Workshop Guidebook

Sommario

Who are the Project Partners

We are a team of 6 organisations coming from: Greece, Italy, Malta, Poland, Lithuania and Spain. Each organisation is specialised in areas such as empowerment, women entrepreneurial skills, innovation, sustainable values & social sciences. We join our knowledge and resources with the European Union support to bring you a structured proposal to train your participants.

Check more about us in FIT's Project Website.

Co-funded by the Erasmus+ Programme of the European Union

The FIT PROGRAM

The FIT program offers a quality learning experience to women willing to start a business or in need to gain new competitive advantage.

The **FIT PROGRAM** uses circular economy and financial literacy to support WOMEN in gaining the entrepreneurial skills their need to start or re-shaping their business. The program blend on-line and off-line activities, individual study and group work to allow participants develop skills and competences necessary to run a business, in a practical way.

By taking part at the FIT PROGRAM, women entrepreneurs will focus on enhancing their personal abilities, defining their leadership style, building up their self-confidence, ability to lead with purpose and sustainable-strategic thinking thus favouring economic growth by building a broad movement of support for women-owned businesses.

Along the program, the participants will get the structured support of different mentors and will get in contact with different stakeholders and other actors to accompany them in creating their support network in a structured way.

The FIT program is divided into 4 phases, each associated with knowledge, specific learning outcomes and expecting specific outcomes to be produced to be 'admitted' to the following section. Each phase contains key elements from different specialities, to offer a unique, complete learning experience enabling participants to grow as a professional, learn what kind of support they need to accomplish with their plan and being able to discuss eye-to-eye with professionals coming from other specialization.

The program will not turn the participants in expert in finance or circular economy designers. The elements offered in the program are meant to offer a solid base for informed decision-making, and help them in get the professional support they need in any aspect of their business. This should also limit the interference by those who consider them not adequate and 'unsuited' to be business leaders.

The multi-mentoring and the speed meetings have been included in the process to motivate and support participants in creating variegated competences. Both the speed meetings and the exposition to different mentors will offer better and long lasting networking possibilities, while accelerate and multiply the FIT companies success rate. Having more than one mentor is valuable, as no one person has the gifts, talents, time or ability to advise about every single aspect of the participants' development program.

INTRODUCTION
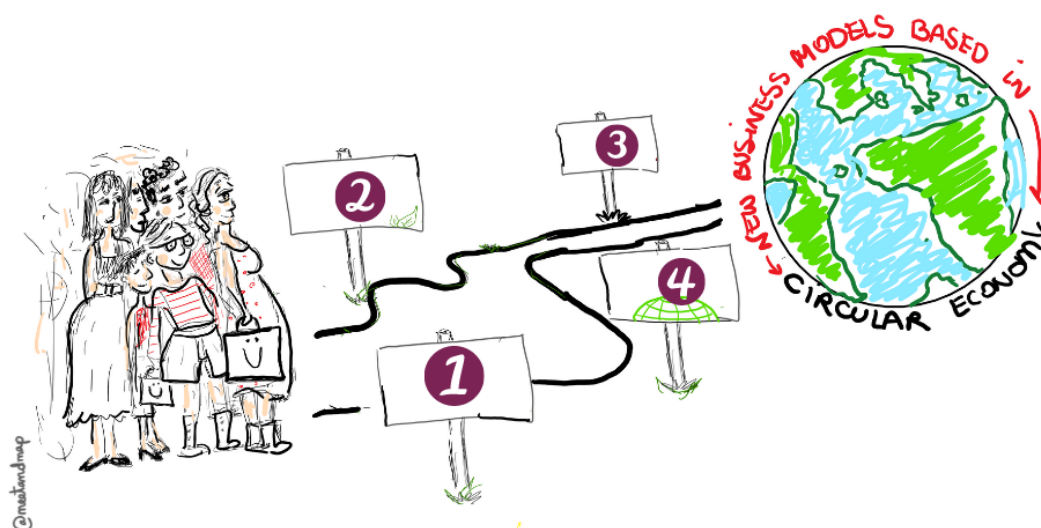
In this **Guidebook** you will find references and proposals to develop workshops that lead women to align with their values, build and collectively practise their vision.

The 4 main topics: Smart Entrepreneurship, Sustainable Business, Creating Synergies and Business Planning will be transformed into practical activities guided by trainers and mentors. *Each activity is recommended to end with a mentors & participants assessment that you will find at the end of the guidebook.*

Women's economic empowerment is a cornerstone of the Agenda for Sustainable Development. Leaders from different countries **boost women as engines and souls of the transition between linear and circular economy**. Combining both aspects is a promising purpose driven challenge that we approach with the FIT Program.

FIT Program is transversal; we cross private and social perspectives of business models in all our materials and activities. The multiplicity of stakeholder voices requires a greater focus on diversity, equity, inclusion and a self-assessment approach in order to let sustainable projects flourish. **Please remember to complement this guide with the Theoretical Part**; the handouts and the presentations of each module are available also in the IED Academy platform.

This manual will be your road map to the adventure of discovering or **re-imagining the future** of each woman leader you have in your group. FIT contributes to empowering them individually, collectively and hopefully between them internationally through our **networks that are available for you also, from now on.**

CHAPTER 1 SHAPING A SMART ENTREPRENEUR

MODULE 1.1: SMART ENTREPRENEURSHIP/CIRCULAR ECONOMY
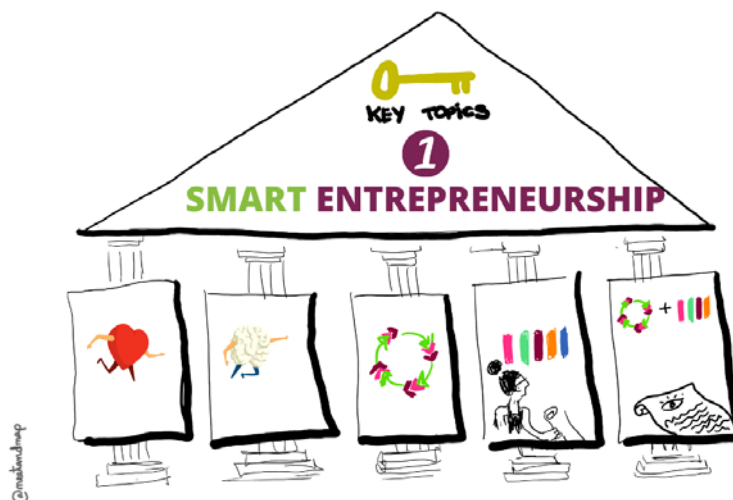
What is the purpose of the session?

The session invites to uncover the potential of your personality to be a co-creator of the value that smart entrepreneurship brings to the society by enabling your personal competences and reflecting your personal concerns of sustainability.

The planned activities should develop the whole concept of business vision in the eyes of every participant. Please follow the sequence of participant's understanding of "me in business", after- "myself, or in partnership", then "my sustainable purpose of business ".

Learning objectives

✓ Recognise the competences and skills associated with the "concept" of "smart entrepreneur";

✓ Analyse their competences and motivation to move forward in their life/ career;

✓ Can start drafting their vision and their path toward business creation;

✓ Reflect on sustainable long-term social, cultural, and economic goals and the course of action taken.

Duration

Total duration- 2 hours: the theoretical part- 30 min; the practical part and wrap up- 1 hour 30 min.

What educators need to prepare the session?

There are no special requirements to make before the session. Some specific recommendations of preparedness are given in the description of every activity.

List of methodologies applied

Methods of teaching applied: lecture, presentation, online quiz, interpretation of data, video case analysis, brainstorming; mind mapping.

About the mentors

The task of mentors is to lead the process of learning. Presentation skills, questioning skills, and the ability to guide the participants in ambiguous situations are required. The mentors should be driven by global sustainability goals. The session led by a creative and inspiring person would be an advantage.

ACTIVITY 1. Know yourself as an entrepreneur

Personality test: The personal traits and skills to enable you to do business.

This task is assigned to revise your personal characteristics and skills associated with entrepreneurship. Let's use the questionnaire that is prepared by BDS bank on the basis of research and observations of the characteristics of Canadian entrepreneurs.

Duration

Total duration- 30 min. The quiz will take 10 min, an interpretation- 20 min.

Step-by-step description

Take the quiz, using the link on the web:

https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/business-assessments/self-assessment-test-your-entrepreneurial-potential

Once the test is completed, the answers will be compiled, and the evaluation of entrepreneurial traits will be presented in three pillars: motivations, aptitudes and attitudes that have a more detailed composition of the traits with the details of the scores.

The results of the quiz should be discussed by the following session.

Materials/tools they will find on the platform

The questionnaire consists of 50 statements. The participants should evaluate these statements by choosing to what degree they correspond to them: 1- totally disagree; 2- somewhat disagree; 3- somewhat agree; 4- totally agree. Ask participants to be honest with themselves. Recommendation is to use the full range of possible options, less concentrated in the middle.

The statements are these:

1. I like to give myself challenges when I take on a new project.

2. I am fairly at ease in difficult situations.

3. Where others see problems, I see possibilities.

4. I always worry about what others will think before doing something important.

5. I am curious and I am continually in search of discovery.

6. I am a lot less effective in stressful situations.

7. I want to build something that will be recognized publicly.

8. When faced with difficulties, I look for alternative solutions.

9. For me, what counts is action.

10. For me, it is possible to influence one's destiny.

11. I am capable of imagining how we can make things work.

12. When I take on a project I have confidence that I will carry it out successfully.

13. I shoot for excellence in everything I do.

14. According to me, we somehow make our own luck.

15. In general, I distrust my instincts.

16. I have no problem working for someone else.

17. I try to be the first or the best in my area of competency..

18. For me, taking risks is like buying a lottery ticket: it's a question of chance

19. I am capable of seeing many solutions to a problem.

20. I prefer having the final say.

21. I always try to learn lessons from my failures.

22. For me, everything is possible if I believe I can do it.

23. I prefer using the good old ways of doing things.

24. Success is mostly luck.

25. A certain level of stress stimulates me.

26. It is easy for me to motivate others to work with me.

27. I often feel stuck in a difficult situation.

28. I can easily imagine many ways to satisfy a need.

29. After a failure, I am able to pick myself up and start over.

30. I am not always ready to make sacrifices in order to succeed.

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31. I don't like to influence others.

32. To be satisfied with myself, I take on easy projects.

33. When I take on a project, I am not always convinced that I can carry it out successfully.

34. I like to lead others..

35. I always try to take calculated risks

36. I have a hard time functioning in uncertain or ambiguous situations..

37. I am always in the midst of launching new projects.

38. I have a hard time anticipating events, trends.

39. I really enjoy situations where there are rules to respect.

40. Today, without a lot of money, we cannot take on a whole lot.

41. Being too ambitious is often perceived poorly.

42. I have a tendency to put off difficult tasks until later.

43. I am the kind of person to see the glass as half empty instead of half full.

44. There is a time for thought but action is more important.

45. I am not afraid to take on initiatives.

46. No matter what we do, it doesn't depend on us.

47. I prefer being my own boss.

48. I don't consider myself more ambitious than others.

49. I always give the best of myself in everything I do.

50. I manage my stress well in ambiguous and uncertain situations.

The results will be displayed with the blue bands. Red vertical shows the mean score of a typical entrepreneur in action.
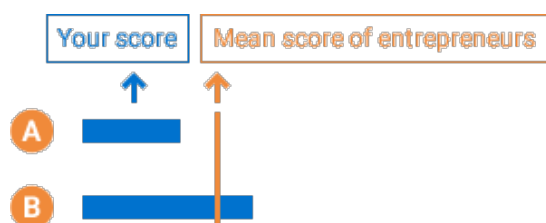
The scores are grouped into three units:

- ✓ Minimum score, that alerts the possible lack of the characteristic;
- ✓ Average score, that reflects the feature of a person who is already in business
- ✓ Maximum score- the highest result of the test.

The scores of the quiz can be compared in this range.

What you need to do to get ready for this session

The mentor should interpret the scores- to be able to give a wider explanation or examples on what these features bring to the entrepreneurs in their lives.

The characteristics are divided into three sections: motivations, aptitudes, and attitudes related to the entrepreneurial person. The overall score of this is presented at the end of the test. Some integral parts of the characteristics are distinguished to specify them in a more detailed way.

1. **Motivations** are factors that determine behaviour. They are the underlying reasons that induce someone to act.

    1.1. **Need for achievement / success.** The need to achieve is demonstrated by a desire to progress, excel, and perform. A person who has this characteristic likes to set his own objectives and get feedback about what he is doing to excel. Such people are often very competitive, especially with themselves.

    1.2. **Power / control appeal.** People who like power and control are often imbued with the desire to lead and influence. In concrete terms, such people want to organise and coordinate actions and mobilise resources. They also like to arouse admiration and acquire social status.

    1.3. **Need for challenges / ambition.** Challenge and ambition are closely related to the need to achieve. These people are constantly looking for ways to take on difficult projects, achieve their dreams. They have a constant need to learn.

    1.4. **Self-sufficiency / freedom.** People who are looking for independence and freedom want to be their own boss and be able to make their own choices, set their own constraints - in short, make decisions independently.

2. **Aptitudes** are natural inclinations, competencies, abilities. Certain aptitudes predispose someone to be an entrepreneur.

    2.1. **Perseverance** is demonstrated by persisting in one's efforts, constant determination to find solutions to problems. People who persevere and are determined will display tenacity and are able to bounce back quickly.

    2.2. **Self-confidence / enthusiasm.** Self-confidence gives someone a belief in his own resources and abilities, makes him proud of himself. Someone who has self-confidence knows his own value, and is optimistic about his ability to achieve.

    2.3. **Tolerance towards ambiguity / resistance to stress.** This is an important characteristic in an entrepreneurial profile. People who can tolerate ambiguity are able to handle and manage the stress created by uncertainty. They are very adaptable.

2.4. **Creativity / imagination.** Creativity often is evidenced through someone who is curious, inquisitive, able to anticipate things and to imagine various solutions to a problem.

3. **Attitudes** are made up of perceptions, our feelings about something. They are judgments we make, ways we look at things.

3.1. **Perception to act upon one's destiny.** Some people attribute their success to luck, others attribute it to their own efforts. People with an entrepreneurial profile tend to believe they have the power to influence events by the actions they take.

3.2. **Action oriented.** One fundamental characteristic of the entrepreneur is being action-oriented. Eagerness to take action and diligence are fairly common traits of entrepreneurs. They believe they have to act to be successful.

Concrete outcomes participants should prepare

The task for the participants is to make a list of personal strengths and weaknesses according to the scores of the quiz. They could be advised to make any form of the list.

It is important to keep an eye on the participants' mood- don't let them be upset.

Please do not take the fact of obtaining or lacking the characteristics meticulously, for granted. No one test cannot encompass all the factors playing a role in entrepreneurship, like personal circumstances, experiences, etc. The results will allow you to compare your answers to the group of entrepreneurs. Be ready to explain that no one test cannot indicate the full potential of personality. Every experience, time, and environmental factors can give an advantage.

An estimated indication should be considered as a point of possible development in the future or an aim to direct the mitigation actions.

Background / references /sources

https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/business-assessments/self-assessment-test-your-entrepreneurial-potential.

ACTIVITY 2. Partnership in Business.

The aim of the task is to define the value of the partnership in business, to find how different roles of groups come together in order to achieve the mutual goals.

Duration

30 min

Step-by-step description

The participants are proposed to work on a short case, given in a video format. Please visit the website "Female Entrepreneurs Worldwide", https://www.thefewgroup.com/, or

Youtube channel to open the video record named "Qualities of a Successful Business Partnership" by Sarah & Fiona Zhuang, the co-founders of company "Sarah Zhuang Jewellery".

Two options could be chosen for this activity.

<u>Exercise 1</u>. Ask the students to listen to the talk from 5:15 to 10:05 min. and make a list of 5 important tips that sisters share about the success factors in business.

Make a short discussion in a group. Ask the participants to recall the similar situations they might have learned from the friends or other people that illustrate these pieces of advice in their lives.

<u>Exercise 2</u>. Ask the participants to listen to the dialogue from 10: 25 to 14:20 min. Identify the lessons learned by sisters in their business.

Discuss the possible setbacks and challenges they have passed.

Ask the participants to make a list of at least 4 challenges the sisters overcome together.

Wrap the discussion up with the advantages that the successful partnership could bring.

Materials/tools they will find on the platform and to use them

The participants will easily find the video on Youtube.

What you need to do to get ready for this session

To listen to the video in advance before the workshop. Nothing more special is needed.

Concrete outcomes participants should prepare

Exercise 1. The participants should list these answers:

1) dream big;

2) stay passionate;

3) keep learning;

4) work hard;

5) be yourself.

Exercise 2. The answers should be similar to:

1) don't be afraid of stepping out of your comfort zone;

2) it's absolutely "okay" sometimes to say NO;

3) keeping the work- life balance;

4) There are no unsolvable problems.

The list of possible weaknesses to be prepared by each participant.

Make them think about the directions to train themselves or to find a partner that can strengthen the weaknesses. A list of mitigation actions they should make in order to overcome possible challenges in their lives.

Other comments

The mentors can optionally use exercise 1 or exercise 2. Exercise 2 should be taken as a priority. Both exercises could reach the maximum goal of the activity.

Background / references /sources

https://www.thefewgroup.com/

https://www.youtube.com/watch?v=6Y0FPkgoX8w

ACTIVITY 3. My sustainable business vision

The aim of the task is to visualise the nature of your possible business that is compatible with your personal goals and drive.

Duration

20 min

Step-by-step description

Visit the website: https://www.undp.org/sustainable-development-goals.

Ask the participants to go through the list of the 17 SDGs- the Sustainable Development Goals, that are in action in the EU. Make sure they understand where the possibilities for business lay. Remember the concept of smart entrepreneurship discussed at the end of the theoretical part.

Ask the participants to choose one or two sections that make the closest concern to their personality, their interest. Whom do they worry about? Do they have some solutions?

The next step is to set a life-long goal to generate a business vision that looks purposive to every participant. Their goals must match personal aspirations, all resources they possess, like personal skills, expertise, relationships, network, material supplies, etc.

Materials/tools they will find on the platform and to use them

The participants will find a file in Moodle with a task description.

Exercise 1. Following the previous activities in this session the participants should indicate their characteristics in three groups:

1) My personal strengths and values:

2) Other resources I possess:

3) Sustainable Goals I'm concerned with:

My personal strengths and values: x, y, w, ...

Lifelong- term goals

Other resources I possess: x, y w, ...

Sustainable Goals I'm concerned with: x, y, ...
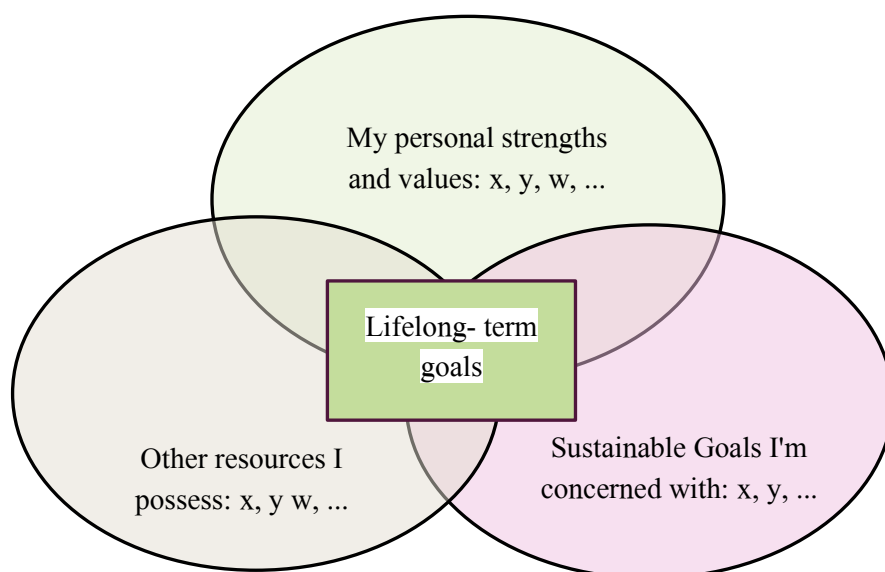
Matching these personal characteristics, the participants have to set their lifelong-term goals.

MY LIFELONG-TERM GOALS:

1...
....

A Business vision comes as a picture the entrepreneurs are focusing.

Business vision draft contains these elements:

1) Area and scope of business;

2) Sustainability focus and purpose;

3) Personal mission and self-realisation;

4) Relationships with others.

Ask the participants to use these elements to make a draft of their business vision.

Ask to use either the vision statement format that is given in the exercise template, or you can ask the participants to take any other form to draft the vision, for example a mind map.

Template Activity 3: Draft your sustainable business vision

Task 1. Setting the lifelong-term goals

My personal strengths and values:

x, y, w, ...

Other resources I possess:

x, y w, ...

Sustainable Goals I'm concerned with: x, y, ...

Option **LIFELONG-TERM GOALS** up to write a business vision.

MY LIFELONG-TERM GOALS:

1..

2..

3..

MY SUSTAINABLE BUSINESS VISION

A sentence should contain:

Area and scope of business;

Sustainability focus and purpose;

Personal mission and self-realization;

Relationships with others.

....
....
....

Option 2: Choose an app to make a mind-map of your business vision, like https://app.mindmup.com/ or similar ones.

What you need to do to get ready for this session

To be aware of the 17 Global Sustainability Goals, be ready to explain.

The understanding of business- related resources is requested.

To be aware of possible apps or other technologies of usage mind-mapping tools.

Concrete outcomes participants should prepare

A list of personal strengths and weaknesses with mitigation actions planned to overcome possible challenges (considering the need of relationship with others).

A list of the lifelong-term goals based on actual social, cultural, and economic issues.

A map OR a statement of a potential business vision done by the participants, containing: area and scope of business; sustainability focus and purpose; personal mission and self-realisation; relationships with others.

Other comments

If the resources and the trait of the participant makes her about to lose the spirit or fall down, help her to focus on the value creation at any possible institutional sustainability issue.

The drafting of the business vision should bring satisfaction to them as a result of their work done by themselves TO themselves.

Background / references /sources

https://sdgs.un.org/goals

https://www.mindmup.com/

Template Activity 3: Draft your sustainable business vision

Task 2: Combine Vision Elements

The business vision draft can have different forms. Choose the one you like most.

1) The way of Mind-mapping. It is easy to use applications, like: https://app.mindmup.com/map/new, or others.
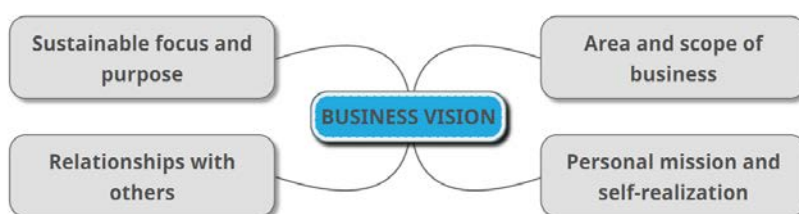
2) Use a form of writing a business vision statement, combining the vision elements.
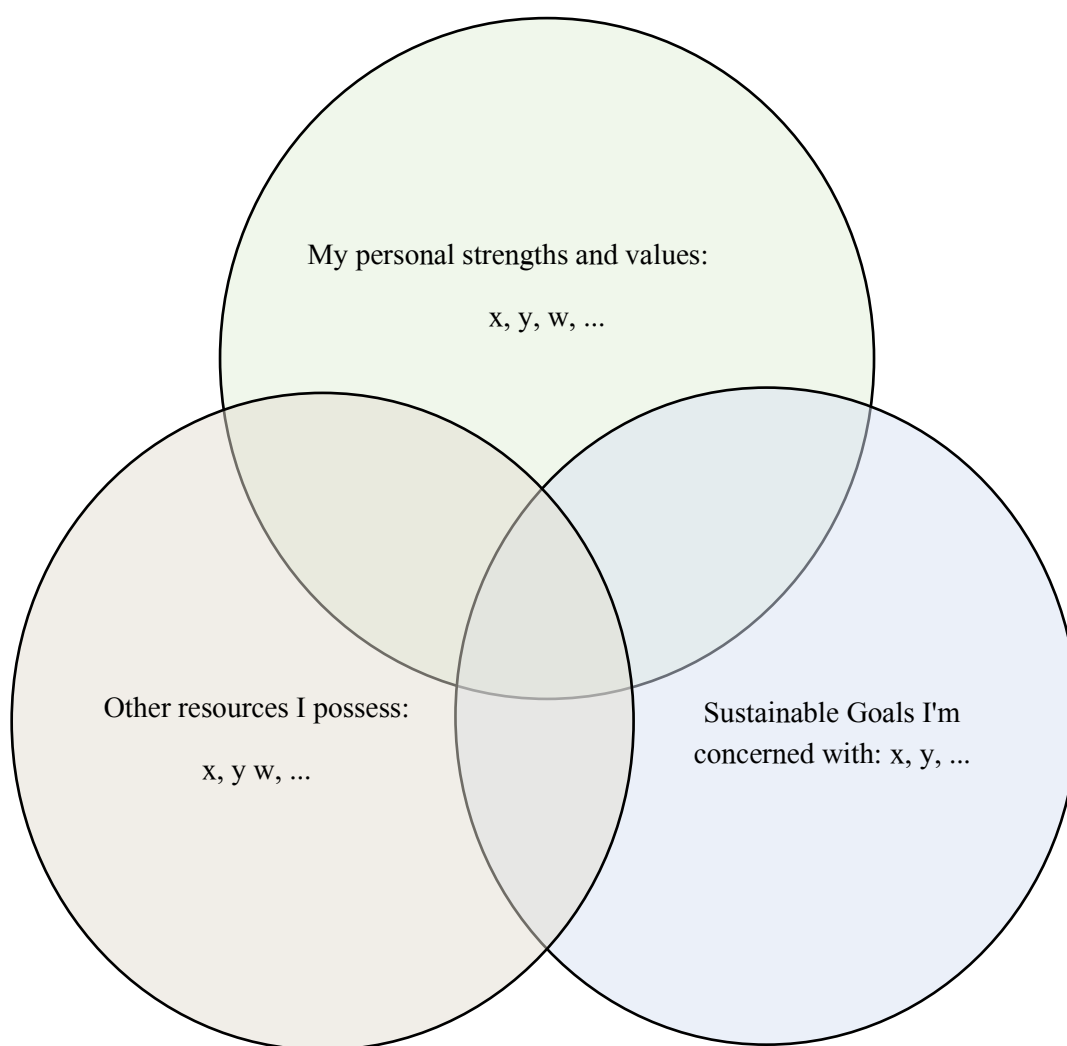
MY SUSTAINABLE BUSINESS VISION

A sentence should contain:

Area and scope of business;

Sustainability focus and purpose;

Personal mission and self-realization;

Relationships with others.

....
....
....

Learning Checkpoints / Evaluation

The final map of the business vision should be evaluated.

The variables of assessment (weight of it from total):

1) identification of the business-related characteristics in one's profile- 25 %;

2) the mitigation actions of identified weaknesses- 25 %;

3) lifelong-term goals including personal strengths and self-realisation goals, concerns about the sustainability, available resources, a need for partnership- 25 %;

4) the draft of the 4-sided business vision- 25 %.

METHODOLOGY DESCRIPTION

Quiz is a method of questioning using the developed questionnaire. There is a recommendation to use a digital form of the questionnaire in the form of ready given statements to collect the answers from the participants and evaluate the scores according to the system proposed in it.

A case method provides a form of inquiry that elevates a view of life in its complexity. It is important to emphasise the lessons learned in the real business experience and work with participants on digging out the valuable tips.

Brainstorming as a teaching method can be taken as "the mulling over of ideas by one or more individuals in an attempt to devise or find a solution to a problem" (Merriam-Webster Dict.). Use this method for the creative parts of the session.

Mind-mapping- is a way of linking key concepts using images, lines and links. A central concept is linked via lines to other concepts which in turn are linked with other associated ideas. Mind mapping uses the concept of "radiant thinking" – that is, thoughts radiate out from a single idea, often expressed as an image. We suggest using this method in an interactive way (apps).

Any additional comment

Stress the importance of the participants to be creative, open to themselves and encourage them for action, no matter how daring or slow their decisions are.

Sources / references

https://www.thefewgroup.com/

https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/business-assessments/self-assessment-test-your-entrepreneurial-potential

https://www.youtube.com/watch?v=6Y0FPkgoX8w

https://sdgs.un.org/goals

https://www.mindmup.com/

https://www.merriam-webster.com/dictionary/brainstorming

https://www.emeraldgrouppublishing.com/how-to/study-skills/mind-map

MODULE 1.2 VALUE CREATION

What is the purpose of the session? Overall description

The aim of the workshop is to extract the most value from the business vision set in the previous workshop. The session invites people to practise the value creation process by applying critical thinking skills. A model of value creation of the business idea will require applying the design thinking approach. The participants will work on the team project exceeding the time of the workshop to prepare their value creation model to implement the smart and sustainable business idea.

Learning objectives

- ✓ Practise critical and creative thinking to investigate the value creation process;
- ✓ Create a model of the value creation of an innovative business idea;
- ✓ Select the main activities of value creation to implement a smart & sustainable business idea.

Duration

Total duration- 2 hours.

The theoretical part will take about 30 min.

The practical activities in this session are planned twofold:

- ✓ workshop in duration of 1 hour 30 min;
- ✓ Teamwork outside the workshop is also expected from the participants.

What educators need to do to prepare for the session

The mentors should inform the participants to bring their business vision map/statement made in the previous session.

Preparedness to explain the Value Creation Model in a practical situation is a must.

Get ready to guide the participants to use the task templates on the platform.

List of methodologies applied

Methods of teaching applied: lecturing, presentation, teamwork, brainstorming, interview method.

About the mentors

The task of mentors is to lead the process of learning. Presentation skills, questioning skills, and the ability to guide the participants in ambiguous situations are required. The mentors should be critical and caring.

ACTIVITY 1. My business vision: critical investigation

The assignment is given to apply critical thinking skills. The aim is to have a more grounded business vision by investigating the possible issues of the self-critics and trying to verify them by critical argumentation.

Duration

30 min. (the time to collect answers from authorities isn't included)

Step-by-step description

The task requires from the participant an individual self-investigation work continued by the verification actions of others.

The activity starts when the participants take their business vision drafts that have been made in the previous session.

Applying the behavioural classification of critical thinking, they ask the participants to demonstrate *issue **identification- information gathering- options exploration- reaching final decision** skills.*

The first step is to identify what makes business vision unclear or doubtful. NOTE: there is a great importance to apply critical thinking skills to ground the assumptions by accurate arguments: why do you think so? What kind of facts are you basing your assumption on?

The next step is to collect information and explore the options on the same arguments by the authorities they have. It could be any expert or practitioner in business, family members or friends- depending on the problematic issue to be investigated. Take care of the collected arguments to be specific and reasonable.

The result of this activity is a series of arguments to be confirmed or denied as a. If these outcomes can influence the business vision, make the changes in it.

Materials/tools they will find on the platform and to use them

From my point of view		How others see it		Verification
Problems/ Questions	My arguments	Authority I trust	Arguments from Authority	Final decision
1.				
2.				
...				
...				
My sustainable business vision:				

There is a table given below that the participants will find on the platform:

The participants are asked to fill in the empty spaces of the table.

The grey section focuses on the personal point of view- the doubts as the problems to implement their business vision.

The pink section is for filling in the information from the authorities.

In the green zone they must put down the final decision after the process of verification.

The last line is for the revised statement of their business vision (if needed).

What you need to do to get ready for this session

We suggest the educators have a look at the table on the platform to be ready to instruct the participants.

Concrete outcomes participants should prepare

The final result is a clarified business vision, shaped by the critical verification process.

Background / references /sources

Bandyopadhyay, S., Szostek, J. Thinking critically about critical thinking: Assessing critical thinking of business students using multiple measures. - Journal of Business Education of Business. https://scholarworks.iu.edu/dspace/bitstream/handle/2022/26470/jeb-subir-critical.pdf?sequence=1

ACTIVITY 2. Team project "Listing creative ideas"

The aim of the project is to practise the Value Creation Wheel process to formulate the concrete value of business ideas. As an important part of the project, the value of the partnership to obtain a sustainable competitive advantage in the business must be considered. Finalising the project work, the key activities to be carried out to gain the value of the business.

Duration

60 min for work at the workshop.

The team project can take up to 2 additional hours in case the team members will meet the teamwork difficulties or they will draw too extended a creativity field.

Step-by-step description

The project is designed to go through the process of value creation using the

ValueCreation Wheel model. There is a project template given on the platform.

The assignment is prepared as a team project. The team members have to contribute to

each of the tasks. The tables given in the template should be fulfilled consistently.

<u>Task 1</u> requires them to set down the value of the problem or challenge they want to solve when doing the business. Preferred time limit- 5 min. The problem as a concern of sustainability can be transferred from the business vision.

<u>Task 2</u> requires generating numerous business ideas. Ask the team members to think creatively and make a list of business ideas. Advise them to have a list of at least 5 different business ideas. Although it is not a problem to have less numbers- in this case the task 3 might be shrunk. Time limit- 30 min.

<u>Task 3</u> asks to select the best business ideas, by ranking them according to the defined list of possible criteria or filters. The value of possible partnership might be an important criteria. Time limit is approximately- 10 min.

<u>Task 4</u> requires to let the business ideas go through a funnel of ranked filters until finding the final solution. Participants have to ground the final value of the business idea. Time limit- 15 min. Task 4 is the last as planned to be done at the workshop.

Task 5 invites to look for the operational value in business. Consider the possibility that the 3Ms (Manpower, Minute & Money) could be validated to your final business idea, defining the activities for the implementation of the final solution. The value of the business partners should be indicated.

As task 5 is left for development outside the workshop frames, be sure the participants understand the requirements of the task.

Materials/tools they will find on the platform and to use them

The participants will find the following construct of the project on the platform:

Task 1. Present a diagnosis of your sustainable business vision.

Phase of VCW	Actions to be done
Discover Value	A challenge or problem of sustainability you focus on:

Task 2. Generate numerous business ideas. Define the criteria/filters to solve the challenge.

Phase of VCW	Actions to be done
Create Value	The list of the business ideas (approx. 5-6):

Task 3. Select the ideas from the full list. Rank the criteria/filters to solve the challenge.

Phase of VCW	Actions to be done
Analyse Value	2-3 selected ideas: Filters used for selection: Possibilities of partnership:

Task 4. Selected ideas go through a funnel of ranked filters until finding the final solution.

Phase of VCW	Actions to be done
Ground Value	Final business idea: Possibilities of partnership:

Task 5. Consider the 3Ms (Manpower, Minute & Money) and the value of the partnership for your business idea.

Phase of VCW	Actions to be done
Operate Value	Manpower: Time: Money: Partners:

What you need to do to get ready for this session

Decide the principle of making the teams. It is recommended to group them according to their business problem/concern they are engaged to solve. Other methods also are available.

Before starting the project activities, remind the participants that business success is based on a value creation triangle: value to owners, value to employees, value to customers.

Be ready to explain the role of 3M (Manpower, Minute, Money) in business management, if needed.

NOTE: The values of the idea must match the values of the opportunities.

Concrete outcomes participants should prepare

The participants should have a decision- the final business idea.

The final stage of the project should present the model of the value creation of an innovative business. The concrete values, including the value from the partnership, must be defined.

The outcomes can give the participants the sketch of their business model although this is necessary in this module.

Template: Team project LISTING CREATIVE IDEAS

Team project members have to contribute to each of the tasks.

All 5 tasks have to be fulfilled consistently. Follow the sections, fill the lines.

Apply critical and creative thinking skills.

Task 1. Present a diagnosis of your sustainable business vision.

Phase of VCW	Actions to be done
Discover Value	A challenge or problem of sustainability you focus:

Task 2. Generate numerous business ideas. Define the criteria/filters to solve the challenge.

Phase of VCW	Actions to be done
Create Value	The list of the business ideas (approx. 5-6):

Task 3. Select the ideas from the full list. Rank the criteria/filters to solve the challenge.

Phase of VCW	Actions to be done
Analyze Value	2-3 selected ideas: Filters used for selection: Possibilities of partnership:

Task 4. Selected ideas go through a funnel of ranked filters until finding the final solution.

Phase of VCW	Actions to be done
Ground Value	Final business idea: Possibilities of partnership:

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Task 5. Consider the 3Ms (Manpower, Minute & Money) and the value of partnership for your final business idea.

Phase of VCW	Actions to be done
Operate Value	Manpower: Time: Money: Partners:

Other comments

The mentors should care about the process of teamwork, support in solving problems.

It is recommended to follow the time frame and alert the participants during the process.

Background / references /sources

Lages, Luis Filipe (2016), "VCW-Value Creation Wheel: Innovation, technology, business, and society", *Journal of Business Research*, 69(11).

Learning Checkpoints / Evaluation

The variables of assessment (weight of it from total):

1) the reasonableness of the arguments - 20 %;

2) the set of criteria that filters the business ideas to the final one - 20 %;

3) capacity to generate business ideas - 30 %;

4) identification of the concrete values of the business idea- 30 %.

METHODOLOGY DESCRIPTION

Interview method can be understood as a "conversation between people in which one person has the role of the researcher" (Arksey and Knight, 1999).

Brainstorming as a teaching method can be taken as "the mulling over of ideas by one or more individuals in an attempt to devise or find a solution to a problem". Use this method for the generation of business ideas.

Teamwork as a method should be implemented by its essential meaning as "the work done by people who work together as a team to do something."

Sources / references

Lages, Luis Filipe (2016), "VCW-Value Creation Wheel: Innovation, technology, business, and society", *Journal of Business Research*, 69(11).

Arksey, Hilary, and Peter Knight (1999). Interviewing for social scientists: An introductory resource with examples. London: SAGE., https://methods.sagepub.com/book/interviewing-for-social-scientists

https://www.merriam-webster.com/dictionary/brainstorming

https://www.merriam-webster.com/dictionary/teamwork

ACTIVITY 3. My business vision: critical investigation

1. The grey section is for your doubts if the business vision can be implemented. Decide on all of your arising doubts, mention the arguments you hold to persuade yourself.

2. The pink section is to fill the person's name who is the authority on this issue for you to collect hers arguments on the same issues. Ask them to be honest.

3. The green zone is to set up verified decisions that have a potential to clarify your business vision.

4. Fill the empty spaces of the table. Revise the statement of your business vision if needed.

From my point of view		How others see it		Verification
Problems/ Questions	My arguments	Authority I trust	Arguments from Authority	Final decision
1.				
2.				
3. ...				
...				
My sustainable business vision:				

MODULE 1.3. WHAT IS CIRCULAR ECONOMY

What is the purpose of the session? Overall description

The overexploitation of natural resources required to achieve economic growth and development has negatively impacted the environment and adversely affected their availability and cost.

The aim of the session is:

At the beginning, to understand the difference between linear and circular economy;

During session

- ✓ to define sustainability and its link to overconsumption and overproduction from a business and economic standpoint;
- ✓ to define the fundamentals of a circular economy and the characteristics of a circular business model.
- ✓ to describe the business benefits of transitioning to a circular business model.

At the end

- ✓ understood how to build a sustainable culture in organisations, including how to incorporate other business strategies into the process.

Learning objectives

- ✓ Identify the main elements characterising circular economy
- ✓ Recognise the main terminology in CE and their interrelation with drivers – enables and accelerators
- ✓ Know what is circular thinking and list its benefits for the "system"
- ✓ Recognise and adapt a business model and make it 'circular'
- ✓ What are the effects and benefits of a circular economy
- ✓ Relate their business idea and plans to a 'closed loop' system
- ✓ Design a plan for their business or products improvement based on CE approach

Duration: 4 hours.

What educators need to do to prepare the / for the session

They must have studied the theoretical part; be clear on what the main elements of circular economy are.

About the mentors

The current Covid 19 situation and its restrictions require the mentors of the FIT project to carefully follow the participants during the lessons.

The mentors, chosen by the partners external or internal to the project, must:

- Have studied "what is circular economy";

✓ At the beginning of the lesson they created, with questions and suggestions, a good relationship mentor/mentee through the individual best way;

✓ Oral questions and suggestions will help to understand the needs of the participants;

✓ Offer real support to participants by helping them to understand and explain at least clearly

✓ To transmit models of thought growth by comparing their own personal experiences;

✓ Cooperates with others;

✓ During the lesson it is possible to share one's experiences with personal questions and suggestion

ACTIVITY 1 "Linear and Circular Economy"

Duration 45 mn.

Step-by-step description

Annex n. 1)

Activity 1	"Write a short and interesting report on the difference between linear and circular economics"
	Your sector is: ……………………………….
45 mn. Work in pairs	

Materials/tools they will find on the platform and to use them

For delivering the activity;

✓ Slide presentation;

✓ Explanation by the teacher

✓ Read the part of the manual;

✓ Customised format for pairs (annex 1)

The mentor, after the activity, will organise a feedback session with participants.

Concrete outcomes participants should prepare

Document with the description/visualisation of the idea prepared by the pairs on the canvas, with their individual expectations. It helps remove discrepancies and find a common understanding.

Background / references /sources

https://www.circulardesignguide.com/methods

https://ellenmacarthurfoundation.org/topics/circular-economy-introduction/overview

ACTIVITY 2 "Linear and Circular economy for your future activity"

Duration 45 mn.

Step-by-step description

This is individual work. "Write another short and interesting report on the difference between linear and circular economics for the sector you will open the own activity"

Annex n. 2

Activity 2	"Write another short and interesting report on the difference between linear and circular economics for the sector you will open the own activity"
45 mn. Individual work	

Materials/tools they will find on the platform and to use them

Annex n. 1

Activity 1	"Write a short and interesting report on the difference between linear and circular economics"
45 mn.	Your sector is: ……………………………
Work in pairs	

Annex n. 2

Activity 2	"Write another short and interesting report on the difference between linear and circular economics for the sector you will open the own activity"
45 mn. Individual work	

Concrete outcomes participants should prepare

The participants they will have to produce reliable results by the circular economy for their own, future business

The activities n. 1 e n. 2 will help you familiarise yourself with the different models of economy (linear and circular).

Learning checkpoints / Evaluation

- ✓ Behaviour observation;
- ✓ Mentor's assessment: The mentors will be able to fill in a format - referring to them - for each participant in the course, in order to evaluate their progress "in itinerary"
- ✓ The session will end with an evaluation test in the form of a self-assessment. Every participant will self-assess the extent to which her competences have increased: fill in the attached Self Assessment evaluation (find it at the end of this Workshop Guidebook).

A simple graduated scale will help the participant in the operation.

Methodologies applied

In this module, the methodology used is called **Research-based learning (RBL)**; it consists of a framework that helps to prepare students to be lifelong inquirers and learners. The term "research," which often conjures up a picture of students writing research reports, is here defined as a way of thinking about teaching and learning, a perspective, a paradigm.

It is a specific approach to classroom teaching that places less emphasis on teacher centred learning of content and facts and greater emphasis on students as active researcher

CHART ONE

Teacher's Role	Classroom Activities	Student Outcomes
Identify and clarify issues and questions with students.	Use engaging activities to introduce key questions and develop curiosity and interest.	Student involvement and engagement. Ownership of questions.
Help students find and process information.	Conduct research, use search engines, read and examine a variety of texts to use as research materials.	Learn research and note-taking skills. Learn how to read for understanding and find key information and ideas.
Help students to think critically and creatively.	Use activities that support evaluation, interpretation, analysis, compare and contrast, creative thinking.	Learn to detect misinformation, to be more creative, think outside the box, think logically, write effectively.
Help students apply knowledge and ideas and draw conclusions	Use activities that help students synthesize information, write summaries, work on an authentic task, solve problems and make decisions.	Learn to synthesize and summarize, write and organize information, use problem solving skills, complete tasks and projects.
Help students communicate results	Use activities that support the development of summary products, student presentations, writing papers, oral presentations.	Learn to make presentations, communicate results orally, and write and organize papers.

They learn how to read for understanding, form interpretations, develop and evaluate hypotheses, and think critically and creatively. They learn how to solve problems, challenges, and dilemmas. Finally, they develop communication skills through writing and discussion.

Teachers play a key role in the success of research-based instruction by engaging and involving students in information gathering and processing. While teachers might occasionally provide information through lectures, and textbooks are used as a source of information, there is an emphasis placed on students learning how to seek out and process resources themselves.

MODULE 1.4 NEW BUSINESS MODELS

What is the purpose of the session? Overall description

The purpose of the session is to think about new theories of production in order to create opportunities and economic value. In addition, ideas will be developed that include solutions already on the market and new challenges.

Learning objectives

- ✓ Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures. Develop ideas and opportunities to create value, including better solutions to existing and new challenges.

- ✓ Be determined to turn ideas into action and satisfy your need to achieve.

- ✓ Identify and assess your individual and group strengths and weaknesses

- ✓ Reflect on how sustainable long-term social, cultural and economic goals are, and select a course of action.

- Be resilient under pressure, adversity and temporary failure.

✓ Use circular business model mapping tool to visualise planning of the product life cycle and assess how the circular offering will change during each use cycle

Duration 4 hours

What educators need to do to prepare the / for the session

✓ Educators will have studied linear and circular economics;

About the mentors

✓ Mentors have studied Linear and Circular Economy;

✓ Mentors help participants in relation to the specificity of their business idea: through their accompaniment, they provide ideas and suggestions, clarify doubts or difficult points, help the participant understand how to do and what to do;

✓ The mentor's activity will accompany the individual participant (or groups, if constituted) during the development of the module and will respond to the needs emerging during the same.

ACTIVITY 1 "Old & New Business Models"

"Write some examples of old and new business models"

Duration 20 mn.

Step-by-step description

https://www.case-ka.eu/wp/wp-content/uploads/2017/05/SustainableBusinessModelCanvas_highresolution.jpg

The Sustainable Business Model Canvas

Designed for: Designed by: On: Version:

Key Partners
Who are our Key Partners?
Who are our key suppliers?
Which Key Resources are we acquiring from partners?
Which Key Activities do partners perform?
MOTIVATION FOR PARTNERSHIPS:
Optimization and economy
Reduction of risk and uncertainty
Acquisition of particular resources and activities

Key Activites
What Key Activites do our Value Propositions require?
Our Distribution Channels?
Customer Relationships?
Revenue Streams?
CATEGORIES:
Production
Problem Solving
Platform/Network

Key Resources
What Key Resources do our Value Propositions require?
Our Distributions Channels?
Customer Relationships?
Revenue Streams?
TYPES OF RESOURCES:
Physical
Intellectual (brand patents, copyrights, data)
Human
Financial

Value Propositions
What value do we deliver to the customer?
Which one of our customer's problems are we helping to solve?
What bundles of products and services are we offering to each Customer Segment?
Which customer needs are we satisfying?
CHARACTERISTICS:
Newness
Performance
Customisation
„Getting the Job Done"
Design
Brand Status
Price
Cost Reduction
Risk Reduction
Accessibility
Convenience/Usability

Customer Relationships
What type of relationship does each of our Customer Segments expect us to establish and maintain with them?
Which ones have we established?
How are they integrated with the rest of our business model?
How costly are they?
EXAMPLES:
Personal Assistance
Dedicated Personal Assistance
Self Service
Automated Services
Communities
Co-Creation

Channels
Through which Channels do our Customer Segments want to be reached?
How are we reaching them now?
How are our Channels integrated?
Which ones work best?
Which ones are most cost-efficient?
How are we integrating them with customer routines?
CHANNEL PHASES:
1. Awareness
2. Evaluation
3. Purchase
4. Delivery
5. After Sales (post purchase customer support)
... of products & services and Value Proposition

Customer Segments
For whom are we creating value?
Who are our most important customers?
POSSIBILITIES:
Mass Market
Niche Market
Segmented
Diversified
Multi-sided Platform

Cost Structure
What are the most important costs inherent in our business model?
Which Key Resources are the most expensive?
Which Key Activities are most expensive?
IS YOUR BUSINESS MORE:
Cost Driven (leanest cost structure, low price value proposition, maximum automation, extensive outsourcing)
Value Driven (focused on value creation, premium value proposition)
SAMPLE CHARACTERISTICS:
Fixed Costs (salaries, rents, utilities)
Variable Costs
Economies of Scale
Economies of Scope

Revenue Streams
For what value are our customers really willing to pay?
For what do they currently pay?
How would they prefer to pay?
How much does each Revenue Stream contribute to overall revenues?
TYPES:
Asset Sale   Subscription Fees
Usage Fee   Lending/Renting/Leasing   Licensing   Brokerage Fees
FIXED PRICING:
List Price
Product feature dependent
Customer segment dependent
Volume dependent
DYNAMIC PRICING
Negotiation (bargaining)
Yield management
Real-time Market

Eco-Social Costs
What ecological or social costs is our business model causing?
Which Key Resources are non-renewable?
Which Key Activities use a lot of resources?
EVALUATION INSTRUMENTS:
Life-Cycle Assessment (of products and services)
Common Good Balance Sheet

Eco-Social Benefits
What ecological or social benefits is our business model generating?
Who are the beneficiaries? Are they potential customers?
Can we transform the benefits into a Value Proposition? If yes, for whom?
INSTRUMENTS:
Social Reporting Standard
Common Good Balance Sheet

Based on: www.businessmodelgeneration.com

- ✓ Each participant can use the annex n. 3 after briefly describing some examples of "Old and New Economy" (you can use the PC and any material available).

- ✓ Annex no. 3 is a format that each participant must always carry with him to integrate or correct it.

- ✓ This document can be used individually, or in conjunction with other participants to mark progress or differences

Materials/tools they will find on the platform and to use them

- ✓ Slide presentation;

- ✓ Read the part on the manual;

Annex n. 4

In today's economy business models are changing towards decapitalized New Economy
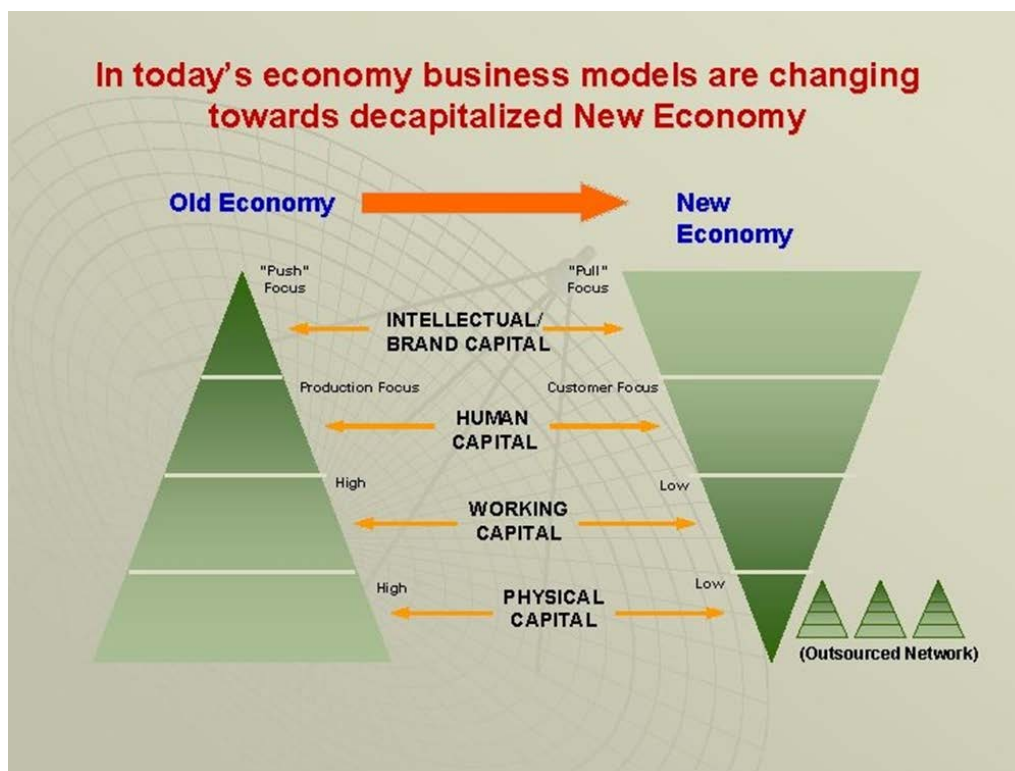
Concrete outcomes participants should prepare

- ✓ An innovative business model must be able to define and identify opportunities for innovation.

- ✓ Participants, on the basis of what they have learned in class, have to carry out a homework assignment that highlights some examples (2 or 3) of innovative business models.

- ✓ The form of the paper is free: it can be made by hand or on the pc; the participants will be asked to explain to the class what they found.

Background / references /sources

https://morethandigital.info/en/9-disruptive-business-models-new-opportunities-for-companies/

https://bernardmarr.com/the-9-most-successful-business-models-of-today/

https://connects.world/business-model/

https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52016IP0007

https://www.case-ka.eu/wp/wp-content/uploads/2017/05/SustainableBusinessModelCanvas_highresolution.jpg

ACTIVITY 2 "Discuss of it with your desk mate"

Duration 20 min.

Step-by-step description

- ✓ Now, after the previous activity, it is important to share the results with your own desk mate
- ✓ Read your format and discuss it.
- ✓ Compare the differences between old and new economics: marks the points scored to the desk mate.

Materials/tools they will find on the platform and to use them

- ✓ Slide presentation;
- ✓ Read the part of the manual
- ✓ Have the task just done ahead of you (activity n.1)

What you need to do to get ready for this session

- ✓ Have read the theoretical part;

Concrete outcomes participants should prepare

- ✓ Note the real differences found during the comparison and evaluate their importance;

Background / references /sources

https://morethandigital.info/en/9-disruptive-business-models-new-opportunities-for-companies/

https://bernardmarr.com/the-9-most-successful-business-models-of-today/

https://connects.world/business-model/

https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52016IP0007

ACTIVITY 3 "List advantages and disadvantages of new business models"

Duration 20 mn.

Step-by-step description

"Think, and write, which are the advantages and the disadvantages of those models"

- ✓ Participants are invited to detail in writing what are the advantages and disadvantages of the new business models;
- ✓ Participants compare their works;
- ✓ Class discussion;

Materials/tools they will find on the platform and to use them

- ✓ Participants can review the activities they have just done and, if necessary, do research on the computer;

Concrete outcomes participants should prepare

✓ Knowing how to recognize disruptive technologies, changing consumer preferences and changing competitive scenarios generate continuous pressure on the company's business models.

✓ Knowing how to recognize that the obstacles to innovation of the successful business model are linked to the barriers of awareness, research, system, logic and culture. Very often, these barriers are not recognized as such.

Background / references /sources

https://morethandigital.info/en/9-disruptive-business-models-new-opportunities-for-companies/

https://bernardmarr.com/the-9-most-successful-business-models-of-today/

https://connects.world/business-models/

https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52016IP0007

Test in class; IN/OUT (**annex n. 5 – 6**)   https://study.com/academy/practice/quiz-worksheet-characteristics-of-traditional-economies.html

http://study.com/academy/practice/quiz-worksheet-characteristics-of-traditional-economies.html

⊙ **Study**.com

Quiz & Worksheet - Characteristics of Traditional Economies

1. Which one is not a characteristic of a traditional economy?

- ⊙ They rely on hunting and fishing
- ⊙ They use barter and trade
- ⊙ They often live in tribes
- ⊙ They have a strong money system

2. Which one is not an advantage of a traditional economy?

- ⊙ They know their role in the economy
- ⊙ There is less destruction to the enviornment
- ⊙ They know how resources will be distributed
- ⊙ They are unaware of what they will recieve in exchange for their job

3. Which one is a disadvantage of a traditional economy?

- ⊙ There are too many animals to hunt
- ⊙ Children do not want to learn how to hunt
- ⊙ The change in weather
- ⊙ They do not know how to fish for survival

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Access to experts for
homework questions

Annex n. 6 FINAL TEST

1) An incentive

A) is the opposite of a tradeoff.

B) could be a reward but could not be a penalty.

C) could be either a reward or a penalty.

D) could be a penalty but could not be a reward.

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2) The most fundamental economic problem is

A) security.

B) the fact the United States buys more goods from foreigners than we sell to foreigners.

C) health.

D) scarcity.

3) Scarcity requires that people must

A) trade.

B) compete.

C) cooperate.

D) make choices.

4) The analysis of the behaviour of individual decision-making units is the definition of

A) microeconomics.

 B) macroeconomics.

C) positive economics.

D) normative economics

5) The term "opportunity cost" points out that

A) there may be such a thing as a free lunch.

B) executives do not always recognize opportunities for profit as quickly as they should.

C) any decision regarding the use of a resource involves a costly choice.

D) not all individuals will make the most of life's opportunities because some will fail to

METHODOLOGY DESCRIPTION

Service Learning: Service-learning is an educational approach that combines learning objectives with community service in order to provide a pragmatic, progressive learning experience while meeting societal needs. The National Youth Leadership Council defines service learning as "a philosophy, pedagogy, and model for community development that is used as an instructional strategy to meet learning goals and/or content standards."

https://www.learnlife.com/methodologies/service-learning

Research-based learning: In the context of this listing, research-based learning refers to involving learners directly in authentic research projects. This has an impact on a variety of levels. The learner potentially gains significant motivation as a result of their participation in real-life research.

This has been seen to be the catalyst for learners to delve deeply into topics.

In addition, through their involvement in actual research, the learners become knowledgeable about the nature of research and their role as researchers. Research techniques are introduced to the learners in as many contexts as possible, in order to develop their skills of interpretation, analysis and application.

https://www.learnlife.com/methodologies/research-based-learning

Learning by doing Traditionally, employee training follows a rigid structure. Workers gather in a conference room, listen to a lecture, and go off to perform a new task or follow a new procedure. Training is necessary to establish expectations and instil company culture, but not everyone is suited to this style of learning. That's why many organizations are using experiential learning, a process in which employees practice a new task in real-world environments and then take some time to reflect on their performance. This method has numerous advantages, including creating a more engaging training environment and thereby creating stronger connections and memories related to the material taught. "Experiential learning provides an opportunity for continuous learning and improvement. Learning by doing provides the learner with instant feedback and the ability to reflect on what to keep doing, what to tweak and repeat, or what to change altogether,"

https://www.the-learning-agency-lab.com/the-learning-curve/learning-by-doing/#:~:text=What%20is%20learning%20by%20doing,again%20alone%20in%20the%20studio

Peer-to-Peer Learning For students, peer learning can lead to improved attitudes and a more personalized, engaging, and collaborative learning experience, all of which can lead to higher achievement. For peer teachers, the experience can deepen their understanding of the subject and impart confidence.

https://www.summertech.net/benefits-of-peer-teaching/#:~:text=For%20students%2C%20peer%20learning%20can,the%20subject%20and%20impart%20confidence

Coaching The purpose of coaching is to unlock people's potential to maximize their own performance. It is helping them to learn rather than teaching or telling them. Take learning to walk as an example – most people don't learn how to walk by instruction.

By assisting the client in committing to action and by being a sounding-board to their experiences, coaching allows the individual the personal space and support they need to grow and develop. The coach's key role is often assisting the client to maintain the motivation and commitment needed to achieve their goals

https://new.coachingnetwork.org.uk/information-portal/what-are-coaching-and-mentoring/

(Annex n. 3)

Spurce

https://www.case-ka.eu/wp/wp-content/uploads/2017/05/SustainableBusinessModelCanvas_highresolution.jpg

(follows annex n. 3)

KEY PARTNERSHIPS	KEY ACTIVITIES	VALUE PROPOSITION	CUSTOMER RELATIONSHIPS	CUSTOMER SEGMENTS
How might you strengthen your partnerships with organisations across the value chain to benefit from circularity (flows of materials, information and capital) in the system? What new or unexpected partnerships can you form to grow circularity within your organisation and the system?	What activities might best help you achieve your value proposition? What might be the positive externalities (i.e. the consequences of your actions on others) of your activities? And how might you monitor and design out any negative externalities? How might you create new forms of human, natural or financial capital?	Start by asking yourself: what are the needs you areaiming to meet? Is it a product or is a service required to fulfil these needs? Is there anything associated with your product/service that has potential value to others? How will you create a compelling story about your value proposition? How might you enhance your value proposition from the outset by designing	What feedback loops will you build in with your customers to become more nimble and adaptable to their feedback? How might you connect customers with other parts of the journey of your product/service or materials?	Who will be the main customers or users of your product/service? Who else might benefit from or will be affected by your materials/product/service? Also consider beneficiaries beyond your immediate value chain and industry.
	KEY RESOURCES		CHANNELS How might you redesign your	

	How might you build a multi-disciplinary team within or across organisations to create value in a circular economy? How might you embrace connectivity? What capabilities do you need to enable circular flows and feedback mechanisms and run your organisation successfully in the short and long term? Where will your resources come from (renewable or finite source) and what will happen to them after use?	for adaptability and continuous evolution?	relationship with your supply chain? How might you build feedback loops directly into your product/service that allow you to identify new opportunities? What role could you play in the reverse logistics chain?	

◎ COSTS	🐷 REVENUES
Which costs could be shared or lowered through other users and partners?	How might you diversify opportunities to increase resilience, growth and innovation?

Could you shift from an ownership model of under- utilised assets to payment for access and usage? How might you reduce cost volatility and dependence on the use of finite resources? What can you do to mitigate risk?	How might "growing the pie" (through value creation elsewhere in the system) impact favourably on your own future success? How might your business model help create other types of value? Human, social or natural capital? How might new services increase revenue from existing products, assets or your delivery systems?

Sources / references

https://www.americanexpress.com/en-us/business/trends-and-insights/articles/7-ways-to-build-a-strong-network/

https://www.linkedin.com/learning/professional-networking/how-to-build-a-meaningful-connection

https://www.businessknowhow.com/marketing/better-networking.htm

https://startupnation.com/grow-your-business/offline-networking-essential-entrepreneurs/

https://www.ted.com/talks/tanya_menon_the_secret_to_great_opportunities_the_person_you_haven_t_met_yet

https://study.com/academy/practice/quiz-worksheet-characteristics-of-traditional-economies.html

CHAPTER 2 SUSTAINABLE BUSINESS

MODULE 2.1 SUSTAINABLE MANAGEMENT INTRODUCTION

What is the purpose of the session? Overall description

The aim of this session is to familiarise the learners with the issues of smart and sustainable management, which has a huge impact on the economic development of the country, Europe and the world. Therefore, issues introducing and explaining the essence of management will be taken. At the beginning, participants will be introduced to the topic of management in general, the concept of organisational culture and types of management styles. Then the problem of business ethics will be taken, which is a reflection of such business activities that bring fairness and honesty for all market participants. Finally, the topic of sustainable and efficient use of resources and sustainable development planning will be addressed.

The issues taken will be discussed theoretically, while participants will also have the opportunity to acquire practical skills. It will contribute to a proper understanding of the presented training problems.

Learning objectives (connected to the syllabus / theoretical part)

The theoretical part includes the following goals:

- ✓ Getting to know the subject of management,

- ✓ Learning issues related to the concept of organisational culture
- ✓ Understanding the types of management styles.
- ✓ Expanding the knowledge of business ethics in terms of such business activities that bring fairness and honesty to all market participants.
- ✓ Study of the issues related to the sustainable and efficient use of resources and planning for sustainable development.

Duration

4 hours

What educators need to do to prepare the / for the session

Educators need:

- ✓ Substantive preparation
- ✓ Laptop with internet connection
- ✓ Projector and screen
- ✓ Flipchart

About the mentors

Mentors, as experts, who are responsible for ensuring the correct reception of training issues by other participants, will participate in the entire training. Their task will be to observe the participants of the training, their statements and the correctness of the performance of tasks. They will also serve as experts with hands-on experience to summarise each batch of training in both theoretical and practical parts.

The project also has benefits for mentors. By participating in the training, they will benefit from interacting with other educators from partner countries and with the target group of participants.

ACTIVITY 1 Find out what the company is after its functioning

Participants are divided into small groups, from 3 to 5 people. It is important that there is at least one mentor in each group. Each group receives a text with a description of the company's operations. After reading the text, the participants determine what is the strength and the weakness of managing the company. They write it down on the sheets. After 20 min. work in groups, a representative of each group presents the results of work to the other participants, whose task is to name what style of management dominates in the company in question. In the summary, the participants determine which of the presented companies is most effective in achieving its goals.

Duration

30 min.

Step-by-step description

1. Division of participants into groups.

2. Assigning text with company description to each group (each group has a different case).

3. Explaining to the groups the task: identifying the strengths and weaknesses of the company.

4. Proper work in groups with notes on the sheets of paper of the company's strengths and weaknesses (20 min.).

5. Reports on the work of individual groups.

6. Summary: discussion: which of the presented companies is the most effective in terms of business.

Materials/tools they will find on the platform and to use them

Description of management styles

What you need to do to get ready for this session

To carry out the exercise you need:

- ✓ Trainers with substantive competences, i.e. knowledge of management issues, including organisational culture and management styles, and an open, friendly approach to participants.
- ✓ A technically equipped training room: computer, projector, screen, flipchart, sheets of paper, markers, tables, chairs.
- ✓ A larger room, where it is possible to work freely for several groups at the same time.

Concrete outcomes participants should prepare

The participants are expected to produce results in the form of capturing the strengths and weaknesses of the enterprise with the use of SWOT analysis.

ACTIVITY 2 Role playing: business ethics

The participants are divided into two large groups. One group is given the task of preparing the scenario and ethically acting out the behaviour in business, while the other group is given the opposite. Then, each group will be divided into smaller groups (5-6 people), in which the participants will prepare the scenarios, and then each group will play their roles. Role-playing topics are related to the substantive part and are:

- ✓ **Honesty** - no fraudulent actions are the basis for building a relationship based on trust. A working atmosphere of fairness is one of the most important factors in doing business;
- ✓ **transparency** - both in relation to the recipients and employees of the company, it is extremely important to clearly and clearly inform about the most important activities. This allows you to verify the above-mentioned honesty;

- ✓ **fairness** - every recipient and every person employed in the enterprise should have equal access to all sectors of activity. No one can be favoured or discriminated against here. This is another manifestation of business ethics;

- ✓ **responsibility** - you should be aware of your actions. If necessary, you should defend them or apologise for mistakes. This entrepreneurial approach makes it easier to trust him;

- ✓ **respect** for property - the right to own property should be respected both inside the company and towards customers. This includes tangible and intangible items (such as personal data);

- ✓ **compliance with the law** - no entity should break the orders or prohibitions. They are established to facilitate functioning in society. Non-compliance can result in ostracism and legal sanctions.

The role-plays will be saved on the camera and then played back. The recordings are intended to create the possibility of taking a distance before analysing the recorded material. After completing this part of the training, the record will be deleted for data protection reasons.

After the screening, the participants will define the values to which the roles relate.

Duration

45 min.

Step-by-step description

1. The division of participants into two groups.

2. Defining the task for each group: both are to create interesting scenarios and play their roles, however, one group is to present appropriate business behavior, and the other - non-ethical.

3. There is a further division within both groups into smaller groups (5-6 people).

4. Each group receives 20 minutes. to create a script and prepare to play a role.

5. The groups play their roles.

6. Summary: recognizing the right and wrong business behaviour in the presented scenarios.

Materials/tools they will find on the platform and to use them

Business values with their description.

What you need to do to get ready for this session

To carry out the exercise you need:

- ✓ Trainers with substantive competences, i.e. knowledge of management issues in the field of business ethics, knowledge of the method of role playing, and an open, friendly approach to participants.

- ✓ A technically equipped training room: computer, projector, screen, sheets of paper, markers, tables, chairs, stage props according to the trainer's idea.
- ✓ A larger room, where it is possible to work freely for several groups at the same time.

Concrete outcomes participants should prepare

Participants should be able to identify correct and inappropriate behaviours in business and be able to unequivocally assess them.

Background / references /sources

Barbara Broszkiewicz/ Jerzy Jarek: "Warsztaty Edukacji Teatralnej", wyd. Europa 2001 Wrocław 2. Zofia Wójcik: "Zabawa w teatr", wyd. Didesko, Warszawa 2002

ACTIVITY 3 Circular economy - opportunities and threats (discussion)

The trainer may be the moderator of the discussion himself or he may appoint another person to do so.

Before it begins, you need to establish the rules of the discussion, which should include: treating yourself with respect, listening to others, controlling excess emotions, not interrupting the interlocutor, etc.

The discussion should concern the formulated topic and the moderator should keep an eye on it. After the discussion is over, it is summed up. This can be done by the moderator or a person designated by him.

Duration

15 – 20 min.

Step-by-step description

1. Preparation for discussion, presentation of the topic and principles of the discussion: trainer's announcement.

2. Indication of who is the moderator of the discussion.

3. Starting the discussion by the moderator: when starting the discussion, we must refer to the main topic, and if possible - also to the goal we set for ourselves. Taking responsibility for conducting the discussion, it is best to formulate the purpose and topic as part of a proposal for other participants in the meeting, e.g .:

4. "I would like us to talk today about the opportunities and threats of the circular economy."

5. Stimulating the conversation: introducing a topic is the beginning of stimulating the conversation, usually not enough to start an effective discussion. The next step is to propose how the discussion should proceed. For example: "I suggest that each of us have '3 minutes to present our position. We will write comments on the board, and then

we will make a decision by voting." A more specific skill… to stimulate a conversation is to ask or ask for an opinion on a topic.

6. Sharing your own opinions: during the discussion, participants should openly share their opinions. This also applies to the facilitator of the discussion.

7. Summarising the findings: this element of conducting the discussion, in the case of one topic being discussed, is usually combined with the closure of the discussion. For several topics that have emerged or for a longer conversation time, an important behaviour of the discussion facilitator is to systematically summarise the agreements.

8. Closing the discussion: the discussion should end with a thank you for participating in the discussion and highlighting the positive aspects, even if the parties did not reach agreement on any of the issues raised. This should be taken care of, among other things, because of maintaining good relations and preparing positive ground for further discussions.

Materials/tools they will find on the platform and to use them

Rules of circular economy

What you need to do to get ready for this session

Due to the specificity of the topic, the trainer or the moderator designated by him should have detailed knowledge about circular economy. In addition, they are required to know the principles of effective communication.

The training room should be equipped with a flipchart to record the results of the discussion. However, the strongest factor in doing this exercise is the human factor.

Concrete outcomes participants should prepare

Participants explore the issue of circular economy and think about its advantages and disadvantages.

Learning Checkpoints / Evaluation

The session will end with an evaluation test in the form of a self-assessment card. Each participant will self-assess the extent to which his competences in a given topic have increased on a four-point scale: very much, enough, poorly. Check the template at the end of this guidebook.

METHODOLOGY DESCRIPTION

✓ mini-lectures in PowerPoint: devoted to discussing the problem, including ways and the final solution to this problem. It is characterised by establishing a wider contact between the trainer and the listeners, which is reflected in their "internal dialogue" consisting in carefully and actively following the trainer's argument and reasoning in parallel with him. The trainer thinks aloud, thus allowing the listeners to participate in gathering the premises, to follow the course of his thinking: from understanding the

essence of the problem to its solution. The presentation in PowerPoint is a reinforcement for the content conveyed.

- ✔ **group**, pair and individual exercises: a group work technique that enables collaborative learning. It is conducive to independent learning. The method requires solid work in the group, because it depends on whether it will be able to transfer knowledge as an expert to other group members. It is conducive to shaping the attitude of responsibility.

- ✔ **discussion**: consists in the free exchange of views between the facilitator and the participants and between the participants. She is characterised by freedom of expression. The participants exchange their views and experiences, and provide each other with explanations, which, if necessary, are supplemented and corrected by the moderator. After the discussion is over, the trainer or participant summarises the discussion. The basis of a good discussion is its quite controversial thesis and very good preparation of its participants.

- ✔ **role play**: the main way to work in class is to play roles played by specific characters. Role playing is not staging. The participant does not play someone, but is himself in new situations. The easiest way to be in a role is to talk or interview about a specific topic in teams of two. A pantomime etude may be an element of the role. A group of a dozen or so can demonstrate the so-called vivid picture.

- ✔ **work with a camera** and analysis of the material obtained: consists in recording the participants of the training on the camera during the exercises. The recorded material is then discussed and analysed so that each person can develop their skills on this basis.

Sources / references

https://www.wpia.uni.lodz.pl/files/articles/95/opisy/9_metody-dydaktyczne.pdf

Opracowanie zbiorowe pod redakcją Marii Jadczak „Interaktywne metody nauczania", Toruń 2001.

Wincenty Okoń „Wprowadzenie do dydaktyki ogólnej", PWN Warszawa 1987.

MODULE 2.2 LEADERSHIP AND LEADERSHIP STYLES

What is the purpose of the session? Overall description

The aim of this session is to familiarise the participants with the issues of modern leadership in an organisation. Due to the fact that the topic is wide, in this part the attention will be focused on the idea of management by objectives, a woman's personal entrepreneurial responsibility, a motivated team that guarantees effective management and effective leadership. In addition, participants will be introduced to corporate social responsibility (CSR) as a management strategy. In the context of the topic taken, there are also methods related to interpersonal competencies, teamwork and participation.

The issues taken will be discussed theoretically, while participants will also have the opportunity to acquire practical skills. It will contribute to a proper understanding of the presented training problems.

Learning objectives

- ✓ Getting to know the topic of modern leadership,
- ✓ Learning issues related to the idea of management by objectives,
- ✓ Noticing the differences in the personal responsibility of business women and men,
- ✓ Expanding knowledge about the team's work,
- ✓ Exploring issues related to corporate social responsibility (CSR),
- ✓ Expanding knowledge about methods related to interpersonal competencies, teamwork and participation.

Duration 4 hours

What educators need to do to prepare the / for the session

Competences in the field of management, sociology, psychology and coaching will be particularly useful here. Experience in conducting training in this field is also important, as well as practice in business management.

In the first place, teachers should clearly formulate the training goals that will respond to the needs of the training participants. Therefore, they should know the recipient's profile in order to be able to respond to customer expectations as much as possible with educational activities. When they are aware of the set goals and the expected results of the training, they have to answer the question of what methods and tools they can use to achieve these goals and results, also taking into account the content to be presented during the training. After that, it becomes easier to arrange the content and adjust the exercises. Such preparation of the teacher before the class should meet the expectations and hopes of the participants, which is to be confirmed by the final evaluation of the training.

About the mentors

Mentors' participation in this part of the training will have a double dimension. Firstly, they will act as advisors in consultation with the trainers, and secondly, they will act as evaluators.

Trainers should plan such parts of the training in which they will first allow the participants of the training to comment on various solutions, and then ask for advice from the mentors who are also participating in the training. The trainer, as an expert, will refer to the work of both groups in the summary of the given part. In contrast, mentors as evaluators will evaluate each part of the lesson.

ACTIVITY 1 Strengths and weaknesses of a business woman

Duration 30 min.

Step-by-step description

The exercise takes place in two stages. In the first stage, participants are encouraged to freely report the strengths and weaknesses of businesswomen. The trainer or a person designated by him / her writes down all ideas on a flipchart. In the second stage, mentors are involved in the work, whose task is to review the record and identify the most accurate observations and discuss them in relation to the personal responsibility of women and men in business.

1. The teacher presents the task in detail. He talks about the role of mentors as advisers.

2. The participants give their ideas and they are written down on the board (15 min.).

3. Mentors join in and make a selection of the gathered material.

4. Mentors' comments on the selected material and the problem of personal responsibility in business for women and men.

5. Summary: discussion: opportunities and threats of women's leadership in business.

6. Evaluation: the mentors discuss the effects of the exercise.

Materials/tools they will find on the platform and to use them

Description of the 5 steps of management by goals.

Concrete outcomes participants should prepare

The participants are expected to produce results in the form of capturing the strengths and weaknesses of a female entrepreneur with the use of SWOT analysis.

Background / references /sources

Amstrong M. (2000), *Zarządzanie zasobami ludzkimi*, Kraków.

B. Łapiński, M. Gołaszewski, Przywództwo a zarządzanie – różnice, http://coachu.pl/669-Przywodztwo_a_zarzadzanie_roznice.htm

Baskiewicz N. (2013), *Kobiety w zarządzaniu organizacjami*, „Studia Ekonomiczne", Nr 161.

Fastnacht D., *Miękkie kompetencje w zarządzaniu*, „Zeszyty Naukowe Wyższej Szkoły Zarządzania Ochroną Pracy w Katowicach", Nr 1(2)/2006.

FIT

ACTIVITY 2 Silent brainstorming: segregation of rubbish

Duration 20 min.

Step-by-step description

It is a brainstorming SESSION that teaches mindfulness and teamwork.

We divide the participants into groups of 4-5 people. We give each group a piece of paper and a pen and ask them to silently, without speaking, complete the task of solving the problem, for example persuading people to sort rubbish. Everyone in the group enters their 3 suggestions, passing a piece of paper to each other clockwise. One should not talk or duplicate the ideas of his predecessors. The time allocated for the task is approximately 15 minutes. Then the mentors discuss the results of the work and finally make an evaluation - what helped the participants and what hindered the performance of the task.

1. The division of participants into groups of 4-5 people.

2. The trainer explains what the task is about. Each group has the same task: to silently, without speaking, do the task of solving the problem: persuading people to sort their rubbish. Everyone in the group enters their 3 suggestions, passing a piece of paper to each other clockwise. Do not talk or duplicate the ideas of your predecessors (15 min.).

3. During the execution of the task, each group is assigned a mentor (there may be 2-3 mentors). Their task is to follow the execution of the task

4. Conclusion: the mentors discuss the execution of the task in each group. They evaluate teamwork.

5. Evaluation by mentors: assessment of participants' performance during work and the effectiveness of the exercise.

Materials/tools they will find on the platform and to use them

Information on building an effective team and creating space and conditions for effective and efficient teamwork.

Concrete outcomes participants should prepare

Participants should know the phases of team building and identify team skills.

Background / references /sources

Od jednostki po sprawny zespół – rola przywódcy w tworzeniu się grupy: https://poradnikprzedsiebiorcy.pl/-jak-byc-dobrym-przywodca-cz-7-od-jednostki-po-sprawny-zespol-rola-przywodcy-w-tworzeniu-sie-grupy

Puszcz H., Zaborek M., Efektywność zespołu. Analiza jakości działania grupy pracowniczej. „Personel i Zarządzanie", Nr 10/ 2016.

ACTIVITY 3. Social campaign in the local environment for ecology

Duration 20-30 minutes

Step-by-step description

The trainer divides the participants into teams of 6-7 people and announces an exercise that consists in preparing a project of a social campaign for a socially responsible company that wants to draw the attention of a small local environment in which it operates to the social problem related to ecology. It can be waste segregation, care for forests, clean air, etc. The campaign can be presented in local media: local radio, local newspaper, website, Facebook, posters on information boards.

During the work of the teams, the mentors will act as advisers. After completing the exercise, they will evaluate it: How was the team's work going and will the social campaign be effective?

1. Division into groups.

2. Indication of who is the mentor of each group.

3. Discussion of the exercises in detail. Each group defines the goals of the campaign, recipients and chooses independently in what form the campaign will be run and in which media. If the group chooses radio or social media, it is up to the group to prepare the script. When she chooses a poster or newspaper, she should present their design.

4. Discussion of the role of mentors: counselling and evaluation of the exercise.

5. Team representatives discuss the effects of their work.

6. Summary by the trainer: to what extent the presented campaign projects meet the requirements of social campaigns.

7. Evaluation by mentors: How did the team work and will the social campaign be effective?

Materials/tools they will find on the platform and to use them

Features of social campaigns

Concrete outcomes participants should prepare

Participants will explore the issue of social campaigns and think about their effectiveness.

Background / references /sources

Czubała A., Jonas A., Wojnarowska H. (2017) *Marketing społeczny przedsiębiorstw komercyjnych*, Wydawnictwo Uniwersytetu Ekonomicznego w Krakowie, Kraków,

Herbuś I. (2016) *Działania reklamowe - od komercji do kampanii społecznych*, Zeszyty Naukowe Politechniki Częstochowskiej, Częstochowa.

Kamiński J. (Luty 2015) *Jak bardzo społeczny jest marketing społeczny, cz.I*, Marketing i Rynek.

Kamiński J. (Marzec 2015) *Jak bardzo społeczny jest marketing społeczny, cz.* II, Marketing i Rynek.

Szostek D. (Wrzesień 2014) Błędy i trudności w stosowaniu marketingu społecznego na przykładzie kampanii społecznych w Polsce, Marketing i Rynek.

Tarczydło B. Kampania społeczna w teorii i praktyce, AGH, Kraków.

Learning Checkpoints / Evaluation

The session is systematically evaluated by the mentors as described above.

METHODOLOGY DESCRIPTION

Brainstorming - aims to improve group decisions; its undoubted advantage is the possibility of obtaining a large number of various solutions to a given problem in a short time, as well as stimulating the participants to think creatively. In the first stage, participants are encouraged to freely submit ideas and exchange views, subject to no criticism whatsoever. All ideas are saved or the session is recorded on tape. In the second stage, an expert or a group of experts not participating in the first stage reviews the results and tries to filter out the best ideas.

Other methods are described in the Intelligent and Sustainable Management chapter.

Sources / references

https://www.wpia.uni.lodz.pl/files/articles/95/opisy/9_metody-dydaktyczne.pdf

Opracowanie zbiorowe pod redakcją Marii Jadczak „Interaktywne metody nauczania", Toruń 2001.

Wincenty Okoń „Wprowadzenie do dydaktyki ogólnej", PWN Warszawa 1987.

MODULE 2.3 HUMAN RESOURCES MANAGEMENT

What is the purpose of the session? Overall description
The aim of this session is to familiarise the audience with issues related to human resource management. At the beginning, the issue of the influence of the management style of the organisation on its structure will be discussed. Then, the employment contract will be discussed in the context of the provisions that are important from the point of view of the employee and the employer. Finally, selected company structures as well as the most typical roles and responsibilities will be discussed.

The issues taken will be discussed theoretically, while participants will also have the opportunity to acquire practical skills. It will contribute to a proper understanding of the presented training problems.

Learning objectives (connected to the syllabus / theoretical part)

The theoretical part includes the following goals:

- ✔ Getting to know the topic of management in the context of the influence of the management style on the structure of the organisation
- ✔ Acquiring knowledge about the most important provisions of the employment contract
- ✔ Expanding knowledge about selected company structures and performing typical roles in them

Duration 3 hours

What educators need to do to prepare the / for the session

To conduct the sessions, educators who need:

- ✔ adequate qualifications. Competences in the field of management and psychology will be particularly useful here
- ✔ experience in conducting trainings in this field, as well as practice in business management
- ✔ laptop with internet access
- ✔ screen
- ✔ projector
- ✔ video camera

List of methodologies applied

- ✔ mini lectures in PowerPoint
- ✔ exercises in groups, in pairs and individually
- ✔ discussion
- ✔ role play
- ✔ work with the camera and analysis of the obtained material
- ✔ mini training videos

About the mentors

Mentors will participate in the training as experts. Before the training, their task will be to get acquainted with the topic in detail, and during the training they will speak and share their expertise with the trainers. Their role will also be advisory during the exercises.

Participants will be able to arrange consultations with mentors after the end of the training. Each participant is entitled to 1 consultation for 1 hour.

ACTIVITY 1 Discussion on the influence of the management style on the structure of the organisation

The trainer may be the moderator of the discussion himself or he may appoint another person to do so.

Before it begins, you need to establish the rules of the discussion, which should include: treating yourself with respect, listening to others, controlling excess emotions, not interrupting the interlocutor, etc.

The discussion should concern the formulated topic and the moderator should keep an eye on it. After the discussion is over, it is summed up. This can be done by the moderator or a person designated by the moderator.

Duration 20 min.

Step-by-step description

1. Preparation for discussion, presentation of the topic and principles of the discussion: trainer's announcement.

2. Indication of who is the moderator of the discussion.

3. Starting the discussion by the moderator: when starting the discussion, we must refer to the main topic, and if possible - also to the goal we set for ourselves. Taking responsibility for conducting the discussion, it is best to formulate the purpose and topic as part of the proposal for other participants in the meeting, e.g. :

4. "I would like us to talk today about the impact of management style on the structure of the organisation." Stimulating a conversation: introducing a topic is the beginning of stimulating a conversation, usually not enough to start an effective discussion. The next step is to propose how the discussion should proceed. For example: "I suggest that each of us have '3 minutes to present our position. We will write comments on the board, and then we will make a decision by voting." A more specific skill for stimulating a conversation is to ask or ask for an opinion on a topic.

5. Sharing your own opinions: during the discussion, participants should openly share their opinions. This also applies to the facilitator and, above all, the mentors.

6. Closing the discussion: the conducted discussion should end • thank you for participating in the discussion and highlighting the positive aspects, even if the parties did not reach agreement on any of the issues raised. This should be taken care of, among other things, because of maintaining good relations and preparing positive ground for further discussions.

7. Assessment of the results of the discussion by mentors: what are the most important observations about the impact of management style on the structure of the organisation.

Materials/tools they will find on the platform and to use them

Description of the impact of management styles on the structure of the organisation.

What you need to do to get ready for this session

To carry out the exercise you need:

- ✓ Trainers with substantive competences, i.e. knowledge of management issues, including management styles, organisational structures and an open, friendly approach to participants.
- ✓ A technically equipped training room: computer, projector, screen, flipchart, sheets of paper, markers, tables, chairs.

Concrete outcomes participants should prepare

The participants are expected to develop effects in the form of awareness that the management style has a significant impact on the entire organisation, including its structure.

Background / references /sources

Golany B., Shtub A., (2001), *Work Breakdown Structure*, Israel Institute of Technology.

Griffin R.W. (2017), Podstawy zarządzania organizacjami, Warszawa.

https://poradnikprzedsiebiorcy.pl/-umowa-o-prace.

https://www.netinbag.com/pl/business/what-is-a-hybrid-organizational-structure.html.

Jemielniak D., Latusek D. (2005), *Zarządzanie – teoria i praktyka od podstaw*, Warszawa.

Jemielniak D., Latusek-Jurczak D. (2014). Klasyka teorii zarządzania. Ćwiczenia, przykłady, testy.

Korzeniowski L.F.(2011), *Podstawy zarządzania organizacjami*, Warszawa.

Michalski E.(2013), *Zarządzanie przedsiębiorstwem*, Warszawa.

Nalepka A. (2001), *Struktura organizacyjna*, Kraków.

ACTIVITY 2 Important provisions in the employment contract

Participants are divided into groups according to the country where they work or live. Designated mentors from each country participating in the training have pre-prepared templates of employment contracts that are encountered in their country. On their basis, the participants in groups segregate the content into important points from the point of view of the employer and employee. And they reject those that bring nothing of value to either party. Mentors work with participants and answer any questions, and also make sure that the discussions do not deviate from the essence of the task.

At the end of the exercise, each group presents the results of the work. Other groups take note of the most interesting provisions of employment contracts from other countries, to conclude by summarising whether it would be worth introducing them in their country or from which one can give up in their country.

Duration 20 min.

Step-by-step description

1. Division of participants into groups according to the country of origin.

2. Defining the task for groups: on the basis of the provisions of a sample employment contract, they are to define which provisions are important from the point of view of the employer and which of the employees.

3. Groups work with mentors.

4. The participants present the results of their work in groups.

5. Conclusion: the mentors report on the group work in terms of what caused the most difficulties.

6. Free statements of the participants about what they find useful to be applied in their country as regards the provisions of the employment contract, and what seems unnecessary to them.

Materials/tools they will find on the platform and to use them

Templates of employment contracts.

What you need to do to get ready for this session

- ✓ To carry out the exercise you need:
- ✓ Trainers with substantive competences, i.e. knowledge of management issues in the field of employment contracts (HR specialist).
- ✓ A technically equipped training room: computer, projector, screen, sheets of paper, markers, tables, chairs.
- ✓ A larger room, where it is possible to work freely for several groups at the same time.

Concrete outcomes participants should prepare

Participants should be able to identify relevant provisions in the employment contract in order to ensure the well-being of both the employee and the employer.

Background / references /sources

Żukowski P. (2001), Podstawowe metody i techniki organizacji i zarządzania: style kierowania. Warszawa; Zieleniewski J. (1982), *Organizacja zespołów ludzkich: wstęp do teorii organizacji i kierowania*, Warszawa; 1982http://mfiles.pl/pl/index.php/

Umowa o pracę, https://kadry.infor.pl/zatrudnienie/umowa-o-prace/2864422,Umowa-o-prace-2019-wzor.html

Learning Checkpoints / Evaluation

The session will end with an evaluation test in the form of a self-assessment card. Each participant will self-assess the extent to which his competences in a given topic have increased on a four-point scale: very much, enough, poorly.

METHODOLOGY DESCRIPTION

The methods are described in the Smart and Sustainable Management chapter.

Sources / references

https://www.wpia.uni.lodz.pl/files/articles/95/opisy/9_metody-dydaktyczne.pdf

Opracowanie zbiorowe pod redakcją Marii Jadczak „Interaktywne metody nauczania", Toruń 2001.

Wincenty Okoń „Wprowadzenie do dydaktyki ogólnej", PWN Warszawa 1987.

MODULE 2.4 MARKETING CONCEPT

What is the purpose of the session? Overall description

The goal of this session is to understand the **Marketing Concept.** Marketing concept is preoccupied with the idea of satisfying the needs of the customer by means of the product as a solution to the customer's problem (needs).

The Marketing Concept represents the major change in today's company orientation that provides the foundation to achieve competitive advantage.

In short, the marketing concept is important because it defines how your company will drive business and flourish. It states that a company's primary job is to satisfy the needs of the customer.

This is accomplished by determining what the market wants and then best adapting your product or service to match.

Learning objectives

- ✓ Learn ABOUT the market;
- ✓ Learn the market actors, the competitors;
- ✓ Why is the market important in business;
- ✓ Learn the S.W.A.T. Analysis;
- ✓ Marketing Mix.

For this session, each participant needs:

- ✓ Get and manage the competences needed at any stage, including technical, legal, tax and digital competences;
- ✓ Reflect and learn from both success and failure (your own and other people's);
- ✓ Learn with others, including peers and mentors.

Duration 4 hours

What educators need to do to prepare the / for the session

- ✓ Educators have studied the theoretical part;

About the mentors

- ✓ Mentors have studied the theoretical part about "Marketing"

- ✓ Mentors through coaching (individual and team) help participants understand the dynamics that govern the market; this in order to bring the participant to a clear and well-defined vision of his project idea.
- ✓ The mentors, in this concrete part of the program, help define tasks, goals. support motivation in the participant, encourage participants to discover their personal and professional aspirations.

It is recommended to mentors to build a form for each participant where they note characteristics, skills, motivation etc. (**annex n. 1**)

ACTIVITY 1 What is a market?

Duration 40 mn.

Step-by-step description

- ✓ Participants, divided into groups of 3 to 5 people, must fill in the following format (annex n. 2) with what they have learned in class and in the study of the theoretical part.
- ✓ Each participant of the group must make his contribution to the drafting of the format.
- ✓ The groups are accompanied by the mentor who will provide, through questions and suggestions, to understand the content of the paper and its drafting.
- ✓ Behaviour observation;
- ✓ Mentor's assessment (annex n. 1)
- ✓ Activities duly carried out;
- ✓ Class discussion;

Annex n. 1

Activity n. 1 Groups from 3 to 5 people One mentor for each group	"What is a market? "
30 mn.	You can use theoretical part, pc and internet connection,, access module "2.4 – Marketing concept and its importance in business" (i e-learning platform)

Materials/tools they will find on the platform and to use them

- ✓ Slide presentation;
- ✓ Format for the activity;
- ✓ Ideal location in which to divide groups;
- ✓ At the end, a feedback session by mentors.

Concrete outcomes participants should prepare

IKY

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- ✔ Participants will be able to prepare a marketing plan template that is a document that an individual can use to create a marketing plan.

- ✔ The marketing plan template will contain all the important elements and the various needed language with blank sections.

Contents of a Marketing Plan

1. Executive summary
2. Current marketing situation
3. Threats and opportunity analysis
4. Objectives and issues
5. Marketing strategy
6. Action programs
7. Budgets
8. Controls

iEduNote.com

https://www.iedunote.com/marketing-plan

Specific	What do you want to achieve? Who needs to be involved to accomplish this goal? When do you want to have your goal finished? Why should you achieve this goal exactly?	
Measurable	How can you measure progress and know if you've successfully met your goal?	
Achievable	Are you capable of achieving the goal? Do you have the needed skills? If you haven't, how can you build them?	
Relevant	Why should you achieve this goal? What is the impact?	
Timely	What is the due date of your goal? Can the goal be achieved until this date?	
SMART Goal		

https://www.addthis.com/academy/the-ultimate-marketing-plan-template-7-useful-examples/

- ✔ A user can insert their own information related to their business in the blank sections to ultimately create their own marketing plan.

Background / references /sources

https://marketbusinessnews.com/financial-glossary/marketing-definition-meaning/

https://blog.oxfordcollegeofmarketing.com/2018/11/21/strategic-marketing-tactical-marketing-definitions-differences/

https://www.iedunote.com/marketing-plan

https://www.addthis.com/academy/the-ultimate-marketing-plan-template-7-useful-examples/

ACTIVITY 2 What is marketing?

Duration 40 minutes

Step-by-step description

- ✓ After some brief consideration by the mentors, the participants must fill in the attached format giving their personal definition and idea.

Annex n. 3

Activity n. 2 Individual job	"What is the marketing?"
40 mn.	You can use theoretical part, pc and internet connection,, access to module "2.4 – Marketing concept and its importance in business" (in FIT– e-learning platform)

- ✓ The work is individual.
- ✓ The mentors are available for clarifications and / or insights
- ✓ Behaviour observation;
- ✓ Mentor's assessment (annex n. 1)
- ✓ Activities duly carried out;
- ✓ Class discussion;

Materials/tools they will find on the platform and to use them

- ✓ Slide presentation;
- ✓ Format for the activity;
- ✓ Ideal location;
- ✓ At the end, feedback session by mentors

Concrete outcomes participants should prepare

- ✓ The marketing plan assists in the growth of the business by stating appropriate marketing strategies, such as plans for increasing the customer base.
- ✓ State and review the marketing mix in terms of the 7Ps of marketing – Product, Price, Place, Promotion, People, Process and Performance.
- ✓ The marketing plan details the strategy that a company will use to market its products to customers.

- ✔ The plan identifies the target market, the value proposition of the brand or the product, the campaigns to be initiated, and the metrics to be used to assess the effectiveness of marketing initiatives.
- ✔ What to Expect Without a Marketing Plan? Without a marketing plan, your company's growth will slow, and could even stall. There will be very few new customers, and existing customers may not know about new products or upcoming sales, reducing their chances of becoming a repeat customer

Background / references /sources

https://marketbusinessnews.com/financial-glossary/marketing-definition-meaning/

https://blog.oxfordcollegeofmarketing.com/2018/11/21/strategic-marketing-tactical-marketing-definitions-differences/

ACTIVITY 3 Why is so important the S.W.O.T. Analysis?

Duration 60 mn.

Step-by-step description

- ✔ After doing the first two activities, the participant has a clearer business idea.
- ✔ Participant using annex n. 4 will now be able to evaluate the contents of the four quadrants always referring to their business idea.
- ✔ The mentors are available to the participant to provide instructions and advice on the preparation of the format.
- ✔ Behaviour observation;
- ✔ Mentor's assessment (annex n. 1)
- ✔ Activities duly carried out;
- ✔ Class discussion;

Annex n. 4

Activity n. 3	**"Why is so important the S.W.A.T. Analysis?"**
Individual job	
	<table><tr><td>**STRENGHT**</td><td>**WEAKNESSES**</td></tr><tr><td>**OPPORTUNITIES**</td><td>**THREATS**</td></tr></table>
60 mn.	You can use theoretical part, pc and internet connection,, access to module "2.4 – Marketing concept and its importance in business" (in FIT – e-learning platform)

Materials/tools they will find on the platform and to use them

One of the true benefits of a SWOT analysis is that it's easy to conduct.

All you really need is a way to write down ideas and a willingness to look squarely at your business:

✓ Decide on the objective of your SWOT analysis

✓ Research your business, industry and market.

✓ List your business's strengths (What do you do well? What unique resources can you draw on? What do others see as your strengths?)

✓ ist your business's weaknesses (What could you improve? Where do you have fewer resources than others? What are others likely to see as weaknesses?

✓ List potential opportunities for your business (What opportunities are open to you? What trends could you take advantage of? How can you turn your strengths into opportunities?)

✓ List potential threats to your business (What threats could harm you? What is your competition doing? What threats do your weaknesses expose to you?)

✓ Establish priorities from the SWOT

✓ Develop a strategy to address issues in the SWOT

✓ Review your 4 prioritised lists by asking:

  o How can we use our strengths to take advantage of the opportunities identified?

  o How can we use these strengths to overcome the threats identified?

o What do we need to do to overcome the identified weaknesses in order to take advantage of the opportunities?

o How will we minimise our weaknesses to overcome the identified threats?

Concrete outcomes participants should prepare

✓ SWOT Analysis helps you to identify your organisation's Strengths, Weaknesses, Opportunities, and Threats.

✓ It guides you to build on what you do well, address what you're lacking, seize new openings, and minimise risks.

✓ It is good to use and apply a SWOT Analysis to assess your organisation's position before you decide on any new strategy.

Background / references /sources

https://blog.oxfordcollegeofmarketing.com/2016/05/26/undertaking-a-swot-analysis/

https://blog.oxfordcollegeofmarketing.com/2020/06/24/finding-the-right-customers-with-stp-model/

https://www.business.qld.gov.au/starting-business/planning/market-customer-research/swot-analysis/conducting

METHODOLOGY

- **Individual/Team Coaching**

The purpose of coaching is to unlock people's potential to maximise their own performance. It is helping them to learn rather than teaching or telling them. Take learning to walk as an example – most people don't learn how to walk by instruction.

By assisting the client in committing to action and by being a sounding-board to their experiences, coaching allows the individual the personal space and support they need to grow and develop. The coach's key role is often assisting the client to maintain the motivation and commitment needed to achieve their goals

https://new.coachingnetwork.org.uk/information-portal/what-are-coaching-and-mentoring/

- **Peer-to-Peer Learning**

For students, peer learning can lead to improved attitudes and a more personalised, engaging, and collaborative learning experience, all of which can lead to higher achievement. For peer teachers, the experience can deepen their understanding of the subject and impart confidence.

https://www.summertech.net/benefits-of-peer-teaching/#:~:text=For%20students%2C%20peer%20learning%20can,the%20subject%20and%20impart%20confidence

Annex n. 2

Activity n. 1	"What is a market? "
Groups from 3 to 5 people	
One mentor for each group.	
30 mn.	You can use the theoretical part, pc and internet connection,, access to module "2.4 – Marketing concept and its importance in business" (in FIT – e-learning platform)

Annex n. 3

Activity n. 2	"What is marketing?"
Individual job	
40 mn.	You can use the theoretical part, pc and internet connection,, access to module "2.4 – Marketing concept and its importance in business" (in FIT – e-learning platform)

Annex n. 4

Activity n. 3	"Why is the S.W.O.T. Analysis is so important?"	
Individual job	STRENGTH	WEAKNESSES
	OPPORTUNITIES	THREATS
60 mn.	You can use the theoretical part, pc and internet connection,, access to module "2.4 – Marketing concept and its importance in business" (in FIT – e-learning platform)	

Learning Checkpoints / Evaluation

At the end of the session it is recommended the use of a self-assessment format. Each participant will self-assess her competences on the assigned topics.

MODULE 2.5 MARKETING MIX STRATEGIES

What is the purpose of the session? Overall description

The purpose of the session is to help understand what your product or service can offer to your customers.

Help plan a successful product offering.

Help with planning, developing and executing effective marketing strategies.

Help learn when and how to promote your product or service to your customers.

Identifying and arranging the elements of its marketing mix allows a business to make profitable marketing decisions at every level. These decisions help a business:

- ✓ Develop its strengths and limit its weaknesses
- ✓ Become more competitive and adaptable in its market
- ✓ Improve profitable collaboration between departments and partners

This WORKSHOP will help participants understand how to start their own business idea. It's also important to choose the best ways to your needs and just focus on them to grow your business.

The final goal of this module is to get the greatest impact for your business or StartUp and to connect with clients, customers and stakeholders through customised interactions and active responses.

Learning objectives

- ✓ Know what is a marketing mix concept;
- ✓ Know what are the "7 P" of Marketing Mix;
- ✓ Know what is a marketing strategy;
- ✓ Know what is a company competitive advantage;
- ✓ Know what are competitive advantage gaining strategies;

Duration

This module will take 4 hours.

What educators need to do to prepare the / for the session

To complete this module, you will need the following:

- ✓ Educators will have studied the theoretical part (educators who have the appropriate qualifications should be invited to conduct the session);

About the mentors

- ✓ Mentors have studied the theoretical part about "Marketing";
- ✓ Mentors will help participants in relation to the specificity of their business idea;
- ✓ Mentors' activities can be performed individually or by participants in groups.

For the duration of the project, the participants will be followed by mentors to ensure that they are guided throughout the whole course.

Each mentor and mentee will discuss the best way to create a mentor / mentee relationship and devise the best suitable plan according to their needs.

The purpose of a mentor is to help you grow as a person and become the best version of yourself. This may involve helping you achieve your personal or career goals, introducing you to new ways of thinking, challenging your limiting assumptions, sharing valuable life lessons, and much more.

ACTIVITY 1 What is a marketing mix concept? Describe the "7 P" and their importance

Duration 60 mn.

Step-by-step description

- ✓ Participants have learned the theoretical part;
- ✓ They can ask their mentors questions when in doubt or not knowing;
- ✓ Participants choose their workmate;

Materials/tools they will find on the platform and to use them

After this activity, mentors will organise a feedback session (**activity n. 2**)

Activity n. 1	"What is a marketing mix concept? Describe the "7 P" and their importance"
Work in pairs	
60 mn.	Is it possible use the theoretical part – Access to Module 2.5 "Marketing Mix strategies" on FIT e-learning platform

Above you will find an example of the table that will be filled in with your considerations. the table (annex 2) is attached to the material that is delivered to you.

In the indicated time, comparing yourselves, answer what is requested in the title.

You can review the elements of the marketing mix in the table below:

Using the Internet to vary the marketing mix						
Product • Quality • Image • Branding • Features • Variants • Mix • Support • Customer service • Use occasion • Availability • Warranties	**Promotion** • Marketing communications • Personal promotion • Sales promotion • PR • Branding • Direct marketing	**Price** • Positioning • List • Discounts • Credit • Payment methods • Free or value-added elements	**Place** • Trade channels • Sales support • Channel number • Segmented channels	**People** • Individuals on marketing activities • Individuals on customer contact • Recruitment • Culture/image • Training and skills • Remuneration	**Process** • Customer focus • Business-led • IT-supported • Design features • Research and development	**Physical evidence** • Sales/staff contact experience of brand • Product packaging • Online experience

Figure 5.1   The elements of the marketing mix

After this activity, mentors will organise a feedback session: the mentors, through targeted questions on the activity just carried out, will help to approach the activity n. 2

Concrete outcomes participants should prepare

  ✓ Concrete data keeps you focused on the real opportunities and helps you avoid unproductive effort.

  ✓ When you understand your customers, you can use your resources to reach them more effectively, with less risk of wasting time, money, and effort on marketing initiatives that don't work.

Background / references /sources

https://blog.oxfordcollegeofmarketing.com/2020/06/24/finding-the-right-customers-with-stp-model/

https://fingerprintmarketing.com/why-is-marketing-important/#:~:text=Marketing%20is%20important%20because%20it,how%20you%20can%20help%20them.&text=Without%20marketing%2C%20your%20business%20doesn't%20have%20a%20voice.

ACTIVITY 2 Class discussion: Advantages and disadvantages of marketing

Duration 45 mn.

  ✓ 15 minutes to review the previous activity and mark the advantages and disadvantages;

  ✓ 30 mn. for class discussion with educators and mentors;

Step-by-step description

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- ✔ Now, the participants all work together.
- ✔ They will be able to compare their ideas and suggestions.
- ✔ They will be able to use a flip chart to mark what emerged from the confrontation.
- ✔ The blackboard will be left to the availability of the participants for the continuation of the activities.

Materials/tools they will find on the platform and to use them

Below you will find an example of the table that will be filled in with your considerations. the table (annex 4) is attached to the material that is delivered to you.

Activity n. 2	**"Class discussion: Advantages and disadvantages of marketing"**
All together	Sharing of previous work done in pairs.
	ADVANTAGES **DISADVANTAGES**
45 mn. thus divided: - 15 mn. to review the previous activity and mark the advantages and disadvantages; - 30 mn. for class discussion with educator and mentors	Use your previous format done in pairs; Mark the advantages and disadvantages of marketing in the table above

Concrete outcomes participants should prepare

- ✔ Marketing that is properly researched and targeted will bring new and returning customers.
- ✔ Opinions of current and former customers can identify areas for improvement.
- ✔ Raising brand awareness.
- ✔ Allows for a more personal relationship between the business and the customer.
- ✔ Increased market share.

Background / references /sources

ACTIVITY 3 Describe the marketing competition, the company competitive advantage and the competitive advantage gaining strategies

Duration 45 mimutes

Step-by-step description

- ✓ Participants using the format referred to in annex n. 5 will be able to answer, individually, the questions of the title.

- ✓ Mentors will be available to participants to answer their questions, clarify any doubts, deepen concepts.

Materials/tools they will find on the platform and to use them

Annex n. 5

Activity n. 3	"Describe what are the marketing competition, the company competitive advantage and the competitive advantage gaining strategies"
Individual work	
45 mn.	If necessary, review the theoretical part

Concrete outcomes participants should prepare

- ✓ Participants at the end of the session will be able to recognize and use the advantages of positioning and competitiveness of marketing strategies.

- ✓ Firms have to compete for customers, which leads to lower prices, higher quality goods and services, greater variety, and more innovation.

- ✓ Competition among companies can spur the invention of new or better products, or more efficient processes.

- ✓ Firms may race to be the first to market a new or different technology.

- ✓ Innovation also benefits consumers with new and better products, helps drive economic growth.

- ✓ Competitive forces affect strategy because your competitors react to the strategic actions you take in the marketplace, and your company has to react to their strategic moves.

Additional information

- ✓ Learning Checkpoints / Evaluation

✓ Behaviour observation;

✓ Mentor's assessment.

METHODOLOGY DESCRIPTION

Research-based learning:

In the context of this listing, research-based learning refers to involving learners directly in authentic research projects. This has an impact on a variety of levels. The learner potentially gains significant motivation as a result of their participation in real-life research.

This has been seen to be the catalyst for learners to delve deeply into topics.

In addition, through their involvement in actual research, the learners become knowledgeable about the nature of research and their role as researchers. Research techniques are introduced to the learners in as many contexts as possible, in order to develop their skills of interpretation, analysis and application.

https://www.learnlife.com/methodologies/research-based-learning

Peer-to-Peer Learning

For students, peer learning can lead to improved attitudes and a more personalized, engaging, and collaborative learning experience, all of which can lead to higher achievement. For peer teachers, the experience can deepen their understanding of the subject and impart confidence.

https://www.summertech.net/benefits-of-peer-teaching/#:~:text=For%20students%2C%20peer%20learning%20can,the%20subject%20and%20impart%20confidence

Coaching

The purpose of coaching is to unlock people's potential to maximize their own performance. It is helping them to learn rather than teaching or telling them. Take learning to walk as an example – most people don't learn how to walk by instruction.

By assisting the client in committing to action and by being a sounding-board to their experiences, coaching allows the individual the personal space and support they need to grow and develop. The coach's key role is often is assisting the client to maintain the motivation and commitment needed to achieve their goals

https://new.coachingnetwork.org.uk/information-portal/what-are-coaching-and-mentoring/ https://www.smartinsights.com/marketing-planning/marketing-models/how-to-use-the-7ps-marketing-mix/#:~:text=The%207Ps%20helps%20companies%20to,for%20the%20digital%20marketing%20mix.

Annex n. 4

Activity n. 2	"Class discussion: Advantages and disadvantages of marketing"
All together	Sharing of previous work done in pairs.

ADVANTAGES	DISADVANTAGES

45 mn. thus divided:	Use your previous format done in pairs;
- 15 mn. to review the previous activity and mark the advantages and disadvantages; - 30 mn. for class discussion with educator and mentors	Mark the advantages and disadvantages of marketing in the table above

Annex n. 5

Activity n. 3	"Describe what are the marketing competition, the company competitive advantage and the competitive advantage gaining strategies"
Individual work	
45 mn.	If necessary, review the theoretical part

Sources / references

https.://eu.patagonia.com

Website: "Role of logistics in enhancing competitive advantage: a value chain framework for global supply chains" in International Journal Of Physical Distribution & Logistics Management 39(3): 202-226

CHAPTER 3 CREATING SYNERGIES

MODULE 3.1 EFFECTIVE COMMUNICATION
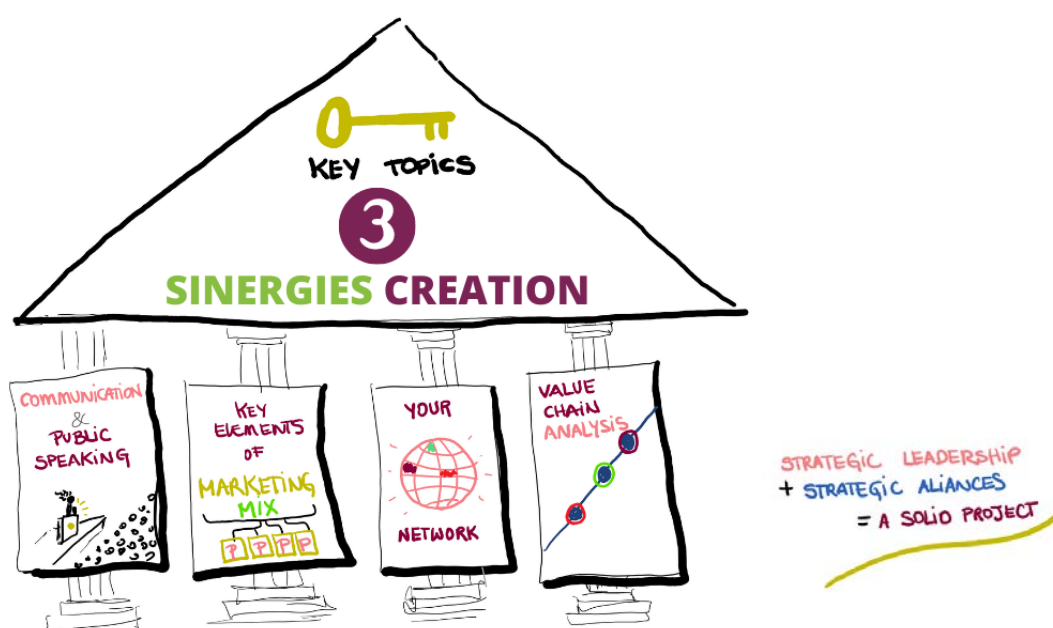
What is the purpose of the session? Overall description

The aim of the session is to learn the main concepts of communication, negotiation, storytelling, and the use of various forms of communication to achieve the expected results in business. The elements of effective communication are going to be applied in practice during three types of workshops: giving public speech, negotiating an issue, and storytelling.

Learning objectives (connected to the syllabus / theoretical part)

- ✓ Inspire and enthuse relevant stakeholders
- ✓ Get the support needed to achieve valuable outcomes of the effective communication
- ✓ Demonstrate effective communication: speaking in public, persuasion, negotiation and storytelling.

Duration 4 hours

What educators need to do to prepare for the session

The educators have to be ready to deliver and reflect the theoretical models of communication. It is suggested to have the templates of successful speech, the action plan of negotiations ready to run the workshops.

Take care of the environment factors influencing the attention, openness, sincerity of the trainees to be taken off. Make the most of it to let them be confident and socially safe.

About the mentors

The mentors should have practical experience of public speaking and negotiating. They should be aware of the main principles and elements of the different forms of communication to be able to lead the workshops, to give feedback and evaluate the results of the trainees.

ACTIVITY 1 Pitch your business idea

Duration Totally- 70 min; 30 min dedicated to make an outline of a pitch speech, 30 min- to practise the oral presentation; 10 min – overview of the results reached and lessons learned.

Step-by-step description

The activity is designed to gain practical skills in public speaking. Stages of making a speech outline, giving a speech in public, and evaluation of results are the parts of the activity.

Task 1. Define the purpose of your speech.

Ask the participants to write down the main purpose and additional value of the speech. We recommend making a pitch of their business idea to inspire and enthuse possible stakeholders.

What are the expected results of this action? Put down the concrete ratios foreseen for a successful speech.

Task 2. Outline of the pitch speech.

The successful speech outline should have these parts: attraction of attention; proximity to audience; credibility of the speaker; main topic statement; body of main message; conclusion stressing main idea; the strong closing phrase. The participants are expected to make a full speech including the parts of the construct.

The sections of the table include the parts of speech construction with some short explanations of each.

Task 3. Giving the pitch speech.

Practical session to experience public speaking is organised as an oral presentation in the presence of an audience of a group of people, preferably the members of the same training group. It is important to keep the spirit of self-discovery in the presenter alongside with the mood of agreeableness and support from the audience.

The oral presentation of the business pitch is recommended to be organised in roles of two-presenter and listener. 60 min of total timing for this exercise may be divided into: 5 min presentation, 10 min- feedback from listener. Then swap roles and ask the previous listener to give her speech. The twofold way will give the participants a clarity of giving and getting differences to be learned for future.

To help the participants become better listeners and focus on the presentation, you can facilitate the process by using the template of the main elements of effective communication. You will find it on the IED Academy platform. The template displays the elements of oral communication: respect, proximity to audience, confidence, conciseness of language and message, body language. This sheet serves for taking notes.

In case of limited time and the need of leading a bigger group of participants, the task could be arranged simultaneously in pairs. This form will request a smart way to collect the results from the group members.

Materials/tools they will find on the platform and to use them

To fulfil Task 2, there is a table for the participants on the platform. They have to prepare the outline of a business pitch speech following the given structure by writing the text in full sentences in the right column of the table.

Table 1.

Construct of the speech	
Attraction	Find a point to draw the audience into the subject to feel favourableness and interest in the speech. It could be done by statistical facts, humour, reference to an occasion, personality, event or any other reference.
Proximity to Audience	Give listeners a reason to listen to your speech, increase motivation by possible affection for them.
Credibility	Offer evidence of your knowledge, experience and expertise related to the topic.
Topic Statement	One complete sentence that tells the audience the topic of your speech.
Body of message	Main points, ensuring the benefit, the need and the importance of the message.
Conclusion	Stress the main idea of your speech.

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Closing phrase	With the closing phrase refer to the introduction, or an issue of inspirational appeal.

For a Task 3 in a workshop of giving public speech, the participants are recommended to use a template, when in the role of listener.

Table 2.

Elements of communication	Notes
Proximity to audience, respect, confidence	
Structure of a speech: attached attention, main message, ending	
Conciseness of language: articulation, pace, pauses, tone	
Body language: stance, gestures, movements	
Body language: eye contact, facial expression	

The educator's role is to give the individual or group feedback depending on the size of the group and time schedule.

The session has to be wrapped up by stressing the significance of developing the useful skills of effective public speaking in various situations and numerous contexts.

What you need to do to get ready for this session

The mentors have to be able to make a speech by herself, to demonstrate some elements of it, to write and analyse the construction of speech. It is recommended to check the tables and requirements of the exercises in the platform in advance.

Concrete outcomes participants should prepare

The participants will get the skills of constructing their business pitches, will gain some practice to talk concisely, confidently, respectfully, utilising gestures, in a friendly tone, exposing the relaxed body stance, etc.

Background / references /sources

Breeze, M.H., Rudd, R.D., Gifford, G.T., Shoulders, C.W. (2011) Develop Your Public Speaking Skills: Tips for Beginning Speakers, Speech Coaches, and Judges.

Jia-Jones, Kathy Keyi. 10 Tips to Help Internationally Educated Professionals Improve Public Speaking Skills (2012). HR Professional magazine.

ACTIVITY 2 Negotiate your business issue

Duration

Totally- 70 min; 60 min dedicated to playing the given scenario within the frame of negotiation; 10 min – overview of the session.

Step-by-step description

The session presents a structure and nature of negotiation. Finding the rational way to communicate in the situations when matters are argued or even clearly disagreed, is crucial skill in business to reach its goals. The role play scenarios and rules are proposed to give an opportunity to the participants to experience the art of negotiating.

The role play game is suited to experiment with the negotiation process based on a chosen script.

Task 1. The participants have to recall the stages of negotiation given in a theoretical part: preparation for the negotiations; building relationships, clarifying goals, making the first offer; negotiate towards a win-win outcome, coming to the agreement. Make clear they understand when one stage is done to go to the next one.

There is a recommendation to split the practices of applying a distributive strategy and an integrative strategy stressing the appropriateness under different conditions. The **distributive strategy** is used when the negotiator has a stronger advantage (BATNA) than the other partner, or the deal is short-term, and has no chance to be prolonged. When both parts have the same power and expectations for future collaboration, ask them to use the **integrative strategy**.

Note the importance of keeping the participants working until they come to an accountable agreement. They must be ready to explain the incurred wins and loses.

Task 2 should be the first stage of the role play game - preparation for the negotiation process.

Decide on actual business matters that usually involve negotiations. We suggest working on selling, purchasing, recruitment, and partnership decisions. Put the participants in the shoes of any manager and set the goals they have to reach.

Use the scenarios from the bank done in advance to the workshop. There is a strong recommendation to adapt the scripts to the background and context of the participants. If the group size is small, it's possible to try different issues according to the level of complexity.

Mentors can also secretly prescribe specific goals to both negotiating parties or to any particular member in order to make the game intriguing. This is a way to get extra experience for more proficient participants.

The mentors usually have to follow the negotiation process, notice mistakes and successes to be ready for feedback to everyone.

Materials/tools they will find on the platform and to use them

Depending on a teaching environment, the group references and the experience of the mentor, it is optional to decide: either to put the bank of negotiating scenarios to the platform, or not. Material on the platform can help students to make ready before the workshop. Otherwise, the moment of unexpectedness could be left.

What you need to do to get ready for this session

The bank of various business situations and matters will help to choose the issue for a negotiation. If the participants of the workshop are setting their businesses in different business sectors, make the scrips adapted to these areas.

Negotiators should always keep in mind that expanding BATNA is an important goal because it increases power in the negotiation. Decide the cases of BATNA implementation in some business examples.

The level of complexity in the negotiating process must be estimated and taken. The mentors have to tailor the content of negotiation or use different levels to suit the scenarios to the needs of participants.

Concrete outcomes participants should prepare

The participants have to get:

- ✓ an experience of planning and managing the negotiating process;
- ✓ understanding the role of BATNA for the negotiation success;
- ✓ the usefulness of the agreements done using a distributive and/or integrative strategy.

Background / references /sources

Beenen, G., Barbuto, J.E. Let's Make a Deal: A Dynamic Exercise for Practicing Negotiation Skills. Journal of education for business, 89: 149–155, 2014.

Live Canvas. EU project: http://live-canvas.eu/en/learning-area/full/24/6/1/stages-in-negotiation.

ACTIVITY 3 Picture your smart business story

Duration

Totally- 70 min; 20 min dedicated to work on receiving the key words from a business mission; 40 min set to compile a story to win a target audience; 10 min – overview of the session.

Step-by-step description

Reflecting the need of any business woman to build credibility of her own or the business, a task of compelling a valuable business story is presented in this chapter. The way of storytelling is an effective key to reach our audience, whether it is a colleague, a team, a recruiting employee, or targeted client. The need to communicate the core business values is crucial as well in the context of a smart and sustainable business.

Task 1. The activity starts from revising the business mission stated within the previous modules. In case the mission isn't ready, follow the comment below in this section.

The participants have to focus on their business mission statement using the table they can find IED Academy platform. Ask them to write it down and make some analysis. The main task is to transcribe the phrases of the mission statement into three parts according to the given questions and their extensions:

WHY? The reasons to do business, aspirations, spirit, dreams, etc.

HOW? The way of doing things, personal concerns, style, uniqueness, sustainability, etc.;

WHAT? The outcomes, values, products, impact, etc.

They have to pick up the key phrases that convey the most valuable meaning of the statement into the sections of the right column of the table. They should finish the task by differentiating the results into two sections: logical clues and emotional clues by colouring them in different colours. The task is done successfully if they'll find at least 1 logical and 1 emotional clue to ground their business purpose.

Note: The mentors have to be aware that mission statements can be simple and clear, but also can be expressed in sound phraseological ways. Let the participants feel comfortable in both ways.

Task 2 expands the results of Task 1: the logical and the emotional clues the business leaders would like to communicate. Logical arguments make the audience think, so it is important to communicate with stakeholders in such a way. As a storytelling method requires to enable the emotional clues in order to mobilise the audience for an action and contribution.

Ask the participants to compile a unique story revealing their "Why-How-What" business traits to engage with any related audience. The story is valuable and successful if it holds these features, and might be used as assessment criteria:

- ✔ A story is audience- specific;
- ✔ Refers to a relevant context;
- ✔ A story is humanised;
- ✔ Keeps humbleness;
- ✔ Moves for an action.

It is important to stress the need to show empathy to our target audience, try to walk in their shoes before formulating the story. The audience must feel that the issue applies to them, is relevant to them.

The task can be done in any written form.

The educators are suggested to guide the participants to employ the principles of a circular economy- longevity, leasing, reuse, recycling or other ways to bring values to society in their business value list and afterwards in their stories.

The activity can be executed in two ways:

1) as described above- starting from business mission revision and finalising with the compiled story to communicate the sustainable business;

2) in case the business mission has not started yet, the activity can start from the identification of values of business, so the final stage serves to create the final statement of business mission.

Materials/tools they will find on the platform and to use them

A special table is placed on the platform to help the participants to work on their business mission statement. Usage of different colours are required to finalise their work.

State your Business mission:	
WHY? **The reasons to do business, aspirations, spirit, dreams...**	
HOW?	

The way of doing, concerns, style, uniqueness	
WHAT? Outcomes, values, products, impact	

What you need to do to get ready for this session

Some relevant examples can help the participants to extract the values of a smart and sustainable business. We recommend using cases of successful implementation of business missions in a storytelling way to explore the marketing communications with their customers.

Concrete outcomes participants should prepare

The outcomes consist of:

- ✓ Revised and finalised business mission statement;
- ✓ A story compiled to reach a relevant target audience, for example, a story to form a business image in a company's website.

Background / references /sources

Esmee Dijt, https://urbact.eu/storytelling-powerful-tool-quest-circular-economy

Gothelf, J. Storytelling Can Make or Break Your Leadership. https://hbr.org/2020/10/storytelling-can-make-or-break-your-leadership.

Learning Checkpoints / Evaluation

The evaluation of the achieved results in this workshop consists of these variables:

- ✓ The level of showing all oral presentation characteristics:
  - ➢ 1) proximity to audience, respect, confidence;
  - ➢ 2) structure of a speech: attached attention, main message, ending;
  - ➢ 3) articulation, pace, pauses, tone;
  - ➢ 4) body stance, gestures, movements;
  - ➢ 5) eye contact, facial expression. This gives 40 percent of the total evaluation.
- ✓ The level of demonstrating the negotiation skills:
  - ➢ 1) building relationships, declaring goals, making an offer;
  - ➢ 2) negotiation statements towards win-win outcome,
  - ➢ 3) getting the agreement;

> ➢ 4) keeping the stages, pace and spirit of constructive result. This gives 30 percent of the total evaluation.

- ✔ The attractiveness of the business story:
  - ➢ 1) the revised business mission, declaring the sustainable values;
  - ➢ 2) the story to communicate business values through the emotional effect of convincing. This gives 30 percent of the total evaluation.

METHODOLOGY DESCRIPTION

Oral presentation means a way to present information using a voice to a targeted audience. Some other types of information (like Slideshow or scripts) can be combined. At this session we recommend using face-to-face oral presentations.

Role play is a „technique that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment. Participants are given particular roles to play in a conversation or other interaction. They may be given specific instructions on how to act or what to say, or required to act and react in their own way depending on the requirements of the exercise. The participants will then act out the scenario and afterwards there will be reflection and discussion about the interactions, such as alternative ways of dealing with the situation. The scenario can then be acted out again with changes based on the outcome of the reflection and discussion" (Glover, I.).

Storytelling entertains the reader/viewer/listener, earning their interest. Compelling stories convert dry boring content into worthwhile time expenditures. There are many approaches towards storytelling. Personification, third person storytelling, embedded journalism, and metaphors are just four ways to enliven content (Livingston, G.).

Sources / references

Beenen, G., Barbuto, J.E. Let's Make a Deal: A Dynamic Exercise for Practising Negotiation Skills. Journal of education for business, 89: 149–155, 2014.

Breeze, M.H., Rudd, R.D., Gifford, G.T., Shoulders, C.W. (2011) Develop Your Public Speaking Skills: Tips for Beginning Speakers, Speech Coaches, and Judges.

Esmee Dijt, https://urbact.eu/storytelling-powerful-tool-quest-circular-economy

Glover, I. Role-play: An Approach to Teaching and Learning. https://blogs.shu.ac.uk/shutel/2014/07/04/role-play-an-approach-to-teaching-and-learning/

Gothelf, J. Storytelling Can Make or Break Your Leadership. https://hbr.org/2020/10/storytelling-can-make-or-break-your-leadership.

Jia-Jones, Kathy Keyi. 10 Tips to Help Internationally Educated Professionals Improve Public Speaking Skills (2012). HR Professional magazine.

Live Canvas. EU project: http://live-canvas.eu/en/learning-area/full/24/6/1/stages-in-negotiation.

Livingston, G. Four Storytelling Methods. https://geofflivingston.com/2011/04/12/four-storytelling-methods/

ACTIVITY 4 Template: Pitch Your Business idea

Task 2. Prepare an outline of a business pitch speech following the given structure. Write the text in full sentences in the right column of the table.

Parts	Your text
ATTRACTION Find a point to draw the audience into the subject to feel favourableness and interest to the speech. It could be done by statistical facts, humour, reference to an occasion, personality, event, etc.	
PROXIMITY TO AUDIENCE Give listeners a reason to listen to your speech, increase motivation by possible affection on them.	
CREDIBILITY Offer evidence of your knowledge, experience and expertise related to the topic.	
TOPIC STATEMENT One complete sentence that tells the audience the topic of your speech.	

BODY OF MESSAGE Main points, ensuring the benefit, the need and the importance of the message.	
CONCLUSION Stress the main idea of your speech.	
CLOSING PHRASE With the closing phrase refer to the introduction, or an issue of inspirational appeal.	

Task 3. Use a template in a workshop of giving public speech, when in the role of listener.

Elements of communication	Notes
Proximity to audience, respect, confidence	
Structure of a speech: attached attention, main message, ending	

Conciseness of language: articulation, pace, pauses, tone	
Body language: stance, gestures, movements	
Body language: eye contact, facial expression	

ACTIVITY 5 Revise Your Business mission

Task 1. Take your business mission statement. Please fill up an empty column with your textual material. Your mission statement can be simple and clear, but also can be expressed in a sound phraseological way.

Transcribe the statement phrases into three parts according to the given questions and their extensions. Pick up the key phrases, conveying the most valuable meaning, from the statement into the sections of the right column of the table.

Finish the task by differentiating the results into two sections: logical clues and emotional clues by colouring them in different colours.

State your Business mission:	
WHY?	

The reasons to do business, aspirations, spirit, dreams...	
HOW? The way of doing, concerns, style, uniqueness	
WHAT? Outcomes, values, products, impact	

MODULE 3.2 NETWORK STRATEGY

3.2.1. BUILDING AN EFFECTIVE AND STABLE NETWORK

What is the purpose of the session? Overall description

Business relationships can be created in a particular business environment and context, developed under special needs of business, thus, it is a shorter or longer process of the development of an effective and stable business network.

The task of the practical part of this session includes setting a step-by -step plan of the full network strategy of sustainable business, including the development of offline network and social media network strategies.

Learning objectives (connected to the syllabus / theoretical part)

- ✓ To clarify the reasons for offline networking as an essential nature and charge of any business development.
- ✓ To set an entire strategy of your business networking.
- ✓ To build a plan of meaningful business connections.
- ✓ To make a strategy for a social media network.

Duration

Totally- 3 hours 30 mins (not including theoretical part):

- ✓ Activity 1- Strategy map of business networking- 70 min duration;
- ✓ Activity 2- Offline Business network- 70 min;
- ✓ Activity 3- Social Media Network Strategy- 70 min duration.

✓ Wrap-up- 10 min.

What educators need to do to prepare for the session

The educators have to be aware of networking theories and practices, understand the principles and know peculiarities of social media networks. In case the educators serve the young entrepreneurs of a special business area/sector, it would be helpful to introduce the participants with the actors playing an important role in the specific business area.

The sessions of setting the business network strategies are limited. During the activities let the participants understand that in business life designing their strategic network structure is quite time-consuming and never is totally finished, as new partners come and go.

List of methodologies applied

Mind-mapping, data collection.

About the mentors

The successful mentoring will use the real practical experiences from the businesses. Sharing the lessons and decisions in creating business partnerships are valuable for bringing the sessions added value. Mentoring the session should also involve mentoring the participants to choose the partnerships for their sustainable profile of business.

ACTIVITY 1 Strategy Map of Business Networking

Building networks is part of your business strategy. This session will help participants to map the entire strategy of their business networking starting from the network they have today and then will plan the intentions to move towards where they would like to be in the period of strategy.

Duration

Total time- 70 min.: 60 min duration workshop of mind-mapping, 10 min for an overview.

Step-by-step description

To draw a map of an entire business networking strategy requires to consider various factors, like purposes and goals of networking, the network's type and structure, membership decisions, governance style, setting timeline, etc. These considerations help to frame a complete plan.

Let the participants have an understanding of these factors of making a networking strategy:

1. The goals and purposes meeting the types of network. Creating partnerships with other organisations lets the businesses to share their resources, knowledge, experience, coordinate different actions, leverage influence and brings other forms of value.

The task is to set the business goals and define the types of different organisations for networking best suited for different goals and purposes. These different types may include associations, coalitions, alliances, cohorts, communities and more others.

2. Network membership decisions. Deciding who is and should be a member of the network can be a very complex task. Some networks have an informal membership, with partners coming and going without much management. Others have formal membership processes, with rules on who can join, a process for doing so, and former responsibilities that can include membership fees and required meeting attendance. The most important question is to be able to define clearly who is, and is not, a member of the network.

3. Structure of Network. There could be two types of connections with partners- direct and indirect way. Guide the participants to choose which network should consist of close, direct connections between partners, and which networks can be sparse, connected indirectly, might be through intermediaries. Don't focus only on the dense cloud of ties as the best solution. The advantages of weak ties, less involving partners can also be seen as benefiting to find new partners with less money and time costs.

4. Timeline of the Network. The participants should decide which networks of collaboration with partners are indefinite and which are clearly predefined. It is important to be sure that the partners are in line with the terms and are intended to keep the same lifespan of the network.

5. Governance of Network. Some networks are self-governed, allowing the members to have autonomy, others can be governed by some authorities, a board, keeping the rules, accountability, support. A shared governance is also a way.

The participants of this session have a task to draw a map of their entire strategy of their business networking following the task description on the platform.

Materials/tools they will find on the platform and to use them

The participants are asked to apply any mind-mapping technique, as https://www.mindmaps.app, or any other similar facility, to draw the map of an extended business network. At the beginning they have to make a list of the partners (if) they have today, describing them in the light of the factors of purposes, goals, type of relationships, timeline. The second step is to extend the network by identifying more other useful partnerships that can help develop an effective and stable business network.

What you need to do to get ready for this session

The mentors have to be ready to explain the differences of types of networks and influencing factors. Skills to use mind-mapping techniques can also be helpful. Please introduce yourself with the activity description for participants in the platform.

Concrete outcomes participants should prepare

The full list of attractive and available partnerships should be created as a clear scheme for implementation. It is important to follow that the extended network of the relationships is the most effective for the business, on one side, wide enough, on another side, not too extended, consuming too much time, efforts and financial resources.

Background / references /sources

Derr, Alex. What is a network strategy? https://visiblenetworklabs.com/2021/03/01/what-is-a-network-strategy/

https://www.mindmaps.app/

ACTIVITY 2 Offline network strategy

Organisations form different types of relationships. The business purposes of having reliable suppliers, intermediaries, trading partners are based on building and development of carefully selected relationships utilising offline contacts. This activity is designed to make a value-creating network of your business' offline contacts.

Duration

Total time- 70 min: 60 min workshop; 10 min overview.

Step-by-step description

The session of planning the offline network brings the managerial approach to building the essential relationships with the key partners.

At the beginning let the participants understand the advantages of in-person networking in developing relationships with and between the collaborating companies.

The advantages of offline relationships should be exploited cause:

1. Personal interactions with partners are much easier to initiate and manage than online, and have a more natural character. The non-verbal communication, including body language, voice tone, gives some colour to personal intentions and feelings.

2. Not everybody uses social media channels, some are not as active as you can expect. You can miss the valuable connections of those experienced entrepreneurs who tend to stay inactive on social media.

3. Such event-based meetings as trade shows, industry gatherings, conferences, community festivals, et., forge strong local connections rooted in the same city or region, open the new opportunities to collaborate with. This has a strong advantage to have partners or relatively short notice.

4. People better remember faces than profile pictures. A valuable memory of seeing someone in person serves as a critical advantage to make a lasting impression.

5. Balance your networks and your strategies, alienating the offline connections with the online communication to use every opportunity to build the best relationships.

Task **1** of the activity requires to generate the list of the potential partners, either organisations or persons, that the participants foresee as valuable actors to gain mutual value for the

business. The goals of the business are the starting point to generate matching connections for collaboration.

Use external informational sources, like databases, business directories, business periodicals and more to find the relevant business partners. The mentors' shared experience in business networking can be highly valuable.

The second step is to set a plan of Offline network strategy. This part should help participants to define the core capabilities of each partner they can contribute to the network. Ask the participants to draw up a Partner's Card, where the tactical actions and details of collaboration are set. The number of cards should be the same as the number of key partners selected for an offline relationship. The set of carefully selected profiles of partners should make a worthy and effective network for their in- person business relations.

Materials/tools they will find on the platform and to use them

The table of task 1 is placed on the platform to work on the selection of potential business partners for the offline communication. Requested relationships should cover the specific needs of their business. Help the participants to describe the key business processes to unlock the potency of benefitting from personal contacts.

Requested relationships	Your business goal	Titles of institutions, names of persons	Your priorities, mostly requested partners (name 1 or 2)
	Goal 1: Goal 2: ...	1. 2. 3.	
	Goal 1: ...	1. 2. 3.	

Technically the participants should shape the table 1, given on the platform, by adding or deleting some lines in it, reflecting the specific need of their business.

Task 2 continues to develop the formation of their offline strategy, involving the decisions of the communicating process, defining the key capabilities to create mutual value for both sides of collaboration.

Guide the participants in drawing up a plan of the development of the collaboration indicating the actions on these factors:

PARTNER 1

Core capabilities of the partner

Our attractiveness to partner

Key persons to collaborate

Forms of meeting (round table, business breakfast, visits, ...)

Frequency of meetings

Other details

The participants have to draw a card, profile for each of their selected partners.

What you need to do to get ready for this session

It would be helpful for the participants to share the directories of various business organisations, industry associations, chambers and communities to guide the definition of possible actors in their industry. Pay attention to the selected partners appropriateness to the goals of creating customer value and to the goals to take a defensible competitive position.

Concrete outcomes participants should prepare

At the end of the session the participants have to have a list of carefully selected business partners that are crucial for their business and with whom they have to develop the offline network.

The cards of each of their requested partners for the offline cooperation as a map of the tactical actions to be taken to keep offline connections are the final outputs of the session.

Other comments

When planning the offline meetings, it is important that the participants don't overcommit themselves. Focus on a targeted approach instead.

Background / references /sources

https://www.european-business.com/tips/networking-how-to-network-offline

https://startupnation.com/grow-your-business/offline-networking-essential-entrepreneurs/

ACTIVITY 3 Social Networking Strategy

Online networking holds countless opportunities to have the connections that could never meet in person. Young entrepreneurs are relying on these platforms to find and engage with the other professionals to build their networks and create more opportunities. Social networking platforms have radically altered the dynamics of professional networking. The session invites you to set your business strategy of social media networking.

Duration

Total time- 70 min: 60 min workshop; 10 min overview.

Step-by-step description

Social media has become critical to develop the marketing of any business products and brands. This activity is designed to develop a strategic plan to build relationships with target customers and potential referral sources.

Social communication of a company should start from revealing the long-term marketing goals, like promoting corporate mission, creating brand awareness, introducing new products, exposing an expertise, sharing sustainability challenges and experience, promoting the company's team, finding new employees, creating bonds with local communities and more others.

> Communication goal 1:
>
> Communication goal 2:
>
> Communication goal 3:
>
> Communication goal 4:

As the goals of social connections are set, the extended networking plan involve these steps:

- ✔ Selecting appropriate social media sites;
- ✔ Developing content creation plan;
- ✔ Setting the responsibilities of administration of the social networking.

For this session the participants have to map their social media network following the steps above.

Selecting an appropriate social media site should reflect the type of channel, that will add value to your company's marketing aims and will engage the targeted customers: LinkedIn, Instagram, Facebook, Pinterest, Google+, YouTube, TikTok, etc.

> CHOOSE APPROPRIATE SOCIAL MEDIA SITES LINKED WITH THE GOALS:
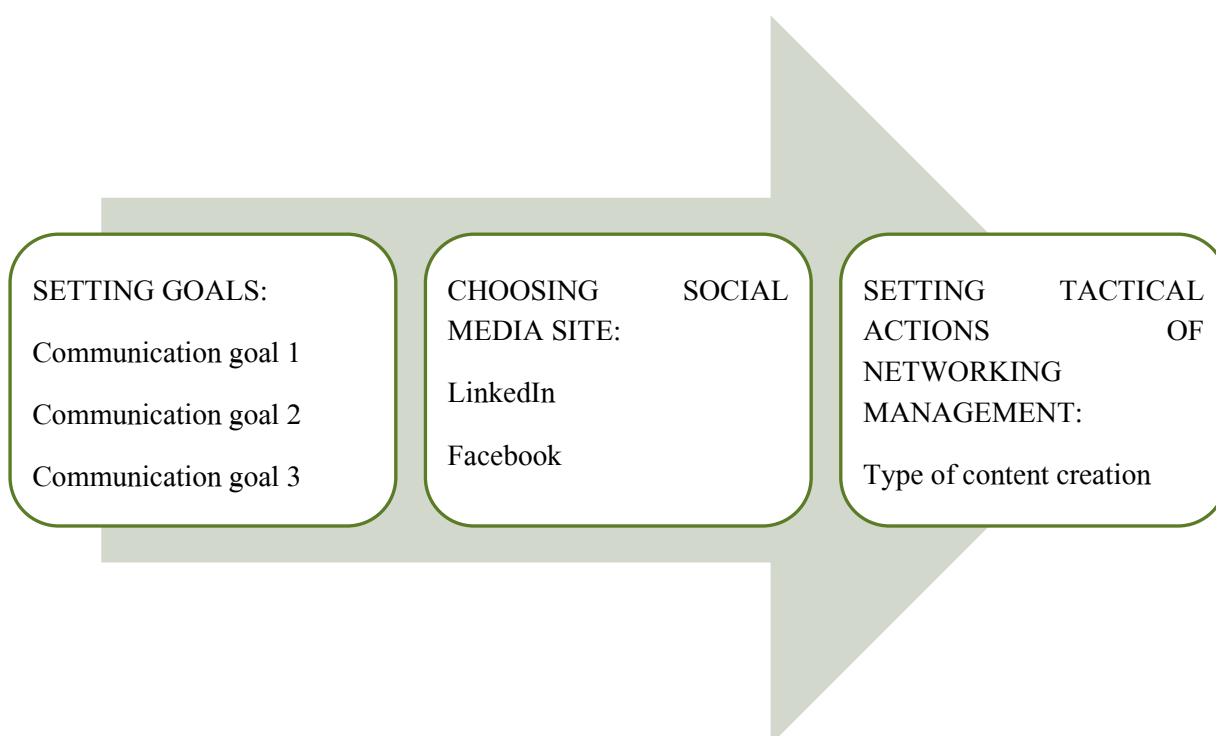> LinkedIn, Facebook, Instagram, Pinterest, YouTube, any others.

The content types that can be planned for the social network, can include:

- ✓ Upcoming company and community events;
- ✓ Tips and expert advice for customers;
- ✓ Relevant/live events and video;
- ✓ Representation of business teams and their achievements;
- ✓ New product/service advertisements;
- ✓ Links to the sites of customer interest, etc.

Besides the type of content, the participants have to plan the actions of the networking management. The decisions involve setting the frequency of posts, the key performance indexes to evaluate the expected user interaction, and defining the responsibilities within the team.

Materials/tools they will find on the platform and to use them

The participants will find the picture demonstrating the stages of making the strategic plan of networking in the social media.

SETTING GOALS:

Communication goal 1

Communication goal 2

Communication goal 3

CHOOSING SOCIAL MEDIA SITE:

LinkedIn

Facebook

SETTING TACTICAL ACTIONS OF NETWORKING MANAGEMENT:

Type of content creation

Ask the participants to choose their preferred way to make map of strategic decisions and actions. The can fill the chosen sections of the table that can be worthy to be done for setting the best social network. They should shape the table under your request/need, deleting or adding the columns in it.

Social media site	LinkedIn	Facebook	Instagram	Pinterest	...
Communication goal:					
Type of content:					
Posting Schedule:					
Expected user interaction:					
Responsible person:					

Instead of the table the participants can be proposed to use the mind-mapping technique to draw the map of your managed social media networking strategy.

What you need to do to get ready for this session

The recommendation is to be aware of the different social media channels to be ready to give advice for the participants in matching the site with the communication goal, and if possible, share the stories of their own experience.

Concrete outcomes participants should prepare

The entire plan of social media networking should be developed and presented at the end of the session. It can take the shape of a table or map. The strategy map has to give a full view of valuable connections to reach the smart business goals.

Other comments

Make sure that the social media network fully corresponds to the entire business networking strategy and gives support to the business success.

Stress the importance of setting the right connections to benefit the business in a sustainable and smart manner.

Background / references /sources

https://socialnetworking.lovetoknow.com/about-social-networking/five-steps-creating-effective-social-media-content-plan

Learning Checkpoints / Evaluation

The evaluation of the achieved results in this workshop consists of these variables:

- ✓ Ability to apply the strategic management skills by defining the correct business goals of communication- 40 percent of total evaluation.
- ✓ Critical evaluation of advantages and shortages of various connections and media channels in the business area- 40 percent of total evaluation.
- ✓ Demonstrated skills to make a full-part plan or visualisation of business communication actions- 20 percent of total evaluation.

METHODOLOGY DESCRIPTION

Mind-mapping technique requires the use of creative methods chosen from the wide range of possibilities, including the apps.

Search of various types *of information* online or other business directories can be used to do the practical tasks.

All activities are interlinked. The entire strategy set in activity 1 has to be developed by exercising the network setting in both directions: Offline and online. If there is a need you can make additional activities asking to set the online networking strategy as planning the development of the website of the company. It is highly recommended to stress the importance of setting the right connections to benefit the business character as sustainable and smart.

Sources / references

Derr, Alex. What is a network strategy? https://visiblenetworklabs.com/2021/03/01/what-is-a-network-strategy/

https://www.european-business.com/tips/networking-how-to-network-offline

https://startupnation.com/grow-your-business/offline-networking-essential-entrepreneurs/

https://socialnetworking.lovetoknow.com/about-social-networking/five-steps-creating-effective-social-media-content-plan

MODULE 3.3 SOCIAL MEDIA AND ONLINE PRESENCE

What is the purpose of the session? Overall description

This module will be covering the following aspects:

- ✓ the creation of one's digital footprint
- ✓ how to be e-responsible
- ✓ the different social media platforms
- ✓ do's and don'ts on social media
- ✓ creating an online Marketing Strategy using S.M.A.R.T goals concept which will help with the launching of the business online

This will help with the avoidance of pitfalls while strengthening online presence.

This module also includes a hands-on session where participants will be given the opportunity to create eye-catching social media accounts for their business or start up. A guide will also be provided which will help participants maintain these portals as they increase traffic to their pages. The participants will also be able to take part in an online self-assessment quiz.

This module also includes a glossary of terms in relation to social media.

Learning objectives (connected to the syllabus / theoretical part)

In the following module participants will:

- ✓ create a digital footprint
- ✓ become aware of different social media platforms and their respective uses
- ✓ learn about growing client base
- ✓ become aware of the pitfalls that need to be avoided
- ✓ learn how to create interesting media content to attract customers
- ✓ be able to mitigate online complaints or disagreements

Duration

This module will take a maximum of 3 hours to complete.

List of methodologies applied

The methodology applied in this module is the observation / participation method. As Mac an Ghaill (1994) has argued, the participant observer collects data by participating in the daily life of those he or she is studying. 'The approach is close to everyday interaction, involving conversations to discover participants' interpretations of situations they are involved in' (Becker 1958, p. 652). The aim of participant observation is to produce a 'thick description' of social interaction within natural settings. At the same time informants are encouraged to use their own language and everyday concepts to describe what is going on in their lives. Hopefully, in the process a more adequate picture emerges of the research setting as a social system described from a number of participants' perspectives (Geertz,

1973; Burgess, 1984). In other words, we are seeking to find meaning in the encounters and situations.

The participants will observe, read and participate in creating their own respective social media accounts.

About the mentors

For the duration of the project, the participants will be mentored by the local partner and their team to be sure that they are guided throughout the whole course. Keeping in mind the current situation of Covid 19, where face to face interactions may be restricted mentors and mentees should be given the opportunity to interact online either on one of the social media platforms such as Facebook Chat, LindkedIN, WhatsApp or even via email or in real time on platforms such as Zoom, Teams and Google meet. During the mentor and mentee meeting a plan of how such mentorship should take place should be devised according to their needs. The local partner should also be able to nominate other mentors from the local community or local women organisations to act as mentors to their participants.

The purpose of a mentor is to help the participant grow as a person and become the best version of themselves. This may help participants achieve their personal or career goals, while introducing them to new ways of thinking, enabling them to challenge their own limiting assumptions, as well as share valuable life lessons, among others.

ACTIVITY 1 Digital footprint

Duration

Approximately 30 mins are required for the review of the provided resources. Although more time can be taken to delve into each tool, it is suggested that a few minutes are spent on each tool with notes being taken about what is considered important.

Step-by-step task description

This activity is called minimising your digital footprint.

To deliver this activity:

- ✓ Ask participants what social media platforms they make use of
- ✓ Ask participants what type of information they believe is available about them on the internet
- ✓ show the fist short video resource in this module – Your digital footprint (https://www.youtube.com/watch?v=6TUMHplBveo)
- ✓ Encourage participants to discuss their feelings about personal data being made available on the internet. What data would they be willing to share and what data do they think is available unwillingly?
- ✓ Participants evaluate their digital footprint via this online quiz. This should take approximately 30 mins. Check Your Digital Footprint which can be accessed at this

link: https://www.proprofs.com/quiz-school/personality/playquiz/?title=your-digital-footprint

(NB: the quiz may be made available to participants in print form or in digital form)

Participants should be given about 30 minutes to go through the quiz. Participants should be encouraged to review their own results and are advised to take note of the key findings. A feedback session should take place after the activity where participants share and discuss their findings and any outcomes from the quiz.

Background / references /sources

https://www.proprofs.com/quiz-school/personality/playquiz/?title=your-digital-footprint

https://www.proprofs.com/quiz-school/personality/playquiz/?title=your-digital-footprint

https://www.cybers3c.pt/a-sua-pegada-digital-atraves-de-osint

ACTIVITY 2: Plan for social media

Duration: 1 to 2 hours

Step-by-step description

The goal of this activity is to:

- ✔ understand how social media works
- ✔ what the platforms can offer
- ✔ how platforms can be used to make better profits
- ✔ create an established plan to help participants keep the platforms updated.

The activity is divided into different sections, each of which will give the participant a detailed picture of the individual functions of each social network.

Allocate 5 minutes for the participant to read the exercise followed by 10 minutes to complete each item. A checklist for the different platforms will follow this activity which includes tasks which might need to be performed daily, weekly or as required. Allocate approximately 60 minutes for the participants to go through this checklist.

Materials/tools they will find on the platform and to use them

Worksheet: 1

DEFINE YOUR *target audience*

Demographics:

Age Range: _____ Income Level: _____ # of Employees: _____

Gender: _____ Education Level: _____ Type of Business: _____

Occupation: _____ Industry: _____ Revenue: _____

Identify the challenges they're struggling with: ☐
_____
_____
_____

Identify the most common questions they have
(your sales team hears them all the time!): ☐
_____
_____
_____

★ PRO TIP: Focus your content and social posts on information that's relevant to your target audience.
This is important: you don't want to annoy people or promote yourself too much!

Worksheet: 2

CREATE *interesting content* TO SHARE

Address the pains of your target audience ☐

Answer frequently asked questions about your products, services, or industry ☐

Address common misconceptions about your industry ☐

Worksheet: 3

Facebook

■ **Update Status** ■ **Add Photos/Video**

What's on your mind?
Add a post to your company page _____ times per day ☐

Promote your posts and offers using Facebook Advertising ☐
   Identify a monthly budget: $_____
• Promote content offers and blog posts to increase traffic to your website
• Promote your company page to increase awareness and fans
• Create an offer (discount, coupon, etc.) to drive sales

★ PRO TIP: Don't forget to tag people and pages in your posts

All Invites Saved Hosting **+ Create**

Add your events to your Facebook
company page to help boost registration ☐

Write a comment...
Respond to follower comments ☐

Ask people to comment, like,
or share posts 👍Like ☐

Use relevant **#hashtags** in your posts ☐

Worksheet: 4

Twitter worksheet

- Username @Username
- TWEETS 1892 · FOLLOWING 453 · FOLLOWERS 346
- What's happening?
- Post at least _____ tweets per day
  - Circulate blog posts
  - Circulate content offers
  - Include a call to action
  - Attach images to tweets
- Use Twitter Cards to embed rich media into your tweets and ramp up user interaction
- ★ PRO TIP: Add #hashtags so posts appear in trending topics
- Retweet posts from influencers and followers
  - Reply · Retweet · Like · More
- Follow _____ new people or companies weekly +Follow
- Read ____ articles posted by industry influencers and competitors to stay on top of trends
- Monitor mentions and retweets
  - Thank others for circulating your content
  - Respond to complaints or support requests
- Consider using Twitter polls to encourage interaction and learn more about your followers
- Use promoted tweets
  - Identify a monthly budget: $ _____
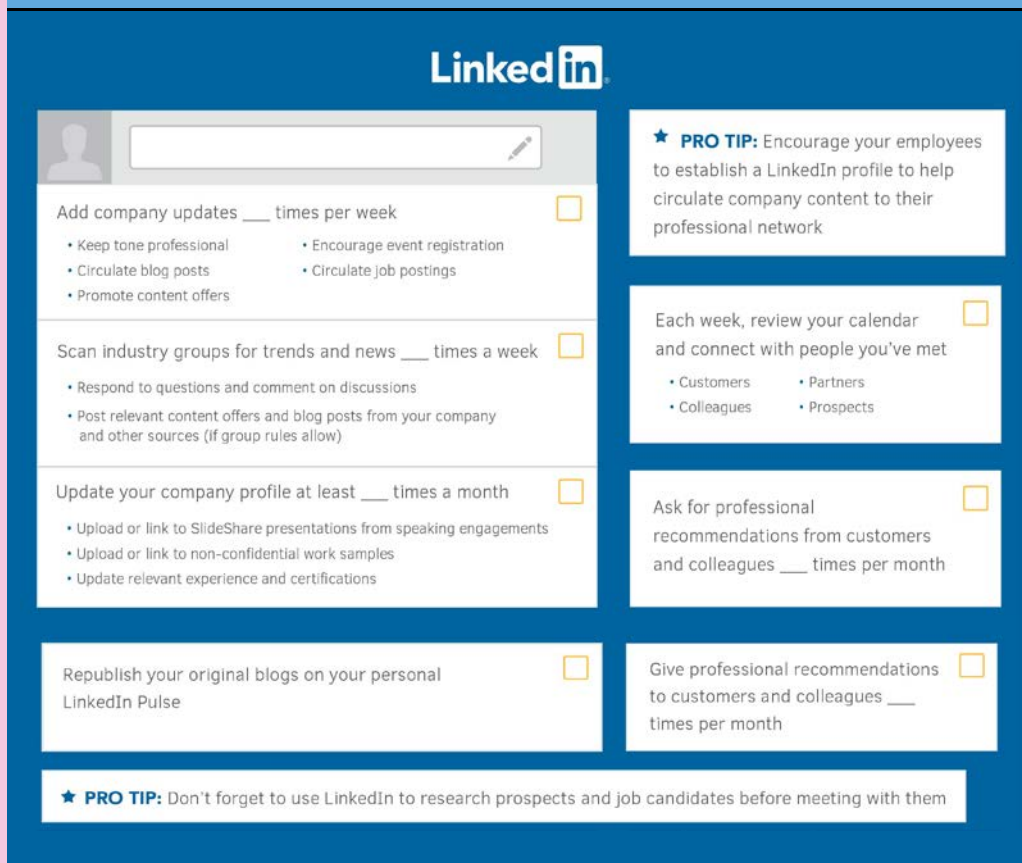
Worksheet: 5

Linked in.

- Add company updates ___ times per week
  - Keep tone professional
  - Circulate blog posts
  - Promote content offers
  - Encourage event registration
  - Circulate job postings
- Scan industry groups for trends and news ___ times a week
  - Respond to questions and comment on discussions
  - Post relevant content offers and blog posts from your company and other sources (if group rules allow)
- Update your company profile at least ___ times a month
  - Upload or link to SlideShare presentations from speaking engagements
  - Upload or link to non-confidential work samples
  - Update relevant experience and certifications
- Republish your original blogs on your personal LinkedIn Pulse
- ★ PRO TIP: Encourage your employees to establish a LinkedIn profile to help circulate company content to their professional network
- Each week, review your calendar and connect with people you've met
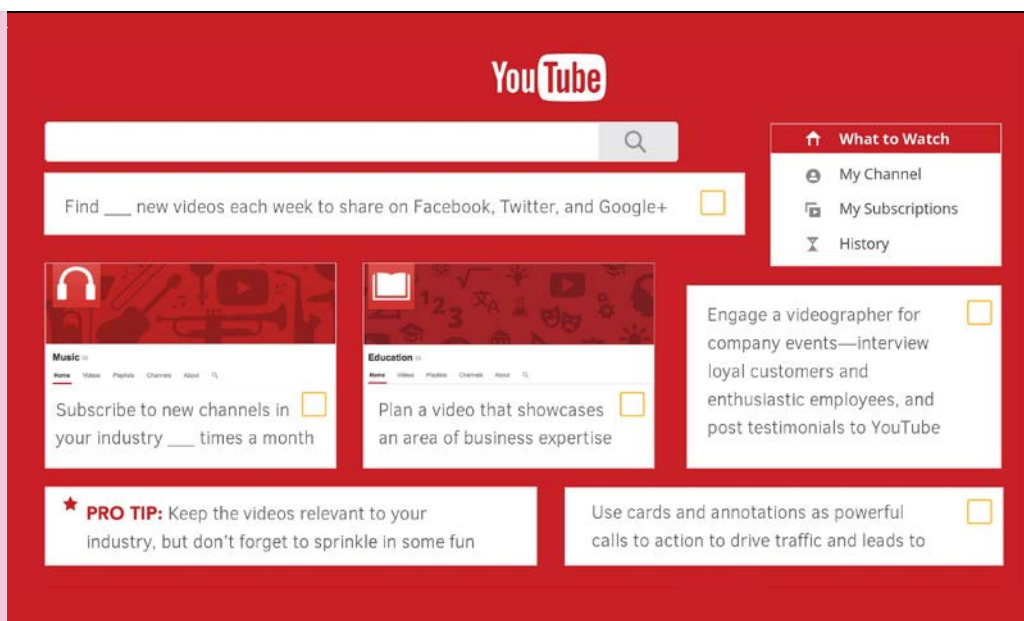 - Customers
  - Colleagues
  - Partners
  - Prospects
- Ask for professional recommendations from customers and colleagues ___ times per month
- Give professional recommendations to customers and colleagues ___ times per month
- ★ PRO TIP: Don't forget to use LinkedIn to research prospects and job candidates before meeting with them

Worksheet: 6

You Tube

🔍

Find ___ new videos each week to share on Facebook, Twitter, and Google+ ☐

- 🏠 **What to Watch**
- 👤 **My Channel**
- 📑 **My Subscriptions**
- ⏳ **History**

Music
Home   Videos   Playlists   Channels   About

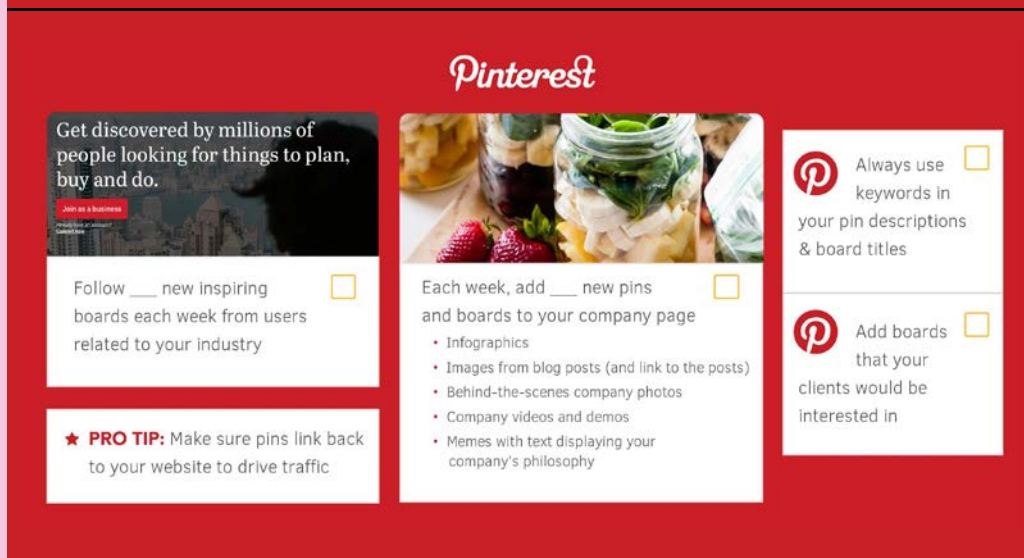Subscribe to new channels in your industry ___ times a month ☐

Education
Home   Videos   Playlists   Channels   About

Plan a video that showcases an area of business expertise ☐

Engage a videographer for company events—interview loyal customers and enthusiastic employees, and post testimonials to YouTube ☐

★ **PRO TIP:** Keep the videos relevant to your industry, but don't forget to sprinkle in some fun

Use cards and annotations as powerful calls to action to drive traffic and leads to ☐

Worksheet: 7

Pinterest

Get discovered by millions of people looking for things to plan, buy and do.

Join as a business

Follow ___ new inspiring boards each week from users related to your industry ☐

Each week, add ___ new pins and boards to your company page
- Infographics
- Images from blog posts (and link to the posts)
- Behind-the-scenes company photos
- Company videos and demos
- Memes with text displaying your company's philosophy ☐

Always use keywords in your pin descriptions & board titles ☐

Add boards that your clients would be interested in ☐

★ **PRO TIP:** Make sure pins link back to your website to drive traffic

Worksheet: 8

Instagram

USERNAME ⚙

212 posts　　**876** followers　　**149** following

Edit your profile

User Name

Add original content ___ times per week ☐

Promote at least ___ posts from influencers and thought leaders each week ☐

★ **PRO TIP:** Don't forget! Instagram has a native 15-second video component, which is the length of a TV commercial. Consider how you can tell stories and educate followers with this feature.

Add multiple, relevant hashtags to each post (Instagram will let you include up to 30 tags!) ☐

Tell your company's story by posting: ☐
- Images of your office
- Pictures of company events and parties
- Memes with text displaying your company's philosophy

Follow and feature at least ___ customers or followers per week ☐　Follow

Content to add to Instagram: ☐
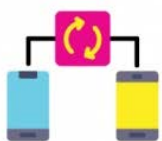- Photos　• Infographics
- Memes　• Videos/demos

Your Ultimate Social Media Checklist

... tick away and feel proud!

Every day

- [ ] Check and update your posting calendar
- [ ] Reply to comments and questions
- [ ] Monitor your brand mentions online and react to them
- [ ] Discover industry-related keywords and threads

- [ ] Check what your competitors are posting
- [ ] Monitor industry news and hot topics
- [ ] Discover trending hashtags
- [ ] Monitor and comment on influencers' posts

Every week

- [ ] Synchronize with other teams' goals and upcoming activities
- [ ] Create a posting schedule for the week

- [ ] Identify your competitors' best-performing posts
- [ ] Track the results of your ongoing ad campaigns

Collect monthly stats*

Analyze your competitors' social strategies**

Compare your performance against your competitors'

Identify your previous month's successes and integrate them into your social strategy

Define the next month's ratio of educational and entertaining content to product content

Research upcoming news and events that can be used to promote your product

Review and evaluate the last quarter's KPIs and see where you stand

Make sure your brand image is consistent across all social channels

Conduct audience analysis to see if you are targeting the right people

Set your goals for the next quarter

Define your KPIs for the next quarter

* follower/engagement growth, your avg response time, social traffic
** best-performing channels, top posts, posting times

Concrete outcomes participants should prepare

✓ participants should become more aware of the different social media platforms

✓ participants will also complete the checklist provided

Background / references /sources

https://www.semrush.com/blog/your-ultimate-social-media-checklist-semrush/

https://blog.hootsuite.com/social-media-audit-template/

https://www.emarketer.com/Chart/Methods-Used-Communicate-with-Customers-According-US-SMB-Professionals-Sep-2017-of-respondents/214982

Learning Checkpoints / Evaluation

✓ participants will become more aware of the different social media platforms and how to make use of them

✓ participants will create a social media strategy for their online business

✓ participants will create a number of social media profiles

- ✓ participants will create their own checklist to help them maintain their social media platforms
- ✓ participants will evaluate digital footprint using a provided quiz

Methodology Description

The workshop will take place face to face and should include as much attendee participation as possible. The workshop will involve active participation from attendees through several discussions as well as use of the checklist and creation of the different social media profiles.

Other Sources / references

- ✓ social media platforms for business: https://optinmonster.com/best-social-media-platforms-for-business/
- ✓ social media marketing for business: https://www.wordstream.com/social-media-marketing
- ✓ social media tips for small businesses: https://blog.hootsuite.com/social-media-tips-for-small-business-owners/
- ✓ social media for small businesses: https://dr6j45jk9xcmk.cloudfront.net/documents/443/medi-booklet-social-media-accessible-e-final.pdf

MODULE 3.4 NETWORKING

What is the purpose of the session? Overall description

In this session we will learn what networking is all about, how we can find networking opportunities and do's and don'ts to keep you on the right track. We will identify the different types of networking events that we can attend, what we need to prepare before these networking events and how to act once we attend. This is a very hands-on session of do's and dont's to get the best out of your networking experience.

Networking is a socioeconomic business activity by which business people and entrepreneurs meet to form business relationships and to recognize, create, or act upon business opportunities, share information and seek potential partners for ventures. Throughout your life you will make networking contacts that develop into relationships including friends, colleagues, and professional prospects. To network you have to go out there and meet people.

Due to the fact that not everyone was born an extrovert and a great communicator, we have created some exercises that will help you overcome your hesitation in starting conversations with complete strangers.

Role play and pitching your business idea to the rest of the participants is a good start to combat your timidness and anxiety in speaking to strangers. We will create a fictitious scenario of a networking event where the participants will have a chance to practise what they have learnt during the theoretical session.

Learning objectives (connected to the syllabus / theoretical part)

- ✓   Learn what is the purpose of networking
- ✓ Get to know how networking can help you expand your business opportunities
- ✓ Find ways to get over your anxiety in talking to strangers
- ✓ Learn about the different networking events that you can attend
- ✓ Learn how to mingle and feel confident in making connections
- ✓ Inform yourself about the different women networks in Europe

Duration

This workshop will take 4 hours.

What educators need to do to prepare the session

For this session you will need to have gone through the theoretical part of this module to be able to get the maximum benefit from this workshop

A trainer that is an avid networker will be able to animate this exercise and will be able to recount anecdotes from their networking experiences.

This is decided at the beginning. Ideally, the trainer who moderates this workshop should be either an entrepreneur or someone who has had extensive experience in networking opportunities first hand. This is not about the theory of how to network correctly but a hands-on guide in real life networking situations

- ✓ Laptop with a stable internet connection
- ✓ Paper and coloured pens
- ✓ Flipchart (Optional)
- ✓ Prepared scenarios

About the mentors

Each participant will be assigned a mentor so that they will be guided throughout the whole course. Keeping in mind the current situation of Covid 19, where face to face interactions may be restricted, mentors and mentees will be able to interact online either on one of the social media platforms such as Facebook Chat, LindkedIN, WhatsApp or even via email or in real time on platforms such as Zoom, Teams and Google meet. Each mentor and mentee will discuss the best way to create a mentor / mentee relationship and devise the best suitable plan according to their needs. The local partner can also pick mentors from the local community or someone from local women organisations to act as mentors to their participants.

The purpose of a mentor is to help you grow as a person and become the best version of yourself. This may involve helping you achieve your personal or career goals, introducing you to new ways of thinking, challenging your limiting assumptions, sharing valuable life lessons, and much more.

What makes a good mentor?

According to '*virginstartup.org*', "good mentors are genuinely invested in the success of the businesses they help and do it to pass on their knowledge – not because it will make them a profit or get them ahead."

What methods and strategies can the mentor utilise?

One effective strategy is 'Speed Networking'. What does it consist of?

What is Speed Networking?

According to '*mixerseater.com*', "Speed Networking (Business Speed Dating) is an extremely time-saving and effective way of making professional contacts. The purpose of speed networking is to encourage participants to make as many connections as possible.

The idea of Speed Networking originated at the beginning of 2000's by Tom Jaffee who brought the concept of speed dating into the world of corporate. However, the main difference between speed dating and speed networking lies in the purpose of meeting each other. While in speed dating, each individual intends to end up with one suitable connection, during speed networking the goal is to make as many relevant connections as possible."

How Speed Networking Helps

"Establishing professional connections is extremely important for people wishing to grow their business in today's world. It is, therefore, no surprise to see many networking events taking place. Such events significantly help individuals that otherwise feel too shy to create valuable connections. During a speed networking event, all the participants have gathered together for a predefined purpose. Therefore, starting a professional conversation without pleasantries is not regarded as something out of the ordinary.

For the participants, speed networking events bring about many benefits. To effectively manage your career, you must have ample professional connections. However, regardless of the immense availability of various social media platforms, there is still a need for meeting people face-to-face to create really meaningful connections.

A speed networking event gives a person access to numerous individuals in different fields. Professionals easily exchange contact information during these events and sometimes set up future meetings as well. This opens doors to potential growth opportunities and valuable partnerships. Since all the participants are attending the event due to the sole purpose of making connections, there is no need for small talk. Getting straight to business after the meeting is the norm during such events, which professionals appreciate highly."

How to Organise & Manage a Speed Networking Event

"If you are thinking about arranging a successful speed networking event, you must first educate yourself. Organisers use different methods when planning their speed networking event. There are three models for organising speed networking events. These include:

Round Robin

In such a model, interactions take place with a predefined sequence that makes you meet a variety of people. The meetings start with a buzzer, and during this first round, participants exchange essential information. Once the first round is complete, the host starts the second round. The average maximum number of contacts a participant makes during an hour-long round robin session is 10. However, it is not necessary that all the participants you meet come from a relevant background.

Station Based

During such a speed networking model, the meetings between different participants are set before the event. This becomes possible through the information shared in the questionnaire filled by participants beforehand. Participants also identify which professionals they would like to meet at the speed networking. The average maximum number of contacts a participant makes during an hour-long station-based session is 10.

Group-Based

Out of all the three models, a group-based model is the most effective. A technologically advanced tool, such as MixerSeater, generates an optimal seating system. Each table may consist of 4-10 chairs, and the participants at every table have a set amount of time to introduce themselves. Since the tool generates a seating plan that encourages the creation of valuable connections, the probability of achieving success during such events is very high."

Background / references /sources

https://www.virginstartup.org/

https://www.mixerseater.com/speed_networking

ACTIVITY 1 Overcoming the fear of networking

Duration 1 hour

Step-by-step description

Start by watching this video entitled "How to Network Like a Pro" by clicking on https://www.youtube.com/watch?v=REA8Ac486O0

When the video ends, the facilitator will read out a fictional scenario of a networking event and will include details of the reason this event is taking place, and other relevant details.

The participants will spend 10 minutes making notes of what they would like to say, witty opening lines and plan their respective and methods of approaching the prospective networking contacts.

When the 10 minutes is up, the space will be recreated to resemble a networking event as much as possible, and the participants will start to mingle and speak to the other contacts and network. The facilitator should be mingling as well and giving his/her input during this time. This phase should last around 30 minutes.

When the 30 minutes are up, the participants will regroup, return the room in order and spend 10 to 15 minutes reflecting on the exercise and making notes of what they have learnt and create a follow up strategy.

The last part of this exercise is a round table discussion where each participant will speak about their experience in this exercise, the amount of information they have managed to gather, and also speak about the follow up plan that they have devised.

Materials/tools they will find on the platform and to use them

YouTube video: https://www.youtube.com/watch?v=REA8Ac486O0

Concrete outcomes participants should prepare

The participants are expected to complete the four sequential stages of good networking which are: the research, the approach, the follow-up and the request.

Background / references /sources

https://www.youtube.com/watch?v=REA8Ac486O0

https://blog.hubspot.com/marketing/networking-connections

ACTIVITY 2 Networking BINGO

Duration 1 hour

Step-by-step description

Hand out a Networking BINGO worksheet attached here

The participants need to complete each square by writing their response to the prompt; allow about 2 minutes for this to be completed.

Participants then network, talk to people to discover and share mutual interests, and gather signatures from people with whom they find things in common.

Based on group size and time allotted, inform students how many minutes they have to network. The first student to complete all 12 spaces on grid wins. Most (if any) will not complete the grid.

i.   Variations with signatures: Allow each participant one signature per square, even if multiple participants share the same characteristic. Allow participants to get only one signature from another participant, even if they have multiple things in common.

ii.   Variations with structure: Participants will line up in two rows facing one another. One person will act as an "anchor." Set a timer and have students rotate to the next student each time it dings until students have interacted with all classmates.

Debrief activity discussing things such as:

- ✔ who got the most signatures;
- ✔ what was the easiest match to find;
- ✔ what was the most difficult match to find;
- ✔ were there missed networking opportunities;
- ✔ were all of the BINGO items work-related;
- ✔ how could these topics have an impact on a job search;
- ✔ review questions at the bottom of the worksheet regarding other implications, including social media and online networking/ presence and consequences

Materials/tools they will find on the platform and to use them

It would be ideal if the participants had already read the theoretical part of this module so that they will be putting in practice what they have read.

NETWORKING BINGO WORKSHEET

Name of Participant: _____

INDIVIDUALLY

1. Respond to each prompt (as it pertains to your own life and experience) by writing your answer on the "Me" line in each box.

2. You have 5 minutes to complete this portion of the exercise.

IN A GROUP

3. Stand up, walk around, and talk to people. This is called "networking." Identify individuals that have the same response for each box. When you find someone that matches your response, write their name in the box. You may not have the same person's name more than ONE time in the grid.

4. You have 10 minutes to network and complete your grid. Yell "BINGO!" when all blanks are filled in.

SHOE SIZE	FAVOURITE FOOD	FAVOURITE ANIMAL	STRONGEST SKILL
Me:	Me:	Me:	Me:
_____	_____	_____	_____
Name:	Name:	Name:	Name:
_____	_____	_____	_____

YOUR IDEAL CAREER	BIGGEST FEAR	HOMETOWN	WEAKEST SKILL
Me:	Me:	Me:	Me:
_____	_____	_____	_____
Name:	Name:	Name:	Name:
_____	_____	_____	_____
FAVOURITE COLOUR	FAVOURITE MUSIC	FAVOURITE HOBBY	BIRTHDAY MONTH
Me:	Me:	Me:	Me:
_____	_____	_____	_____
Name:	Name:	Name:	Name:
_____	_____	_____	_____

Concrete outcomes participants should prepare

Participants will be able to understand the importance of being able to find common ground and build from it to make connections with others in order to achieve career success.

Background / references /sources

http://www.wrksolutions.com/Documents/WhenIGrowUp/WIGU_PDFS/High-School/Lesson6-Networking-Bingo.pdf

Learning Checkpoints / Evaluation

This session will end with a multiple-choice quiz. The right answers are highlighted in yellow.

Multiple-choice Quiz

Q1. Networking is:

a. Interacting with other people to exchange information and develop contacts, especially to further one's career.

b. The act of composing, talking, executing or arranging anything without previous preparation.

c. Continuing a process without interruption.

d. A future expectation. A potential customer, investor, mentor, etc

Q2. Improvisation is:

a. Interacting with other people to exchange information and develop contacts, especially to further one's career.

b. The act of composing, talking, executing or arranging anything without previous preparation.

c. Continuing a process without interruption.

d. A future expectation. A potential customer, investor, mentor, etc.

Q3. One of the benefits to effective networking is "experience booster" which means:

a. Although it's valuable to learn from your mistakes, it's more effective to learn from the mistakes of others.

b. As you meet new people, you may come across people who could become customers, or who know prospective customers

c. Someone you meet while networking may refer you to a service provider who has served them well.

d. The more you present yourself to others, the more confident you will become in being proactive.

Q4. Another benefit to effective networking is "business opportunity radar" which means

a. Although it's valuable to learn from your mistakes, it's more effective to learn from the mistakes of others.

b. As you meet new people, you may come across people who could become customers, or who know prospective customers

c. Someone you meet while networking may refer you to a service provider who has served them well.

d. The more you present yourself to others, the more confident you will become in being proactive.

Q5. What does a "profile expander" mean?

a. The more you're out there and meeting new people, the more well-known your enterprise will become.

b. As you meet new people, you may come across people who could become customers, or who know prospective customers.

c. Someone you meet while networking may refer you to a service provider who has served them well

d. The more you present yourself to others, the more confident you will become in being proactive.

Q6. All of the following are rules for effective networking except:

a. Get out of your comfort zone.

b. Wear rejection as a badge of honour.

c. Regard networking as a freestyle treasure hunt

d. Starting a Business

Q7. The effective networking cycle includes all of the following except:

a. Make new contacts

b. Evaluate contacts

c. Prioritise follow-up

d. Financial planning

Q8. If you're starting a new business or enterprise, the best way to start is with basic network referrals.

True

False

Q9. Small business leaders and entrepreneurs are comfortable calling on business leaders they respect for referrals.

True / False

Q10. The most critical component of successful advanced networking is:

a. Prompt, proactive follow-up

b. Meeting investors

c. Starting a business

d. Getting out of your comfort zone

METHODOLOGY DESCRIPTION

ROLE-PLAY

In consonance with '*yourdictionary.com*', "Role play is 'A technique in training or psychotherapy in which participants assume and act out roles so as to resolve conflicts, practice appropriate behavior for various situations, etc."

What are its benefits?

"Here are just a few of the benefits of making role-play a part of your business training as reported in '*trainingmag.com* :

- Build confidence: When your team role-plays, you can throw any number of situations at them. Role-playing provides a safe environment to encounter these scenarios for the first time, which builds confidence in team members that can help them in their day-to-day roles.

- Develop listening skills: Good role-playing requires good listening skills. In addition to understanding the words the other person is saying, it's important to pay attention

to body language and non-verbal clues. Better to have your team develop these skills while role-playing than when they're trying to perform in the real world.

- Creative problem-solving: No matter how outlandish a situation you create in a controlled environment, generally, something even more bizarre is bound to happen on the job. Role-playing will at least give your team the chance to get some experience in handling difficult situations and in developing creative problem-solving skills." áá

ROUND TABLE DISCUSSION

According to '*Merriam Webster's dictionary*', a round table discussion is: "a conference for discussion or deliberation by several participants also: the participants in such a conference"

The following are the perks of a round table discussion according to '*the boss magazine.com*':

- **"Everyone Gets to Learn from Their Peers**

Roundtable discussions are great because they grant the opportunity for all attendees — and the audience, if there is one — to learn from a group of peers. Instead of hearing one, two, or three people talk, attendees get to swap information with six to 12 people. This means there's the potential for more people to chime in with useful questions, anecdotes, and data.

"One executive who attended a series of roundtable discussions with top CMOs from around the country noted that attendees benefited immensely because everyone was "transparent and open to learning." With the right attitude, every single person sitting around the table can offer valuable insights and gain perspective from their peers. It's a great way to work through challenges pertaining to a central topic so everyone walks away having broadened their understanding."

- **"Moderators Can Keep Things Flowing**

Roundtable discussions have an appealing conversational nature. If the conversation is flowing, there will be a lot of valuable give-and-take between participants. As Poll Everywhere notes, good moderators for roundtable discussions are able to politely cut people off if needed, while also drawing out contributions from people who are receiving less of the spotlight.

When the conversation is flowing smoothly, it's a thing of beauty — and will add a dynamic element to any event or conference."

- **"Roundtables Allow for Differing Points of View**

Certain subject matters can be contentious. It's very rare, if not downright impossible, everyone at a given event feels the same way about a certain topic. But roundtables can facilitate honest discussions between attendees with differing firsthand experiences and points of view.

As Darling Magazine writes, roundtables can allow us to hear from people "we initially see as unrelatable." Something about hashing things out respectfully around a table tends to bridge stances better than, say, a tense question-and-answer session or a confrontational panel of people disagreeing with one another."

- **"A Round Table Breaks Down Hierarchies**

Think about a typical table in a meeting room for executives. You're probably picturing a long table with chairs all the way around. There's an obvious head of the room where the official or unofficial leader sits. People may even sit in descending order of importance.

Seating participants around a round table brings a very different feel to the room. It's more equitable. There's no leader. This presentation format encourages everyone to speak up, regardless of their title. If you're invited to the table, you're just as important as anyone else seated there. Breaking down the typical hierarchy can go a long way in facilitating interesting conversation, turning over new stones when people feel comfortable contributing to the collaborative discussion

You can strengthen your next event by planning a healthy mix of lectures, panel discussions, and roundtables. Each different format brings unique advantages to the table for participants and audience members, so don't forget to include them when you're putting together your lineup."

GAMIFICATION.

According to '*biworldwide.com*', "Gamification is adding game mechanics into nongame environments, like a website, online community, learning management system or business' intranet to increase participation. The goal of gamification is to engage with consumers, employees and partners to inspire collaboration, share and interact."

As stated in '*elearning industry.com*' "Gamification in learning offers benefits to both the learner and the trainer.

A big benefit to gamification is that students feel ownership over their learning and are more relaxed: they know that in case they fail, they can try again. It is a proven fact that dopamine, a pleasure-giving chemical, is released when people either do something where the outcome is uncertain or if they are having fun. Gamification accomplished both and releases enough dopamine to encourage them to continue as well as increases retention because they feel more connected with the material. Gamification ultimately turns "have to learn" into "want to learn".

Another benefit is that student learning is more visible because of the "progress indicators" I mentioned earlier. Gamification may also unearth a more intrinsic reason to learn. Learning also takes place because students are more comfortable in a gaming environment than in the typical classroom setting.

Gamification also has benefits for real-world situations that students will face in the workforce. One big advantage that gamification brings to the table is its ability to teach students how

to learn and how to think. Those skills translate into real-world skills like time management, competition, and communication, sparking creativity and imagination. Gamification is sharing, and it builds the learner's confidence using collaborative tools. When students gamify in groups, it boosts the brain's function and promotes healthy activity in the brain. No matter what form they take, gamification in learning is an incredible education method and has it all—education, learning, and assessment all wrapped up in a dynamic learning environment."

Sources / references

https://quizizz.com/admin/quiz/5dee4d0dd35f40001b57834c/networking

https://www.yourdictionary.com/role-playing

https://trainingmag.com/3-benefits-of-making-role-play-part-of-training/

https://www.merriam-webster.com/dictionary/roundtable
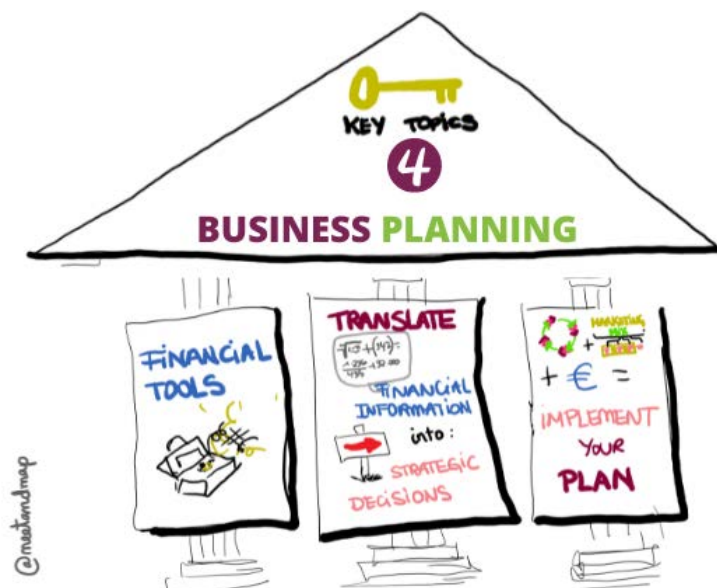
https://thebossmagazine.com/roundtable-discussions/

https://elearningindustry.com/social-networking-impact-learning-gamification-communication-key

MODULE 4 BUSINESS FINANCE AND NEW FINANCIAL TOOLS

MODULE 4.1 BUSINESS FINANCE INTRODUCTION

What is the purpose of this session? Overall description:

During this session you will review the overall financial management of an enterprise. Learn how to use the different contemporary financial tools and methods as well as different approaches and strategies to make profit. More specifically, you will review the following:

- ✓ Financial Management
- ✓ Investments
- ✓ Funding Opportunities
- ✓ Dividend Decisions
- ✓ Debt Payoff Strategy
- ✓ Sustainable finance possibilities
- ✓ Digital financial tools and services Sponsorships.
- ✓ Crowdfunding.
- ✓ Microfinance.
- ✓ Public and Private funds.

Learning objectives

- ✓ determine the total amount of assets to be held in their firm.
- ✓ compose these assets with the risk complexions of the firm.

- ✔ select such sources of funds which will create an optimum capital structure.
- ✔ decide how to distribute or retain the profits of their business.
- ✔ make the right decisions with their money, so they don't go into debt any further.

Duration 3 hours

What educators need to do to prepare the / for the session

- ✔ Competences in the field of financial management and accounting
- ✔ Experiencing delivering trainings in the field of business management
- ✔ Developed communication and interpersonal skills
- ✔ Knowledge on the financial legislation in the country they are conducting the training
- ✔ Study the theoretical material
- ✔ Prepare the practical activities
- ✔ Review the PowerPoint and the Handout
- ✔ There will be explicit references to the theoretical material and redirection of the participants to certain areas of the curriculum through the Power point presentations.

The activities will also be presented with clear references to the parts of the curriculum they refer to, and mentors should take an active role in the presentation of the activities' outcomes by correcting errors or broadening the conversation by connecting the submodule to the module's larger scope.

About the mentors

Mentors should have knowledge of financial calculations specifically for this section. For this reason, it is recommended to carefully examine the tools and directions to be used in the activities before the activities. For activities that require the use of special tools, the mentors should work on how to use the tools in advance.

More specifically, the mentors have to:

- ✔ Provide support and advice to trainees when needed
- ✔ Follow the goals and objectives of the training sessions aiming to complete them
- ✔ Evaluate the work completed by the trainees
- ✔ Encourage the trainees to apply teamwork
- ✔ Consult the trainees also after the training session if needed
- ✔ Encourage the trainees to start their own business

ACTIVITY 1 IDENTIFYING SAFE INVESTMENTS AND RISKY INVESTMENTS

Duration Est. time: 30 minutes

Step-by-step description

The trainer hands out various financial items to the trainees and asks them to fill out a chart with the amount of money they have available for investment. They'll have to fill in the blanks on the chart with (that is, what should be included in the table to be given in this activity and to be filled by the participants):

- ✓ Return that will be earned
- ✓ Gain/Loss (amount of money earned for the year)
- ✓ Total, which is the beginning money to invest plus the gain/loss

Based on the data collected they have to classify each product as a safe or risky investment .

Materials/tools they will find on the platform and to use them

Participants fill in the document containing financial instruments (Checking Accounts,Savings Accounts,Money Market Accounts,Certificates of Deposit, Mortgages,Home Equity Loans,Auto Loans,Personal Loans,Credit Cards,Debit Cards,ATM Cards,Cashier's Checks,Money Orders,Foreign Currency, Exchange,Safe Deposit Boxes) according to the rules. According to the data obtained, a distinction is made between safe and risky.

Concrete outcomes participants should prepare

The main concrete output is the document that will be obtained at the end of the activity. In this document, financial instruments will be learned and divided into safe or risky.

ACTIVITY 2 UNDERSTAND THE FINANCIAL ANALYSIS

Duration Est. time: 80 min.

Step-by-step description

The purpose of financial analysis is to determine whether a business is stable, solvent, liquid, or profitable enough to warrant a financial investment. It is used to assess economic trends, set financial policies, develop long-term company goals, and find potential investment projects or firms.

1. Visit https://igostartup.com/

2. Choose The financial pack & click Buy

3. Use the coupon code STARTUPNOW

4. Get iGoStartup for free!

5. Fill in the online tool with all necessary data (including the provided data of the previous exercise) and get a full and personalised report which will guide you through the necessary steps the financial analysis of a business.

6. Present the analysis to your classmates and explain its focal points and importance.

Materials/tools they will find on the platform and to use them

In addition to the Business Finance and New Financial Tools module and the theoretical part, the platform (https://igostartup.com/) that will be used in this activity will help the participants.

Concrete outcomes participants should prepare

Participants should utilise critical thinking and comprehend the concrete form of a financial report and its relevance with the scope of their business to successfully provide the desired outcome by obtaining hands-on experience with contemporary financial tools.

Background / references /sources

https://www.investopedia.com/terms/f/financial-analysis.asp#:~:text=The%20goal%20of%20financial%20analysis,projects%20or%20companies%20for%20investment.

Learning Checkpoints / Evaluation

The method of measuring the learning outcomes will be carried out by the financial expert by checking the concrete outcomes. On the other hand, those who will evaluate can verify from the platform below.

(https://igostartup.com/dashboard/financial-pack/fn04)

METHODOLOGY DESCRIPTION

Participants will be directly involved in the process in order to adapt them to the process and accelerate their learning processes. In this context, learning by doing methodology will be used.

MODULE 4.2 ANALYTICAL ACCOUNTING

What is the purpose of this session? Overall description

During this course, you'll learn about accounting principles and how to use a balance sheet and profit and loss statement to acquire a clear picture of a company's financial status. You'll also discover how to track spending and revenue accounts by category to calculate profit and loss by activity.

More specifically you will review the following:

- ✓ Defining every line of product and service
- ✓ Costs and Benefits
- ✓ Growth (where we want to be in 3 years)
- ✓ Practice with real cases
- ✓ Estimation of costs and resources needed (ROI, ROE, ROS….)

✓ Financial Plan

Learning objectives (connected to the syllabus / theoretical part)

Completing this session, the participants will be able to:

✓ Start to have an economical mind-set.

✓ Understand the basic topics that can influence the Financial Plan

✓ Review all types of examples of costs in an organisation.

✓ Place your long-term vision for strategic decisions in the right direction

✓ properly use their business' funds to achieve the goal of wealth maximisation and risk minimization.

✓ Real Costs Calculation

✓ Measuring Risks

✓ Merged with management and marketing decisions department.

Duration 4 Hours

What educators need to do to prepare the / for the session

✓ Competences in the field of financial management and accounting

✓ Experiencing delivering trainings in the field of business management

✓ Developed communication and interpersonal skills

✓ Knowledge on the financial legislation in the country they are conducting the training

✓ Throughout the PowerPoint presentations, there will be explicit references to theoretical material as well as redirection of participants to specific areas of the curriculum. When describing the activities, reference will be made to the curriculum. On the other hand, mentors will both correct the mistakes and expand the scope of the subject by referring to the sub-module.

About the mentors

Mentors should be people who have knowledge about the planning of expenditures and analytical accounting, can control the calculations and convey the process clearly.

More specifically, the mentors have to:

Provide support and advice to trainees when needed

✓ Follow the goals and objectives of the training sessions aiming to complete them

✓ Evaluate the work completed by the trainees

✓ Encourage the trainees to apply teamwork

✓ Consult the trainees also after the training session if needed

✓ Encourage the trainees to start their own business

ACTIVITY 1 Planning your expenses

Duration 50 minutes

Step-by-step description

In this part of the lesson, the learners focus on saving strategies and planning a budget. Financial planning helps businesses in determining if they are on track to meet their objectives and achieve overall financial success. It assists in securing the company's financial future by establishing and prioritising financial goals as well as outlining the procedures necessary to attain them.

To introduce the importance of keeping track of income and expenses, the teacher plays a short humorous video. Afterwards, the teacher asks learners the following questions (10'):

- ✓ What do you think about the video?
- ✓ Did this ever happen to you?
- ✓ Did you ever open your wallet, found it empty and you didn't know where all your money went?
- ✓ Do you plan your expenses? Why (not)? If you do, how do you do it?
- ✓ What is a budget? Do you ever make a budget – a list of your income and your expenses?
- ✓ What do you spend your money on?

Following this discussion, learners have 20 minutes to make their own monthly budget.

They need to include:

- ✓ their income
- ✓ expenses (food, rent, car, children – depending on their situation)
- ✓ saving goal(s): how they can save money in each category – if they can

They can either create their own budgeting template or they can use the one provided in the Worksheet – Budget planner (to be provided).

After they finish their budget outline, the learners evaluate the activity by answering the following questions:

- ✓ Was this activity useful to you?
- ✓ What did you like the most?
- ✓ What didn't you like?
- ✓ What did you find out?
- ✓ What would you like to learn?

The video: https://www.youtube.com/watch?v=6z2AXJVhNaI

Materials/tools they will find on the platform and to use them

In this section, some questions will be asked after the video that will be shown to the participants. After the answers to these questions and the discussion environment, a template will be provided for them to make their own budget planning.

Concrete outcomes participants should prepare

To complete this task successfully, participants must adopt an economics attitude, perform real-cost calculations, and analyse all the main subjects that can affect a Financial Plan.

Background / references /sources

https://www.bizinfong.com/business/importance-of-financial-planning-for-business/#:~:text=Financial%20planning%20helps%20companies%20to,goals%20and%20overall%20financial%20success.&text=It%20helps%20to%20secure%20the,steps%20to%20achieve%20such%20goals.

ACTIVITY 2 How to manage a business and get a profit

Duration 2 Hours

Step-by-step description

To start making a profit by managing your business, it is necessary to have accurate financial planning and calculation knowledge. A basic understanding of fundamental accounting principles is required to monitor financial planning. In the budget forecast, it is vital to note the projected revenues, direct and indirect expenditures, and fixed and variable costs for at least the next three years.

In this part of the lesson, learners will try to make financial planning by opening their businesses on a virtual platform.

The PUSH platform is a platform where users can create and manage their own pop-up store that offers a real-life experience.

1. Register by clicking on https://popup.test.arteneo.pl.

2. On the page that opens, you will see 4 different venue choices. Develop your profile! Finally, you can start the simulation by reading the description of each and choosing the right place for you.

3. Choose which events you want to participate in. Remember that some of them are mandatory.

4. Make decisions in three areas: Product, Marketing, and Personnel.

5. Remember that in the Report tab you can see the results report for the previous period.

6. Be aware of all accounting and financial aspects that you must consider in order to avoid bankruptcy!

Materials/tools they will find on the platform and to use them

Apart from those listed in the theoretical part, a special platform – PUSH UP Platform will be used in this activity. (https://popup.test.arteneo.pl.) The platform should be used following the instructions above. This gamification platform, which offers real-life experience, aims to provide participants with general awareness about the management of their business and making a profit.

Concrete outcomes participants should prepare

The main concrete outcomes in this activity is to manage the business correctly on the platform and try to make a profit and not go bankrupt. There is no output that requires documentation.

Learning Checkpoints / Evaluation

The indicator that the learners comprehend the subject is that they are answered by analysing the problems. In this regard, at the end of the workshop, they may be asked to write a paragraph describing briefly what they have learned from the training.

METHODOLOGY DESCRIPTION

Participants will be actively involved in the process in order to help them adapt to it and speed up their learning. In this case the learning-by-doing method will be applied.

Sources / references

https://docs.infor.com/ism/5.x/en-us/ism_onlinehelp/cei1464154169202.html

MODULE 4.3 FINANCIAL DECISION FOR SUSTAINABLE BUSINESS.

Financial management can basically be defined as the process of creating a business plan and then ensuring that all departments stay on the right track. The correct establishment of financial management and making the right decisions strengthen the sustainability of the business.

In this context, participants will learn financial planning in this course. They will learn how the capital structure should be, how to find and use appropriate funding sources, how to distribute and use profits.

More specifically, you will review the following:

- ✓ Financial Management
- ✓ Investments
- ✓ Funding Opportunities
- ✓ Dividend Decisions
- ✓ Debt Payoff Strategy

Learning objectives (connected to the syllabus / theoretical part)

Completing this session, you will be able to:

- ✓ determine the total amount of assets to be held in their firm.
- ✓ compose these assets with the risk complexions of the firm.
- ✓ select such sources of funds which will create an optimum capital structure.
- ✓ properly use their business' funds to achieve the goal of wealth maximisation and risk minimization.
- ✓ decide how to distribute or retain the profits of their business.

make the right decisions with your money, so you don't go into debt any further.

Duration 4 Hours

What educators need to do to prepare the / for the session

- ✓ Competences in the field of financial management and accounting
- ✓ Experiencing delivering trainings in the field of business management
- ✓ Developed communication and interpersonal skills
- ✓ Knowledge on the financial legislation in the country they are conducting the training
- ✓ Study the theoretical material
- ✓ Prepare the practical activities
- ✓ Review the PowerPoint and the Handout

About the mentors

Mentors who will support the participants in the activities should have knowledge about the financial decision-making process and investment plan.

More specifically, the mentors have to:

- ✓ Provide support and advice to trainees when needed
- ✓ Evaluate the work completed by the trainees
- ✓ Encourage the trainees to apply teamwork
- ✓ Consult the trainees also after the training session if needed

ACTIVITY 1 Financial Decision Mapping

Brainstorming and identifying all relevant sub-themes before making a financial decision will help clarify your investment vehicle. Before making an investment, you can create your options and write down the positive and negative sides. Using graphics while doing this exercise will make your business idea more memorable.

Duration 1 Hour

Step-by-step description

In order to clearly define your business idea, it may sometimes be necessary to visualise it and analyse it by subdividing it. When we show it this way, the ideas are more memorable. You can use the mindmapping.com website for this activity. You can also use this the miro mind map tool https://miro.com/app/board/uXjVOQxuEyg=/?invite_link_id=307253439462

1. Write down your entrepreneurial idea (main theme) in the centre of a page and develop a mind map.

2. Identify sub-themes that are important to your main theme and place them around it.

3. Write down secondary ideas for each sub-theme to better understand their reach.

4. Use graphic assets to make your diagram brain-friendly and easily memorable.

5. Mind map: https://www.mindmapping.com/

Materials/tools they will find on the platform and to use them

Access to the module 4.3 Financial decision to ensure business sustainability

The main tool to be used in this activity is the mind map on these platform - https://www.mindmapping.com/ - https://miro.com/app/board/uXjVOQxuEyg=/?invite_link_id=307253439462

Concrete outcomes participants should prepare

The main concrete output that the participants should prepare is the financial decision map they will create. Participants are required to create their financial instruments on the mind map and determine their positive and negative aspects.

ACTIVITY 2 Preparing an investment plan

Duration 1 hour & 30 minutes

Step-by-step description

To develop an investment plan, you need to be able to identify key elements for a business idea such as financial standing, main goals that should be achieved and estimation of time needed, most suitable types of investments and strategies that should be implemented.

Follow the steps below and complete the exercise:

1. Identification of the core elements of the investment plan

2. Development of the investment plan

3. Presentation of the plan

4. The trainer will provide support throughout the process when it's needed

Inspiration https://www.ruleoneinvesting.com/blog/how-to-invest/get-started-investing-with-these-10-steps/

Materials/tools they will find on the platform and to use them

Within the scope of this activity, a template for an investment plan and template of presentation will be provided to the participants.

Concrete outcomes participants should prepare

The main concrete output of this activity will be the investment plan that the participants will develop. In addition to the investment plan, the participant's understanding and expression of the information learned on financial planning, budgeting, financial risk determination, financial management types, investment types and funding can be counted among the concrete outputs.

Learning Checkpoints / Evaluation

The main indicators of learning progress are to learn and explain what wealth maximisation and risk minimization analysis is, and to prepare and present an investment plan, even if it is not detailed.

METHODOLOGY DESCRIPTION

Participants will be directly involved in the process in order to adapt them to the process and accelerate their learning processes. In this context, learning by doing methodology will be used.

There will be explicit references to the theoretical material and redirection of the participants to certain areas of the curriculum through the Power point presentations. The activities will also be presented with clear references to the parts of the curriculum they refer to, and mentors should take an active role in the presentation of the activities' outcomes by correcting errors or broadening the conversation by connecting the submodule to the module's larger scope.

1. Identification of the core elements of the investment   plan

2. Development of the investment plan

3. Presentation of the plan

4. The trainer will provide support throughout the process when it's needed

Inspiration   https://www.ruleoneinvesting.com/blog/how-to-invest/get-started-investing-with-these-10-steps/

MODULE 4.4 CREATING A BUSINESS PLAN

What is the purpose of this session? Overall description:

The main purpose of this course is to provide information on how to prepare a business plan in line with the information and outputs obtained in other workshops.

The purpose of a business plan is to determine how your social enterprise (for-profit or non-profit) project will be implemented. The purpose of the business plan may be to 'sell' or finance the project to potential investors, or it may serve as a guide for the business plan implementation phase. It can be used for scaling and development as well as in the early stages of a business.

- ✓ The Executive Summary of a Business Plan
- ✓ What to Include in a Business Plan
- ✓ Tips for Preparing a Business Plan & Business Plan Canvas

Learning objectives (connected to the syllabus / theoretical part)

Completing this session, you will be able to:

- ✓ Determine the key elements of a business plan.
- ✓ Create an executive summary of their business plan, so that their readers can
- ✓ Understand the business plan as a whole.
- ✓ Prepare a sustainable business plan, with a solid marketing and financial plan.
- ✓ Integrating financial tools, analytical calculations, business management process, financial decision-making process and investment plan into the business plan!

Duration 6 hours

What educators need to do to prepare the / for the session

- ✓ Review other modules' outputs
- ✓ Categorising outputs from other workshops
- ✓ Competences in the field of financial management and accounting
- ✓ Experiencing delivering trainings in the field of business management
- ✓ Developed communication and interpersonal skills
- ✓ Study the theoretical materials

About the mentors

Since this section is the synthesis stage for creating a business plan, educators need to know how to incorporate each output into this process. Therefore, it is important to review the process before the workshop. It is necessary to accurately and clearly convey to the participants how the activity outputs obtained within the scope of each workshop will be used in the business plan.

More specifically, the mentors have to:

- ✓ Reminding what was done in other workshops, summarising the outputs
- ✓ Provide the theoretical material.
- ✓ Lead the practical sessions
- ✓ When necessary, provide trainees with assistance and advice.

- ✓ Follow the training sessions' goals and objectives in order to complete them.
- ✓ Examine the trainees' completed work.
- ✓ Encourage trainees to work together.

ACTIVITY 1 Understanding the Key Elements of the Business Plan

Some of the main elements required by the business plan have been examined in other workshops. In this section, participants will be taught how to write a business plan.

Duration 3 hours

Step-by-step description

The trainer will provide participants with a business plan template. However, participants should make use of all the knowledge gained during the program in this section. The following information should be filled in the template to be provided to the participants:

1. Project Idea - Products or Services

2. Internal Business Information (team, mission, vision and values)

3. Investment Plan

4. Economic and Financial Plan

5. Marketing Plan

Materials/tools they will find on the platform and to use them

Access to theoretical part information and other outputs. In addition, within the scope of this activity, participants will be provided with a template to fill out. Participants must fill out this document in writing in line with the information they have acquired in other workshops.

Concrete outcomes participants should prepare

The main concrete output of this activity is the business plan developed by each participant. (If the participants do not have a specific business idea in real life, the participants can divide into groups of 3 people and conduct group work.)

ACTIVITY 2 Create your own business plan canvas!

In this activity, a clearly understandable canvas will be developed with the knowledge gained from previous activities. A detailed business plan with financial analysis of course serves as a small-scale feasibility study. It also facilitates access to investor and funding sources. However, creating a business plan canvas brings all the information together and provides a simple understanding of the business plan.

Duration 2.5 hours

Step-by-step description

A single canvas will be developed here using the information from the previous activities:

1. Enter the https://voil.startup.ngo/ platform

2. Go to "Labs"

3. Select Co-creation and transformation lab

4. Select Business Model and fill in the required information

5. Present your plan

Concrete outcomes participants should prepare

The main concrete output in this activity is the work plan canvas. When creating the business plan, participants will analyse, identify and present information about key partners, key activities, value proposition, customer relationships, customers, key resources, channels, costs and revenue streams.

Background / references /sources

https://voil.startup.ngo/ platform

Learning Checkpoints / Evaluation

The main evaluation method is to check the outputs developed and presented by the participants by the mentors, who previously dominated each stage of the business plan.

METHODOLOGY DESCRIPTION

Participants will develop a detailed business plan and business plan canvas using all the information they have learned from this course. In this sense, methodology is learning by doing.

Mentors are required to fill out a form for each participant where to note characteristics, jobs, In and Out skills

Form's example for mentors:

Participant Name____

COMMUNICATION SKILLS	1) FEEL COMPETENT	2) ENJOY/ FAVOURITE	WOULD LIKE TO DEVELOP
Reading and following directions/instructions			
Comparing or cross-checking two lists			
Filling out forms			

Letters and memos correctly			
Comfortably speaking to others you don't know			
Taking notes while someone speaks			
Finding information			
Explaining things to other people			
Listening to other			
Other(s) – specify:			
MANAGEMENT/SELF-MANAGEMENT SKILLS			
Administer, set goals and priorities, plan or make decisions			
Initiate, assess needs, anticipate or create change			
Being patient with others			
Keeping a cheerful attitude			
Getting interested/excited about the tasks at hand			
Offering To help when it's needed			
Motivating myself to do what needs to get done			
Helping motivate others to get the job done			

Prioritizing tasks so that the larger goal is met on time			
Following the rules			
Other(s) – specify:			
PEOPLE AND SOCIAL SKILLS			
Care, treat or nurse others			
Guide or listen to individuals			
Make welcome or serve others			
Problem-solve, mediate or network with people			
Helping people complete a task			
Knowing how to get along with different people/personalities			
Other(s) – specify:			
CRITICAL THINKING AND INVESTIGATIVE SKILLS			
Analyse, use logic, problem solve, examine			
Evaluate, assess, test, appraise, diagnose			
Observe, reflect, study or notice			
Research, investigate, read or interview			

Other(s) – specify:			

Sample self-assessment card for the participants to end each session:

SELF-ASSESSMENT CARD				
My competencies have changed in scope:	Very much	Much	sufficiently	poorly
understanding what it means to run a business				
Organizational culture and management styles				
recognizing behaviour consistent with business ethics				
sustainable and efficient use of resources; and sustainable development planning				
	Congratulation! You can be proud of yourself.	Bravo! It's good but it could be better.	You are on the right track. You can do it, but work.	Get to work! You will see how much pleasure it is not to complete this section.

WE WELCOME YOUR IDEAS!

NEW PERCEPTIONS & ABILITIES CAN BRING **NEW OPPORTUNITIES**
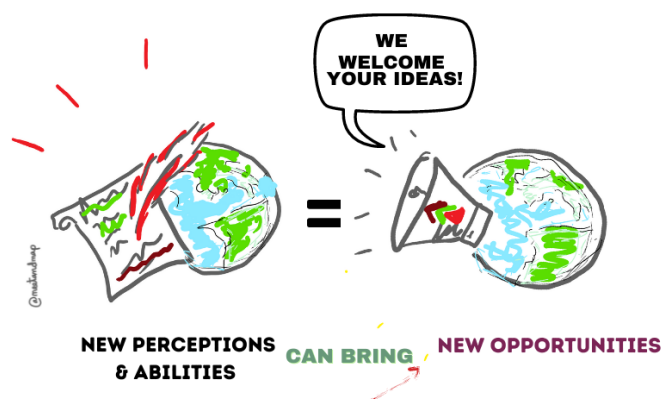
We hope this **Workshop Guidebook** helps you as a **Trainer, Educator, Facilitator or Mentor** to find how to unfold new perceptions & abilities in your participants.

Our networks and groups are available at local and international level for further activities related to this program: **women empowerment, new business models, sustainable vision, creating synergies and circular economy**.

I'VE GOT iT !

Co-funded by the Erasmus+ Programme of the European Union

Financial literacy and new business models
to boost women entrepreneurship possibilities