
<th>Decision-making</th>
<th>Implementing tactics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring</td>
<td>Mentoring</td>
<td>Resolving conflict</td>
</tr>
<tr>
<td>Budgeting</td>
<td>Negotiating</td>
<td>Giving constructive feedback</td>
</tr>
<tr>
<td>Measuring</td>
<td>Keeping promises</td>
<td>Accepting criticism and suggestions</td>
</tr>
<tr>
<td>Applying rules and policies</td>
<td>Working alongside team members</td>
<td>Allowing the team to make mistakes</td>
</tr>
<tr>
<td>Disciplining people</td>
<td>Sharing a vision with team members</td>
<td>Taking responsibility for others’ mistakes</td>
</tr>
<tr>
<td>Being honest with people</td>
<td>Motivating others</td>
<td>Developing successors</td>
</tr>
<tr>
<td>Developing strategy</td>
<td>Giving praise</td>
<td>Inspiring others</td>
</tr>
<tr>
<td>Consulting with team</td>
<td>Thanking people</td>
<td>Running meetings</td>
</tr>
<tr>
<td>Giving responsibility to others</td>
<td>Being determined</td>
<td>Interviewing</td>
</tr>
<tr>
<td>Determining direction</td>
<td>Communicating instructions</td>
<td>Organising resources</td>
</tr>
<tr>
<td>Explaining decisions</td>
<td>Making painful decisions</td>
<td>Organising resources</td>
</tr>
<tr>
<td>Assessing performance</td>
<td>Appraising people</td>
<td>Organising resources</td>
</tr>
<tr>
<td>Defining aims and objectives</td>
<td>Recruiting</td>
<td>Organising resources</td>
</tr>
<tr>
<td>Doing the right thing</td>
<td>Counselling</td>
<td>Organising resources</td>
</tr>
<tr>
<td>Taking people with you</td>
<td>Coaching</td>
<td>Organising resources</td>
</tr>
<tr>
<td>Developing successors</td>
<td>Problem-solving</td>
<td>Organising resources</td>
</tr>
<tr>
<td>Inspiring others</td>
<td>Selling and persuading</td>
<td>Organising resources</td>
</tr>
<tr>
<td>Running meetings</td>
<td>Doing things right</td>
<td>Organising resources</td>
</tr>
<tr>
<td>Interviewing</td>
<td>Using systems</td>
<td>Organising resources</td>
</tr>
<tr>
<td>Organising resources</td>
<td>Getting people to do things</td>
<td>Organising resources</td>
</tr>
</tbody>
</table>

If using post-it notes or another method enabling items to be stuck to a wall (for example cards and ‘blu-tack’ putty), you can suggest that items be placed on either side of a vertical line or string (attach headings ‘leadership’ or ‘management’ to each side), in which case the strength of
association that each item has with either heading can be indicated by how close each item is positioned in relation to the dividing line (items that are felt to be both managing and leading can be stuck on the dividing line). The significance and importance of each item can be indicated by how high up the wall it is positioned. This creates a highly visual of ‘map’ of management and leadership competencies. The review discussion should investigate reasons and examples for why items are positioned, which can entail items being moved around to each team’s or whole group’s satisfaction and agreement.

Below is the list sorted into suggested categories for the facilitator to use when reviewing the activity. The answers are not absolute as context and style can affect category. There is certainly a justification for some of the ‘managing’ activities to appear in the ‘leading’ category if the style of performing them is explained as such, for instance ‘reporting the performance of the team in a way that attributes praise and credit to the team’ would be an activity associated with leadership, whereas ‘reporting’ is a basic management duty. You can add tasks, duties, responsibilities and behaviours to the list, and/or invite team members to add to the list with ideas or specific examples, before the exercise. To shorten and simplify the exercise remove items for which similar terms exist, and combine other similar items, for example reporting and monitoring.

managing
- reporting
- monitoring
- budgeting
- measuring
- applying rules and policies
- discipline
- running meetings
- interviewing
- recruiting
- counselling
- coaching
- problem-solving
- decision-making
- mentoring
- negotiating
- selling and persuading
- doing things right
- using systems
- communicating instructions
- assessing performance
- appraising people
- getting people to do things
- formal team briefing
- responding to emails
- planning schedules
- delegating
- reacting to requests
- reviewing performance

leading
- team-building
- taking responsibility
- identifying the need for action
- having courage
- consulting with team
- giving responsibility to others
- determining direction
- explaining decisions
- making painful decisions
- defining aims and objectives
- being honest with people
- developing strategy
- keeping promises
- working alongside team members
- sharing a vision with team members
- motivating others
- doing the right thing
- taking people with you
- developing successors
- inspiring others
- resolving conflict
- allowing the team to make mistakes
- taking responsibility for mistakes
- nurturing and growing people
- giving praise
- thanking people
- giving constructive feedback
- accepting criticism and suggestions
time management
organising resources
implementing tactics

being determined
acting with integrity
listening
Leadership Exercise

Supplies:
- Flip chart paper – one for each team
- Markers or crayons
- Tape

Assignment: Using the supplied material, ask groups to answer the following questions: (They can choose to draw picture, write list, fold paper, etc.)

1. EACH INDIVIDUAL should create their own list of the Top 10 internal qualities THEY think a great leader should possess. (Compassion, positive attitude, etc.)
2. EACH INDIVIDUAL should create their own list of the Top 10 external qualities THEY think a great leader should possess. (Dress professional, a smile, etc.)
3. EACH GROUP should now combine all of their lists to create one dynamic leader – listing 10 internal qualities and 10 external qualities created from the list they have each created.
4. Using the one leader they have created, ask participants if this is their kind of leader they aspire to be? Why or why not? (They may make modifications.) Have them list two to three reasons for each quality as to why it is important for their group.
5. EACH INDIVIDUAL should now consider their own personal leadership as compared to the leader they have on their paper. Have them identify which qualities they feel they currently possess and which ones they feel they would like to have more assistance on developing. What do they do to exemplify this quality? Why do they feel they have challenges in some areas? Have them share these with the group.
6. Once the group has shared, have them look for the commonalities among themselves. What are the places they can offer assistance to others to build better leaders? What areas does the group feel are challenges to themselves and the team?
7. EACH INDIVIDUAL should create at Top 10 list of specific action items they are going to do, using their strengths, to build leadership skills in other teammates and to build a stronger team.
8. EACH GROUP should create a TOP 10 list of things THE TEAM WILL DO to empower better leaders within their group using their strengths. EACH GROUP should also create a TOP 10 list of things THE TEAM WILL DO to help other work on the areas they perceive as challenges.

Debrief: Use the following as discussion starters for the group:

- What commonalities did you find when creating your common leader?
- What are some of the difference you have as a team? How can these differences become strengths for your team?
- Do you feel your team will be stronger as a result of this activity? Why or why not?
- How is the contribution you make to other individuals different from the contributions you make to the overall team?
- How are you going to ensure members continue to work together to increase their strengths and challenges as a team?
- Do you feel more empowered as a leader knowing you can use your strengths to create better leaders?
- How are you going to celebrate your achievements?
Appendix 3. Guidelines to the preparation of case studies by training workshop participants

Workshop participants (organised in small groups) will be assigned to develop their own case studies or to adapt a specific good practice from another organisation and/or another partner country, to the particularities of their own organisation. Thus participants will receive an instant opportunity to employ the innovative entrepreneurship skills they have acquired during the workshop(s). Guidelines to the preparation of case studies can be found below.

<table>
<thead>
<tr>
<th>Name of the case study</th>
<th>Description of the case study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The “situation before”:</td>
</tr>
<tr>
<td></td>
<td>Problems/issues:</td>
</tr>
<tr>
<td></td>
<td>Innovative/entrepreneurial action taken:</td>
</tr>
<tr>
<td></td>
<td>The “situation after”:</td>
</tr>
<tr>
<td></td>
<td>Who and what made the difference:</td>
</tr>
<tr>
<td></td>
<td>Lessons learned and transferable elements:</td>
</tr>
</tbody>
</table>

Why relevant for FIERE project?

Which sector?

- □ Public
- □ Voluntary association or organisation
- □ Network / Cluster
- □ Community or non-profit enterprise
- □ Other, what? ____________________________

Does the case demonstrate certain skills within organisation?

- □ Creativity & Innovation
- □ Analytical thinking and Resourcefulness
- □ Leadership and Resilience
Appendix 4. Questionnaire for ex-ante assessment of the level of skills of participants

**ASSESSMENT QUESTIONNAIRE**

How good are your leadership skills?

For each statement, choose the option in the column that best describes you. Answer questions as you actually are, rather than how you think you should be. When you are finished, calculate your total score by summing up the scores you have for the individual statements and refer to the score interpretation below to find out how good your leadership skills are.

<table>
<thead>
<tr>
<th>No</th>
<th>STATEMENT</th>
<th>Not at all</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very often</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>When assigning tasks, I consider people’s skills and interests.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>I never doubt myself and my ability to succeed.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>I expect nothing less than top-notch results from people.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>I don’t expect my people to work harder than I do.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>When someone is upset, I try to understand how he or she is feeling.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>When circumstances change, I always find a way to figure out what to do.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>I don’t think that personal feelings get in the way of performance and productivity.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>I am highly motivated because I know I have what it takes to be successful.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>Time spent worrying about team morale is time that’s well-spent.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>I rarely get upset and worried in the workplace.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>My actions show people what I want from them.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>When working with a team, I encourage everyone to work toward the same overall objectives.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13</td>
<td>I never make exceptions to my rules and expectations – I can bear with being the enforcer all the time!</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14</td>
<td>I enjoy planning for the future.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15</td>
<td>I never feel threatened when someone criticises me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16</td>
<td>I take time to learn what people need from me, so that they can be successful.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17</td>
<td>I’m optimistic about life, and I can see beyond temporary setbacks and problems.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18</td>
<td>I think that teams perform best when individuals learn new skills and challenge themselves instead of repeating the same tasks, perfecting them.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Score interpretation**
<table>
<thead>
<tr>
<th>Score</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-34</td>
<td>You need to work hard on your leadership skills. The good news is that if you use more of these skills at work, at home, and in the community, you’ll be a real asset to the people around you. You can do it – and now is a great time to start by using the FIERE resources!</td>
</tr>
<tr>
<td>35-52</td>
<td>You’re doing fine as a leader, but you have the potential to do much better. While you’ve built the foundation of effective leadership, this is your opportunity to improve your skills, and become the best you can be by using the FIERE resources.</td>
</tr>
<tr>
<td>53-90</td>
<td>Excellent! You’re well on your way to becoming a good leader. However, you can never be too good at leadership or too experienced – so look at the areas where you didn't score maximum points, and figure out what you can do to improve your performance using the FIERE resources.</td>
</tr>
</tbody>
</table>

*Source: [www.mindtools.com](http://www.mindtools.com)*
Appendix 5. Questionnaire for ex-post assessment of the level of skills acquisition

ASSESSMENT QUESTIONNAIRE

1. Define in brief the concepts of leadership and resilience as well as their role for the organisation.

2. Describe the meaning and role of leadership and resilience in your organisation.

3. Explain the significance of leadership and resilience for the quality of the services provided by the organisation.

4. Give examples of different techniques for enhancing the level of leadership and resilience in the organisation.

5. Explain how innovative entrepreneurship in the regions can be supported by organisational resilience.
6. Give examples of ways to enhance individual resilience within the workplace.

7. Which are the factors associated with innovation and entrepreneurship that determine the success at organisational and/or regional level?

8. Can you come up with innovative services that cater for the needs and expectations of customers and/or citizens?
Appendix 6. Questionnaire for general evaluation of training workshops by participants

EVALUATION QUESTIONNAIRE

Please indicate how much you agree with the following statements using the scale provided, where: 1 = strongly disagree and 5 = strongly agree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The workshop purpose and objectives were clearly stated</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The workshop agenda covered all necessary issues</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The workshop materials I received were well prepared</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The workshop participants were actively involved</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The workshop was a good opportunity for discussion</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The workshop time was used effectively</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The workshop venue was convenient for me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The workshop fulfilled my expectations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

What aspects of the workshop were particularly useful to you?
...................................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................

What aspects of the workshop were less useful to you?
...................................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................

Do you have any additional comments about the workshop?
...................................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................

Please leave your e-mail to be informed about the project updates: .........................