



FEMME PROJECT TOOLKIT



FEMME “Fostering Entrepreneurial Mindset in Migrants through Education”

KA2 Cooperation for innovation and the exchange of good practices
KA205 Strategic Partnerships for youth
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Context

FEMME project aims at developing entrepreneurial mindset and related hard/soft skills for female potential entrepreneurs youth migrants. Indeed, direct project target will be first- and second-generation youth female migrants aged 18-25 from partner countries suffering from socioeconomic marginalization, interested and motivated in becoming entrepreneurs, kick-starting and developing their entrepreneurial ideas.

The Consortium of partners was specifically composed with a particular attention to ensuring as more complete representation as possible to the different national contexts and peculiarities characterizing the condition and the level of integration of female migrant components in Europe. Partner countries share the challenge of migrant/refugee integration, as highlighted by the available data.

According to EUROSTAT, foreign citizens made up 7,5% of the residents in European countries as of January 1st 2017. The Asylum Information Database (see www.asylumineurope.org/reports/country/france/statistics) reports that over 100,000 requests for refugee status were issued in France during the year 2017 alone. In addition to this, France does also stand out for the significant population of second-generation migrants, many of whom young people, who face daily challenges of integration from the social, educational and employability perspective. EUROSTAT quantifies the percentage of residents nationals of a non-EU country as respectively 8,9% in France, 11,3% in Croatia, 7% in Italy, 13,1% in Estonia and 37,3% in Cyprus.

Aim of the toolkit

This Training Toolkit intended to be used by trainers integrates guidelines and methods of NFE (Non-Formal Education) tailored to the needs of youth workers willing to implement educational programmes to empower prospective female migrant entrepreneurs.

Methodology

Project methodology is based on a vast range of activities and techniques, such as research and processing, piloting of the guide, developing training resources, online



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learning and testing. Specifically, this toolkit regards the third phase of creating training materials.

The outcome of this phase will be a multilingual Training Toolkit comprehensive of NFE tools for direct use by operators in the field of youth in entrepreneurial empowerment programmes targeted at female migrants. The Toolkit will be produced by the partner Mine Vaganti NGO, by means of collecting and processing the educational tools deployed by partners in the frame of the local and international Piloting, integrated with the Reporting of Trainers in both phases. This Toolkit will be further improved through a process of cross-assessment involving partners, Associated partners and stakeholders, complemented by an international testing with partners' youth workers.

Entrepreneurial Skills – Mine Vaganti NGO

Workshop 1

SESSION “Discover your EntreprenSide”	
Learning Outcomes	<ol style="list-style-type: none">1. Discover your entrepreneurial skills (soft and hard skills).2. Learn the difference between soft and hard skills
Typology	Theoretical with practical elements
Timeframe	50 min
Methods	Verbal methods - writing method, method of conversation, method of discussion, Practical methods - learning in an online environment
Delivery Content(s)	Video Content – https://www.youtube.com/watch?v=UNCnHlljuXI Practical Content - https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/business-assessments/self-assessment-test-your-entrepreneurial-potential
Materials	Laptops, phones, projector, sticky notes, board, paper sheet, ball of thread (option nr.2),



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Procedure

1st part of the workshop (25 min)

The trainer introduces participants to the topic of “Entrepreneurship” and shows the video (10 minutes):

<https://www.youtube.com/watch?v=UNCnHlIjuXI>

Option nr.1 (can be implemented in onsite and online trainings)

Onsite and Offsite training: Afterwards the trainer prepares the board and divide it in 2 parts with – Soft and Hard skills. Then, without explaining what exactly Soft and Hard skills are, participants are asked to think about what are necessary “Soft and Hard skills” to become a successful entrepreneur. (5 min) (Can be used in online and on-site trainings)

Onsite and Offsite Training: Participants write these skills on sticky notes and place it accordingly to the part of the board. Then trainer with participants go through the lists and ask participants to share their opinion on these skills and why they are necessary to become a successful entrepreneur. (10 minutes)

Option nr.2 (can be implemented only in onsite training)

Onsite Training (more interactive option to use if it possible) – all participants make a big circle and have a ball of yarn (or any other kind of thread). Each participant is asked to name a soft skill and throw the ball of thread to another person and hold the thread before they throw it. It goes on until each participant have a part of thread they are holding, and it has built a spider web. Then they must throw the thread back to the previous person so they would untangle the spider web and collect it together while naming a hard skill that is necessary for becoming a successful entrepreneur. (15 min)

2nd part of the workshop (20 min)

Second part is more practical part of the workshop because participants will fill out the test where they can see their own entrepreneurial skills. Link to the test: <https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/business-assessments/self-assessment-test-your-entrepreneurial-potential>

After participants has done the test and received they results they may share it with other participants (if they wish), if not they are welcome to participate in a 10-minute discussion about entrepreneurship skills and how they see themselves as entrepreneurs.

Questions asked:



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	<ul style="list-style-type: none"> • How do you see yourself as an entrepreneur? • Which are your strongest skills that you can use to become an entrepreneur? • What do you think, what kind of skills you should acquire to become even more successful? • What would you say – do you have more soft or hard skills developed?
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Workshop 2

Workshop “Boost Your Pitch”	
Learning Outcomes	3. Create a business pitch. 4. Improvement and training of soft skills capacities (i.e. public speaking and team working) 5. Knowledge of key elements of pitch presentation and effective and influencing public speaking skills
Typology	Practical with theoretical elements of best practice analysis
Timeframe	90 minutes
Methods	Theoretical methods: comparative methods, best practices analysis. Practical methods: learn by doing, open peer discussions/feedbacks
Delivery Content(s)	Video Content: https://www.youtube.com/watch?v=Frlfes1L7NI&ab_channel=EricProuzet or https://www.youtube.com/watch?v=QLUyzXhoBik&ab_channel=Kay Practical Content: https://piktochart.com/blog/startup-pitch-decks-what-you-can-learn/
Materials	Laptops (at least one per group), private and separated spaces/areas/rooms, (preferably) projector, sticky notes, board, paper sheet, pens.
Procedure	<u>Introduction (5 minutes):</u> - The trainer starts without introduction: “Let’s start with a video and let’s comment it at the end” Two options: <ol style="list-style-type: none"> 1. Video 1: more classic pitch in a company context with slides but might be perceived as disrespectful considering the first



part:

https://www.youtube.com/watch?v=FrIfes1L7NI&ab_channel=EricProuzet

2. Video 2: less usual pitch without slides and more creative and catchier:

https://www.youtube.com/watch?v=QLUyzXhoBik&ab_channel=Kay

- The trainer asks and introductive and general question like “what is the main character of the video doing?” and then s/he starts with the following part.

1st part of the workshop: best practices and discussions (30 mins)

- What is a pitch and why/how/when/where it is useful?
- Key elements and hints for a successful pitch.
- Review of some of the most known companies' pitches (3/5 examples from <https://piktochart.com/blog/startup-pitch-decks-what-you-can-learn/>);
- Discussion about what for the attenders is significant in the presented pitches.
- Once the attenders gave their opinion, the trainer introduces the takeaway concepts that are presented by the author of the before-mentioned article.
- Compare and last round of discussion about the similarities and the differences between participants responses and blog's author suggestions (indicated as “favorite takeaway”).
- Space for follow-up and questions.

2nd part of the workshop: Free your imagination (30 mins)

- After the participants have a clear idea of what is a business pitch, the 2nd part consists of a practical use of the concepts learned.
- The trainer divides the participants in 2/4 homogenous groups;
- Every group must come up with a business idea and write it down in a business pitch form. The goal of this part is not to create a successful business idea, but rather creating a catchy and intriguing way to communicate it, following the rules and best practices observed before.
- Every group is then asked to gather as privately as possible and start a discussion about the business idea to present and, mainly, how to present it. The group is free to decide the way to present the pitch, whether through a single speaker (suggested for reasons of time) or the entire group;



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	<p>- The pitch presentation can follow an online presentation (using the projector) or simply oral.</p>
	<p>3rd part of the workshop: Pitching it (15 mins)</p> <p>- The groups have to hold a speech and present their pitch to the others group (every pitch shall last 1-2 minutes);</p> <p>- After every group presented its own business idea, a feedback and open discussion moment follows up. In such a context, every group should receive feedbacks at least about a pain point to improve and takeaway lessons.</p>

Product / Service – PAR

Workshop 1

Branding a product or a service – 1 st session	
Learning Outcomes	Learners will be able to: <ul style="list-style-type: none">- recognize the features of successful brands- increase awareness of branding
Typology	Theoretical.
Timeframe	60 minutes
Methods	Oral presentation method, case display method, method of conversation and discussion.
Delivery Content(s)	Video and theoretical.
Materials	Video and reading materials.



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Procedure

→ Introduction (10 min):

The lecturer starts session by asking questions to the participants – what is branding / how it works / which feature does a product or a service need to have in order to be successful / can you think of some well-known products or services with good branding strategy / what makes them so well-known / what could they improve / etc.

The introductory part of the session will be held as a conversation between participants and lecturer.

→ Main part / implementation (40 min):

The lecturer presents the participants with the text about 7 most common brand awareness problems – for the sake of this part of the session, the lecturer extracts only the branding problems and doesn't provide the whole text immediately (<https://www.bython.com/7-most-common-brand-awareness-problems-and-the-solutions/>). After reading the text, lecturer discusses the problems with the participants and encourages them to think of their own solutions. The lecturer then presents the solutions from the text and encourages further discussion – asking the opinion about the solutions presented, comparing them with the one previously discussed.

The lecturer then starts a video on Coca-Cola branding strategy (<https://www.youtube.com/watch?v=XhMVWzVXNNk&t=129s>). After watching it, the lecturer presents the case of Coca-Cola as one of the most successful brands in the world. The lecturer encourages participants to share the most interesting parts from the video / the things they already knew / the new things they just revealed / their suggestions on what could improve, etc.

→ Closing the session (10 min):

The lecturer asks participants to sum up the most relevant parts of the session –the features of successful brands, problems which might happen when designing a branding strategy and possible solutions to these problems.



Branding a product or a service – 2 nd session	
Learning Outcomes	Learners will: <ul style="list-style-type: none">- gain theoretical information on branding- acquire practical branding knowledge
Typology	Practical.
Timeframe	60 minutes
Methods	Oral presentation method, group work learning, practical working method.
Delivery Content(s)	Practical.
Materials	Practical exercises.
Procedure	<p>➔ Introduction (10 min):</p> <p>The lecturer opens a session by speaking about branding and its importance (https://www.thebrandingjournal.com/2015/10/what-is-branding-definition/ – the link here provides the text about branding in general and may be useful for lecturer in the beginning of the session. It is not necessary for the lecturer to share the text with the learners, but only to provide them with the most important information from it).</p> <p>➔ Main part / implementation (40 min):</p> <p>Participants are divided into groups. Here 6 exercises are presented, not all of them need to be included if there are not enough participants. Note: learners can work in pairs instead of groups if there are not enough of them.</p> <p>Task for group no. 1:</p> <p>The cocktail party Imagine your brand is a person who just showed up at an industry party full of your ideal customers and competitors.</p> <p>Describe what he (or she!) is like. What is he wearing? How does he approach people? What does he say? Write down as many attributes as you can in one column.</p> <p>Next, imagine your brand snuck off to the bar and downed a few Long Island Ice Teas. He comes back to the party buzzed. How does your brand act differently? Is he funnier? Talking louder? More</p>



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confrontational? How does he approach competitors and customers now? Write this down in a new column.

- This exercise will help your learners to: explore brand personality and how they might amplify it. In most cases, brands have room to turn up the dial on their personalities.

Task for group no. 2:

The comparison game

If your brand was an animal, would it be a lion, an eagle or a dog?

This exercise is about equating your brand with other objects and people. It's a quick way to assess your brand's personality and positioning. You can play this game across lots of categories: soft drinks, famous brands, animals, clothing brands, superpowers, colors, bands, celebrities, emotions, cities, tools etc.

This exercise will help your learners to: look through a different lens to see new things in their brand. For example, they may dream of being the lion but realize their brand is more like the lamb. There's something wonderfully non-threatening about comparing your brand to an animal, which can reveal powerful insights.

Task for group no. 3:

Big brand role play

Imagine a famous brand took over your company.

Everyone in the group thinks of a famous brand they admire, preferably outside your company's industry. It could be a celebrity, sports franchise, smartphone, anything. Each person takes turns sharing why they chose their brand.

Now they have to imagine that famous brand took over their company and write down at least 3 changes their favorite brand might make. For example, Apple might revamp their packaging, Google might simplify their product's user experience, and Zappos might inject some fun into their customer support experience.



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This exercise will help your learners to: consider new ways to create brand experiences for their customers, by taking inspiration from the Big Boys.

Task for group no. 4:

Bad guys & superheroes

If your brand was a superhero, who are the bad guys?

Who is your learners' main enemy and what evils are they trying to get rid the world of? Their answers can be concrete or abstract. For example, an IT consultancy might be about vanquishing complex solutions and long helpdesk queues. A fitness studio may be against intimidating classes and lack of confidence.

This exercise will help your learners to: understand their brand's greater purpose, and the value they offer customers. These are things that drive your organization and must be a part of your brand. Sometimes, being clear on what you're against makes it easier to understand what you stand for.

Task for group no. 5:

Front page news

Picture this: 10 years from now, your brand is on the front page news for achieving greatness.

What does the headline say? Have you cured a problem? Grown to be the biggest? Changed the way people do something? What does success look like?

This exercise will help your learners to: align on their company's vision, or the biggest goal on the horizon. A strong vision helps guide business strategy and motivate the team to achieve it.

Task for group no. 6:

Best moments



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Understand what your brand truly cares about and delivers.

Talk about specific moments your company was at its best. For example, maybe it was solving a complex business challenge for a client. Surprising a customer with an unexpectedly high level of service. A company fun day where your team got closer. What made these experiences so memorable?

This exercise will help your learners to: understand what their brand truly cares about and delivers. Actions speak louder than words, and their answers get to the core of your brand's mission and values.

Students will have 20 minutes to work in groups and then 20 minutes to present the notions and knowledge they acquired within the groups.

→ Closing the session (10 min):

The lecturer closes the session by repeating the most important notions from the introductory part and encourages the learners to engage by asking questions. Lecturer also asks students to point out the most relevant things they learned from the groups.

Market analysis – SEAL Cyprus

Workshop 1



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MARKET ANALYSIS – SESSION 1 – INTRODUCTION TO MARKET ANALYSIS	
Learning Outcomes	Upon completion of this session, learners will be able to: <ol style="list-style-type: none">1. Explain the importance and major objectives of market analysis;2. Describe the process of conducting a market analysis;3. Set market analysis objectives; and4. Understand the different methods if conducting a survey.
Typology	Typology of the sessions: <ul style="list-style-type: none">- Theoretical- Practical
Timeframe	Part I: Introduction – 15 minutes Part II: Implementation – 45 minutes Part III: Debriefing and conclusion – 10 minutes
Methods	<u>Verbal Methods:</u> Oral presentation method, method of lecturing and teaching, writing method, method of conversation, case display method, method of discussion, problem solving method. <u>Practical Methods:</u> Practical working method, method of independent learning, group-work method.
Delivery Content(s)	<u>Theoretical Content:</u> Reading materials created in order to broaden the video content. <u>Practical Content:</u> Various exercises that will foster the learning process. <u>Knowledge Content:</u> Short quizzes; uploads of completed tasks will be expected.
Materials	Learner Worksheets Pens Paper



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Procedure	<p><u>Part I: Introduction</u></p> <p>The workshop instructor starts by asking the group of learners if they agree with the following statement: <i>“Common sense of an experienced businesswoman is as good as, if not better than, findings from market analysis.”</i></p> <p>Activity 1: Research or not?</p> <ul style="list-style-type: none">- Ask learners to discuss the above statement and then write down their views in the learner worksheet.- Close the activity by highlighting the fact that market analysis is a common practice and important for business decision-making. <p><u>Part II: Implementation</u></p> <p>The instruction leads learners to start thinking of how to start implementing market analysis.</p> <p>Activity 2: Market analysis process</p> <ul style="list-style-type: none">- Learners arrange the correct sequence of a typical market analysis process.- Instructor provides and explains the correct order.- Learners are reminded that the steps to conduct a market analysis may vary among different surveys. <p>Explain that the first step in the market analysis process is defining the problem. In practice, it means clarifying the specific market analysis objectives.</p> <p>Activity 3: Market analysis objectives</p> <ul style="list-style-type: none">- Learners are asked to distinguish marketing and non-marketing objectives.- Instructor concludes the activity by stating the objectives of a market analysis is to gain an understanding of the market and effectiveness of marketing practices. <p>Activity 4: Case Study</p> <ul style="list-style-type: none">- Learners should read the case of an oil company, and then complete the relevant tasks.- Assuming the role of the new Assistant Marketing Manager of the company, instruct learners to define the problem of the company and suggest two market analysis objectives for the case.- The instructor shows suggested examples to learners and reminds them that the objectives must be relevant to the specific marketing situation or campaign. <p>Then, explain that both primary and secondary data are needed to achieve the objectives of market analysis.</p> <ul style="list-style-type: none">- Guide learners to name the different sort of information that might be found in secondary data.
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- Highlight that it is important for company to collect primary data for specific business situations.

Activity 5: Select appropriate research approach

- This activity demonstrates different research approaches and learners are asked to match the definitions with the relevant situations.

Part III: Debriefing and conclusion

- Close the workshop by concluding that that in the case of the questionnaire survey by the oil company, the most appropriate research approach to collect the views of consumers.
- To prepare for the next lesson, learners are advised to use the internet to find questionnaire survey examples to familiarise themselves with different question types.



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Workshop 2

MARKET ANALYSIS - SESSION 2 – MARKET ANALYSIS DESIGN	
Learning Outcomes	Upon completion of this session, learners will be able to: <ol style="list-style-type: none">1. Identify various design research instruments and techniques;2. Recognise different types of market analysis questions ;3. Decide sample plan, contact methods, places and times for conducting a research survey; and4. Execute a simple analysis programme.
Typology	Typology of the sessions: <ul style="list-style-type: none">- Theoretical- Practical
Timeframe	Part I: Introduction – 15 minutes Part II: Implementation – 45 minutes Part III: Debriefing and conclusion – 10 minutes
Methods	<u>Verbal Methods:</u> Oral presentation method, method of lecturing and teaching, writing method, method of conversation, case display method, method of discussion, problem solving method. <u>Practical Methods:</u> Practical working method, method of independent learning, group-work method.
Delivery Content(s)	<u>Theoretical Content:</u> Reading materials created in order to broaden the video content. <u>Practical Content:</u> Various exercises that will foster the learning process. <u>Knowledge Content:</u> Short quizzes; uploads of completed tasks will be expected.
Materials	Learner Worksheets Pens Paper



Procedure	<p><u>Part I: Introduction</u></p> <p>The workshop instructor starts by asking the group of learners if they agree with the following statement: <i>“Common sense of an experienced businesswoman is as good as, if not better than, findings from market analysis.”</i></p> <p>Activity 1: Research or not?</p> <ul style="list-style-type: none">- Ask learners to discuss the above statement and then write down their views in the learner worksheet.- Close the activity by highlighting the fact that market analysis is a common practice and important for business decision-making. <p><u>Part II: Implementation</u></p> <p>The instruction leads learners to start thinking of how to start implementing market analysis.</p> <p>Activity 2: Market analysis process</p> <ul style="list-style-type: none">- Learners arrange the correct sequence of a typical market analysis process.- Instructor provides and explains the correct order.- Learners are reminded that the steps to conduct a market analysis may vary among different surveys. <p>Explain that the first step in the market analysis process is defining the problem. In practice, it means clarifying the specific market analysis objectives.</p> <p>Activity 3: Market analysis objectives</p> <ul style="list-style-type: none">- Learners are asked to distinguish marketing and non-marketing objectives.- Instructor concludes the activity by stating the objectives of a market analysis is to gain an understanding of the market and effectiveness of marketing practices. <p>Activity 4: Case Study</p> <ul style="list-style-type: none">- Learners should read the case of an oil company, and then complete the relevant tasks.- Assuming the role of the new Assistant Marketing Manager of the company, instruct learners to define the problem of the company and suggest two market analysis objectives for the case.- The instructor shows suggested examples to learners and reminds them that the objectives must be relevant to the specific marketing situation or campaign. <p>Then, explain that both primary and secondary data are needed to achieve the objectives of market analysis.</p> <ul style="list-style-type: none">- Guide learners to name the different sort of information that might be found in secondary data.
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- Highlight that it is important for company to collect primary data for specific business situations.

Activity 5: Select appropriate research approach

- This activity demonstrates different research approaches and learners are asked to match the definitions with the relevant situations.

Part III: Debriefing and conclusion

- Close the workshop by concluding that that in the case of the questionnaire survey by the oil company, the most appropriate research approach to collect the views of consumers.
- To prepare for the next lesson, learners are advised to use the internet to find questionnaire survey examples to familiarise themselves with different question types.



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MARKET ANALYSIS - SESSION 2 – MARKET ANALYSIS DESIGN	
Learning Outcomes	Upon completion of this session, learners will be able to: <ol style="list-style-type: none">1. Identify various design research instruments and techniques;2. Recognise different types of market analysis questions ;3. Decide sample plan, contact methods, places and times for conducting a research survey; and4. Execute a simple analysis programme.
Typology	Typology of the sessions: <ul style="list-style-type: none">- Theoretical- Practical
Timeframe	Part I: Introduction – 15 minutes Part II: Implementation – 45 minutes Part III: Debriefing and conclusion – 10 minutes
Methods	<u>Verbal Methods:</u> Oral presentation method, method of lecturing and teaching, writing method, method of conversation, case display method, method of discussion, problem solving method. <u>Practical Methods:</u> Practical working method, method of independent learning, group-work method.
Delivery Content(s)	<u>Theoretical Content:</u> Reading materials created in order to broaden the video content. <u>Practical Content:</u> Various exercises that will foster the learning process. <u>Knowledge Content:</u> Short quizzes; uploads of completed tasks will be expected.
Materials	Learner Worksheets Pens Paper



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Procedure	<p><u>Part I: Introduction</u></p> <p>Start the session by reminding learners what was explored in the previous session, and that the fourth step of the market analysis process is to “Design research instruments and techniques.”</p> <p><u>Part II: Implementation</u></p> <p>Activity 6: Setting research questions</p> <ul style="list-style-type: none">- Introduce to the learners the different types of questions used in a questionnaire, and then ask learners to develop their own questions for the case of the oil company. <p>Explain to learners that the fifth step of the market analysis process is to set the sample plan, which includes deciding the number of samples and the selection of sampling technique.</p> <ul style="list-style-type: none">- Before deciding the sample plan, help learners to understand the meaning of the word “samples”, and then introduce the different types of sampling techniques to them. <p>Activity 7: Sampling techniques</p> <ul style="list-style-type: none">- Ask learners to complete the Matching Game.- Provide and explain the answers to enhance the understanding of the learners on different sampling techniques <p>Following that, propose a sample plan for learners to conduct a market analysis on the oil company examined.</p> <p>Explain to learners that the sixth step in the market analysis process involves deciding the survey contact methods (how), places (where) and times (when).</p> <p>Activity 8: Comparison of different survey contact methods</p> <ul style="list-style-type: none">- Introduce three common survey contact methods. Learners should complete the comparison table on the strengths and weaknesses of the three survey contact methods.- Conclude the activity by stating that each type of survey contact methods has its strengths and weaknesses. Highlight that a business should choose the most appropriate and relevant based on different factors, such as cost/benefit, urgency or accuracy. <p>To introduce the seventh step of the market analysis process, explain to learners that executing the research programme involves scheduling exactly when and how to train the researchers; when and how to collect the data.</p> <p><u>Part III: Conclusion</u></p> <p>Discuss what has been explored during this session and conclude that the quality of the recommendations depends how well each step in the market analysis process is set, with sufficient business knowledge and experience.</p>
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Marketing – CID

Workshop 1

How to write a good marketing plan	
Learning Outcomes	Upon completion of the 1st session, learners will be able to: - Know the basics of marketing planning - Know tools and channels used for marketing
Typology	Theoretical
Timeframe	80 mins
Methods	Method of lecturing and teaching, conversation and discussion.
Delivery Content(s)	Theoretical and videos
Materials	Projector



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Procedure

Introduction (10 mins):

The lecturer starts session by asking questions to the participants - What is a marketing plan / What is its place in the success of a business / How does it work.

Implementation (30 mins):

The lecturer shows video:

<https://youtu.be/TXzsnG5lwvM>

The lecturer later, again, theoretically explains the importance of marketing for business success. Focuses on what impact marketing has on consumers. Finally, it illustrates both the best and most unsuccessful examples of marketing to help participants better understand the importance of the issue.

Participants evaluate unsuccessful examples of marketing. They try to identify mistakes and talk about ways to solve them

Main part (30 mins)

The lecturer shows video about writing marketing plan:

<https://youtu.be/oBYHzDiHoAg>

Later lecturer explains following topics: How to determine ideal buyer/what are the strengths of your business /what are your company's weaknesses /opportunities for the future /Threats to the future.

define the marketing objectives: what do we hope to achieve with our marketing plan

Time for questions (10 mins)



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Workshop 2



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How to write a good marketing plan	
Learning Outcomes	Upon completion of the 2nd session, learners will be able to: <ul style="list-style-type: none">- Identify the objectives, goals, and target group of the marketing strategy;- Structure the type of content they will be producing;- Promote the content on different social or media channels;
Typology	Practical
Timeframe	80 minutes
Methods	Oral presentation method, group-work method, peer-education method;
Delivery Content(s)	<u>ILS Content</u> Instructor-led session - learners will be provided with the essential theoretical information on structuring a marketing plan; <u>E-Learning</u> Learners will be provided with innovative/creative programs and websites to boost their knowledge of marketing related themes; <u>Knowledge Content</u> Through the simulation game, learners will duplicate the actual conditions encountered on a job;
Materials	Expectations/Know-How Worksheet PPT/Canva Presentations; Mural Board



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Procedure

Part I: Introduction(30 minutes)

The invited trainer will open the session with a short presentation on “writing a good marketing plan”. During the lecture, participants will learn about the most important areas of marketing including advertising, consumer behavior, communications, retail, and more. Learners will be introduced to “The 4 Ps” of marketing

Part II: Reflective Practice(20 minutes)

Teach - Self-assess - Consider - Practise

To achieve good progress, learners will go through a reflective cycle and become more aware of what they have gained in the previous part of the session.

Part III: Simulation Game(30 minutes)

Participants will be divided into three small groups. They will be tasked to create a marketing plan based on the 5 practical methods cited below.

1. Empathize (Research Your Customers' Needs)

The first step of writing a good marketing plan involves conducting user research to develop an empathic knowledge of the problem you're attempting to address. Empathy is essential in a human-centered marketing plan because it helps you to put your worldview aside and get a true insight into people and their needs.

2. Define (State Your Customers Needs and Problems)

The information you generated and gathered during the **Empathize stage** is gathered in the **Define stage**. You synthesize and analyze your observations to define the core issues you and your team have identified so far. As you do this, you should always try to define the issue statement in a human-centered manner.

3. Ideate (Challenge Assumptions and Create Ideas)

Once learners reach the third stage of planning, they are ready to generate ideas. Even if you have a strong foundation of information from the previous 2 phases, you can start to "think outside the box," search for fresh perspectives of the plan and come up with creative solutions to the content you've developed. You must come up with as many viable options as possible.

4. Prototype (Start Creating a Prototype of the Plan)

This is an experimental phase its goal is to find the best solution for each of the challenges highlighted in the previous three stages. Teams create numerous



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alternatives, scaled-down copies of the plan (or particular aspects within the plan) in this stage to investigate the issue solutions developed in the previous stage.

5. Test (Try your plan)

The full plan is extensively tested by “creators” or “evaluators” utilizing the best solutions found during the Prototype phase. The model's last step, although in an iterative process like design thinking, the outcomes are frequently utilized to redefine one or more issues. You can go back to earlier phases of the process to make further iterations, changes, and improvements to rule out other possibilities.

6. Implement (Go public with your plan)

You've examined your marketing plan in small groups, but now it's time to go public. Your plan may have been tested in your bubble, but your customers may not accept it.



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Customer Service – YSBF

Workshop 1

Customer Service – 1 st Session	
Learning Outcomes	Learners will be able to: <ul style="list-style-type: none">- Know the importance of customer service.- Know tools and channels used for customer service management.
Typology	Theoretical
Timeframe	65 minutes
Methods	Oral presentation method, method of lecturing and teaching, conversation and discussion
Delivery Content(s)	Theoretical and videos
Materials	Projector



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Procedure	<p>Note: The lecturer can prepare a PowerPoint for more emphasis on the topic.</p> <p>Introduction (10 mins): The lecturer starts session by asking questions to the participants – what does a business need to have in order to be successful/ How important is customer service/ what is customer service / how it works, etc. Basically, as a conversation to get started.</p> <p>Implementation (40 mins): The lecturer shows video: https://www.youtube.com/watch?v=Gh1TXfQSwUQ and later talks about why customer service is important for businesses and especially for start-ups. The soft skills required for good customer service support. The lecturer then progresses towards the tools and channels that are useful for customer service - Email, Social Networking, Forums/Message Boards, Phone calls, Live Chat, Self-Serve Knowledge Base, and On-Page Support Widget. https://www.groovehq.com/blog/customer-service-channels Giving brief overview of each. The lecturer asks participants to share their experience about the customer service and their views on customer service.</p>
Further Reading	<p>Debriefing (15 mins): The lecturer discusses participants views on what kind of soft skills and hard skills will help them with their business customer service, and tools they think will help them. Also, discussion about any doubts the participants have in relation to the topic.</p> <p>“Nudge” by Richard Thaler and Cass Sunstein</p> <p>“The Thank You Economy” by Gary Vaynerchuk</p> <p>“The Paradox of Choice” by Barry Schwartz</p>

Workshop 2

Customer Service – 2 nd Session	
Learning Outcomes	Learners will able to: <ul style="list-style-type: none"> - Learn soft skills - Design and setup customer support framework
Typology	Practical



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Timeframe	65 minutes
Methods	Practical working method.
Delivery Content(s)	Practical
Materials	A4 papers, pen, laptops, projector
Procedure	<p>Introduction (10 mins): The session will start with video on “Why customer service matters?” https://www.youtube.com/watch?v=nxtaMdu55Ug and a recap from 1st session.</p> <p>Implementation (40 mins): The participants will be given practical exercises to perform:</p> <p><u>Exercise 1 (20 Mins)</u> The customer service training game: It allow participants to master real-life customer service scenarios. Give each participant a legible name tag and ask all of them to stay in a circle. Each of them should think of two or three requests. They can choose to ask reasonable and realistic questions or make them imaginary and outlandish. Lecturer can start by giving them examples like:</p> <ul style="list-style-type: none">• I want to switch name tags with you.• I'll like a mansion for my next birthday.• I want you to stand in the middle of the circle. <p>Allow them to think about their request in a few minutes. Let them know that even though it's a game and it should be fun, they shouldn't make inappropriate requests. Then give them the rules of the game. Each participant is to take turns calling out the name on another participant's tag and make a request. The named participant is to decline without saying “No,” then call another participant and make a request—the process of requesting and declining continues until no request is left. To make it easy for the team to understand the game, the lecturer and another leader can play briefly till the lecturer calls the first member of the group. <u>Exercise 2 (25 Mins)</u> Depending on number of participants create groups and ask them to design an effective customer service framework for a business of choice. Ask them to use channels discussed in first session, and define the pros and cons of the framework created.</p> <p>Debriefing (10 mins): Discussion about the doubts of the participants and important points to keep in mind.</p>



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ICT – YSBF

Workshop 1

ICT – 1 st Session	
Learning Outcomes	Learners will be able to: <ul style="list-style-type: none">- Know about digital tools to run business- Work and implement digital tools to run business
Typology	Theoretical Practical
Timeframe	60 minutes
Methods	Oral presentation method, method of lecturing and teaching, conversation and discussion, practical learning in online environment
Delivery Content(s)	Theoretical and practical exercises
Materials	Projector, A4 papers, pen, laptops



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Procedure

Note: The lecturer can prepare a PowerPoint for more emphasis on the topic.

Introduction (10 mins):

The lecturer starts with introduction and discussion about why having the right digital tools for a business is important/ how the entrepreneurs need to know about the tools that will be helpful while setting up a business/ Introducing them to the digital tools available in the market.

Implementation (20 mins):

The lecturer talks about the different tools and their purposes in brief.

<https://www.ruby.com/tools-for-business/>

Project Management and collaboration/ Document creation and storage/ Time tracking and travel/ General business information and guidance/ Accounting and Bookkeeping/ Staffing and recruiting/ Design/ Content creation/ Customer engagement/ SEO/ PR/ Networking/ Security and privacy/ Legal and HR.

Reference links

<https://startupnation.com/grow-your-business/digital-tools-new-business/>

<https://www.allbusiness.com/digital-tools-to-help-you-run-successful-remote-company-131542-1.html>

<https://www.descasio.io/21-digital-tools-to-use-for-your-business-in-2021/>

Exercise (20 mins)

Get the participants to have a look at and familiarize with the tools introduced to them. Check and discuss any problems encountered by the participants while checking the tools.

Debriefing (10 mins):

Discuss about the advantages and disadvantages about the different tools used and also about any other questions in relation to using and integrating digital tools for start-up.



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Workshop 2

ICT – 2 nd Session	
Learning Outcomes	Learners will be able to: <ul style="list-style-type: none">- Know about digital tools to promote business- Work and implement digital tools to create business website
Typology	Theoretical Practical
Timeframe	60 Minutes
Methods	Oral presentation method, method of lecturing and teaching, conversation and discussion, practical learning in online environment
Delivery Content(s)	Theoretical and practical exercises
Materials	Projector, A4 papers, pen, laptops
Procedure	<p>Note: The lecturer can prepare a PowerPoint for more emphasis on the topic.</p> <p>Introduction (10 mins): Lecturer starts with recap from previous session continuing on to highlight about business having an online presence to promote business.</p> <p>Implementation (10 mins): Lecturer talks about the platforms and tools available for building websites, sales and marketing and how participants can use them for their businesses.</p> <p>Sales and marketing Salesforce/ Mailchimp/ Hootsuite/ Google Analytics</p> <p>Website Builder Wix / Weebly/ SITE123/ Strikingly/ Wordpress/ Jimdo/ SimpleSite/ Webnode/ IM creator/ Mozello</p> <p>Reference Links https://www.websitebuilderexpert.com/website-builders/free/ https://www.allbusiness.com/digital-tools-to-help-you-run-successful-remote-company-131542-1.html</p>



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<https://www.ruby.com/tools-for-business/>

<https://www.aweber.com>

Exercise (30 mins)

After explaining participants about different tools, the lecturer asks the participants to create a website for business of choice using one of the platforms mentioned earlier.

Debriefing (10 mins):

Discuss about the pros and cons about the platforms used to create website. Discuss about other tools available and their advantages and disadvantages.



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Further Readings

“Leading Digital: Turning Technology into Business Transformation” by George Westerman, Didier Bonnet, and Andrew McAfee

“The Digital Transformation Playbook: Rethink Your Business for the Digital Age” by David Rogers

“Driving Digital Strategy: A Guide to Reimagining Your Business” by Sunil Gupta

“See Sooner, Act Faster: How Vigilant Leaders Thrive in an Era of Digital Turbulence (Management on the Cutting Edge)” by George Day and Paul Schoemaker

“Driving Digital: The Leader’s Guide to Business Transformation Through Technology” by Isaac Sacolick

“Digital Transformation: Survive and Thrive in an Era of Mass Extinction” by Tom Siebel

“The Technology Fallacy: How People Are the Real Key to Digital Transformation (Management on the Cutting Edge)” by Gerald Kane, Anh Nguyen Phillips, Jonathan Copulsky, and Garth Andrus

“MicroMarketing: Get Big Results by Thinking and Acting Small” by Greg Verdino



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Human Resources Management – MV International

Workshop 1

SESSION "Avoid the Fight"	
Learning Outcomes	The participants will develop their skills in Conflict Management and Negotiation skills . Through the exercise the group will raise awareness about the potential conflicts inside a formal or informal group and how they can solve them, using new negotiation skills. Also, the participants will foster their communication skills and creative thinking.
Typology	Practical with theoretical inputs
Timeframe	70-80 min
Methods	Verbal Methods: Oral presentation method, Method of discussion Practical Methods: Practical working method
Delivery Content(s)	<ul style="list-style-type: none"> Theoretical Content about the main topics of Conflict Management: https://www.valamis.com/hub/conflict-management-styles#conflict-management-assessments Video Content: https://www.youtube.com/watch?v=f3NmLUINP80 Practical Content/ Self-assessment quiz : https://www.trainingcoursematerial.com/free-assessment-tools/conflict-quiz-questionnaire
Materials	Laptops, projector, phones, colorful stickers, A4 paper sheets, pens, colorful markers
Procedure	<p><u>1st Part of the workshop (Introduction- Theoretical Part)[25 min]</u></p> <p>Firstly, the participants will be asked to answer 3 questions (without having any information about the topic)</p> <ul style="list-style-type: none"> ➤ What is conflict management? ➤ What is the positive in a conflict? ➤ What is the negative in a conflict? <p>The answers will be short and will be written in colourful posters and stuck in three columns in a board.</p>



After, the trainer will introduce to the participants, the definition and the main conflict management situations.

<https://www.valamis.com/hub/conflict-management-styles#conflict-management-assessments>

Also the trainer will present a small video referring to the topic:

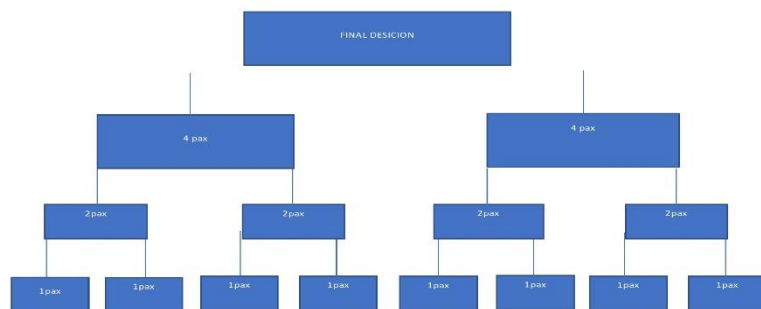
<https://www.youtube.com/watch?v=f3NmLUINP80>

2nd Part of the workshop (Interactive exercise) [25 min]

Objective of the exercise: create negotiation and communication skills between participants.

Instructions:

- Each participant will get one A4 paper and one pen, and she/he has to write 4 words related to the word “conflict”.
- The trainer will divide the group in pairs randomly. (In case of odd number one pair can include the last participant).
- Each pair has to decide 4 out of 8 words that they had written firstly. In the end will have 4 words in total. When the participants are ready the trainer will give the signal to start. *(The trainer can give specific time limitation, making the exercise more intense.)*
- After the final decision between each pair, they will merge in one and they will negotiate with another couple and the game restart again. The people how will negotiate in each pair will be 4 (2 members each team).
- Repeat the process until there will be only two negotiation groups and they have to produce the final 4 words associated with the word “conflict”. *(The trainer can increase or reduce the given time according to the status of the group).*



3rd Part of the workshop (Debriefing-Evaluation)[20 min]



	<p>After the end of the exercise the trainer will address some of the below questions to the group, creating discussion and reflection about conflict management.</p> <p>Questions:</p> <ul style="list-style-type: none"> • Did anyone feel uncomfortable? • How did you feel during the exercise? • Did someone take the lead during the exercise? • Was there any conflict? • How you manage the conflicts (if any)? • Which technique did you use during the exercise? • What did you learn during this exercise? <p style="color: red;">The trainer can add more questions or mention any particular moment that observed during the exercise.</p> <p><u>OPTIONAL [10 min]</u></p> <p>After the end of the discussion the trainer can share the following questionnaire to the participants : https://www.trainingcoursematerial.com/free-assessment-tools/conflict-quiz-questionnaire</p> <p>The trainer can ask if someone from the group wants to share the results and make a personal statement about the results or the exercise.</p>
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Workshop 2

SESSION Human Resource Management and Gender	
Learning Outcomes	<ul style="list-style-type: none"> • Understanding what a human resource is and what is human resource management • Understanding inequality and the importance of overcoming it at the workplace. • Gain knowledge and understanding of recruitment methods to ensure unbiased selection of the best candidates • Fostering communication skills and creative thinking.
Typology	Practical with theoretical content
Timeframe	90 min



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Methods	Verbal Methods: oral presentation; case display method; method of discussion Practical Method: simulation; learning by doing
Delivery Content(s)	Theoretical Content - Powerpoint presentation and reading material Practical Content - Quizzes (case scenarios); HR management plan with gender perspective created by participants.
Materials	A4 paper sheets, pens, laptop, projector



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Procedure

1st Part of the session (Theoretical) [30min]

Prepare a Powerpoint presentation extrapolating the following topics from this Article:

<https://www.whatishumanresource.com/human-resource-management>

- What is the importance of Human resources?
- Why do we call it as Human Resource Management?
- What is the purpose of Human resource management?
- Difference between Personnel management and Human resource management.
- Primary responsibilities of the Human resource manager.
- What is the role of a Human resource officer?
- Rights of an employee
- Objectives of Human Resource Management

Include some slides highlighting the gender dimension at the workplace, in particular:

- Types of Gender Discrimination
- Effects of Gender Discrimination
- Overcoming Workplace Gender Inequality

Useful links for this part:

<https://www.careerprofiles.info/overcoming-workplace-gender-discrimination.html>

<https://business.tutsplus.com/tutorials/overcome-gender-bias-in-the-workplace--cms-32848>

<https://chronus.com/blog/how-to-overcome-gender-bias-in-the-workplace>

The Trainer will start with a general introduction on human resources management, with the help of the powerpoint presentation prepared before.

He/she could ask participants to answer the questions on the slide before proceeding with the presentation. This can also be a way to check their level of knowledge about the topic. He will then proceed with the presentation of the last slides on gender and workplace.

At the end of the presentation the trainer will briefly present some case scenarios involving human resources management and participants will be asked to frame them in the specific sections above mentioned.

2nd Part of the Session (Practical exercise) [40 min]

Prepare some fake CVs and Cover Letters to be presented to the groups for recruitment purposes. Be sure to include



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The **objective** of the exercise is to give the participants an alternative perspective about the obstacles that jobseekers face during their entrance to the market, but also how the HR Manager elaborate through this process.

Instruction of the exercise:

- Divide the participants in 2 groups: recruiters and jobseekers
- Recruiters will have to set up a fictional company, outlining the sector and the products/service it is going to offer. (5 min)
- Each group has to prepare a human resources management plan including the gender dimension in it (15 min).
- Each group will need to identify a vacancy within their company, so it will need to recruit a new employee. It will conduct a first selection choosing from the profiles already outlined in the CVs/cover letters available. (5 min)
- Once selected, the trainer will hand over to the jobseekers the profiles selected, so that they can impersonate them.
- The Recruiters will present their company and their HR management plan to all the gathered jobseekers.
- The recruiters will proceed with the recruitment of the jobseekers through short individual interviews.
- At the end of the interview process the recruiters will select the most suitable person for a position in their company.

After the final selection the trainer will ask all the participants to answer the following questions, with the aim of reflecting and starting a discussion according to the topic.

Some of the questions will be:

- Why did you choose this person, which things were significant for this choice? (*for recruiters*)
- Which were the difficulties in the process? (*for everybody*)
- Which particular difficulties faced the job seekers according to their roles? (*for job seekers*)
- How did you feel during the session? (*for everybody*)
- What you would like to change in the process? (*for everybody*)
- Which are the obstacles for some specific groups who want to apply for a job position? (*for everybody*)

DEBRIEFING-EVALUATION OF THE SESSION [10-20 min]

The trainer will let participants address questions and potential suggestions about the process of recruiting. All the participants will be able to express their thoughts and feelings about the sessions.



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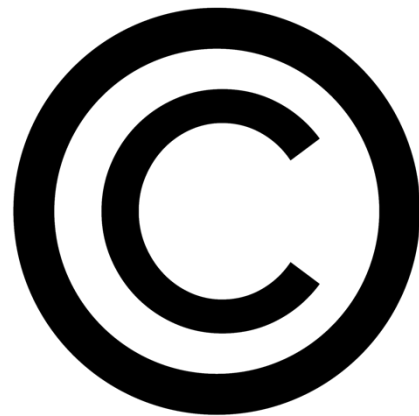
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