INTRAPRISE E-PLATFORM HANDBOOK FOR FURTHER FACILITATION OF THE TRAINING PROVISION BY TRAINERS/CONSULTANTS

## (Ref. Intellectual Output 5)

Contents

Introduction

This concise handbook serves as a supporting tool for instructors to facilitate the learning process as based on the Intraprise training material available online in the Intraprise e-platform. Methodologically, the training platform has been designed to support mostly self-paced, asynchronous learning, covering theoretical aspects and practical approaches of intrapreneurship. The trainees' target group would be employees, professionals, managers in innovation and ICT companies (corporate and else), but also beyond the world the world of ICT, as intrapreneurship refers to a state of entrepreneurial thinking and acting within a company, sharing thus a lot of attributes and characteristics with the entrepreneurial mindset in the first place. On the other hand, intrapreneurship *should* tear down barriers of 'segmented', 'sectoral' thinking within business sectors, to come up with disruptive, innovative ideas that widen and diversify the scope of a business, a service, or a product.

The aim of this handbook is thus to give out to prospect trainers all necessary information on the following:

- The methodological approach for the development of the Intraprise learning material as coupled with the basics of new trends in learning (focusing on adult learning principles)
- The structure of all the learning modules of the Intraprise course as a whole
- The expected learning outcomes
- A short overview of the key technical aspects of the e-platform
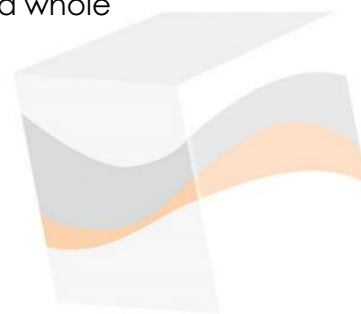
The handbook starts out outlining the methodological approach followed for the development of the training provision on intrapreneurship. The aspects taken into consideration during the process are presented, and on the basis of them, a check-table is provided, showing the reported preferences/needs of prospect end-users as identified earlier on in the Intraprise project. Following that, the structure of the modular sequence of the online material is presented, designating the learning outcomes and the key topics addressed each time. Lastly, a short overview of technical aspects of the e-platform are provided.

1. Methodological approach for the development of the Intraprise training material

In providing the methodological matrix for the development of the content for the Intraprise training material, **three aspects as follows have been taken into consideration**:

a) The Intraprise project objectives

At a programmatic level, the Intraprise project *aims to offer specialized intrapreneurial training addressed at the ICT sector and beyond, to foster and promote growth, employability and ongoing sustainability. The project will develop and support a flexible intrapreneurial training provision available online, so that all levels of a company/corporation can become acquainted with the adaptation and implementation of a more intrapreneurial organizational approach.*

The core objective of the training material would then be the provision of both theoretical and practical knowledge responding to real-life corporate and company environments towards the understanding of what intrapreneurship is, how intra-company roles are involved in a process of change in the overall organisational culture of a company, and lastly, what attitudes, collaboration schemes, personal and team skills and competencies, as well benefits are in need of identification, development or further fostering to be fleshed out into real intrapreneurial projects.

b) Basic principles of adult learning

Certain aspects and characteristics of adult learners should be taken into account when developing the Intraprise training course:

1. Adults come to the training with specific objectives

For adults, the trainee status has a very different scope than it has for underage students. When adults decide to participate in a training program, they usually do it for specific reasons related to needs that arise. They are getting trained because they discover or realise that they need specific knowledge and skills that will enable them to respond better in a current or future situation. They are therefore attending a training with specific objectives; the most prominent being:

- Professional objectives
- Objectives fulfilling social roles
- Personal development objectives
- Prestige acquisition objective

2. They have a wide and diverse range of experience

Their experiences derive from situations faced in business, social responsibilities, family relations etc. Consequently, they need the content of their training to be linked to and exploit their specific experiences. They prefer, in other words, the kind of learning that is related to what they already know or apply in everyday life. Thus previous experiences are the starting point for new learning.

3. They have realised/identified their preferred ways of learning

Everyone prefers to learn in a certain way, depending on the characteristics of their personality, their skills, their experience. Some prefer to learn by listening to a trainer, some by observing, others by being involved in activities and learning from them, while others from studying alone. Translated into the terms of content development, methodology and overall flow, this means that the developed material and most importantly the way it is delivered should cover a range of 'trainee personalities' such as the 'doers' (e.g. those seeking active involvement), the trainees who feel more

relaxed when having to deal with a rather unstructured learning environment and focus on the 'feeling' of the learning experience as well as the emotions as coupled with the whole process, the trainees as 'thinkers' who prefer to work their way along based on reason, logical flow, and analysis of what is being provided, and lastly those trainees who stay back, are more reserved and prefer to gradually discover knowledge on their own pace.

4. They think of themselves as decision-makers and self-directed learners rather than mere recipients of knowledge

Adults prefer to be consulted, and involved in an open process of bilateral communication with the training material. Occasionally, because they are very well aware of their needs, they are legitimately capable of questioning the content of a program that does not correspond to those needs and propose alternative aspects and methods. They regard the learning material and the way of delivery as the result of expertise from someone or a team of their ilk, rather than as an undisputed authority.

5. They might face barriers to learning

The course of adults in learning is neither smooth nor straight. They encounter obstacles that must be properly addressed, otherwise the effectiveness of the learning process is compromised to a great extent. Barriers to learning can be classified into three categories:

- Poor organization of the learning process
- Professional, social obligations and responsibilities
- Personal/internal obstacles (e.g. pre-existing knowledge and values, assumptions)

Effective learning preconditions

Taking into account the particular characteristics of adult learners, some basic preconditions can be formulated, on the basis of which it is possible for adults to learn effectively. The basic preconditions can be summarised as follows:

- ✓ The educational goals are clear
- ✓ The course is clearly structured organized at all levels
- ✓ The content allows for direct relation to the needs and experiences of learners
- ✓ The preferred ways of learning have been taken into account
- ✓ Active participation in the educational process is gradually encouraged
- ✓ A learning environment that is secure, and builds on collaborative spirit and mutual respect is formulated
- ✓ Pre-existing range of knowledge and experiences are acknowledged
- ✓ Inventiveness and discovery rather than ritualized techniques are being promoted
- ✓ Connection of lesson and knowledge acquired to the practical world of work is ensured
- ✓ Examples are utilised during and not after the learning experience

These generic preconditions have been taken into account and they are further elaborated vis-à-vis the actual feedback of the prospect users (see below in the summarizing table for Aspect 3 assessing the relevant comments and preferences as collected regarding the outline of the Intraprise curriculum.

c) Points of interest drawing from the input of potential end-users

The following table summarizes the main input and suggestions as collected by the potential users who have been presented with the basic curriculum outline of the Intraprise training provision, the objectives of the project and the foreseen learning outcomes as developed by the Intraprise project partners. Next to them, the Intrparise consortium approach is presented in order to meet these suggestions within the scope of feasibility and also equally respecting the scope and objectives of the project:

Suggestion / Comment	Approach
Duration: Diverse input has been recorded, ranging from comments about duration of the training process from being too long, to being short.	• The actual duration of the training process depends on the level of involvement. The main training material is provided in medium level in terms of quantity and length. Complementary material per Module and Unit allows however for deeper involvement, accounting for longer training duration. The pace to be followed depends on the preferences of the individual users, while attention will be put on the fact that the main training material is integrated on its own, while supplements give the opportunity for further analysis and acquisition of knowledge on related issues according to topics covered, without however being crucial in achieving the desired learning outcomes.
Practical and business orientation rather than academic and theoretical approach.	• Abstract concepts, theory, and experts' accounts of intrapreneurship are provided within the scope of being utilised for the understanding of practical approaches into fostering an intrapreneurial attitude. The delivery of theoretical aspects - where relevant - are then addressed as springboards towards the understanding of how to go about with practical issues in real-life company environments, rather than gaining theoretical competency. At a further level, as familiarity with and

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Suggestion / Comment	Approach
	knowledge on the concept of intrapreneurship (its origin, use, characteristics) vary across countries, actors, businesses and business sectors, the partnership deems as important the presence of theoretical approaches that would help conceptualisation, before delving into practical issues. • Tables and visual markers, complementary media (videos) are epitomizing main aspects of how intrapreneurship is being theoretically approached, deciphering and critically analysing concepts and theoretical approaches from the point of view of actual company and business environment, and the person as a trainee, which in turn means that the theoretical context provided (where applicable according to topic) is presented by avoiding academic or very abstract jargon and concepts. • Tests and self-assessment tools are then provided prompting the users to formulate and interpret their own perceptions vis-à-vis the material offered, and not to check one's theoretical knowledge.
Playful and interactive dimension	• A good balance is kept between text and features that make the training material more engaging
Making a distinction for training material (modules, units etc.) designated for managers (higher level) and employees	• The issue has been raised by some potential end-users of the training provision. On the other hand, a cross-hierarchical approach has been equally suggested. With respect to the disruptive nature of

Suggestion / Comment	Approach
(mid- and low-level managers, employees in non-managerial positions).	intrapreneurship, and based on relevant literature and resources, a cross-hierarchical approach seems to suit much better in order to cultivate a culture of change among companies, organisational structures, management models. • However, some training pathways, or in this case training modules or units in particular can be suggested as targeting certain levels of management and respectively non-management positions (e.g. on team building, identifying and acknowledging talent, pitching, development of an intrapreneurial business canvas taking into consideration who, each time, is the intrapreneurial actor/initiator and which is hers/his position in a company).
Provision of simulated situations	• Some complementary tests accompanying modules and/or units will be developed in the form of presenting an imaginary situation (discourse rather than questions), prompting the trainees to fill in multiple choice answers/comments within the flow of a story. Trainees put themselves this way into a flowing story and are prompted to report on the actions/decisions they would make or take.
Clearly highlighting the benefits of intrapreneurship	• The benefits of intrapreuneurship for both the company and the intrapreneur are to be addressed clearly in designated units, rather than implied.

2. The structure of the Intraprise training modules

The table below presents the structure of the seven (7) learning modules developed to support companies, managers, employees to explore and exploit intrapreneurship, sharing mutual benefits at personal, professional, and company level.

Modules / Units No.	Module (s) / Unit (s)
MODULE 1	**WHAT IS INTRAPRENEURSHIP AND WHY IS IT NEEDED**
Unit 1	**The basics of Intrapreneurship**
	Intrapreneurship: More than a buzzword
	Intrapreneurship and Entrepreneurship
Unit 2	**Intrapreneurial stories and case studies**
	Intrapreneurial stories: Case studies on successes and failures
	Case studies: A deeper look
Unit 3	**Why is intrapreneurship so important after all**
	Intrapreneurs: The change makers at the office
MODULE 2	**UNDERSTANDING THE INTRAPRENEURIAL CULTURE**
Unit 1	**What is the 'culture' of a company?**
	Beyond definitions of 'organisational culture'
Unit 2	**Translating entrepreneurship into management behaviour**
	Challenging the status quo of a company
	Elements of organisational culture
	Attributes of innovative company cultures
Unit 3	**Barriers in the creation of intrapreneurial culture**
	Main barriers towards the creation of an intrapreneurial culture
	Removing intrapreneurial barriers
Unit 4	**The benefits of intrapreneurship and intrapreneurial culture**
	Benefits for the company
	Benefits for the intrapreneur
MODULE 3	**ENTREPRENEURIAL SKILLS: BECOMING THE IN-COMPANY ENTREPRENEUR**
Unit 1	**Thinking in an entrepreneurial way**
	How does an entrepreneur think like?
Unit 2	**From entrepreneurial idea to action**
	The entrepreneurial process
	From the idea to the opportunity
MODULE 4	**BUILDING AN INTRAPRENEURIAL TEAM**
Unit 1	**Introduction to group dynamics**
	Team building: The essentials
	About teams and groups: Team vs group
	The development phases of a team
Unit 2	**Intrapreneurial teams and corporate leadership**
	The skunkworks project case
	The value of colleagues and co-workers: Identifying talent and barriers to innovation in creating teams
MODULE 5	**ABOUT MOTIVATION**
Unit 1	**Self-motivation: What does it take?**
	Self-motivation

Modules / Units No.	Module (s) / Unit (s)
	Self-motivation and de-motivation factors
Unit 2	Motivating others
	Myths about motivating others
	Some principles of motivation within an enterprise
	Motivation of others: A process rather than a task
MODULE 6	STRATEGIES FOR INTRAPRENEURS
Unit 1	About strategies and tactics
	Drawing the line between strategy and tactics
	The Intrapreneur's ten commandments (by Pinchot) and intrapreneur's tactics
Unit 2	Intrapreneurial strategy-making
	Intrapreneurial strategy-making
Unit 3	The intrapreneurial project
	The intrapreneurial business canvas
	It's all about execution
MODULE 7	PRACTICING INTRAPRENEURSHIP
Unit 1	'Selling' an intrapreneurial idea
	Effective elevator pitches
	What kills intrapreneurial ideas due to poor presentation
Unit 2	Summing it up: From the intrapreneurial idea to practice
	Moving ahead as an intrapreneur

3. Learning modules: Presentation and training guidelines

In the upcoming sections, the modular structure of the Intraprise training material will be presented, followed by a demonstration of the underlying structure in sections and units within each of the learning modules. This will help trainers/facilitators to lead productive sessions with trainees interested in intrapreneurship. A summary, learning objectives, time requirements, and helpful instructions elaborating on the main points of learning material plus useful suggestions and tips for further use of resources and material per section and unit are provided [field: Instructions] to complement the presentation of the platform as it stands.

3.1 MODULE 1 - WHAT IS INTRAPRENEURSHIP AND WHY IS IT NEEDED

MODULE 1: WHAT IS INTRAPRENEURSHIP AND WHY IS IT NEEDED	
Summary and objectives	The aim of this first module is to present you with the concept of intrapreneurship, its similarities and differences from entrepreneurship, and lastly to explore why intrapreneurship is much more than a buzzword, owing its essence to ways of thinking and acting in the corporate world, which have produced marvellous, innovative results throughout the years. To this end, certain well- and less-known intrapreneurial stories and case studies are presented, just to show that intrapreneurship takes some innovative brains and an open-minded company to flourish. Several definitions of intrapreneurship are provided, accompanied by commentaries to give you a cue to think about the different approaches of the whole concept and practice.

Expected learning outcomes	Having gone through this module, you will have a clear overview of the basics of intrapreneurship, as well as a firm picture of the intrapreneur and what can make her or him shine. We encourage you to devote a little time to also read some of the suggested readings at the left of your screen. This will help you to roll into the next module and find out about the organisational culture and its importance for intrapreneurship.
Duration	60 minutes *(duration is referring to total duration of training, following the instructions provided here in addition to the material as presented onm the platform).*
Trainer skills and roles	VET trainer/consultant with expertise on entrepreneurial support

MODULE 1
Unit 1: The basics of Intrapreneurship

Instructions	The aim of this unit is to explore definitions of intrapreneurship in two different sub-sections: 'More than a buzzword' and 'Intrapreneurship and Entrepreneurship'. There are many definitions on intrapreneurship, thus the aim is not meant to narrow down one's horizon when thinking about intrapreneurship in terms of rigid definitions, but to the contrary, to expand it by bringing in all those elements and attributes used to define, or better, describe intrapreneurship. A vivid representation of intrapreneurship is demonstrated in a real-life situation, using the well-known 'back to the garage' notion which cuts through definitions, the formal and the informal, the structured and the unstructured within a company, to bring about that ground-breaking, innovative product or outcome which takes life beyond, but at the same time, under the wings of a mother-company. *Use the table at the end of the unit to facilitate a discussion and allow for thinking about the common grounds and differences between the entrepreneur and the intrapreneur, with respect to vision, motivation,*

	authority, risk and responsibility, rewards, scale of business, the notions of success and failure.
Duration	20 minutes

MODULE 1	
Unit 2: Intrapreneurial case stories and case studies	
Instructions	This unit takes the trainees to a short trip across intrapreneurial stories behind well-known products and services, the people and the ideas behind them, the obstacles and the successes. However, it demonstrates also a case study on how intrapreneurship could turn wrong. *Elaborate on the factors of intrapreneurial failure of the 'Target' case study as presented. Prompt a discussion with the mission to find out similar factors of failure for the successful cases already presented. Choose one or two cases to this end.*
Duration	20 minutes

MODULE 1
Unit 3: Why is intrapreneurship so important after all

Instructions	Lead by the title/statement 'Intrapreneurs: The change makers at the office' this unit focuses on the intrapreneur as an actor. Resuming the definitions in dedicated tables, it goes straight into the similarities between the entrepreneur and the intrapreneur, with the entrepreneurial mindset as a common denominator.
	The Unit signals the end of Module 1 and is up to a point, a summarizing unit. Discuss the available embedded video (Intrapreneurship vs Entrepreneurship) and ask for key lessons learned from the video of the 'Father of Post-it notes'.
	Choose one of the Further readings resources for deeper contemplation. Suggestion: 'The intrapreneurial revolution' as the most provocative document.
Duration	20 minutes

3.2 MODULE 2 - UNDERSTANDING THE INTRAPRENEURIAL CULTURE

MODULE 2: UNDERSTANDING THE INTRAPRENEURIAL CULTURE	
Summary and objectives	This module is aimed at supporting you to better understand the intrapreneurial culture: What is the 'culture' of a company?. Does the status quo of a company need to be challenged? Why? What are the main barriers towards the creation of an intrapreneurial culture? What are the benefits of intrapreneurship for the company and for the employee? After a short description and definition of the meaning of these concepts, you will be provided with some examples, insights and additional food for thought.
Expected learning outcomes	Having gone through this module, the trainees should have a better understanding of what is meant by 'organisational culture'. Following that, they will be able to acknowledge the barriers in the creation of intrapreneurial cultures within a company, as well as the benefits of intrapreneurship for both the intrapreneur and the company.
Duration	180 minutes
Trainer skills and roles	VET trainer/consultant with expertise on analyzing/elaborating the concept of organizational culture and the ways it is nourished or changed.

MODULE 2	
Unit 1: What is the culture of a company?	
Instructions	Methodologically, definitions of organisational cultures are presented, only to be deconstructed in how a company is helping/supporting its customers to achieve that which they want to accomplish. Starting from there, it should be clearly demonstrated that organisational culture – like any other 'culture' in that case- is something in the making. *Drive a discussion on good and bad examples as presented, and allow for further elaboration on success factors and pitfalls respectively. Use the 'Corporate immune system' of Pinchot (Further readings) vis-à-vis the 'Three Bell Curves: Business Culture Decoded' by Rosauer. Explore the three ingredients in the latter source on page 5 vis-à-vis the Belle Curve 3, which is the employee. Do and share meaningful connections with the notion of intrapreneurship and the corporate immune system as documented by Pinchot.*
Duration	50 minutes

MODULE 2 Unit 2: Translating entrepreneurship into management behavior	
Instructions	The main methodological approach in turning entrepreneurial thinking and acting into management behaviour here, is by juxtaposing the intra-company challenges towards changing the status quo of a company (its culture) with the features of an intrapreneur. It is the person vs a structure. *Do a 'matchmaking' game between the listed challenges and the examples provided, highlighting real-life cases of intra-company entrepreneurs. Which challenges are surpassed/tackled best by which practice as presented in the examples?*
Duration	50 minutes

MODULE 2	
Unit 3: Barriers in the creation of an intrapreneurial culture	
Instructions	Company culture and people are the main barriers for the creation of an intrapreneurial culture. This on the other hand sounds like common-sense, because what else could be the barrier in the first place? The material provided should be used for igniting self-reflection and discussion on why we should rethink taken-for-granted ways of doing things (culture) by taken-for-granted roles (people and their intra-company, professional roles) towards tearing down assumptions and start thinking that people can take on diverse roles towards diverse ends and eventually innovation. *Use the source 'Corporate intrapreneurship: Steps to building a sustainable start-up mentality within an established organisation' by Zhao (Further readings) to illustrate a case and lead a deep discussion about the suggested steps that are presented in pages 11-24. Explore feasibility of the whole process and allow trainees to identify pitfalls.*
Duration	40 minutes

MODULE 2
Unit 4: The benefits of intrapreneurship and intrapreneurial culture

Instructions	The material presented provides a clear overview of the main benefits of intrapreneurship for both the intrapreneur and the company. Do make a special mention to the disadvantages that go with the advantages. This can be illustrated by explaining the power structure between the intrapreneur and the company, especially when intrapreneurial activity doesn't lead to the 'expected' outcomes.
	Use the video about 'The Fallacy of the Good Idea' and let trainees express their thoughts on how a so called 'good idea' can be turned to an advantage or disadvantage for an intrapreneur. What is it that makes a good idea, well…good in intrapreneurial terms?
Duration	40 minutes

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3.3 MODULE 3 - ENTREPRENEURIAL SKILLS: BECOMING THE IN-COMPANY ENTREPRENEUR

MODULE 3: ENTREPRENEURIAL SKILLS: BECOMING THE IN-COMPANY ENTREPRENEUR	
Summary and objectives	Module 3 explores questions like 'How does an entrepreneur think like?'? How is entrepreneurial thinking connected to the so called entrepreneurial skills. In attempting to respond to these questions we draw from certain approaches that propose a differentiation between managerial, strategic and entrepreneurial thinking, and eventually identify those aspects – the sweet spots – of these approaches that are well-suited to our goal, which is to show what it takes to become the in-company entrepreneur. From there on, we move into a discussion focusing on the entrepreneurial process as an act of setting up a firm within a firm, that is, the entrepreneurial process as an independent 'entity', a pre-firm process owing its own existence and value way beyond the success or failure of its results, that is the success or failure of a created firm, company, or initiative. The overall approach of the entrepreneurial process is deemed highly enlightening and effective to position an entrepreneurial initiative within the context of a company. Lastly, we deal with the concepts of idea and opportunity, their similarities and differences. We suggest certain methods and tools that can be used by intrapreneurs in the idea generation process, as well as in the evaluation process of a (business) opportunity.
Expected learning outcomes	At the end of this module, trainees will be able to understand the connection between entrepreneurial thinking, imagination, creativity, idea and idea-creation. This connection is realised rather than defined by the so called entrepreneurial skills and entrepreneurial thinking. Moreover, they will learn to distinguish between managerial and entrepreneurial thinking, an issue that is crucial for intrapreneurship.
Duration	240 minutes
Trainer skills and roles	VET/adult trainer with experience in the subjects of mindset exploration, idea vs practice, properties of the concept of 'skills' and its diverse uses.

MODULE 3
Unit 1: Thinking in an entrepreneurial way

| Instructions | In this Unit, the traditional approaches/notions of entrepreneurial skills are challenged towards a good end; one that suits the objective of this training provision to support intrapreneurship. A clear distinction is being made between managerial, strategic and entrepreneurial thinking. The distinction is illustrated in order to carve out a special place for entrepreneurial thinking, and having only that place drawing all the attention of the trainees, as it is the one mode of thinking strongly connected with the so-called imagined ends by deploying diverse means along the away. Highlight the **So, why?** factors at the end of the Unit which illustrate why this approach fits the mindset of the intrapreneur.

Use the video 'How successful entrepreneurs think' and the notion of creating new capabilities to prompt trainees to come up with a scaffold of differentiation between managerial, strategic and entrepreneurial thinking, and how these modes can cover diverse organisational cultures (hierarchical, managerial, executive etc.). Use as guidance the source 'What makes entrepreneurs entrepreneurial?' by Sarasvathy (Further readings). Explore with the trainees the process of effectual reasoning on pages 3-4 and use Figure 1 on page 3 to support the whole process. Elaborate on the Steve Jobs case as presented and draw the connection with the 'imagined ends' notion and how it relates to intrapreneurship and entrepreneurial thinking. |
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Duration	120 minutes

MODULE 3 Unit 2: From entrepreneurial idea to action

Instructions	In this Unit, two aspects are presented and analysed: The one is the entrepreneurial process, and the other the path form an entrepreneurial idea to entrepreneurial action. Regarding the entrepreneurial process, traditional approaches are presented, as they provide a breakdown of the entrepreneurial process into distinct phases and stages within these phases. The objective of the unit is to revisit those approaches only to build some logical bridges towards meeting intrapreneurship as a way of (entrepreneurial) thinking and acting. To do so, it is suggested to consider the entrepreneurial process in terms of a pre-firm process. It is then rather the exploration of the distinct world of the entrepreneurial process that matters here rather than its outcome as a success or failure. *Further explore and discuss the concept of the pre-firm as the 'entity' that mediates between the idea and its 'result' (a real firm, a new product, a new service, etc.). There is fruitful ground in connecting this approach of the entrepreneurial process and the concept of the pre-firm with intrapreneurship, especially when allowing the trainees to isolate the world of the creative moments during the first stages/phases of the traditional entrepreneurial process approach. Tip: Use or ask trainees about real or imaginary examples that could illustrate intrapreneurial initiatives as pre-forms within a firm* *With respect on the second sub-unit of Unit 2 in Module 3, chose one or two tools as presented and ask the trainees to use them towards coming up, fine-tuning, testing an idea. The idea could be about almost*

	everything, but should project some entrepreneurial goal. A simple mind map or a SCAMPER diagram will do. Trainees can use the descriptions of the tools as provided, to help them 'sketch' their own idea. Right after that short exercise you could go to Source 'Creativity Tools', page 13 (Conclusions) and ignite a discussion about the author's approach regarding 'idea generation' as a fallacy. Discuss in tandem the concept of 'idea management' and prompt trainees to take a position on this discussion and how relevant it is in the world of intrapreneurship.
Duration	120 minutes

3.4 MODULE 4 - BUILDING AN INTRAPRENEURIAL TEAM

MODULE 4: BUILDING AN INTRAPRENEURIAL TEAM	
Summary and objectives	Module 4 explores the ways groups and trams are made. The dynamics of a group are explained, as well as the differences between a group and tram. The tem development process is presented and the importance of team building in intrapreneurship is highlighted. The well-known 'skunk-works' project is then introduced to serve as an example and prospect methodological approach in putting together an intrapreneurial team in a corporate environment. Factors that block innovation in intrapreneurial teams are then presented and explained.
Expected learning outcomes	At the end of this module, trainees will be familiar with the basics of group dynamics and what it takes to come up with a successful team. Theoretical knowledge is coupled with empirical when studying the skunk-works project case, where real-life group and team performance and dynamics are provided.
Duration	240 minutes
Trainer skills and roles	A business consultant, human resource expert or VET trainer knowledgeable in group dynamics in business environments is the best suited trainer for this Module.

MODULE 4 **Unit 1: Introduction to group dynamics**	
Instructions	The essentials of team building are presented in terms of short definitions regarding size, structure, roles. Dynamics with positive and negative influence are presented, and lastly, the development phases of a team. [Methodological, terminological clarification] [It is suggested to approach subunits 'Team building: The essentials' and 'About teams and groups' as parallel blocks of knowledge. The differences between team and group are not clear everytime, and it is suggested to use the concept of team to describe a co-working unit. On the other hand it is suggested to speak about dynamics, structure etc. using the concept of group instead, as the majority of literature and relevant studies are doing so. Furthermore, psychological or socio-psychological approaches use also the term group to elaborate on dynamics and nature of groups. For these reasons, it is better to use the term 'team' when referring to an intrapreneurial (for example) work/action unit, and the term 'group' to theoretically comment about this unit]. *You can allow for a good 1 hour long experiment with one or more trainees, which would go as follows:* *Let them get into the role of a team builder, an intrapreneurial team builder within the companies they are working right now, or even having worked in the past. Use the source 'How to identify Intrapreneurs within your Company' (Further readings) and explain the common traits as presented for the identification of intrapreneurs. Prompt trainees to think where they, themselves would fit into these traits and in what way, as well as think about other persons, colleagues that fit into these traits. They*

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	should come up with up to 3 or 54 persons fitting an intrapreneurial team, explaining why these persons fit. *Then, use source 'Recognize Intrapreneurs before they leave' (Further readings), explain the 6 Patterns of successful intrapreneurs, and let trainees elaborate on the questions following, thinking about the actual situation in their own workplace environment, present or past. The questions posed are the following:* • *What is your organization's definition of a corporate intrapreneur?* • *How does one become a successful intrapreneur?* • *How can you find intrapreneurs within and outside your company?* • *What are methods and tactics to develop intrapreneurs and intrapreneurial teams? How can your organization implement them to nurture your intrapreneurs?* *The goal of this exercise would be to acquiring the ability and skills to come up with a reral innovation proposal/discussion involveing senior-level colleagues and stakeholders within the company. This knowledge will be further exploited in Module 7 about 'selling' an intrapreneurial idea.*
Duration	120 minutes

MODULE 4
Unit 2: Intrapreneurial teams and corporate leadership

| Instructions | This unit explores the well-known skunk works project as an example of 'big company' intrapreneurship project.

Elaborate on the characteristics of the skunk works project vis-à-vis and innovation project as presented in the available table. After the exercise of the previous Unit, and after delivering/discussing a short presentation of the skunkworks project, work together with trainee(s) to compile a list of skunkworks advantages and risks that could be adopted/met in the actual team scheme the trainee(s) came up with in the experiment before. Create an elaborate list for each actual company/organization and the virtual team persons involved. Then, work together with trainee(s) to draft an action map which will build on skunkworks project advantages, and eliminate skunkworks project risks in the cases at hand. |
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| Duration | 120 minutes |

3.5 MODULE 5 - ABOUT MOTIVATION

MODULE 5: ABOUT MOTIVATION	
Summary and objectives	Module 5 deals with motivation, self-motivation, but also de-motivation factors. The concept and the properties of motivation are extremely important when delving into intrapreneurship. More than in the case of entrepreneurial self-motivation and managerial motivation of others, it is in intrapreneurial initiatives where motivation can play a far more crucial role in putting in motion people, ideas and resources. The objectives of this Module is to answer to questions like • Which are the keys of motivation? • Why are we motivated and de-motivated? • How can we impact on our own and others' behaviour? • How can companies motivate or de-motivate their employees?
Expected learning outcomes	At the end of this unit, the trainee(s) are expected to have a good understanding about motivating and de-motivating factors for themselves and with respect to other persons.
Duration	240 minutes
Trainer skills and roles	Coach, mentor, VET trainer, consultant with mentoring skills, especially regarding the concepts of self-motivation and motivation of others.

| MODULE 5 | |
| Unit 1: About motivation | |

Instructions	The core subjects of this Unit are the self-motivation and de-motivation factors. Several definitions are provided in the role of springboards to think deeper about the (otherwise common-sense) concept of motivation.
	Build on the connections between needs and motivation (intrinsic and extrinsic) and allow for personal stories of motivation as expressed by trainee(s). Ask trainee(s) for the identification of tips and strategies as presented during the discussion on their personal self-motivation stories. Then go into working together on a possible retrospective account of their stories, trying to identify possible steps for sustaining self-motivation using the relevant guidelines provided in the paragraph entitled **How to sustain your self-motivation.** *Which of the 6 steps can be identified already? Which would lead to better results if exploited/considered? Which could be now exploited? Let trainee(s) go through the short test as presented in the source 'How self-motivated are you?' (Further readings). Discuss results along the score interpretation provided and comment on the factors allocated to the respective groups of questions. Prompt for feedback and of course critique. Work your way towards de-motivation factors as presented in the second subunit within Unit 1. Explore the de-motivation factors in detail and prompt discussions on some of them according to trainee(s) experience and real-life situations. Work on the prompt as it appears:*
	Are you able to identify any of these factors in your daily job? If so, how do you plan to cope with it?

	Trainee(s) should comment/work on the de-motivation factors and their own experiences according to their position and role in the companies/organisations they are working (managers, employees, etc.)
Duration	120 minutes

MODULE 5
Unit 2: Motivating others

Instructions	*Take advantage of the provocative approach in this Unit, debunking certain myths about motivation. Present the three main myths (A,B,C)and find out relevant stories as experienced by the trainee(s). Prompt trainee(s) to tell their stories in detail. Explain the approach of STD, according to which the motivation of others should start at the level of their own self-motivation.*
	Prepair a short oral presentation on the types of rewards as explained in source 'Motivating intrapreneurs: the relevance of rewards' (Further readings), pages 252-254. Go directly in the 'Discussion' part (Page 259) and prepare a list of the main findings, that is, the key motivators as identified in the paper. Highlight th results as presented at the beginning of page 261, and discuss with the trainee(s) specific intra-company motivation actions/initiatives along thse lines i.e. social incentives, formal acknowledgement and support, provision of organisational freedom and autonomy (as suggested by the findings). Discuss possible real-life cases already experienced by the trainee(s).
Duration	120 minutes

3.6 MODULE 6 - STRATEGIES FOR INTRAPRENEURS

MODULE 6: STRATEGIES FOR INTRAPRENEURS	
Summary and objectives	Module 6 provides the guidelines and steps towards coming up with an intrapreneurial project. The project here is approached in terms of a strategic endeavor involving strategy and tactics. The core questions to be answered are thus the following: -What are the differences between strategies and tactics? -How can you lead the strategic design and delivery of innovation in your organization? -How can you align your idea with your organization's objectives? -What are the steps towards the development of an entrepreneurial project? -How can you cultivate your entrepreneurs?
Expected learning outcomes	Having gone through this module, the trainee(s) will be able to understand the difference between strategy and tactic, and how these concepts are used in a project with a strategic, intra-company goal. Furthermore, they will be familiar with the intrapreneurial mode of strategy-making (ISM), and the limitations of rational, formal strategy-maiking as it exists and being applied for more than 40 companies in large, corporate firms. Lastly, by having acquired basic knowledge about the concept of Business Model Canvas (BCM), trainees will be able to develop their own, intra-company, intrapreneurial Business canvas. From this point, trainees will be well equipped to go through the last Module about selling an intrapreneurial idea and intra-company pitching.
Duration	240 minutes

	MODULE 6 **Unit 1: About strategies and tactics**
Instructions	This Unit provides the reasons why when planning to develop a project as part of a strategic plan, it is important to understand the differences and similarities between strategy and tactics. *Use the questions 'what for?' for strategy and 'how?' for tactics to illustrate the differences between the two concepts. Involve the trainee(s) by prompting them to come up with a real or imaginary project along the lines of the organisational strategy of a company, listing strategies and tactics. Let them attach a 'strategy entity' to each 'tactical entity'. Use then the source 'Difference between tactics and strategy' (Further readings' and let the trainee(s) justify tactics and strategy as identified along the lines of the left column basis for comparison as it appears in the Comparison Chart within the source.*
Duration	120 minutes

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MODULE 6
Unit 2: Intrapreneurial strategy-making
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Instructions	The unit relies strongly on the concept of Intrapreneurial strategy making (ISM). ISM is considered as a mode of strategy-making, in a similar way as rational, entrepreneurial, adaptive and other strategy making modes. One important aspect presented is that strategy-making is heavily influenced by company size, stressing that large firms adopt rational, formal strategy making modes, while small firms go for none or entrepreneurial strategy-making. ISM, as non-formal and flexible mode, is then considered to suit best small firms.
	Illustrate the need of large firms to turn to intrapreneurship due to discontinuities and disruptions. Discuss the shortcomings of the notion that ISM in terms of '…independent behavior by innovative employees who are encouraged and sponsored by top management to experiment and take risks with, for example, product/service ideas...' is better suited for smaller firms. Do small firms engage more easily in such a mode because they don't adopt a rational strategy-making mode, or are there other, more important reasons to do so? Bring into the discussion certain aspects about organisational culture and barriers to intrapreneurship as explored in previous modules.

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	Use the five key strategies as presented in the 'Cultivating' entrepreneurs within section and ask trainee(s) to compile a list of tactics according to what they have learned so far, in order to supplement the five key strategies as presented.
Duration	120 minutes

MODULE 6
Unit 3: The Intrapreneurial project

Instructions	Organise and implement a workshop for the creation of Business Model Canvas by the trainee(s). They should come up with one proposition to be presented as intrapreneurial initiative (real or imaginary situation). Prepare beforehand short presentations of the sources 'Business Model Canvas: A complete guide'(prompt participants to watch the video included, and discuss the basic building blocks) and 'Create a new business model canvas'(use this source as quick reference regarding the content and structure of the canvas) (Further readings).
Duration	120 minutes

3.7 MODULE 7 - PRACTICING INTRAPRENEURSHIP

MODULE 7: PRACTICING INTRAPRENEURSHIP	
Summary and objectives	This module aims to provide practical and creative skills for the development of a "completed" intrapreneurial project. The questions posed are: How can you create and sell your ideas? What are the tips for a successful Elevator Pitch? Moreover, the module provides support material towards the perfect pitch, the ways that is, to present an intrapreneurial idea in a concise and direct manner.
Expected learning outcomes	Trainee(s), when completing this module, will be able to structure an effective elevator pitch. Eventually, trainee(s) will have learned how to move form intrapreneurial ideas to practice by the means of having an all around view of all the aspects involved when externalising an idea, and finding out what it really takes to catch the interest of third parties towards actual implementation of this idea.
Duration	240 minutes
Trainer skills and roles	

MODULE 7 Unit 1: Selling an entrepreneurial idea	
Instructions	This unit explores the concept and practice of the elevator pitch. It gives out the basics on writing down an effective pitch and all the questions that should be addressed. *After having explained what an elevator pitch is, prompt trainee(s) to come up with a short pitch, following the 9-Questions model presented. Data could be of course fictionary, as the importance lies in the way the pitch will be presented. Let trainee(s) go through the 5 things to be considered during practicing the pitch. Discuss the pitch after its short presentation by the trainee(s) and evaluate it along the lines of the same 5 points to be considered by the trainee(s).*
Duration	120 minutes

MODULE 7	
Unit 2: From the entrepreneurial idea to practice	
Instructions	This Unit is a summing up Unit for the material presented in the previous one. *In order to provide a well-rounded skills set for prospect intrapreneurs, discuss in depth the 5 senses of the innovator. Prompt the trainee(s) to speak about their own understanding of these senses.* *Elaborate on the concept of Return and Investment (ROI), and clarify any possible misunderstandings.* *Lastly, with the help of source 'The perfect intrapreneur: a skillset' (Further readings), allow trainee(s) to self-reflect on the presented skills and then compare them with similar entrepreneurial skills. Let them develop a list of the critical differences between these skills for an entrepreneur and an intrapreneur respectively. Where do the fine, differentiating lines lie?*
Duration	120 minutes

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4. Short technical guidelines

The online platform has been created with the Content Management System Joomla!. Ease-of-use, extensibility, and simple authoring and editing tools have been deemed highly appropriate for the creation of the Intraprise training platform. The back-end environment allows for easy editing and developing, securing future adaptations of the material in terms of further languages and/or material. In order to do so, the Intraprise project coordinator (Cyprus University of Technology) and the technical partner RNDO in collaboration with the project partnership can manage future demands regarding further uses of the platform.

Main layout and navigation guidelines

Although navigation at the front-end level is as straight-forward as possible, here are some basic images to facilitate navigation across the Intraprise learning platform:

- **Choosing language and Module**

- **Home button Modules sequence available on top menu (horizontal)**
- **'You are here' notification**
- **Clickable Unit links in introductory page of each Module**

- **Further readings column (right, vertical)**
- **Current (highlighted) and next subunit visible within each Unit**

- **Current (highlighted and next subunit(s) visible on top when scrolling down**

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- **Embedded videos**