



MANUAL & TOOLKIT FOR VET TRAINERS

Course Website: <https://seal-hub.eu/login/index.php>

You are advised to retain a copy of this toolkit in your personal files for use when applying for future online learning materials.

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TOOLKIT GUIDE

What Is a Toolkit?

A toolkit is a collection of trustworthy and accessible tools for front-line employees that enables them to learn about a problem and identify solutions. Toolkits can facilitate the translation of theory into practice and often focus on a single subject or audience.

What is a Toolkit for?

The purpose of toolkits is to provide practical advice and direction on an issue of concern or significance, particularly when the subject is emerging or evolving and well-established techniques for resolving it have not yet been widely embraced. Toolkits can also:

- Create efficiencies for staff members who don't have to re-create the wheel by gathering and sharing the information they need;
- Facilitate widespread adoption of a particular best practice or concept across the profession so that teens are better served; and
- Improve the quality of services for teens.

What types of documents are in the toolkit?

This toolkit is comprised of documents directly connected to the implementation of excellent intrapreneurship practices. This contains instructions and resources for establishing and delivering quality basic knowledge, abilities, and competencies for employees who seek to enhance their intrapreneurial aspects, and for middle and lower-level managers who wish to develop their own intrapreneurial aspects and support intrapreneurship among their team members as well as guidance on the rules, legislation, and institutions essentials. The toolkit does not include research or theoretical documents pertaining to intrapreneurial aspects, as these are available on the main SEAL website: <https://seal-hub.eu/login/index.php>

When you browse through the toolkit categories, you will see a list of document names accompanied by a brief description of the document's contents and a section explaining why this document is likely to be beneficial in your caring responsibilities.

GENERAL MODULE DESCRIPTION

Module 1 Description:

This module provides basic knowledge, skills, and competences for employees that aim to improve their intrapreneurial aspects.

Learning Outcomes:

The learning outcomes of this module aim to increase your knowledge, develop your skills and competences, and to shift intrapreneurial attitudes.

Learning Methodologies:

The methodologies adopted in teaching this module are challenge based, follow transformational learning, use visual material and promote self-reflection.

Module 2 Description:

This module provides basic knowledge, skills, and competences for middle and lower managers who wish to build their own intrapreneurial aspects but also foster intrapreneurship for their team members.

Learning Outcomes:

The learning outcomes of this module, aim to increase your knowledge, skills, and competences, to shift attitudes, and to empower and motivate towards the establishment of an intrapreneurial culture within the organization.

Learning Methodologies:

The methodologies adopted in the teaching of this module is the peer-to-peer method, the transformational learning, the use of visual material as well as action learning.

MATERIALS

Module 1 Units:

1. Introduction to Business Management
2. Introduction to Financial Management
3. Capacity Building & Innovation
4. Creative Thinking
5. Personal Development
6. Interpersonal & Communication Skills
7. Time & Stress Management
8. Organizational Skills
9. Problem Solving & Critical Thinking

Module 2 Units:

1. Business Management & Strategic Management
2. Project Management
3. Analytical & Problem Solving Skills
4. Personal Development
5. Creative thinking & Innovation for managers and team leaders
6. Communication & Conflict Resolution
7. Team Leadership & Management

STUDENT LEARNING OBJECTIVES

By fully participating in this course, you should be able to:

Self-Reflection Assessment:

It refers to learners reviewing their work and reflecting upon their learning process. In that way, they can claim responsibility for their own learning and their progress, identify weaknesses and strengths, discover areas of interest, relate better to the learning material and the learning process, as well as internalize new knowledge and skills by making them relevant to their own personal histories, aspirations, and goals. In addition, self-reflection assessment is not perceived as external criticism and is therefore better suited for adult learners and professional learners that are empowered to take ownership of their learning journey and tailor it to their needs. It can also assist in deepening the understanding of concepts and ideas, forming meaningful and useful connections with other learners, contribute to a collaborative training environment, and offer more opportunities for productive engagement without the drawbacks of an external evaluation process that can be perceived as negative, stressful, or meaningless.

Peer to Peer Learning Methodology and Assessment:

The Peer Learning Methodology is founded on principles of cognitive psychology and is often applied in a variety of learning settings in order to promote the interaction of learners with other learners in order to mutually promote their learning goals and objectives. Although it is also widely applied to formal education settings and schools, it can also be a useful tool for adult learning in professional settings within an organization, enabling employees to interact with professionals in other departments and positions and gain access to a wealth of knowledge, information, and skills that would be otherwise lost. Particularly under the framework of developing and nurturing intrapreneurial skills, it is essential that learners interact with other learners - without the confines of a hierarchical structure- in order to further attain knowledge and also develop their professional and interpersonal skills and attributes.

TEACHING PROCEDURES

[Tip: Explain how class time will be used with various teaching methods and modes you plan to apply. The underlying rationale and benefits should be evident]

Transformational Learning Methodology:

Transformational Learning, as formulated by Jack Mezirow, is particularly well suited for adult and young adult learning and can therefore apply to a multitude of settings, including businesses and organizations. The basic premise of this theory / methodology is that learners adjust their thinking based on new information, utilizing critical review and reflection so that they could make sense of new and changing environments, settings and world views. As people learn, they find new ways to make sense of their own lives and their understanding of what is happening around them. According to Mezirow, transformational learning consists of instrumental learning and communicative learning. Instrumental learning refers to task oriented problem solving and causalities (cause and effect relationships between events), while communicative learning refers to how people communicate their feelings, needs, and desires.

Since this training / learning methodology not only takes into account the knowledge and skills acquired but also – and most importantly- the shift in attitudes, perspectives, and views, it can be used to support the establishment, nourishment and growth of intrapreneurial attributes for all levels of employees, that will be evident both in their personal career paths, but also in the organizations in which they are employed. Using the transformational learning methodology the training course will promote the acquisition of knowledge, skills, and attitudes and will also enable the sustainability of the intrapreneurial mindsets of the trainees.

TOPICS SCHEDULE

Module 1

Unit 1: Introduction to Business Management

Category	Description
Core Topic(s)	<ul style="list-style-type: none">• Introduction to Business Management
Unit Contents	<ul style="list-style-type: none">• What is business management? (definitions, overview)• 2 Theories of Business Management (Systems Management Theory, Theory x and theory Y)• Process Perspective Management (understanding business processes and using them effectively to promote intrapreneurship)• Business Decision Making• Understanding business environments, implementing for the present and learning for the future, case studies and real-life examples.
Learning Objectives	<ul style="list-style-type: none">• Increased knowledge and solid scientific foundation regarding Business Management.• New skills that allow for a greater understanding of the business/organizational environment, and the use and implementation of tools and processes contributing to intrapreneurship.• A shift of attitudes towards a more inclusive and participatory environment enabled by the broader perspective the employee acquires through this Unit.
Teaching Material	<ul style="list-style-type: none">• Unit notes, academic resources, internet resources.

Category	Description
Assessment Criteria	<ul style="list-style-type: none"> Multiple choice test consisting of 10-15 questions. Self-Reflection exercises, peer to peer review and feedback.
Training Methodologies	<ul style="list-style-type: none"> Challenge based (reflected in small tasks to be completed and questions to be answered) & transformational learning methodology (for more information on transformational learning please visit the corresponding section).
Proposed Activities	<ul style="list-style-type: none"> Small group process analysis exercises, peer feedback tasks

Unit 2: Introduction to Financial Management

Category	Description
Core Topic(s)	<ul style="list-style-type: none"> Introduction to Financial Management
Unit Contents	<ul style="list-style-type: none"> What is Financial Management (definitions, examples, case studies) Why is financial management relevant to an intrapreneur? Making sense of financial management reports Understanding financial management resources and records Budgeting essentials (creating budgets, reviewing budgets, understanding budgets)
Learning Objectives	<ul style="list-style-type: none"> Increased knowledge regarding financial aspects of a business (whether a department, unit, business, organization, or sector)

Category	Description
	<ul style="list-style-type: none"> • Increased skills in making sense of financial documents and reports, creating and updating reports and records, and using financial information to enable better and more efficient intrapreneurial decision-making. • An attitude shift towards a more holistic approach to job-related tasks and a willingness and ability to include a broader financial understanding into each business role.
Teaching Material	<ul style="list-style-type: none"> • Unit notes, internet resources, published guides (i.e. Citibank Financial Management Essentials for the Entrepreneur, etc)
Assessment Criteria	<ul style="list-style-type: none"> • Multiple choice test consisting of 10-15 questions. Self-Reflection exercises, peer to peer review and feedback.
Training Methodologies	<ul style="list-style-type: none"> • Challenge based (reflected in small tasks to be completed and questions to be answered) & transformational learning methodology (for more information on transformational learning please visit the corresponding section).

Unit 3: Capacity Building & Innovation

Category	Description
Core Topic(s)	<ul style="list-style-type: none"> • Capacity Building & Innovation
Unit Contents	<ul style="list-style-type: none"> • What is capacity building and how does it apply to people, departments, organizations and businesses?

Category	Description
	<ul style="list-style-type: none"> • What is innovation and how can it be applied to a work role, a job, a task, a process, a department, an organization, or a business. • What is an innovative employee? (traits, characteristics, attitudes) • What is innovation capacity building? Balancing exploration and exploitation in organizational learning. • Case studies and real life examples
Learning Objectives	<ul style="list-style-type: none"> • Increased Knowledge regarding capacity building and innovation • Increased skills relating to cultivating and maintaining an innovation approach towards work-related tasks, and the ability to build capacity within a work role, a department, a work process, etc. • A set of attitudes consistent with intrapreneurship and its aspects of innovation and capacity building.
Teaching Material	<ul style="list-style-type: none"> • Unit Notes, material relating to ambidextrous organizational culture and intrapreneurship, resources referring to innovation and capacity building.
Assessment Criteria	<ul style="list-style-type: none"> • Case studies review and analysis, self-reflection exercises, peer review and feedback.
Training Methodologies	<ul style="list-style-type: none"> • Challenge based (reflected in small tasks to be completed and questions to be answered) & transformational learning methodology (for more information on transformational learning please visit the corresponding section).

Unit 4: Creative Thinking

Category	Description
Core Topic(s)	<ul style="list-style-type: none">• Creative Thinking
Unit Contents	<ul style="list-style-type: none">• Creative Thinking Definitions & Characteristics• Individual Creativity & Creative Thinking• Establishing a work environment conducive to Creative Thinking• Creative thinking techniques• Case studies and examples
Learning Objectives	<ul style="list-style-type: none">• Increased knowledge about what creative thinking is, the tools and techniques associated with it• Creative skills created and enhanced through learning and reflection• Empowerment towards creative thinking both within and outside of a work environment
Teaching Material	<ul style="list-style-type: none">• Unit notes, internet recourses, online tools
Assessment Criteria	<ul style="list-style-type: none">• Self-Reflection exercises, peer to peer review and feedback, group activities and mini workshops (if feasible)
Training Methodologies	<ul style="list-style-type: none">• Challenge based and transformational learning

Unit 5: Personal Development

Category	Description
Core Topic(s)	<ul style="list-style-type: none">• Personal Development

Category	Description
Unit Contents	<ul style="list-style-type: none"> • What is personal development? Definitions and applications for intrapreneurship • Personal Development skills and characteristics (self-awareness, self-knowledge, self-esteem, etc.) • Personal Development for Intrapreneurs (developing talents, improving career orientation, building employability, fulfilling aspirations)
Learning Objectives	<ul style="list-style-type: none"> • Increased knowledge regarding personal development aspects • Creation of skills relating to personal development • Attitudes conducive to personal development and the establishment of a fulfilling career path.
Teaching Material	<ul style="list-style-type: none"> • Unit notes, internet resources, case studies and testimonials
Assessment Criteria	<ul style="list-style-type: none"> • Self-Reflection exercises & peer feedback and review
Training Methodologies	<ul style="list-style-type: none"> • Peer-to-peer, transformational

Unit 6: Interpersonal & Communication Skills

Category	Description
Core Topic(s)	<ul style="list-style-type: none"> • Interpersonal & Communication Skills
Unit Contents	<ul style="list-style-type: none"> • Active Listening • Negotiation • Persuasion

Category	Description
	<ul style="list-style-type: none"> • Emotional Intelligence • Conflict Resolution • Decision Making • Working as a team • Assertiveness • Cultural Awareness • Business Communication • Practical activities and workshop ideas • The importance of communication in stress management and resiliency
Learning Objectives	<ul style="list-style-type: none"> • Increased knowledge regarding what interpersonal skills are and how they contribute to intrapreneurship • Awareness of the skills identified in the Unit • Motivation towards attitudes that promote and sustain the aforementioned interpersonal and communication skills
Teaching Material	<ul style="list-style-type: none"> • Unit notes, internet resources, interactive resources
Assessment Criteria	<ul style="list-style-type: none"> • Multiple choice quiz, self-reflection exercises, peer-to-peer feedback and review
Training Methodologies	<ul style="list-style-type: none"> • Transformational Learning

Unit 7: Time & Stress Management

Category	Description
Core Topic(s)	<ul style="list-style-type: none">• Time & Stress Management
Unit Contents	<ul style="list-style-type: none">• What is time management?• What is the relation between time management and stress management?• Pareto Analysis (the 80/20) time management technique• The Pomodoro technique• The Getting Things Done technique• The Rapid Planning Method• The Eisenhower matrix• What is stress?• Short term stress relief strategies for the workplace• Long term stress relief strategies for the workplace• Communication strategies to manage stress and time effectively
Learning Objectives	<ul style="list-style-type: none">• Increased knowledge on the interrelation between time and stress• Increased knowledge on time and stress management and the factors contributing to each• Skills relating to more effective time and stress management• Proactive and reactive attitudes towards time and stress management
Teaching Material	<ul style="list-style-type: none">• Unit notes, internet resources, self-assessment quizzes
Assessment Criteria	<ul style="list-style-type: none">• Self reflection exercises, peer to peer review and feedback.

Category	Description
Training Methodologies	<ul style="list-style-type: none"> • Transformational Learning, Cooperative Learning

Unit 8: Organizational Skills

Category	Description
Core Topic(s)	<ul style="list-style-type: none"> • Organizational Skills
Unit Contents	<ul style="list-style-type: none"> • What are the desired Organizational skills for an Intrapreneur and why are they important? • Collaboration • Delegation • Teamwork • Planning • Prioritizing • Record Keeping • Work–Life Balance
Learning Objectives	<ul style="list-style-type: none"> • Increased knowledge of what organizational skills are and how they contribute to intrapreneurship • Increased knowledge of each of the organizational skills mentioned, regarding what they are and how they contribute to overall intrapreneurship. • Development, establishment, and enhancement of organizational skills that they employees either already possess or hope to acquire.

Category	Description
	<ul style="list-style-type: none"> An empowering attitude towards maximizing the organizations skills that employees possess.
Teaching Material	<ul style="list-style-type: none"> Unit notes, internet recourse, self-assessment quizzes / questionnaires
Assessment Criteria	<ul style="list-style-type: none"> Self-Reflection, peer-to-peer review, and feedback
Training Methodologies	<ul style="list-style-type: none"> Transformational & Collaborative

Unit 9: Problem Solving & Critical Thinking

Category	Description
Core Topic(s)	<ul style="list-style-type: none"> Problem Solving & Critical Thinking
Unit Contents	<ul style="list-style-type: none"> What is Problem Solving and Critical Thinking and why are they important for intrapreneurs? Observation Analysis Inference Communication Problem Solving on a team The 5 step approach to problem solving Design Thinking for Problem Solving The 5 whys technique The wanderer technique

Category	Description
Learning Objectives	<ul style="list-style-type: none"> • Increased knowledge of what Critical Thinking is and how it relates to problem solving • Increased awareness of why are critical thinking and problem solving important for the intrapreneur • Increased knowledge regarding various techniques • Skills relating to problem solving and critical thinking • An attitude towards effective critical thinking and efficient problem solving
Teaching Material	<ul style="list-style-type: none"> • Unit Notes, internet resources, interactive resources
Assessment Criteria	<ul style="list-style-type: none"> • Self-reflection exercises and peer review and feedback
Training Methodologies	<ul style="list-style-type: none"> • Transformational learning

Module 2

Unit 1: Business Management & Strategic Management

Category	Description
Core Topic(s)	<ul style="list-style-type: none"> • Business Management & Strategic Management
Unit Contents	<ul style="list-style-type: none"> • Business Management for SMEs • Business Management for larger organizations / companies • Introduction to Strategic Management (definitions, theories, examples) • The 5Ps for Strategy (Plan, ploy, pattern, position, perspective) • Assessing and establishing a strategic direction

Category	Description
	<ul style="list-style-type: none"> • Data collection & analysis • Designing action plans • Implementing actions plans • Evaluating actions and implementing revisions and corrections
Learning Objectives	<ul style="list-style-type: none"> • Increased knowledge regarding business management with a focus on managing departments, units, teams. • Increased knowledge regarding strategic management and an understanding of how strategic management can benefit individual intrapreneurs and also whole units, departments, teams, and businesses. • Development of management and strategic thinking skills that are crucial for intrapreneurs. • Establishment and nourishment of attitudes that are empowering and support vision, leaderships as well as day to day management.
Teaching Material	<ul style="list-style-type: none"> • Unit notes, online resources, case studies
Assessment Criteria	<ul style="list-style-type: none"> • Self-reflection, short multiple choice quizzes
Training Methodologies	<ul style="list-style-type: none"> • Transformational learning

Unit 2: Project Management

Category	Description
Core Topic(s)	<ul style="list-style-type: none"> • Project Management

Category	Description
Unit Contents	<ul style="list-style-type: none"> • Introduction to project management (definitions, theories, examples) • The 5 stages of Project Management (initiation, planning, execution, monitoring, closure) • Intrapreneurship in project management • Case studies
Learning Objectives	<ul style="list-style-type: none"> • Increased knowledge regarding project management in general • Awareness of the different project management tools and strategies • Development of skills related to intrapreneurial aspects of project management • A shift of attitudes towards an intrapreneurial approach for project management activities.
Teaching Material	<ul style="list-style-type: none"> • Unit notes, internet resources, publications
Assessment Criteria	<ul style="list-style-type: none"> • Self-reflection, short quizzes, peer to peer feedback and review.
Training Methodologies	<ul style="list-style-type: none"> • Transformational Learning

Unit 3: Analytical and Problem Solving Skills

Category	Description
Core Topic(s)	<ul style="list-style-type: none"> • Analytical and Problem Solving Skills
Unit Contents	<ul style="list-style-type: none"> • What are the Analytical Skills and why are they important for intrapreneurship?

Category	Description
	<ul style="list-style-type: none"> • Communication, Creativity, Critical Thinking, Data Analysis, Research, • What is problem-solving? (definitions, theories, examples) • 4 problem solving styles for intrapreneurs (Social Sensitive thinking, Logical Thinking, Intuitive Thinking, Practical Thinking) • 10 problem solving strategies (guess and check, make a table/chart, draw a picture or diagram, act out the problem, find a pattern or use a rule, check for relevant or irrelevant information, find small parts of a bigger problem, make a list).
Learning Objectives	<ul style="list-style-type: none"> • Increased knowledge about analytical thinking and problem-solving • Awareness of different skills and styles of problem solving • Development and enhancement of skills relating to analytical thinking and problem solving. • Awareness of the interrelation and connection between intrapreneurship and the various problem solving tools, techniques and styles • Motivation towards the development of further analytical and problem solving skills.
Teaching Material	<ul style="list-style-type: none"> • Unit notes, interactive resources, research & publications
Assessment Criteria	<ul style="list-style-type: none"> • Self-Reflection, practical exercises, group exercises, peer review and feedback
Training Methodologies	<ul style="list-style-type: none"> • Transformational and collaborative

Unit 4: Personal Development

Category	Description
Core Topic(s)	<ul style="list-style-type: none"> Personal Development
Unit Contents	<ul style="list-style-type: none"> What is personal development? Definitions and applications for intrapreneurs, team leaders and managers. Personal Development skills and characteristics (self-awareness, self-knowledge, self-esteem, etc.) Personal Development for Intrapreneurs (developing talents, improving career orientation, building employability, fulfilling aspirations) Supporting team members, employees, and staff, in their personal development journey.
Learning Objectives	<ul style="list-style-type: none"> Increased knowledge regarding personal development aspects Creation of skills relating to personal development Attitudes conducive to personal development and the establishment of a fulfilling career path.
Teaching Material	<ul style="list-style-type: none"> Unit notes, internet resources, case studies, and testimonials.
Assessment Criteria	<ul style="list-style-type: none"> Self-Reflection exercises & peer feedback and review
Training Methodologies	<ul style="list-style-type: none"> Peer-to-peer, transformational

Unit 5: Creative thinking & innovation for Managers and Team Leaders

Category	Description
Core Topic(s)	<ul style="list-style-type: none"> • Creative thinking & innovation for Managers and Team Leaders
Unit Contents	<ul style="list-style-type: none"> • What is creative thinking and how does it serve intrapreneurship? • Creating the right environment for creativity. Supporting creative thinking, promoting inspiration and motivation. • Doblin's 10 types of innovation • 4 steps of Innovation (observe problems, develop solutions, try it out, assess) • Techniques and tools (charette procedure, Crawford's slip writing method, scamper technique) • Case studies
Learning Objectives	<ul style="list-style-type: none"> • Increased knowledge and awareness regarding creative thinking and innovation • Ability to connect innovation and creative thinking to the management process • Development of creative and innovation skills for managers / team leaders • A shift of attitudes towards creativity and innovation in the business environment
Teaching Material	<ul style="list-style-type: none"> • Unit notes, internet resources
Assessment Criteria	<ul style="list-style-type: none"> • Self-reflection, mini quiz, peer-to-peer review and feedback

Category	Description
Training Methodologies	<ul style="list-style-type: none"> • Transformational and collaborative

Unit 6: Communication & Conflict Resolution

Category	Description
Core Topic(s)	<ul style="list-style-type: none"> • Communication & Conflict Resolution
Unit Contents	<ul style="list-style-type: none"> • Introduction to Communication • Communication theories and models • Effective communication • Business Communication and Etiquette • Introduction to Conflict resolutions (models and theories) • Conflict Resolution in the workplace (stay calm, listen to understand, accentuate the positive, state your case, attack the problem – not the person, avoid the blame game, focus on the future, ask the right questions, pick your battles, link offers, be creative, be confident, celebrate agreement)
Learning Objectives	<ul style="list-style-type: none"> • Increased knowledge about the process of communication and conflict resolution • Development of skills relating to efficient communication in the workplace • Development of skills relating to effective conflict resolution in the workplace • A shift of attitudes towards a supportive, open, cordial, intrapreneurial work environment

Category	Description
Teaching Material	<ul style="list-style-type: none"> Unit Notes, internet resources, articles, and publications
Assessment Criteria	<ul style="list-style-type: none"> Self-Reflection, Role Playing Exercises
Training Methodologies	<ul style="list-style-type: none"> Collaborative & Transformational, peer-to-peer review, and feedback

Unit 7: Team Leadership & Management

Category	Description
Core Topic(s)	<ul style="list-style-type: none"> Team Leadership & Management
Unit Contents	<ul style="list-style-type: none"> Team leadership and management responsibilities (manage operations and teams, leading and motivation, manage performance, solve issues and problems, care for the overall welfare of the team members) Different leadership styles (authoritarian, participative, delegative, transactional, transformational) Transformational Leadership and Intrapreneurship Case studies and examples
Learning Objectives	<ul style="list-style-type: none"> Increased knowledge and understanding regarding team leadership and management. Awareness of the available styles and tools Development of leadership and management skills Empowerment towards attitudes that promote intrapreneurship through transformational leadership

Category	Description
Teaching Material	<ul style="list-style-type: none"><li data-bbox="537 327 1089 363">• Unit notes, publications, internet resources
Assessment Criteria	<ul style="list-style-type: none"><li data-bbox="537 449 1208 485">• Self-reflection and peer-to-peer review and feedback
Training Methodologies	<ul style="list-style-type: none"><li data-bbox="537 571 899 606">• Transformational Learning

TESTIMONIALS FROM THE PILOTING ACTIVITIES

Testimonials: This section provides testimonials from individuals who participated in the piloting activities and completed both modules of the online course.

Begum Cakmak, Project Manager: “I’ve discovered that self-discipline and the capacity to work successfully independently are essential for being a good distance learner. You can participate in class from the luxury of your home as you won’t be traveling to a physical location each week. Because the instructor won’t be present to constantly remind you of homework or deadlines, you must practice self-discipline. It is up to you to make sure that you are doing all of the required work for the course even if other commitments prevent you from doing the work as frequently as if you were physically in class. Additionally, developing into a well-rounded person with the abilities necessary to successfully handle a busy schedule is one of the key goals of learning online.”

Marievi Grets, Senior Project Manager: “The online courses are developed by experts and include qualified pedagogical guidance. Students have access to digital material, to multimedia content, interactive presentations and hyperlinks. The use of animations and different kinds of platforms are inspiring, so even the most complex topics are presented in a simple way and can be learned more efficiently. I feel empowered with the skills that I need for a more fulfilling personal and professional life.”

Hristo Dyakonov, Engineer: “The topics around project management and dealing with difficult financial and business planning problems resonated with me and 2 of my colleagues that took the course as well. The training curriculum was very inspirational, energising, bringing lots of ideas, with both substantial and in-depth knowledge together with case studies, learning from experience and being fully practice-oriented. However, if there is one thing that could be improved in my opinion, it is the quality of website, as we had some problems with the platform when we tried to log in.”

Rosanna Leonardi, Entrepreneur: “The course was excellent. Each topic that is introduced is explored deeply while real life tested examples are simultaneously provided. It teaches you a lot of strategies on how you can go about your own business and how ideas can be converted into real life models. It also

comprehensively goes into a lot of strategies while explaining how they work. Hypothetical situations are also provided which help you to think in those lines and be able to tackle situation. From the most effective way of brainstorming to how to find solutions. This course has it all”

Andria Michael, Project Officer: “The course was clearly written, with separate sections that helped the reader gain a greater understanding of all the important information. The structure of the course contributed to a pleasant experience that had a good flow. The order of the sections made sense as a whole, but modules could be read individually as well. The material improved and informed mainly my theoretical understanding on intrapreneurial aspects, which can then be put to practice.”

“The course materials were highly interesting and engaging. I found the course relevant to my work situation and I am convinced it will help me progress my career. I found the reflection activities real and thought-provoking. I come away with many tools and information which I can implement to become a better intrapreneur. I look forward to being able to try some of the activities with my work colleagues”.

‘The modules of the training material were very interesting and helped me a lot to my career. The tests after each module helped me a lot to define the parts that my knowledge was insufficient. I wish I had read this training material before. Now, I feel more confident about my next career steps and I think that they will be more successful. In addition, it gave me many ideas about activities that I will implement with my colleagues’

” The course turned out to be a good entrepreneurship training. I became familiar with the determinants of entrepreneurship development and its impact on the economy. I gained the skills to assess the business environment and its tendencies. I gained the ability to identify entrepreneurial attitudes in a changing environment. I expanded my knowledge of the relationship between innovation, creativity and entrepreneurship. I can distinguish between steps in the entrepreneurial process. I can identify the reasons for the development of innovative companies. “

THE TOOLS THAT SMES AND VET TRAINERS CAN USE

Tools: This section provides a catalogue of resources that small and medium-sized enterprises (SMEs) and VET educators can use to teach classes that foster the growth of employees' intrapreneurial abilities and attitudes.

Title	Intrapreneurship – Employee-driven Innovation
Type of resource	Online course
Source	https://open.sap.com/courses/bizmooc1+
Description	<p>Employees often come up with brilliant business ideas that a firm may accept and implement since they have unique insights into how the company operates. The course will give you advice and expose you to tools that will enable you to instill an entrepreneurial mindset in your team, company, or workplace and grow your firm by spotting and seizing new possibilities. Intrapreneurship demands the commitment and involvement of entrepreneurially minded team members and employees, as well as the availability of an environment conducive to innovation. There are numerous other instances as well, but well-known ones include the Sony PlayStation and Gmail from Google. The notion of intrapreneurship is explained in the course, along with the opportunities it offers businesses and employees, and various useful tools are introduced. It will bring together students from various organizations, nations, and cultures to talk about changes and problems and work on intrapreneurial</p>

	<p>concepts. Participants are encouraged to bring their own suggestions and create a business opportunity pitch approach.</p> <p>This MOOC was a finalist for the European Conference on Innovation and Entrepreneurship's Teaching Innovation and Entrepreneurship Excellence Award.</p>
Format	Online
Model	Self-learning
Free/not free	Free

Title	EPSILON NET TRAINING
Type of resource	Online Courses
Source	https://www.epsilontraining.gr/
Description	<p>Through the Epsilon Net website, an employee can access a range of training seminars that can help develop both hard and soft skills. However, the courses are not only aimed at employees but also at employers and managers, in order to train them on how to deliver the training material so it can be effective. The available seminars cover the fields of Accounting - Taxation, Labour - Insurance Legislation, Finance and Marketing, Management, Sales, Quality and Organization / Production Management, Information Technology and the total duration varies depending on the topic. In</p>

	addition, something that adds value to these seminars is that they can be tailor made for the needs of the organisation/SME etc. By using this tool an enterprise can widen the horizons of their employees, add value to their skills and in turn promote intrapreneurship.
Format	Courses can be attended both online and with physical presence
Model	Instruction led
Free/not free	The courses are fee-paying, but due to current government subsidies, tuition fees can be covered up to 70% of their cost.

Title	EfVet – European Forum of Technical and Vocational Education and Training
Type of resource	Online course
Source	https://www.efvet.org/
Description	Digitisation has increased a lot in education and most of the employees will need re-skilling and upskilling in to be able to develop their competences to stay employed. EfVET members as an effective network can put the resources and efforts together and develop the education and training systems by benchmarking, sharing the best practices and delivering all the information available in various networks. EfVET supports through the European networks and documentation the investments needed to raise the technological level of equipment of the VET providers and their students to get the better access to digital learning.
Format	Online

Model	Course delivery
Free/not free	Annual membership

Title	Entrepreneurial learning for TVET institutions
Type of resource	A practical guide
Source	https://unevoc.unesco.org/pub/entrepreneurial_learning_guide_en.pdf
Description	<p>This guide has been designed primarily to support TVET teachers and managers and leaders, but also company trainers, young and adult trainees, curriculum developers and decision makers. It has three parts:</p> <p>An introduction to entrepreneurial learning and the basic concepts.</p> <p>A self-assessment tool for TVET institutions to understand where they stand in terms of integrating entrepreneurial learning.</p> <p>A guide to integrating entrepreneurial learning into TVET institutions using the Entrepreneurial Learning Institution Canvas (ELIC). ELIC is a conceptual tool for strengthening entrepreneurial learning at the institutional level. You can answer some or all of the questions posed in this section and learn from examples of what others are doing. Together your answers will help you to develop or refine an approach to entrepreneurial learning at your TVET institution.</p>
Format	Online
Model	Instruction led

Free/not free	Free
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Title	Intrapreneurship - Make your Business great again
Type of resource	MOOC
Source	https://mooc.house/courses/bizmooc2018
Description	<p>Entrepreneurship is a buzzword of the new century, but not everyone is a born entrepreneur. Yet innovation and entrepreneurship also take place within companies (“Intrapreneurship”) with the engagement and dedication of open-minded entrepreneurial employees and teams. Well-known examples include the Sony Playstation or Google’s Gmail, and many more. The content of the course covers a clarification of the intrapreneurship concept, outlines its opportunities for companies and employees, and introduces different practical tools. It brings learners from different companies, countries and cultures together to discuss changes and challenges, and work on intrapreneurial ideas.</p> <p>The course is open and free for everyone and will be conducted completely online. As intrapreneurship can only function when management creates the right environment and employees follow the entrepreneurial spirit, the course addresses all business actors. External learners such as students, people between jobs, or just interested in the topic are highly welcome as well. Participants are invited to bring in their own ideas and develop a pitch strategy for a business opportunity in online collaborating teams.</p>
Format	Online

Model	Self-learning
Free/not free	Free

Title	INTRAPRENEUR NATION
Type of resource	Online resources
Source	https://intrapreneurnation.com
Description	<p>Intrapreneur Nation is an innovation training agency for businesses who want to grow their innovation skills.</p> <p>The website is an ideal starting point for people who wish to learn more about intrapreneurship, learn new skills and improve existing ones to help drive corporate innovation and deliver digital transformation.</p> <p>Intrapreneur Nation has put available several free tools and resources such as:</p> <ul style="list-style-type: none"> - A Complete Guide to Intrapreneurship, an online resource for beginners to intermediate intrapreneurs full of insights and strategy for product managers, business leaders, innovation managers and anyone else looking to refine their current skills and get up to speed on how to take new ideas and innovations to market - Free tools and resources for intrapreneurs, a toolkit with hands-on, actionable and easy to use tools that can be used within a team. These include: Pitch Planning Canvas, Internal Startup Blueprint, Lean Experiment Trello Board, Customer Persona Cavas, Skills Framework, Target Market Evaluation, and others.

	<p>In addition, the organisation offers several face-to-face or online short or long courses for individuals and organisations who wish to become expert intrapreneurs and learn how to innovate, develop new products and launch them successfully. These include:</p> <ul style="list-style-type: none"> - Intrapreneurship Mastery Programme, a 9-week step-by-step course including training and coach where people will learn how to create products and services from idea to launch. - Leading Innovation and Managing Intrapreneurs, a 1-day course for anyone in a leadership role working alongside entrepreneurs. - A half-day Introduction to Intrapreneurship training course for anyone who might interact with an intrapreneurial project team. - Creative Ideation Workshop, a 1-day workshop for teams - Lean Product Development Workshop, where one can learn and practice the core lean innovation skills such as customer focus, experimentation and structured learning in a safe and fun environment.
<p>Format</p>	<p>Tools and resources are available and can be accessed online without the need for registration.</p> <p>Training courses and workshops are delivered either face to face or online via live webinars (no pre-recorded content).</p>
<p>Model</p>	<p>Tools and resources can be access autonomously at one's preferred time and speed.</p> <p>Trainings courses and webinars are instruction-led</p>
<p>Free/not free</p>	<p>Tools are resources are freely accessible.</p>

	Training courses and webinars are bespoke and are priced depending on the number of people attending.
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Title	Entrepreneurship. A course for self-development.
Type of resource	Online course
Source	https://navoica.pl/courses/course-v1:WSH+P01+2021_2/course/
Description	<p>Functioning in a market economy requires entrepreneurial competences. This competence has now been recognized as crucial, that is, one that should be possessed by every citizen, regardless of their profession. The course discusses issues conducive to shaping entrepreneurial competences and important tips for creating your own business.</p> <p>During the course a person will gain the necessary knowledge in the field of entrepreneurship. Thanks to it, they will develop competences in the field of management, entrepreneurship, a creative approach to the surrounding reality and problem solving. After completing the course, a person will have the skills necessary to start their own business and the competences to manage its development.</p> <p>The course is intended for all people interested in the subject of entrepreneurship and who want to develop their own business in the future. The course does not require any special skills, knowledge or competences from the student.</p>

Format	Online
Model	Instruction led
Free/not free	Free Condition - completion of the personal data questionnaire

Title	Intrapreneurship – Employee-driven Innovation
Type of resource	Online Course
Source	https://www.classcentral.com/course/opensap-intrapreneurship-employee-driven-innovation-19640
Description	<p>Via this online course, participants will gain a basic understanding of and insight into the concept of intrapreneurship. They will also learn about the concept of intrapreneurship, the benefits for employees and companies, and will be introduced to different practical tools. The course is suitable for both companies' leaders and employees. There is a 5-week syllabus and it is a self-learned and self-paced course. The indicative duration is 4 weeks, with 3-4 dedicated hours per week, but participants are free to do it at their own pace. There is a final exam and after its completion, a certificate is given.</p>
Format	Online
Model	Self-learning
Free/not free	Free

POLICY BRIEFS

Policy Briefs: There are a total of 8 policy briefs aimed at fostering the growth of intrapreneurial abilities and mindsets among employees. The section has a title, a problem description, an analysis of current policies, and suggestions for future policies.

LACK OF ENTREPRENEURIAL FINANCE IN CYPRUS

The Republic of Cyprus identifies entrepreneurship and innovation as an important contributor to the economy. In particular, it considers entrepreneurship and innovation as one of the major driving forces of economic growth and beyond its economic impact, it foresees additional positive impacts on a socio-economic level. Thus, a plethora of actions have already been implemented, aiming to elevate and support the entrepreneurial ecosystem of the country.

The Republic of Cyprus has already implemented new policies for enhancing the financial support provided to startups through various actions. These include the raise of research and development funds through Cypriot citizenship by investment program, funding schemes released by the Research and Innovation Foundation targeted explicitly for startups (such as the seed funding scheme to support the development of innovative products and services) and many others. Despite these actions, this year's results show that problems in getting finance is one of the main reasons for business discontinuance in Cyprus. In particular, the results of the APS demonstrate a dramatic increase in business discontinuance because of problems in accessing finance. The views of the national experts are aligned with the APS results, as NES results also show that financial support is one of the main burdens of entrepreneurial activity in Cyprus. The views of the experts regarding financial support persist across the years, signaling in this way the urgent need for policy-making action and suggesting additional policy-making measures.

Current Policies

Global Entrepreneurship Monitor (GEM) results show that government procedures towards new businesses in terms of taxes and bureaucracy have improved. However, according to the national experts, government processes need to improve with regards to market entry, regulation and licensing requirements, digitalization and government employee schemes. Along the same lines, R&D transfer remains a weakness of the ecosystem. Some of these findings regarding government procedures are persistent across the years and thus highlight the urge to transform existing government procedures and policies.

Access to funding is one of the most important requirements for the initiation and growth entrepreneurial activity. The lack of entrepreneurial finance and government entrepreneurship programs have consistently been two of the local ecosystem's major weaknesses. These weaknesses have also been particularly noted by the majority of experts through the openended questions. The results show that new and existing businesses struggle to acquire the necessary financial resources and highlight the urgent need for improving access to financial resources for new and growing businesses. More specifically, the policy recommendations may include, but are not limited to:

- Increasing the funding as well as the number of government schemes and programs available for start-ups and existing enterprises and speeding up the evaluation procedures
- Reconsidering the criteria of existing government programs so as to reach a broader audience of potential entrepreneurs (e.g., broaden the age criteria) or target specific audiences (e.g., female entrepreneurs)
- Increasing the frequency of open calls targeted towards start-up businesses
- Enhancing the existing Cyprus citizenship scheme to trigger the professional investors' interest in investing in Cyprus' entrepreneurial ecosystem
- Developing private and public sector partnerships to further promote and boost the international outreach of existing schemes towards potential investors
- Building collaboration between the public and private sectors in order to create a funding agency for providing early-stage pre-seed funding

- Raising the awareness of the members of the local business community, introducing it to the local start-up ecosystem and promoting the ecosystem as an alternative investment option
- Providing tax incentives and other benefits to large businesses for providing early-stage pre-seed funding to new businesses in their area

Policy Recommendations

Overall, despite the good infrastructure or level of professional services offered at local level, there is a need for reaching support, mentoring and services from entities specializing on the needs of start-up businesses. The policy recommendations for boosting business support offered to the entrepreneurial ecosystem may include, but are not limited to:

- Providing incentives to airlines to better connect Cyprus with large businesses centers and key destinations with the largest developments in terms of technology and research
- Encouraging government and private organizations to develop a network of international mentors that could advise the start-ups of Cyprus' ecosystem
- Setting-up a local association of businesses which could support and mentor early stage entrepreneurs and businesses
- Developing and supporting technology transfer offices and non-profit incubators and accelerators
- Formulating schemes for attracting talent in promising sectors e.g., tech sector
- Creating a national entrepreneurship strategy towards specific industrial sectors, e.g., maritime, fintech etc., and defining specific KPIS for measuring the impact of this strategy

Drawing on GEM APS and NES findings, recommendations on government processes and policies may include, but are not limited to:

- Digitalizing the majority of the government procedures and services and improving the coordination of government services towards businesses

- Enabling the transparency of the public sector processes
- Simplifying and speeding up the process for company registration, licensing and pattern registration
- Minimizing tax for young start-up businesses specializing in specific sectors (e.g., tech, health, energy etc.) and/or orienting towards international markets
- Considering the restructuring of the payment scheme of new hires in the public sector and motivating the younger generations towards other career options
- Disseminating the recent regulation on the commercialization of research results towards the researchers of public universities and encouraging them to commercialize their research results and to create spinoff companies
- Strengthening the promotion of existing programs aiming to enhance the country's entrepreneurial ecosystem (e.g., Startup Visa, tax incentives for new residents and executive expats)
- Generating schemes that will attract digital nomads to relocate in Cyprus and providing incentives to initiate business activity in Cyprus.

REFRAMING GREECE'S DIGITAL FUTURE

Digitalization is the future and examples of its influence on everyday life are everywhere. During the Covid 19 pandemic most businesses had to enter new technologies in order to adapt to the new working environment and meet customer needs.

According to the recent OECD survey assessing the performance of Member States on 33 indicators of opportunities and risks associated with digital transformation, Greece faces more risks than opportunities. This is because Internet usage among Greeks remains low, high-tech sectors contribute far fewer jobs than many of the organization's member states, and the digital skills gap in Greece is among the widest in the

OECD. More specifically, in the public sector, Greece has found it difficult to move into the new digital era because, compared to other countries, all transactions and procedures between public authorities and citizens used to be carried out in physical presence and not online.

In response to this problem, the Greek government has introduced a number of new policies and regulations to help the transition to the digital age and to meet the challenges ahead. One of the newest policies is that Greece has started implementing a National Recovery and Resilience Plan called "Greece 2.0" which includes 106 investments and 68 reforms, spread over 4 pillars and brings together €31.16 billion of which €30.5 billion of European funds to mobilize €60 billion of total investment in the country over the next five years.

Among others, this Plan aims to modernise the Greek Public Sector by improving its operational model, and achieving the provision of enhanced, qualitative services to citizens and businesses.

A cogent set of reforms and investments aimed at (a) the digital transformation of public sector organizations and the enhancement of their digital services, (b) business process improvements followed by the incorporation of modern information systems, (c) increased interoperability of systems and data, (d) widespread cybersecurity strategies and policies, as well as other improvements, shall enable the acceleration of efforts to improve the country's digital performance.

The government has set the right goals towards an upgraded and digitized public service; however, the processes it is executing seem to be unsuccessful because for digital transformation to be effective it has to be combined with institutional transformation. A major factor contributing to this issue is that public institutions in Greece are not even at the level of "bureaucracy", where there should be clear procedures, roles, expected outcomes and career opportunities for civil servants. Thus, the drastic overhaul of the procedures and regulatory framework of public administration should, where possible, precede any digitization intervention. Otherwise, we will continue to reproduce the problem, investing billions in infrastructure and systems, while remaining last in terms of efficiency.

It is obvious that any attempt at digital modernization of the public sector, and therefore the strengthening and acceleration of business and investment activity in the country, is heavily reliant on the reformation of processes that intersect the interoperability of state organizations. And, in order for Greece to become a digitally advanced state in the EU, a clear description of objectives, time, consistency, and, most importantly, transparency in the implementation of any plan would be essential.

When restructuring the internal organization of public systems, new policies can also be incorporated to strengthen the intrapreneurial capacities of employees. It is well known that the link between the public sector and intrapreneurship can constitute a vital aspect in the development and functioning of the different departments of the public sector. This is due to the fact that when people start to treat their tasks with a more entrepreneurial approach, then the efficiency and speed of all processes will reach its optimum.

In summary, Greece's road to digitisation can be achieved, although in order to achieve fruitful results that will increase the efficiency of public services, a deeper analysis of the systems in which public services operate and further restructuring wherever necessary is required.

BARRIERS TO REFUGEE ENTREPRENEURSHIP IN BELGIUM

The integration of refugees in Western societies is often perceived as problematic, both by refugees and by the native population. By promoting refugee entrepreneurship, integration into the host society can be assisted, and domestic entrepreneurship boosted. Refugee entrepreneurship has been an underdeveloped domain of scientific research. The number of refugee entrepreneurs in Belgium is limited and they earn less than other self-employed people. Interviewing advisors and refugee entrepreneurs yields several insights into the obstacles encountered. These are grouped under three headings: market opportunities and access to entrepreneurship, human capital and social networks, and the institutional and societal environment. It appears that refugees suffer more from barriers than other immigrants.

The number of refugees entering Western societies has increased considerably over the past decade or more, although in very recent years it has slightly decreased. Belgium is a country that receives a relatively high number of asylum-seekers. The integration of refugees into Western societies is often seen as problematic both by the refugees themselves and by the native population of the host society. Refugees encounter several problems in their new society, among them that of obtaining a decent job.

This is due to a combination of a lack of knowledge and skills, and discrimination in the labour market. Setting up their own business can provide a valuable way out of this economic uncertainty and can be seen as stimulating the integration of refugees into their new society. There seems to be widespread belief that refugees can be helped by at least giving them the opportunity to become an entrepreneur. At diverse policy levels in Europe there is a rising awareness of the need to enhance entrepreneurship in general in order to consolidate and strengthen the domestic economy. The rate of new entrepreneurship is perceived in several countries in Western Europe as too low. Studies have shown that entrepreneurship in Belgium has a low profile in comparison with other countries. Belgium, with a score of 3.9 per cent of the working-age population involved in setting up an enterprise, lags far behind the European average of 5.2 per cent. This poor result has regularly been perceived as problematic by policymakers and entrepreneurs alike. Increased attention to entrepreneurship among refugees at diverse policy levels in Europe aims at killing two birds with one stone. By promoting this kind of entrepreneurship, the integration of refugees into society can be aided and entrepreneurship in general can be boosted.

Refugees often start their own business as an emergency solution or because they cannot find a job. It is often not a matter of taking advantage of market opportunities, but of survival. It appears that refugee entrepreneurs wish to discontinue dependence on welfare programmes only a few refugees opt very deliberately to become entrepreneurs. The choice of sector shows that refugees do not really start a business to profit from a market opportunity. First, a striking aspect of their negative motivation is their imitation of compatriots or other refugees. Consequently, many refugees set up their businesses in overpopulated economic sectors, such as convenience stores, telephone shops and snack bars. Neither do refugees tend to choose a sector for which they are qualified or where they perceive market opportunities, but one where barriers are low. Most of the refugees are active in sectors that require limited

skills and investment. This can be explained by their lack of qualifications (or by the difficulty of proving them), lack of start-up capital and limited access to the relevant social networks. The choice of the sector can even be determined by coincidence.

To be allowed to start an enterprise in Belgium, one has to prove a knowledge of business administration. For the regulated professions, such as hairdressing and cooking, one also has to prove one's professional skills. In general, knowledge of business administration is sometimes recognised in Belgium; however, gaining recognition of specific professional skills is much more difficult. Refugees, often lacking formal proof of their education and experience, encounter many difficulties in validating their professional skills. They might not have had the opportunity to bring their diplomas and certificates with them (they often left their country rather precipitously), or such documents simply do not exist. If a refugee manages to bring his/her diplomas, the problem of equivalence arises; foreign diplomas need to be declared equivalent in order to be accepted. The National Academic Recognition and Information Centre (NARIC) of the European Commission is in charge of this recognition. Although a final decision is stated to take four months, in practice it is usually longer.

To prove professional skills, one does not necessarily require a diploma; relevant professional experience can be sufficient. Even so, there are serious difficulties for refugees. There is the problem of the burden of proof, and in practical tests the content of the skills can differ enormously. The consequences are far-reaching: the start of business is delayed, or the refugee starts in an 'inferior' sector.

A last barrier under the heading of access to entrepreneurship is the lack of financial capital. A person who wants to set up his or her own business also needs a certain amount of money to invest. Refugees have often left all their assets behind. They have to start again from scratch.

Recognised refugees are allowed to become self-employed in Belgium, whereas asylum-seekers whose application is still under consideration need a professional card when they want to become self-employed. All refugees must follow an integration programme in Belgium. In the northern region of the country*Flanders*this programme is compulsory, while in the other regions (Brussels and Wallonia) it is

optional. The programme consists of a language course, an introductory course on Belgian customs and regulations, and guidance towards employment.

To facilitate access to entrepreneurship for refugees, it is recommended that:

1. The professional card be abolished for asylum-seekers who are declared admissible. In addition, the evaluation of professional skills should be relaxed, for example by applying more practical and real-life tests, in order to allow refugees to practise a regulated profession. Also, the opportunities to obtain microcredit to set up businesses should be extended and made more publicly known.
2. A more positive image of self-employed asylum-seekers and refugees is needed in the media and in the education system, together with a relaxation of the evaluation of professional skills and a greater availability of microcredit.
3. Refugees should more efficiently be referred to training and advisory institutions. From the first contact in the host country onwards, information packages about self-employment activities and the relevant regulations should be provided to refugees and asylum-seekers. The compulsory integration programme should devote more attention to entrepreneurship.

PROMOTING INTRAPRENEURSHIP IN THE PUBLIC SECTOR

The public administration sector is similar to the private sector in the sense that there are still managers and people being managed. Therefore, intrapreneurship policies can also be applied to the public sector. Considering this is the largest sector of the economy in the EU, as about 75 million people are employed in it, or about 25% of the workforce. Public expenditure amounts to almost 50% of gross domestic product (GDP). These statistics are very similar for Bulgaria, as well, and that's why we believe that promoting intrapreneurship in the workplace should apply to public bodies. One of the main problems outlined in a report of the activity of the public administration in the southern Black Sea region is the lack of opportunities for direct and effective communication between public administration institutions, which leads to a lack of

trust from the public and the creation of prerequisites for corruption. Most people cited daily interactions with public servants as the main reason for the lack of trust that they have in these institutions. Individual employees are capable of developing creative ideas to innovate organizational process from their daily work. Individuals who act as entrepreneurs within an existing organization are considered intrapreneurs. Intrapreneurs are often capable of identifying, screening, and exploiting opportunities for the organization to create value (Ma et al., 2016). Prior studies identify a list of individual related factors that affect intrapreneurship. The study summarizes these findings and proposes four major types of enablers at the individual level: self-attitudes, capabilities, judgments, and personality attributes/traits.

Current policies:

There are no current policies in Bulgaria that promote intrapreneurship in the workplace. In the past deputy Prime Ministers, Tomislav Donchev and Ekaterina Zaharieva were at the heart of a project for a new Code of Conduct for employees in the state administration. In their report to the Council of Ministers, they state that although such a code already exists, adopted in 2004, it has not been amended or supplemented, and public expectations of the administration "have greatly increased". However, the code does not specify the corresponding sanctions for non-fulfillment of obligations. Moreover, this code follows the same old method of trying to prevent bad behaviour instead of promoting good behaviour in government employees.

Policy recommendations:

According to a case study named "Cultivation of Intrapreneurship: A Framework and Challenges" by Lan-Ying Huang, Shu-Min Yang Lin, and Ying-Jiun Hsieh from the bottom-up perspective, intrapreneurs act as individuals who possess the entrepreneurial spirit, initiating an upward process of change, or as teams that are proactive and take the lead to fulfill organizational goals for improvement and sustainable growth (Sinha and Srivastava, 2013). Specifically, research emphasizes the key role of personal initiative in engendering intrapreneurial behaviors (Gawke et al., 2019) and translating employees' behavior into intrapreneurial projects (Rigtering and Weitzel, 2013). Likewise, Wakkee et al. (2010) aver that employee perceived entrepreneurial self-efficacy (i.e., person's belief that he or she has the motive and resources, and is capable of successfully completing a task) leads to entrepreneurial behavior within the firm. Namely, an

employee's perception of his/her own capability to behave entrepreneurially can be demonstrated by the actual entrepreneurial behaviors (see also Di Fabio and Duradoni, 2019). Research also signifies the role of employee proactivity in intrapreneurship (Augusto Felício et al., 2012). In particular, proactivity represents a key employee intrapreneurial competency (Vargas-Halabí et al., 2017). Furthermore, Neessen et al. (2019) aver that employee attitudes such as relation to the organization, satisfaction, motivation, and intention represent key determinants of intrapreneurial behavior. Our suggestion is to implement policies that provide employees with the necessary tool to enable them to act as intrapreneurs act who possess the entrepreneurial spirit and follow a bottom up approach to solving problems.

PROMOTING INTRAPRENEURSHIP MINDSET AT UNIVERSITIES

The intention why someone becomes an entrepreneur can have different reasons. In order to understand the behaviour of entrepreneurs it is important to know about the reason why someone wants to create a firm. Most of human's behaviour is planned. Therefore, also the creation of an organization is planned and not only the reaction to a simple stimulus.

Entrepreneurship can be seen as intentional process in which humans are planning their behaviours to execute the intention to create an organization. The theory of planned behaviour, developed by Ajzen (1991), is often used in the entrepreneurial literature to explain certain entrepreneurial actions.

Ajzen's theory shows which aspects are influencing an intention and furthermore the behaviour. There are different definitions about the behaviour of entrepreneurs and their mindsets. The entrepreneurial mindset can be seen as the ability to be dynamic, flexible and self-regulating in an uncertain and dynamic environment. Universities can offer their students and shareholders an environment to support the building and strengthening of such a mindset. There is a growing trend in educating and teaching entrepreneurship on universities and this trend has not slowed down. Therefore, the topic is also relevant in the recent literature about entrepreneurship but especially in the field of fostering the entrepreneurial thinking at universities more research can be done.

Entrepreneurial education and disciplinary subject knowledge at universities are part of fostering the entrepreneurial spirit but these alone are not enough to be successful. The intention to become an entrepreneur is characterized through different aspects which have to be considered. The entrepreneurial mindset must be a strategic goal of a university and has to consider content as well as structural factors. The high level of interest derives from the fact that the concept of entrepreneurship can be expanded from the level of ownership to the way of thinking of an organization.

Especially in how to approach problems and make decisions the entrepreneurial skills can show new ways for an organization. This broadening of the entrepreneurial skills to a meta-level can also be seen as the entrepreneurial mindset. Moreover the broadening of these entrepreneurial skills can be of high importance for other fields, especially for career options of individuals in companies. The focus on the entrepreneurial actions within a company can be related with the concept of intrapreneurship. The main difference between intrapreneurship and entrepreneurship is the context where they are acting. Entrepreneurs usually are operating on the external market whereas intrapreneurs have to meet the conditions within an organization.

This broadening of the concept of entrepreneurial mindset shows the importance for different business fields, on the external market as well as within an organization. Universities are able to influence future careers of students, whether they are considering an entrepreneurial career or a career within an organization. Therefore, universities which want to offer their students best conditions for their careers should support the development of an entrepreneurial mindset in their students. Moreover, within the university it could additionally make sense to support the development of this mindset also in their staff and researches in order to create entrepreneurial skills.

Therefore, the main issue will be related to the following question: How can universities and, moreover, national authorities foster the development of an entrepreneurial mindset in students, employees and researchers.

Current policies:

There are no specific policies in Italy aimed at promoting intrapreneurship at universities.

Policy recommendations:

The topic of the entrepreneurial mindset should be taken seriously by universities who want to cope with future challenges. The educational sector is moving from a non-profit industry to a more competitive one and universities have to adapt their strategies in order to be successful. Moreover the topic of the entrepreneurial mindset is important for the future career options of students. On the one hand students with a strong entrepreneurial mindset are able to found a business or on the other hand they are able to be intrapreneurs in organizations. Being innovative and finding different creative solutions can be seen as success factor in the changing environment.

Courses in entrepreneurship can be taken on nearly every university in Italy. The Italian university system offers students different courses in entrepreneurship in nearly every field of study. Most of the courses are designed to give students insights in entrepreneurial activities. The activities include writing business plans and getting the theoretical and practical knowledge about founding a business. Additionally, to the offered courses the number of entrepreneurship chairs and chairs which are affiliated to entrepreneurship show that there is already a broad offer of entrepreneurial activities on universities. The research of Lortie et al. (2015) show that the large Italian universities have one or more institutions related to entrepreneurship. On the one hand there are the institutions which are directly involved in entrepreneurship topics and on the other hand there are institutions which are affiliated to entrepreneurship. The list of universities with entrepreneurship chairs includes different types of universities in Italy. Some examples for universities which are offering entrepreneurship education are the universities of applied science.

Additionally, to the offers in the curricula some universities in Italy offer their students and employees intensive support in entrepreneurship topics outside the curricula.

Out of the many different programs offered some are mentioned exemplary to show that universities in Italy know about the importance of entrepreneurship topics outside the curricula.

INTRAPRENEURSHIP IN THE PUBLIC SECTOR

Intrapreneurship is universally recognised as a fundamental element of any organisation as it allows them to embrace change with more agility, increase profitability, improve efficiency and reduce costs.

Intrapreneurship benefits both the employee and the organisation they are working within. Employees have the chance to use their talents to improve the organisation's products and processes, often resulting in a positive impact on the company's results. This could in turn result in increased motivation, as well as financial rewards and career advancement within the organisation. On the other hand, when intrapreneurship is valued, this can lead the organisation to business growth, and development of new ideas and opportunities.

While many startups, small, medium and big organisations have actively embraced intrapreneurship and have put systems in place where its principles are embraced and practiced within the boundaries of the organisation, there is a sector in which more could be done to support the development of such principles: the public sector. There are several issues related to the development of intrapreneurship in the public sector, among which:

- **Employee retention.** Surveys carried out within different public sector organisations reveal that it is difficult to keep the finest and brightest employees as they consider the non-governmental or private sectors offering more opportunities to use their skills for change (Desouza, 2013).
- **Consideration of new ideas.** More often than not, employees don't get the chance to show their entrepreneurial ideas. Rarely their ideas are supported or they are provided with the tools they need to test them. Even if a concept is deemed to be feasible, it is rarely presented in the same manner as a good or service in the private sector. Rarely does an employee have the opportunity to write about their ideas, publish them outside of the agency, and receive external recognition and credit for the contribution they make. Therefore, it is not strange that the employee feels unappreciated and undervalued.

- **Bureaucracy.** The proverbial bureaucracy burdening the public sector can place a variety of obstacles in the path of anyone attempting to promote positive change.

The modern phenomenon of competition demonstrates that companies are concerned with reaching goals that allow them to continue operating. Public agencies' conservative policies, their bureaucratic procedures, their lack of initiative, and their innate sensitivity to risk make it more difficult to face this reality. Finding mechanisms that offer incentives for opposing activities is thus a difficulty (da Silva Souza & Wünsch Takahashi, 2017).

The obstacles in developing intrapreneurship within the public sector are therefore complex and related to different aspects, not only the political and legal framework within these organisations, it's also a matter of culture, attitude and mindsets.

Current Policies

Intrapreneurship thinking is starting to take foot within the public sector, although it's still not as widely spread as in the private sector.

An example is represented by Councils across the UK, who, due to unprecedented cuts to their budget in recent years, have had to rethink their processes in order to become more efficient, having realised that they need to operate more like a "business" or enterprise. Councils now have the option to launch new services that they haven't typically provided while simultaneously being required to run more like a company and find new sources of cash to support some of its current services (Lucas, 2014).

In a different public sector context, studies show that the university setting offers many opportunities for intrapreneurship, with the implementation of projects and partnerships being a point of contention for external funding from governments and organisations. Additionally, Schenatto and Lezzana (2001) discovered that academics who are looking for power and status might be change agents in their organizations.

Lizote et al. (2013) found that intrapreneurship in this context is influenced by organizational factors like support from the board of directors, freedom in the workplace, rewards, available time, and uncertainty

regarding tasks. This finding was based on a study on the intrapreneurial behavior of collaborators at higher learning institutions. These criteria support the idea that intrapreneurship is associated with traits like independence, creativity, initiative, proactivity, aggression, and risk-taking (da Silva Souza & Wunsch Takahashi, 2017)

In contexts such as governments, intrapreneurs have employed a variety of techniques to overcome obstacles and accomplish great things, including:

- bringing in suggestions from outside the company to address a problem
- forming enthusiastic, vivacious teams to pursue their goals
- finding ways to go around established practices, possibly by utilizing their networks, forging new connections, or presenting their novel ideas to potential customers.
- not disclosing the adjustments they make until the new strategy or method has had a chance to demonstrate its viability

Finally, looking at one example from an individual country, Brazil, Brazilian public services have changed over the past few decades in an effort to become more efficient and streamlined, lowering costs and raising service quality (MAGALHES et al., 2006). The managerial approach has become to resemble the private sector in several ways. Employees in the public sector need to be inspired to go above and beyond their routine tasks in order to innovate and provide the level of service that society values.

Policy Recommendations

In order to create organizations where intrapreneurship thrives, is appreciated and rewarded, and forms an integral part of the organizational fabric, public agencies must refocus their efforts.

Building systems that let people within an organization become entrepreneurs within the firm is necessary for intrapreneurship.

In contexts such as universities, but not only, modernisation initiatives must be implemented with more than just institutional backing, a suitable organizational structure, and work-flow restructuring. Changes in the

beliefs, attitudes, and perceptions of the persons participating in the process must be the foundation of any organizational change, and these factors may have a good or negative impact on how well changes are received.

The following are some things that public sector leaders and policy makers can do to foster intrapreneurship (Arnold & Magia, 2013):

- Encourage internal entrepreneurship. Organizations might implement official initiatives to encourage employees' entrepreneurial skills. They can also casually draw attention to the value of intrapreneurship by organizing events like happy hours or cross-silo meetings to foster networking among staff members.
- Make an area for internal entrepreneurs. A culture that discourages change is far worse than a lack of incentives. Leaders should create safe spaces for intrapreneurs to try new things and fail until they can successfully implement their ideas or strategies.
- Watch intrapreneurs with enthusiasm. Managers shouldn't demand that intrapreneurs be valiant or give up their professions in order to make a difference. They ought to guide their workers through organizational processes and procedures.

Governments should work to create the right conditions to foster the creation of new working methods. Collaboration between the public and private sectors, as well as between citizens, closer partnerships between local public services and citizens, commercial thinking in the public sector, the development of ideas that realize both financial and social returns, the creation of environments that encourage corporate entrepreneurship, the reduction of bureaucratic red tape, and modifications to the ways in which the public sector can trade are all things that can be improved at policy level in order to encourage intrapreneurship within the public sector (Fogarty, 2015).

The work to be done is indeed difficult and not straightforward, however the public sector has shown that it is up for the challenge. More effort is needed at policy level to facilitate this transition.

SHAPING ENTREPRENEURIAL SKILLS IN YOUNG PEOPLE

Recently, a lot of attention in Poland has been devoted to the issue of stimulating entrepreneurial attitudes in young people while encouraging them to start their own business, which is considered the most obvious manifestation of the entrepreneurial process.

The literature on the subject emphasizes that age is one of the important demographic factors shaping entrepreneurship. Entrepreneurship is a phenomenon strongly related to the age category, as young people are more likely to take risks. However, they have no experience, lack knowledge and do not have the appropriate tools.

The problem of entrepreneurship of young people who, starting their "professional life", enter the path of professional development is extremely important. They often face many dilemmas. One of them is the issue of adopting an entrepreneurial attitude in developing one's own career. Unfortunately, there is a problem with creating entrepreneurial behaviour, as shaping entrepreneurial skills is not enough.

Learning entrepreneurship is primarily about shaping certain behaviours and skills that allow a person to be successful in the environment in which they function.

The acquisition of entrepreneurial skills by a person gives them the opportunity to actively participate in the environment in which they are. Self-acceptance is the basis for shaping entrepreneurial skills. A person must attach great importance to their strengths, which are their advantage. Focusing on them gives a person a sense of strength and motivation to continue. Each person has strengths, but not everyone is aware of them. After all, schools do not put emphasis on emphasizing the strengths of students. Therefore, in the teaching process, great emphasis should be placed on diagnosing a person's strengths and using them in action. An analysis of the strengths and weaknesses of each student should be carried out from time to time. Before doing a joint analysis, it is important that everyone makes a self-assessment. Realizing your own potential is very important. A person who wants to be considered entrepreneurial must have a vision of action. However, the vision itself is not enough, besides it, you also need the will to act and the

right enthusiasm. When the goals set by a given person coincide with the aspirations, then they will commit to their implementation and will act consistently.

Current policies:

An important issue from the point of view of entrepreneurial skills is the attitude towards positive thinking, which gives greater opportunities to achieve the set goals. Such thinking is clearer, more understandable and motivating. Far too little attention is paid to the analytical view of the surrounding reality. The analysis of the environment consists in analysing the opportunities and threats present in it as well as the strengths and weaknesses of a given person from the point of view of these opportunities and threats. When analysing changes taking place in the environment, they can be treated as opportunities, not threats. In the teaching process, more attention should be paid to the ability to positively analyse the situation in which a person finds themselves. Young people should make such an analysis from time to time so that they can consciously make decisions about their future.

A barrier to shaping entrepreneurial skills in young people is the reluctance to think innovative. A key factor in success must be a change in this way of thinking, in which the person starts to think differently. Make young people think about what needs to be done to get a task done. Difficult tasks should be set before young people. To stimulate young people to think about how to accomplish a given task, rather than looking for an explanation why it is impossible to do. If they want to become an entrepreneurial person, they should experiment all the time. Routine kills entrepreneurship. Therefore, the school's task is to break the barriers of young people related to the fear of making mistakes.

Creativity is inextricably linked with entrepreneurship, which is characterized by a creative attitude to solving problems. Youth should be taught not to prematurely prejudge the problem, not to take pre-determined positions. Inspiring creativity should rely on the ability to use information from various fields and the use of imagination. Therefore, it is important to equip young people with appropriate knowledge, but also to teach them to search for information.

Creativity is conducive to an open search for new opportunities and allows you to maintain a proper attitude towards yourself and other people. Creative people have many interests and thanks to them are more dynamic. Therefore, young people should develop and nurture their interests.

One of the basic entrepreneurial skills is the ability to make decisions. An enterprising person must be willing, able and not afraid to make decisions on their own, which are often risky. Therefore, young people should be able to analyse the decision problem, design solutions, set criteria for evaluating solutions, as well as evaluate options for solutions and then choose the best solution. They must have a creative approach to looking for variants of solving a given problem. Variants must be recognized, that is, the consequences of implementing each of them must be predicted and the probability of their occurrence must be determined, as well as the degree of desire for these effects. It is worth noting that rational decisions are such decisions that are made in good faith, based on the information available, and consequently lead to the achievement of the assumed goal. The correct way of making decisions should be practiced on concrete examples concerning decision problems. Polish research shows that many people are unable to make decisions and postpone making decisions until later. This is incorrect. Decisions should be made without undue delay. When making a decision, consider the problem recognition, the decision design phase and the outcome of the choice.

An enterprising person must be able to establish and maintain contact with other people. Lack of proper interpersonal communication hampers personal development and professional career. It is thanks to other people that you can achieve your goals and satisfy your needs. So communication skills are essential here. Young people should be taught that when preparing for the interview, they should consider arguments that will convince the interlocutor of their arguments. Each position presented must be justified, thanks to which the statement is perceived by the other party as more credible. During the conversation, it is very important to ensure the right climate for cooperation. Attention should be paid to assertiveness in communication, manifested primarily in the clear and precise building of sentences and arguments. If you want to influence other people, you need to be seen as trustworthy. Therefore, the ability to present yourself is important.

As can be seen from this outline of the problem, shaping entrepreneurial skills in young people is not an easy task. It requires a lot of commitment, experience and knowledge. These skills cannot be shaped only

theoretically, as is practiced every day. Appropriate practical opportunities should be created. The key to entrepreneurial behaviour is having vision, knowledge and the will to act. It is a very hard science, but it brings very good results.

Policy recommendations:

It should be clearly emphasized that entrepreneurial behaviour must comply with applicable legal regulations and ethical standards. That is why it is so important to shape them in young people from primary school. Curricula should be designed in such a way that the entrepreneurial spirit is fostered in all lessons.

The task of the school should be to make young people interested in the issues related to entrepreneurship. It should be a daily educational practice. Entrepreneurship education should consist in solving specific examples from practice.

The education system should be more integrated. Young people should not have "boxed" knowledge and not be able to use it. An enterprising person should learn all the time.

When looking for solutions to problems people should pay special attention to a creative attitude towards them. Heuristic techniques for finding solutions should be used, such as brainstorming or its variants: discussion and the technique of searching for ideas.

IMPROVING THE INFRASTRUCTURE OF COMMUTING AND MOBILITY AROUND CYPRUS

The history of public transport in Cyprus has traditionally been problematic, for a number of reasons. Currently, the average Cypriot uses their personal vehicle for the majority of their transportation needs. This is the key factor causing Cyprus's traffic congestion, air pollution, and a poor road system. Additionally, the economic expenses associated with the island's deficient transportation systems are as significant because they result in fuel waste, vehicle wear and tear, a strain on the state budget, and significant environmental consequences. Cyprus has a very high percentage in the usage of a privately owned automobile for commuting, with a rate of about 90%. The promotion of the private automobile as a mode of transportation started during the colonial era, and after independence, the island's prosperity gave it substantial precedence over other modes of transportation. The worst part, however, is not just that automobile use has become commonplace as a result of the promotion that has occurred, but also that Cypriots now pick cars even as a means of local transit.

Buses, which could be a cheap alternative to vehicles, have not been able to sustain competition. A relatively small portion of the population employs this particular mode of transportation because it is neither desirable nor helpful for the Cypriot citizen. Particularly, only 2% of people in the capital utilize buses, mostly on intercity routes. Of course, the prevalent bias against buses is primarily to blame for this. Cycling and walking are two more alternate modes of transportation that are available in Cyprus, but neither has a particularly strong appeal. There is also no railway transport in the island since the mid -20th century, and every government since then has been reluctant to invest in this sector. The lack of adequate infrastructure, such as intermittent bike networks and pedestrian pathways, as well as Cypriot drivers' attitudes toward cyclists and pedestrians are significant reasons for this. However, the main cause seems to be 'the lack until now of an integrated transport policy, setting specific objectives and harmonised actions in favour of PT... The absence of serious public transportation investment initiatives can be recognized as another explanatory factor for the current situation.

The infrastructure for public transportation in Cyprus is poor and this can only work negatively, in many respects. Public transportation is essential for the construction of sustainable mobility inside dense urban centers, the green recovery, decarbonisation, and liveable cities.

The Ministry of Transport, Communications and Works, hopes that an expanded network of routes and innovative approaches would encourage more Cypriots to leave their private vehicles parked and board a bus instead. According to a ministry source who spoke to the Financial Mirror, more people will choose to travel buses after a public transportation overhaul is finished and new concession agreements with bus companies are linked. There are proposals to add extra bus lanes and make many major thoroughfares one-way streets in an effort to reduce traffic congestion and curb polluting emissions. Meanwhile, the introduction of smart tech solutions increases passengers' appeal to public transportation.

These already existing ideas as well as more innovative thoughts that might contribute to the improvement of the public transport in Cyprus could be implemented by utilising the already existing personnel, the internal employees of the Ministry of Transportation, via a technique known as intrapreneurship. Intrapreneurship essentially means to encourage innovation within current organisations, by establishing the ideal environment, while there is a framework for more innovation among employees. Employees are thus able to develop their ideas without worrying about how a potential failure could impact their livelihood and social standing. Intrapreneurs can, more specifically, be defined as employees who develop new business activities for their employer, e.g., launching new goods and services, establishing new markets or outlets, or improving the production process.

Even though the idea of intrapreneurship is commonly used in the private sector, it has been argued that it could prove extremely beneficial if also used in the public sector. In the EU, 'intrapreneurship drives competitiveness through the mediating function of innovation, as intrapreneurship is conceptualised as employee-driven innovation. Thus, the EU needs more intrapreneurship to stay competitive and increase its regional competitiveness in today's globalising world.' This is true of both the private and public sector. As Fogarty asserts intrapreneurship in the public sector has been relatively slow and the ideas coming out are usually smaller. However, because of the global economic changes this attitude needs to change. In

Cyprus, there are no current policies regarding the idea of intrapreneurship and thus any initiative taken might be considered risky, especially in the public sector.

In the case of Cyprus, the Ministry of Transport, Communications and Works could take certain initiatives that would only have a positive impact on the infrastructure, by promoting intrapreneurship, in order to find new, climate friendly, and technologically advanced ways for improving the transportation problem in Cyprus. Long-term expenditures and the redesign of the city's whole transit system are necessary for the construction of extensive and highly sophisticated public transportation. For a transportation project to be successful, financing is not the only important component. Making public transportation appealing is essential, as is making sure it is the appropriate form of transportation for the citizens. In this sense, intrapreneurship can contribute to achieving a more attractive public transportation system. The Ministry of Transport, Communications and Works should aim to solve this problem via the idea of intrapreneurship by:

1. Investing in creating networks to spread ideas. By assisting employees in connecting with people who are interested in their ideas, the ministry may help employees develop their ideas by providing complementing skills and even acting as an advocate for the value of their ideas.
2. Educating the employees via various online or self-learned programmes regarding the tools that can be used in developing a mind-set of intrapreneurship
3. Developing an environment that creates links between intrapreneur ecosystems with entrepreneur ecosystems
4. **Build capacity for employees to advocate for ideas, since** employees often are discouraged to even submit ideas for considerations
5. Bringing together local public services and citizens
6. Initiating collaborations between the public sector, the private sector, and the citizens
7. **Diffuse employee ideas widely:** While you cannot always give an employee monetary rewards for their talent and creativity, you can always help them get recognition of their work

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