

Intrapreneurship in Microenterprise: The Adoption Suite

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PROJECT ABSTRACT

GENIE is an innovative project that develops training and tools to ignite Intrapreneurship in Micro-, Small- and Medium Enterprises (MSMEs). Intrapreneurship is at the junction of entrepreneurship, open innovation and forward-looking management models. It has the potential of involving and engaging staff and management in MSMEs to develop new ideas, business and management processes, products and services to sustain MSMEs' innovation, competitiveness and growth.

Therefore, GENIE has the aim to help MSMEs to integrate and deploy intrapreneurship into their everyday work environment by realizing the following project outputs:

1. Setting of the **OER platform** of the GENIE project, which hosts all the training contents, operational tools and the interactive boardgame created to support MSME's growth and success through the adoption of intrapreneurship.

For better orientation on the OER platform please view our GENIE OER platform Video Guide: <https://www.youtube.com/watch?v=hVOE1FWUsKU>

2. Development of the **innovative GENIE Model of intrapreneurship** in Micro-, Small- and Medium Enterprises. This result outlines mechanisms for MSMEs to implement intrapreneurship involving and engaging staff and management to develop new ideas, business and management processes, products and services - all to sustain MSMEs' innovation, competitiveness and growth.

3. The **GENIE innovative training and gamification** is the main project outcome. The partners developed a set of innovative training on intrapreneurship. Part of the training is also the GENIE game to test and improve your knowledge about intrapreneurship. The training includes many case studies, examples and lessons learned to make the training as concrete and direct as possible.

A very important part of this project result is the test and validation phase, which is essential to finalise the training and boardgame. During this real-operational environmental testing, the GENIE partnership collected feedback from users on content, delivery means, depth and relevance of the modules, user friendliness of the boardgame, functionalities of the OER platform, etc.



4. The **GENIE Adoption Suite** and **GENIE VET Decalogue** is the last piece of the GENIE puzzle that completes the picture for complete adoption and inclusion of the project in the ecosystems of VET and MSMEs across Europe, and full roll-out of the training and boardgame.

All the project results are available online at our OER platform: www.genieproject.eu



INTRODUCTION ADOPTION SUITE

The GENIE Adoption Suite is intended to reflect a sum of operational guidelines for actors of the ecosystem of MSMEs and VET across Europe, who are concerned and deeply interested in the development and promotion of intrapreneurship in MSMEs to contributing to their competitiveness, growth and innovation.

This document is an “Into action” paper and will help the reader to uptake, adapt and adopt the GENIE training and boardgame.

It will outline the operational lessons learned from the partners perspective and experiences extrapolated of what worked and what could have been improved on the basis of the implementation and deployment/ test and validation phase of the GENIE innovative training and gamification.

OVERVIEW TRAINING PROGRAMME

The GENIE project presents eleven detailed training courses. All the training courses are accompanied by a thematic case study.

On the OER platform, where all the courses are free available, you can use different ways to conduct the training: the learner can perform it directly on the OER platform, he or she can download the training module as a PowerPoint presentation or have the content read aloud as audio.

To each training module the reader will also find a specific training fiche containing, for instance, keywords, the expected learning outcomes, an outline and description of the module, a reference to the EQF level and a glossary.

In the end of each module the learner can pass the self-assessment test. If you have all the answers right, you can have a certificate issued about the successful completion of the respective GENIE training module.

In the following you will have an overview about the training courses and training units, with interlinkages to the learning outcomes:



Module 1
Intrapreneurship hope, hype and reality: Discovering intrapreneurs within organization
Units
<ol style="list-style-type: none"> 1. Discovering intrapreneurs within organization <ol style="list-style-type: none"> 1.1. How to encourage intrapreneurship4 2. Intrapreneurial traits <ol style="list-style-type: none"> 2.1. Part 1: Innovation + flexible 2.2. Part 2: Intellectually curious + persistent 3. Characteristics of intrapreneurs <ol style="list-style-type: none"> 3.1. Dynamic 3.2. Developers of ideas 3.3. Drivers of change 3.4. Determined 3.5. Dedicated 3.6. Diligent 4. Identifying intrapreneurs 5. Benefits of intrapreneurship
Learning outcomes
<p>This module will prepare you to know more about intrapreneurial skills and how to discover employees with intrapreneurial mindset.</p> <p>At the end of this module, you will be able to:</p> <ul style="list-style-type: none"> • Encourage employees for intrapreneurship • Know more about intrapreneurial traits and benefits • Recognize possible intrapreneurs within organization
Case Study
The Intrapreneurship Program—unleashing new talent at TEB

Module 2
Striking the balance: Resource and time management within intrapreneurial MSMEs
Units
<p>1. Organizational conditions influencing intrapreneurship</p> <ul style="list-style-type: none"> 1.1. Management support 1.2. Open communication channels 1.3. Job discretion and autonomy 1.4. Rewards and reinforcement 1.5. Appropriate time and resource supply <p>2. Managing intrapreneurs</p> <ul style="list-style-type: none"> 2.1. Managing innovative employees 2.2. Intrapreneurship as a distinct system 2.3. Transitioning to intrapreneurial system 2.4. The mentor 2.5. Challenges 2.6. Remedies <p>3. Strategies for intrapreneurial management</p> <ul style="list-style-type: none"> 3.1. Behave like a mentor, not a manager 3.2. Give the team your trust but agree clear goals 3.3. Agree clear goals, give the team your trust 3.4. Let them make their own mistakes 3.5. Hold intrapreneurs accountable
Learning outcomes
<p>This module will prepare you to know more about organizational conditions affecting intrapreneurs, how to manage intrapreneurial skills and give strategic tips for time and resource management.</p> <p>At the end of this module, you will be able to:</p> <ul style="list-style-type: none"> • Manage intrapreneurs the right way • Know about the organizational conditions influencing intrapreneurs • Recognize challenges to intrapreneurship promotion
Case Study
Gmail: From a spark that led to a billion-dollar product

Module 3
Making things happen 1: A user guide list of triggers to nurture, evaluate and reward entrepreneurial attitudes and sense of initiative
Units
<p>1. DOs and DON'Ts</p> <ol style="list-style-type: none"> 1.1. Lesson from history – Animal Spirits 1.2. A critique – Do Animal Spirits really work for entrepreneurship and sense of entrepreneurial attitude? 1.3. Inspire and motivate!...or maybe not? – Intrapreneurship does not work for all... 1.4. Watch out for the traps – Slaloming through common inhibitors and barriers to intrapreneurship 1.5. No short-term vision allowed – Waiting for the plant to flower... 1.6. Build a system that is here to stay – Practicing endurance and resilience 1.7. Magic formula is the no-magic formula – Embrace uncertainty...within some extents <p>2. A renewed managerial approach</p> <ol style="list-style-type: none"> 2.1. Support and sponsorship – An open and fluid culture to foster intrapreneurship 2.2. Self-awareness and self-efficacy – Exploring the ways ahead 2.3. Incentives... not of financial nature 2.4. Rewards... of financial nature 2.5. Resources – Knowledge capital, time and margins for errors 2.6. Communication... for quality assurance and strategic planning 2.7. Processes – Decentralization and delegation
Learning outcomes
<p>At the end of this module, you will be able to:</p> <ul style="list-style-type: none"> • Understand the essentials of intrapreneurship • Implement the Dos and DON'Ts to nurture intrapreneurial culture • Fine-tune a renewed managerial approach • Good and not so good practices to nurture intrapreneurial spirits • Triggers and inhibitors to the sense of initiative of your employees • Leverages for an intrapreneurship-friendly managerial approach
Case Study
The Happy Meal by McDonald's: from simple gimmick to icon

Module 4
Making things happen 2: Intrapreneurial attitude, conflict and change management within MSMEs
Units
<p>1. Intrapreneurial attitude</p> <p>1.1. Definition</p> <p>1.2. The 4 principles of intrapreneurial attitude: relation to the organization, satisfaction, motivation and intention</p> <p>2. Change management</p> <p>2.1. Definition</p> <p>2.2. Change management models</p> <p>2.3. Implementing change in your company</p> <p>3. Conflict management</p> <p>3.1. Definition</p> <p>3.2. The Harvard Model</p> <p>3.3. Exercise</p>
Learning outcomes
<p>At the end of the module, you will be able to:</p> <ul style="list-style-type: none"> • To be aware of what is meant by intrapreneurial attitude and its 4 principles • To realize how important change management is and how to implement it in your business • What is conflict management and what can you do if a conflict arises in your company
Case Study
<p>Change Management processes in KMU - Successful organizational development at the example Josef Mack GmbH & Co. KG</p>

Module 5	
Pitching to your boss: Idea presentation and support gathering	
Units	
<ol style="list-style-type: none"> 1. Idea pitch and its structure <ol style="list-style-type: none"> 1.1. What is an idea pitch? 1.2. Benefits of pitching an idea 1.3. Types of pitches 2. Development of an idea pitch <ol style="list-style-type: none"> 2.1. Preparing your pitch 2.2. Practice your pitch 2.3. Strategies for pitch success 3. Delivering an idea pitch <ol style="list-style-type: none"> 3.1. Presenting your pitch 3.2. Body language and voice in your pitch 3.3. Dealing with pitch failure 	
Learning outcomes	
<p>At the end of this module, you will be able to:</p> <ul style="list-style-type: none"> • Define the term “idea pitch” and outline the benefits of pitching an idea • Discuss the different types of pitches • Develop a good pitch • Effectively pitch a business idea • Present idea pitch to your boss • Deal with pitch failure 	
Case Study	
The Founder Institute's One-Sentence Pitch Format	

Module 6
Personal development and intrapreneurship: growing self-awareness and mindfulness
Units
<p>1. Characteristics and benefits of intrapreneurs</p> <p>1.1. Individual characteristics of an intrapreneur</p> <p>1.2. Personal development as a precondition</p> <p>1.3. Benefits of intrapreneurial behaviour for employees</p> <p>2. Strengthening for mindfulness for developing intrapreneur</p> <p>2.1. Definition</p> <p>2.2. Effects</p> <p>2.3. Development and practice</p> <p>2.4. Integration in daily life & work</p> <p>3. Strengthening self-awareness for developing intrapreneurial behaviour</p> <p>3.1. Definitions and characteristics</p> <p>3.2. Phases of development</p> <p>3.3. Integration in daily life & work</p>
Learning outcomes
<p>At the end of the module, you will be able to:</p> <ul style="list-style-type: none"> • identify the characteristics of an intrapreneur • recognize the added value of thinking and acting as an intrapreneur • to know the meaning and the most important dimensions of mindfulness and self-awareness in the context of intrapreneurial acting • successful practice and utilize, based on the module's insights, for exploiting self-awareness and mindfulness in daily life and work
Case Study
Vimeo: An Intrapreneurship Example of Business Model Innovation

Module 7
Innovation management in intrapreneurial organizations
Units
<p>1. The concept and nature of innovation management</p> <p>1.1. The concept of innovation</p> <p>1.2. How are innovations created?</p> <p>1.3. What is innovation management?</p> <p>2. Factors to consider in innovation management</p> <p>2.1. Creativity vs. stability</p> <p>2.2. Uncertainty and search for knowledge</p> <p>2.3. Internal processes</p> <p>3. Key individuals, tools and methodologies in innovation management</p> <p>3.1. Key individuals in innovation management within organization</p> <p>3.2. Key tools and methodologies in innovation management within organization</p>
Learning outcomes
<p>At the end of this module, you will be able to:</p> <ul style="list-style-type: none"> • Explain the meaning and complex nature of innovation management within organizations • Identify the factors organizations have to manage in order to achieve success in innovation • Identify the activities performed by key individuals in innovation management within organizations
Case Study
Gore-Tex®: Innovative organization and contemporary culture

Module 8
Intra-organizational communication and team management
Units
<p>1. Improving intraorganizational communication to strengthen the intrapreneurial culture</p> <p>1.1. Definition & techniques 1.2. Frequent exchange 1.3. Culture of feedback 1.4. Transparency of visions, goals and requirements 1.5. Benefits of fostering intrapreneurship for your company</p> <p>2. Improving team management as a precondition for intrapreneurial behaviour</p> <p>2.1. Leadership style 2.2. Organizational development 2.3. Appreciation 2.4. Different generations</p> <p>3. The PDCA cycle as a tool for implementation good communication and team management</p> <p>3.1. PDCA cycle and its phases 3.2. Example for using</p>
Learning outcomes
<p>At the end of the module, you will be able to:</p> <ul style="list-style-type: none"> • know how and why to improve intraorganizational communication and team management • be aware of the role and importance of a positive feedback culture and appreciation in strengthening intrapreneurship • know how important shared vision, goals and requirements are and how to implement them • to realize that it is important to involve all employees as part of an organizational development process • successful practice and utilize, based on the modules' insights, for exploiting communication and team management strategies as well as fostering intrapreneurship in daily work
Case Study
<p>Three chronological steps toward encouraging intrapreneurship: Lessons from the Wehkamp case</p>

Module 9
A user guide introduction to the AARRR! funnel
Units
<p>1. Brief introduction to the Pirates' funnel aka AARRR! model</p> <p>1.1. What is the AARRR! Model about? A quick introduction to the Pirates' funnel</p> <p>1.2. The AARRR! for intrapreneurs – Why even bother...</p> <p>1.3. The AARRR! Model in its core essentials – Five steps for metrics' measurement</p> <p>1.4. Slight variations largely applicate & valorised into practice – The AAARRR! Model</p> <p>2. Core stages of the Pirates' funnel aka AARRR! model</p> <p>2.1. Acquisition – The lead stage</p> <p>2.2. Activation – Stimulating further the lead contacts</p> <p>2.3. Retention – Nurturing customer loyalty</p> <p>2.4. Revenue – Time to make profit</p> <p>2.5. Referral – Triggering the word-of-mouth effect and positive externalities</p>
Learning outcomes
<p>At the end of this module, you will be able to:</p> <ul style="list-style-type: none"> • Familiarise with the essentials of growth hacking • Experiment with the five key stages of the pirates' funnels • Validate into-practice metrics' analysis for customer retention
Case Study
<p>AARRR Model in action. The Grammarly example</p>

Module 10
Digital intrapreneurship: Prospects and challenges
Units
1. Introduction. What is digital intrapreneurship? 1.1. Digital transformation 1.2. Definition of intrapreneurship 1.3. The intrapreneur 1.4. Intrapreneurship models 2. How to support digital Intrapreneurship 2.1. How to find Intrapreneurs 2.2. Intrapreneurial culture 2.3. Practical activities 2.4. Sponsors 3. Recommendations and tips for intrapreneurs. Do's and Don'ts 3.1. General tips 3.2. Do's and Don'ts
Learning outcomes
At the end of this module, you will be able to: <ul style="list-style-type: none"> • Learn about digital intrapreneurship and how it works • How to promote intrapreneurship in your company • How to be a successful intrapreneur
Case Study
When the company trust-u

Module 11	
ICT tools for intrapreneurship	
Units	
1. ICT tools for time management 1.1. Benefits and gaps 1.2. Time management tools 2. Task managing in teamwork environments 2.1. Designing your own team strategy 2.2. Implementing your own team strategy	
Learning outcomes	
At the end of this module, you will be able to: <ul style="list-style-type: none"> • Make more efficient use of your time • Better manage teamwork and task allocation • Know and use tools to help you in the task managing process 	
Case Study	
Virgin Atlantic – billion-dollar herringbone	

ORGANISATION OF THE TRAINING

In order to make it easier for the facilitators, the GENIE courses were developed in such manner that they can be applied in traditional classroom/ face to face, online as well as in blended learning format.

Throughout the test and validation phase, the training was delivered in a blended format, containing both self-learning activities (OER platform) and instructor-led face-to-face or virtual workshops. The gathered experience indicates that online self-study takes place at each attendee's own pace and is therefore particularly favourable for MSMEs, as they can internalize the learning content flexibly. Further advantages of online learning are among others that the location is independent, participants have no travel time or that it is more suitable to do for example smaller evening sessions.

The workshops, on the other hand, are particularly useful to complement the knowledge acquired face to face or online, so that the focus is on direct interaction, practical application and open discussion sessions to address questions, reflections and concerns and share valuable insights or personal experiences about intrapreneurship. Other advantages of face-to-face learning include that more individual support is possible, the teacher quickly recognizes where more intensive assistance is needed or the content can be better adapted to the interests of the group.

In conclusion, the format for conducting the courses depends strongly on the respective target group, their individual needs and the scope of the training. For this reason, it is recommended to conduct a pre-assessment to gain insights into participants' profiles and preferences. This valuable information enables to finetune the training to meet the specific needs and expectations, ensuring a more individualised and effective learning experience.

Regardless of the delivery method, the workshop sessions should start with a brief introduction to GENIE and on the motivation behind the project, relevant information and an overview of all modules and learning outcomes, to allow the attendees to set learning priorities. We recommend using the OER platform for this, which serves as a central hub for learners to access relevant project materials, including key findings from other project results like the GENIE Model of Intrapreneurship in MSME.

Also, in terms of delivery mechanisms and instruments, the OER platform should be used as a reference for the topics studied and discussed. You can rely on the platform and its contents

to pinpoint the main coordinates of the given topics as an introduction to the new lecture cycle, but also to extrapolate and highlight key points from that specific content' section.

For the training delivery, prospective facilitators can opt for a very agile, friendly and transparent approach, but nonetheless highly professional and reliable. The aim is to establish a climate that could favour the exchange among participants of anecdotes that could reflect their perception of intrapreneurship.

Facilitators are encouraged to use icebreakers, PPT materials, training fiches, case studies, self-assessment tests, Mentimeter, Jamboard, Google Forms and focus groups – the last four are very efficient for collecting feedback and questions, in case the participants are rather shy to address them in the training room.

Tip I: in order to reduce the effort of travelling for the participants, you can opt for a blended format (2 face-to-face sessions: the first one – so the participants can get to know each other and the last one – for debriefing purposes; while the rest of workshops could be delivered online).

Tip II: we recommend downloading all PowerPoint presentations, case studies and training fiches in advance of the face-to-face workshop, so you can ensure that you can continue with the training even if the internet connection is poor.

DELIVERY OF THE BOARD GAME

A very important tool to familiarize the target groups with intrapreneurship and to establish a link to the respective training content, is the developed GENIE board game.

The boardgame is available as an online game through the OER platform and as analogue board game. This allows trainers and participants to use the game flexibly before, during/parallel to the implementation of the training modules and afterwards. Therefore, there are also different ways and resulting advantages of using the game: it can be used to raise awareness of "intrapreneurship", it can be used as a practical example for interactive training and intrapreneurial concepts or it can be used directly as a tool for knowledge transfer and the development of an "entrepreneurial" mindset.

However, in general, we recommend playing the game after the training content has been discussed or conveyed. This approach ensures that participants have the necessary knowledge and skills to fully engage with the game's concepts and dynamics. Offering the game afterward allows for a more informed and effective gameplay experience and increases its relevance. In this case, the game also serves as a kind of self-assessment of what has been learned.

Before the gaming simulation, it is recommendable to provide an overview of the boardgame elements, key features and rules. This approach helped learners to understand how the game works and how they can use it themselves. Here the OER platform also serves as a resource hub for all this materials and supplementary content.

Whenever possible, the partnership recommends to use the boardgame via face-to-face format since it promotes dynamic in-person interactions, teamwork, creating a supportive and engaging learning environment that facilitates effective knowledge transfer, participation of all attendees and practical application.

The online option is recommended for remote learners or those unable to attend and conduct the training in person. In the online format, trainer can utilise video conferencing tools to simulate the physical board game experience.

Tip: for large physical workshops, trainers can present/play the game by projecting the screen of the OER platform for all.

RECRUITMENT & ENROLMENT

The target groups that can benefit from GENIE, and which should therefore be addressed, are the whole ecosystem of MSMEs (the management level and employee level), entrepreneurial VET- and education professionals and institutions, business associations, policymakers interested in enhancing MSME competitiveness etc.

To ensure the relevance of the target groups, a needs assessment to identify individuals and organizations interested in intrapreneurship is helpful.

The recruitment of the participants can take place through multiple channels, such as:

- your own organisation
- outreach through your own professional network of associated partners and/or organisations, for a more targeted approach

- using your website, social media platforms, e-mail actions for the call-out, for general purposes – works faster for a wide dissemination
- regional Chambers of Commerce and Industry, Chambers of handicraft, boards of trade or development agencies
- through classes or optional courses in VET schools/ education institutes
- a more direct approach and word of mouth

By combining different channels, you can address different communication preferences and ensure that you reach a wider and more diverse group of learners and potential participants. When arranging the training groups, it is advisable to ensure a heterogeneous, balanced group composition so that everyone can benefit and learn from each other and the quality of the outputs is maximized. Along with the invitation, you can also provide an online form for registration for participants.

Regardless of the channel you choose the overall response from participants should be positive if they receive the right information with your request. It is recommended to send a brief description of the project and its objectives within the workshop invitations. You should also clearly demonstrate the importance and added value of deploying the GENIE training and other results to the target groups. Be sure to send concise information about the project and describe the implementation phase accurately, stating the reason and motivation for involving external people, the benefits of their involvement and the impact of their contributions. This will help the target groups to put things into perspective and have a better frame of the content in its technicalities, scale and scope.

Personalized invitations and testimonials from previous participants will lead to more positive reactions from potential learners. Tailoring the message to emphasize the relevance of the training and board game to specific participant profiles, such as business owners seeking innovation, will result in positive outcomes.

Tip: GENIE training can be organized in conjunction with other events to which participants can also be invited – the lessons might be seen as a good chance to learn something new.

COMMUNICATION WITH TARGET GROUPS & POTENTIAL ATTENDEES

In order to catch the interest of the participants and establish a positive environment in the training room, it is essential to create a relaxed, welcoming and trust-based atmosphere from



the very beginning. Thus, Ice-breaking techniques, whether in person or online, play a critical role in creating a comfortable and open learning environment, enhancing participant engagement and trust.

Regarding the communication within the classroom, a direct and close communication with the participants is encouraged from the beginning of the training and should be kept as such throughout the session's end. By focusing on face-to-face communication and by using a bottom-up approach, you will ensure that learners actively contribute to the training and board game sessions, resulting in a more engaging and effective learning experience.

Good tools are for example: roundups for introduction of the participants are efficient so that they get to know each other, check-in sessions before a workshop will determine everyone to get involved, team-building exercises, sharing personal anecdotes, encouraging participants to voice their expectations and concerns, use bottom-up approaches to build a sense of ownership and empowerment among participants, making them feel valued, and so on. Through ice-breaking activities, you will encourage participants to engage and connect on a personal level. This approach facilitates an open exchange of ideas and active participation. Furthermore, an informal tone is also helpful to encourage active participation and open communication. Learners will respond positively and feel more comfortable during the training.

In case of an online delivery, we suggest employing additional virtual ice-breakers, such as fun polls or interactive discussions, to foster a sense of community. Trainers can also use this additional icebreaker: prior to starting the first workshop, create a list of "housekeeping" rules and encourage the attendees to add their own as well.

For example, establish a "mindset for today", define roles: the coach, the day's observer, the timekeeper, define a time for short-breaks, reinforce that everyone should stay on "mute" unless they are speaking or to "raise their hand" when they want to speak up and "unmute" only when the other person finished talking, encourage to open up their cameras, disable notifications/alerts during the training delivery, use the chat if their microphone is not working and so on. This way, you ensure that the most inconveniences are eliminated and there are alternatives for technical issues, so that everyone stays engaged in a calm, welcoming and relaxed environment and the overall interaction is comfortable, efficient and effective.

It is possible that the facilitator cannot always feel the exact atmosphere within the training room. To overcome this feeling, we suggest that you state clearly that the training room is a safe space and that they are supported to address any kind of questions or concerns they

might have – there are no stupid questions, it's rather stupid not to address them – so that they can be discussed right away. In this way, the participant is involved in the training, and at the same time you, as facilitators, take into account the perspective of offering useful and applicable contents, where the attendee also feels comfortable to address questions and to give feedback at the end of the training session, and thus participate in the enrichment of the experience and therefore of the project itself.

To offer real-time interaction by setting up informal Q&A sessions during the training and the final discussion round will allow the participants to seek clarification, share their thoughts and participate in discussions.

Tip: for an effective administration of the icebreakers, you can use tools such as Mentimeter or Kahoot.

LEARNERS' MOTIVATION AND CLASSROOM MANAGEMENT

The main motivating factors for the learners' participation was driven by the aspiration to acquire practical knowledge in the (new) field of intrapreneurship training and thus gain or improve their competences, skills, attitudes pushing for proactive sense of initiative and entrepreneurial engagement. That the training and tools are open and free available was also a motivating fact.

If learners recognize the importance of the topic of "intrapreneurship" for the success of MSMEs and no less for the individual personal development in a small business, the motivation to engage with GENIE and the training materials is guaranteed. The motivation of the participants is increased if they identify some of the topics as particularly interesting and valuable for improving their professional development. It is therefore helpful to show interested learners the learning outcomes of the individual courses and thus give them the opportunity to get an overview of the topics and set their own focuses.

The engagement of the trainees will be ensured through the content itself since intrapreneurship is a not very common term for most of them. Furthermore, the way it is presented, the multimedia support, and encouraging the trainees to participate and involving them in the training session is one of the keys. For example, a blended learning method might be the key to ensure the learners' engagement and the main driver in their motivation. The trainees will go through the e-learning at their own pace, having enough time to do side

research, and then they can internalize the information through live sessions facilitated by the instructor.

However, there is also the risk that by the time the training is delivered, participants will already know something about intrapreneurship and some of the resources associated with it. To diversify the offer, you may need to find new ways to engage the target groups through different approaches than those described above. In this sense, it might be necessary to adapt the content of the training to the current context and provide more background information to operationalize the content in real-life and practical scenarios and help learners bridge the gap between theory and practice.

We recommend interacting with the participants by providing as much real-life examples as possible and connecting the content to their own experiences or familiar contexts.

The trainer also plays a vital role in keeping participants motivated and engaged. He or she should consistently emphasise the significance of the GENIE project, the E+ programme, and the research conducted before training.

A significant motivator for the engagement of the target groups can be the prospect of playing the board game and experiencing a practical application of the concepts. It will help to get learners excited about the topic and want to learn more about it. The further means to be used by the trainer are, as mentioned before, PPTs, icebreakers and live demos of the tools in which you can involve the trainees directly. This way, the participants are encouraged to address the things they did not understand from the e-learning. The ones who are eager to learn will have and show proactive attitudes, by being enthusiastic and involved in the sessions.

Another tool that helps to ensure the learners' engagement, is to allocate some time at the end of each training session to collect feedback and debrief, so that each participant can be open to share their honest opinion on how the training was delivered and to even share valuable insights from their own past experiences. Thus, the participants will understand their role in the training room and so they will show commitment during the next sessions.

LESSONS LEARNED AND SUGGESTIONS ON HOW TO BEST DELIVER TRAINING AND GAME IN DIVERSE OPERATIONAL SETTINGS

- **Blended approach:** The combination of online and face-to-face formats proved to be effective in meeting the different preferences of learners and geographical locations. Face-to-face workshops provided in-depth, practical experience as well as possibilities for interactions.
- **Communication with learners:** It is recommendable to use a bottom-up approach in communication, real-time interactions and ice-breaking activities to involve learners actively, create a feel-good atmosphere and trust-based learning environment.
- **Target group motivation and engagement:** To conduct a pre-assessment to tailor the training to individual target group profiles and needs will help ensuring the relevance of training to learners. Additional tools and instruments (i.e., Mentimeter, Jamboard, PPTs, Kahoot) are highly effective to get the participants be more proactive and engaged.
- **Practical relevance:** Offer as many as possible real-life/ practice examples and case studies. Try to connect the training content to the everyday work life or the respective industry backgrounds. This will ensure that participants can also identify the practical benefits for themselves and apply their learning in everyday practice. The use of practical examples will significantly improve the training and also make it more exciting.
- **Customize for diverse learner needs:** Staying flexible during the delivery of training in order to adapt to different audiences and learning styles helps to achieve the best possible learning experience and can enhance the relevance and effectiveness of the training (e.g., combination of formal and informal tones, tailoring the training content, deployment of icebreakers, incorporating group discussions etc.). If you have the feeling that some training modules are a little too scientific or complicated for the respective learning group, try to explain the topic using simpler language and more practical examples.

- **Inclusivity in online formats:** Ensure that online training sessions are designed to be inclusive and user-friendly, addressing technical challenges (e.g., bugs in the online game) and offering clear guidelines for participation.
- **Practical tools:** Videos, PPT materials or live demos are useful to have a visual support and to better anchor information. The presence of practical tools ensures that the training is effective and impactful.
- **Usage of the OER platform:** The OER platform serves as a valuable resource hub that improves the accessibility of training materials. Try to use as many features as possible (use the platform to navigate through the training courses, download documents, take self-assessment tests, create a certificate, etc.). This will help learners to feel confident in using the platform independently and to use it in the long term.
- **Feedback loops:** Set up ongoing feedback mechanisms to continuously improve the training and board game based on learner input. Formulate straight, easy, direct questions which answers are not obvious but neither too complicated. Regular surveys and open forums for suggestions can be valuable. It is also recommendable to use external websites to continuously collect feedback.
- **Application of the board game:** The game is an important instrument for communicate the topic of intrapreneurship to stakeholders in a playful way. As it is an effective tool for practical application, the assessment of knowledge, but also for knowledge transfer, the game can be played at any time. However, it makes sense to go through the training courses first and then play the game, as some of the game's questions can only be answered if the player has already studied the courses. However, it would be worth considering introducing the game earlier in the training process. This could reinforce the theoretical concepts through practical application and lead to more interaction during the training sessions. The reason for this could be that the participants are interested in learning more about the questions they could not answer during the game.

We recommend using the online game version via computer, as the version for mobile devices is not yet fully optimized.

- **Additional material:** Encourage participants to conduct the self-assessment tests, download certificates for their participation, look at the training fiches, download the

training presentations, check out the case studies and of course play the board game. The additional offers to the training will help the learners to internalize the topic of “intrapreneurship” and to achieve long-term effects.

