



MINISTRY OF
EDUCATION AND
SCIENCE



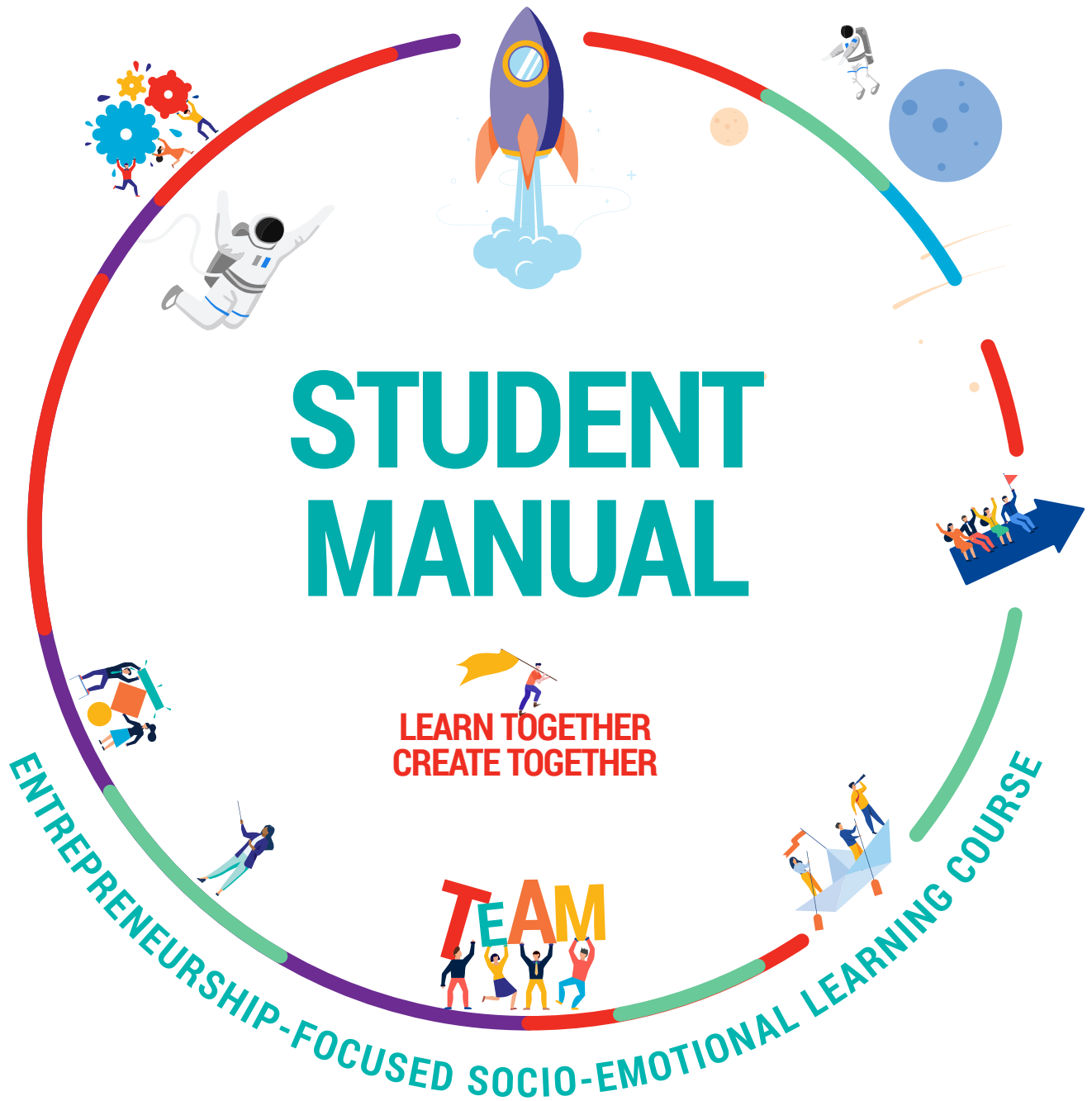
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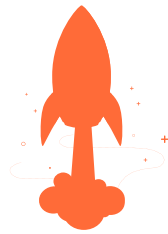
THE WORLD BANK
IBRD · IDA | WORLD BANK GROUP



Save the Children



2024



STUDENT MANUAL

LEARN TOGETHER
CREATE TOGETHER

PROJECT BRIEF

Save the Children initiated and implements a project, Entrepreneurship-Focused Socio-Emotional Skills For The Most Vulnerable Youth In Rural Mongolia, funded by the Japanese Social Development Fund managed by the World Bank. The project, implemented from 2020 to 2023, aims to develop entrepreneurship-focused socio-emotional skills, targeting 6,000 youth aged 14-24 from 25 soums (villages) of Khovd, Zavkhan, Uvurkhangai, Gobisumber, and Sukhbaatar aimags (provinces), representing the western, eastern, central, and khangai regions of Mongolia.

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Mrs. Barbara Freeman

International Consultant, Socio-emotional Skills and Entrepreneurship

Mr. Erdenebat Bat-Orshikh

National Consultant, Entrepreneurship

Mrs. Purevdorj Oyunaa

National Education Consultant and National Education Consultancy Team Leader

Mrs. Sed Sanjaabadam

National Consultant, Educational Psychology

Mrs. Amgalan Enkhtogtokh

National Consultant, Training Curriculum

Mrs. Bazarkhan Kharashash

National Consultant, Training Curriculum

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Lessons for SEL - www.lessonsforSEL.com

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CONTENTS

TERMINOLOGY	8
NOTES FOR STUDENTS	10
ONE. ABOUT THE COURSE	12
COHESION OF THE COURSE CONTENT AND STUDENT'S KNOWLEDGE, SKILLS AND ATTITUDES	14
OPERATIONALIZATION OF THE COURSE	16
PERSONAL SKILLS ASSESSMENT TEST 1	19
TOPIC 1: MY ENTREPRENEURSHIP SKILLS	21
1.1 Self-awareness and self-efficacy	22
1.2 Recognize the personality traits of one's peers	39
1.3 Time management	48
ASSESSMENT OF TOPIC 1	53
TOPIC 2: INTRODUCTION TO ENTREPRENEURSHIP	55
2.1 What is entrepreneurship	56
2.2 Entrepreneurship approaches	66
2.3 Entrepreneurship actors	70
ASSESSMENT OF TOPIC 2	73
TOPIC 3: ENTREPRENEURSHIP NEEDS AND OPPORTUNITIES	75
3.1 Identifying the needs of community members, cooperations, and groups	76
3.2 Acknowledging different needs	82
3.3 Discovering experiences that meet needs and putting ideas into practice	89
ASSESSMENT OF TOPIC 3	91

TOPIC 4: DEVELOPING ENTERPRISE PROJECT	93
4.1 Entrepreneurship idea development and its implementation, opportunities, and obstacles	94
4.2 Financial resources	100
4.3 Business planning	104
4.4 Potential risks during the project implementation and mitigation measures	114
ASSESSMENT OF TOPIC 4	119
TOPIC 5: IMPLEMENTATION AND MONITORING OF ENTERPRISE PROJECTS	121
5.1 Arrangement for the enterprise project implementation	122
5.2 Process of enterprise projects and anticipating results	128
5.3 Project evaluation	132
ASSESSMENT OF TOPIC 5	137
TOPIC 6: REVISING ENTERPRISE PROJECTS	139
6.1 Arrangements for the enterprise project implementation	140
TOPIC 7: DEVELOPING A NEW PROJECT	145
7.1 Preparation of new project	146
APPENDIX 1. MY THOUGHTS ON EMOTIONS	150
APPENDIX 2. TEST - MY ENTREPRENEURSHIP SKILLS AND QUALITIES	151
APPENDIX 3. EXAMPLES OF CRITERIA OF THE “ENTREPRENEURSHIP FOCUSED SOCIO-EMOTIONAL SKILLS FOR THE MOST VULNERABLE YOUTH IN RURAL MONGOLIA” PROJECT OF SAVE THE CHILDREN	152
APPENDIX 4. LIST OF ENTERPRISE IDEAS	153
APPENDIX 5. SAMPLE QUESTIONS TO ASK LOCAL BUSINESSES	154
APPENDIX 6. FINAL COURSE TEST	156

TERMINOLOGY



ENTERPRISE

An entity that carries out social, humanitarian, and ecological business activities

An entity engaged in a business or other forms of activities, especially one that will earn money.

(<https://dictionary.cambridge.org/dictionary/english/enterprise>)

BUSINESS ENTERPRISE

A person or entity that makes a profit by engaging in activities related to the production and sale of products and services. (<https://bizfluent.com/about-6721330-business-enterprise.html>)

SOCIAL ENTERPRISE

Undertaking of activities for not-for-profit – businesses that serve for social benefit, humanitarian, or ecological purposes. (Start-up business, related glossary of terminologies, 2016)

ENTREPRENEUR

Employer, business person

A person who sets up a new business, enterprise, or initiative for social benefit, taking on financial risks (Cambridge International AS and A Level Business Coursebook Third Edition. Peter Stimpson and Alastair Farquharson. Page 11)

ENTREPRENEURSHIP

Undertaking business that involves creative thinking and innovation for profit. (Start-up business, related glossary of terminologies, 2016)

MONEY

An instrument accepted as a measure of value, value keeper, or a means of payment

(<https://www.merriam-ebster.com/dictionary/money>)



INCOME

Money or recurrent benefit that derives from sales of products or services to the customers. (Glossary of economic and financial terminologies, the Bank of Mongolia, 2015)

EXPENSE

The amount paid to acquire or purchase something. (Glossary of economic and financial terminologies, the Bank of Mongolia, 2015)

RISK

Probabilities of loss of money, financial deficiency, and uncertainty. (Glossary of economic and financial terminologies, the Bank of Mongolia, 2015)



SAVING

Deposited cash for accumulation in a financial account. (Glossary of economic and financial terminologies, the Bank of Mongolia, 2015)

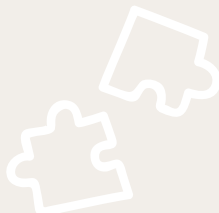
INSURANCE

A guarantee of financial compensation from the insurance company in the event of damage to property, health, or life. This assurance is purchased by making the appropriate payment. (Glossary of economic and financial terminologies, the Bank of Mongolia)



MIND MAPPING

A mind map is a visualization technique and brainstorming tool to organize ideas without thinking about structure or logical lines. It helps to visualize ideas, draw analysis, and retrieve information for a specific issue. It allows us to explore central ideas and all of their related topics, in a non-linear way.



NOTES FOR STUDENTS



The entrepreneurship-focused socio-emotional learning course is designed to help you acquire the knowledge, skills, and mindset you will need to succeed at school, as well as in your employment and your life. With the help of this course, children and youth will be able to realize their aspirations to achieve their dreams of self-employment, develop confidence and belief in their abilities, create a positive impact in their communities, and develop higher levels of truthful self-awareness and self-recognition.

By participating in the course, you can develop a growth and entrepreneurial **MINDSET** that will include:

- Gaining the confidence to do something diligently and consistently in the face of challenges
- Learning from mistakes and applying them to actions
- Challenging oneself, striving to move forward in difficult times, and being invincible
- Being curious about other people's experiences, open-minded, and asking questions
- Putting ideas into action, and being determined and courageous to overcome obstacles with others
- Learning ways for effectively managing uncertain circumstances, as well as detecting and mitigating risks



Non-classroom
learning
activities



Classroom
learning
activities



As this manual will be used throughout the course, it is essential that you have it with you at all times.

Within the framework of 21st Century Skills, ESEL will develop the following **SKILLS**:

- Self-awareness, self-recognition, identifying one's own emotions, stress management, time management, measuring one's strengths and agencies
- Creative and innovative skills, exploring of new opportunities, coming up with new ideas and experimenting with them
- Effective communication in a variety of contexts utilizing appropriate techniques, understanding others, attentive listening, asking questions, and explaining one's ideas
- Teamwork
- Recognizing and acknowledging social and cultural differences and similarities
- Critical thinking, gathering information, analyzing causes, ethical decision-making and self-reflection, and adaptive skills for confronting any difficulties

These skills will be developed through the following **KNOWLEDGE**:

- Entrepreneurship fundamentals
- Business planning
- Financial literacy
- Mobilization of resources and implementing plans
- Digital literacy

We wish you the best of luck!



COHERENCE BETWEEN THE COURSE CONTENT AND STUDENTS' KNOWLEDGE, SKILLS, AND MINDSET

The course will be organized into the following **7 topics**.

- 1 MY ENTREPRENEURSHIP SKILLS
- 2 INTRODUCTION TO ENTREPRENEURSHIP
- 3 ENTREPRENEURSHIP NEEDS AND OPPORTUNITIES
- 4 DEVELOPING ENTERPRISE PROJECT
- 5 IMPLEMENTATION AND MONITORING OF ENTERPRISE PROJECTS
- 6 REVISING ENTERPRISE PROJECTS
- 7 DEVELOPING A NEW PROJECT

2-3 sub-topics are included in each of the **7 topics** above, and both classroom and non-classroom formats will be used to structure the learning. You will be able to finish non-classroom learning tasks individually or in a group using the knowledge, skills, and mindset you acquired in the classroom. You will receive support from teachers/counsellors, mentors, advisors, and visitors throughout the learning process.

Please refer to the following table to see what knowledge, skills, and mindset you will acquire through each topic and sub-topic.

TOPIC	SUB-TOPICS	STUDENTS WILL ACUIRE		
		KNOWLEDGE	SKILLS	MINDSET
1	1.1 Self-awareness and self-efficacy	Knowledge of social psychology	Believing in one's abilities, self-awareness, recognizing and regulating one's emotions	Being aware of one's own mindset characteristics and traits, as well as taking the initiative.
	1.2 Recognize the personality traits of one's peers		Self-realization, team building, teamwork, defining team roles, and communication	
	1.3 Time management		Time management and stress management	
2	2.1 What is entrepreneurship?	Entrepreneurship fundamentals	Social and cultural awareness of entrepreneurship, creativity and innovation, teamwork, and communications	Entrepreneurial mindset and open-minded being to collaborations
	2.2 Entrepreneurship approaches			
	2.3 Entrepreneurship actors			
3	3.1 Identify the needs of community members, cooperatives	Digital literacy and entrepreneurship fundamentals	Creativity, innovation, teamwork, communication, and critical thinking	Curiosity, initiative, and entrepreneurial mindset
	3.2 Recognize different needs			
	3.3 Identify practices that provide for needs and develop ideas of the team			



		KNOWLEDGE	SKILLS	MINDSET
4	4.1 Challenges, opportunities, and ways to develop and implement entrepreneurship ideas	Entrepreneurship fundamentals	Social and cultural awareness of entrepreneurship, creativity and innovation, teamwork, and communication	Curiosity, initiative, putting effort in the face of uncertainty, and persistence
	4.2 Financial resources	Financial literacy		
	4.3 Business planning	Knowledge of resource mobilization and Implementation plans		
	4.4 Risks encountered in project implementation and ways to reduce them	Knowledge of risk anticipation and mitigation		
5	5.1 Operationalization of the enterprise project implementation	Knowledge of resource mobilization and implementation plans, entrepreneurship fundamentals, financial literacy, and digital literacy	Social and cultural awareness of entrepreneurship, teamwork, critical thinking, and communication	Curiosity, initiative, learning from uncertainty, risks and mistakes, effort, and persistence
	5.2 Process of the enterprise project and progress monitoring			
	5.3 Reviewing the project			
6	6.1 Revising the project	Knowledge of Resource mobilization and implementation plans, business planning, financial literacy, and digital literacy	Creativity, innovation, teamwork, and critical thinking	Taking initiative, learning from uncertainty, risks and mistakes, effort, and persistence
7	7.1 Preparing for new project development	Applying knowledge, skills, and mindset to developing new projects in a team or independently		

OPERATIONALIZATION OF THE COURSE

The ESEL course will take place in local schools and lifelong learning centers and it is arranged as follows for student groups:

In the classroom and during group sessions: The course will include 20-24 students, organized into teams with 4 students in each team. The teams will be managed in the form of **MINI-Enterprises**, with the following “positions” assigned to the students.

- **OPERATIONS MANAGER**
- **COMMUNICATIONS MANAGER**
- **HUMAN RESOURCES MANAGER**
- **MATERIAL RESOURCES MANAGER**

Each "**official**" of the team will be responsible for their position’s duties. The table below shows what **KNOWLEDGE**, **SKILLS**, and **MINDSET** they will acquire:

POSITION	DUTIES	DEVELOPMENT OF KNOWLEDGE, SKILLS AND MINDSET
TEAM OPERATIONS MANAGER	<ul style="list-style-type: none"> • Planning and implementing the fortnightly activity plan of the team operations manager • Assign the tasks given during the training to the team members, monitor the performance and results of the team • Plan and implement team activities with team members on a fortnightly basis, and monitor performance delays • Write a fortnightly report with the team on the performance and results of the team's work • Present the teacher's evaluation to the team members and include recommendations in the action plan for the next 2 weeks • Introduce team activities to others 	<p>Self-confidence</p> <p>Time management</p> <p>Active listening, asking questions, explaining ideas, and understanding others' ideas</p>



TEAM COMMUNICATIONS MANAGER	<ul style="list-style-type: none">• Planning and implementing the fortnightly activity plan of the team communications manager• Plan and deliver all meeting correspondence related to team members• Schedule meetings with teachers, advisors, and mentors on behalf of team members, and notify the operations manager of the date, time, and location• Schedule the date, time, and location of meetings with other teams and notify the operations manager• During the implementation of the project, deliver the official letter for the meeting with local organizations, enterprises, and citizens, schedule the date, time, and location of the meeting, and notify the operations manager• Collaborate with other teams' communications managers• Write a fortnightly report on the performance and results of the planned work and present it to the team• Introduce team activities to others	<p>Expressing opinions in oral and written forms</p> <p>Waiting for a common goal together</p>
TEAM HUMAN RESOURCES MANAGER	<ul style="list-style-type: none">• Planning and implementing the fortnightly activity plan of the team HR manager• Keep attendance registration of team members and participation in training• Create a database of team members and maintain regular contact• Make a list of people that the team members need to meet during the execution of the project and give it to the communication manager• Monitor and assist the performance of each team member's training activities• Collaborate with HR Managers of other teams• Write a fortnightly report on the performance and results of the planned work and present it to the team• Introduce team activities to others	<p>Plan and organize</p> <p>Learn from mistakes</p>



	DUTIES	DEVELOPMENT OF KNOWLEDGE, SKILLS AND MINDSET
TEAM HUMAN RESOURCES MANAGER	<ul style="list-style-type: none"> • Planning and implementing the fortnightly activity plan of the team material resources manager • Prepare necessary financial and other materials such as books, manuals, paper for the team, • Preparation of classrooms, desks, chairs, and stationery necessary for teamwork, particularly the project work • Prepare necessary materials and tools during project implementation (printing, duplicating, copying, etc.) • Identify the needs for financial resources and present them to the relevant people when required • Monitor team members in a working environment that is organized, clean, and with no negative effects • Collaborate with material resources managers of other teams • Write a fortnightly report on the performance and results of the planned work and present it to the team • Introduce team activities to others 	<p>Show initiative</p> <p>Anticipate unforeseen circumstances and reflect upon them</p>

Team managers will share with the teacher/ counsellor how they performed, what problems they faced, and how they solved them.

For example:

◇ Ask the human resources manager why a team member is absent on a particular day of the course;

◇ Ask the material resources manager if there aren't enough materials for the team or the classroom;

◇ Ask the operations manager the reason why task is not completed;

◇ Ask the communication manager to clarify the reason, why the students are not aware of when have not to with the teacher/ counsellor or made an appointment,



Teams need to plan their work for **14 days** and review their performance at the end of **14 days**.

TEST 1. SOCIO-EMOTIONAL SKILLS TEST

Fill in the following table assessing the level of your socio-emotional skills from 1 (lowest) to 10 (highest), then cut out this page and give it to your teacher/counsellor.

SKILLS	DESCRIPTION OF SKILLS	YOUR CHOICE									
		1	2	3	4	5	6	7	8	9	10
Regulating your emotions	<i>Able to control yourself and be conscious of when to be joyful and angry in a crowd.</i>										
Understanding the emotions of others	<i>Able to recognize others' emotions of happiness, anger, sadness, or confusion, and communicate accordingly.</i>										
Empathize with others	<i>Able to show empathy for others.</i>										
Self-awareness	<i>Able to know your strengths and limitations and accept responsibility as necessary.</i>										
Self-confidence	<i>Able to make the best decisions in challenging circumstances using your capacity and instinct.</i>										
Flexibility	<i>Able to accept and understand people from diverse backgrounds.</i>										
Comply with the rules	<i>Able to execute any tasks as long as they comply with the rules.</i>										
Communication with others	<i>Able to understand and listen to others, express oneself, and communicate with support.</i>										
Collaborating with others	<i>Able to work effectively with others to accomplish a shared goal.</i>										



Name:

Class:





		YOUR CHOICE									
		1	2	3	4	5	6	7	8	9	10
Working towards goals with plans, creativities, and innovations	<i>Able to set goals and work with a plan to create results.</i>										
Critical thinking	<i>Able to make the right decision based on critical thinking and reasoning.</i>										
Responsibility ownership	<i>Be accountable for your duties and take responsibility for their consequences.</i>										
Decision making	<i>Able to make critical decisions in a short time.</i>										
Be proactive	<i>I can take many initiatives.</i>										
Making an effort	<i>When I encounter a challenging task, I keep trying until I achieve the desired outcome.</i>										
Time management	<i>I have good time management skills.</i>										
Growth mindset	<i>I learn from my experiences and can develop myself even more.</i>										
Curiosity	<i>I learn from my experiences and can develop myself even more.</i>										
Be ready for uncertain situations	<i>Able to take risky and courageous steps to achieve goals.</i>										
Managing your failures	<i>If something fails, I look for other ways to succeed.</i>										
SUMMARY OF POINTS EARNED											

Please keep he test paper.



TOPIC 1:

MY

ENTREPRENEURSHIP SKILLS

SUB-TOPIC 1.1

SELF-AWARENESS AND SELF-EFFICACY

SUB-TOPIC 1.2

RECOGNIZE THE PERSONALITY TRAITS OF ONE'S PEERS

SUB-TOPIC 1.3

TIME MANAGEMENT

TOPIC 1: MY ENTREPRENEURSHIP SKILLS

Sub-topic 1.1

SELF-AWARENESS AND SELF-EFFICACY

Objective

By actively participating in the learning activities of this sub-topic, you can develop the following knowledge, skills, and mindset:

- What are emotions and how do they work?
- Recognizing both your own and other people's emotions
- Identify your interests, strengths, weaknesses, working and learning styles, and values
- Believing in one's power and mastering the ability to manage it

The following tools and materials will be used in the training session:

- Video 1 about emotions - What are emotions?
- Video 2 about emotions - Let's name the emotions
- Video 3 - controlling and reducing stress - Stress management
- Student Manual
- Flipchart paper
- Marker, pen, etc. to make notes of the teamwork.



Start by getting to know your friends in the class as suggested by the teacher/counsellor



The teacher/counsellor will ask and discuss the emotions you had as you got to know your friends. Therefore, be prepared and actively take part in this.



Learn about the various emotions we experience and their significance as you watch the video carefully.



Exercise 1



Emotions

Select the emotion you feel the most and write it down in the column next to the table below!

WHAT EMOTIONS DID YOU MOSTLY FEEL OVER THE LAST 7 DAYS?

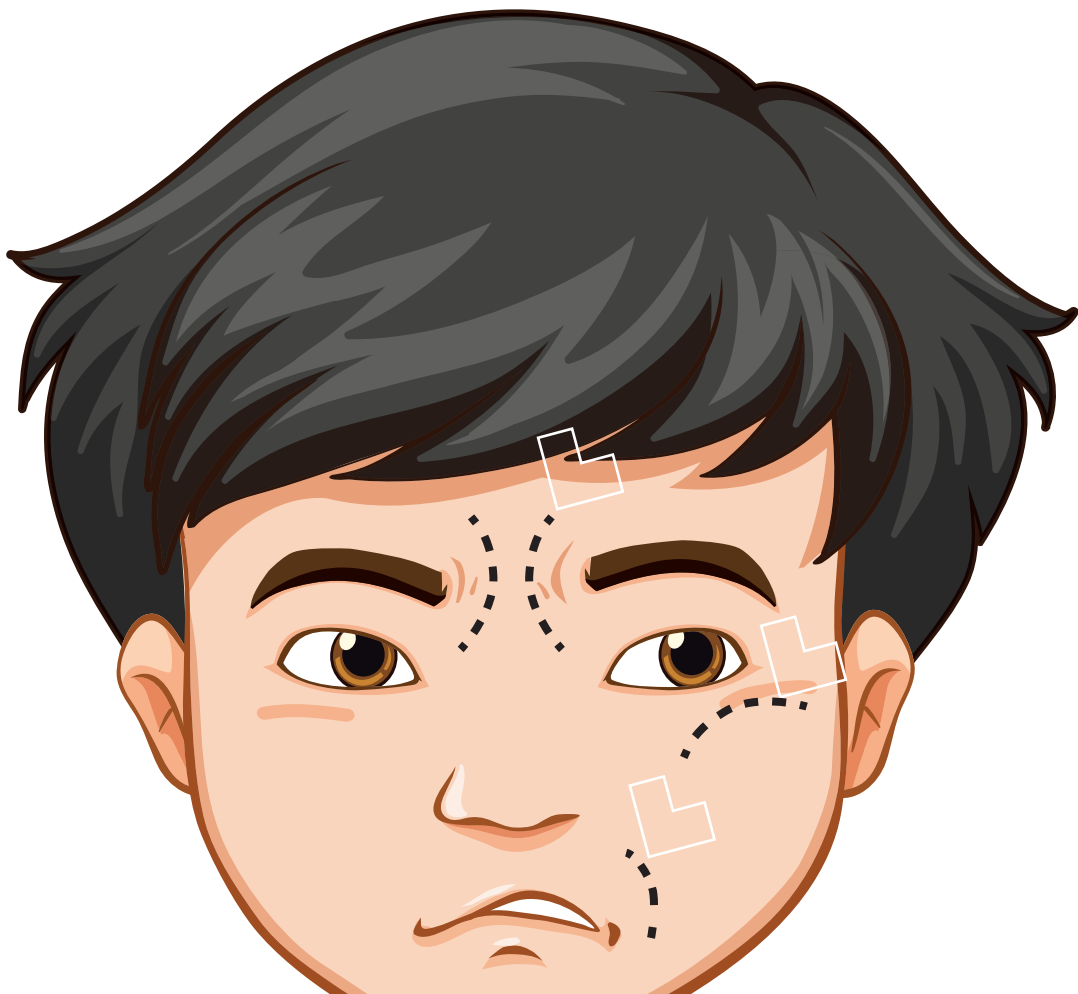


😊	<p>Emotions</p> <p>Happy</p> <p>Excited</p> <p>Sad</p> <p>Ashamed</p> <p>Lonely</p> <p>Grieved</p> <p>Scared</p> <p>Pressure</p> <p>Offended</p> <p>Angry</p> <p>Pity</p> <p>Love</p> <p>Depressed</p> <p>Disappointed</p> <p>Upset</p> <p>Annoyed</p> <p>Bored</p> <p>Resisting</p> <p>Believe</p> <p>Fear</p> <p>Cheerful</p> <p>Energized</p> <p>Amazed</p> <p>Shocked</p> <p>Fascinating</p> <p>Concerned</p> <p>Stunned</p> <p>Proud</p>	<p>The strongest emotions I have had in the last 7 days were....</p>
☹️		

The emotional state of all people is reflected in their **FACE**. Therefore, it is possible to identify emotions by observing facial appearances and features, including the eyebrows, eyelids, eye contacts, and nose movements. For example, when surprised by something, a person's eyebrows are raised, eyes widen, and the jaw is lowered. When a type of emotion is detected, the facial expression lasts about 0.5 to 4 seconds, unless the person tries to force it to change. Learning to recognize people's emotions by observing their faces is useful while communicating with other people.

Research has found that **HUMAN BODY MOVEMENTS AND EXPRESSIONS** can convey many kinds of emotions, including self-pride, shame, anger, fear, and dislike. For example, when someone feels confident in him/herself, his/her shoulders are smooth, the head is forward, hands are raised or hands on his hips. Emotions are expressed through facial and body movements, regardless of race or culture.

People use thousands of words to express their emotions. Sometimes **SPECIFIC WORDS** are used to convey direct emotions. For example, people often say "I'm afraid" when they are fearful. In other situations, emotions will still be expressed through **BODY EXPRESSION** even if it is not explicitly expressed. In order to accurately communicate with people, you need to be aware of the words people use and the way they interact. In addition to using words, people can express their feelings through their **TONE OF VOICE AND SPEED OF SPEECH**.





Exercise 2.

Emotional language, facial and body expressions

Choose one of the emotions that you selected in Exercise 1, and describe how it revealed itself in your speech, facial expressions, and body language - or please draw a picture.

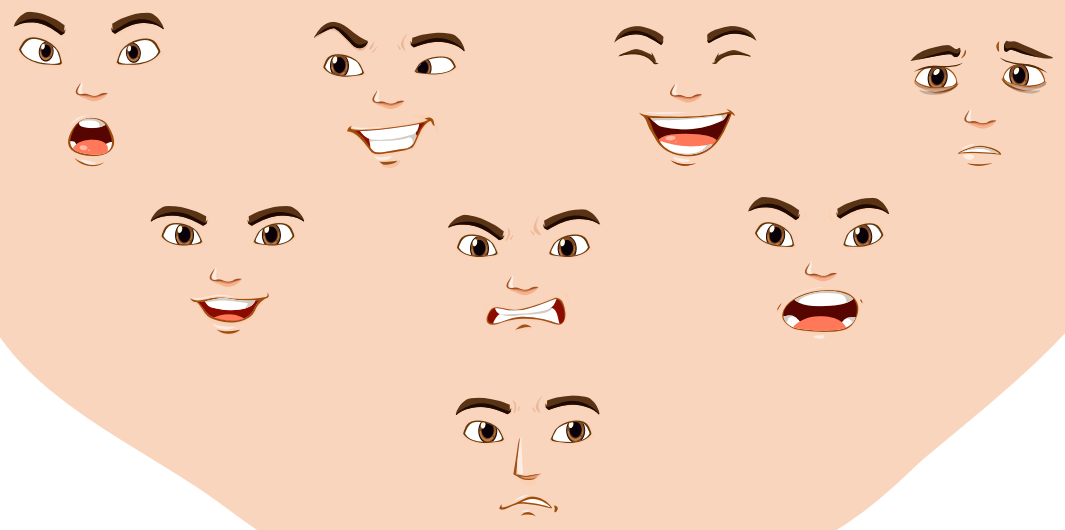
EMOTIONS:

Words and phrases used:

The tone of voice:

Speed of speech:

FACIAL EXPRESSION:		BODY LANGUAGE:	
Eyes		Head	
Eyelids		Shoulder	
Eyebrows		Chest	
Nose		Hands	
Lips		Feet	
Others		Others	





Draw a person with emotions using the facial expressions and body language above

.....



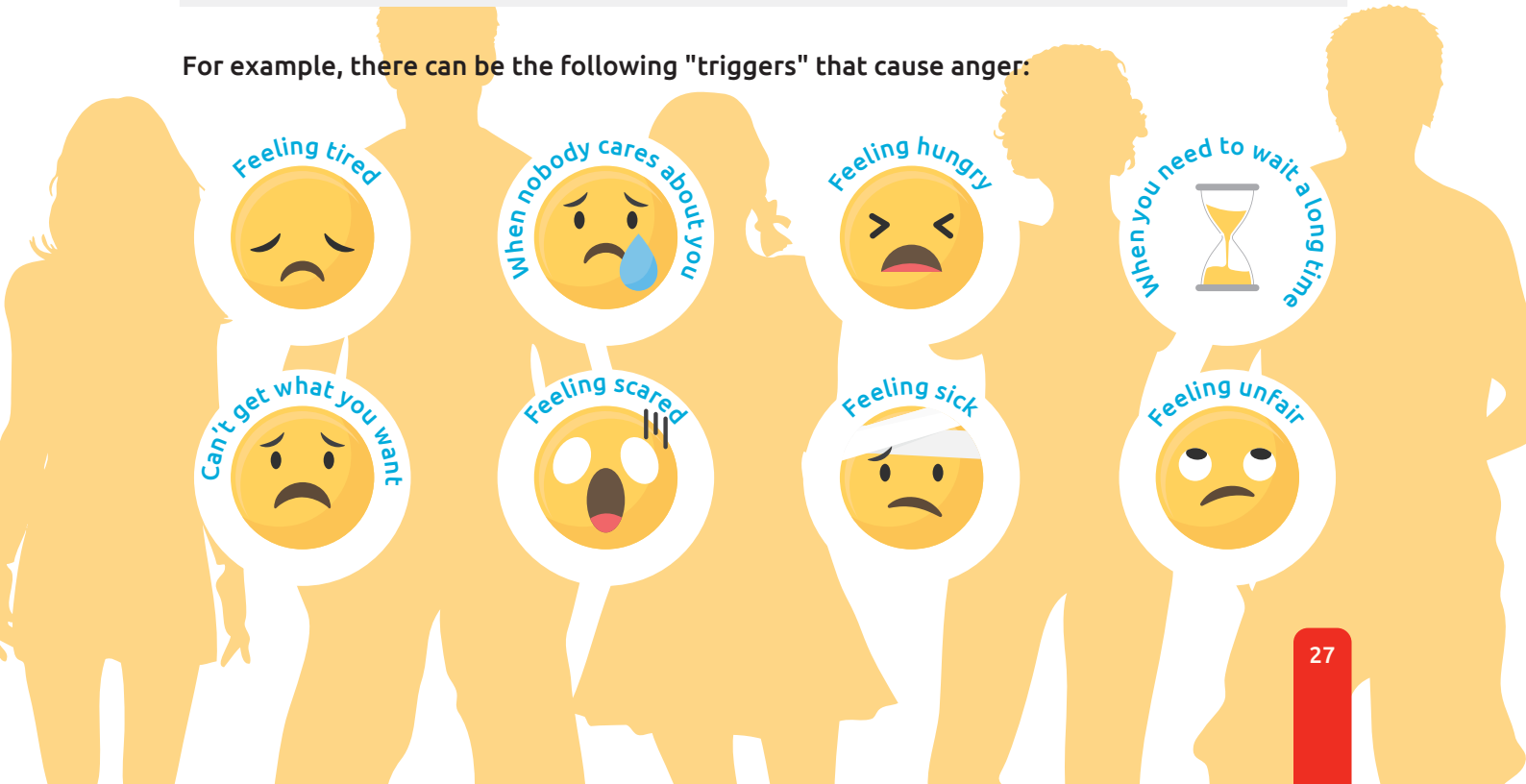
Exercise 3. 

Emotions and "problems"

Reflect on the emotion you chose in **Exercise 2** and fill in the squares in the following picture.

<p>What helped me to learn about emotions is:</p> <p>.....</p> <p>.....</p>	<p>The reason that "triggers" these emotions was:</p> <p>.....</p> <p>.....</p>
<p>The "problem" created as a result of these emotions is:</p> <p>.....</p> <p>.....</p>	<p>The way out of this "problem" is:</p> <p>.....</p> <p>.....</p>
<p>The positive changes made to me are:</p> <p>.....</p> <p>.....</p>	

For example, there can be the following "triggers" that cause anger:



Exercise 4. 

My thoughts on emotions






Draw the emotion you worked on in **Exercise 3** by writing about it and reflecting on what you think and believe about it and what the consequences might be. See **Appendix 1** for an example.



Exercise 5. 

Ways to control the basic emotions

Write down ways you can control and manage your emotions when under stress.

EMOTIONS	WAYS TO CONTROL AND MANAGE EMOTIONS
 Angry	<hr/> <hr/> <hr/> <hr/>
 Lonely	<hr/> <hr/> <hr/> <hr/>
 Shame	<hr/> <hr/> <hr/> <hr/>
 Taking offense	<hr/> <hr/> <hr/> <hr/>
 Disappointed	<hr/> <hr/> <hr/> <hr/>

Self-awareness of one's way of doing things, skills, strengths, and limits

“SUCCESS AND HAPPINESS ARE BASED ON LOVE AND SATISFACTION WITH WHAT YOU DO. EVERYTHING BEGINS WITH SELF-AWARENESS.”


If you don't know where you want to go, the direction you go doesn't matter to you. It indicates that people did not give enough thought to what they truly enjoy doing, what skills they have, or what they value most. They choose what they do simply because it's convenient for them, profitable, or because their friend, brother, sister or parent advised them that it would be a good job for them. As a result, they become unmotivated, unsatisfied, and underachieve in what they do. Most of these people did not take the time to reflect on their desires or areas of interest. Perhaps they never had the chance to take the time to genuinely consider them.

Knowing what you enjoy doing is the first step in becoming self-aware.

As life events and challenges unfold, some people may forget or maybe have no idea what they want or are interested in. But everyone has something they truly want, something they are extremely interested in and love doing. No matter what type of employment or profession a person chooses, if they are motivated, persistent, and satisfied with their work, they will undoubtedly succeed. Success in both business and life depends on a person's **ADVANTAGES**.

Understanding your strengths is therefore a necessary step in understanding your interests and abilities. If your interests and abilities match, this will be your real **ADVANTAGE**.

Determine your interest, by answering the following questions. The results of the test will be made by completing the table at the end of the questions.



When answering test questions, never consider what others might think of you. Just choose the statement that **BEST SUITS YOU**. Listen to your intuition and thoughts, because you are selecting a job that suits you, not what others will like.



If there are difficult or unclear questions, ask your teacher/counsellor for advice and support.



TEST 2. MY INTEREST

From the following set of 7 areas, put a ✓ mark on activities you like, are more interested in, or perform best. Count how many ✓ are at the end of each set and write them in the “all” box.

Set N		Set I	
1. Works in greenhouses and flower gardens near home.	<input type="checkbox"/>	1. Earns money by selling things.	<input type="checkbox"/>
2. Animal herding.	<input type="checkbox"/>	2. Organizes cooperatives and groups.	<input type="checkbox"/>
3. Walks.	<input type="checkbox"/>	3. Motivates people to do things with their own hands.	<input type="checkbox"/>
4. Vegetable planting.	<input type="checkbox"/>	4. Advocates for human rights.	<input type="checkbox"/>
5. Plays sports games.	<input type="checkbox"/>	5. Hires and manages people.	<input type="checkbox"/>
6. Rides bikes and horses.	<input type="checkbox"/>	6. Does something for the benefit of others.	<input type="checkbox"/>
7. Does sports and fitness exercises.	<input type="checkbox"/>	7. Debates, argues, and discusses issues.	<input type="checkbox"/>
TOTAL		TOTAL	
Set O		Set P	
1. Keeps desk and room clean.	<input type="checkbox"/>	1. Repairs broken or damaged items.	<input type="checkbox"/>
2. Plans activities.	<input type="checkbox"/>	2. Invents and produces something.	<input type="checkbox"/>
3. Keep detailed records.	<input type="checkbox"/>	3. Makes good use of equipment, tools, and devices.	<input type="checkbox"/>
4. Spends money carefully.	<input type="checkbox"/>	4. Protects and looks after other people and their belongings.	<input type="checkbox"/>
5. Regularly organizes video files.	<input type="checkbox"/>	5. Cooking.	<input type="checkbox"/>
6. Has a hobby of collecting things.	<input type="checkbox"/>	6. Fixing bicycles.	<input type="checkbox"/>
7. Keeps a note of the phone applications.	<input type="checkbox"/>	7. Eager to understand how something works.	<input type="checkbox"/>
TOTAL		TOTAL	

Myinterests

Set A	Set T
1. Draws pictures in black and white. <input type="checkbox"/>	1. Reads scientific books and literature. <input type="checkbox"/>
2. Plays musical instruments. <input type="checkbox"/>	2. Repairs and upgrades computers. <input type="checkbox"/>
3. Reads adventure books. <input type="checkbox"/>	3. Solves mathematical problems. <input type="checkbox"/>
4. Takes photos. <input type="checkbox"/>	4. Solves crosswords and puzzles. <input type="checkbox"/>
5. Makes stories and comics. <input type="checkbox"/>	5. Plays chess and strategy games. <input type="checkbox"/>
6. Furnishes and decorates rooms and apartments. <input type="checkbox"/>	6. Researches interesting scientific or technological material. <input type="checkbox"/>
7. Develops an online game or application. <input type="checkbox"/>	7. Researches and studies how things function or work. <input type="checkbox"/>
TOTAL	TOTAL


Set H
1. Participates in clubs or groups and engages in their activities. <input type="checkbox"/>
2. Looks after and takes care of children. <input type="checkbox"/>
3. Voluntarily helps the elderly. <input type="checkbox"/>
4. Makes new friends. <input type="checkbox"/>
5. Calms and comforts upset friends. <input type="checkbox"/>
6. Offers help to a classmate with poor performance in school. <input type="checkbox"/>
7. Checks to see if anyone is left behind and isolated. <input type="checkbox"/>
TOTAL

Scoring:

In the table below, the letters in the “set” column represent areas of interest, and the number of ✓ marks corresponding to each set should be written in the “total ✓” column! For example, if there are 3 ✓ marks in set N, write 3 in the 2nd column. Fill in the third column starting with the highest number!





For example, if the most ✓- set is 3, it will be ranked as 1 in the third column. 

Scoring:

SET	ALL ✓	RANKING	INTERESTS: DIRECTIONS AND DESCRIPTIONS
N			Nature / Travel / Fitness: Interests around travel, hiking, and the environment, as well as physical activities
I			Influence others / Sales: Sales, marketing, or customer service interests
O			Organizational / Administrative: Interests in organizing people or businesses or public services, as well as clerical, financial, or managerial duties
P			Practical / Mechanical: Interests in the direct practical application of knowledge and skills, such as trade, machinery, and its maintenance, transportation, or related abilities
A			Arts and crafts / Artworks and writings: Interests in the arts, talents, performances, creating and designing new ideas, inventing new models, and finding creative and imaginative solutions to problems
T			Technical / Analytical: Computing mathematics, technology, or scientific interests
H			Assistance / Advice: Interests in working with, serving, and helping people

Please list your top 2 interests in the table below. 



1.		2.	
----	--	----	--

Table 1.
ENTREPRENEURIAL NEW IDEAS

New ideas

ACTIVITIES TO IMPLEMENT NEW IDEAS	NEW SKILLS NEED TO BE LEARNED
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.



Exercise 6.



PLEASE
REPLY TO THE
QUESTIONS

Exercise to reflect and manage emotions

1. What **EMOTIONS** did you experience throughout today's session?

.....

.....

2. What was the **REASON**

.....

.....

3. **HOW** did you express your emotions during the session today?

.....

.....

4. How did emotions that were expressed **AFFECT** others?

.....

.....

5. Were you able to manage your emotions? Or, **HOW DID YOU CALM YOURSELF DOWN?** Can you control your emotions in the future?

.....

.....

6. What was your **FAVORITE** part of today's session?

.....

.....

7. What particular element did you want to **LEARN** more about?

.....

.....

The following test is to be completed **individually** outside of the classroom.

TEST 3. MY SKILLS



MY SKILLS: Please rate how good you are at the following skills on a scale of **1–5**. Please add and rate any skills you possess that are not mentioned here.

	Poor	Average	Excellent
Reading novels and books	1	2 3	4 5
Listening to what your friends are talking about	1	2 3	4 5
Writing pros and poetry	1	2 3	4 5
Making simple things like DIY	1	2 3	4 5
Fixing and repairing something	1	2 3	4 5
Helping people	1	2 3	4 5
Playing sports games	1	2 3	4 5
	1	2 3	4 5
	1	2 3	4 5
	1	2 3	4 5
TOTAL SCORE			



TEST 4. MY WAY OF DOING THINGS

People do things in different ways using different methods. The 4 methods listed below are used to finish any work and activities that must be done. Which one of these do you believe excels at “communicating”, “understanding problems”, “decision making,” and “planning and organizing” respectively? Choose one from options a) or b).

COMMUNICATING

- a) Do a lot of activities at once and have many friends
- b) Accomplish one thing in a quiet environment and have a small group of good friends



UNDERSTANDING PROBLEMS

- a) Seek new opportunities
- b) Follow instructions and keep things simple and practical



MAKING DECISIONS

- a) Paying attention to logical reasons for doing something
- b) Paying attention to whether or not the activity is enjoyable



PLANNING AND ORGANIZING

- a) Plan ahead of time and finalize arrangements afterwards
- b) Disorganized and do things at the last minute



My way of doing

COMMUNICATING	UNDERSTANDING PROBLEMS	DECISION MAKING	PLANNING AND ORGANIZING
-----	-----	-----	-----
-----	-----	-----	-----
-----	-----	-----	-----

TEST 5. MY TREASURES

Please rate how important the following values are to you on a scale of **1 – 5**.



	Not important >> Important
Reliable – Secure work with stable employment opportunities	1 2 3 4 5
Empowerment – The ability to know and execute the work that you have initiated	1 2 3 4 5
Expertise – A job where expertise is essential	1 2 3 4 5
Achievement – A task that can be performed well and achieved	1 2 3 4 5
Challenge – Tasks that challenge your	1 2 3 4 5
Life Balance – A job that allows you to balance work and life	1 2 3 4 5
Dignity – Work that people consider important	1 2 3 4 5
Physical strength – Work that requires physical strength and labor	1 2 3 4 5
Environment – Work where the environment and conditions are safe and healthy	1 2 3 4 5
Money – A well-paying job	1 2 3 4 5
Others	1 2 3 4 5
TOTAL SCORE	

TOPIC 1: MY ENTREPRENEURSHIP SKILLS

Sub-topic 1.2

RECOGNIZE THE PERSONALITY TRAITS OF ONE'S PEERS

Objective

By participating in the activities of this sub-topic, you can develop the following knowledge, skills, and mindset:

- Set up an enterprise team
- Determine the combined abilities, characteristics, and values of the team, look for opportunities to complement weaknesses
- Recognize and respect the diversity of different team members, and establish rules for teamwork
- Assign duties based on personal characteristics

The following tools and materials will be used in the training session:

- Student Manual
- Flipchart paper
- Tools like a felt-tip pen for tracking teamwork

TEST 6. ENTREPRENEURIAL SKILLS

Please rate the following skills as “poor”, “average” or “excellent”.

SKILLS	POOR	AVERAGE	EXCELLENT
Not being afraid of making a mistake			
Learning from mistakes and not making them again			
Puttings ideas into practice			
Keeping going and not giving up when things get tough			
Being proactive and doing things on one’s own initiative without being asked			
Managing one’s emotions			
Communicating with other people			
Listening carefully to others			
Collaborating with other people and peers			
Not discriminating against people based on their social status or origin			
Creating something new			
Identifying an opportunity			
Planning work ahead of time			
When something goes wrong, finding out why			
Learning from other people and peers			
Not giving up when looking for a way around an issue or a solution			
Making a decision			

MY ENTREPRENEURSHIP SKILLS

Table 2. MY INTERESTS, METHODS, SKILLS AND VALUES 

Summarize the outcomes of Tests 2-5 and Test 6 from the prior training and enter them in the table below. To do this, enter a number in the "code" field of the table below instead of your name. Remember to bring your code.

CODE:		
TEST 2	INTERESTS	
TEST 3	SKILLS	
TEST 4	METHODS	
TEST 5	VALUES	
TEST 6	I have EXCELLENT entrepreneurial skills	1.
		2.
		3.
		4.
	
	I have AVERAGE entrepreneurial skills	1.
		2.
		3.
		4.
	

Remove this table from the handbook and visit the stations organized by the teacher.

Name:

Class:







Table 3. TEAM ENTREPRENEURIAL SKILLS

SKILLS	EXCELLENT	AVERAGE	NEEDS IMPROVEMENT
Not afraid of making a mistake			
Learning from mistakes and not making them again			
Putting ideas into practice			
Keeping going and not giving up when things get tough			
Being proactive and doing things on one's own initiative without being asked			
Managing one's emotions			
Communicating with other people			
Listening carefully to others			
Collaborating with other people and peers			
Not discriminating against people based on their social status or origin			
Creating something new			
Identifying an opportunity			
Planning work ahead of time			
When something goes wrong, finding out why			
Learning from other people and peers			
Not giving up when looking for a way around an issue or a solution			
Making a decision			

Table 4. JOB DUTIES OF TEAM MEMBERS

POSITION	DUTIES
 <p>OPERATIONS MANAGER</p>	<ul style="list-style-type: none"> • Plan and execute the operations manager's 14-day activities • Assign tasks given during the training to team members, monitor the performance and results of the team • Plan and implement team activities with team members on a fortnightly basis and monitor performance • Write a fortnightly report with the team on the performance and results of the team's work • Present the teacher's evaluation report to the team members and include it in the action plan for the next 14 days • Present team activities to others
 <p>COMMUNICATIONS MANAGER</p>	<ul style="list-style-type: none"> • Plan and work according to the 14-day activities of the communications manager • Plan and deliver all meeting correspondence related to team members • Schedule meetings with teachers/counsellors, advisors, and mentors on behalf of team members, and notify the operations manager of dates, times, and locations • Schedule a date, time, and venue for meetings with other teams and notify the communications manager • During the implementation of the project, deliver the official letter for the meeting local organizations, enterprises, and citizens, schedule the date, time, and location of the meeting, and notify the operations manager • Collaborate with communications managers of other teams • Write a fortnightly report on the performance and results of the planned work and present it to the team • Present team activities to others



**HUMAN
RESOURCES
MANAGER**

- Plan and work according to the plan for 14 days of activities of the HR manager
- Attend registration of team members and participate in training
- Create a database of team members and maintain regular contact
- Make a list of people that the team members need to meet during the execution of the project and give it to the communication manager
- Monitor and assist the performance of each team member's training activities
- Collaborate with the HR Managers of other teams
- Write a fortnightly report on the performance and results of the planned work and present it to the team
- Present team activities to others



**MATERIAL
RESOURCE
MANAGER**

- Plan the 14-day activity of the material resources manager and work according to the plan
- Prepare necessary financial and other materials such as books, manuals, paper
- Working as a team, including preparing necessary classrooms, desks, and stationery during the execution of projects, and present financial and resource needs to relevant people if necessary
- Prepare necessary materials and tools during project execution (printing, copying, etc.)
- Regularly check and prepare the safety and hygiene conditions of the learning environment
- Supervise team members to work cleanly with no negative effects on the learning environment
- Collaborate with the material resources managers of other teams
- Write a fortnightly report on the performance and results of the planned work and present it to the team
- Present team activities to others

APPOINTMENT AND WARRANTIES OF TEAM MANAGER 

..... on appointment to the position of manager

1. manager (student name)

I will provide support such as
to my team.

2. manager (student name)

I will provide support such as
to my team.

3. manager (student name)

I will provide support such as
to my team.

This appointment was approved by:

Name: Signature:


Name: Signature:

Name: Signature:

Managerial title accepted by:.....

Name:: Signature:



The students will search and watch the "**How to build a successful team?**" video tutorial from  **YouTube**.



As there will be an assignment requiring teamwork in the following class, try to understand how a team succeeds.



All team members must work together to achieve their goals.

Communication should be open, honest, and mutually respectful.



Teamwork considerations

Being innovative, creative, and having different perspectives.



Team members should not be afraid of taking risks.



Every team member makes wise decisions.



TOPIC 1: MY ENTREPRENEURSHIP SKILLS

Sub-topic 1.3

TIME MANAGEMENT

Objective

By actively participating in the learning activities of this sub-topic, you can develop the following knowledge, skills, and mindset:

- Understand time management
- Effectively and accurately schedule your time and be conscious of any obstacles that arise
- Make a work plan and put effort into it

The following tools and materials will be used in this training session:

- A copy of the **COURSE TIME SCHEDULE** made by the teacher (one copy for each student)
- Computer
- Student Manual
- Flipchart paper
- Tools like a felt-tip pen for tracking teamwork



Why is time management crucial?

Time management is important for everyone and, especially for those who practice entrepreneurship, it is **a vital skill**. The speed of action depends on how effectively and accurately you plan your time. A common mistake most entrepreneurs make is that they try to take on tasks that exceed their capacity, strength, and time.

They strive to finish it faster by taking on too much work. Eventually, they lose their future opportunities since they are unable to perform the work adequately and efficiently. The golden rule of people in the entrepreneurship world is **TIME IS GOLD**. They believe that how well you plan your time is related to how much you earn.

Time management refers to allocating the proper amount of time to the appropriate tasks in order to accomplish your goals. **EFFECTIVE TIME PLANNING** has the following benefits.

1
2
3
4
5
6

It increases productivity. Daily tasks can be made more productive with effective time management. You will be able to accomplish your goals in this way, little by little, day by day.

It enables you to prioritize your tasks and complete the most important ones first. You can more systematically organize tasks and direct those that need to be completed first.

It is an essential work ethic. Team members need to have the proper morale in order to contribute positively to the organization's business plans.

It reduces stress. It is essential to complete the work on time and with high quality in order to prevent repetition errors.

It enables the optimal distribution of duties. It helps to create trust and a positive atmosphere within the team because it helps to share the tasks equally between team members.

It helps to be goal oriented. Time management can help you focus your attention and effort on goal-oriented activities and maintain consistent work standards. This helps you reach your goals.

Table 5. **COMING UP WITH IDEAS TO EXECUTE** 

ACTIVITIES	HOW TO ACCOMPLISH
1.	
2.	
3.	
4.	
5.	
6....	

Table 6. **WORK PLAN TEMPLATE** 

Activity	Days														Team member-in-Charge	Required support	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14			



Complete the plan using **MS Excel** or **Ghant Chart** programs. Make sure to work as a team.

From now on, each manager has to work according to their roles and responsibilities to accomplish classroom and non-classroom learning activities.

- ◇ Operations manager to assign tasks to members,
- ◇ Human resources manager to ensure the participation of students,
- ◇ Material resources manager to prepare classrooms and materials,
- ◇ Communications manager to contact the relevant people and schedule meetings with the teacher/counsellor.



TEST 9. MY EMOTIONS

	ANSWER
DEFINING YOUR EMOTIONS	
1. How do you act when you are under time pressure, unable to solve a problem, when people do not understand you, or when someone rejects you?	
2. Do you become irritated with criticism you receive?	
3. Do you get frustrated when people ignore or disrespect you?	
4. How do you react when you are in the spotlight?	
OUTCOME OF EMOTIONS	
1. How do you communicate with people when you are angry?	
2. Does your anger affect your work performance?	
3. How does being angry affect your values or beliefs?	
MANAGING YOUR EMOTIONS	
1. How do you overcome frustration and sadness?	
2. How do you calm yourself down when you are angry?	
3. How to keep yourself motivated and inspired?	
4. How do you calm yourself down when you are emotional and overexcited?	

 Discuss the results of **Exercise 9** among your team. This activity will be facilitated by the **HR manager**.

MY ENTREPRENEURSHIP SKILLS

ASSESSMENT OF THE TOPIC 1

Self-assess the knowledge, skills and mindset you have acquired through the activities of **Topic 1** according to the following criteria. After grading, cut along the lines and hand it to the teacher.

CRITERIA	LEVEL					
	1-Poor	2	3	4	5	6-Excellent
1. To identify one's skills, interests, and values						
2. To know one's limitations						
3. To know one's strengths						
4. To evaluate the abilities of others						
5. To express oneself clearly to others						
6. To express oneself calmly when you disagree						
7. To complete tasks on time						
8. To organize and plan tasks and assignments						
9. To find out why implementation of the scheduled actions was delayed						
10. To put yourself in other people's shoes						
11. To show respect for diversity between people						
12. To pay close attention to questions and provide thoughtful responses						

After the evaluation, please separate this sheet and handover to the teacher/counsellor.



Name: Class:

(Total score earned) * 1.4 = %



TOPIC 2:

INTRODUCTION TO ENTREPRENEURSHIP

Sub-topic 2.1

WHAT IS ENTREPRENEURSHIP?

Sub-topic 2.2

ENTREPRENEURSHIP APPROACHES

Sub-topic 2.3

ENTREPRENEURSHIP ACTORS

TOPIC 2: INTRODUCTION TO ENTREPRENEURSHIP

Sub-topic 2.1

WHAT IS ENTREPRENEURSHIP?

Objective

By actively participating in this sub-topic session, students will develop the following knowledge, skills, and mindset:

- Basic knowledge of entrepreneurship
- An understanding of business and social entrepreneurship
- Identification and composition of entrepreneurial activities
- Determining the differences between the skills and characteristics of business and social entrepreneurship

The following tools and materials will be used in the training session:

- Entrepreneurship and Entrepreneur - Presentation on Entrepreneurship and Entrepreneur 1
- About entrepreneurship - Video 5 Chagnaadorj's success story
- Social Entrepreneurship - Video 6 – What is Social Entrepreneurship?
- Social Entrepreneurship - Video 7 – “Id shidiin oron” project
- Student Manual
- Flipchart paper
- Tools like a felt-tip pen for tracking teamwork



Watch carefully **the 2 videos** shown by the teacher and answer the following questions.

- 1. Are the examples shown in the two videos both entrepreneurship? Why?
- 2. What are the similarities between these two examples?
- 3. What are the differences between these two examples?
- 4. Who are the entrepreneurs in these examples?

Table 7. DIFFERENCES BETWEEN BUSINESS AND SOCIAL ENTREPRENEURSHIP

	Video 5	Video 7
Type of entrepreneurship		
When was entrepreneurship established?		
Where was it established?		
Why was this place chosen?		
What was the main reason for establishing this enterprise?		
Did these entrepreneurs start on their own or in partnership with others?		
Who and what organizations helped these entrepreneurs?		
Significance of these entrepreneurship?		

Are all entrepreneurs the same?

Although all entrepreneurs have common characteristics, they also each have unique traits of their own. For instance, in sports, some players have a strong passion for their sporting activities and have developed their skills through training and practice, while other athletes are more naturally talented and do not train so much. In addition, there are cases where people excel

in sports even without professional training. Entrepreneurs are just like these athletes. Some have trained and cultivated skills, while others have natural talents and skills. Some people achieve success by employing ways that don't follow the established rules of entrepreneurship and instead use unconventional methods. **NOW, WHICH GROUP DO YOU BELONG TO?**

While there is no **"recipe"** for being a successful entrepreneur, entrepreneurs share the following common traits and mindsets:

1.

One of the most important qualities is to have **PASSION AND AMBITION.**

People are most successful when they put all their mind and effort into what they are doing.

2.

The next crucial quality is **CONFIDENCE.** If you consider becoming an entrepreneur, you must have confidence in your ability to succeed. Every entrepreneur deals with issues and challenges. But they are confident that they can overcome them and get through. If you don't have confidence in yourself, you won't value your success enough.

3.

ENTREPRENEURS ALWAYS RELY ON THEIR STRENGTH.

They take initiative and act independently without waiting for what others say.

4.

In order to achieve goals and results, entrepreneurs are **SELF-ORIENTED, PERSISTENT, ABLE TO COMPLETE THE TASK, AND HARD-WORKING.**





5.

In addition, entrepreneurs always **LOOK FOR OPPORTUNITIES AND HAVE FORWARD-LOOKING ASPIRATIONS**. They set short and long-term goals and work hard to achieve them. They see problems as opportunities rather than challenges.

6.

Entrepreneurs are **READY TO TAKE RISKS**. Most people avoid taking risks. Entrepreneurs, on the other hand, believe that risk is necessary to accomplish their objectives. Their confidence helps them overcome the risks.

7.

ENTREPRENEURS THRIVE ON COMPETITION. Although they need to compete with others, their primary competition is with themselves. In other words, regardless of what others are doing, they constantly increase their performance and output.

8.

Most entrepreneurs are **CREATIVE** people. This does not mean that they make art and write poetry. They use more creative approaches to problem-solving. They are constantly looking for new and better approaches to tasks that nobody else has thought of. One should believe in one's creativity. According to great thinkers, the belief that one is not creative, prevents people from being creative.

9.

ENTREPRENEURS ARE READY TO LEARN. They always seek information. They acknowledge that no one knows everything. That's why entrepreneurs always learn from others. If you are not ready to learn, you will not succeed.

10.

Finally, entrepreneurs are those who create new ideas and values in collaboration with others, not for their own benefit but rather **FOR THE GOOD OF OTHERS**.

Table 8. BUSINESS AND SOCIAL ENTREPRENEURSHIP SKILLS 

Name of entrepreneur:

SKILLS	ATTITUDES AND CHARACTERISTICS
1.	1.
2.	2.
3.	3.
4.	4.

PLEASE ANSWER THE FOLLOWING QUESTIONS

Exercise reflecting on and managing emotions

1. What EMOTIONS did you experience throughout today's session?

.....

.....

2. What was the REASON?

.....

.....

3. HOW did you express your emotions during the session today?

.....

.....

4. How did your emotions AFFECT others?

.....

.....

5. Were you able to manage your emotions? Or, HOW DID YOU CALM YOURSELF DOWN? Can you control your emotions in the future?

.....

.....

6. What was your FAVORITE part of today's session?

.....

.....

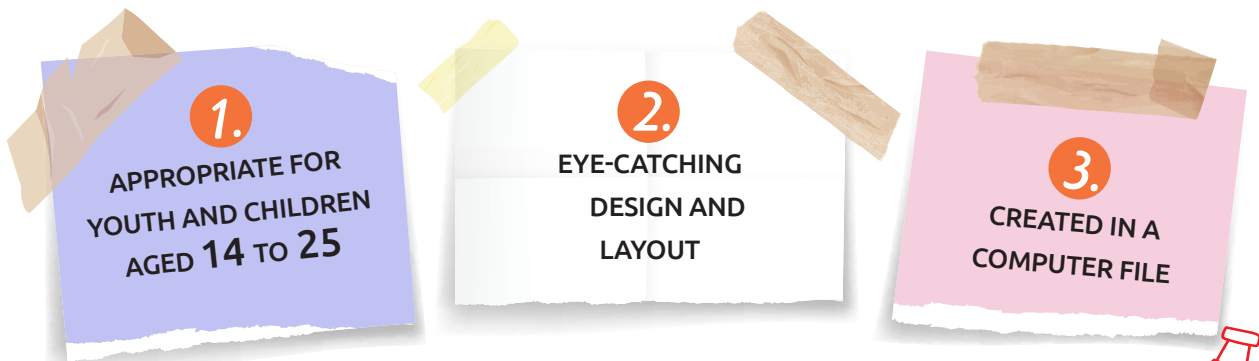
7. What particular element did you want to LEARN more about?

.....

.....



Carefully read the topic "What is Entrepreneurship?" and create a picture book. Picture books should meet the following requirements.



Each team manager will have responsibilities related to the execution of non-classroom learning activities.



- ◇ Operations manager to assign work to members,
- ◇ Human resources manager to ensure the participation of students,
- ◇ Material resources manager to prepare classrooms and materials,
- ◇ Communications manager to contact the relevant people and arrange meetings with the teacher/counsellor.

What is entrepreneurship?

Entrepreneurship is one of the factors of production in the transition from the industrial age to the information age, it is the process of converting new ideas into labor value. Simply put, entrepreneurship is the process of using any activity or business for profit. Broadly speaking, entrepreneurship is the process of creating and engaging in the production of products and services that will bring the highest return on investment in market conditions. The word "entrepreneur" is a French word of Latin origin. It consists of two words: Entre (between) and Prendre (to take)¹. Its literal meaning is mediation.

Therefore, some historians have remarked that the traders along the Silk Road between Asia and Europe were the entrepreneurs of that time. This word was first used in Jacques de Bruslons' Dictionnaire Universel de Commerce in 1723, according to historical records. In the 19th century, it entered the English language from French. At that time, adventurers were called entrepreneurs in England. However, up to the middle of the 20th century in Germany, artisans and craftsmen were given special entrepreneurial licenses. There is also a similar word in Sanskrit, anthapruna, which means

¹ Definition of entrepreneur as of September 2020 <http://en.wikipedia.org/wiki/Entrepreneur>

self-motivation. Today, it is used synonymously with concepts such as startups and new initiatives. Here are some of the **buzzwords** that are **most frequently used** when discussing entrepreneurship.

- Startup business
- Creative thinking
- New business
- New market
- New products and services
- Brand new
- Looking for opportunities
- Taking and managing risks
- Uncertainty
- Being profitable
- Contribution to society
- Production and resources
- Management and organization
- Creating value
- Growth and development goals
- Agility and gumption
- Decision making
- Creating change
- Ownership
- Shareholder
- Responsibility and authority
- Strategy

COMMON EXPRESSIONS

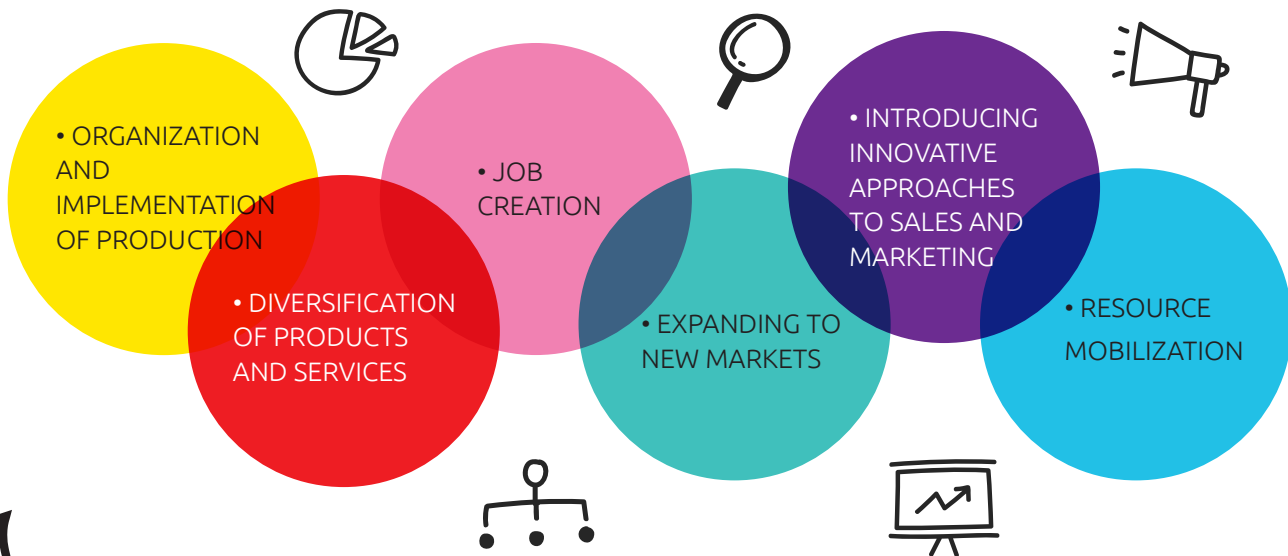
Everyone wants to have their dream job, but in the absence of an entrepreneurial spirit, they never fully succeed. There is a misconception that the entrepreneurial nature is often found in investors, employers, factory owners, shareholders, leaders, directors, and managers. It's not an innate talent, it's a skill that can be developed.

The main characteristics of entrepreneurs are demonstrated when they come up with ideas, create, produce, and market products and services that meet societal needs and expectations. In other words, it is their combining of necessary natural resources (raw materials), assets, and labor to solve the problems faced by society to create highly profitable products and services. The following common features can be seen in this regard.





Main duties of entrepreneurs²:



Types of entrepreneurship

Entrepreneurship has many types depending on its stages, founding, shaping, organizing, developing, and dissolution. In addition, it can be diversified in terms of context, style, direction, format and function. There are many types of entrepreneurship, and the most common types are described below.

• Independent entrepreneurship

The most common and autonomous process³. Independent entrepreneurs are those who use their talents, skills, and, professional advantages to realize their dreams.

• Solopreneurship

A form of entrepreneurship is when an individual runs their own business without the support or cooperation of others. Many real-world examples prove that success can only be achieved in the short term, not in the long term.

² Top 6 Functions of an Entrepreneur, <https://startupknock.com/functions-of-an-entrepreneur/>, StartupKnock, as of September 2020

³ Strategic Entrepreneurship, Philip A.Wickham, Financial Times Prentice Hall, 2006, p. 40

• Female entrepreneurship

Female entrepreneurs often work in social service sectors such as education, consulting, and public relations. Starting a household business while raising their kids is another common practice.

• Academic entrepreneurship

It is common for universities and colleges to undertake entrepreneurship projects to diversify their funding sources. Since the 1990s, academic institutions in the United States have developed additional revenue streams by conducting academic and research activities, laboratory experiments, opening innovation centers, and offering classes that the market demands. This is because they believed that state subsidies to higher education were insufficient. This makes students become future entrepreneurs. The present growth of initiatives like Facebook, Google, and Youtube provides insight into this.

• Social entrepreneurship

This model is for solving social problems, addressing shortcomings and earning income through innovative social and commercial activities within the framework of co-creating social and economic values. With a positive and creative mind, it strives to find solutions for a lot of social issues that cannot be easily solved. Therefore, it leads a process of innovation and change, with initiatives to overcome risks such as pressure, challenges and criticism from unfavorable social groups. There are many different ways to describe social entrepreneurship.⁶

- A search for a new alternative to investment strategies or management plans to create social value for non-profits

- Corporate social responsibility exercised by commercial companies through cross-sectoral relations

- A tool to reduce social problems and facilitate social evolution

- Falls into two categories:
 - 1) socially oriented activities in the private sector, and
 - 2) activities of voluntary entrepreneurs to boost organizational effectiveness and ensure long-term sustainability.

ADVANTAGES of entrepreneurs ⁷:



- INDEPENDENT
- FEELING OF SUCCESS
- EARNING RESPECT
- PROFIT MAKING
- CONTINUOUS PERSONAL DEVELOPMENT
- CONTRIBUTION TO SOCIETY



WEAKNESSES of entrepreneurship ⁸:

- ▶ ALTHOUGH IT APPEARS INDEPENDENT, IT IS UNDER THE CONSTANT PRESSURE FROM INVESTORS, FUNDERS, CLIENTS, AND CUSTOMERS.

- ▶ LEARNING ALL TYPES OF PROFESSIONAL SKILLS, KNOWLEDGE, INFORMATION, AND EXPERIENCE IS USUALLY REQUIRED.

- ▶ DESPITE THE DESIRE TO BEGIN LARGE-SCALE PROJECTS, RESOURCES, FINANCES, AND LONELINESS FREQUENTLY LIMIT SUCH RAPID GROWTH.

- ▶ UNTIL ACTIVITIES BECOME PROFITABLE AND SUSTAINABLE, IT CARRIES SUBSTANTIAL RISKS.

- ▶ THE MAJORITY OF THE TIME, ENTREPRENEURS DEVELOP PRODUCTS AND SERVICES THROUGH EXPERIMENTAL PROJECTS AND AS A RESULT, ARE UNABLE TO MAKE A PROFIT IMMEDIATELY.

- ▶ THERE ARE NO SPECIFIC WORK HOURS. SOMETIMES 24 HOURS A DAY MUST BE COMMITTED TO ACHIEVING GOALS, INCLUDING WEEKENDS AND HOLIDAYS.

- ▶ THERE ARE MANY FAILURES BEFORE SUCCESS.

- ▶ PHYSICAL AND PSYCHOLOGICAL PROBLEMS ARE COMMON AS A RESULT OF NEGLECTING THEIR HEALTH.



REPARATION FOR THE NEXT SESSION:

The picture book prepared by non-classroom learning activities should be prepared as it will be presented in the next session.

The material resources managers and operations managers are in charge of this.

It is necessary to involve representatives of local entrepreneurs and citizens in the next training. Therefore, the communications manager will get in touch with the relevant people and invite them to the upcoming training session.

⁴ Entrepreneurship: Starting, Developing and Managing a New Enterprise, Robert D. Hisrich & Michael P. Peters, Second Edition, Irwin, 1989, p. 66

⁵ Exploring the Dimensions of Entrepreneurial Community Colleges, Diane Carol Rothman, University of Minnesota, 2007, p. 142

⁶ Social Entrepreneurship-False Premises and Dangerous Forebodings, Beth Cook, Chris Dodds, and William Mitchell, Australian Journal of Social Issues, Vol. 38, No. 1, Feb 2003, p. 58-72

⁷ Essentials of Entrepreneurship and Small Business Management, Thomas W. Zimmerer & Norman M. Scarborough, 3rd Edition, Pearson, 2002, p. 6

⁸ Starting and Managing the Small Business, Arthur H. Kuriloff, John M. Hemphill, John Hemphill Jr., and Douglas Cloud, International Edition, McGraw-Hill Education, 1993, p. 36

TOPIC 2: INTRODUCTION TO ENTREPRENEURSHIP**Sub-topic 2.2****ENTREPRENEURSHIP
APPROACHES***Objective*

By actively participating in the learning activities of this sub-topic, you can develop the following knowledge, skills, and mindset:

- Ways to implement entrepreneurship
- Developing new entrepreneurial ideas and identifying opportunities
- Identifying examples of business and social entrepreneurship in the community

The following tools and materials will be needed in the training session:

- Student Manual
- Flipchart paper
- Tools such as a felt-tip pen to keep track of teamwork



Table 9. MEXAMPLES OF BUSINESS AND SOCIAL ENTREPRENEURSHIP IN OUR COMMUNITY

TYPES OF ENTREPRENEURSHIPS	SERVICES AND PRODUCTS	WHY WAS IT CREATED?
Business		
Social		

An example of a mind mapping graphic is shown below.⁹



⁹ An example of a student in the 9th grade of secondary school#11, Ulaanbaatar city

Exercise 7.**Questions about entrepreneurship ethics**

- 1 Should a toy manufacturer constantly advertise their products to **small children**?
- 2 Can you use **environmentally harmful** production methods and tools to make enormous profits in the short term?
- 3 Is it appropriate for top executives of businesses and enterprises to earn **high salaries** when other employees receive **low pay or when there are layoffs**?
- 4 Is it appropriate for businesses and enterprises to close their **branches and factories** in order to turn a profit?
- 5 Should employees work **long hours at low wages** in order to cut costs for the company?
- 6 Should the enterprise **employ children** instead of adults if children are allowed to work?
- 7 Is it acceptable to carry out manufacturing in **below standard circumstances**?
- 8 Is it ethical to **accept or offer bribes** in order to get a contract?
- 9 Is it appropriate for farmers to **genetically modified food** to improve production?
- 10 Should a bank provide a loan to a business that **tests products on animals**?

Exercise 8.**Reflect on your skills**

Answer the following questions independently?

1. What skills did you use to participate in today's learning activities?
2. What challenge did you encounter when taking part in the learning activities?
3. How did you solve this problem?
4. What did you learn about yourself while participating in this activity?
5. What did you learn about the other team members?



The teams will create posters explaining what entrepreneurship is, what kind of person is an entrepreneur, what are examples of entrepreneurship in the community, and how people's emotions impact entrepreneurial activities for local children and youth.

Teams will work as per the plan developed in class.



TOPIC 2: INTRODUCTION TO ENTREPRENEURSHIP**Sub-topic 2.3****ENTREPRENEURSHIP
ACTORS***Objective*

By actively participating in the learning activities of this sub-topic, you can develop the following knowledge, skills and mindset:

- Entrepreneurship actors
- Understanding of their involvement, coordination, and cooperation
- Enterprise actors in specific fields
- Explaining their relationship to one another

The following tools and materials will be used in the training session:

- Student Manual
- Flipchart paper
- Tools like a felt-tip pen for tracking teamwork
- “Made in Mongolia” brochures



Actors of Entrepreneurship

- 1. CLIENTS AND CUSTOMERS
- 2. EMPLOYEES AND EMPLOYERS
- 3. SUPPLIERS
- 4. LENDERS
- 5. COMPETITORS
- 6. LOCAL BUSINESSES
- 7. LOCAL GOVERNMENTS



Exercise 9.

Entrepreneurship actors

Complete the following table together with your team.

An example of entrepreneurship:

STAKEHOLDERS	AREAS OF COOPERATION
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
...	...



INTRODUCTION TO ENTREPRENEURSHIP

ASSESSMENT OF THE TOPIC 2

Ask one of your team members to complete this assessment and turn it in to your teacher/counsellor.

CRITERIA	LEVEL					
	1 Poor	2	3	4	5	6 Excellent
1. Defining entrepreneurship ideas						
2. Defining ideas for entrepreneurship development and modification						
3. Defining entrepreneurship actors						
4. Understanding and knowledge on the actors and their activities						
5. Defining potential inputs and supports from the entrepreneurship actors						

Name:

Class:

(Total score earned) * 3.34 = %





TOPIC 3:

ENTREPRENEURSHIP NEEDS AND OPPORTUNITIES

Sub-topic 3.1

IDENTIFYING THE NEEDS OF COMMUNITY MEMBERS,
COOPERATIVES, AND GROUPS

Sub-topic 3.2

IDENTIFY THE DIFFERENTIATED NEEDS

Sub-topic 3.3

DISCOVERING EXPERIENCES THAT MEET NEEDS
AND PUTTING IDEAS INTO PRACTICE

TOPIC 3: ENTREPRENEURSHIP NEEDS AND OPPORTUNITIES**Sub-topic 3.1****IDENTIFYING THE NEEDS OF COMMUNITY MEMBERS, COOPERATIVES, AND GROUPS***Objective*

By actively participating in the learning activities of this sub-topic, you can develop the following knowledge, skills, and mindset:

- Identifying the needs of local citizens, cooperatives, and communities,
- Recognizing the difference between wants and needs,
- Digital literacy, teamwork, communication, critical thinking, curiosity, initiative, and effort to recognize needs

The following tools and materials will be used in the training session:

- Student Manual
- Flipchart paper
- Tools like a felt-tip pen for tracking teamwork







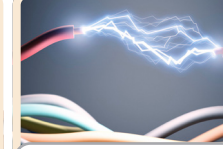













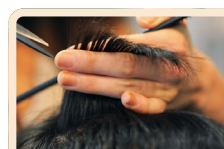

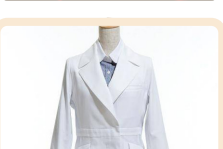

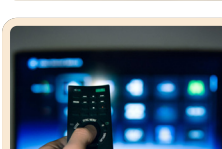

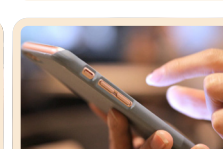
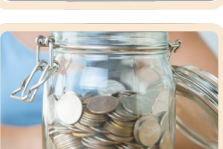
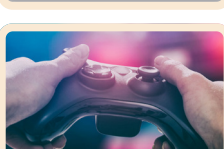

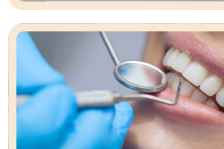
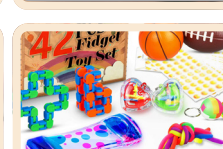
Exercise 10.



Wants and Needs

From the words written in the following table, mark wants and needs with two different colors.

Need is anything that is felt needed, but **Want** refers to the desire to satisfy a need.

 Candy	 Car payment	 Sports tools	 Food	 Electricity bill
 Rental payment	 MP3 player	 Travel	 DVD player	 Makeup products
 University	 Water	 Eating fast food	 Internet	 New clothes
 Watching a movie	 Drinking coffee	 Giving gifts to others	 Having a haircut	 Drinking juice
 Uniforms	 Car insurance	 Having a cable TV	 Making a donation	 Mobile phone
 Bank savings	 Playing video games	 Heating bill payment	 Seeing a dentist	 Purchasing toys

Guidance 1.

DEFINING THE NEEDS OF LOCAL CITIZENS, COOPERATIVES, AND COMMUNITIES

The needs of local citizens, cooperatives, and community groups will be determined by asking them to complete a survey. The procedure for doing this is as follows:



1. Determine survey respondents - Children, young people, and citizens should be surveyed, and attention should be paid to maintaining a gender balance. Remember, it's easier to ask your school friends, peers, family, grandparents, relatives, or teachers. In your team, talk about how many people will be included in the survey.



2. Create a survey questionnaire - See the sample questionnaire shown. You can hand out the questionnaire to the people and ask them to fill it out, or you can have the student read it, state the question, and then write the answer on the form. Whatever method is most convenient for the people should be used to gather information. Material resources managers will duplicate and prepare questionnaires.



3. Define when to conduct a survey - Teams create a list of people to survey and give it to the communications manager, who then contacts those people to get their consent.

4. The team members will decide **who to survey** and how to distribute the questionnaire.



5. Team members will work together to develop **a teamwork plan** using **Table 10**. This will be done using a computer.

6. Team members hand out the questionnaire and ask people to complete it or record their responses. When taking questions from people, go in pairs as much as possible. If you don't have time to record people's answers, you can record them on your mobile phone and transfer them later on to your questionnaire.

7. Table 11 contains a team members summary of respondents' responses.





Standard Survey Questionnaire

Basic information

1. Questionnaire no
2. Your age 2. Gender 1. Male, 2. Female
3. Your education: (Choose one of the following answers)
 1. University 2. Tertiary 3. Upper secondary
 4. Lower secondary 5. Primary
4. What is your job? (Choose one of the following answers)
 1. Civil service 2. Private organization 3. Self-employed
 4. Animal husbandry 5. Study 6. Retired 7. Unemployed
5. Number of members in your family:

Adults (19 years of age or older):

Child (0-18 years old):
6. How do you spend your free time?

Questions to identify needs:

Please answer the following questions?

7. What is the most important product and service you use every day?
.....
8. Where do you purchase the above product and service?
.....
9. What is the most important product and service that your family uses each day?
.....
10. Where does your family buy the above product and service?
.....
11. What kinds of needs are met by the abovementioned purchases?
.....

12. What challenges do you encounter when purchasing the abovementioned products and services?

.....

13. Do the products and services offered in your soum fully meet your needs?

.....

14. What new products and services does your soum most need?

.....

15. What are your priorities when you choose new products and services?

.....

Table 10. **TEAMWORK PLAN SHEET** 

Name of project: DATA COLLECTION TO DEFINE THE NEEDS OF LOCAL CITIZENS

Team name:	
Number and name of team members:	

ACTIVITY	STUDENT IN CHARGE	TIME	PERFORMANCE



Table 11. **COMPILING ANSWERS TO QUESTIONNAIRES** 



If you have trouble filling out this table, make sure you ask your teacher/counsellor for advice.

QUESTION NO	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8	etc. until the last question
	Answers								
1									
2									
3									
4									
...									
...									
...									



PREPARATION FOR THE NEXT SESSION:

Table 11 will be used in the next session, so it is necessary to have it ready. Therefore, the team's **material resources manager** is responsible for preparing the table.

In addition, representatives of local businesses and government organizations will participate in the next training session, so **communications managers** should get in touch with the relevant people and invite them to the training.

The **material resources managers** will make sure the room is available because the following classroom session will take place in the computer room.

TOPIC 3: ENTREPRENEURSHIP NEEDS AND OPPORTUNITIES**Sub-topic 3.2****ACKNOWLEDGING DIFFERENT NEEDS***Objective*

By actively participating in the learning activities of this sub-topic, you can develop the following knowledge, skills, and mindset:

- Identify the needs of local communities
- Recognize the difference between wants and needs
- Identify whether people's needs differ according to their age, gender, education level, and employment status
- Research, analysis and presentation of results
- Digital literacy, teamwork, communication, critical thinking, curiosity, initiative, and making efforts, to identify needs

The following tools and materials will be used in the training session:

- Student Manual
- Computer (for each student)
- Flipchart paper
- Tools like a felt-tip pen for tracking teamwork



1. What is the most important thing you learned from the data collection?
2. Is there anything you would have done better and differently?
3. What specific data collection tasks have you been the most successful with?
4. What was the funniest part of the data collection task?
5. What was the most difficult part?
6. What will you improve next time?

Guidance 2.

PREPARING A PRESENTATION OF THE DATA



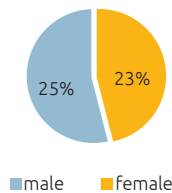
1. How many people participated in the survey?

This can be shown in a pie chart. Get the numbers of people who took part in the survey from **Table 11**.

эрэгтэй	23
эмэгтэй	27

2. What percentage of the respondents were male and female?

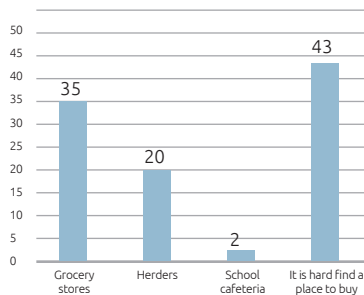
Show it as a pie chart. As illustrated here, calculate the percentages of men and women among all participants. To create the pie chart, choose 'Insert' from **Excel's** menu. Ask the teacher/counsellor, if necessary, to view **YouTube** videos that can teach you how to create diagrams.



3. What percentage of respondents were in each of the following age groups: under 8, 9-13, 14-18, 19-25, 26-35, 36-43, 44-50, 51-60, and over 61 years old?

Create another pie chart with this data. Instead of writing male and female in the same table as previously, write the age groups.





4. What percentage of the people who participated in the survey are employed, herdsman, retired, studying, and unemployed?

This can also be done in the same way as before. But instead of a pie chart, you can show a bar chart. See the bar chart on the left for an example. Bar charts are similar to pie charts in **Excel**. Instead of a circle shape, just select a column shape like this.

5. What are the most common needs of the people surveyed?

Use **Table 11** to choose these through group discussion. There may be a variety of questions, but as a team, decide **which ones will best explain the need** before selecting the one with the best answers.

6. Are the needs of men and women different in the survey?

Find the most common response for these two groups by separating the responses in **Table 11** under 'gender'.

7. Do the needs of the respondents differ by employment?

Sort the responses in **Table 11** by age group to define which **written response is the most prevalent within** each age group.

8. Do the needs of the respondents differ by employment?

Using **Table 11**, find the most common response from each of the following groups: **employed, herder, retired, studying, and unemployed**.

9. Do the needs of the respondents vary according to their educational level?

By grouping the answers in **Table 11** into university, tertiary, upper secondary, lower secondary, and primary education, you will find the most common answers.



Exercise 11.



PLEASE ANSWER
THE FOLLOWING
QUESTIONS

An exercise in reflection and management of emotions

1. What did you experience throughout today's training?

.....
.....

2. What was the REASON?

.....
.....

3. HOW did you express your emotions during the session today?

.....
.....

4. How did your emotions AFFECT others?

.....
.....

5. Were you able to manage your emotions? Or, HOW DID YOU CALM YOURSELF DOWN?
Will you be able to control your emotions in the future?


.....
.....

6. What was your FAVORITE part of today's training?

.....
.....

7. What particular element did you want to LEARN more about?

.....
.....



The teams will prepare one case for collection of information on those enterprises, businesses, and cooperatives which provide services and products that will meet the needs identified in the previous training session.

Analyze your case according to **Guidance 3** below:

Guidance 3 for meetings with entrepreneurs.

ANALYSIS OF ENTREPRENEURSHIP

1. **Use the planning template from the previous training session to develop a team work plan by first sitting together as a team to decide who will be doing what and when.**

You can refer to this guide while you make your plans to determine team members' tasks. After group discussion, decide who will be in charge of the ensuing tasks. Work as much as you can in pairs.

2. **To meet the common needs of the local people identified by the classroom training session, find out which enterprises, factories, organizations, cooperatives, stores and service centers are in your area.**

You can ask your parents, relatives and friends to find out more. If you can't find the information, ask the soum governor, a tax inspector, a social insurance inspector, a bank employee, etc.

3. **What products are created by them and what services and activities do they offer?**

The communications manager will get in touch with the management or employee/s of a particular enterprise, factory, organization, cooperative, store or service center in the soum to arrange a meeting.

Ask the following questions to record the meeting.

- a) WHO founded the organization and for **WHAT PURPOSE?**
- b) What services or products does the organization offer or In other words, **WHAT ACTIVITIES** does it carry out?





- c) What **characteristics or benefits** does this service or product offer?
- d) Who are their main **CUSTOMERS**? How do they communicate with their customers?
- e) **HOW DOES THE ORGANIZATION DELIVER** their products and services to customers?
- f) What types of people and organizations does the organization **COOPERATE** with?
- g) How does the organization **EARN INCOME**?
- h) What are the activities that **COST** the most?
- i) **WHO WORKS** for that enterprise, company, cooperative, or business group?
- j) **WHAT PROBLEMS** does the enterprise, company, cooperative, or business group face?

4. What are the advantages of the enterprise, company, cooperative, or business group, from the point of view of your team?

The teams will make a list of the best aspects of the organization based on the replies to the above questions.

5. What are the weaknesses of the enterprise, company, cooperative, or business group, from the point of view of your team?

The teams will make a list of the organization's shortcomings or weak points based on the responses to the above questions.



Each team manager will be responsible for carrying out their duties in relation to non-classroom training activities.

- ◇ Operations manager to assign work to members,
- ◇ Human resources manager to ensure the participation of team members,
- ◇ Material resources manager to prepare classrooms and materials,
- ◇ Communications manager to make contact with the relevant people and schedule meetings with the teacher/counsellor.

PREPARATION FOR THE NEXT SESSION:

Each team will be asked to present **CASES** that meet the needs of local communities during the next training session.

For this reason, teachers/counsellors, keep in mind that you should provide the teams **WITH the RESULTS OF THE WORK PERFORMED IN THE NON-CLASSROOM LEARNING.**

TOPIC 3: ENTREPRENEURSHIP NEEDS AND OPPORTUNITIES**Sub-topic 3.3****DISCOVERING EXPERIENCES THAT MEET NEEDS
AND PUTTING IDEAS INTO PRACTICE***Objective*

By actively participating in the learning activities of this sub-topic, you can develop the following knowledge, skills, and mindset:

- Identify examples of entrepreneurial activities aimed at meeting the common needs of local communities, and their strengths and weaknesses
- Generate more innovative entrepreneurial ideas to meet needs and identify opportunities
- Collaborate with others and reflect
- Be curious, enterprising and creative

The following tools and materials will be used in the training session:

- **Business Idea**
Video 8 – How to find a business idea?
- **Bonus video** – Developing innovative ideas together as a team
- Student Manual
- Flipchart paper
- Drawing materials (colored pencils, black pencils, lines, colored plaster, A4 paper, glue)
- Tools like a felt-tip pen for tracking teamwork



Table 12. CONCLUSION OF NEW ENTREPRENEURIAL IDEAS

TEAM NAME	NEW IDEA	WHETHER APPLICABLE		
		Possible	Moderate	Impossible



PREPARATION FOR THE NEXT SESSION:

The next lesson will be about business models for developing new ideas, so local business owners need to be involved. Therefore, the **team's communications manager** will be in charge of contacting them and inviting them to participate.

ENTREPRENEURSHIP NEEDS AND OPPORTUNITIES

ASSESSMENT OF TOPIC 3 

Self-assess the knowledge, skills and mindset you have acquired through the activities of **Topic 3** according to the following criteria. When you are done grading, hand it in to your teacher.

CRITERIA	LEVEL					
	1 Poor	2	3	4	5	6 Excellent
1. Objectively identify the needs of local people and organizations						
2. Needs analysis						
3. Identify commonalities and differences in different team members' proposals to identify needs-based entrepreneurial opportunities						
4. Generate entrepreneurial ideas in uncertain situations						
5. Discover the best ideas, share your conclusions with others, and express yourself clearly						
6. Identify your own and your team's capabilities in implementing your entrepreneurial ideas						
7. Understanding of ethics and norms relevant to the implementation of entrepreneurial ideas						

Name: Class:
 (Total score) * 2.4 = %




TOPIC 4:

DEVELOPING AN ENTERPRISE PROJECT

Sub-topic 4.1

DEVELOPING AND IMPLEMENTING AN ENTREPRENEURSHIP
IDEA - METHODS, OPPORTUNITIES AND OBSTACLES

Sub-topic 4.2

FINANCIAL RESOURCES

Sub-topic 4.3

BUSINESS PLANNING

Sub-topic 4.4

POTENTIAL RISKS DURING THE PROJECT
IMPLEMENTATION AND MITIGATION MEASURES

TOPIC 4: DEVELOPING AN ENTERPRISE PROJECT

Sub-topic 4.1

DEVELOPING AND IMPLEMENTING AN ENTERPRISE IDEA – METHODS, OPPORTUNITIES AND OBSTACLES

Objective

By actively participating in the learning activities of this sub-topic, you can develop the following knowledge, skills and mindset:

- Basic knowledge of entrepreneurship
- Seek opportunities related to needs
- Develop business model development
- Identify risks and seek ways to reduce them
- Search for causes and correlations in problems











The following tools and materials will be used in the training session:

- About the business model
[Video 9 - Business idea model](#)
- About the business model
[Video 10 - Create your business model, and develop](#)
- About the business model
[Video 11 - Discovering factors in the business environment](#)
- About the business model
[Lecture 2 – Business model](#)
- Student Manual
- “Paws” mapping sheet – Flipchart paper
- Flipchart paper
- Colored paper and markers with glue

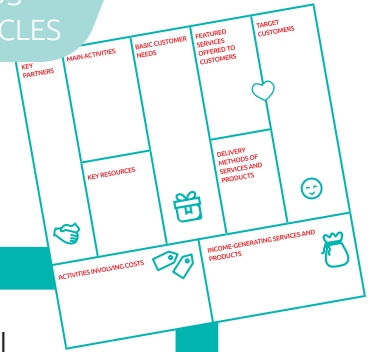


Business model:

Table 8. BUSINESS MODEL PLAN

<p>KEY PARTNERS</p> <ul style="list-style-type: none"> • Parents and teachers • School graduates • Local administration • Business coaches and mentors • Other supporting organizations 	<p>MAIN ACTIVITIES</p> <ul style="list-style-type: none"> • School and other news and information • Interviews and advice • Needs research 	<p>BASIC CUSTOMER NEEDS</p> <ul style="list-style-type: none"> • Useful and interesting information for students 	<p>FEATURED SERVICES OFFERED TO CUSTOMERS</p> <ul style="list-style-type: none"> • Lecture for Monday • Song for Tuesday • Poem for Wednesday • Story for Thursday • Dance for Friday 	<p>TARGET CUSTOMERS</p> <ul style="list-style-type: none"> • Students • School teachers and workers 
<p>ACTIVITIES INVOLVING COSTS</p> <ul style="list-style-type: none"> • Purchase of equipment • Procurement of materials and supplies • Use of Internet and telephone units • Others 		<p>INCOME-GENERATING SERVICES AND PRODUCTS</p> <ul style="list-style-type: none"> • Lecture tickets • Coffee service • Singing and dancing training • On-demand broadcasting services 		
				

OPEN MIC PROJECT – ZAVKHAN PROVINCE TUDEVTEI SOUM.



Guidance 4.

SEARCH FOR OPPORTUNITIES TO IMPLEMENT BUSINESS MODEL

As you saw in the video, when looking for opportunities to implement a business model, it's important to consider customer demographics, technological and social trends, the presence of competing organizations, and the economic situation in the environment where the model is to be implemented. Please choose 4 colored sticky notes for your group, write the following notes on them, and then attach them to your business model as displayed in the video.

CUSTOMER GROUPS	For instance, the video showed that the customers of the "Open Mic" enterprise project could be teachers and workers in addition to school students. Just like that, list each person on YELLOW paper who might be on your team other than the customers chosen for entrepreneurship.
TECHNOLOGICAL AND SOCIAL TRENDS	The business model examples illustrate how the actual requirements of customers and consumers are impacted by information delivery methods, information security, information authenticity, intellectual property, new laws and regulations, and societal changes. Similarly, write down on PINK paper one by one, how technological and social trends will affect your team's entrepreneurship.
COMPETITIVE ORGANIZATIONS	How will businesses or individuals compete for customers with your team's entrepreneurship in your community or nearby areas, how will this affect you, what are the risks, what are their weaknesses, and what will happen if your entrepreneurship's partner organization changes or stops supplying your goods or services? Write each one down on BLUE paper, then adhere them to your model.
ECONOMIC CONDITIONS	Each impact on your team's ability to offer goods and services to customers - such as a shift in transportation and infrastructure, a change in the exchange rate, an increase in the cost of raw materials, or a shortage - should be noted on a separate piece of GREEN paper.



Exercise 11.

Entrepreneurship project

Teams will develop their projects according to the following structure:

Project development model

1. **Project name**
2. **Project location**
3. **Project summary** (business idea should be briefly explained here)
4. **Vision and mission of the project**
5. **Human and material resources of the project** (including information about who will work on it, in what roles, and with what tools and materials, etc.)
6. **Project risks**

Example

Here are some examples of a project's vision and mission.

Vision

A vision is a company's long-term goals. In other words, it responds to the question, "Where will my business reach?" The vision is outlined as being entirely achievable in the short, medium, and long terms as 3, 5, 10, 20, 30, and 50 years, respectively. It's a picture of the future of business, to put it simply. It is recommended that the vision should not exceed 8 words for simplicity of understanding.

As an example, let's review the vision of some companies and service providers.

Oyu Tolgoi LLC: We will develop knowledge, skills, and values using mineral resources.

Mobicom Corporation: We will connect flowing lives.

Talkh Chikher LC: We will lead the creation of a transformative consumer culture.

2nd State Hospital: We will become a model hospital meeting international standards.

Where
will my
business
reach?

Mission

This is our main long-term goal for the success of our business. It should be emphasized that it is rare to change, update, or correct the mission statement, because it stands for the purpose of the business.

According to Harvard University, the below **4M** principles can be used to identify the mission of any business:

MEMORABLE

MANAGEABLE

MEASURABLE

MOTIVATIONAL

The mission explains why the business exists.

As an example, let's see the mission of some companies and service providers.

Oyu Tolgoi LLC: Our mission is to prioritize safe operation, create globally-competitive copper production, and contribute to Mongolia's development.

Mobicom Corporation: We are a leading organization that supports Mongolia's growth by offering advanced telecommunications services to our customers.

Talkh Chikher LC: Our success in the food sector is based on the happiness of our consumers. We develop and supply products using modern technologies that adhere to high standards of quality around the world.

2nd State Hospital: Using advanced technology, highly knowledgeable and skilled medical professionals will deliver thorough, rapid, and high-quality healthcare services, improving the quality of life of our customers.



★ **Additional information**

Paw

In order to develop their project, the teams will conduct interviews to find answers to the following questions. For this: **PAW** mapping can be used.

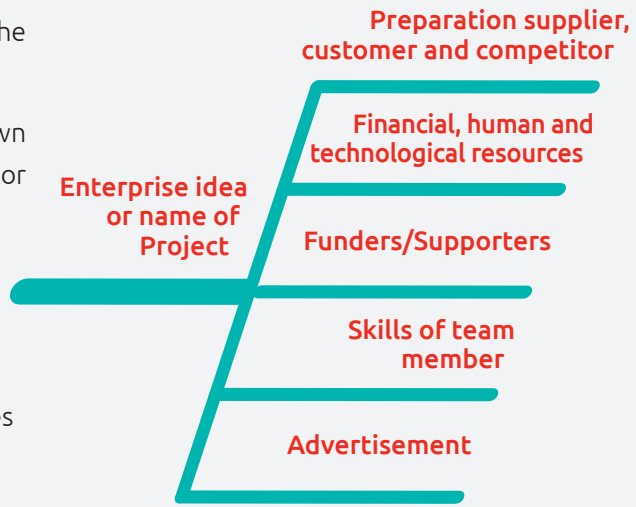
- Write the name of the project idea or implementation project selected by the teams in the stem section.

- On the teeth of the paw, write down things to consider from many angles. For example:

- ✓ Who are the suppliers, customers, and competitors?
- ✓ What are the available financial, human, and technological resources to start and operate the intended business?
- ✓ Who to contact and where to find the additional resources needed?
- ✓ What are the skills of the team members?
- ✓ How do we advertise the business?

- At the tip of the claw, write a marketing plan for your team's project based on the above question.

- Have a discussion about possible obstacles to implementing a written marketing plan.



PREPARATION FOR THE NEXT SESSION:

As the next training will cover financial resources, the teams will bring brochures and fliers about loans that are distributed free of charge by banks.

Sub-topic 4.2

FINANCIAL RESOURCES

Objective

By actively participating in the learning activities of this sub-topic, you can develop the following knowledge, skills, and mindset:

- Knowledge of money, income, expenses, credit, goods, services, and financial institutions
- Calculate and allocate financial resources
- Adhere to financial rules and regulations
- Pay attention to what others are saying, get their suggestions, ask them questions, and understand their responses
- Explain ideas and express opinions

The following materials will be used in the training session:

- Student Manual
- Financial Basics
Video 12 – Financial literacy, goods and services
- Financial Basics
Video 13 – Budget
- Financial Basics Video 14 – Banks and financial institutions
- About Soum Development Fund
Video 15 – Soum Development Fund Loan
- About the Small and Medium Enterprises (SME) Support Fund
Video 16 – SME Fund loan
- Basics of Money and Finance
Lecture 3 – Money and income
- Basics of Money and Finance
Lecture 4 – Expenditure and savings
- Basics of Money and Finance
Lecture 5 – Credit
- Bank brochures and fliers
- Flipchart paper
- Markers



Additional information

What is the cost?

All money spent on the preparation and sale of manufactured goods and products can be understood as expenses.



Direct and Indirect Costs

- Direct costs: related to goods and services produced or purchased by the factory.

For example, the cost of raw materials and labor cost

- Indirect costs: costs are generally not directly involved in the production of the product.

For example, electricity, water, heating costs, vendors, guards, etc

Direct costs

Direct costs are classified as **LABOR COSTS** and **MATERIAL COSTS**.

Direct labor costs are all the money spent by the factory to pay the wages of its workers and employees.

Direct material costs are all the money spent by the factory to purchase materials and parts that become components of the products being produced or the services being provided.

Cost categories

Depending on the amount of production, costs are divided into 2 categories:

• Variable costs (VC)

Variable costs: Costs that are directly related to sales, so the total amount changes when the production volume changes.

• Fixed costs (FC)

Fixed costs: Costs that remain relatively constant whether production increases or decreases, that is, costs that are independent of production and sales.



CASE: Estimating the cost of a project to establish a small bread shop that makes 10 loaves of bread per day in the local area

Table 13. COST CALCULATION TABLE FOR THE BREAD SHOP

Type of expenditure	Measuring unit	Quantity	Unit cost	Total
TOTAL				





Exercise 12.



Exercise in self-reflection

Answer the following questions.

1. What was the BEST THING about participating in today's activities?

.....
.....

2. What emotions did you experience? HOW DID YOU MANAGE AND HOW WERE YOU ABLE TO UNDERSTAND OTHERS?

.....
.....

3. What challenges and difficulties did you encounter, and HOW did you get through them?

.....
.....

4. Who was the most creative in your team? WHAT SKILLS AND QUALITIES DO YOU NEED TO LEARN FROM HIM/HER?

.....
.....

5. Who was the most inactive on your team? WHAT WOULD YOU DO IF YOU WERE HIM/HER?

.....
.....

6. WHAT SKILLS WERE MISSING IN YOUR TEAM MEMBERS FOR THE DATA COLLECTION? How should they be developed?

.....
.....

TOPIC 4: DEVELOPING AN ENTERPRISE PROJECT

Sub-topic 4.3

BUSINESS PLANNING

Objective

By actively participating in the learning activities of this sub-topic, you can develop the following knowledge, skills, and mindset:

- Understanding business plans
- Defining business goals, objectives, resources, and activities, writing a business plan
- Using information technology tools to write a business plan
- Planning, organizing, maintaining resources, receiving suggestions, and resolving conflicts effectively

The following tools and materials will be used in the training session:

- Student Manual
- About the Business Plan
[Lecture 6 – Business plan](#)
- About business plan and business planning
[Video 17 - Business plan and business planning](#)
- Flipchart paper and color markers



A BUSINESS PLAN is a document that summarizes the operational and financial goals of a business and includes a detailed plan and budget for achieving the desired goals. This is the road map to your business success¹⁰.

Why do we need a business plan to begin any business?

YOUR BUSINESS PLAN IS IMPORTANT TO DETERMINING IF YOUR BUSINESS IDEA IS VIABLE, IF YOU INTEND TO START A NEW BUSINESS BUT THERE IS LITTLE OR NO PROFITABILITY, THEN THERE IS NO REASON TO START A BUSINESS. A BUSINESS PLAN IS A SUCCESS ROAD MAP. YOU DON'T OFTEN NEED MONEY TO LAUNCH A BUSINESS. IF YOU NEED START-UP FUNDING, YOU SHOULD HAVE A BUSINESS PLAN READY TO SHOW INVESTORS THE PROFITABILITY OF YOUR PROPOSED BUSINESS.

¹⁰ This information was taken from <https://mn.unitinal.com>.

Table 13. BUSINESS PLAN TEMPLATE

BUSINESS PLAN	EXPLANATION
<p style="text-align: center;">1. PROJECT SUMMARY</p>	<ul style="list-style-type: none"> • What needs will be met by the project • How products and services offered relate to the needs • What is the current situation and what are the weaknesses of the product or service • What is the solution proposed by the project, • Brief market information about the product or service (i.e., what are the needs, who are the customers, what growth is expected, whether this project can be implemented in other areas or localities, etc.)
<p style="text-align: center;">2. GOALS AND OBJECTIVES OF THE PROJECT</p>	<ul style="list-style-type: none"> • The purpose of the project - what to do and how to do it • The degree of compatibility with local development goals and priority sectors of the economy • Show a maximum of 3 targets
<p style="text-align: center;">3. ABOUT PRODUCTS/ SERVICES OFFERED</p>	<ul style="list-style-type: none"> • Why the product or service is needed. • How it differs from existing similar products or services
<p style="text-align: center;">4. RESOURCES AND MATERIALS REQUIRED FOR PROJECT IMPLEMENTATION</p>	<ul style="list-style-type: none"> • List of the necessary requirements - workplace, equipment, tools, and raw materials • Where the resources from the list above will come from – sources and whether they are available in the local market
<p style="text-align: center;">5. MARKET ANALYSIS AND RESEARCH</p>	<ul style="list-style-type: none"> • Who is the customer for the product or service? • Who are the target customers, what are their ages and their needs • Are there similar businesses in the area and are they competitors • Was market research conducted and what tools were used (questionnaires, interviews, etc.) • What do the target customers think about the project
<p style="text-align: center;">6. MARKETING STRATEGY</p>	<ul style="list-style-type: none"> • What is the price of the product or service? • Will it be more expensive or cheaper than other similar businesses? • How will product/service be delivered to customers • Are there are special incentives for customers • How to promote your product or service, etc.



EXAMPLE: A business plan for the "Student's Closet" project of the "Rainbow of Success" project team of Bulgan soum school students of Khovd province.

1. PROJECT SUMMARY

The Student Locker Project was created to provide safe storage services for school students' valuables. According to international standards, the weight of the bag that a student must carry should not exceed 10 percent of the child's body weight or **4 kg** for students aged **14-18**. However, secondary school students carry a large number of books, notebooks, and school supplies in their bags, weighing a total of **5-7 kg**, as they attend electives and other courses after school. Therefore, with this project, students can leave the things they don't need for their lessons in the locker and put the necessary books, notebooks, and supplies in their bags. The project also helps to prevent students from backaches or hunchbacks from carrying heavy bags and from losing clothing items such as hats, gloves, and sneakers, as well as providing personal space for them to store valuables. In addition, some teachers expressed interest in keeping their belongings in a locker, so both teachers and staff are also our customers.

This project will be managed by the **Rainbow of Success** student team members who will hand over their work and responsibilities to the freshmen when they graduate.

With the administration's approval, 6 sets of lockers were installed in the empty space beneath the school's stairs. Textbooks, notebooks, sports clothes, footwear, and school uniforms can all fit in one locker. The renter of the locker has a key to open and lock the locker.

There are not yet any competitors for locker rentals in our area, but there probably will be. So we are aiming to provide teachers, workers and students at the school with services that have the most accommodating terms and conditions. Additionally, by signing a rental agreement with 135 students, all secondary school students at our school will be able to rent lockers. With the money made over the course of the next three years, the number of lockers will be expanded to 12 sets.



We rent one locker for 10,000 MNT per year. However, in order to attract customers in the first year, a lease agreement of MNT 7,000 per year will be offered. Assuming a total of 90 customers, the first year's sales revenue is 630,000 MNT. However, from the second year, the rent will be 10,000 MNT, the number of locker rental contracts will be increased to 105, and the sales revenue will be 1,050,000 MNT. It is estimated that rental income will increase by 30 percent per year in the future. In order to keep operating costs to a minimum, care must be taken to keep lockers intact and in good working order. We are not projecting a net profit for three years.

The plan is to purchase lockers worth 6,600,000 MNT including VAT in order to provide lockers for every secondary school student. Out of this, 2,800,000 MNT will be contributed by the non-refundable financial support of the ESEL program, and the remaining 3,800,000 MNT will be obtained from rental income.

2. GOALS AND OBJECTIVES OF THE PROJECT

The Student Locker Project aims to provide rental locker services for school students to store their school supplies and personal belongings. In order to achieve this goal, the following targets are set for the next three years:

1. PUTTING 12 SETS STUDENT LOCKERS IN PLACE

2. ESTABLISHING A RENTAL AGREEMENT AND OFFERING SERVICES TO 135 SECONDARY SCHOOL STUDENTS

3. ENCOURAGING STUDENTS TO ENROLL IN THE ESEL COURSE

Indirectly, our project will help lessen the harmful effects that hefty bags have on society and the environment in the following ways:

- Students are prevented from back injuries by relieving the strain of heavy backpacks;
- A private and secure environment is established;
- A creative and organized learning environment is supported;
- Students develop routines, patterns, and habits including being respectful and responsible.



3. ABOUT PRODUCTS/SERVICES OFFERED

In the school environment, student lockers are available only in private schools in Ulaanbaatar, the capital city. Therefore, our project is implementing the first experimental locker rental service in soum schools. One set of lockers is 180 cm high, 90 cm wide, 40 cm deep, 0.75 mm wall thickness, and has a total of 15 compartments, each 30 cm high and 28 cm wide. In other words, one locker can be rented to 15 customers. We will rent a total of 12 sets of lockers in the next three years, or 180 cells in one year and 540 cells in three years. The annual rent is set at 10,000 MNT.

Each classroom has a large locker for use by all students, but the items stored there carry the risk of being damaged, lost, or not being available when needed. Our project will solve the following problems faced by students:

- **Carrying around a heavy bag all day;**
- **Lack of private space for students at school;**
- **Existing lockers are open to everyone, so students can't use them to keep valuable and private items;**
- **Classrooms share two shifts, so students can't keep their items there permanently;**
- **The only large locker doesn't have any locks or keys;**

Most of the students have the above problems in common, so this solution addresses all these points. As this problem is widespread, we will look for opportunities to share the model of the student locker project with students from other schools and create a franchising network business.

We will always adhere to the following three working principles for the successful implementation of this project:

- **Students' privacy and belongings will be maintained to a high standard. Locker keys will not be given to anyone other than the renter during the term of agreement.**
 - **The locker will be protected from any damage and kept safe, because we will buy and rent lockers made of the best quality materials.**
 - **Team members will take part in continuous training and development. In particular, our team members will continuously learn and develop their knowledge and skills in the areas of accounting, management, ethics, communications, eco-friendly lifestyle, and locker and lock maintenance.**



4. RESOURCES AND RAW MATERIALS REQUIRED FOR PROJECT IMPLEMENTATION

Our chosen location:

- The location has the permission of the school administration;
- It is a vacant space inside the school, next to the stairs;
- The sound of doors opening, closing and locking won't disturb students in classrooms.

It has been agreed with the school administration that there will be no fees or charges for the placement of the lockers.

The rental agreement for student lockers states that:

- In the first year, the renter will pay **MNT 7,000**, and in the second, **MNT 10,000**;
- The renter is responsible for maintaining the integrity of the lockers, locks and keys;
- The renter is responsible for the safety and security of the items stored in the locker;
- The rentee is fully responsible for the functionality, control, and security of the lockers.

The following costs are incurred for the purchase and use of one locker set with 15 compartments:

- After seeking prices from stores in Ulaanbaatar city that sell lockers, we decided to buy the lockers that met our requirements from XXX stores for **550,000 MNT** including VAT. A total of 6,600,000 MNT was spent on the purchase of 12 sets of lockers. The supplier claims that the lockers have a lifespan of at least **10 years** and provides a one-year repair and service warranty.
- We paid **960,000 MNT** for the transportation sets of all the lockers from Ulaanbaatar to our Soum. The cost of transportation for each was estimated at **80,000 MNT**.
- When we arrive at the soum, we will drop them off directly at the school, so no additional freight costs will be charged, and with help from families and teachers, the lockers will be placed in the exact location approved by the school administration.
- Each compartment has 3 keys.
- **100,000 MNT** will be used annually for cleaning, disinfecting, and polishing lockers.
- The numbering of each locker and the rental register will be completed using our own resources.
- Project team members will work voluntarily, but rental income will cover the cost of telephone units, tea and drinks as required. This cost will be set at a maximum of **260,000 MNT** per year.

The annual service cost and profit for each unit lockers are calculated as follows.

$$\text{DIRECT MATERIAL COST} = 100,000 + 260,000 = 360,000 \text{ MNT}$$

$$\text{DIRECT MATERIAL COST PER SHELF} = 360,000 \text{ MNT} / 180 \text{ UNIT} = 2,000 \text{ MNT}$$

$$\text{COST PER SHELF SERVICE} = (6,600,000 \text{ MNT} + 960,000 \text{ MNT}) / 10 \text{ YEARS} / 180 \text{ SHELVES} \\ = 4,200 \text{ MNT}$$

ALL COSTS		CALCULATION	THE FIRST YEAR	LATER YEARS
Direct material	2,000	Rental price	7,000	10,000
Cost per service	4,200	Expense	6,200	6,200
Expense per service	6,200	Profit	800	3,800

According to the above calculations, the rental service per locker will be 6,200 MNT per year, and the profit will be 800 MNT in the first year and 3,800 MNT in the following years.

Based on the above costs, the revenue results for the first three years of the student locker project are projected to be as follows: Unit rental income (7,000 and 10,000 MNT) and cost (6,200 MNT) multiplied by the total number of units to be rented per year (180 units) to find the total sales amount.

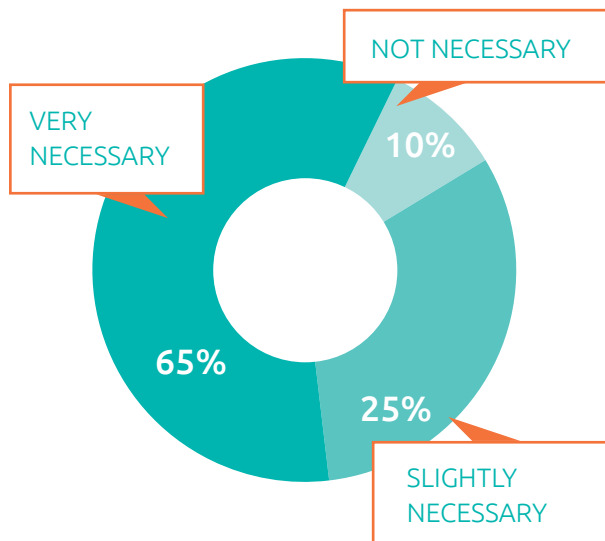
YEAR	THE FIRST YEAR	SECOND YEAR	THIRD YEAR
Sales revenue	1,260,000	1,800,000	1,800,000
Cost	1,116,000	1,116,000	1,116,000
Total profit	144,000	684,000	684,000

According to the above calculations, the profit in the second year will make it possible to purchase new lockers to extend the services. However, this estimate is based on the condition that 100% of the lockers are rented and all rental fees are paid.

5. MARKET ANALYSIS AND RESEARCH

In the first year, our project started buying and renting 12 locker sets with 15 compartments for secondary school students who carry heavy books and school materials. Currently, there are no student locker rental service in our school. We are the first project of its kind in the soum because there are no other individuals, businesses, or organizations active in this industry.

Research to determine the needs of students' lockers



Our secondary school students, teachers, and workers are our active customers. When we conducted a potential customer survey of 200 students through class group chats on social media to determine their locker needs, 65 percent of students rated them as very necessary and 25 percent as slightly necessary, and 10 percent said they were not necessary. Students who stated “not necessary” all live in the school dormitory located close to the school.

Also, when teachers and workers of the school were asked about the need for lockers through a survey, most of them answered that they often needed additional lockers to store their school and personal belongings.



We analyzed the internal and external factors of this project as follows to **determine how to proceed in the market.** >>

	STRENGTHS	WEAKNESSES
INTERNAL FACTORS	<ol style="list-style-type: none"> 1. Located inside the school. 2. Annual rental fees are affordable for teachers, students, and parents. 3. The number of lockers is sufficient. 4. The lockers have metal walls to protect things from external damage. 	<ol style="list-style-type: none"> 1. Each locker is the same size. 2. Team members have not yet learned how to maintain and repair lockers. 3. Lack of skills to manage the revenue and costs of locker rental. 4. Not covered by insurance.
EXTERNAL FACTORS	OPPORTUNITY	RISK/THREATS
	<ol style="list-style-type: none"> 1. There is an increasing trend among secondary school students and teachers of needing to rent lockers. 2. The need for more services in the locker area. 3. Available support from the soum and the school administration. 	<ol style="list-style-type: none"> 1. Someone else in the soum is likely to introduce a similar innovative service. 2. Changes in the school e.g. environment, policy and planning.

Based on the above analysis, a plan has been made to increase the number of lockers from the rental income, as well as to expand other types of services and activities in the school environment.

6. MARKETING PLAN

Secondary school students are the project's main target audience, however, teachers/counsellors and workers in the school can also rent lockers.

Locker rental agreements with customers can be made for one year and then renewed annually. The annual fee is set at **MNT 7,000** in the first year to attract customers with an increase to **MNT 10,000** in subsequent years.

We will regularly organize school students to promote our services and their benefits. Our services will be available every week, between 7:30 and 19:00 on school days.

Rental payments by our customers can be made using cash or online banking. Additionally, notices and details about the student locker services will be published on the school's social media channels and information boards.

Guidance 5.

Developing a business plan of the project

1. **The team members will first assign their roles and responsibilities** using the following table.

Table 14. DISTRIBUTION OF TEAMWORK

ACTIVITY	STUDENT IN CHARGE	TIMELINE	PERFORMANCE

2. The teams will display the business model prepared in the previous lesson on the table and discuss the **projec** again.
3. Develop your business plan starting from the goals and objectives. Then, write the **"PROJECT SUMMARY"** **after** completing the plan.



The teams should complete the business plan and present it to local businesses and professionals to get advice and improve it. When you work on this task, please consult your teacher/counsellor.

PREPARATION FOR THE NEXT SESSION:

The teams will present their business plans in the next training session, thus they need to have their presentation materials prepared.

In addition, the team's **communications managers** will meet with the relevant people and get them ready for their participation in the upcoming training session.

TOPIC 4: ENTERPRISE PROJECT DEVELOPMENT

Sub-topic 4.4

POTENTIAL RISKS DURING THE PROJECT
IMPLEMENTATION AND MITIGATION
MEASURES*Objective*

By actively participating in the learning activities of this sub-topic, you can develop the following knowledge, skills, and mindset:

- Pre-define potential risks to be incurred during the project implementation;
- Define mitigation measures and ways to overcome the risks;
- Teamworking and reflecting in creative ways;
- Being curious and taking initiative (pro-active)

The following tools and materials will be used in the training session:

- Financial risks:
[Presentation 7 – Risk and insurance](#)
- Student Manual
- Risk
[Video 18 – what is a risk?](#)



What is a risk?¹²

A risk is any event that harms the achievement of an organization's goals. Those of you who are doing business may only compare RISK with natural disasters. But risk doesn't stop there, it's everywhere in your business environment, for instance, economic downturns and slowdowns such as political instability, intense market competition, currency fluctuations, unexpected events, etc.

Risk is mainly due to the following factors:

• POLITICAL
UNCERTAINTY

• CHANGE IN
THE SPEED OF
PRODUCTION

• ELECTION
CAMPAIGNS

Factors related to administrative and legal changes:

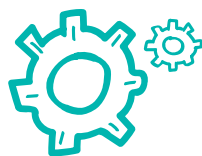
• POLITICAL INSTABILITY

• INCREASING STATE COERCION AND COMPLIANCE
(Many permissions are required from government agencies)

Factors due to the heightened market competition:

• 50% OF BUSINESS ENTREPRENEURS' INCOME DEPENDS ON THIS RISK (IT WAS THE #1 RISK IN THE CONSTRUCTION AND MANUFACTURING SECTOR IN 2018)

• TECHNOLOGICAL DELAYS



• LACK OF SKILLED HUMAN RESOURCES AND EMPLOYEES TENDENCY TO LEAVE THEIR JOBS.

• FAILURE TO TAKE INNOVATIVE ACTIONS THAT MEET CUSTOMER NEEDS.

¹² The information is from the source <https://ceonetwork.mn/>.

Factors that make the inability to recruit and sustain the best workforce:

- FAILURE TO DEVELOP AND APPLY EFFECTIVE STRATEGIES
- THE AVERAGE AGE OF HUMAN RESOURCES IS HIGH
- FAILURE TO REACH THE PLAN
- ABSENTEEISM

Failure to provide products and services that meet customer needs

• ADVANCES IN TECHNOLOGY CAUSE CONSTANT CHANGES IN CUSTOMER INTERESTS. KEEPING QUALIFIED HUMAN RESOURCES IS CRUCIAL TO ADAPTING TO IT. INNOVATION IS THE KEY TO SUCCESSFUL TECHNOLOGY COMPANIES.

Due to business interruption:

• From 36% in 2013 to 22% in 2015, business interruption due to risk to the source of income decreased. It clearly shows that business owners can manage their risks at some level. Consider the coronavirus pandemic's effect on business.

Risks resulting from the errors made by third parties

- This risk was ranked 13th in 2013 and 8th in 2015, respectively.

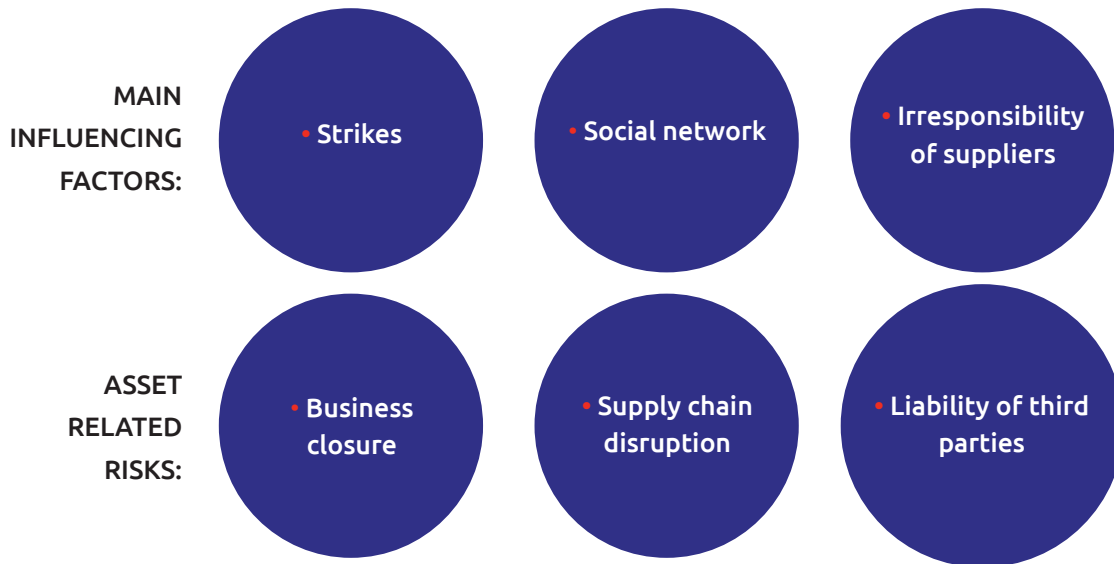




Table 14. **EXAMPLES OF RISK**

OPERATIONAL RISK	PROBABILITY OF INCIDENT (High, Moderate, Low)	INCURRED DAMAGES (High, Moderate, Low)	EXPLANATION
<p>1. Being unable to obtain a license to produce products or offer services</p>	<p>Low</p>	<p>High</p>	<p>The school administration has informed us that they will approve our project if our product has health advantages. If we can't get permission, we will have to do the project outside the school. This can raise costs and reduce our revenue. To minimize this risk: <i>We will emphasize the health benefits of our products and highlight the demands of the students.</i></p>
<p>2. Risks of security and safety</p>	<p>Moderate</p>	<p>High</p>	<p>Customers are at risk of poisoning To minimize this risk: <i>We regularly take steps to ensure that production is carried out in line with food hygiene regulations. Milk products can be the source of this problem. Therefore, these products should be stored according to technological standards.</i></p>
<p>3. Risks associated with team members who are unable to function as a team</p>	<p>Low</p>	<p>Low</p>	<p>We assigned the roles according to the team members' skills, so the risk is expected to be low.</p>
<p>4. Risks related to raw materials</p>	<p>Moderate</p>	<p>Moderate</p>	<p>Due to the seasonality, the supply of milk and milk products from the herdsman is likely to decrease, so the team would purchase refrigerators to conserve the supplies.</p>
<p>5. Risks related to tools and equipment</p>	<p>Moderate</p>	<p>Moderate</p>	<p>Since we have no prior budgeting experience, we will compete with other projects for funds to buy the freezer. To minimize this risk: <i>We will mobilize our budget using a variety of methods, including own funds, obtaining credit from the bank, etc. If we are unable to set a sufficient budget, we will take action to reduce expenses.</i></p>
<p>6. Other</p>			

Exercise 13.



Exercise in reflection and management of emotions

PLEASE ANSWER THE FOLLOWING QUESTIONS

1. What did you enjoy MOST about taking part in today's activities?

.....

.....

2. What emotions did you experience? HOW DID YOU MANAGE THEM AND COMMUNICATE WITH OTHERS?

.....

.....

3. What challenges and obstacles did you encounter, and HOW did you get through them?

.....

.....

4. Who was the most creative in your team? WHAT SKILLS AND QUALITIES CAN YOU LEARN from this team member?

.....

.....

5. Who on your team lacked initiative the most? WHAT WOULD YOU HAVE DONE IF YOU WERE THIS TEAM MEMBER?

.....

.....

6. WHAT SKILLS WERE MISSING IN YOUR TEAM MEMBERS FOR DATA COLLECTION? How should it be developed, in your opinion?

.....

.....

Enterprise PROJECT DEVELOPMENT

ASSESSMENT OF TOPIC 4

Have this assessment graded by a team member and submit the grade sheet to your teacher/counsellor.

CRITERIA	LEVEL					
	1 Poor	2	3	4	5	6 Excellent
1. Define the goals and objectives of Project 1 in various scenarios						
2. Make a realistic decision by weighing the pros and cons of each of the above options with available local resources						
3. Engage in constructive discussions when team members disagree						
4. Put efforts to complete Project 1 on time						
5. Participate fully in the team's decision-making process while actively hearing what other students have to say about the choices chosen						
6. Take part in the financial planning required for Project 1 activities						
7. Develop a proposal for a specific assignment using the skills you gained from Project 1						
8. Use ICT to develop Project 1 planning						
9. Avoid making the same error as in Project 1						

Name:

Class:

(Total score) *1.85= %





TOPIC 5:

IMPLEMENTATION AND MONITORING OF ENTERPRISE PROJECTS

Sub-topic 5.1

ARRANGEMENTS FOR THE ENTERPRISE PROJECT IMPLEMENTATION

Sub-topic 5.2

MONITORING THE PROGRESS AND RESULTS
OF THE ENTERPRISE PROJECT

Sub-topic 5.3

PROJECT EVALUATION

TOPIC 5: IMPLEMENTATION AND MONITORING OF ENTERPRISE PROJECTS

Sub-topic 5.1

ARRANGEMENT FOR ENTERPRISE PROJECT IMPLEMENTATION

Objective

By actively participating in the learning activities of this sub-topic, you can develop the following knowledge, skills, and mindset:

- Effective allocation of resources needed for project implementation
- Analysis of local entrepreneurship activities
- Identify ways to implement entrepreneurship
- Teamwork, communication, and reflection
- Recognize the characteristics of local society and culture
- Being creative and proactive

The following tools and materials will be used in the training session:

- Computer (1 for each child)
- Mobile phones that can record conversations and take photos (at least 1 per team)
- Flipchart paper (to be used in teamwork)
- Pens/pencils: 4 colors



The teacher/counsellor will ask you whether the project prepared at the end of **Topic 4** can be implemented locally. Work as a team and discuss ways to implement it locally.

The prepared mapping should be presented to other students and representatives of local entrepreneurs and businesses to receive feedback. Discuss how to collect feedback and define each team member's responsibility.

Students should present their project implementation plan, get feedback, then inquire about the real-life challenges faced by local businesses working on projects similar to theirs and compare those difficulties to the plan they developed.

As directed by the teacher, data collection will take place during non-classroom learning. Meetings with local businesses and entrepreneurs will be used to collect data for the following categories.

1. CHALLENGES RELATED TO THE PARTIES INVOLVED
2. CHALLENGES RELATED TO THE BUSINESS OPERATIONS
3. CHALLENGES RELATED TO CUSTOMERS
4. CHALLENGES RELATED TO ENTREPRENEURS AND HUMAN RESOURCES

After identifying the problems in the above **4** areas, the teams will find out "**Why**" there are such problems and weaknesses. The following 3 areas will be monitored and evaluated.

I.

The progress of the organization from its beginning to the present

II.

Identify the organization's internal operations, planning, scheduling, employee skills, communications, products, and services that need improvement

III.

Research customer satisfaction with the organization's services and products



Teams will use the templates in the Student Manual to collect data from local entrepreneurs and businesses:

QUESTIONS

DEVELOP A CUSTOMER SATISFACTION SURVEY



Teams will meet with local entrepreneurs and businesses to get information about the challenges they encounter and to plan for tasks that must be completed outside of the classroom. Teams will carry out the following tasks:

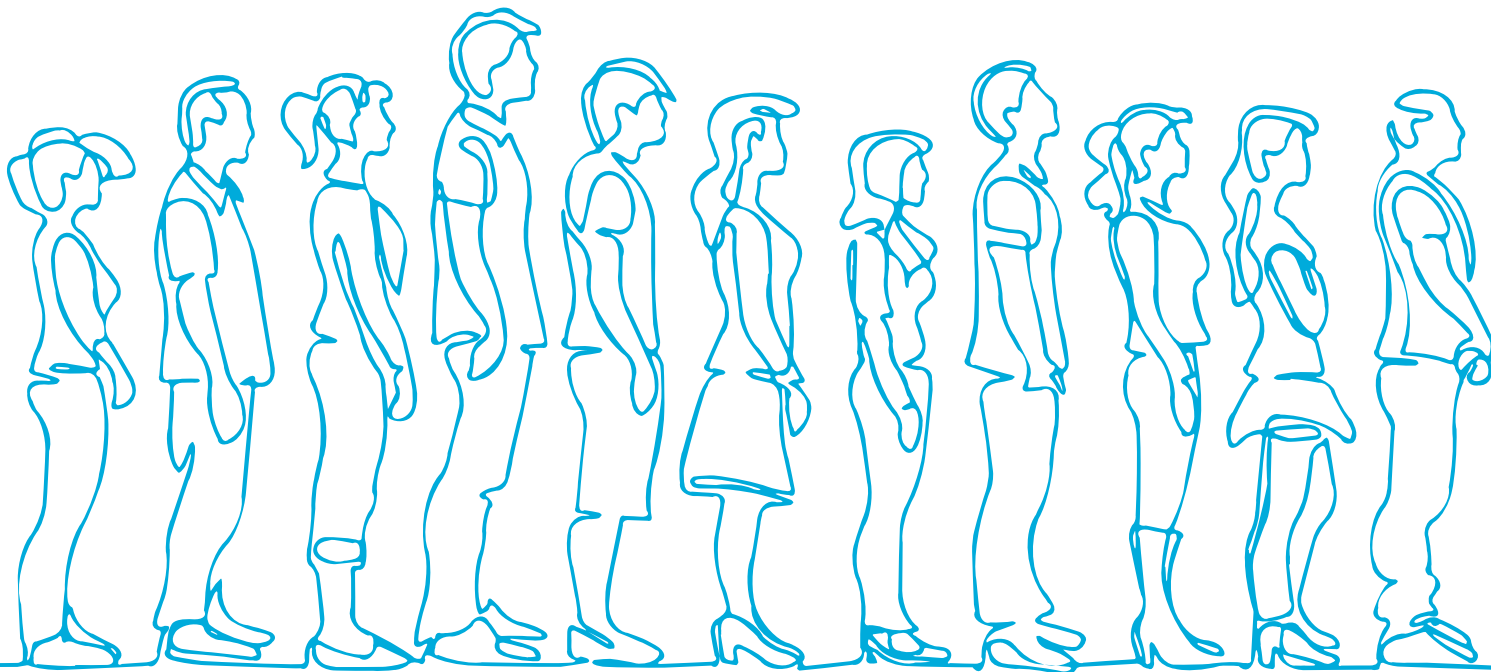
- Teams should develop a detailed data collection plan using two actions:



- 1) Create a QUESTIONNAIRE for local entrepreneurs and businesses
- 2) Prepare a CUSTOMER SATISFACTION SURVEY

- Allocate the work among the team members

- Team managers to ensure their preparation is done in accordance with their roles and responsibilities





The teams will prepare the data collection task outside the classroom according to the plan and preparation made in the class. Collect data using **QUESTIONNAIRES** and **CUSTOMER SATISFACTION SURVEYS**, then evaluate the data.

CUSTOMER SATISFACTION SURVEY

1. GENDER OF THE RESPONDENT

1. Male
2. Female



2. AGE OF RESPONDENT

1. up to 18
2. 19-29
3. 30-39
4. 40-49
5. 50-59
6. 60 and above

3. PERIOD OF SERVICE BY THE BUSINESS UNIT AND ORGANIZATION

1. 1 year or less
2. 2-4 years
3. 5-6 years
4. 6 years and above

Reference model

QUESTION	CHOOSE ONE ANSWER FROM THE OPTIONS BELOW				
	😊😊😊	😊😊	😊	😞	😞😞😞
1. Employee communications					
2. Price					
3. Quality of products and services					
4. Introduction of new products and services					
5. Sanitation status					
6. Product service warranty					
7. Service comfort					
8. Receiving complaints from customers					



Analyze the collected data



Data will be coded and typed into a **Microsoft Excel file**. Give each respondent a number.

Enter the number in the green-colored column of the image shown below.

The response must be entered numerically as well, with the number being inputted as follows:

- for 5
- for 4
- for 3
- for 2
- for 1



This information should be typed in the pink section of the figure below.

Answer options that are transferred to 1, 2, 3, 4, and 5 will be written in the yellow highlighted section.

After entering the responses of the respondents into a Microsoft Excel spreadsheet, calculate the mean value.

Асуултын код	1	2	3	4	5	6	7	8
1	1	6	4	3	4	4	2	5
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								

If the average number is close to 1, the answer of the respondents to the question is negative, and if it is close to 5, it means that the answer to the question is satisfied.



Challenges that local enterprises and organizations had when analyzing the data collected:

1. Optimal definition of market needs (calculation of starting conditions, etc.)
2. Planning and arrangement
3. Human resources and employee skills
4. Financial resources
5. Available market space
6. Research and improvement of products and services
7. Whether it is considered in connection with Pay attention to which areas of the problem have more challenges.



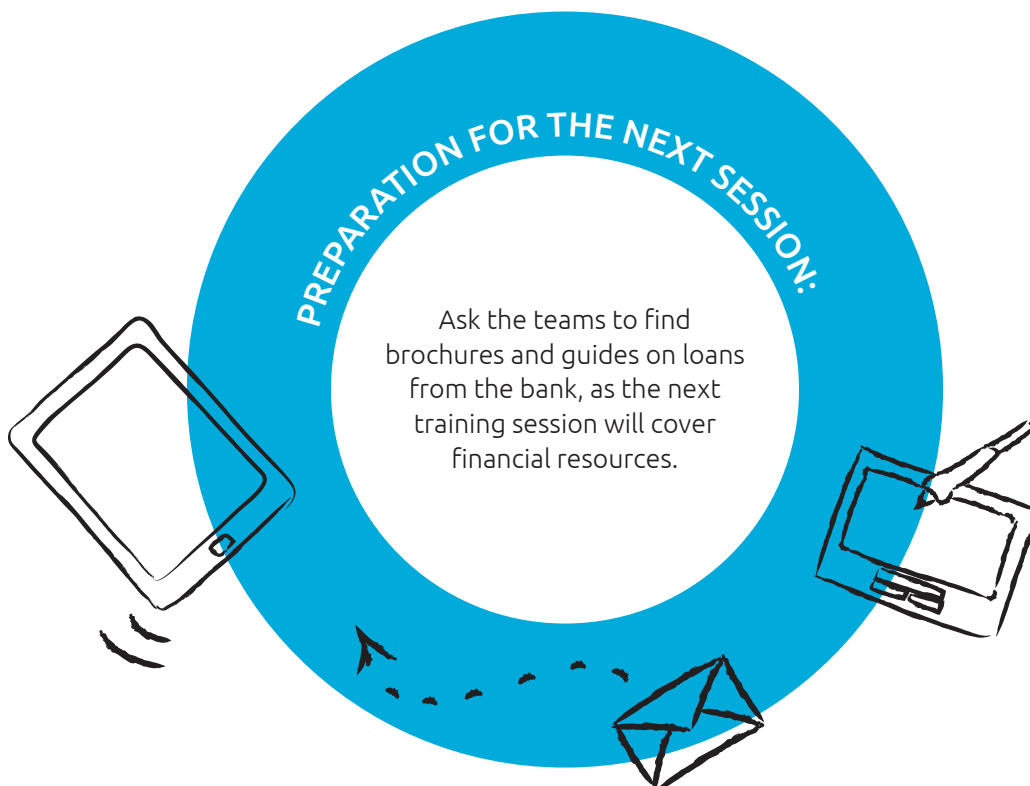
If you don't have access to a computer, you can process the data by creating the table below.

Table 14. INFORMATION PAGE OF THE QUESTIONNAIRE

Question code	RESPONSE NO							
	1	2	3	4	5	6	7	8
1	1	6	4	3	4	4	2	5
2								
3								

The respondents' numbers are listed in the green column, the question numbers in yellow, and the answer numbers selected by the respondent are marked in pink sections.

Each response to a question will be analyzed according to the number, and what percentage of people will choose which answer.



TOPIC 5: IMPLEMENTATION AND MONITORING OF ENTERPRISE PROJECTS**Sub-topic 5.2****PROCESS OF ENTERPRISE PROJECTS AND ANTICIPATING RESULTS***Objective*

By actively participating in the learning activities of this sub-topic, you can develop the following knowledge, skills, and mindset:

- Identify opportunities to develop entrepreneurial ideas
- Seek opportunities to work with relevant local people
- Develop teamwork and creativity
- Develop critical thinking skills
- Develop innovation and communication skills

The following tools and materials will be used in the training session:

- Student Manual
- Flipchart paper (to be used in teamwork)
- Markers
- Pens/pencils: 4 colors
- Questionnaires



The teams will present the data they have collected outside of the classroom to other teams, respond to their questions, and take note of their recommendations and suggestions.

After the presentation, the teams will develop ideas for further improvement based on the challenges and weaknesses of local entrepreneurs and business organizations.

When working independently, the student should focus on improving his/her project based on the notes made in the column "Opportunity getting support and collaborations for the enterprise project".

NUMBER FROM HIGHEST TO LOWEST	CHALLENGES ENCOUNTERED /ENTREPRENEUR/	HOW IT WAS MANAGED /STUDENT TO FILL/	OPPORTUNITY GETTING SUPPORT AND COLLABORATIONS FOR THE ENTERPRISE PROJECT
1			
2			

Students can come up with ideas for improving their Enterprise project based on the following questions, so they will be given a writing assignment to answer the questions in the Student Manual.

What actions would you take or products and services you would consider offering if you were the entrepreneur whom you interviewed?

What would you change to improve its business activities?

What new ideas do you have to attract your customers?

Are you looking for an opportunity to reuse the product? Are there any opportunities available?

Prepare the team's suggestions for what needs to be improved in the organization or enterprise. After the above activity, the teams use a role-playing technique to showcase their new ideas to other teams, mentors, and advisors.

In other words, the teams will assume the role of people who manage the Enterprise. Together, decide which team members will fill which positions.

It is crucial to collaborate to exchange ideas and find a solution.

When presenting, focus on defending your new ideas and convincing the audience. Then, use suggestions and recommendations from other teams, mentors, and advisors to improve your new idea.

Under the guidance given by the teacher, the teams envision that they will put the new idea into practice and put themselves in the position of the entrepreneur or employee of the business.

Then the team will discuss what they need to be able to do and what they need to be aware of to implement this new idea. Teams then make a list of knowledge, skills, mindsets, and attitudes that they need to learn further.

KNOWLEDGE REQUIRED TO LEARN MORE	SKILLS REQUIRED FOR FURTHER OWNERSHIP	MINDSETS REQUIRED FOR FURTHER DEVELOPMENT





When implementing projects or conducting enterprise activities, the partners' entrepreneurial and communications skills are crucial. Ask students what skills they would need to acquire if they were to assume control of the Enterprise they are interested in.

Afterward, as you collect and analyze data regarding Enterprise activities in your community, share your insights about what you learned and suggestions for overcoming challenges.

The teams should discuss ways to create and apply the plan for future work as well as discuss the pros and cons of planned data collection and analysis.

The following assignments are due at the end of the course.

PREPARATION FOR THE NEXT SESSION:

In the next training session, the teams will assess the project they have created and made improvements to it.

Material resource managers of the teams ensure the project is ready for the upcoming class.



TOPIC 5: IMPLEMENTATION AND MONITORING OF ENTERPRISE PROJECTS**Sub-topic 5.3****PROJECT EVALUATION***Objective*

By actively participating in the learning activities of this sub-topic, you can develop the following knowledge, skills, and mindset:

- Understanding how to use the project criteria for evaluation;
- Developing a project;
- Developing team working, thinking & communications skills, and self-development and entrepreneurship mindset.

The following tools and materials will be used in the training session:

- Student Manual
- Flipchart paper (to be used during teamwork)
- Markers
- Pens/Pencils: 4 colors



Students who complete the entrepreneurship-based course are eligible to take part in the selection of project grants. You should have a clear understanding of the criteria and indicators of the project developed in order to apply for the grant.

For criteria, please refer to your manual's **Appendix 3**. Focusing on each criterion, read the questions from the teacher/counsellor and respond.

At both the grant award stage and the project pre-selection stage, criteria are applied. In order to achieve expected outputs, criteria are used to establish the budget, time, and amount made in accordance with a particular method, form, arrangement, and sequence.

The criteria will focus on the expected results. Criteria will show the direction of quality implementation. Criteria should be specific, measurable, achievable, meaningful, and time-bound.

Refer to the criteria in **Appendix 3** and ask your teacher/counsellor if you have any questions about any of the criteria. In order to clarify each criterion for yourself based on the teacher explanation, write it down. This work will be done as a team.

Teams will refine the criteria and present them to other teams.

After the presentation of the teams, the teacher will select the best criteria and write them on the board. The project will be evaluated using the criteria listed on the board.

Self-evaluation of projects 

CRITERIA	EVALUATION		
	1 Low	2 Medium	3 Good

If the teams gave a weak or average grade to the other team's project evaluation and conclusion, they should write an explanation of why they did so in the following table.

Evaluation of projects developed by other teams 

CRITERIA	EVALUATION			EXPLANATION
	1 Low	2 Medium	3 Good	

The teams will exchange their developed projects and evaluate them according to the criteria on the board. After the evaluation, the teams will get to know the value of their respective projects. Teams will ask each other questions about the evaluations and conclusions that they disagree with and discuss them together.

Complete the following quiz at the end of the training session. 



TEST 7. DEFINING ONESELF

Choose the **ONE** answer that best describes you from the answers to the following questions. Discuss the differences between your response and that of your peer.

1. What I focus on the most is:

- Other people Family and friends Myself

2. What matters most to me is:

- Meaning, creative self-expression, purpose, and attention from others
- Life, control, security, past events, and money
- Understanding, learning, future, and optimism

3. What defines me is:

- Always be curious and independent
- Willing to be self-confident and self-reliant
- Nurturing mental well-being, gaining conscious awareness of things, and serving others

4. What I always strive for:

- Helping others, teamwork, comforting and advising others, and self-expression
- To be healthy and positive, to love and understand people, to be honest, beautiful, and to constantly improve oneself
- Material possessions, appearances, happiness, power, and being the center of others attention.

5. When I speak with someone, I try to understand and put myself in their position.

Yes Sometimes No

6. People say that I act inappropriately in public.

Yes Sometimes No

7. Let's imagine that your school hosts a multicultural day event. How would you feel if you were asked to wear different national clothes and follow their traditional customs on this day?

- I will be upset. Unless I am forced to, I will not dress differently or adhere to their customs.
- I will feel discomfort. However, for the time being, I will put up with other clothes and follow the ritual.
- I will wear a different national costume and follow the rituals. Because I must to adapt to other people's culture.

8. Have you ever been told that you are good at tasks or assignments that others find difficult?

Yes Sometimes No

9. When you fail at a task or assignment, do you take your failure as a challenge and keep working hard to succeed?

Yes Sometimes No

10. Do you keep trying over and over until you find a solution to a difficult problem or task?

Yes Sometimes No

ASSESSMENT OF TOPIC 5

Rate yourself according to the following criteria on the knowledge, skills, and mindset acquired through **Topic 5** activities. When you're done grading, hand it in to your teacher/counsellor.

CRITERIA	LEVEL					
	1 Poor	2	3	4	5	6 Excellent
1. List the actors involved in Project 1's implementation as a teamx						
2. Assist in identifying actors' engagement and project benefits						
3. Put yourself in the position of the actors and anticipate what they want						
4. Explain to others the difficulties that may be encountered in the implementation of Project 1 based on real examples						
5. Seeking to find ways to overcome difficulties, asking others, and learning from experience						
6. Explain and persuade others about Project 1						
7. Gather information about customer satisfaction with Project 2's products or services by interacting with different networks and groups of people						
8. Analyze the collected data using ICT and explain the reasons for the results						
9. Propose multiple options to improve the products and services of Project 2						
10. Explain the advantages and disadvantages of the above proposals						
11. Evaluate Project 1 according to the given criteria						

Name:

Class:

(Total score earned) * 1.52 = %



TOPIC 6:

IMPROVING ENTERPRISE PROJECTS

Sub-topic 6.1

ARRANGEMENT OF THE ENTERPRISE PROJECT IMPLEMENTATION

TOPIC 6: IMPROVING ENTERPRISE PROJECTS**Sub-topic 6.1****ARRANGEMENT OF ENTERPRISE
PROJECT IMPLEMENTATION***Objective*

By actively participating in the learning activities of this sub-topic, you can develop the following knowledge, skills, and mindset:

- Improving the project based on the evaluation using the provided criteria
- Effective resource allocation and utilization, and plan implementation
- Develop business planning, financial literacy, and digital literacy
- Creativity, innovation, reflection, teamwork, communication skills, and initiative
- Learning from uncertain situations, risks, and failures to cultivate a persistence-seeking mindset

The following tools and materials will be used in the training session:

- Student Manual
- Your own project
- Assessment sheet of students' skills possession

Refine your project based on feedback and review from other teams as directed by your teacher.

In this activity, students should try to make full use of the knowledge, skills, and mindset acquired during the course. If there are any doubts or uncertainties, ask your team members and the teacher.

When improving your project, you should work on the table that describes the evaluation. Read each description individually and discuss as a team how to improve that criterion.

Team members perform their roles while working individually according to the criteria-based assessment.

You can think about the contents of **topics 3 and 4** by:

- How was the project developed?
- What is the rationale for developing the project?
- Discussing again the content and structure of each project.

Team, team members need to agree on how to improve the project and what specific sections need to be improved.

After the teams have refined their project, each student will work on **Table 15** of the manual. This will allow each student to reflect on what they have learned and imagine what to do next.

In this section, you will work **INDEPENDENTLY**. It is necessary to reflect and think about what you know, what you have learned, and what you are able to do.



TEST 8. PERSONAL SKILLS TEST

Fill in the table below with your personal skill level from 1 (lowest) to 10 (highest). After filling out the table, cut out the paper, and give it to your teacher/counsellor.

SKILLS	EXPLANATION OF SKILLS	YOUR ANSWER												
		1	2	3	4	5	6	7	8	9	10			
Regulation of one's emotions	I am able to control my emotions in a crowd as I am aware of when I'm happy and sad.													
Understanding the emotions of others	I can identify with and understand other people's joy, anger, sadness, and doubt.													
Compassion for others	I can put myself in other people's shoes and understand them.													
Self-awareness	I am aware of my strengths and weaknesses and can make decisions depending on them.													



		1	2	3	4	5	6	7	8	9	10
Confident	I can trust my instincts and abilities to make decisions in complex situations.										
Flexible	I can accept and understand people who are different from me.										
Following the rules	I am able to perform any activity according to the rules.										
Communication with others	I can understand and listen to others, express myself and communicate supportively.										
Collaboration with others	I can work effectively and proactively with others towards a common goal.										



		1	2	3	4	5	6	7	8	9	10
Working with purpose and planning / creativity and innovation/	I can set goals and work follow a plan to get things done.										
Contemplation	When I make a decision, I try to make the right decision by thinking about the reasons and circumstances.										
Taking the responsibility	I am able to carry out my responsibilities and accept accountability for the outcomes.										
Decision making	I am capable of deciding logically and quickly.										
Being proactive	At work, I can strive to be proactive and creative.										
Making an effort	Once I've started something, I can finish it without quitting										



		1	2	3	4	5	6	7	8	9	10
Time management	I will be punctual.										
Growth mindset	I strive to improve myself and learn from experience.										
Curiosity	I can research topics that interest me.										
Being ready with uncertainty	I'm not afraid to take on new challenges.										
Managing failures and mistakes	If I can't succeed in something, I consider why and look for a better solution.										
TOTAL SCORE											

When evaluating the test results:



1. What skills have changed the most over time and what activities have helped grow these skills?
2. What skill has remained the same over time, and why?



TOPIC 7:

DEVELOPING NEW PROJECTS

Sub-topic 7.1

PREPARATION OF NEW PROJECT

TOPIC 7: DEVELOPING NEW PROJECTS

Sub-topic 7.1

PREPARATION OF
NEW PROJECT*Objective*

This sub-topic is about developing a new project using the knowledge, skills, and mindset acquired from the previous sub-topics. Although there will be no classroom session, teachers, local counsellors, and mentors will support you to develop your projects.

The knowledge, skills, and mindset gained during the course should be used to design

the new project. The project must be created as per the grant manual of Save the Children's "Entrepreneurship-focused socio-emotional skills for the most vulnerable youth in rural Mongolia" project. The project will be evaluated in two stages according to the criteria listed in **Appendix 3**.

Learning materials:

1. Grant Manual



While taking this course, you have been able to develop your knowledge, skills, and mindset in relation to developing enterprise projects and engaging in entrepreneurship activities with other students.

Now you can use your knowledge, skills, and mindset to develop a project together with a teacher/counsellor and mentor. You can apply for the grants offered by the "Entrepreneurship-focused socio-emotional skills for the most vulnerable youth in rural Mongolia" project. The Grant Manual contains details of how to apply for this grant. Additionally, please review the "Financial Resources" topic, where we discussed other ways to fund your projects.

The teacher/counsellor will provide a brief overview of the grant application for you. Feel free to ask any questions you may have.

Teams of 3-6 students will take part in the grant activities. You will be asked by the teacher if you want to take part in the application process and who you want to form a team with. The success of the grant application depends on team participation and collaboration skills, so take the following points into consideration when you choose your team members.

ISSUES TO CONSIDER WHEN CREATING AN ENTERPRISE TEAM

1. The team should consist of **3-6** members.
2. **At least 50%** of team members must be female.
3. **Each team should have a teacher/counsellor** or mentor assigned to them.
4. Each team member should have **specific roles and responsibilities**.
5. Team members do not have **to be friends**, but they must have the skills and willingness necessary to design and carry out a grant project successfully if selected.
6. Team members' skills need to **complement one another**.

After forming the team, it is important to clarify how to work towards developing an enterprise project, what support they will receive, when and where they will meet for consultations, and who will be organizing meetings. **Table 16** below can be used for this planning.

Table 16. MEETING SCHEDULE WITH TEACHERS/COUNSELLORS AND MENTORS 

Name of teacher/counsellor or mentor	Days and hours of the week					Organizer
	Monday	Tuesday	Wednesday	Thursday	Friday	

Furthermore, discuss about the tasks that each team member will be responsible for and who will do what. Create a work plan for the team in accordance with the following table when creating your grant project.

Table 17. TEMPLATE OF THE WORK PLAN OF THE TEAM 

Activities	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Person-in-charge	Performance results

This plan is crucial for the project’s development, implementation, and timely completion.



Teams will create and prepare their new project following the template in the small grant manual. In the process, keep in mind the sequence and methods utilized to develop your project during this course. Develop your business model first, then have a thorough discussion about it with your team members.

During the development of your project, regularly meet with teachers and mentors as you progress to receive guidance as per your schedule.

Submit the completed project to a teacher or mentor who will evaluate it according to the grant criteria. Further improvements to the project will be made in light of the evaluation.

Teams will demonstrate their improved project

to local customers and business owners, as well as representatives of local government organizations, which will include the soum governor, a representative of the education department, a school principal, and a school manager. All students can participate in this activity if it is planned as an open and school-wide event.

When presenting the project, you must indicate that you intend to participate in the grant selection process. Next, feedback from the participants will be solicited from students on how to improve the project and what needs to be taken into consideration during execution.





APPENDIX

APPENDIX 1.

MY THOUGHTS ABOUT EMOTIONS

MY THOUGHTS

If I share my thoughts and feelings with others, they will subsequently turn against me

MY THOUGHTS

Perhaps other students don't think in the same ways that I do. I might be unusual

MY THOUGHTS

I don't let this emotion drive me because doing so will just make my problems worse

EMOTION:

Fear

CONSEQUENCES

I isolate myself from others. This way, other children don't know how to approach me or how to help me.

But, I begin to judge myself and criticize myself.

APPENDIX 2.

TEST: MY ENTREPRENEURSHIP SKILLS AND QUALITIES

Have you ever considered becoming self-employed? Ever thought about starting your own business? If you decide to be self-employed, does it suit your personality, attitude, and interests?

Please take the following test and check the results. This is a self-assessment test. There is no right or wrong answer here.

The following table lists some characteristics, behaviors, and attitudes of self-employment. On a scale of 1 (lowest) to 10 (highest), please rate the extent to which you have developed the characteristics, behaviors, and attitudes shown in the table.

QUALITIES	PERSONALITY AND ATTITUDE	YOUR SCORE
1. Doing things in their own way	If I do something, I would rather do it on my own than someone telling me what to do.	
2. No limit	If I do a job, I will put in more effort and longer hours than other people.	
3. Own the responsibility	The ideal job in the future for me would be one in which I take complete responsibility.	
4. Responsibilities require multitasking	I excel at multitasking.	
5. Decision making	For the most important decisions, I make them quickly and logically.	
6. Initiative	I can come up with many ideas.	
7. Persistence	When I face a challenging task, I work hard until I get results.	
8. Time management	I am punctual, on time.	
9. Relying on oneself	I rely on my instincts and abilities to make the right decisions in challenging situations.	
10. Managing failures	If something doesn't work out, I try other ways to succeed.	
TOTAL SCORE		

This exercise has a total of **100** possible scores. To calculate your total score out of **100**, multiply the value in the total score box by **10**.

If your score is **85** or more, you can be self-

employed. However, if you receive a score below **85**, make a note of which skill had the lowest rating!

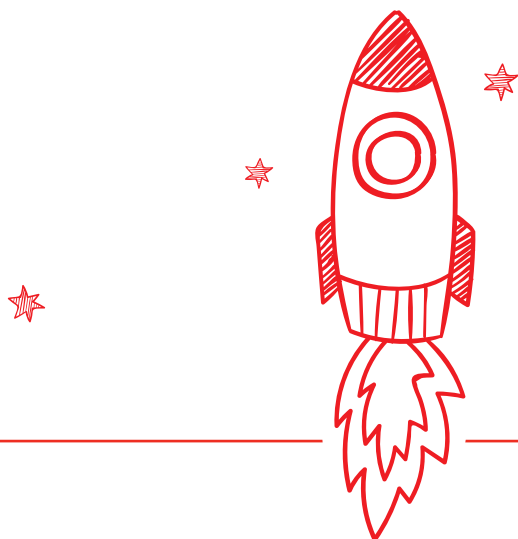
EXAMPLES OF CRITERIA OF THE
“ENTREPRENEURSHIP FOCUSED SOCIO-EMOTIONAL SKILLS FOR THE
MOST VULNERABLE YOUTH IN RURAL MONGOLIA”
PROJECT OF SAVE THE CHILDREN

The first phase

- Be citizens aged between 14 and 25 in the target soums;
- Be students aged 14 and 19 studying in schools in the target soums;
- Completed training sessions in entrepreneurship-focused socio-emotional skills;
- The project team consists of 3-6 individuals, with half of them being female members;
- The team has nominated its leader.
- The project will last for 3-6 months;
- The project proposal needs to be developed completely using the provided template.
- The environment, communities, and child protection in the target soum will not be negatively impacted by the project proposal.

The second phase

- The project's idea should be consistent with the soum's economic and development programs and plans;
- The project will contribute to the quality and productivity of local economic activities;
- It will be profitable to some extent;
- It will be creative and innovative;
- The project has adequate human resources (with clear descriptions of responsibilities and tasks and balanced distribution among the team members);
- The team has good presentation skills (to present the project);
- The project should be able to be carried out in six months, and the necessary resources must be available locally and mobilized by the soum's government and school (this condition is especially crucial for children and youth who are outside the school);



APPENDIX 4.

LIST OF ENTERPRISE IDEAS



NEEDS OF LOCAL AREAS

REGISTRATION OF VAT BILLS

ASSISTING PRIMARY SCHOOL STUDENTS
LIVING IN THE SCHOOL DORMITORY

PROVIDING CATCH-UP LESSONS FOR THOSE
WHO HAVE FALLEN BEHIND

WATER HEATING IN SCHOOL DORMITORY

PICKING UP AND DELIVERING CHILDREN
FROM/TO HOME TO/FROM SCHOOL/
KINDERGARTEN

CARRYING/TRANSPORTING DRINKING WATER

HOUSE CLEANING

ASSISTING ELDERLY PEOPLE

INSTALLING & ADJUSTING APPLICATIONS

ON MOBILE PHONES

FENCE CLEANING AND PAINTING

GARDENING

REPAIRING HOUSEHOLD FURNITURE;

REPAIRING ELECTRIC APPLIANCES

ADJUSTING DISH SATELLITE ANTENNAE

ASSISTING WITH PURCHASING GOODS FROM
STORES

TYPING ON A COMPUTER AND PRINTING

LIVESTOCK HERDING

HAYMAKING

COMBING WOOL AND CASHMERE

COLLECTING FIREWOOD

BUILDING & REPAIRING LIVESTOCK SHELTERS
AND REMOVING COMPACTED ANIMAL DUNG

BEAUTY SALON SERVICES/BATH HOUSE AND
SHOWER SERVICE

SEWING AND REPAIRING CLOTHES

BUILDING REPAIRS AND MAINTENANCE
SERVICE

CULTURAL SERVICES

SERVICES FOR DISABLED PEOPLE

EVENT ORGANISING SERVICE

PHOTOGRAPH/SERVICE

CATERING SERVICE

CLUBS (E.G. CHESS, APPLIQUE)

HORSE RIDING TRAINING

TRAINING ON HORSE RIDING TEACHERS

TRAINING ON MAINTENANCE AND ANIMALS

TRAINING ON HOW TO PROVIDE CARE AND
NURSING FOR PEOPLE

LIBRARY SERVICES

OPREATING/PRESENTING RADIO STATION

WASTE SORTING SERVICE

WASTE COLLECTION & REMOVAL SERVICE

APPENDIX 5.

A SAMPLE OF QUESTIONS TO ASK LOCAL BUSINESSES

About business history

- When did you start your business or company?
- Where and in what location was it first established?
- How did you first come up with the business idea?

About personality traits and characteristics

- What was the main reason for founding the business?
- How hard-working and persistent were you when you started your business?
- What risks did you take in starting this business?
- How did you collaborate with others effectively?
- What motivated you to keep this business going?

About the impact created to the individual/ business owner

- Who supported or encouraged you to become an entrepreneur?
- How did you decide to pursue a career as an entrepreneur?
- Has this business been inspired by your hobbies or interests in your leisure time?
- Why didn't you start this business earlier?
- What do you think you will do in the future?

About the type of company

- Do you run your business on your own or with a partner? Is your business an LLC?

About products and services

- Please explain your product/service
- Has the market for your product or service changed in recent years?
- Has the advancement of technology affected or hindered your business?
- Are there any companies in the market that compete with you?
- Do you think the market demand is growing? Or steady?
- How do you deliver your products and services to your customers?

About human resources

- How many employees do you have? What are their positions?
- How do you find your employees?
- What skills do you look for in job applicants?

About occupational safety, hygiene, and financial resources

- When you first started your business, did you struggle to find seed funds? If yes, how did you resolve this problem?
- Do you provide your products or services to your customers on credit? How do you ensure repayment?

APPENDIX 5.

- How is the current economic situation affecting your business?
- How do you foresee your business in the future?

About business support and assistance

- Which government agencies support your business?
- Apart from the government, what other organizations assist?
- Have you ever made a business plan to present your business to these organizations?
- What information did you include in your business plan?
- Did you get someone's help in developing a business plan?

About marketing and advertising

- Who do you sell your products/services to?
- Who are the main competitors?
- How useful was the market research?
- How do you do market research?
- How do you advertise your products/services?
- Where do you sell your products/services?

About customers

- How do you communicate with your customers?

About information and communication technologies

- How does information and communication technology affect your business?
- Are information and communication technologies are used?

Related to self-employment

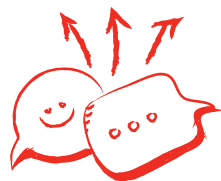
- What skills and qualities do you think are needed to start and implement entrepreneurship?
- What kind of experience do you require? What are the benefits of owning a business?
- What are the challenges of running a business?
- What advice would you give to those who want to start their entrepreneurship?

About local communities

- What does your business mean to the local community?
- What is your commitment to your community?

About how the experience was made

- Have you taken any special training on how to run a business?
- What education or degree is required to launch a business?



APPENDIX 6.

FINAL TEST OF THE COURSE

Cut the test off along the lines and turn it into your teacher/counsellor after filling it out.

1. What are 3 improvements you think could be made to the bicycle shown in the picture in the future? List three improvements? (3 points) 1 point for each correct answer



Improvement 1:

Improvement 2:

Improvement 3:

2. Assuming that the bicycles of the future will be electrically charged, they will probably have no pedals. List any further applications you can think of for this pedal. (1 point)

My idea:

PEDAL



3. Which of the following steps is not related to problem-solving? (1 point)

- A. Define the problem
- B. Collect information
- C. Find solution
- D. Ignore the problem

4. What kind of business do you want to start? Where will this business be located? What are your business goals? (3 points) 1 point for each correct answer.

Answer

.....

.....

.....

.....

.....

5. A person working for someone is... (1 point)

- A. Employer
- B. Employee
- C. Entrepreneur
- D. Entrepreneurship

6. A person who owns and operates a business and takes associated risks ... (1 point)

- A. Employer
- B. Employee
- C. Entrepreneur
- D. Entrepreneurship



7. Put in the correct order of the components of a business plan. (2 points) *1 point if 4 or fewer are correctly sorted, 2 points if 5 or more are correctly sorted.*

- General information- project name, title of the school and team, name of the teacher/counsellor
- Summary of activities
- Mission
- Goal and objectives
- Target customers
- Production/service
- Workforce, raw materials, and financial resources
- Marketing

8. Which of the following does not fall under the category of macroenvironmental elements that have a direct impact on business?

(1 point)

- A. Competitors and collaborators
- B. Suppliers and customers
- B. Economy and finances

9. Some business expenses are the same every day, week, or month. This is referred to as Depending on usage, expenses change every day, week, or month depending on usage. (1 point)

- A. Fixed and variable
- B. Permanent, non-permanent
- B. Variable, constant

10. A smoke detector is placed in the school building. Which category does this risk management fit into?

(1 point)

- A. Risk transfer
- B. Risk reduction
- B. Risk mitigation

11. Do you keep putting in a lot of effort after failing at something or completing a task, viewing it as a challenge?

(1 point)

- Yes
- Sometimes
- No

12. Do you persevere in your efforts to solve a problem when working on a challenging task?

(1 point)

- Yes
- Sometimes
- No

APPENDIX 6.

FINAL TEST OF THE COURSE

13. In order to better manage your work:

(2 points) *2 points if everything is correctly sorted. 1 point if either 1 or 2 are sorted correctly.*

- A. Focus on what others are saying and consider their interests and characteristics
- B. I prefer to do things my way
- C. I enjoy working with others and get things done quickly

14. In order to organize my work better:

(2 points) *2 points if everything is correctly sorted. 1 point if either 1 or 2 are sorted correctly.*

- A. I prefer to try already-tested methods.
- B. If the method does not work, I will swiftly come up with a different solution.
- C. I will reflect on how I handled this task and consider how I could have done it better.

15. What choice will you make initially in order to foresee the danger and look for ways to reduce it?

(2 points) *2 points if everything is correctly sorted. 1 point if either 1 or 2 are sorted correctly.*

- A. It's crucial to respond swiftly and skillfully to unforeseen circumstances.
- B. To complete challenging jobs, it is crucial to budget and plan.
- C. Designating a leader who will be responsible for the assignment is crucial.

16. Which is the best way to solve a problem?

(2 points) *2 points if everything is correctly sorted. 1 point if either 1 or 2 are sorted correctly.*

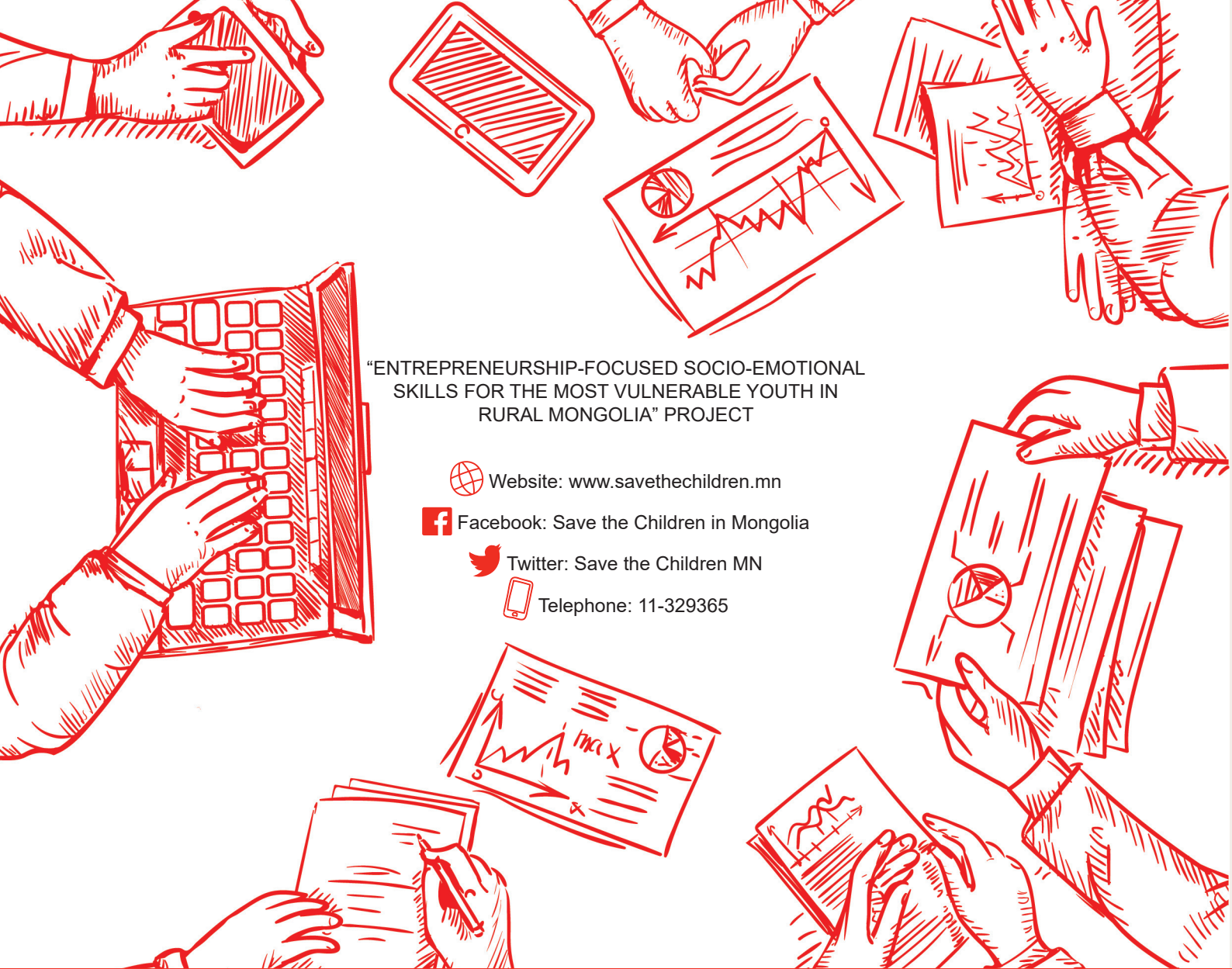
- A. Aim for the big picture rather than the specifics.
- B. Adhere to the strategy the group came up with.
- C. Come up with your own creative solutions.



Lined area for notes with horizontal dotted lines.

Good
LUCK







"ENTREPRENEURSHIP-FOCUSED SOCIO-EMOTIONAL
SKILLS FOR THE MOST VULNERABLE YOUTH IN
RURAL MONGOLIA" PROJECT

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 Telephone: 11-329365