**Training Fiche Template**

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| **Title** | **Module 6: IMPLEMENTATION** | | |
| **Keywords** | Set goals, framework, net-work, management, evaluate, reconstruct | | |
| **Objectives** | Set goals, management and follow-up | | |
| **Learning outcomes** | Set long-, medium- and short-term goals. Define priorities and form action plans. Follow-up and adapt to unforseen changes. | | |
| **EQF Level** | Level 4 | | |
| **Skills/competences** | To be structured in your implementation, according to goal setting, evaluating and reconstructing. | | |
| **Prerequisite / Duration** | 35 minutes | | |
| **Topics** | 1. **Implementation:**   **Unit 1: Set goals.**   * **Section 1: Be specific**   Your goals must be clear, i.e., try to avoid words like “more”, instead use specific numbers.  Set up sub targets, i.e., short- and medium-term goals to achieve on your way to your long-term goal. Be specific when your goals should be achieved so that you have something clear and visible to work towards.  Your goals should be challenging, but reasonable, thus be inspiring which will give you energy, orientation and unanimousness. If goals are too hard or impossible to reach, there could be both stress and resignation. So be careful with your goals. * **Section 2: Framework**  Your goals should be measurable, so that you in an easy way can see when you have achieved each and every goal. It is important to focus on what is important.  Everyone in the business should also be able to understand them. All the goals should complement the others, short- and medium-term goal should thus support the long-term goal. Decide who will be responsible for each task.  Each goal short-term, medium-term or long-term are thus important. One way to keep your spirits up is to think through and write down what will happen when each goal is achieved. * **Section 3: Be realistic**   Set goals that are achievable.   Try to predict any possible obstacles to prevent you from achieving your goals and how to concur them. The goals should be challenging, inspiring and realistic. Goals will make things happen, nevertheless if one experience the goals too unachievable it risks to hinder the progress. This kind of goals could create both stress and resignation. That is why the short- and medium-term goals are important as well because those will help to maintain inspired and focused, so that you could reach your long-term goals.   **Unit 2: Management & Follow-Up**   * **Section 1: Net-Work**  What competences are you in need of? Create a net-work with people with the competences you need. First look within your business are there already people within your organization that have these competences? If not, whom do either one of you have in your circle of acquaintances?  Make a list of everyone that could be possible partners in your net-work.  Contact everyone. Build a digital net-work. * **Section 2: Time Limits**  Set time-limits. Predict and decide how much time each task could make use of. Now make a schedule, when to do what, i.e., in which order you will implement each task. To make schedules there are different tools on the Internet that you can use to structure in a good way, e.g., Gantt\* It is of great importance that you stick to the plan.  \*More information in Unit 3 * **Section 3: Evaluate – Reconstruct**  EVALUATE continually. When planning time also plan when to evaluate, maybe in the middle of each task.  To make this easy, be sure that each and everyone documents thoroughly during the process and saves all information. Make this a routine. This routine is necessary:  To get current information. To see what has happened. That will give you a chance to adapt to any unforseen changes and make neacessary reconstructions. * **Unit 3: Tools.**  There are many different tools on the Internet which could help you structure the implementation of your business  **SMART** **S**pecific **M**easurable **A**chivable **R**elevant and Time bound = SMART is a tool for setting goals.  **GANTT** Gantt is a chart where you can structure your activities in time.  **SWOT**  **S**trengths **W**eaknesses **O**pportunities and **T**hreats = SWOT is a tool you could use to find the above on different levels in your organisation. | | |
| **Self-evaluation (multiple choice queries and answers)** | 1. Your goals should be a) specific b) measurable c) achievable d) **all of the above** 2. Is it important to set time-limits? a) **Yes** b) No 3. How often do you need to evaluate? a) In the end. b) **Continually** c) In the beginning 4. What is the next step after evaluating? a) Give up b) Continue as before c) **Make necessary changes** 5. What is SMART? a) **A tool for setting goals.** b) A tool to structure your activities in time c) A financial tool | | |
| **Checklist** | * Set specific and realistic goals for your business. Your goals should be challenging, but also reasonable and inspiring. * Create a net-work, include people already in your business and people in your circle of acquaintances. * Set time-limits and stick to your plan. * Evaluate continually and adapt to changes. * Find, and use, tools on the internet to help you plan and manage time. | | |
| **Resources (videos, reference link)** | Useful tools:  <https://www.gantt.com/>  <https://www.mindtools.com/pages/article/newTMC_05.htm>  <https://www.mindtools.com/pages/article/smart-goals.htm> | | |
| **Case studies/good practices/testimonials** | **Name** | Junior Achievement Sweden | |
| **Description** | In Sweden there is an organization working with Swedish students to give them tools to start their own companies in the future. This organization is called JA Sweden and their most recognized educational program is called the Company Program (UF-företagande) where students are taught about entrepreneurship. There are many parts in this work of course but one of the important parts is to work with setting short-, medium- and long-term goals and to evaluate your work.  The following information is from JA Sweden’s own website:  **“About JA Sweden**  Junior Achievement Sweden is a non-profit organization working to promote entrepreneurship among Swedish students and to facilitate relationships between industry and the Swedish school system.  **Entrepreneurship can be taught**  Junior Achievement Sweden provides educational programs in entrepreneurship for elementary to high school students to ensure the progression of entrepreneurship education within the Swedish school system. The programs are designed to stimulate creativity and entrepreneurship, give students insight into /.../ business conditions and driving forces and to raise awareness of the importance of entrepreneurship. The cornerstone of Junior Achievement Sweden philosophy is that entrepreneurship can be taught. Junior Achievement Sweden is part of the global organization Junior Achievement Worldwide. ([https://www.jaworldwide.org/]](https://www.jaworldwide.org/%5d) *my comment*).  **Three teaching curriculums**  Entrepreneurship in elementary and middle school is about creativity, innovation, and activity. The objective is to secure a teaching environment that is characterized as being creative and dynamic and motivates pupils and teachers to learn and teach. Junior Achievement Sweden offers three teaching curriculums, *Our Community, Its My Business*and *Economics for Success*, reaching approximately 60 000 students yearly.  **450 000 students**  Junior Achievement Sweden's most recognized educational program is called the Company Program (UF-företagande). The Company Program provides high school students the opportunity to start and run a business during an academic year. Students experience first-hand an entire life cycle of a business from recognizing an unfulfilled market need, writing a business plan, setting up their company, raising capital to produce/develop the product, marketing and sales of the product and finally liquidating operations and paying out any dividends.  /.../  Through trade shows and competitions, students focus on product innovation, entrepreneurship and commercial competencies. In 2019/20 school year, over 33 700 students have participated in the Company Program and more than 450 000 students have participated in the education program since 1980.  Junior Achievement Sweden launched an alumni network in 2010 to continue to stimulate entrepreneurship among former students and allow young entrepreneurs to share their experiences. Today, the network consists of alumni who meet regularly throughout the year at educational workshops and meetings.  **Two studies**  Karl Wennberg, PhD, Stockholm School of Economics, Center for Entrepreneurship, has studied and released two studies on Junior Achievement Sweden Company Program graduates. The 2011 study reported that Junior Achievement Sweden Company Program graduates were more like to start a company than people without Company Program experience and that those companies started by Company Program graduates had higher revenue, job creation and company longevity. The 2013 study reinforced that Junior Achievement Sweden Company Program graduates were more likely to start a company. In addition, the study found that Company Program graduates who chose to seek employment had a higher level of labour market establishment than those students without Company Program experience. These studies showed entrepreneurship training has a positive role in the individual’s entrepreneurial career and in workforce readiness and reinforces that Junior Achievement Sweden’s mission is important for the continued entrepreneurial development of Sweden” (<https://ungforetagsamhet.se/about-ja-sweden-0)> | |
| **Link of interest** | [**https://ungforetagsamhet.se/about-ja-sweden-0**](https://ungforetagsamhet.se/about-ja-sweden-0)  [**https://www.jaworldwide.org/**](https://www.jaworldwide.org/)  [Study, Practice makes perfect](https://ungforetagsamhet.se/sites/default/files/general_files/practice-makes-perfect.pdf)  [Study, The effects of education and training in entrepreneurship](https://ungforetagsamhet.se/sites/default/files/general_files/the-effects-of-education-and-training-in-entrepreneurship.pdf) | |
| **Language** | English | | |
| **Training Area** | The “what, where, and how” of Intangible Cultural Heritage: understanding the 5 ICH domains and ICH manifestations and expressions. | |  |
| Key principles of ICH safeguarding | |  |
| Unlocking the socio-economic potential of ICH: how to leverage intangible assets | |  |
| Communication and Knowledge Transfer | |  |
| **Financial and Management competencies** | |  |
| **Strategic Planning & Thinking, Prospective Thinking, Shared Stewardship** | |  |
| Digital Competencies | |  |
| **Glossary** | **framework**: a basic conceptional structure (as of ideas),  **net-work**: a usually informally interconnected group or association of persons (such as friends or professional colleagues,  **management**: the act or skill of controlling and making decisions about a business,  **implementation**: the process of making something active or effective | | |
| **Bibliography** | Lindquist, M. (2016). Mitt UF-företag Entreprenörskap på riktigt. Stockholm: Natur & Kultur. | | |
| **Provided by** | HEA, HALSINGLAND EDUCATION ASSOCIATION | | |