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| Module title                                                                                                  | Strategic Business Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Prepared by                                                                                                   | Zsuzsanna Sándor-Majoros                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Introduction (general)                                                                                        | <p>Given that the course material and accompanying presentation are not designed for a group with a specific composition or level of prior knowledge, it is particularly important that the material guides both the trainer and the target group participating in the training through the nine areas of the Business Model Canvas (Osterwalder and Pigneur), providing a comprehensive overview of the individual components of business models. The degree of attention/emphasis the trainer gives to a particular sub-area during the training depends on the specific objective of the training, the background of the target group and the opportunities for in-depth interactive exercises. The teaching materials and accompanying PowerPoint presentation have therefore been prepared (in a uniform manner) with a view to comprehensiveness, allowing the trainer to devote more time to certain areas (e.g. value proposition, cost structure, etc.) during the training sessions, thereby facilitating understanding and the presentation of good examples.</p> <p>Overall, the teaching materials and PowerPoint presentation provide the theoretical foundation for the nine areas of the business model, whilst also including interactive exercises, self-assessment/knowledge testing questions and points for reflection. It is recommended to take a break of at least 10–15 minutes every 90–100 minutes and to include these breaks in the final timetable. Module duration: 4 x 45 minutes or It is recommended to take a break of at least 10–15 minutes every 90–100 minutes and to include these breaks in the final timetable.</p> |
| Chapter title (or subchapter, if necessary) and the information contained therein to which the handout refers | Introductory chapter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Duration                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Reference to relevant PPT slides related to                                                                   | <p><b>Introduction, familiarisation</b></p> <p>In the first block, the trainer welcomes the participants, explains the purpose, content and framework of the training session, and specifically discusses the</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |



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| <p>the given knowledge, description of related tasks and their methodology, expected outcomes</p>                                                                                                                                                                                                                                       | <p>rules for group cooperation and collaborative learning ('contracting'). They will emphasise that, in skills development training sessions, the trainer provides the theoretical and practical knowledge, methodology and framework, but how much the participants understand from what they have heard depends at least as much on themselves as on the expert leading the training.</p> <p><b>Introduction:</b> theme cards (images from magazines/postcards, stock photos, DIXIT, etc.) Each participant chooses 1–2 cards to introduce themselves and their activities, as well as to outline their expectations of the training session.</p> |
| <p>Additional materials (with links, if available):</p> <ul style="list-style-type: none"><li>- articles,</li><li>- illustrations,</li><li>- infographics,</li><li>- YouTube videos (high quality)</li></ul> <p>any other freely accessible supplementary material that helps to understand and explore the topic in greater depth.</p> | <p>Competence matrix</p> <p><a href="https://www.shutterstock.com/hu/photos">https://www.shutterstock.com/hu/photos</a></p> <p><a href="https://hu.pinterest.com/">https://hu.pinterest.com/</a></p> <p><a href="https://en.wikipedia.org/wiki/Dixit_(board_game)">https://en.wikipedia.org/wiki/Dixit_(board_game)</a></p>                                                                                                                                                                                                                                                                                                                         |
| <p>Knowledge assessment questions</p> <p><i>These are usually multiple-choice questions (e.g. select the correct answers).</i></p>                                                                                                                                                                                                      | <p>Not relevant</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Self-reflection exercise (e.g. questions or visualisation, during which participants imagine themselves in a future state or situation . This can</p>                                                                                                                                                                                | <p><b>Opinion line:</b> based on 4–5 statements selected from the competency matrix (opposite pairs), we draw an imaginary opinion line and ask participants to position themselves on it, indicating the two extreme values. For example: "I am open to finding out my clients' wishes and problems. I am interested in their feedback and am happy to listen to them." vs. "In principle, I develop my own ideas and follow them in the development of products and services. I am confident that my concept will appeal to customers." For each question, ask 3–</p>                                                                             |



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| help them define and achieve their goals).                                                                                                                                                                     | 4 participants why they positioned themselves where they did on this imaginary line.                                                                                                                                                                                                                                                                                                                                          |
| <b>Questions that encourage reflection</b><br><i>(With the help of the answers to these questions, the participant can already formulate something feasible that they can incorporate into their practice.</i> | <p>Are there any civil society organisations, companies or institutions in the region that offer business planning support? Anyone who knows of such organisations should list them (note them down or write them on a board).</p> <p>For example, in Hungary:</p> <p><a href="https://civilimpact.hu/projektjeink/bridge-to-benefits/">https://civilimpact.hu/projektjeink/bridge-to-benefits/</a></p> <p>Hellononprofit</p> |
| <b>Appendix</b> (if any)                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                               |

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| <b>The name of the chapter (and sub-chapter, if necessary) and the information contained therein to which the guide refers</b>                 | <b>Chapter 1: The basics of the Business Model Canvas and the business plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Duration</b>                                                                                                                                | 30 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Reference to relevant PPT slides relating to the given knowledge, description of related tasks and their methodology, expected outcomes</b> | <p>Slides 1–14</p> <p>In this section, the trainer (using PPT) emphasises the importance of developing a business model and creating a business plan, and presents the characteristics of a viable business idea and the various areas of the BMC.</p> <p><b>Interactive exercises:</b></p> <ol style="list-style-type: none"><li>1. (Slide 4) From the slide entitled ‘Facts and misconceptions about entrepreneurship: what are they?’, the pairs select 2–3 statements and gather arguments to support or refute them. They share these in a large group, making this a suitable exercise for learning constructive debate methodology and initiating discussions.</li></ol> |



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|                                                                                                                                                                                                                                                                                                                                                    | <p>2. (Slide 5) The stupid cow (?): Participants work in pairs or groups of three for 5 minutes to come up with an innovative business idea related to the 'use' of cows. These are presented to the whole group, and then all participants vote for the most viable idea (the prize could be a bar of chocolate, a useful item, etc. for the winning pair/trio). The viability criteria are included in the PPT.</p>                                                                                                                                                                                                                                                                                      |
| <p><b>Additional materials</b><br/>(with links, if available):</p> <ul style="list-style-type: none"><li>- articles,</li><li>- illustrations,</li><li>- infographics,</li><li>- YouTube videos (high quality)</li></ul> <p>any other freely accessible supplementary material that helps to understand and explore the topic in greater depth.</p> | <p><a href="https://beszedero.hu/tortenetmeseles-storytelling-alapok-lepesei-peldak/">https://beszedero.hu/tortenetmeseles-storytelling-alapok-lepesei-peldak/</a></p> <p><a href="https://www.strategyzer.com/library/the-business-model-canvas">https://www.strategyzer.com/library/the-business-model-canvas</a></p> <p><a href="https://www.youtube.com/watch?v=gVimMEI2u2w">https://www.youtube.com/watch?v=gVimMEI2u2w</a></p> <p>Osterwalder, A., Pigneur, Y. (2012) The Business Model Canvas, Cser Publishing.</p> <p>Osterwalder, A., Y. Pigneur, G. Bernarda, A. Smith, T. Papadakos (2014) Strategyzer Value Proposition Design: How to Create Products and Services Customers Want, Wiley</p> |
| <p><b>Knowledge assessment questions</b></p> <p><i>These are usually multiple-choice questions (e.g., select the correct answers).</i></p>                                                                                                                                                                                                         | <p>1. Generating business ideas:</p> <ul style="list-style-type: none"><li>- What is your story?</li><li>- How did your business come about?</li></ul> <p>Storytelling exercise: give your answer in 30 seconds! The trainer will allow 2 minutes for preparation.</p> <p>2. List the characteristics of a viable business idea!</p> <p>3. Briefly present the areas of the Business Model Canvas!</p>                                                                                                                                                                                                                                                                                                     |
| <p><b>Self-reflection exercise</b> (e.g. questions or visualisation, during which participants can imagine themselves in a future state or situation. This can</p>                                                                                                                                                                                 | <p>1. Examine how each of the characteristics of a viable business idea is fulfilled in your business! In which areas do you consider yourself to be performing well, and in which areas do you see a need for improvement?</p> <p>2. Select the two areas from the Business Model Canvas where you believe your business is currently performing well, helping it to operate in an economically sustainable manner. In which areas do you feel you need to improve your business ? Please explain your answer. Who are the people who could best help</p>                                                                                                                                                 |



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| help in setting and achieving goals).                                                                                                                                                 | you develop in these areas (e.g. consultants, mentors, colleagues, co-founders, partners, etc.)?                                                                                                                                                                                                                       |
| <b>Questions to encourage reflection</b><br><i>(With guidance, participants can use their answers to formulate something feasible that they can incorporate into their practice.)</i> | Name 1–2 best practices from your network and immediate environment. <ul style="list-style-type: none"><li>• In which areas are these market players strong, based on the BMC?</li><li>• What are their strengths?</li><li>• What can you observe from this?</li><li>• What could you learn/adopt from them?</li></ul> |
| <b>Appendix</b> (if any)                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                        |

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| <b>The name of the chapter (and subchapter, if applicable) and the information it contains to which the guide refers</b>                               | Chapter 2: Client groups                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Duration</b>                                                                                                                                        | 20 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Reference to the relevant PPT slides relating to the information provided, description of related tasks and their methodology, expected results</b> | <p>Slides 15–18</p> <p>This section is suitable for the trainer to present the first key area of the BMC, along with aspects related to segmentation and the definition of the target market. It can be said that all the slides aid reflection, meaning that the frontal presentation can be interrupted with questions and exercises from the trainer.</p> <p><b>Interactive exercise:</b></p> <p>Creating an empathy map as an independent task. Following the trainer's explanation (the map is also distributed on paper), participants answer the questions and complete the sheet with content based on their own (selected) client group. Once they have finished, they look for a partner in the room! Their task will be to create their own persona, i.e. to present a typical client, highlighting the similarities and differences they identify with their partner in relation to that particular persona. Reflection: what causes these differences? How do products, services and client groups differ?</p> |



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| <p><b>Additional resources</b><br/>(with links, if available):</p> <ul style="list-style-type: none"><li>- articles,</li><li>- illustrations,</li><li>- infographics,</li><li>- YouTube videos (high-quality)</li></ul> <p>any other freely available supplementary material that helps to understand and explore the topic in greater depth.</p> | <p>The Empathy Map:</p> <p><a href="https://ergomania.hu/ux-szolgalatasok/empatia-terkep/">https://ergomania.hu/ux-szolgalatasok/empatia-terkep/</a></p> <p><a href="https://www.interaction-design.org/literature/article/empathy-map-why-and-how-to-use-it">https://www.interaction-design.org/literature/article/empathy-map-why-and-how-to-use-it</a></p> <p><a href="https://uxbooth.com/articles/empathy-mapping-a-guide-to-getting-inside-a-users-head/">https://uxbooth.com/articles/empathy-mapping-a-guide-to-getting-inside-a-users-head/</a></p>                                                                                                                          |
| <p><b>Knowledge assessment questions</b></p> <p><i>These are usually multiple-choice questions (e.g., select the correct answers).</i></p>                                                                                                                                                                                                        | <ol style="list-style-type: none"><li>1. List some demographic characteristics and psychographic variables that can be used to describe your customers! Where did you learn about these characteristics (conversations, market research, cooperation with partners, dialogue, etc.)?</li><li>2. Which of the listed target market research tools and methods have you already used? What has been your experience?</li><li>3. Which (online) groups and communities are you familiar with where you can use participatory observation techniques to gather additional information about your customers' purchasing habits, requirements and needs as a member of the group?</li></ol> |
| <p><b>Self-reflection exercise</b> (e.g. questions or visualisation, during which participants can imagine themselves in a future state or situation. This can help in setting and achieving goals).</p>                                                                                                                                          | <p>If you had the opportunity to complete a questionnaire with your clients on the day of the training, what questions would you ask and why? How would you use the information obtained?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Questions that encourage reflection</b></p>                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"><li>• What habits characterise your clients?</li><li>• How can different market segments be defined based on these characteristics?</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



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| <i>(With the help of the answers to these questions, participants can already formulate something achievable that they can incorporate into their practice.)</i> | <ul style="list-style-type: none"><li>What can you offer each segment?</li></ul> |
| Appendix (if any)                                                                                                                                                |                                                                                  |

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| The name of the chapter (and sub-chapter, if applicable) and the information contained therein to which the guide refers               | Chapter 3: Value proposition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Duration                                                                                                                               | 20 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Reference to relevant PPT slides relating to the given knowledge, description of related tasks and their methodology, expected results | <p>Slides 19–23</p> <p>Once participants have introduced their potential customers, the trainer’s task is to help those present determine the exact value of their product/service to customers and why it is valuable. What is the value proposition of the product/service offered by the company?</p> <p><b>Interactive exercise:</b></p> <ol style="list-style-type: none"><li>The projected images are analysed in a large group, with the following supporting question: what value do the photos on the slide represent for customers? What do these photos convey to participants? As a customer, which would you be more likely to choose and which would you be less likely to choose? Why? The exercise helps to identify the components of the value proposition.</li><li>The Value Proposition Canvas: based on the information recorded on the empathy map, participants independently create their own canvas, then choose a partner again and share the results of their work. The pairs ask guiding questions to the partner presenting the canvas.</li></ol> |



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|                                                                                                                                                                                                                                                                                                                                                    | <p>3. Using the projected slide, the trainer encourages participants to identify potential substitute products in the case of a cheese-making workshop. The discussion takes place in a large group.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Additional materials</b><br/>(with links, if available):</p> <ul style="list-style-type: none"><li>- articles,</li><li>- illustrations,</li><li>- infographics,</li><li>- YouTube videos (high quality)</li></ul> <p>any other freely accessible supplementary material that helps to understand and explore the topic in greater depth.</p> | <p><a href="https://www.strategyzer.com/library/the-value-proposition-canvas">https://www.strategyzer.com/library/the-value-proposition-canvas</a></p> <p>Creating a persona using ChatGPT:<br/><a href="https://www.youtube.com/watch?v=hmu3b0dvcW8">https://www.youtube.com/watch?v=hmu3b0dvcW8</a></p> <p>Creating personas and estimating market size:<br/><a href="https://www.youtube.com/watch?v=T-OTVJ3ZzRg">https://www.youtube.com/watch?v=T-OTVJ3ZzRg</a></p> <p><b>Podcasts:</b><br/>Podcast on profitable businesses:<br/><a href="https://open.spotify.com/show/1CgvGlgwV9QK0G9KbzmcrA?si=5d22570e2aba4464">https://open.spotify.com/show/1CgvGlgwV9QK0G9KbzmcrA?si=5d22570e2aba4464</a></p> <p>Business Value:<br/><a href="https://open.spotify.com/show/3R8DnVccN0HERHhkRyl0St?si=2a2d979111664d53">https://open.spotify.com/show/3R8DnVccN0HERHhkRyl0St?si=2a2d979111664d53</a></p> |
| <p><b>Knowledge check questions</b></p> <p><i>These are usually multiple-choice questions (e.g., select the correct answers).</i></p>                                                                                                                                                                                                              | <p>List the components of the value proposition with which you are familiar. How do these help to alleviate or meet customers' fears, pains, requirements and needs?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Self-reflection exercise</b> (e.g. questions or visualisation, during which participants imagine themselves in a future state or situation. This can help them define and achieve their goals).</p>                                                                                                                                          | <ol style="list-style-type: none"><li>1. How do the individual components of the value proposition appear in your product or service?</li><li>2. Which of these have you incorporated into your marketing communications, and how?</li><li>3. What are the hidden values that you have not yet realised in yourself or in your customers?</li></ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |



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| <p><b>Questions to provoke reflection</b></p> <p><i>(With the help of the answers to these questions, participants can already formulate something feasible that they can incorporate into their practice).</i></p> | <p>What substitute products can you identify in relation to your product or service? It is important to interpret the functions performed by the product/service as broadly as possible. Let your imagination run wild!</p> |
| <p><b>Appendix</b> (if any)</p>                                                                                                                                                                                     |                                                                                                                                                                                                                             |

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| <p><b>The name of the chapter (and sub-chapter, if applicable) and the information contained therein to which the guide refers</b></p>                | <p><b>Chapter 4: Customer relations</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Duration</b></p>                                                                                                                                | <p>20 minutes</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Reference to relevant PPT slides relating to the given knowledge, description of related tasks and their methodology, expected outcomes</b></p> | <p>Slides 24–26</p> <p>In this section, participants will have the opportunity to learn about the functions and types of customer relations and the most important stages of the relationship management process. The chapters on customer relations and communication channels are extremely useful in helping entrepreneurs become aware of the most important elements of their current operational model and identify the areas where their model needs improvement. The focus here is not on theoretical foundations, but rather on the basic approach.</p> <p><b>Interactive exercise:</b></p> <p>Participants work in teams of three and are tasked with developing their own customer relationship model for the stages of relationship building,</p> |



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|                                                                                                                                                                                                                                                                                                                                                   | engagement, sales and retention. The groups share their results with the wider group, highlighting commonalities and new ideas.                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Additional resources</b> (with links, where available):</p> <ul style="list-style-type: none"><li>- articles,</li><li>- illustrations,</li><li>- infographics,</li><li>- YouTube videos (high quality)</li></ul> <p>any other freely accessible supplementary material that helps to understand and explore the topic in greater depth.</p> | <p>Advertisements suitable for interactive analysis of value propositions and customer relationships (What value propositions do they convey and what do they reveal about the customer relationships of the companies behind them?):</p> <p><a href="https://www.youtube.com/watch?v=KMYulitdezM&amp;list=PLCABirVPwykZ5wZfjluF3DO5AjHohVz3r">https://www.youtube.com/watch?v=KMYulitdezM&amp;list=PLCABirVPwykZ5wZfjluF3DO5AjHohVz3r</a></p> <p><a href="https://www.youtube.com/watch?v=wq3eT4egzmA">https://www.youtube.com/watch?v=wq3eT4egzmA</a></p> |
| <p><b>Knowledge check questions</b></p> <p><i>These are usually multiple-choice questions (e.g., select the correct answers).</i></p>                                                                                                                                                                                                             | <p>1. Which of the following is not one of the main reasons for building customer relationships?</p> <ul style="list-style-type: none"><li>a) Attracting new customers</li><li>b) Building customer loyalty</li><li>c) Incorporating new suppliers into the value chain</li><li>d) Increasing sales</li></ul> <p>2. Describe two tools or techniques for relationship building, engagement, sales and mobilisation that you have learnt during the training. Describe their potential benefits and risks.</p>                                               |
| <p><b>Self-reflection exercise</b> (e.g. questions or visualisation, during which participants can imagine themselves in a future state or situation. This can help them set and achieve their goals).</p>                                                                                                                                        | <p>Where would you place your own business model on the 'personal-automated' scale? Why there?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |



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| <p><b>Questions to encourage reflection</b></p> <p><i>(With the help of the answers to these questions, participants can already formulate something achievable that they can incorporate into their practice).</i></p> | <p>Find an example for each type of customer relationship and briefly present them to your colleagues!</p> |
| <p><b>Appendix</b> (if any)</p>                                                                                                                                                                                         |                                                                                                            |

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| <p><b>The name of the chapter (and subchapter, if necessary) and the information contained therein to which the guide refers</b></p>                  | <p><b>Chapter 5: Customer relationship channels</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Duration</b></p>                                                                                                                                | <p>20 minutes</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Reference to relevant PPT slides relating to the given knowledge, description of related tasks and their methodology, expected outcomes</b></p> | <p>Slides 27–28</p> <p>As mentioned above, the theoretical material on sales, communication and intermediary channels cannot be understood without knowledge of the processes and tools presented in the context of customer relations. These two areas are closely linked, and participants must be aware of this.</p> <p><b>Interactive exercise:</b></p> <p>The trio that worked together previously (customer relations) meets again and decides exactly which tools to use and which channels to utilise at each stage. The results are presented once more to the whole group, highlighting the advice and suggestions received from group members to improve the model! The trainer offers a series of tips and suggestions, from which participants can choose those relevant to them.</p> |
| <p><b>Additional resources (with links, where available):</b></p>                                                                                     | <p>Business and management podcasts:<br/><a href="https://l-a-b-a.hu/blog/tag=uezlet-es-menedzsment">https://l-a-b-a.hu/blog/tag=uezlet-es-menedzsment</a>;type=podcasts</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



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| <ul style="list-style-type: none"><li>- articles,</li><li>- illustrations,</li><li>- infographics,</li><li>- YouTube videos (high quality)</li></ul> <p>any other freely accessible supplementary material that helps to understand and explore the topic in greater depth.</p> |                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Knowledge assessment questions</b></p> <p><i>These are usually multiple-choice questions (e.g., select the correct answers).</i></p>                                                                                                                                      | <ol style="list-style-type: none"><li>1. Describe the tasks and functions of each channel and the criteria for choosing the right one for us.</li><li>2. How does each channel contribute to improving the customer experience?</li><li>3. Identify best practices for each stage. What characteristics do you use to classify them as best practices?</li></ol>                                            |
| <p><b>Self-reflection exercise</b> (e.g. questions or visualisation, during which participants can imagine themselves in a future state or situation. This can help in setting and achieving objectives).</p>                                                                   | <ol style="list-style-type: none"><li>1. What is your experience of operating each channel? Which of them have proved to be effective and which need to be improved in terms of effectiveness?</li><li>2. From a budgetary perspective, which channels require significant resources and to what extent?</li><li>3. How could you organise and allocate the necessary resources more effectively?</li></ol> |
| <p><b>Questions to ponder</b><br/><i>(With the help of the answers to these questions, participants can already formulate</i></p>                                                                                                                                               | <p>Please mention at least one channel that your customers have already identified as necessary for operations and which you intend to introduce in the future. For example, sales, delivery channels, after-sales follow-up, etc.</p>                                                                                                                                                                      |



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| <i>something feasible that they can incorporate into their practice.)</i> |  |
| Appendix (if any)                                                         |  |

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| The name of the chapter (and sub-chapter, if applicable) and the information contained therein to which the guide refers                | Chapter 6: Key activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Duration                                                                                                                                | 20 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Reference to relevant PPT slides relating to the given knowledge, description of related tasks and their methodology, expected outcomes | <p>Slides 29–31</p> <p>At this stage of the training, the trainer’s task is to make participants aware of the main and supporting activities without which the value proposition cannot be produced and delivered to customers. It is particularly important to emphasise that the financial implications of each activity must always be examined, as well as how they can be carried out as efficiently as possible. At this stage (as with the channels), the importance of cooperation and community collaboration emerges as a key aspect of business model development.</p> <p><b>Interactive exercise:</b></p> <p>The participants’ task is to work in pairs or groups of three to develop the primary and auxiliary activities of a production shop! They can use the projected slide as a source of inspiration. Their task is also to ask clarifying questions to obtain the information needed to define the activities, and the trainer will answer them (location, size, ownership, suppliers, partners, etc.). Before receiving answers to the basic ‘ ’ questions, participants will not be able to define the relevant activities, so the trainer should set aside time to clarify them. Good questions have a developmental effect in themselves and show how deeply the participants have already acquired the necessary knowledge. The results are presented to the whole group, with each group adding only what has not been mentioned previously. If necessary, a moderated (constructive) discussion may also take place.</p> |



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| <p><b>Additional materials</b><br/>(with links, if available):</p> <ul style="list-style-type: none"><li>- articles,</li><li>- illustrations,</li><li>- infographics,</li><li>- YouTube videos (high quality)</li></ul> <p>Any freely accessible supplementary material that helps to understand and explore the topic in greater depth.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Knowledge assessment questions</b></p> <p><i>These are usually multiple-choice questions (e.g., select the correct answers).</i></p>                                                                                                                                                                                                   | <ol style="list-style-type: none"><li>1. List the four most important functions of the highlighted activities.</li><li>2. Find an example of a situation where a company's core activity is the same as the secondary activity of another market player (with a different profile)! How does this difference affect each organisation's business model?</li><li>3. Why is it useful for a company to list its activities? What role does reviewing them play in terms of how the model operates?</li></ol> |
| <p><b>Self-reflection exercise</b> (e.g. questions or visualisation, during which participants can imagine themselves in a future state or situation. This can help in setting and achieving goals).</p>                                                                                                                                     | <ol style="list-style-type: none"><li>1. Which core and support activities are easiest to outsource? Why do you think this is the case?</li><li>2. Apart from outsourcing, what other cost-cutting alternatives are you aware of in relation to priority activities?</li></ol>                                                                                                                                                                                                                             |
| <p><b>Questions to stimulate reflection</b><br/>(With the help of the answers to these questions, participants can</p>                                                                                                                                                                                                                       | <ul style="list-style-type: none"><li>• Which core and support activities are easiest to outsource in your organisation or in your collaborations?</li><li>• Why do you consider these to be the most suitable?</li><li>• What other alternative cost-cutting solutions are you aware of in relation to priority activities?</li></ul>                                                                                                                                                                     |



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| <i>already formulate something feasible that they can incorporate into their practice.)</i> |  |
| Appendix (if any)                                                                           |  |

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| The name of the chapter (and sub-chapter, if applicable) and the information contained therein to which the guide refers                       | Chapter 7: Key resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Duration                                                                                                                                       | 20 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Reference to relevant PPT slides relating to the given knowledge, description of the associated tasks and their methodology, expected outcomes | <p>Slides 32–33</p> <p>As mentioned above in relation to priority activities, it is important for participants to form a realistic picture of the costs and conditions of use for each resource. To this end, it is essential to determine the required volume for each resource (based on specific indicators), as this is the only way they can be identified as cost items. It is important that all categories and types of resources are recognised and identified, with particular attention paid to one's own expertise, skills and intellectual resources, which are often overlooked in day-to-day operations.</p> <p><b>Interactive exercise:</b></p> <p>Participants must create their own matrix in which they indicate individual resources (according to the 4 categories: material, financial, human, intellectual) and the form in which these must be available to them (owned, rented, purchased, etc.). After completing the individual task, they can share their results in pairs. Their task is also to examine their own matrix and identify at least two resources they currently own but for which they see potential for community ownership, sharing, long-term leasing or other alternative solutions from a cost-</p> |



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|                                                                                                                                                                                                                                                                                                                                             | effectiveness perspective. They can also indicate the priority order of each resource in the matrix (indispensable-dispensable, critical-contingent, etc.). |
| <p><b>Supplementary materials (with links, if available):</b></p> <ul style="list-style-type: none"><li>- articles,</li><li>- figures,</li><li>- infographics,</li><li>- YouTube videos (high quality)</li></ul> <p>Any other freely accessible supplementary material that helps to understand and explore the topic in greater depth.</p> |                                                                                                                                                             |
| <p><b>Knowledge assessment questions</b></p> <p><i>These are usually multiple-choice questions (e.g., select the correct answers).</i></p>                                                                                                                                                                                                  | List all known types of resources, accompanied by 3–4 specific examples!                                                                                    |
| <p><b>Self- and reflection exercise</b> (e.g. questions or visualisation, during which participants can imagine themselves in a future state or situation. This can help in setting and achieving goals).</p>                                                                                                                               | Name 5 resources that you consider essential for your business!                                                                                             |
| <p><b>Questions that</b></p>                                                                                                                                                                                                                                                                                                                | Conduct a little research to identify communities that collaborate fundamentally to share resources.                                                        |



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| <p><b>prompt reflection</b></p> <p><i>(Using the answers to these questions, participants can already formulate something achievable that they can incorporate into their practice).</i></p> | <ol style="list-style-type: none"><li>1. What resources are involved in this sharing?</li><li>2. Why is this an essential element of the business model?</li><li>3. Which of the best practice features you have learnt do you think can be adapted to your own business?</li></ol> |
| <p><b>Appendix</b> (if any)</p>                                                                                                                                                              |                                                                                                                                                                                                                                                                                     |

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| <p><b>The name of the chapter (and sub-chapter, if applicable) and the information contained therein to which the guide refers</b></p>                      | <p><b>Chapter 8: Key partners and competition</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Duration</b></p>                                                                                                                                      | <p>20 minutes</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>Reference to relevant PPT slides relating to the given knowledge, description of the associated tasks and their methodology, expected results</b></p> | <p>Slides 34–38</p> <p>The main objective of this section of the training is to convey to participants the various interpretations of the concept of partnership. In many cases, this involves a definition of the concept that differs from its everyday meaning and can be analysed at a strategic level. It is particularly important for participants to learn the key features of competitors' market strategies and to become able to use basic tools for competitive analysis.</p> <p><b>Interactive exercises:</b></p> <ol style="list-style-type: none"><li>1. Before reviewing the theoretical background, participants should prepare (independently) a list of their most important partners. Do not show the results to the group; set them aside, as they will be needed later. Then, go through the PPT slides presenting the categories and functions of partners, accompanied by examples. Once this is done, participants are again tasked with checking – and, if necessary, completing – their previous list. Analytical questions: Which categories did not appear in the initial list? Why? What about competitors? Are they included in the list? The analysis can now be carried out in a large group.</li></ol> |



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|                                                                                                                                                                                                                                                                                                                                         | <p>2. Each participant must select two competitors from their own list and carry out the following analysis tasks: SWOT analysis, website analysis, review of the OPTEN/company register. Based on the analysis, prepare a 3-minute presentation (covering both competitors, though it is sufficient to choose one to present) focusing specifically on the identified (or already known) strengths. All participants must conclude their presentations by sharing how they can adapt and incorporate these strengths into their own business models (what steps are needed to do this).</p> |
| <p><b>Additional resources</b><br/>(with links, if available):</p> <ul style="list-style-type: none"><li>- articles,</li><li>- diagrams,</li><li>- infographics,</li><li>- YouTube videos (high quality)</li></ul> <p>Any freely accessible supplementary material that helps to understand and explore the topic in greater depth.</p> | <p><a href="https://daniellavarga.hu/versenyars-lemzes/">https://daniellavarga.hu/versenyars-lemzes/</a></p> <p><a href="https://kiszervezettmarketing.hu/online-marketing/versenyars-lemzes/">https://kiszervezettmarketing.hu/online-marketing/versenyars-lemzes/</a></p> <p><a href="https://blog.hubspot.com/marketing/competitive-analysis-kit">https://blog.hubspot.com/marketing/competitive-analysis-kit</a></p> <p><a href="https://asana.com/resources/competitive-analysis-example">https://asana.com/resources/competitive-analysis-example</a></p>                              |
| <p><b>Knowledge assessment questions</b></p> <p><i>These are usually multiple-choice questions (e.g. select the correct answers)</i></p>                                                                                                                                                                                                | <p>1. Describe the most important objectives and functions of partnerships, with examples.</p> <p>2. List the tools and methods of competitive analysis with which you are familiar, as well as their advantages and disadvantages.</p> <p>2. Based on your experience with the interactive tasks, summarise the key strengths of your competitors and how you can adapt or incorporate them into your business model.</p>                                                                                                                                                                   |
| <p><b>Self-reflection exercise</b> (e.g. questions or visualisation, during which participants can imagine themselves in a future state or situation. This can</p>                                                                                                                                                                      | <p>Consider how cooperation with your competitors strengthens your business model (in what ways and why).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |



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| help in setting and achieving goals).                                                                                                                                                                     |                                                                                                                        |
| <b>Questions that prompt reflection</b><br><i>(With the help of the answers to these questions, participants can already formulate something feasible that they can incorporate into their practice).</i> | Think about how you can strengthen local integration by cooperating with stakeholders in your (immediate) environment! |
| <b>Appendix</b> (if any)                                                                                                                                                                                  |                                                                                                                        |

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| <b>Chapter title (and subchapter, if applicable) and the information within it to which the guide refers</b>                                  | <b>Chapter 9: Cost structure</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Duration</b>                                                                                                                               | 20 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Reference to relevant PPT slides relating to the given knowledge, description of related tasks and their methodology, expected results</b> | <p>Slides 39–45</p> <p>One of the most important elements of the business model is designed to help participants summarise and recall what they have learnt so far, supporting the identification of all cost categories that arise during the operation of the business model, with particular attention paid to key activities, resources and partnerships. To ensure the model is built on a solid foundation and that the business operates profitably in the long term, it is essential that all participants associate the relevant costs with each activity, resource and partnership.</p> <p><b>Interactive exercises:</b></p> <p>1. Participants' task is to review the elements of the model developed in the previous stages of the training and to use their own lists to identify fixed and variable costs. Independent work is followed by pair work, at the end of which the pairs are tasked with asking clarifying questions and making suggestions for improvement. The aim is to compile a comprehensive list of all fixed and variable costs, enabling participants to quantify the costs.</p> |



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|                                                                                                                                                                                                                                                                                                                                           | <p>2. Once the list has been compiled, their task is to review all cost items and select those where cost savings can be achieved, identifying the steps and decisions required to do so. They may also share their thoughts in pairs.</p> <p>3. Again, referring to the list prepared in point 1, participants' task is to classify the variable and fixed costs identified into the following categories: staff, materials, and services used.</p>                                                                                                                                                 |
| <p><b>Additional materials</b><br/>(with links, if available):</p> <ul style="list-style-type: none"><li>- articles,</li><li>- figures,</li><li>- infographics,</li><li>- YouTube videos (high quality)</li></ul> <p>Any freely accessible supplementary material that helps you understand and deepen your knowledge of the subject.</p> | <p>Additional podcasts on business and management topics:</p> <p><a href="https://l-a-b-a.hu/blog/tag=uezlet-es-menedzsment?type=podcasts">https://l-a-b-a.hu/blog/tag=uezlet-es-menedzsment?type=podcasts</a></p>                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Knowledge check questions</b></p> <p><i>These are usually multiple-choice questions (e.g., select the correct answers)</i></p>                                                                                                                                                                                                      | <p>1. List the cost categories you are familiar with. What are their characteristics and why is it important to plan them consciously and proactively? Why is it risky for a business if its management does not have a realistic picture of the costs generated by its activities?</p> <p>2. What are the characteristics of value-oriented and cost-oriented cost structures? Where does your business fit into this model and why?</p> <p>3. Explain the differences between the concepts of cost and expense. How do these affect liquidity and the preparation of profit and loss accounts?</p> |
| <p><b>Self-reflection exercise</b> (e.g. questions or visualisation, during which participants can imagine themselves in a future state or situation. This can help in setting and</p>                                                                                                                                                    | <p>Identify a previous decision within your business where you made an incorrect judgement regarding the occurrence or amount of a particular cost and produced an inaccurate forecast.</p> <ul style="list-style-type: none"><li>• What might have led to this mistake?</li><li>• How can it be prevented in the future?</li><li>• What advice would you give to a partner if they had been/are in the same situation?</li></ul>                                                                                                                                                                    |



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| achieving goals).                                                                                                                                                                               |  |
| <b>Questions to ponder</b><br><i>(With the help of the answers to these questions, the participant can already formulate something feasible that they can incorporate into their practice.)</i> |  |
| <b>Appendix</b> (if any)                                                                                                                                                                        |  |

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| <b>The name of the chapter (and subchapter, if applicable) and the information contained therein to which the guide refers</b>                           | Chapter 10: Revenue, pricing and market trends                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Duration</b>                                                                                                                                          | 20 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Reference to the relevant slides in the PPT relating to the given knowledge, description of related tasks and their methodology, expected results</b> | <p>Slides 46–49</p> <p>The final section of the business model is the most suitable for analysing the coherence of the eight elements of the BMC examined so far, namely the business model's potential for sustainable operation. It is essential that participants form a realistic picture of the content of their own business plan, based on their knowledge of the cost and revenue structure. One of the expected outcomes of the training is that, after analysing costs and revenues, participants will be able to draw up a cash flow and liquidity plan for the future.</p> <p><b>Interactive exercises:</b></p> <ol style="list-style-type: none"><li>1. After exploring the relevant literature online, participants are asked to work in pairs or groups of three to present the advantages and risks of fixed and dynamic pricing, listing specific examples. It is important to schedule this task before presenting the theoretical PowerPoint slides.</li><li>2. Thinking experiment: participants are tasked with carrying out a competitive pricing process, based on the prices of competitors identified through</li></ol> |



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|                                                                                                                                                                                                                                                                                                                                   | competitive analysis. If prices were not based on costs, what price would you set? How does this price compare with current prices?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Further reading</b><br/>(with links, where available):</p> <ul style="list-style-type: none"><li>- articles,</li><li>- figures,</li><li>- infographics,</li><li>- YouTube videos (high quality)</li></ul> <p>Any freely accessible supplementary material that helps to understand and deepen knowledge of the subject.</p> | <p>Business plan: <a href="https://www.youtube.com/watch?v=63SlaQZ4WDo">https://www.youtube.com/watch?v=63SlaQZ4WDo</a></p> <p>Successful business plan: <a href="https://www.youtube.com/watch?v=RwmbRfakRs8">https://www.youtube.com/watch?v=RwmbRfakRs8</a></p> <p>BMC basics: <a href="https://www.youtube.com/watch?v=9mE41udb8sw">https://www.youtube.com/watch?v=9mE41udb8sw</a></p>                                                                                                                                                                                                                                                                        |
| <p><b>Knowledge check questions</b></p> <p><i>These are usually multiple-choice questions (e.g., select the correct answers).</i></p>                                                                                                                                                                                             | <p>List the types of revenue you are familiar with. Indicate which of these you use and their importance in terms of the sustainable operation of the business model (you can specify this as a percentage of the average monthly revenue for each type of revenue).</p> <ol style="list-style-type: none"><li>1. What are the advantages of a precise, detailed and well-documented revenue plan? Why is it important to prepare it and review it continuously?</li><li>2. Explain how price affects profit in the running of a business.</li><li>3. What are the advantages and disadvantages of setting prices based on costs, competition and value?</li></ol> |
| <p><b>Self-reflection exercise</b> (e.g. questions or visualisation, during which participants imagine themselves in a future state or situation. This can help them set and achieve their goals).</p>                                                                                                                            | <ol style="list-style-type: none"><li>1. Summarise the factors that, in your opinion, play a role in determining prices. Share your thoughts with a partner.</li><li>2. Go through a pricing process using three different methods (cost-based / competition-based / value-based), ensuring the product is the same for each method.</li></ol>                                                                                                                                                                                                                                                                                                                     |
| <p><b>Questions to ponder</b><br/>(Using the answers</p>                                                                                                                                                                                                                                                                          | <ol style="list-style-type: none"><li>1. What is your experience with added value and affordability? In other words, in which cases are customers willing to pay a higher price for a service that</li></ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



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| <i>to these questions, participants can already formulate something feasible that they can incorporate into their practice.)</i> | contributes to generating a significant (positive) social or environmental impact?<br>What are the conditions for this type of market behaviour?<br>2. Overall, how do you assess your business model based on the individual areas of the BMC? To what extent are your current revenues sufficient to cover your expenses? |
| Appendix (if any)                                                                                                                |                                                                                                                                                                                                                                                                                                                             |

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| Chapter title (and sub-chapter, if applicable) and the information contained therein to which the appendix refers                                                | Conclusion, summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Duration                                                                                                                                                         | 35 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Reference to the relevant PPT slides relating to the information provided, a description of the associated tasks and their methodology, and the expected results | <p>Slides 50–53</p> <p>Now that we have reviewed the nine areas of the BMC, we have reached the end of the process and the details of the market trends included in the curriculum have been revealed to us. The participants' task is to develop appropriate (potential) responses to each trend, identifying the BMC area that these responses affect. In this way, the group collectively gathers advice, ideas and practices for tracking trends, summarising the knowledge acquired.</p> <p>Another potential final task is to work on a case study, analysing the life cycle and future strategic objectives of the company presented, in accordance with the individual areas of the business model. The presentation contains a possible practical example (the relevant reference is included in the teaching material), but this can be freely adapted depending on the objectives and target group of the training.</p> <p>The trainer concludes the training session with the following request: each participant must list two things they will definitely take away from the training session (message, idea, lesson, etc.).</p> |
| Additional materials (with links, if                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |



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| <p>available):</p> <ul style="list-style-type: none"><li>- articles,</li><li>- illustrations,</li><li>- infographics,</li><li>- YouTube videos (high quality)</li></ul> <p>Any additional free-to-access material that helps to understand and explore the topic in greater depth.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Knowledge assessment questions</b></p> <p><i>These are usually multiple-choice questions (e.g., select the correct answers).</i></p>                                                                                                                                             | <p>After going through the BMC and completing the exercises above, participants should be able to present their own business in a maximum of 3 minutes, using the 9 areas of the BMC. We can allow 10 minutes for preparation, after which the trainer and the other participants listen to the presentations of everyone present, as a sort of 'exam task', and offer feedback to the presenters or ask questions for clarification.</p> |
| <p><b>Self-reflection exercise</b> (e.g. questions or visualisation, during which participants can imagine themselves in a future state or situation. This can help in setting and achieving goals).</p>                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Thought-provoking questions</b></p> <p><i>(With the help of the answers to these questions, participants can already formulate</i></p>                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                           |



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| <i>something<br/>achievable that they<br/>can incorporate into<br/>their practice).</i> |  |
| <b>Appendix</b> (if any)                                                                |  |