**Personal Resources Management for Migrants, Trainers, Guiders and Assessors**

**The CAMPLUS Manual**

**and Glossary**

*2nd revised and updated edition*

(Excerpt)

Ruud Duvekot & Kees Schuur

Afbeelding met tekst, Lettertype, visitekaartje, logo

Automatisch gegenereerde beschrijving

**Colofon**

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*Title* **The CAMPLUS Manual and Glossary**

***Personal Resources Management for migrants, trainers, guiders and assessors***

*2nd revised and updated edition*

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*Published by* CL3S, for European Centre Valuation Prior Learning (EC-VPL)

*Download* <https://cl3s.nl/publications/>

<https://drive.google.com/drive/u/1/folders/1YknAZ-aXrnHcNnkGMQtVEa_CPSRH4QPX>

*Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.*

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| Afbeelding met tekst, Lettertype, logo, Graphics  Automatisch gegenereerde beschrijving | **CAMPLUS Empowerment for migrants from camps to integration**  2021-1-FR01-KA220-ADU-000028439 | *Afbeelding met tekst, Lettertype, Elektrisch blauw, blauw  Automatisch gegenereerde beschrijving* |

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# 10. Training Module 5: careers and entrepreneurship

#### The purpose of this module

In this first module the transfer is prepared from the generic CAMPLUS-training - answering the questions who am I, what have I done so far in my life and what’s my potential for further activities - to the focus on becoming a CAMPLUS-trainer for the designated target group of migrants in your own context.

This first module (of the two modules) focuses on the personal profile of the trainer in his/her own context. The emphasis is on finding the right motivation to be a trainer, and also on understanding what type of trainer a person is, and what would be the best fit for the training profession for the target group in their own context.

Each exercise done in this module gives the trainee an immediate insight into the training material that she/he can use as a trainer in her/his own context to build and strengthen the PRM of their target group.

#### Learning objectives

* Getting to know what kind of entrepreneur one is.
* Focusing on the competence of entrepreneurship for the sake of guiding and advising the target group to their entrepreneurial perspective.
* Getting grip on your business plan for becoming a trainer by exploring the PDCA-cycle.
* Reflection on each other’s context and how PRM fits in best.

#### Learning outcomes

* + 1. Mastering the career anchors of Schein for exploring the trainees’ career potential in general.
    2. Mastering the diagnostic test for entrepreneurship for exploring the trainees’ entrepreneurial potential.
    3. Mastering the PDCA-cycle for filling in a personal Business Development Plan

#### Timetable

Following this module takes 4-5 hours of group work and 2-3 hours of homework.

|  |
| --- |
| **Module 5: careers and entrepreneurship** |
| Preparation Module 5:   * *Read Source 8: The PDCA-cycle* * *Overlook Source 9: Labour market needs* * *See Source 10: Entrepreneurships* |
| M5.1 My mode of entrepreneurship |
| M5.2 Self-testing my entrepreneurship |
| M5.3 The PDCA-cycle  M5.4 Entrepreneurship exercise |

## M5.1 My mode of entrepreneurship

|  |  |
| --- | --- |
| Goal | The objective of this exercise is to learn to work with this method as a trainer of groups of migrants! Learn to use it to advise and guide migrants to their best entrepreneurial perspective in their promising further learning and working life in a new context. |
| Time | 90-120 minutes |

Personal development within the framework of a CAMPLUS-training generally focuses on the further development of personal competences, but often overlooks a person's deeper motivations and what really motivates them. Therefore, it can be important for a person's development not only to examine their potential in a general sense, but also where their passions lie. A study of so-called *career anchors* can be helpful in this respect and can give more meaning to a career plan. In addition, it can be used to find out whether someone is an entrepreneurial type or not.

*Career anchors* are designed to quickly identify personal motives, needs and career goals for a person's career or development. Career anchors are useful for mapping out someone's motives and personal values. These anchors indicate what is important in order to function well and to underpin certain career choices. The choice for entrepreneurship is one of the choices or career anchors that become visible through the Edgar Schein career orientation list. On the basis of a number of targeted questions and the individual score therein, it can become clear whether someone can follow the career anchor 'entrepreneurial creativity'. This choice is also central to picking up and filling in the entrepreneurship portfolio (Source: Schein, E.H. (2002) *Loopbaanankers*. Amsterdam: Uitgeverij Nieuwezijds).

Career anchors are a combination of motives, needs and values. Edgar H. Schein conducted research into career orientation as early as 1978 and reported extensively on it. In 1980, he laid the foundation for this instrument. Subsequently, he and a number of other researchers were able to relate these anchors to the various developmental phases of a career and type of organisation. The career anchor questionnaire is not used for selection purposes, but it is used for individual career plans, personal development plans and career workshops.

The eight career anchors *Schein* distinguishes are:

1. Technical/functional competence
2. General management competence
3. Autonomy/independence
4. Security/stability
5. Entrepreneurial creativity
6. Service/dedication to a cause
7. Pure challenge
8. Lifestyle

Individuals scoring high on anchor 5 find the idea of owning their own business very attractive, provided they do not already own a business. It may also be that someone who scores high on this anchor finds it important to offer his services independently. This could be in the form of a ZZP-er. It may also show that, as an employee, someone can and wants to develop his or her entrepreneurial creativity within the working environment.

According to Schein, everyone has only one anchor, which determines or can determine career development. It is therefore important, before plunging into the entrepreneurship portfolio, to first use this self-test to find out whether entrepreneurship - in whatever form - is your career anchor or at least a high-scoring side of your personality. The result of the self-test can then be included as evidence of your (potential) entrepreneurship in the entrepreneurship portfolio.

*The self-test* consists of 40 questions. In the end, a certain career anchor can be defined on the basis of the score.

The following scale should be used to indicate the extent to which a person scores on a question:

1. *never applies to me*
2. *sometimes applies to me*
3. *regularly applies to me*
4. *often applies to me*
5. *always applies to me*

|  |  |  |
| --- | --- | --- |
| **No** | **Question** | **Your score** |
| 1 | I dream of being so good at what I do that my expert advice is constantly sought. |  |
| 2 | I get the most satisfaction from my work when I have been able to unite and manage the efforts of others |  |
| 3 | I dream of having a career in which I am free to perform a task in my own way and according to my schedule |  |
| 4 | I find security and stability more important than freedom and autonomy |  |
| 5 | I am always looking for ideas that would allow me to start my own business |  |
| 6 | Only when I feel I have made a real contribution to social welfare do I feel successful in my career |  |
| 7 | I dream of a career where I can solve problems or challenging situations |  |
| 8 | I would rather leave my company than take on a job that makes it impossible for me to pursue personal and family matters |  |
| 9 | I only feel successful in my career if I can develop my technical or functional skills to a high level of competence |  |
| 10 | I dream of being at the head of an organisation and taking decisions that affect many people |  |
| 11 | I get the most satisfaction from my work when I am completely free to determine my own tasks, schedules and procedures |  |
| 12 | I would sooner leave the company where I work than accept a task that could jeopardise my security in the organisation |  |
| 13 | I find building a business more important than attaining a management position |  |
| 14 | I get the most satisfaction from my work when I have been able to use my talents in the service of others |  |
| 15 | I feel successful in my career only when I face and can overcome very difficult challenges |  |
| 16 | I dream of a career in which I can reconcile my personal, family and work needs |  |
| 17 | I find it more attractive to become a senior functional manager in my area of competence than to be a general manager |  |
| 18 | I only feel successful in my career if I become a general manager in an organisation |  |
| 19 | I only feel successful in my career if I gain full autonomy and freedom |  |
| 20 | I am looking for a job in an organisation that gives me a sense of security and stability |  |
| 21 | I get the most satisfaction from my work when I have been able to build something that is entirely the result of my ideas and commitment |  |
| 22 | I find it more important to use my skills to make the world a better place to live and work in than to achieve a high management position |  |
| 23 | I get the most satisfaction from my work when I have solved or overcome seemingly insoluble problems or setbacks |  |
| 24 | I feel successful in my life only if I can balance my personal, family and career requirements |  |
| 25 | I would rather leave the company I work for than accept a job rotation that would make me leave my area of competence |  |
| 26 | I find it more attractive to become a general manager than to gain a higher position in my own field of competence |  |
| 27 | Doing a task in my own way, free from rules and restrictions, is more important to me than security. |  |
| 28 | I derive the greatest satisfaction from my work when I know that I have full financial security and am secure in my job |  |
| 29 | I only feel successful in my career if I have succeeded in making or building something that is entirely my own product or idea |  |
| 30 | I dream of a career that truly contributes to humanity and society |  |
| 31 | I look for work opportunities that strongly challenge my problem-solving and/or performance skills |  |
| 32 | I find it more important to balance the demands of my personal and professional life than to attain a high management position |  |
| 33 | I get the most satisfaction from my work when I can use my special skills and talents |  |
| 34 | I would sooner leave the company I work for than accept a job that would take me off the general management track |  |
| 35 | I would rather leave the company I work for than accept a job that would reduce my freedom and autonomy |  |
| 36 | I dream of a career in which I experience a sense of security and stability |  |
| 37 | I dream of starting and building my own business |  |
| 38 | I would rather leave the company I work for than accept a job that would make me less of a service to others |  |
| 39 | I find it more important to work on virtually unsolvable problems than to achieve a high management position |  |
| 40 | I always look for work that has as little impact as possible on my personal or family matters |  |

***The score sheet***

The scores are added to the score sheet. Before doing so, the three questions that scored highest are determined. These are the three questions that, according to one's feeling, really apply to the person in question. Those three questions get an extra point!

All the scores - including the three extra points - are written down on the score sheet for each question. The columns below are then added up and divided by five to get the average core for each of the eight career anchors. The resulting average per column is the personal average of how well the items in the scale apply to a person.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **TF** | **ML** | **AI** | **S3** | **EC** | **SD** | **CI** | **LW** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** |
| **17** | **18** | **19** | **20** | **21** | **22** | **23** | **24** |
| **25** | **26** | **27** | **28** | **29** | **30** | **31** | **32** |
| **33** | **34** | **35** | **36** | **37** | **38** | **39** | **40** |
| **Total: .......** | **Total: .......** | **Total: .......** | **Total: .......** | **Total: .......** | **Total: .......** | **Total: .......** | **Total: .......** |
| **:5** | **:5** | **:5** | **:5** | **:5** | **:5** | **:5** | **:5** |
| **Average: .....** | **Average: .....** | **Average: .....** | **Average: .....** | **Average: .....** | **Average: .....** | **Average: .....** | **Average: .....** |

The scores are made on eight different career anchors:

**TF = technically and functionally competent**

People with technical functional competence have organised their careers around their area of competence and explicitly avoid situations that would take them away from it or bring them into general management. Growth is therefore sought in the area of competence rather than in hierarchical advancement. Success for these people is determined by feedback that they are experts in their field and by increasing challenge in their work rather than by promotion or financial rewards.

**ML = General Management or Leadership Competence**

People with this anchor see their competence in the combination of three general areas. The analytical competence involves the ability to identify, analyse and solve problems under conditions of incomplete information and uncertainty. The inter-personal competence involves the ability to influence, supervise, direct, manipulate and control people at all levels of the organisation for the effective fulfilment of the organisation's goals.

**AI = autonomy and independence seeking individual**

With this career anchor, people do not want to give up the possibility of defining their own work in their own way. They want to have a job that is flexible with regard to working hours and working methods. If they cannot tolerate the rules and restrictions in an organisation, this group chooses a profession in which the desired freedom does exist: teaching or consultancy. They choose promotion or advancement only if personal autonomy is guaranteed.

**S3 = individual seeking security and stability**

People with this career anchor like security within their organisation. They want certainty with regard to their contract and their pension scheme. People with this career anchor will not change jobs easily.

**EC = entrepreneurial creativity**

Individuals who score high on this career anchor find the idea of owning their own business very attractive. It could also be that someone who scores high on this anchor finds it important to offer his services himself stan dig. This could be in the form of a independent, solo-entrpreneurship. It may also show that someone as an employee can and wants to develop his or her entrepreneurial creativity within the working environment, in other words as an employee is more entrepreneurially minded and wants to be.

**SD = service-oriented and dedicated attitude**

People choose a particular profession because of fundamental values that they want to express in their work. They are more focused on these values than on the actual talents or areas of competence involved. Their career decisions are based on the desire to improve the world in some way.

**CI= challenge seeking individual**

In this career anchor, pure challenge is the norm. People do not want to give up the opportunity to work on solutions to seemingly unsolvable problems, to beat strong opponents or to overcome difficult obstacles. For these people, the fact that one can do the impossible is the only valid reason for pursuing a job or a career. Some people find such a pure challenge in intellectual work, others in complex, multifaceted situations; still others find it in interpersonal competition. New opportunities, variety and difficulty become goals in themselves, and if something is easy it is considered boring.

**LW = Lifestyle wide**

With this career anchor, people want to balance and unite their personal needs, the needs of the family and the demands of the career. They want all the important parts of life to work together. They therefore need a career situation that is flexible enough to allow for such integration. Identity is linked to the organisation of lifestyles, where one settles, how one deals with the family situation, and how one develops oneself in a particular job or organisation.

#### Intervision: reflection and feedback

After everyone filled-in the test and the score list, you can start up an intervision session on what it al says and explains. On the basis of the score list, a targeted discussion can be held within the group about the extent to which the ambition to become an entrepreneur or a more entrepreneurial function within an organisation is opportune and opens up opportunities. The additional advantage of using this score list is that other types of jobs or career opportunities can also be indicated if other career anchors also score high. Also the relevance of specific learning targets can be addressed, like work-based learning options for acquiring relevant skills, searching for a mentor- or tutor-role in the network to strengthen skills and knowledge, etc.

Remember, the objective of this exercise is to learn to work with this method for you as a trainer of groups of migrants! Learn to use it to advise and guide migrants to their best entrepreneurial perspective in their promising further learning and working life in a new context.

## M5.2 My Entrepreneurship, a self-test

|  |  |
| --- | --- |
| Goal | Deepening your entrepreneurial profile. This is important for becoming an autonomous trainer of the CAMPLUS-model since this profession demands much entrepreneurship and self-management. In the own (regional, national) context in which the trainer operates. |
| Time | 60-90 minutes |

Everyone is more or less 'entrepreneurial'. This self-test is intended to give people insight into their own 'entrepreneurship'. Am I a completely independent and autonomous type of entrepreneur? Am I enterprising but do I prefer to do that under the guidance of a team leader or chef? Or is my entrepreneurship somewhere in between: independent and more or less supervised? In short, many forms of entrepreneurship are possible. The most important question is which type of entrepreneurship suits me best?

The competence 'entrepreneurship' includes different levels of functioning and roles, ranging from assistant and craftsman to manager and (independent) entrepreneur. Entrepreneurship' is a competence that is not limited to the entrepreneur himself but extends to every employee within an organisation. The competence 'entrepreneurship' is in fact a '*container competence*' and consists of several sub-competences. Depending on the position and role that someone occupies in an organisation (or as a self-employed entrepreneur) , these sub-competencies usually are specifically and personally coloured.

The competence ‘entrepreneurship’ can be described as "*the extent to which someone actively responds to opportunities and threats, influences others to do so and dares to take risks"*.[[1]](#footnote-1) The extent to which this competence is present is partly determined by the job level at which someone is active or can be deployed. The job level is also dependent on the context in which entrepreneurship manifests itself: as a self-employed person without personnel, as a business leader, manager or director in an organisation, as a independent operating staff member, etc.

1. This self-test consists of two parts: a test about your behaviour as an 'enterprising person' and a test about the way you fill in tasks as an 'enterprising person':
   1. The behavioural competences are about who you are as an entrepreneur in terms of attitudinal aspects. It also aims at getting grip on your beliefs, ambition, ethics, and autonomy.
   2. The task-oriented competences are about how you act and which knowledge you have in the practice of entrepreneurship.
2. Complete the self-test according to the instructions in the model by ticking:
   1. To what extent the requested competence applies to you: you have the competence, you master the competence ('can') or you are what the competence indicates ('are'),
   2. Whether you had a recent (less than one year ago) or a longer ago (more than one year old) concrete experience with the mentioned competence.
3. If you feel like adding extra competences, feel free to do so. It might be that this diagnostical test missed some competences that are crucial for you being an entrepreneurship in your own context (region, country).
4. You may also add comments and remarks to this test with which you provide insight in the outcome of the test for yourself.
5. After finalising your test and writing down your own observation, the trainer will start up the group-reflection on each other’s findings, (*Intervision on the entrepreneurial aspects of the work as a CAMPLUS-trainer*)

You can analyse the results yourself or discuss them with your coach, colleague, partner, etc.: what does this self-test say about my entrepreneurship? What can I do with the results? Can I focus on specific career opportunities? Are there certain development opportunities by following a course or formulating a learning task? Do I run straight to a Chamber of Commerce to start my business?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Part 1:**  **Self-assessment Behavioural Competences Entrepreneurship** | | **I have, can or am …** | | | | **My experience is:** | |
| N/A | never | sometimes | often | < 1j. | > 1 j |
| 1 | I am service-minded |  |  |  |  |  |  |
| 2 | I can handle pressure and setbacks |  |  |  |  |  |  |
| 3 | I am flexible and adapt quickly to changing circumstances |  |  |  |  |  |  |
| 4 | I have persuasiveness |  |  |  |  |  |  |
| 5 | I am inquisitive |  |  |  |  |  |  |
| 6 | I am creative |  |  |  |  |  |  |
| 7 | I am efficient |  |  |  |  |  |  |
| 8 | I am ambitious |  |  |  |  |  |  |
| 9 | I have perseverance |  |  |  |  |  |  |
| 10 | I am brave |  |  |  |  |  |  |
| 11 | I am empathetic/I have a good sense of situations and people |  |  |  |  |  |  |
| 12 | I can be critical of myself |  |  |  |  |  |  |
| 13 | I am assertive |  |  |  |  |  |  |
| 14 | I have a sense of responsibility |  |  |  |  |  |  |
| 15 | I am disciplined |  |  |  |  |  |  |
| 16 | I can reflect on my own actions |  |  |  |  |  |  |
| 17 | I have communication skills |  |  |  |  |  |  |
| 18 | I am methodical and result-oriented |  |  |  |  |  |  |
| 19 | I am environment-oriented |  |  |  |  |  |  |
| 20 | I am a cooperate person |  |  |  |  |  |  |
| 21 | I am decisive |  |  |  |  |  |  |
| 22 | … |  |  |  |  |  |  |
| 23 | … |  |  |  |  |  |  |
| 24 | … |  |  |  |  |  |  |
| 25 | … |  |  |  |  |  |  |
| Personal reflection and remarks: | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Part 2:**  **Self-assessment Task Competences**  **Entrepreneurship** | | **I have, can or am …** | | | | **My experience is:** | |
| N/A | never | Some-times | often | < 1j. | > 1 j |
| 1 | I have financial knowledge and understanding |  |  |  |  |  |  |
| 2 | I can think and work market-oriented |  |  |  |  |  |  |
| 3 | I can think and work in a customer-oriented way |  |  |  |  |  |  |
| 4 | I can plan |  |  |  |  |  |  |
| 5 | I can think and work strategically |  |  |  |  |  |  |
| 6 | I interact (join people in activities) |  |  |  |  |  |  |
| 7 | I have good communication skills (oral and written) |  |  |  |  |  |  |
| 8 | I am entrepreneurial |  |  |  |  |  |  |
| 9 | I am tenacious about my strategy, goals and vision |  |  |  |  |  |  |
| 10 | I engage in self-reflection and can adjust my goals and approach |  |  |  |  |  |  |
| 11 | I think and work innovatively |  |  |  |  |  |  |
| 12 | I can convince or influence other people |  |  |  |  |  |  |
| 13 | I can negotiate |  |  |  |  |  |  |
| 14 | I have organisational skills |  |  |  |  |  |  |
| 15 | … |  |  |  |  |  |  |
| 16 | … |  |  |  |  |  |  |
| 17 | … |  |  |  |  |  |  |
| 18 | … |  |  |  |  |  |  |
| Personal reflection and remarks: | | | | | | | |

## M5.3 The PDCA-cycle

|  |  |
| --- | --- |
| Goal | With the PDCA-cycle a tool is offered for articulating a personal action in setting up a business plan in which the personal focus as acquired in modules 1-4, is geared at creation a realistic perspective. Mastering the tool is of great importance for the design, implementation and evaluation of the – grander – business development plan in the final module. |
| Time | 60-120 minutes |

The way to handle this exercise:

1. You may expect the trainees to have read the source on the PDCA-cycle. You can shortly present an overview of the cycle and ask the trainees about their understanding of the cycle.
2. The next step is to start the exercise on designing a – preferably small-scale – action in which the PDCA-cycle is practiced.

Give the trainees 30 minutes to design, test and evaluate an own action using the PDCA cycle procedure (see below). For this train-the-trainer programme the objective of the action should be pointed at the perspective of becoming a CAMPLUS-trainer!

Make sure they come up with a manageable action that they can go through all steps themselves – sort of simulated during the training. Make sure that they think of a manageable action, which they can do themselves - simulated - in all steps. The trainees may go through each step in the cycle fictitiously and report on it.

Please note that an action plan or (rather) a business development plan (see module 6) can consist of several cycles to complete the plan and roll it out in a structured and integrated approach. A PDCA-cycle can therefore involve both smaller and larger actions that, taken together, will become the entire plan.

#### A procedure for your Plan-Do-Check-Act process

**Plan** Recognise an opportunity and plan a change.

**Do** Test the change. Carry out a small-scale study.

**Check** Review the test, analyse the results, and identify what you’ve learned.

**Act** Take action based on what you learned in this procedure.

If the change did not work, go through the cycle again with a different plan. If you were successful, incorporate what you learned from the test into your own, structured action. Use what you learned to plan new improvements, beginning the cycle again.

1. When the trainees have finalised their action, create an intervision session on the steps everyone designed and how this has shown potential for their next step: the design of business development plan in which their intended action will serve the objective of creating a new perspective.

## M5.4 Entrepreneurship exercise

|  |  |
| --- | --- |
| Goal | Going through the motions of starting your own business or business activities to earn money without being employed for an organization. |
| Time | 60-120 minutes |
| Weblink | <https://www.youtube.com/watch?v=IP0cUBWTgpY&t=5s> |

1st a brainstorm/discussion in the group: what is a business? What is an entrepreneur?

Task: write down your business idea to earn €500 (or the equivalent in your countries currency) within 3 months. You start from scratch and can’t use property you already own, so you need to earn this money by starting business activities or a business based on your own skills set. If you need materials, equipment or space, you need to take into account where to find the resources.

You can use the Canvas-format for filling-in all essentials of your business.

Once filled-in, present your business idea to the group.

**Value Propositions**: at the core of your Business Model: the collection of products and services a business offers to meet the needs of its customers. According to Osterwalder (2004), a company's value proposition is what distinguishes it from its competitors. The value proposition provides value through various elements such as newness, performance, customization, "getting the job done", design, brand/status, price, cost reduction, risk reduction, accessibility, and convenience/usability.

* + What value do you deliver to the customer?
  + Which one of our customer’s problems are you helping to solve?
  + What bundles of products and services are you offering to each Customer Segment?
  + Which customer needs are you satisfying?

**Customer segments:** To build an effective business model, a company must identify which customers it tries to serve. Various sets of customers can be segmented based on their different needs and attributes to ensure appropriate implementation of corporate strategy to meet the characteristics of selected groups of clients.

* + For whom are you creating value?
  + Who are your most important customers?

**Customer relationships**: To ensure the survival and success of any businesses, companies must identify the type of relationship they want to create with their customer segments. That element should address three critical steps of a customer's relationship: How the business will get new customers, how the business will keep customers purchasing or using its services and how the business will grow its revenue from its current customers.

* + What type of relationship does each of your Customer Segments expect you to establish and maintain with them?
  + Which ones have you established?
  + How are they integrated with the rest of your business model?
  + How costly are they?

**Channels**: A company can deliver its value proposition to its targeted customers through different channels. Effective channels distribute a company's value proposition in fast, efficient and cost-effective ways. Clients can be reached through own channels (store front), partner channels (major distributors), or a combination of both.

* + Through which Channels do your Customer Segments want to be reached?
  + How are we reaching them now?
  + How are your Channels integrated?
  + Which ones work best?
  + Which ones are most cost-efficient?
  + How are you integrating them with customer routines?
  + Channel phases:
    1. Awareness: How do you raise awareness about our company’s products and services?
    2. Evaluation: How do you help customers evaluate our organization’s Value Proposition?
    3. Purchase: How do you allow customers to purchase specific products and services?
    4. Delivery: How do you deliver a Value Proposition to customers?
    5. After sales: How do you provide post-purchase customer support?

**Revenue streams**: How a company makes income from each customer segment. Several ways to generate a revenue stream: Asset sale, Usage fee, Subscription fees, Lending/leasing/renting, Licensing, Brokerage fees, Advertising.

* + For what value are your customers really willing to pay?
  + For what do they currently pay?
  + How are they currently paying?
  + How would they prefer to pay?
  + How much does each Revenue Stream contribute to overall revenues?

**Key activities**: The most important activities in executing a company's value proposition. An example for Bic, the pen manufacturer, would be creating an efficient supply chain to drive down costs.

* + What Key Activities do your Value Propositions require? Distribution Channels? Customer Relationships? Revenue streams?

**Key resources**: The resources that are necessary to create value for the customer. They are assets that are needed to sustain and support the business. These resources could be human, financial, physical and intellectual.

* + Which Key Resources do your Value Propositions require? Our Distribution Channels? Customer Relationships? Revenue Streams?

**Partner network**: In order to optimise operations and reduce risks of a business model, organizations usually cultivate buyer-supplier relationships so they can focus on their core activity. Complementary business alliances also can be considered through joint ventures or strategic alliances between competitors or non-competitors.

* + Who are your key Partners?
  + Who are your key suppliers?
  + Which Key Resources are you acquiring from partners?
  + Which Key Activities do partners perform?

**Cost structure**: This describes the most important monetary consequences while operating under different business models.

* + What are the most important costs inherent in your business model?
  + Which Key Resources are most expensive?
  + Which Key Activities are most expensive?

**Questions** for a discussion afterwards in the group:

* What kind of business ideas (categories) are expressed?
* Looking at the list of entrepreneurship competences: what is most needed for your business idea?
* Did you hear any ideas from others that inspired you or helped you with improving your business idea?

A picture containing scatter chart

Description automatically generated

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