Pilot Training Programme

Learners’ Package

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

Prof. Bill O’ Gorman
Dr. Valerie Brett

August 2015

Waterford Institute of Technology
ACKNOWLEDGMENTS

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.

Professor Bill O’ Gorman

Waterford Institute of Technology (Ireland)

August 2015
CONTENTS

1. Introduction ................................................................................................................................................... 1
  1.1. Training modules objectives and relevance for the FIERE project and its target groups .......... 1
  1.2. Training programme learning objectives ............................................................................................... 2
  1.3. Training module structure ...................................................................................................................... 3

2. The concept of Leadership and Resilience .................................................................................................... 4

3. Relevance of identified skills for Regional Organisations.............................................................................. 7
  3.1. FIERE Skills Needs Analysis Survey ......................................................................................................... 8
  3.2. Key Survey findings on the importance of “Leadership and Resilience” ............................................... 8

4. Module Description ..................................................................................................................................... 11

5. Case Study Summaries for the Leadership and Resilience Module ............................................................ 13
  5.1. Summary Case Study 1: Innovation Centre for Young People – ICY .................................................... 13
  5.2. Summary Case Study 2: Libera Terra .................................................................................................... 14
  5.3. Summary Case Study 3: In.Cubo – Incubator of Innovative Business Initiatives............................... 15

6. Conclusions and Recommendations ............................................................................................................ 17

References & Further Reading ........................................................................................................................ 18
Useful Websites............................................................................................................................................... 19
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; Einurdf ei - 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 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 were 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 organisations 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 website\(^1\).

---

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, team work, 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