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REGIONE AUTÓNOMA DE SARDEGNA
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EMPOWERING CREATIVE YOUTH

A **comprehensive manual** for talent
transformation and competence
development in the cultural sector



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The Manual features activities sourced from the internet, along with activities developed by the authors and adapted or reworked. If you come across any instances of improper use, please do not hesitate to reach out to us at yw4cult@gmail.com.

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THE PROJECT

Young people, particularly the most vulnerable, have faced significant challenges due to the COVID-19 crisis. This has led to limitations in their mobility, education, and leisure, subsequently increasing the risk of social exclusion, unemployment, and mental instability. Our project focuses on addressing these issues, as well as recognizing the profound impact of the pandemic on the cultural sector, especially among young people involved in it.

Culture plays a vital role in the development of young individuals. It enables them to nurture their passions, discover their talents, and pursue their dreams. Restricting access to culture means depriving young people of opportunities for personal and professional growth. Conversely, the crisis has exposed the vulnerabilities of the creative and cultural sector when dealing with unexpected situations. In contrast, other sectors like the youth work have demonstrated a more proactive approach, responding effectively to find solutions and maintain their active roles in society.

The main goal of the project is to develop innovative methods to support young people in transforming their talent into skills, helping them to develop a more resilient personal and professional profile.

The project aims to achieve the following objectives:

- 1) Empower young people with the necessary tools and skills to build a resilient cultural sector capable of effectively addressing unexpected and adverse situations.
- 2) Foster the establishment and strengthening of networks among young people, enhancing the creative sector.
- 3) Develop and test innovative learning methodologies that support the creative potential of young people in the project partnership countries. Additionally, gather feedback to enhance these methodologies.
- 4) Enhance the entrepreneurial development capabilities of young individuals and motivate them to initiate new projects that contribute to societal transformation.
- 5) Strengthen cooperation and the exchange of information, along with sharing best practices among various European regions.
- 6) Lay the groundwork for the political transformation of the cultural sector, promoting positive changes in this field.

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INTRODUCTION TO YOUTH4CULT PROJECT

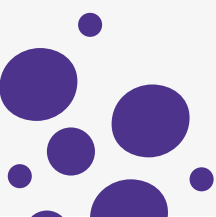
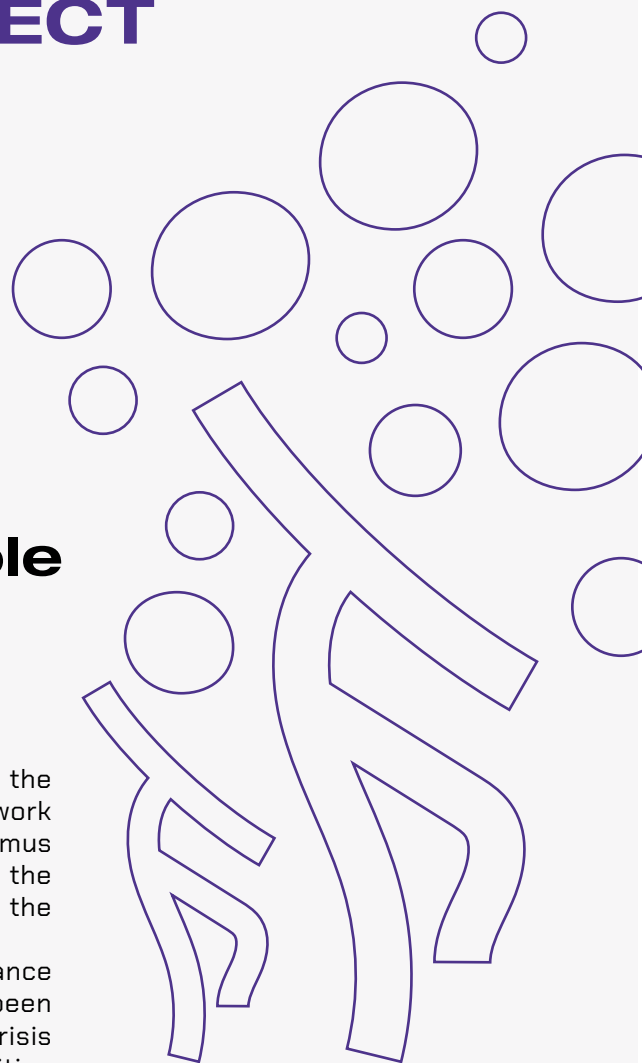
**“Bridge the gaps.
Empower young people
within the creative
sector.”**

The Manual has been created in the framework of the project “From Talent to Competencies: How youth work can support cultural sector” under the call of the Erasmus Plus programme, KA2 - Cooperation for innovation and the exchange of good practices and specifically under the “KA227 - Partnerships for Creativity”.

This particular call was established to provide assistance to the creative and cultural sector, which has been significantly impacted by the COVID-19 pandemic. The crisis resulting from the pandemic has unveiled vulnerabilities within the Creative and Cultural sector, exposing challenges in reacting to and enduring unforeseen situations. In contrast, sectors like youth work demonstrated remarkable resilience, actively seeking innovative solutions to support their local communities. Youth workers, trainers, and youth NGO managers adapted swiftly, organizing online and outdoor activities, dedicating time to secure new projects and funding. In contrast, the creative and cultural sector encountered substantial challenges worldwide

YouthWork4Cult concentrates on the creative and cultural sector that involves young people.

The project idea is based on a previous investigation that showed two main weaknesses of the cultural and creative sector that contributed to bringing the 2 sectors to react differently to the crisis:



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YouthWork4Cult concentrates on the creative and cultural sector that involves young people.

The project idea is based on a previous investigation that showed two main weaknesses of the cultural and creative sector that contributed to bringing the 2 sectors to react differently to the crisis:

- the lack or poor personal and entrepreneurial competencies that allow to face unpredictable and adverse situations

and

- the lack or non-efficient collaborative networks lead or participated by young people for empowering the creative sector

The youth work sector has values, methods, and tools to share with all those youngsters that have some artistic talents and need to individuate the inner potential they own but they are not aware of.

This Manual is one of the tools thought to support the young people interested in the creative and cultural sector to transform their talents into competences and to eventually learn how to make a living out of it. It is dedicated to youth workers willing to contribute to empower young artists and youth cultural organizations with competences that will enlighten their talent, opening different doors for professional and career development.

The Manual contains theory and activities that have been explained and implemented by youth workers during the so called “social laboratories” - SOLABs.¹

¹ The SOLABs are local workshops that have been implemented in each country involved in the project. Through the SOLABs the activities have been tested and the final version of the Manual has been created.

The Manual will guide the trainers and facilitators to identify individual talents, to support the development of personal and entrepreneurial competences and to finally complete the path with professional competences.

The proposed activities are a mix of methodologies borrowed from the youth work and driven by non-formal education. They come from years of experience of the involved partners and relay on the valuable work made by experts and available on the net. The sources are indicated to allow the readers to get deeper knowledge and to credit the authors.

The Manual is dedicated to youth workers - trainers and facilitators; it is thought to be easy to use and the activities could be implemented by junior trainers as well.²

The overall objective is to develop innovative pathways to support young people in transforming their talents into competences empowering them towards a resilient personal and professional development.

² It is highly recommended that the junior trainers get themselves familiar with the topics and with the activities before implementing them.

CONTENT

The Manual is organized in 4 Modules:

Module 0 – Talent management

Module 1 – Personal Competences

Module 2 – Entrepreneurial Competences

Module 3 – Professional Competences

Module 0 – Talent management

This Module will provide information about how to discover and boost oneself talents and motivations, while understanding the personal weak points and how to improve them. Also, it gives an overview of how to set objectives following a specific method in order to enhance the professional path. Lastly, there is information on how to work on the personal attitude to have more opportunities in the labour market.

The Module is divided into 3 chapters:

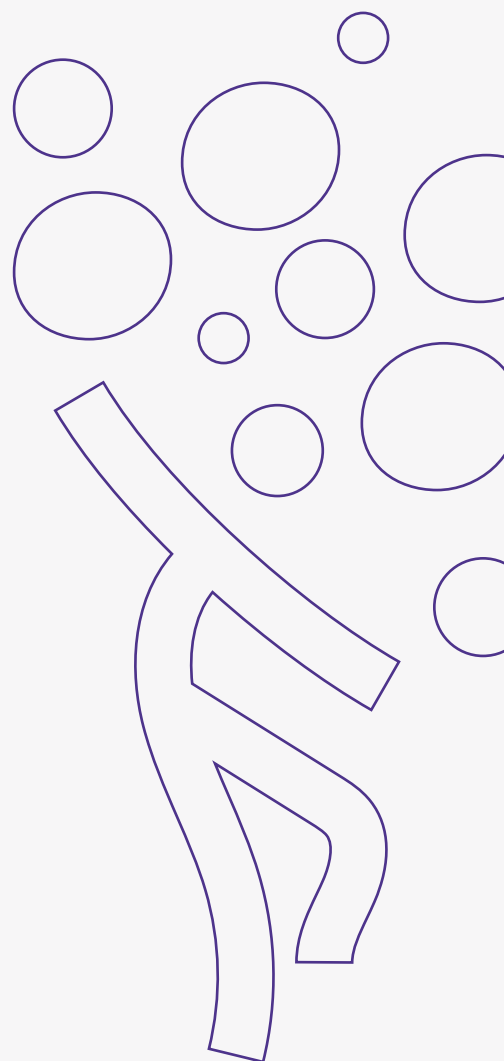
Chapter 1: Discovering yourself


Chapter 2: Reaching your goals

Chapter 3: Learning Path: from a good attitude to the labour market

Module 1 – Personal Skills

This Module will give an overview on the personal skills that, according to the desk research conducted in the Project, young people are missing or need to improve the most. Starting from boosting self-confidence will then underline the importance of teamwork and of communication and intercultural understanding to be able to work in international teams.





The Module is divided in 4 chapters:
Chapter 1: Self-confidence
Chapter 2: Team work
Chapter 3: Intercultural competences
Chapter 4: Communication

Module 2 – Entrepreneurial Competences

The purpose of this Module is to equip the young artists with entrepreneurial competences showing that entrepreneurship is not necessary to develop in the business sector only.

The Module is divided in 4 chapters:
Chapter 1: Entrepreneurship
Chapter 2: Organizational Management
Chapter 3: Creative Thinking
Chapter 4: Leadership and Motivation

Module 3 – Professional Competences

The purpose of this Module is to provide the participants with a better understanding of the professional competencies considered as well as to support them in their process of acquiring and developing skills.

The Module is divided in 3 chapters:
Chapter 1: Event Organization
Chapter 2: Digital competences
Chapter 3: Self-promotion and talent marketing


In addition to the theoretical inputs, each module will present exercises and session outlines that the youth worker can use to work on the development of soft skills with the participants. References to additional educational material including educational videos will complete the preparation of the youth worker to be able to deal with such a matter.

LEARNING EXPECTATIONS

The Manual is thought to support youth workers in enhancing soft skills and transversal competences of young people involved in the creative sector.

The activities were elaborated during the preparation of the SOLABs. The one that you are reading is the final version after testing. We hope that you will find it useful, and we would really appreciate to receive your feedback. If you notice any mistakes or you would like to improve any parts, please do not hesitate to write to yw4cult@gmail.com

Nevertheless, other trainers and youth workers could adapt the content of this Manual to other contexts and to work with youth who are facing problems in entering the labour market.



The Manual is organized to:

Allow the youth worker to get an overview of the topics treated in each Module and Chapter.

Give them references for getting additional preparation on the topics.

Provide outlines of activities that could be implemented during the social laboratories.

For junior facilitators and trainers, we recommend reading also the “T- Kit n°6” created thanks to a partnership between the Council of Europe and the European Commission. It aims to equip youth workers and youth trainers with the essentials of non-formal education training. It is a practical tool for them to develop training competences and learn more about educational theory, concepts, tools, practices, resources, as well as hands-on tips, as this handbook is written by trainers for trainers and youth workers in the European youth field. The T-Kit is available at [T-Kit 6: Training Essentials](#)

HOW TO MANAGE THE ACTIVITIES FORESEEN IN THIS MANUAL

Nowadays, young individuals are increasingly comfortable with utilizing digital tools for their education. Youth workers are adapting to this trend by exploring the integration of traditional non-formal education methods with digital tools. This combination allows for a dynamic and comprehensive educational approach that aligns with the needs of modern learners.

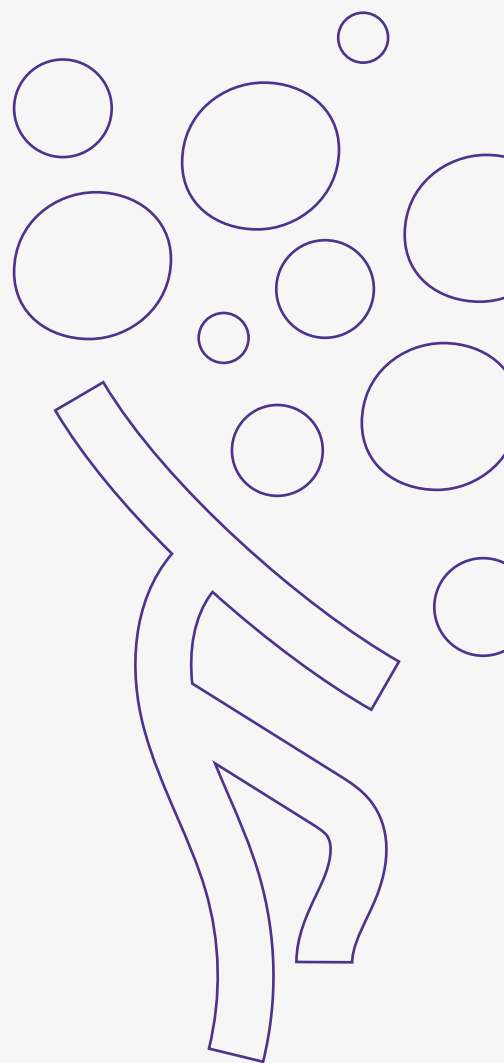
In this sense, the activities, and exercises that we are proposing can easily be implemented with traditional methods, with digital tools or with a combination of both.

- In some activities we suggest alternatives, in others we leave the youth workers free choice. Once they will get familiar with theoretical concepts and with the activities it will become easier to build the sessions according to their own style and to the group of participants. In some cases, we recommend introducing the activities by a presentation with concepts or theoretical inputs, in other cases it is better to close the sessions with theoretical inputs. In any case, introduction and closing should be always present.

- The trainer is free to add elements to the sessions (they can include movie nights for examples) if they feel confident on how to run them!

- **Make sure to prepare yourself with content and additional knowledge if needed.**

- Try out the devices and check all materials before starting.



All this said

- we warmly suggest opening a Padlet (padlet.com) and to use it as a “storage room” where planned activities, their outputs, documents and resources can find a place and you don’t risk losing them. The activities will be many, the contents a lot, the outputs even more and it would be quite difficult to find a physical working space where you can keep all this handy until the end of the cycle of laboratories. On the Padlet, instead, you can keep all this, making participants jumping from one Module to another to make connections thus improving their learning experience. The recommendation is to create one Padlet for the Manual containing one column for each Module (articulated in the actual chapters). Connect each column/module to a new Padlet, external to the main one but linked to it. Upload on the Padlet also the photos of the outputs that participants will create using traditional methods. In this way your storage room will be able to contain everything you need! on how to run them!

Tips valid for the activities included in all modules:

- !** 1) Read the full activity before starting to play it
- 2) Time suggested can vary depending on the number of participants and the characteristics of the group. Be ready to adapt it!
- 3) Start the sessions with an energizer to make participants feel more relaxed and ready to learn and participate
- 4) Plan at least 20 min break between one session and the next
- 5) Avoid making sessions longer than 90 min
- 6) Always present the schedule of the “day” or of the session. If you are starting the session with an exercise, make a short introduction on the topic

“Fostering personal and professional growth in the creative and cultural field”

MODULE 0

INTRODUCTION

CHAPTER 1 DISCOVERING YOURSELF

1.1 LEARNING WHAT MOTIVATES US

1.2 UNDERSTANDING WHAT
YOU ARE GOOD AT

1.3 WHAT BRINGS EXCITEMENT?

1.4 USING ONESELF STRENGTHS AND
UNDERSTANDING WEAKNESSES

SUMMARY OF CHAPTER 1

ACTIVITY 1 Reflecting on “Who Am I?”

ACTIVITY 2 Defining talent together

ACTIVITY 3 Discover new abilities

ACTIVITY 4 Who am I [Taken from “Facing
History and Ourselves”]?

ACTIVITY 5 What do I want?

ACTIVITY 6 My competencies and weak points
from my experiences

ACTIVITY 7 Prioritizing motivations

ACTIVITY 8 Who is my reference?

ACTIVITY 9 Defend your competencies
with role-playing

ACTIVITY 10 What makes me sparkle?

CHAPTER 2 REACHING YOUR GOALS

2.1 HOW TO SET GOALS

2.2 HOW TO VISUALIZE GOALS
AND REACH THEM

2.3 GET INSPIRED BY OTHERS

2.4 MAKING EXPERIENCES RELATED TO THE
PASSION/TALENT

SUMMARY OF CHAPTER 2

ACTIVITY 1 My expected learning goals

ACTIVITY 2 How to set goals with SMART

ACTIVITY 3 Goal-reaching with obstacles,
extracted from PositivePsychology

CHAPTER 3 LEARNING PATH: FROM A GOOD ATTITUDE TO THE LABOUR MARKET

3.1 HOW A GOOD ATTITUDE CAN HELP YOU IN
THE LEARNING PATH

3.2 SOME PRACTICES TO INCREASE POSITIVE
THINKING

3.3 AVOIDING PROCRASTINATION AND
BUILDING UP PROACTIVITY

3.4 I HAVE ACHIEVED THE GOAL, NOW WHAT?

3.5 SOME ATTITUDES WHEN IT COMES TO
ENTERPRISING

3.6 RESEARCH, READ AND REASON HOW
YOUR TALENT COULD BE USEFUL IN THE
LABOUR MARKET

SUMMARY OF CHAPTER 3

ACTIVITY 1 Overcoming fears

ACTIVITY 2 Meditation and gratitude

MODULE 1

INTRODUCTION

CHAPTER 1 SELF-CONFIDENCE

1.1 WHAT IS SELF-CONFIDENCE?

1.2 IMPROVING SELF-CONFIDENCE THROUGH
SELF-EFFICACY

1.3 SELF-MOTIVATION

SUMMARY OF CHAPTER 1

ACTIVITY 1 Introduction to the concept
of self-confidence

ACTIVITY 2 What is self-confidence?

ACTIVITY 3 Theoretical inputs

ACTIVITY 4 Building mastery experience

ACTIVITY 5 Increasing self-efficacy
through vicarious experience

ACTIVITY 6 Creating a vision board mix

ACTIVITY 7 Building up motivation

ACTIVITY 8 Who is a confident person?

ACTIVITY 9 Journey towards
self-confidence building

CHAPTER 2 TEAM WORK

2.1 TEAMWORK: WHAT AND WHY

2.2 TEAMWORKING SKILLS

2.3 TEAM BUILDING AND TEAMWORK

2.4 HOW TO BECOME A TEAM PLAYER

SUMMARY OF CHAPTER 2

ACTIVITY 1 Understanding the concepts

ACTIVITY 2 Testing your team player skills...

ACTIVITY 3 Teamwork skills

ACTIVITY 4 Identifying roles connected
with teamworking skills

CHAPTER 3 INTERCULTURAL COMPETENCE

3.1 WHAT DO WE MEAN BY INTERCULTURAL
COMPETENCES?

3.2 CULTURE AND INTERCULTURAL
LEARNING

3.3 HOW TO DEVELOP INTERCULTURAL
COMPETENCES

SUMMARY OF CHAPTER 3

ACTIVITY 1 Getting into the topic

ACTIVITY 2 Relay race on INTERCULTURAL
COMPETENCES

ACTIVITY 3 What is culture?

ACTIVITY 4 Identity Molecule

ACTIVITY 5 Intercultural sensitivity

ACTIVITY 6 Intercultural competences
self-assessment and development

CHAPTER 4 COMMUNICATION

4.1 TYPES OF COMMUNICATION

4.2 COMMUNICATION MODELS

4.3 COMMUNICATION STYLE

4.4 IMPROVING COMMUNICATION SKILLS

SUMMARY OF CHAPTER 4

ACTIVITY 1 What is communication and why
do we need it?

ACTIVITY 2 Which is the most appropriate
communication type?

ACTIVITY 3 Communication styles and
communicating with impact

MODULE 2

INTRODUCTION

CHAPTER 1 ENTREPRENEURSHIP

1.1 CHARACTERISTICS OF AN ENTREPRENEUR

1.2 ENTREPRENEURIAL COMPETENCE AND ENVIRONMENT

1.3 THE BUSINESS IDEA

SUMMARY OF CHAPTER 1

ACTIVITY 1 What is an entrepreneur?

ACTIVITY 2 A successful entrepreneur

ACTIVITY 3 Understanding perseverance

ACTIVITY 4 The Anatomy of an Entrepreneur

ACTIVITY 5 Personal Entrepreneur Anatomy

ACTIVITY 6 How to have a business idea

ACTIVITY 7 Identify the idea
behind the business

ACTIVITY 8 Turn your achievements
into a business idea

ACTIVITY 9 Discover the personale SWOT
analysis

ACTIVITY 10 Create your Personal S.W.O.T
analysis

ACTIVITY 11 How to make a Business Idea
a Reality

ACTIVITY 12 The road from idea to business

ACTIVITY 13 Developing the business idea

ACTIVITY 14 The Business Plan

ACTIVITY 15 Create your own Business Plan

CHAPTER 2 ORGANIZATIONAL MANAGEMENT

2.1 TIME MANAGEMENT

2.2 COMMUNICATION – COLLABORATION

2.3 EMPATHY & ACTIVE LISTENING

SUMMARY OF CHAPTER 2

ACTIVITY 1 The importance
of time management

ACTIVITY 2 Where did the Time go?

ACTIVITY 3 Time Management Techniques

ACTIVITY 4 Time – Wasters

ACTIVITY 5 Self assesment
Time – Management

ACTIVITY 6 Great Listeners

ACTIVITY 7 Active Listening
Reflection Worksheet

ACTIVITY 8 Feelings in Active / non Active
listening

ACTIVITY 9 Barriers to Active Listening

ACTIVITY 10 My own barriers to Active
Communication

ACTIVITY 11 The meaning of empathy
in communication and relationships

ACTIVITY 12 500 Years Ago Worksheet

ACTIVITY 13 Empathy in communication
and relationships

ACTIVITY 14 Empathy map –
The Big Head Exercise

ACTIVITY 15 Create your own Empathy map

CHAPTER 3 CREATIVE THINKING

3.1 CREATIVITY

3.2 INITIATIVE & INNOVATION

3.3 OPEN-MINDEDNESS

SUMMARY OF CHAPTER 3

ACTIVITY 1 How to get out of the box

ACTIVITY 2 Thinking Hats

ACTIVITY 3 What is creative thinking?

ACTIVITY 4 Barriers in Creative Thinking

ACTIVITY 5 My creative thinking
and my barriers

ACTIVITY 6 Innovation and Entrepreneurship

ACTIVITY 7 6-3-5 Brainwriting Method

ACTIVITY 8 Innovation in Business

ACTIVITY 9 Identify innovation

ACTIVITY 10 Innovation in my business

ACTIVITY 11 Open minded people

ACTIVITY 12 How open – minded are you?

ACTIVITY 13 The importance to have
an open mind

ACTIVITY 14 The other side

ACTIVITY 15 How open minded is my business?

CHAPTER 4 LEADERSHIP AND MOTIVATION

4.1 TEAM MANAGEMENT

4.2 PROBLEM SOLVING

4.3 DECISION MAKING

SUMMARY OF CHAPTER 4

ACTIVITY 1 What makes a great leader?

ACTIVITY 2 Manager or Leader

ACTIVITY 3 Leadership Skills

ACTIVITY 4 Be a leader

ACTIVITY 5 Self motivation

ACTIVITY 6 What is problem solving?

ACTIVITY 7 Scenario for solutions

ACTIVITY 8 Problem solving skills

ACTIVITY 9 Find a problem, solve
a problem

ACTIVITY 10 Am I a problem solver?

ACTIVITY 11 The art of decision making

ACTIVITY 12 Decision making strategy
in my life

ACTIVITY 13 Decision making skills

ACTIVITY 14 Create your own decision
making activity.

ACTIVITY 15 Decision making strategy
in my business

MODULE 3

INTRODUCTION

CHAPTER 1 EVENT ORGANIZATION

1.1. WHAT IS AN EVENT

1.2. WHY THE EVENT

1.3 CHOICE OF THE VENUE

1.4 CHOICE OF THE DATE

1.5 COMMUNICATION AND PROMOTION OF AN EVENT

1.6 IMPLEMENTATION OF THE EVENT

1.7 THE POST-EVENT

ACTIVITY 1 Tips on event management for beginners

ACTIVITY 2 Draw me

ACTIVITY 3 Suitcase

ACTIVITY 4 Ranking

ACTIVITY 5 Examples

ACTIVITY 6 Create a Schedule

ACTIVITY 7 Empathy map

ACTIVITY 8 Empathy Strategy

ACTIVITY 9 Local context map

CHAPTER 2 DIGITAL COMPETENCES

2.1 WHAT ARE THE DIGITAL COMPETENCES?

2.2 INFORMATION AND DATA LITERACY

2.3 COMMUNICATION AND COLLABORATION

2.4 DIGITAL CONTENT CREATION

2.5 SAFETY

2.6 PROBLEM SOLVING

2.7. HOW TO TEACH DIGITAL COMPETENCES?

2.8. HOW TO MEASURE THE DIGITAL COMPETENCES?

SUMMARY OF CHAPTER 2

ACTIVITY 1 Perspective

ACTIVITY 2 Planet of the apes.

ACTIVITY 3 Top to bottom and side to side

ACTIVITY 4 Create and be creative

ACTIVITY 5 3 new tools

CHAPTER 3 SELF-PROMOTION AND TALENT MARKETING

3.1 SELF PROMOTION

3.2 WHAT IS SELF PROMOTION?

3.3 USING SOCIAL MEDIA TO SELF-PROMOTION

3.4 SETTING UP A CONTENT MARKETING STRATEGY

3.5 OTHER WAYS OF SELF-PROMOTION

3.6 THE BOTTOM LINE

3.8 TALENT MARKETING

3.9 THE DIFFERENT TYPES OF TALENT

3.10 HOW TO MARKET YOUR TALENT

3.11 RESUME, INTERVIEWING AND FOLLOW UP

3.12 WHAT SHOULD THEY PROMOTE WHEN THEY ARE MARKETING THEIR TALENT?

ACTIVITY 1 Let the fear out

ACTIVITY 2 Who are you?

ACTIVITY 3 Learn to find the target audience

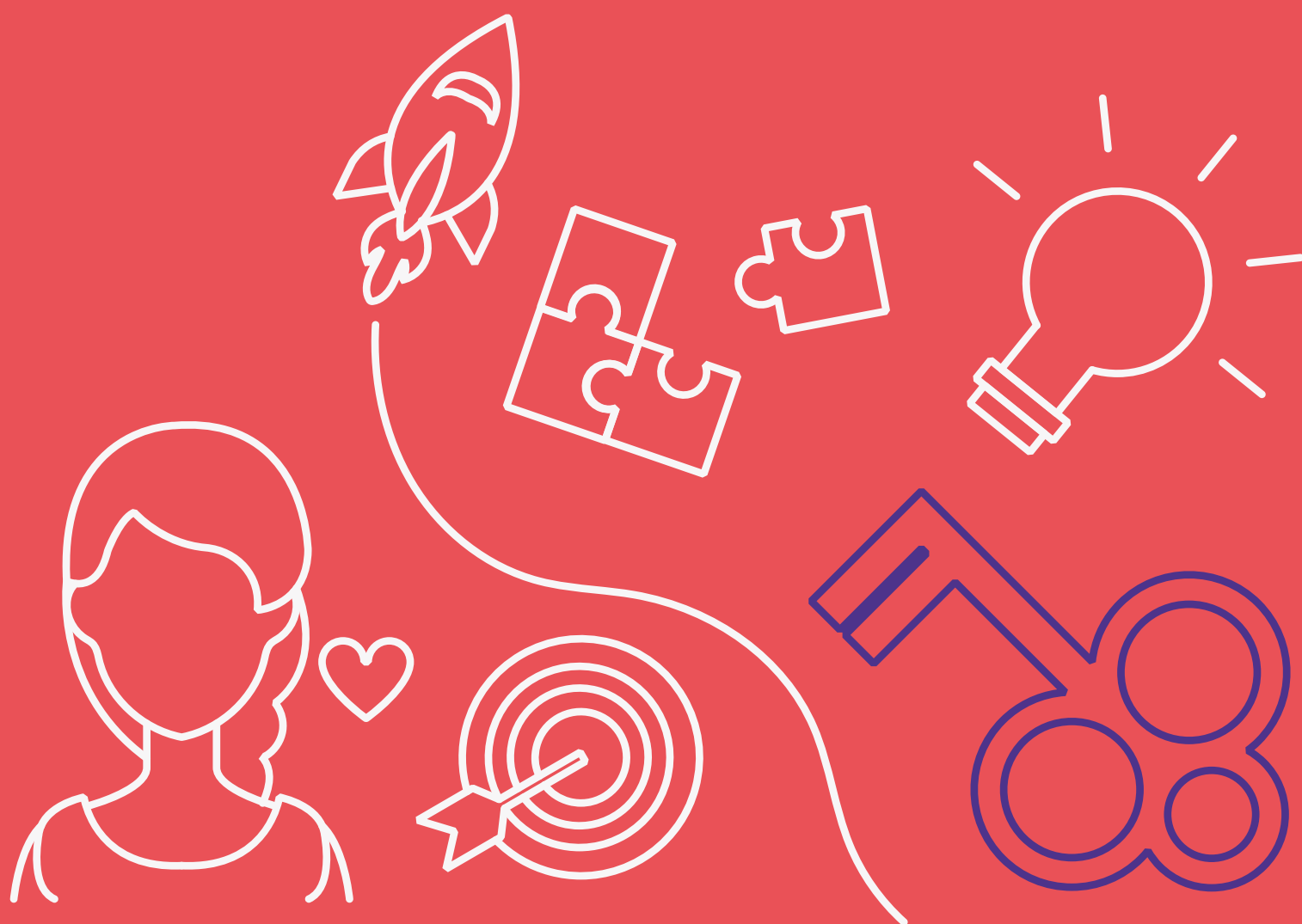
ACTIVITY 4 Let's do it

ACTIVITY 5 Plan, plan and plan again.

ACTIVITY 6 Start now not later

ACTIVITY 7 Examples

TALENT MANAGEMENT



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INTRODUCTION

Certainly, “being talented” or “possessing a unique talent” are widely used phrases in various domains like music, art, writing, sports, and more. Similarly, the concept of “talent” is interconnected with personal and professional elements that impact an individual or a collective group, along with their performance in the area where the said “talent” is showcased.

To begin with, it is necessary to understand what “talent” means. Following the definition of the Cambridge Dictionary³, “talent” is “a natural ability to be good at something, especially without being taught”. For example, excelling at singing even though no lessons have been received.

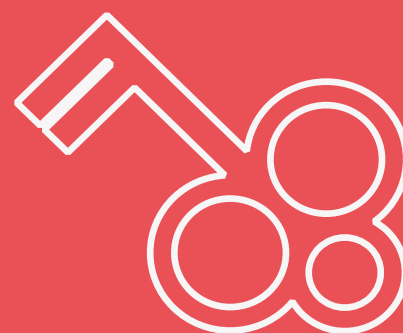
On the other hand, the same institution describes “competence”⁴ as “the ability to do something well” and “competency”⁵ as “an important skill that is needed to do a job”.

The International Training Center [ITC]⁶ adds that a competency “is commonly described as a combination of skills, knowledge and attitudes that enable an individual to perform a task or an activity successfully [...]”. Hence, “talent” can be considered as an inner capacity, developed and boosted with both competence and competencies that come with work and dedication. Following the previous example, after discovering one has a talent for singing, the person could have lessons to improve their performance and organize concerts to become better and therefore competent.

Another idea that is relevant to be familiar with is “weak points” or “weakness”⁷, as it concerns “a particular part or quality of someone or something that is not good or effective” according to the Cambridge Dictionary, the opposite of “competence” or “competency”.

The challenges of life nowadays make it very important to know what someone is good at and especially after the COVID-19 pandemic many young people got really unsure about their knowledge and skills and felt weaker. In this module, the main argument is **talent**. The youth worker, after reading it, will be able to better understand how to work on the capabilities and the weak points of the participants of the activities included. He will show them how to identify their capabilities and weak points, how to work on them and how to best use their talents to develop their careers.

The Module gives an overview of the personal aspects connected to talent, motivation and future plans.



17

³Definition of “goal”
by Cambridge Dictionary

⁴Definition of “competence”
by Cambridge Dictionary

⁵Definition of “competence”
by Cambridge Dictionary

⁶ “Design. Learning
objectives”
by International Training
Centre

⁷ Definition of “weakness”
by Cambridge Dictionary

The objective of this specific module is to provide the youth worker with concepts and related exercises to use with the participants, so they can work on their talents and competencies and set goals for their careers in the sector of culture and arts. After reading this module, the youth worker will:

- get a better insight into what talent is and other related concepts
- get a better idea of how each one can find and use their own talent in a career
- be able to support the participants in their learning path
- be able to create training sessions on the topics addressed by the Module
- be able to adapt the methodology learnt to other topics and sectors

This Module is divided into **three** chapters:

Chapter 1: **Discovering yourself**

The first chapter is focused on understanding what are the talents and passions of the youngsters addressed, apart from making them comprehend what are their competencies. Also, in this chapter, the youth worker will find tools and methods to help the participants discover their weak points and what to do to overcome them.

Chapter 2: **Reaching your goals**

In the second chapter, the youngsters addressed will work on how to plan and achieve their goals to carry out a project or a change in their career. To make it possible, there can be found different methods and theories, so the youth worker can guide them.

Chapter 3: **Learning Path: from a good attitude to the labour market**

Facing changes requires a combination of open-mindedness, adaptability, and a positive attitude. Being open-minded allows us to embrace new ideas and approaches. Adaptability helps us adjust to new circumstances. A positive attitude enables us to see challenges as opportunities for growth and innovation. In this chapter, the youth worker will find information on how to work on a positive and beneficial mindset during the learning process. Secondly, it contains guidance on how to orient the talent towards the labour market.

BIBLIOGRAPHY

The bibliography of this Module is made of all citations mentioned in the notes and in the “**For further knowledge**” sections of each Chapter. The creation of the content of the Module is under responsibility of the sole authors.

CHAPTER 1

Discovering yourself

19

“Self-discovery is the key to personal and professional success.”

The most remarkable journey in life involves exploring one's identity. Regrettably, numerous individuals either neglect this journey or heed an inner narrative that provides inaccurate perceptions of one's character. Erroneously, there is confusion between self-awareness with self-centeredness, and consequently, people continue with their routine without posing the fundamental question: Who am I?

Finding ourselves might appear egocentric, yet it's actually a selfless endeavor. To become a truly impactful individual understanding ourselves is paramount. This personal journey might entail deconstructing certain aspects of one's life while fortifying others. In essence, it entails acknowledging one's potential while remaining receptive to personal experiences.

Nowadays, the labour market is changing very fast and professions come and go. Therefore, it becomes vital to understand ourselves in order to effectively maneuver the professional landscape and tailor one's approach according to our inherent talents. One of the aims of this Manual is to bridge the gap between young individuals and the labour market, providing them with opportunities to improve. This, in turn, equips them to confidently undertake their desired endeavors armed with enhanced skills and capabilities. With these principles in mind, the following strategies are useful as a step to start the adventure.





1.1 LEARNING WHAT MOTIVATES US

Motivation is the force that propels individuals to rise and engage in pursuing goals, aspirations, or tasks. Yet, is an individual familiar with his own personal motivations? The motivations of others may diverge, and one person could have multiple motivating factors. Ultimately, each of us should do what lights up our internal spark, compelling us forward. Recognizing one's motivating factors proves invaluable, particularly when considering a career transition.

⁸ "What is motivation" by Management Study Guide

What is motivation? The Management Study Guide⁸ offers some clarification. Motivation derives from the word "motive" which means needs, desires, wants or drives within the individuals. It is the process of stimulating people to action to accomplish their goals. In the work goal context, the psychological factors stimulating people's behaviour can be many, including:

- desire for money
- success
- recognition
- job satisfaction
- teamwork, etc

Therefore, it can be said that motivation is a psychological phenomenon which means the needs and wants of the individuals have to be tackled by framing an incentive plan.

Discovering one's motivations requires introspection and an honest assessment of one's journey so far and the path one intends to take. When considering one's motivators it's beneficial to recall moments when that person felt enthusiastic and driven to achieve tasks. Thinking about all aspects of those moments of high engagement can guide the determination of the work that genuinely creates motivation. The youth worker could suggest the participants compile a record of those successful moments, and then ponder what impelled them toward those feelings of achievement.

The "why" behind those feelings is the answer to what motivates people. One can also ask himself/herself questions and let the answers guide them to find what motivates them. Here are some helpful questions proposed by The Ladders⁹ job portal:

Who do I want to be in 5 to 10 years and how does that person act?

If money wasn't an issue, who would I help and how?

What would I love to do?

How would I like to make an impact?

What jobs align with my values?

Who do I need to be my best self and live the life I desire?

Note that exercise number 5 includes these questions.

⁹ "How to find what motivates you with a few simple questions" by The Ladders



1.2 UNDERSTANDING WHAT YOU ARE GOOD AT

Once the person has figured out what really drives him, it is important to also understand what one is good at, and where the skills shine. Before a person decides on a career path, it is smart to know his strengths – because success comes not just from hard work, but also from using what one is good at.



21

Different people see success differently. For some, it's about making lots of money, while for others, it's finding joy in a job well done or knowing they are making a positive impact. Whatever success means to an individual, that person is more likely to achieve it and feel happy in his work after choosing a career that lets him use his strengths.

It's one thing to understand that picking a career aligned with one's talents and strengths is important, but it's another to pinpoint exactly what those strengths are. Talent often refers to a unique intellectual ability tied to brilliance or vibrant creativity. It's what one naturally excels at without needing extra exertion. Talent is an inborn trait, and with practice and effort, it can develop into strengths and competences.

Here are some useful questions that the youth worker can use to help participants navigate through a path to finding out what they are good at:

1. Take a look at the activities the person engages in during his time

The things one chooses to do in his free time are usually those the person enjoys and finds invigorating. Often, one will notice that one is naturally skilled in these activities and they align with one's strengths. Jotting down the activities that create pleasure can help to identify and define one's talents more clearly to the youngsters addressed in this manual.

2. Make the person think about his childhood passions and talents

One of the best ways to understand one's talents is to reflect on childhood. Those qualities that were remarkable during the early years of the person – the ones parents, teachers, or family members noticed and pointed out as natural talents.

Sometimes people grow up cultivating their natural abilities, transforming them into strengths they can use in their everyday lives. But it is not always the case and



therefore, it is essential for each individual, and especially for youngsters, to retrace their steps back to childhood, unearthing those often-forgotten moments, as they can hold the key to shaping future plans.

3. Involving friends and family

People can expect friends and family to provide honest feedback and what's really valuable about seeking input from trusted friends is that their responses often align. It's enlightening when multiple people perceive one's self in a similar way. The youngsters addressed in this manual can use what their family and friends say to get better at things or rethink what their passions and talents are.

4. Paying attention to compliments

When others thank us, it means we've made a positive impact in some manner. It is important to pay attention to the things one is consistently thanked for. Is the person a good listener? A capable teacher? A source of motivation? Even if they seem minor, these are all talents. Remember, one's talents aren't just for helping others, they're for benefiting oneself too. If the person is always putting others first, the talent for caregiving can be also used for oneself.



1.3 WHAT BRINGS EXCITEMENT?

Human beings frequently have an innate drive to pursue novel and pleasurable experiences, which play a significant role in imparting purpose to life and fostering emotional contentment. These encounters additionally furnish the fortitude required to navigate through challenges. Consequently, pinpointing activities that ignite a person's enthusiasm could serve as a valuable pathway to uncovering their inherent abilities.

So what is the excitement? Every activity that is pleasurable to you has been made so by positive emotions: Interest, excitement, enjoyment, and joy enliven most of what we relish in our lives, according to Donald L. Nathanson¹⁰. Humans are wired to maximize their rewarding and positive emotions and to minimize emotions that are negative, following Tomkins¹¹.

Therefore, the youngsters addressed by this manual need to be encouraged to be honest with themselves about what sparks them and take action on it. Even though it may seem a big and abstract concept, the exercises presented in the

¹⁰ "Nathanson, D.L. (1992). Shame and Pride: Affect, Sex, and the Birth of the Self. New York: Norton.

¹¹ Tomkins, S.S. (1962/2008). Affect Imagery Consciousness. New York: Springer.



chapter must seek the objective of making them accomplish a small thing every day that excites them to get the habit and find the courage to pursue a larger goal. This process works because excitement is an unifying energy. In other words, the “small” things that excite one person or spark joy are connected to their bigger desires, even if it cannot be seen how.

Youngsters need to understand after the theory and exercises of this chapter that, while performing a talent, they will feel joy and satisfaction. Hence, it is the work that gives them excitement after performing a work they want to grow their talent at. For example, if someone asks another person to write something and that produces excitement the result will be good text.

Here are some helpful questions prepared by ACT for Youth Center¹² for the youth worker so youngsters can better understand what makes them feel excited:

What is one of your sparks [passions, interests, talents]?

How did you discover that this is one of your sparks?

How do you feel when you are doing your spark?

Think of somebody who is really into their spark/passion. Describe what you see.

Do you have a spark champion (an adult who helps you explore and develop your self-awareness skills)? If yes, describe how this person helps you.

Do you set goals and make plans to get better at your spark/talent? If yes, give me an example.

Note that exercise number 10 in this chapter includes these questions.

For further knowledge:

“Building Self-Awareness: 15 Activities and Tools for Meaningful Change”, by Kelly Miller and published on [PositivePsychology.com](https://www.PositvePsychology.com)

¹¹ “Sparks: Peer-to-Peer Interview” by ACT for Youth Center for Community Action

“Encourage young people to be honest about their passions and act on them.”





1.4 USING ONESELF STRENGTHS AND UNDERSTANDING WEAKNESSES

Comprehending the tasks and concepts in which young individuals demonstrate excellence can assist them in strategically positioning themselves for growth and achievement. Recognizing their preferred skills and acknowledging areas for improvement enables them to concentrate on leveraging their strengths, propelling them towards an elevated tier of success.

With an awareness of their strengths, young individuals can harness these capabilities effectively by drawing upon them when tackling fresh scenarios and concepts. It's prudent to consider the areas where one's influence could be most potent within a given situation and leverage their strengths to introduce innovative ideas and novel approaches that might elude others' notice.

Conversely, weaknesses are usually even tougher to find because the majority of people don't want to seem weak or lack in their skills. There are a few questions that can help youngsters with finding weaknesses for them to improve upon:

- What tasks do I consider dull?
- Do I avoid doing anything in particular?
- What tasks do I frequently require help with?

Identifying areas for improvement marks the initial stride, yet acknowledging one's weaknesses can prove to be a challenging endeavor. Once the individual has discerned his weaknesses and has collaborated with them to comprehend how to mitigate their impact through acquiring fresh insights, it is possible to foster personal growth. Transforming weaknesses into strengths becomes feasible through this process. The gaps in skills can be surmounted, drawing upon our remarkable human capacity to learn and engage socially, thus aiding in offsetting these deficiencies to a certain extent.

“Recognizing strengths for improvement allows them to focus on leveraging their abilities and addressing weaknesses.”



SUMMARY

of Chapter 1

“Discovering yourself”

25

Discovering oneself is the greatest and most important adventure of our lives. So many people walk around either not knowing themselves or listening to an inner critical voice that gives them all the wrong ideas about themselves. People mistakenly think of self-understanding as self-indulgence, and we carry on without asking the most important question: Who am I? Finding oneself may sound like a self-centred goal, but it is an unselfish process that is at the root of everything people do in life. This personal journey could involve breaking down – shedding layers that do not serve us in our lives and don't reflect who we really are. Yet, it also will involve a tremendous act of building up – recognising who we want to be and going with the passion for fulfilling our unique destiny – whatever that may be.

Nowadays, the labour market changes so fast, and professions come and go, therefore it is very crucial to understand ourselves so we can navigate the business environment and adapt to it based on what we are talented in.

Therefore we invite the youth worker to consider several topics and answer the questions to the youngsters addressed by this manual:

Learn what motivates oneself

Motivation acts as the driving force that propels each of us to rise and engage in pursuits related to our goals, aspirations, or profession. But what lies at the core of our motivation? Understanding our motivating factors proves immensely valuable, especially when contemplating a shift in career. The term “motivation” is rooted in “motive,” signifying the internal needs, desires, wants, or impulses that reside within individuals. It encompasses the process of instigating action in people to achieve their objectives. Discovering the underlying reasons that fuel one's motivation demands introspection and an honest assessment of the journey that has brought us to our current point and the path we intend to take moving forward.



Understanding what one is good at

Once an individual has identified their motivation, the next step is to ascertain their areas of proficiency and skill. Achieving success necessitates leveraging one's talents and strengths in addition to putting in diligent effort and unwavering determination. Success can hold diverse meanings; for certain individuals, it might equate to substantial financial gains, while for others, it could revolve around deriving gratification from well-accomplished work or realizing their impact on the world. Regardless of one's personal definition, aligning with it enhances the likelihood of attaining personal success and job contentment. There are some questions that youngsters can explore with the help of the youth worker to understand this point.

- Look at the things you do in your spare time.
- Consider what you were good at as a child.
- Ask and involve your friends and family.
- Take into consideration also compliments.

Understanding what gives excitement

The human drive to pursue new and enjoyable experiences serves to imbue lives with purpose, enrich our existence, satisfy our emotional needs, and fortify our resilience, even during challenging periods. Consequently, identifying an activity that brings excitement could potentially lead to the discovery of one's inherent talents and abilities.

Using strengths and understanding the weaknesses

Recognizing in what tasks one excels can pave the way for personal growth and success. Identifying the aspects of the person's skill set that the person enjoys employing while acknowledging his areas of weakness empowers that person to concentrate on leveraging his strengths, propelling him toward a higher echelon of achievement. The initial step to achieving it involves identifying areas for improvement, which might be followed by the challenge of embracing weaknesses. Yet, once one proactively engages to comprehend how to surmount or supplement his weakness through newfound knowledge, the person can facilitate his personal development and transform vulnerabilities into strengths. These gaps in skills can be bridged by harnessing our remarkable human capacity to learn and socialize, enabling us to mitigate certain deficiencies to a certain extent



ACTIVITY 1

ACTIVITY TITLE	Reflecting on “Who Am I?”
DURATION	60 min
OBJECTIVES	Reflecting on how inspiration and how to solve a creative blockage for artists
MATERIALS NEEDED	<p>For the first part: a big TV screen to play the video or a projector -in that case also a screen/wall to reflect the video-, speakers, computer, and the necessary cables. Internet connection/video downloaded. Make sure that all participants can see the screen properly.</p> <p>The short film is called “¿Y usted quién es?” (Who are you?) (2018), directed by Julio Pot. It is available on “cinechile.cl”. (13 minutes)</p> <p>The video can be downloaded with a free online transformer from Youtube to MP4</p> <p>For the second part: copies of the questionnaire on regular A4 papers, one per participant One pen or marker per participant</p>
PREPARATION	<p>Printing the questionnaire available below or having it on the day of the exercise to show/read the questions. Reminder: each participant must have one copy of it</p> <p>Note for the facilitator: the language of the video is English, but if it is played directly from Youtube there are many subtitles available. Moreover, from Youtube, it is possible to modify how the subtitles are displayed, including the size of the text. This information is interesting in case the projector is small or if there are visually impaired people at the activity</p>
IMPLEMENTATION	<p>Group and individual exercise</p> <p>Introduce the session and show the video to the participants (20 minutes maximum) After watching the video, the facilitator provides each participant with a copy of the questionnaire that can be found below The participants fill it out (10 minutes)</p> <p>After filling it out, the participants must discuss their answers in small groups of 3-5 people, depending on the number of people (15 minutes)</p> <p>The facilitator asks the participants to share ideas about inspiration to discuss them all together and what ideas they have come up when discussing the questions in groups (15 minutes)</p> <p>For the all together discussion the facilitator could go through the questions of the questionnaire to ask the participants to share their impressions. However, there are also some interesting questions to discuss together, such as: what part of the video has emotionally touched you the most? do you feel represented by any of the characters in the video? have you ever experienced any of the situations in the video?</p> <p>Note for the facilitator: if the group is not very big (around less than 12 people), the small group part can be removed from the activity, so it does not become redundant. In that way, the participants will share their opinions with all the rest if they feel like doing it</p>

QUESTIONNAIRE ACTIVITY 1

THINGS GO WELL IN YOUR CREATIVE WORK AND SUDDENLY THEY STOP WORKING. HOW DO YOU MANAGE FRUSTRATION?

FOR THE MALE CHARACTER WRITING IS HIS WAY OF EXPRESSION. WHAT IS YOURS?

WHAT INSPIRES YOU?

HAVE YOU EVER FOUND AN UNEXPECTED PERSON OR THING THAT HAS GIVEN IT TO YOU?

HOW DO YOU FACE THE LACK OF INSPIRATION?

THE MALE CHARACTER SHARES HIS WRITINGS WITH A FRIEND, WHICH HELPS HIM TO SUCCEED. DO YOU EVER SHARE WITH YOUR WORK/CREATION WITH OTHERS? WHY?

WHAT IS FAME TO YOU?

WHEN YOU ARE CREATING, DO YOU HAVE DOUBTS ABOUT WHO YOU ARE? DO YOU FEEL IN THOSE MOMENTS THAN THE OTHERS KNOW BETTER WHO YOU ARE BETTER THAN YOU DO?

AS THE MALE CHARACTER, DOES THE LACK OF INSPIRATION MAKE YOU FEEL YOU DO NOT HAVE ANY TALENT?

A MOMENT YOU REMEMBER EVERYTHING WORKED OUT FOR YOU RELATED TO YOUR TALENT.

LUCK AND TALENT. HOW DO YOU THINK THEY ARE RELATED?

ACTIVITY 2

ACTIVITY TITLE	Defining talent together
DURATION	25-30 min
OBJECTIVES	Defining “talent” all together Sharing diverse perspectives on what “talent” is for different people Understanding that there are different types of talents
MATERIALS NEEDED	A flipchart board, flipcharts, and markers for the facilitator to write and the definitions written below this table.
PREPARATION	Writing the definitions of “talent” in a flipchart to be able to show them and read them after coming up with a definition altogether.
IMPLEMENTATION	<p>Group exercise</p> <p>The facilitator explains the objective of the exercise</p> <p>The participants are divided into small groups of 3-5 people The facilitator must ask the participants to provide from 3 to 5 words that they would use to describe “talent” or that come to their mind when thinking about it (15 minutes)</p> <p>The facilitator needs to write the brainstorming on the flipchart board</p> <p>After collecting different ideas and synonyms, the group has to come up with a definition of “talent”</p> <p>To conclude the session, the facilitator will show the participants different definitions of “talent” to confront them with the one they have come up with, which can be found below (5 minutes)</p> <p>To stimulate the debate the facilitator can ask questions to the participants like: did you ever thought about talent in that way? do you think these definitions are accurate for the current context/ society? do you think success can depend on the background of the person who thinks about it, like studies, country, religion...? (10 minutes)</p>

MODULE 0
CHAPTER 1

DEFINITION 1, BRITTANICA¹²	“A special ability that allows someone to do something well”
DEFINITION 2, RESOURCES FOR EMPLOYERS¹³	“In general, talent in the workplace is approached in multiple ways: it can describe innate or mastered skills but is also used to define high-performing and high-potential employees. Hence, the exact meaning of talent in a business setting varies according to the context and point of reference.”

¹² Definition of “talent” by Britannica

¹³ What is talent? Talent definition in the workplace by Resources for Employers

ACTIVITY 3

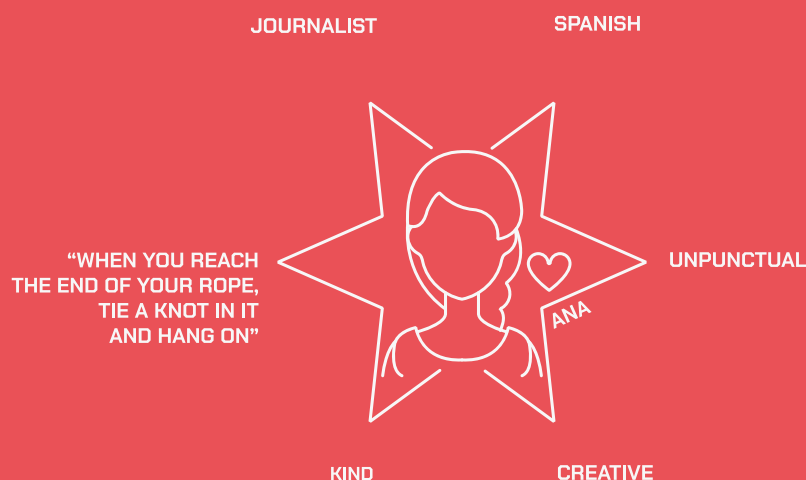
MODULE 0
CHAPTER 1

ACTIVITY TITLE	Discover new abilities
DURATION	25 min
OBJECTIVES	Introducing a new perspective on competencies and abilities Reflecting on competencies and talents individually and in group
MATERIALS NEEDED	<p>Video projector or a screen, speakers, computer, and the necessary cables. Internet connection/video downloaded. Make sure that all participants have access to the screen</p> <p>The video is called “How To Find Your Passion - 11 Abilities (Which one is for you?)”, published by Improvement Pill (9 minutes 12 seconds). It can be downloaded with a free online transformer from Youtube to MP4.</p>
PREPARATION	<p>Note for the facilitator: in the video, there is a part that contains advertising, from minute 4:52 until 6:08. That part can be skipped.</p> <p>Note for the facilitator 2: the language of the video is English, but if it is played directly from Youtube there are many subtitles available. Moreover, from Youtube, it is possible to modify the way in which the subtitles are displayed, including the size of the text. This information is interesting in case the projector is small or if there are visually impaired people at the activity.</p>
IMPLEMENTATION	<p>Group exercise Introduce the <u>video</u> to the group</p> <p>Show the video to the participants (10 minutes) The facilitator asks the participants: have you ever considered the abilities presented in it?, which ones do you think you have?, which ones would you like to discover or go deeper into?, do you think some of the ones mentioned are underrated?, is there any ability mentioned that you never thought could be considered as such (15 minutes)</p>

ACTIVITY 4

ACTIVITY TITLE	Who am I (Taken from “Facing History and Ourselves ¹⁴ ”)?
DURATION	90 min
GROUP SIZE	15-25 people
OBJECTIVES	<p>Creating two drawings, one that reflects on the individual and another one that reflects on the group</p> <p>Understanding the characteristics of oneself and the other members of the group</p> <p>Understanding shared points and aspects even though the participants come from different backgrounds</p>
MATERIALS NEEDED	One A4 paper per participant and one pen or marker per participant, one A4 paper per group, and a flipchart board or computer projector to show an example to the participants
PREPARATION	An example the participants can see.

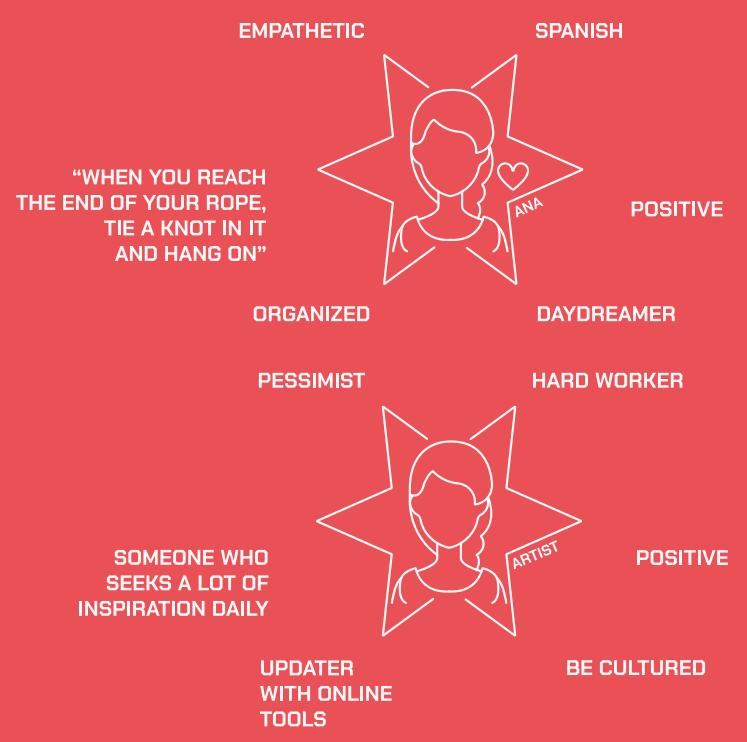
MODULE 0
CHAPTER 1



IMPLEMENTATION	<p>Individual and group exercise</p> <p>The facilitator will provide each participant with an A4 paper and a marker</p> <p>They will have to make a drawing that represents how they are as a community or group with multiple characteristics, labels and even quotes following the example that can be seen in “preparation” (30 minutes)</p> <p>The participants will be divided into small groups, from 4 to 6 depending on the number of people</p> <p>The exercise will be replicated, but in groups sharing ideas and common traits (30 minutes)</p> <p>After making a drawing in groups, each group will present its drawing and will explain the most significant five traits (30 minutes)</p>
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¹⁴ “Identity Charts”
di Facing History
and Ourselves

ACTIVITY 4 VERSION 2

ACTIVITY TITLE	Who am I as an artist (Taken from “Facing History and Ourselves”)?14
DURATION	90 min
GROUP SIZE	15-25 people
OBJECTIVES	<p>Differently to the previous activity, this one is more focused on the artist-side of the participant</p> <p>Creating two drawings, one that reflects on the individual as an artist and another one for the group reflecting on how is the ideal artist for them, even including stereotypical aspects</p> <p>Understanding the characteristics of oneself as an artist and the other members of the group</p> <p>Understanding shared points and aspects on how an artist should be even though the participants come from different backgrounds</p>
MATERIALS NEEDED	One A4 paper per participant and one pen or marker per participant, one A4 paper per group, and a flipchart board or computer projector to show an example to the participants'
PREPARATION	<p>An example the participants can see.</p> 
IMPLEMENTATION	<p>Individual and group exercise</p> <p>The facilitator will provide each participant with an A4 paper and a marker</p> <p>They will make a drawing which shows how they see themselves as artists with multiple characteristics, labels and even quotes following the example that can be seen in “preparation” (30 minutes)</p> <p>After that, the participants will be divided into small groups, from 4 to 6 depending on the number of people</p> <p>The exercise will be replicated, but in groups sharing ideas and common traits about how an artist should be to be its best version (30 minutes)</p> <p>After making a drawing in groups, each group will present its drawing and will explain the most significant traits (30 minutes).</p>

ACTIVITY 5

ACTIVITY TITLE	What do I want?
DURATION	60 min
OBJECTIVES	Ponder the individual desires for the future and learn how to walk to them by reflecting and sharing
MATERIALS NEEDED	Between one and two A4 papers per participant and one pen or marker per participant
PREPARATION	<p>A playlist with relaxing music to play during the activity and a speaker to allow everyone to hear it.</p> <p>The questions should be written in a document that could be both online or printed, so the facilitator can repeat them for the participants to write them down or show them on a screen.</p>
IMPLEMENTATION	<p>The facilitator explains the activity to the participants, pointing out that the exercise aims to reflect on one desires, values and growth</p> <p>They must keep the paper for the future so that they can reread it in the future. Altogether the participants and the facilitator can set the alarm or reminder for their phone to reread the document in the next 6 months</p> <p>After that, the facilitator must read the questions -that can be found below- out loud to the participants, so they can ask if they have doubts and write the questions down if they are not already in printed</p> <p>Each participant should be given one A4 paper and a pen or a marker to write the questions and answer them The participants answer the questions provided to complete the activity and keep the documents filled for themselves (20 minutes)</p> <p>After everyone has written down their answers, they have to work in small groups of 3-4 people. This part of the activity could be frustrating for some participants who may not be comfortable sharing that type of personal information or reflection. Hence, it is convenient to take into account their profile of them in order to do the small groups or not and just share voluntarily all together.</p> <p>They must talk and also write down in the second part They will share the information of the questions to share thoughts, impressions and advice (20 minutes)</p> <p>After doing both parts, the facilitator will ask them if they found it fulfilling and to share one idea for one of the questions to each group to share common ideas (10 minutes)</p>

QUESTIONNAIRE ACTIVITY 5

WHO DO I WANT TO BE IN 5 TO 10 YEARS?

HOW DOES THE PERSON I WANT TO BE IN 5 TO 10 YEARS ACT?

IF MONEY WASN'T AN ISSUE, WHO WOULD I HELP?

HOW WOULD I HELP THAT PERSON?

WHAT WOULD I LOVE TO DO?

HOW WOULD I LIKE TO MAKE AN IMPACT IN THE THINGS AND PEOPLE THAT SURROUND ME?

WHAT ARE MY CORE VALUES?

WHAT JOB OR ROLE ALIGNS WITH MY VALUES?

WHO DO I NEED TO BE IN ORDER TO BE MY BEST SELF?

WHAT CHANGES DO I NEED TO DO TO LIVE THE LIFE I DESIRE?

ACTIVITY 6

ACTIVITY TITLE	My competencies and weak points from my experiences
DURATION	45 min
OBJECTIVES	Identifying and reflecting on individual competencies and weak points from past experiences Thinking about future plans
MATERIALS NEEDED	One A4 paper per participant, one pen or marker per participant
IMPLEMENTATION	<p>Individual exercise</p> <p>Each participant should be given one A4 paper and a pen or a marker</p> <p>Each participant must think about three situations they have faced and are proud of the results. Examples include graduating from college, finding a good job, helping a friend with a good result, improving their lifestyle and so on. There is not a specific area or activity from which they should be proud only.</p> <p>The situations must be written down by the participants (10 minutes).</p> <p>After they must think about the competencies or abilities they own that made it possible, which must be also written down (5 minutes)</p> <p>When both things are written down, the participants should reflect and write how they can apply the competency to future plans (5 minutes)</p> <p>The exercise will be repeated with three situations the participant failed to understand which are their weak points and how they can be overcome or changed (10 minutes)</p> <p>When everyone is finished, the facilitator will ask to the participants to share what they have written; if they want to keep it private they can only talk about the skills (10 minutes)</p>

ACTIVITY 7

ACTIVITY TITLE	Prioritazing motivations
DURATION	20 min minimum - 45 min maximum (depending on the number of participants)
OBJECTIVES	Evaluating the motivations individually and in groups and understanding what different people value
MATERIALS NEEDED	One A4 paper per participant, one pen or marker per participant
PREPARATION	<p>The motivation factors must be written down in an online document to show or printed to read them out loud. They are:</p> <ul style="list-style-type: none">MoneyFameSelf-realisationJob recognitionCareer developmentHealthFamilyPersonal fulfilmentMaterial desires (not just money)
IMPLEMENTATION	<p>Group exercise</p> <p>The facilitator will introduce the activity and propose the motivations written in the “preparation” column. After, will ask the participants if they want to add any other motivation to carry out the exercise</p> <p>The participants can only pick five motivations from the list to work on them, even if the list is longer than that</p> <p>The facilitator will ask the participants to form groups of 3-5 people, depending on the amount of people</p> <p>They will draw a key with as many projections as motivations (five) individually</p> <p>The key must have multiple projections and the participants will place each of the motivations in the order they consider</p> <p>The projections will have different sizes and will follow an order, so the first should be the biggest and the last one the smallest</p> <p>After 5-7 minutes of drawing, they will discuss in groups how they have placed them and why, also to see other people's motivations and consider their own and reflect about it</p> <p>The groups will switch to form new ones again (from 3 to 5 participants) to discuss their answers with different people for other 10 minutes</p> <p>The exercise can be repeated for a third round depending on the number of final participants</p> <p>When the participants are done, there will be a general discussion about altogether to answer the questions (25 minutes maximum): what differences have you found after discussing with other participants?, what similarities have you encountered?, has some of the comments of the people in your group surprised you? have you consider any motivation in a different way?</p>

ACTIVITY 8

ACTIVITY TITLE	Who is my reference?
DURATION	90 min
OBJECTIVES	Finding on the Internet a person that can be inspirational for the participants because of their personal and professional development.
MATERIALS NEEDED	Internet connection, one big screen and/or a projector in case there is no possibility to connect the laptop with the materials to the screen directly
IMPLEMENTATION	<p>The participants should form small groups of 4-6 people depending on the total amount of participants</p> <p>Each group should look for on the Internet one person that is a reference on the field of culture and arts and work on a presentation about the person (60 minutes)</p> <p>The participants should present the person they have found information about to show it to the other groups (10 minutes per group)</p> <p>The person chosen must be inspirational because of the career/ professional achievements and the participants need to point out his or her work, talent and competencies</p>

ACTIVITY 9

ACTIVITY TITLE	Defend your competencies with role-playing
DURATION	60 min
GROUP SIZE	10-25 people
OBJECTIVES	To work on different competencies in a fake scenario to show how they can be used
MATERIALS NEEDED	Different competencies written on small pieces of paper for participants. The list, made by 123test ¹⁴ , can be found below.
PREPARATION	As many pieces of paper with the written competencies as participants and a box to mix them and put them together
IMPLEMENTATION	<p>Group exercise</p> <p>Each participant must pick from a box five different pieces of paper, each of them containing a competency (5 minutes)</p> <p>The participant should keep the competency they are less familiar with or the weakest at since it would be that person's role for the game</p> <p>The participants will be divided into small groups, from 4 to 5 persons depending on the final number of people</p> <p>The facilitator will explain a scenario with a problem</p> <p>Proposed scenario: The entire group was on a cruise but the boat collapsed due to a leak and all of them swam to an abandoned island. They have been there for one day and they do not have food or anything they used to on the island. They have to manage to survive and build a boat with the materials they can find in nature</p> <p>Each group will defend the importance of their competencies in the group by talking about their abilities related to the competency they have picked and defend what they can do to be useful for the group to survive and arrive back inland (45 minutes)</p> <p>To close the activity, each group will present what they have learned about their competencies when reflecting on them and if they have thought they would be that useful for such a hard scenario (15 minutes)</p>

COMPETENCIES ACTIVITY 9

MOTIVATION	ENERGY
INTEGRITY	ADAPTABILITY
LOYALTY	TACTICAL BEHAVIOUR
INTERVIEWING	PRESENTING
VISION	NETWORKING
CUSTOMER-ORIENTED	COMMUNICATION SKILLS (VERBAL)
PERSEVERANCE	COMMUNICATION SKILLS (WRITTEN)
DELEGATING	INNOVATION
RESULTS-ORIENTED	PEOPLE-DRIVEN MANAGEMENT
LISTENING	SOCIABILITY
COURAGE	DETERMINATION
ATTENTION TO DETAIL	SITUATIONAL AWARENESS
INDEPENDENT LEARNING	COOPERATION
ENTREPRENEURSHIP	SELF-KNOWLEDGE
ABILITY TO LEARN	LEADERSHIP
PERSUASIVENESS	FINANCIAL AWARENESS
ASSERTIVENESS	STRESS RESISTANCE
CONCEPTUAL THINKING	DISCIPLINE
ORGANISATIONAL SENSITIVITY	NEGOTIATING
CREATIVE THINKING	CONFRONTING
MONITORING PROGRESS	PLANNING AND ORGANIZING
IMPRESSION	CRITICAL THINKING
ACCURACY	SELF-DEVELOPMENT
COACHING	ANTICIPATING
PROBLEM ANALYSIS	ANALYTICAL SKILLS
PROBLEM ANALYSIS	MANAGING CONFLICT

ACTIVITY 10

ACTIVITY TITLE	What makes me sparkle?
DURATION	60 min
OBJECTIVES	Discovering oneself motivations and sharing them with others to exchange ideas Making the group bond
MATERIALS NEEDED	One pen or marker per participant and for the facilitator One flipchart board At least four flipchart pages One A4 paper per participant with the questions printed, it can be found in the table placed below
PREPARATION	Printing one A4 paper with the questions below for each participant
IMPLEMENTATION	<p>The facilitator introduces the session</p> <p>The participants will respond the questions available below for the exercise individually (20 minutes)</p> <p>After all of them are finished, they will be divided into small groups, from 4 to 6 people per group</p> <p>In small groups, they will discuss among themselves their answers to the questions (20 minutes)</p> <p>To finish the activity, all the members together will form a circle around the youth worker and a flipchart board to share the common points of each question (15 minutes)</p> <p>The youth worker will write on the flipcharts the shared points (5 minutes)</p>

QUESTIONNAIRE ACTIVITY 10

WHAT IS ONE OF YOUR SPARKS (PASSIONS, INTERESTS, TALENTS)?

HOW DID YOU DISCOVER THAT THIS IS ONE OF YOUR SPARKS?

HOW DO YOU FEEL WHEN YOU ARE DOING YOUR SPARK?

THINK OF SOMEBODY WHO IS REALLY INTO THEIR SPARK/PASSION. DESCRIBE WHAT YOU SEE.

DO YOU HAVE A SPARK CHAMPION (AN ADULT WHO HELPS YOU EXPLORE AND DEVELOP YOUR SELF-AWARENESS SKILLS)? IF YES, DESCRIBE HOW THIS PERSON HELPS YOU.

DO YOU SET GOALS AND MAKE PLANS TO GET BETTER AT YOUR SPARK/TALENT? IF YES, GIVE ME AN EXAMPLE.

CHAPTER 2

Reaching your goals

42

“Life experiences shape personal goals and drive strategic career improvement.”

Numerous individuals possess well-defined goals and the knowledge to realize them, while others find themselves at a standstill, unsure of where to direct their efforts. Gaining a comprehension of one's dreams and aspirations isn't solely a matter of consulting a manual; often, it's the result of life's journey, experiences, and the passage of time that leads people to their revelations.

After knowing better oneself and personal talents and weak points, it is time to set goals to improve oneself career. A “goal” is defined as “a purpose, or something that you want to achieve” by the Cambridge Dictionary¹⁶. Hence, it can be understood as the desired result that a person or a group of people plan and commit to reaching.

¹⁶ Definition of “goal”
by Cambridge Dictionary

Conversely, comprehending what doesn't constitute a goal is also crucial. While goals delineate what others aspire to accomplish, objectives represent the actions taken to attain the goal. For instance, a goal might encompass graduating with honours from university as an individual pursuit or securing a new school within a neighborhood. In both scenarios, a strategic approach or goal-setting methodology is imperative to chart a course toward success – such as dedicating several hours to weekly study in the former case or gathering community signatures in the latter. Hence, a goal serves as a forward-looking aspiration and should arise from deliberate contemplation.



¹⁷ “SMART goals: A How to Guide” by the University of California (2016-2017).

2.1 HOW TO SET GOALS

2.1.1 SMART technique

Setting goals can be a schematic process and there are several ways to organize them to have clear steps to follow to reach them. A well-known strategy to establish the purposes is “SMART” explained by the University of California¹⁷. “SMART” is an acronym that includes the adjectives Specific, Measurable, Achievable, Relevant and Time-bound. Following this methodology, when setting a goal it must present these characteristics according to the source mentioned before:

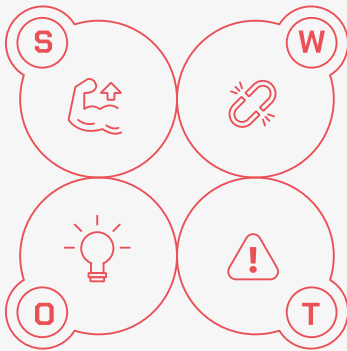
Specific, both with the tasks or objectives, the final purpose and the timing

Measurable, since it is important to tackle and monitor an ongoing process with indicators

Achievable, meaning it is possible to do in a specific amount of time. It is important to consider wisely this aspect, giving due weight to the goal

Relevant, focused on something relevant with the aim that can be reached within the given work and time

Time-bound, working with a deadline and time frame that challenges the individual but also allows them to work on the goal with good results



A scheme of how to do a SWOT analysis by Semrush. Source: Semrush Blog.

2.1.2 The SWOT analysis

When seeking to set a goal, it is also important to study the situation that surrounds the individual, the company, or the project. To do this, there is an interesting strategy to consider, the SWOT analysis, which can be applied to different scenarios.

SWOT is the acronym for Strength, Weakness, Opportunity and Threat. Before making a decision, or examining a current situation to improve it, the different strengths, weaknesses, opportunities and threats of it should be explored. In this case, there should be considered not only the internal variables but also the external ones, as all of them influence it.

¹⁸ Bigelow, S. J. (2022). “What is a SWOT Analysis?” SearchCIO. TechTarget.

As the TechTarget¹⁸ editorial explains, its primary objective is “to increase awareness of the factors that go into making a business decision or establishing a business strategy. To do this, SWOT analyzes the internal and external environment and the factors that can impact the viability of a decision”.

To do a proper SWOT analysis, there should be as much information as possible since it considers many different matters. Hence, it is more useful to do it in a group in order to get a broader perspective. TechTarget points out that SWOT “is most effective when it’s used to pragmatically recognize and include business issues and concerns. Consequently, SWOT often involves a diverse cross-functional team capable of sharing thoughts and ideas freely. The most effective teams would use actual experiences and data -- such as revenue or cost figures”.

To carry out a SWOT analysis in an easier way, the individual or group should write multiple questions to answer each category (strengths, weaknesses, opportunities and threats). These questions will depend on the situation or decision that wants to be taken. An example can be found below.

SWOT analysis can be applied to the art field, even if it seems a business methodology, or to individuals working in the creative and artistic world. For example, a youngster who makes portraits wants to open a studio. In this case, he or she must consider which neighbourhood is best, his budget, and the capacity of work. However, other sources of information are relevant and the person needs to answer other questions like: am I promoting myself on social media? What are my insights on social media? Should I start promoting my work better before opening the studio? Are there other people doing the same work with a bigger audience?

To get an online example of how to make a SWOT analysis scheme, [the website Canvanizer](#) can be used. A good template to understand what information to include and how to place is provided by Semrush¹⁹.

A scheme of how to do a SWOT analysis by Semrush.
Source: Semrush Blog.

Please, note that the knowledge of the SWOT analysis is also useful for activity 10 of module 1 of this manual.

For further knowledge:

“[SWOT analysis \[strengths, weaknesses, opportunities and threats analysis\]](#)”, by Stephen J. Bigelow, Mary K. Pratt, and Linda Tucci on TechTarget.
“[How to Do a SWOT Analysis \[3 Examples & Free Template\]](#)”, by Alex Lindley on Semrush Blog.

¹⁹ Zhukova, N. (2021, October 18). [How to Do a SWOT Analysis \(with Examples\)](#). Semrush Blog.



2.1.3 Some advice for goal-setting

Where to start

A crucial factor in goal setting is maintaining the motivation to pursue one's objectives, as not every aspect of personal passions or talents may inherently provide it. Sometimes, challenges might arise that are more formidable than anticipated.

In the quest for motivation, it's beneficial to commence by concentrating on activities that drive an individual forward. When confronted with an obligatory and unpleasant task, it's recommended to endeavor to establish a habit by committing time to it for a span of two to four weeks. Also, priorities are fundamental in setting goals. For this, there are some questions the individual can ask himself:

Which goal has to reach first

Is that goal preparatory for another one

What are the personal priorities and the priorities needed to achieve the goal

What are the steps inside the different goals

There are also some questions for the youngster to reply to that can be very useful when goal-setting, these are proposed by PositivePsychology²⁰

²⁰ "42 Goal Setting
Activities for Students &
Kids (+ PDF)"
by Courtney E. Ackerman
for PositivePsychology

My long-range goals to complete in the next 2-3 years

Steps I need to take to achieve these [long-range] goals

My mid-range goals to complete in the next 1 year

Steps I need to take to achieve these [mid-range] goals

My short-range goals to complete by the first day of the semester

Steps I need to take to achieve these [short-range] goals

My immediate goals for the next month

Steps I need to take to achieve these [immediate] goals

**“In goal setting,
maintaining motivation is
crucial, especially when
facing unexpected
challenges.”**



The process of goal setting doesn't always have to be an individual task. Group goals can also be established, requiring individuals to adopt a collective perspective. This entails utilizing brainstorming as a primary tool. In this scenario, each person must introspect and then engage with the group to identify a shared motivating purpose that involves everyone in the process of defining objectives leading to the ultimate goal.

For success, it's crucial to consistently ask "why" at every step of the group's journey, while being receptive to input from all members. This fosters a sense of inclusivity for individuals and the group, offering diverse insights to propel progress and enhance the established plan for goal achievement.

When grappling with setting goals, don't hesitate to share ideas and plans with friends or, even better, seek guidance from a professional coach. A fresh perspective often brings forth novel solutions and approaches, often breaking through periods of stagnation.

Final stages

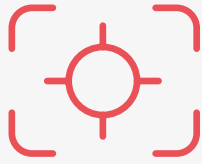
The concluding phase involves crafting a contingency plan. Despite meticulous consideration of every aspect of the journey, the theoretical and actual outcomes may not always align, owing to external variables that can alter the situation. Creating a backup plan for each stage cultivates greater confidence in confronting goals.

Alternatively, goals can also be set by initiating from fears. What inhibits progress for the individual or the group? In response to this query, a constructive exercise entails envisioning daunting situations and exploring the worst-case scenario along with strategies for managing it. This process can shed light on potential obstacles and ways to overcome them.

Doing this can be also considered a way to do risk management. following the definition provided by Linda Tucci in the publication "What is risk management and why is it important?"²¹. Once the fears and possible scenarios have been considered, it is easier to conquer the goal since people will feel more secure and there is an easier way to face the challenges and difficulties that may appear.

²¹ "What is risk management and why is it important?"
by Linda Tucci





2.2 HOW TO VISUALIZE GOALS AND REACH THEM

2.2.1 What visualization means

²² “**Visualization**”
by the Mind Tools Content
Team published
on Mind Tools.

Visualization is a technique that lots of people, such as Olympic athletes, use to reach their final goal. It is a method that creates a mental image of a future event, as MindTools²² explains. Having this image in mind gives the person the possibility to live that event in mind, preparing oneself for the actual event and against the unexpected too.

This approach contributes significantly to self-assurance, as it's an integral part of the preparation process. For a comprehensive visualization of a goal, individuals or groups should strive to make it vividly detailed and lifelike. A beneficial technique involves focusing on a specific goal or objective, then mentally picturing the scenario, and subsequently documenting or sketching the imagery to capture all relevant aspects. To illustrate, if an individual needs to present graphic work to a potential client, they can enhance the preparation by imagining the setting, envisioning the attendees' reactions, and incorporating other pertinent details that contribute to a comprehensive understanding of the situation.

2.2.2 Organising and achieving goals

²³ “**Seven simple steps
to achieving your goals**”
by Ian Usher for Virgin.

The natural next step after setting your goals is to reach them. In this part, we will use the publication “Seven simple steps to achieving your goals” by Ian Usher for Virgin²³ to understand how to proceed. There is a plan to stick to and be constant, but how to do is a regular question. Every goal has different objectives, timing, shapes and methods, but various elements should be followed and kept in mind, besides the nature of the final purpose.

The course to the goal could be full of unforeseen moments and difficulties. It is important to have a positive mindset through the process and believe in oneself abilities and talents. Also, it is helpful to get inspiration from others by reading books, watching videos or films, or simply hanging out with other motivated people. As has been seen before, one goal may converge into a bigger one, and a single one could be composed of different steps.



Tracking progress

Once goals and objectives are established, instituting a framework for tackling progress becomes crucial to assessing the trajectory. Begin by defining a specific timeframe, such as one week or one month, and document all the advancements made to maintain a record of progress.

For instance, if your ultimate goal requires accomplishing eight smaller objectives, and you intend to achieve the final goal within two months, you can mark one objective per week as a “flag.” If you find it challenging to meet the weekly milestones, it might signal the need for adjustments – be it a timeline revision, elimination of an objective, or addition of a new one. It’s worth noting that the journey of goal-setting is rarely seamless, thus recalibrating or amending objectives is also a natural component of the process.

In a collaborative setting, deadlines and designated roles play a pivotal role in achieving objectives and fostering a clearer understanding of the tasks at hand.

2.3 GET INSPIRED BY OTHERS

Another practice that proves valuable in setting new goals, or aiding others in doing so, is the pursuit of inspiration. Exploring current exertion or past achievements of individuals, and comprehending not just the outcome but also the journey, can be enlightening and foster a positive approach towards new aspirations.

Learning is often enhanced when one has a worthy example to emulate. This can occur directly through seeking mentorship from someone, or indirectly through engaging with video tutorials, reading books, exploring captivating social media profiles, and more.

Beyond being a wellspring of fresh ideas, discovering sources of inspiration can significantly bolster motivation. Along the path to goal attainment, individuals or groups might encounter periods of diminished motivation due to challenges or the distant nature of the ultimate objective. However, witnessing the accomplishments and efforts of others can be invigorating and fortifying.

1. Mentoring

A mentor is a person who helps talented people on a road of change, gathers and connects people with similar interests, and creates a safe environment for exchanging ideas and supports their growth and reaching goals. A mentor should be an expert in the field that a talented person wants to



²⁴ “What is mentoring”
published on the
Association for Talent
Development
(no author specified).

be mentored in. The Association for Talent Development²⁴ explains: “Mentoring is a reciprocal and collaborative at-will relationship that most often occurs between a senior and junior employee for the purpose of the mentee’s growth, learning, and career development. Often the mentor and mentee are internal to an organization, and there is an emphasis on organizational goals, culture, career goals, advice on professional development, and work-life balance.”

Also, it is important that even if the mentor gives constructive advice, youth should be aware they are responsible for their path and they should make their own decisions without the mentor’s permission.

2. Using available resources

An alternative method for adopting beneficial practices involves engaging with online video tutorials, TED Talks, enrolling in courses on virtual platforms, and delving into books. An abundance of free resources is available, so selecting the most valuable ones is crucial. Remember, it’s not about the sheer quantity of materials, but rather their quality that yields optimal outcomes.

3. Talking about one’s passion

Highlighting an accomplished individual and underscoring the importance of sharing their passion can yield substantial benefits. Communicating one’s passion can establish connections with others and expedite the discovery of like-minded individuals engaged in similar pursuits. Forming a network with individuals who share the same passion provides not only a bedrock of mutual support and sustained motivation but also serves as a platform for comprehensive growth. This collaborative environment offers opportunities to acquire novel techniques, refine skills, and gain insights into relevant resources.

Engaging in collaborative initiatives often invites comparisons, while some assert that comparing can impede the learning process and advocate avoidance. Observing the accomplishments of others can indeed be counterproductive if the realization of their superior performance isn’t leveraged as a chance to learn, but instead fosters feelings of inadequacy.

“Mentoring. Use quality resources. Share passions for growth, avoid unhealthy comparisons.”





2.4 MAKING EXPERIENCES RELATED TO THE PASSION/TALENT

Apart from inspiration, experimenting and trying new things connected to a talent that someone wants to develop can help him to discover new interesting areas and confirm what works best for them.

1. Research

Ask a person to make a research about their talent. If they dance, the exercise would be to learn more about the history of dance, about other types of dance, what are differences, what are similarities, and what other areas are interesting to them to try or what new skills they can develop by trying them.

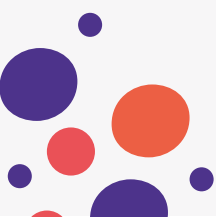
Youngsters should be encouraged to do it for real: to try. Trying different things will help me to learn new techniques. Maybe not all of them will be needed for the next level of growth, but after some time person will be able to select and “create his/her formula” or “system for getting results”.

2. Enrolling in activities

Talented people find activities that require their talent and get involved in them. It can be by volunteering, improving their skills by teaching others what they know, attending short courses, or events, joining a club or other activities that can be interesting to a person. Questions that can help to reflect the process are:

1. What activities do you feel most/least comfortable with so far?
2. Is there anything you learned or experienced during activities you were enrolled in that surprised you?
3. Can you explain what and in which way?
4. What have you done in your life that was helpful for better performance of the activity?

“Experimentation complements inspiration in talent development. ”



SUMMARY

of Chapter 2

“Reaching your goals”

51

Dealing with goals is a fundamental part of successful growth, from their setting to their maintenance, there are multiple steps to follow.

To set goals we can follow different techniques, one of the most used is the SMART goals technique:

- Specific, both with the tasks or objectives, the final purpose and the timing
- Measurable, since it is important to tackle and monitor an ongoing process with indicators
- Achievable, is possible to do in a specific amount of time. It is important to consider wisely this aspect, giving due weight to the goal
- Relevant, focused on something relevant with the aim that can be reached within the given work and time
- Time-bound, working with a deadline and time frame that challenges the individual but also allows them to work on the goal with good results

Once the goals have been set, they must be reached and evaluation and monitoring of every step will bring the individual or group to the final aim. Also, visualization will help to reach the goals. Furthermore, getting inspiration from other individuals and participating in new things are practical methods to get more motivation for goal-setting, raising motivation, considering new purposes or maintaining the one that has been already achieved.



ACTIVITY 1

ACTIVITY TITLE	My expected learning goals
DURATION	15-20 minutes
OBJECTIVES	<p>Understanding what are the goals and expectations of the group of the sessions</p> <p>Setting together the goals and accomplishments to check what of them have been achieved at the end of the session/exchange</p> <p>Creating bonds as a group</p>
MATERIALS NEEDED	A flipchart board, flipcharts, multiple markers
IMPLEMENTATION	<p>Group exercise</p> <p>All the participants are sitting in a circle and all of them can see the flipchart board</p> <p>The facilitator asks them what are their goals for the session/exchange; what they generally expect, what they want to learn, accomplish, improve, and so on (10 minutes)</p> <p>They can reach the flipchart board and write them individually with the marker</p> <p>In the end, the facilitator will read them out loud so everyone can find out what are the goals of others as well (5 minutes)</p> <p>The flipchart must be kept to read them again at the end of the experience and check if they have been achieved and ask participants how do they feel about them</p>

ACTIVITY 2

ACTIVITY TITLE	How to set goals with SMART
DURATION	50 minutes
OBJECTIVES	<p>Understanding how the SMART technique works, the one included in the theoretical part of this chapter</p> <p>Understanding how to set goals by following the method for both personal and professional aims also in the future</p> <p>Reflecting on individual goals and taking time to set them</p>
MATERIALS NEEDED	<p>Video projector or a screen, speakers, computer, and the necessary cables. Internet connection/video downloaded. Make sure that all participants have access to the screen</p> <p>The video is called “Achieve More by Setting Smart Goals”, published by FlikliTV (1 minute 16 seconds). It can be downloaded with a free online transformer from Youtube to MP4</p> <p>Note for the facilitator: the language of the video is English, but if it is played directly from Youtube there are many subtitles available. Moreover, from Youtube, it is possible to modify how the subtitles are displayed, including the size of the text. This information is interesting in case the projector is small or if there are visually impaired people at the activity</p> <p>One A4 paper with the guidelines per participant and one pen per participant. An option can be found below</p>
PREPARATION	<p>Explaining the SMART technique using the theory of the chapter, which can be found in module 0, chapter 2, section “2.1 - How to set goals”</p> <p>An example to show the participants how the SMART method work. An option can be found below</p> <p>Relaxing music to play after watching the video</p>
IMPLEMENTATION	<p>Individual exercise</p> <p>Introduce the session and show the video to the participants The facilitator, following the theory of the video will also share an example (10 minutes)</p> <p>The participants must reflect on their own professional goals and set the objectives following the SMART method (from 15 to 20 minutes)</p> <p>The facilitator will ask the group to read out loud their goals and what steps they have set following SMART or will read his own in case no one volunteers to (15 minutes)</p>

EXAMPLE ACTIVITY 2

MAKE A GOAL - SPECIFIC:

GOAL: TO RUN X

GOAL: TO RUN A 10K MARATHON V

MAKE A GOAL - MEASURABLE:

GOAL: TO RUN X

GOAL: TO RUN A 1 KILOMETER MORE EVERY TWO WEEKS AND MEASURING THE SPEED WITH A CLOCK V

MAKE A GOAL - ACHIEVABLE:

GOAL: TO RUN A 10KM MARATHON TOMORROW AND WIN IT WITHOUT TRAINING X

GOAL: TO TRAIN EVERY DAY FOR 6 MONTHS AND SIGNING UP FOR A 10 KILOMETER MARATHON V

MAKE A GOAL - RELEVANT:

GOAL: TO RUN THE SAME DISTANCE IN THE SAME TIME EVERYDAY X

GOAL: TO RUN THE SAME DISTANCE BUT IN TWO MINUTES LESS BY THE END OF EACH MONTH V

MAKE A GOAL - TIME-BOUND:

GOAL: TO RUN MORE AND DO A MARATHON X

GOAL: TO RUN A 10K MARATHON IN SIX MONTHS V

MODULE 0

CHAPTER 2

GUIDELINE ACTIVITY 2

WHAT IS MY GOAL?

WHAT ARE THE STEPS I NEED TO TAKE?

POSSIBLE CHALLENGES

HOW WILL I FACE THEM?

MY TALENTS AND SKILLS ARE...

BACK TO YOUR GOAL... MAKE IT SPECIFIC

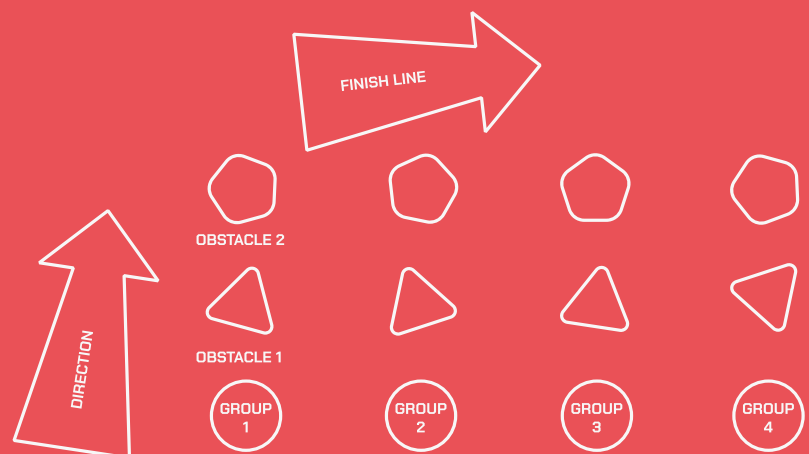
BACK TO YOUR GOAL... MAKE IT MEASURABLE. HOW WILL I TRACK IT? CREATE YOUR LITTLE SYSTEM, YOU CAN WRITE AND DRAW

BACK TO YOUR GOAL... MAKE IT RELEVANT

BACK TO YOUR GOAL... MAKE IT TIME-BOUND. WHEN WILL THINGS HAPPEN? IS THERE AN SPECIFIC DAY/MONTH?

ACTIVITY 3

ACTIVITY TITLE	Goal-reaching with obstacles, extracted from PositivePsychology ²⁵
DURATION	60 min
OBJECTIVES	<p>Practicing goal-setting and goal-reaching</p> <p>Boosting the teamwork spirit among participants and self-confidence</p>
MATERIALS NEEDED	<p>Materials that can be used to create an obstacle course, also depending on the number of participants:</p> <ul style="list-style-type: none"> From 4 to 6 ropes From 10 to 12 chairs From 4 to 6 cones From 4 to 5 wheels One blindfold per participant <p>For the facilitator:</p> <ul style="list-style-type: none"> One timer One whistle One pen and one A4
PREPARATION	<p>The entire group has to be divided into small groups, from 4 to 6</p> <p>The number of final small groups should be considered beforehand to create the activity; structure, route, the special needs of the participants in case there are disabled people in the group, and the space to do it.</p> <p>The facilitator must prepare as many obstacles routes as groups participate</p> <p>Each obstacle course must be next to the other and forming a line, but leaving some space between each one so groups can have some space for themselves</p> <p>The facilitator should put the obstacles forming a line and all of them must be the same. For example, 1 cone - 1 rope - 1 chair - 1 chair - 1 cone x 4 times</p>



²⁵ "47 Goal Setting Activities, Exercises & Games [+ PDF]" by Elaine Mead for PositivePsychology.com.

IMPLEMENTATION

The facilitator will divide the participants into small groups, from 4 to 6 people each depending on the attendance

The facilitator explains the activity and gives the rules

It consists of a short obstacle course and each participant from each group will do it once with the eyes covered with a blindfold. One participant will do it and when he or her arrives at the finish line, the next one will do it (45 minutes maximum)

The participants who are not doing the obstacle course itself, will be able to see it

Before starting the activity, altogether need to decide in how much time they have to reach the finish line, so there is a goal set

When doing the obstacle course, the other members of the group need to lead the one that is currently doing the path

After the competition, they will discuss in groups which skills they used and what obstacles they faced, not only the physical ones but also workin' in groups in such a challenge (10 minutes)

Rules:

If the person fa

lls down, they lose and they need to start again

The participants cannot make obstacles fall down either

The facilitator must write down the times of each group

The facilitator will use the whistle in case any of the participant cheats and when the activity is over

The group that has achieved most of the times the time settled or has even done it faster, wins

CHAPTER 3

Learning Path: from a good attitude to the labour market

57

“Lifelong learning involves adaptation, engagement, experimentation, introspection, and job market alignment.”

Learning is not just knowledge acquisition, it is “the process of getting an understanding of something by studying it or by experience” by the Cambridge Dictionary²⁶. Today’s most significant concept of learning is the lifelong learning concept.

²⁶ Definition of “learning” by the Cambridge Dictionary

Recognizing that learning is an ongoing journey necessitating consistent adaptation, the efficacy of this process hinges on a blend of diverse elements. This section encapsulates the sequential stages that can be pursued to aid individuals with remarkable abilities in realizing their learning objectives with a constructive mindset. It proceeds with active engagement, experimentation, probing both internally and externally, and cultivating familiarity with the subject at hand. Furthermore, it provides insights on how to channel talent and attitudes toward alignment with the job market.





3.1 HOW A GOOD ATTITUDE CAN HELP YOU IN THE LEARNING PATH

There is one myth that says that talent is exclusively something with which you are born. That myth sometimes gets people thinking that they do not have a talent or that they should discover it in a hidden place in the inner self - which is one of the reasons for giving up. Even though some people are geniuses, the number is negligible.

The truth is that talent can and should be developed. Also, it must be connected with how the person feels about the learning process. Attitudes are the most important in moments of dealing with obstacles and it is when motivation can become weaker. Referring to that, youngsters must work on developing the following fields:

1. Dealing with fears

Apprehensions can serve as a guiding light for young individuals, highlighting areas of their work that warrant improvement. Moreover, fears exert an influence on personal development and advancement. This becomes evident when internal dialogues, instead of offering reassurance turn into agitated assertions - 'You're not capable enough; you're destined to fail and embarrass yourself'.

This is why it is important to recognize negative thoughts and find positive responses to them. If young people say "I cannot do it", they should try to find out what consequences they are afraid of. Here are some helpful questions to ask oneself to overcome fears:

1. Why can't I do it?
2. What's holding me back?
3. How can someone else or myself help?
4. What do I need to be able to do it?

2. Open-mindedness and responsibility

Maintaining an open mind is necessary for individuals to discern novel prospects and seize them, whether they manifest as job offers, positions within companies, entrepreneurial ventures, collaborations, or chances to cultivate and apply skills.

Open-mindedness also facilitates the readiness to engage with suggestions, critiques, and feedback. Guiding young individuals to adeptly absorb constructive advice, even during moments of disagreement, is essential. Subsequently, they can sift through the feedback to retain the pertinent insights. This implies the responsibility of guiding individuals to contemplate potential actions and their outcomes, underscoring their accountability for both learning and decision-making.



3. Failures and rejection

Another side of an open mind is dealing with failures and rejections, since a person, who is talented, will not succeed every time or at the first attempt. Instead of looking at making mistakes and not succeeding as a disappointment, young people should be helped to see an opportunity for learning or changing goals. Some helpful questions to provide to the youngsters addressed by this manual are:

1. What can I learn from this experience?
2. What can I do differently the next time?
3. What skills do I need to improve?

59

4. Asking questions

Not everyone is comfortable posing questions in a public setting, and a contributing factor is the apprehension of being perceived as unintelligent. The act of questioning kindles curiosity, a vital trait for undertaking personal research, learning, troubleshooting, and growth. It signifies a willingness to admit gaps in knowledge and a readiness to advance. Thus, it becomes imperative to motivate talented individuals to refrain from passively accepting the status quo but instead cultivate a habit of inquiry, fostering critical thinking and the habit of questioning across all spheres.

5. Celebrate the progress

The perception of success is deeply personal, yet regardless of the interpretation, it's crucial for talented individuals to be equipped to recognize the stages they encounter on the path toward their goals. While the ultimate outcome holds significance, deriving satisfaction from the journey and nurturing ongoing motivation are equally vital. Thus, every stride forward, no matter how modest, deserves celebration, acting as a reinforcement for sustained progress. With each attained goal, a reward system can be employed, whether it involves relishing ice cream, partaking in a festive gathering, enjoying a movie, or any activity that brings happiness. The manner of celebration is a deeply individual choice, and each individual can find a unique way to commemorate their accomplishments.

“Encourage talent by embracing failure as a learning opportunity, promoting curiosity by asking questions and celebrating every step”





3.2 SOME PRACTICES TO INCREASE POSITIVE THINKING

Some practices can be done daily to increase or maintain positive thinking towards the challenges that may appear in the process of goal-reaching. Likewise, it is a process that requires a lot of energy, motivation and even stress sometimes, so these types of exercises would be very beneficial if they are practised regularly.

1. Practicing gratitude

²⁷ "Giving thanks can make you happier"
by Harvard Health Publishing.

According to a Harvard Health Publishing²⁷ publication, practising gratitude can improve mental well-being, as different studies indicate. Even though there is not a cause-effect result proven by these reports, there is certain support for it.

There are many ways to be thankful and rehearse it, individually and with or to others. A good example is to write things one is thankful for in a journal, thank someone for something mentally or say it to the person directly, meditate or pray.

2. Meditation

²⁸ "Meditation: A simple, fast way to reduce stress"
by Mayo Clinic Staff.

Meditation can help to maintain a good attitude during the goal-reaching process, and even deal with stress or anxiety, as they can arise as well when working hard on a project. According to Mayo Clinic²⁸, some of the positive effects of meditating are:

- Gaining a new perspective on stressful situations
- Building skills to manage your stress
- Increasing self-awareness
- Focusing on the present
- Reducing negative emotions
- Increasing imagination and creativity
- Increasing patience and tolerance
- Lowering resting heart rate
- Lowering resting blood pressure
- Improving sleep quality

There are many ways to practice meditation, for example, with guidance using online tools such as online videos or podcasts in worldwide platforms such as Youtube or Spotify, mantra meditation, mindfulness, or through exercises like yoga or tai chi. Meditation exercises can be done almost everywhere since it does not need materials, they only require a place to sit or lay comfortably and focused attention.



3. Identifying negative thoughts

Before trying to work on positive thoughts, it is also important to identify which ones are negative or harmful to oneself. A Publication by Harvard University²⁹ about stress management suggests different types of negative patterns in reflections. These are:

1. All-or-nothing thinking: seeing things in black or white categories, believing that there is no middle ground.
2. Overgeneralization: taking a previous example of a failure as something that will happen again.
3. Mental filter: picking up one negative aspect of a situation and colouring with it an entire experience.
4. Disqualifying the positive: not giving credit to the good things from experiences or achievements.
5. Jumping to conclusions: making a negative interpretation of the events even though there are no definite facts. It can be divided into two categories:
Mind reading: the person concludes that someone is responding negatively.
Fortune telling: the person anticipates that an event will turn out badly, even though it has not ended.
6. Magnification [catastrophizing] or minimization: exaggerating the importance of things or taking away all of them in an event and making them look irrelevant.
- Emotional reasoning: presuming that oneself negative emotions recall the way things are, that they are the truth without checking.
8. Should statements: always classifying things as something one or others "should" do or have done, which creates frustration, guilt and resentment.
9. Labelling and mislabelling: it is a form of overgeneralization and it consists of attaching extremely negative labels to a situation or behaviour.
10. Personalization: considering oneself the cause of a negative event that is external and from which the person is not responsible.

²⁹ "Identifying negative automatic thought patterns" by Harvard University.

4. Focus on the positive

In order to have a more positive attitude or improve it, it is advantageous to work on better self-talk. MayoClinic³⁰ suggests some techniques to build up more positive thoughts with time and practice, which are:

Identifying areas to change: it consists of recognising what is that usually creates negative thoughts, it can be as a relationship, studies, work, and so on, and approach it in a more optimistic way.

Checking oneself during the day to evaluate thoughts and emotions and understand if they need to be reformulated with more positive traits.

To be open to humour and search for it to laugh more often.

³⁰ "Positive thinking: Stop negative self-talk to reduce stress" by Mayo Clinic Staff.





A healthy lifestyle: practising exercise on a regular basis, at least 30 minutes on most days of the week combined with a healthy diet and getting enough sleep for good well-being and being less stressed.

To be surrounded by positive people, to ask for advice and support.

Practice positive self-talk: it is about being more gentle with oneself. MayoClinic uses the quote “don’t say anything to yourself that you wouldn’t say to anyone else” to exemplify it.

3.3 AVOIDING PROCRASTINATION AND BUILDING UP PROACTIVITY

During the process of achieving a goal, it is important to develop new skills and knowledge and not be afraid of learning something just for a small step. It is the process of learning the real added value: learning to learn will facilitate future studies and training.

It has been mentioned in the previous chapter that it is important to be constant and work on different objectives to achieve a goal. However, one of the big risks when working on a goal is “procrastination”, something that may appear in moments of low motivation, tiredness or when the route becomes more complicated than expected.

“Procrastination” is defined as “the act of delaying something that must be done, often because it is unpleasant or boring” by the Cambridge Dictionary³¹, but it must not be confused with “laziness”. “Procrastination is an active process – you choose to do something else instead of the task that you know you should be doing. In contrast, laziness suggests apathy, inactivity and an unwillingness to act”, clarifies MindTools³².

It is important to start and make the first step to committing since the perfect moment to begin does not exist. A helpful exercise is trying to accomplish at least something every day, maybe a simple task that takes 30 minutes.

MindTools gives also some advice on how to overcome procrastination:

Step 1. Recognize procrastination: It is important to understand if the person procrastinates usually by how is facing the tasks or if the situation is other.

Step 2. What is the reason that makes the person procrastinate: the person should understand the reason behind the procrastination; is the person looking for perfectionism? is it because of the lack of a good working schedule? does that person not have his or her priorities clear?

³¹ Definition of “procrastination” by the Cambridge Dictionary

³² “How to Stop Procrastinating. Overcoming the Habit of Delaying Important Tasks” by MindTools



Step 3. Adopting anti-procrastination strategies: minimizing distractions, rewarding oneself or acting as soon as possible are some useful practices to avoid procrastinating.

Conversely, there is a favourable attitude toward performance that leaves aside procrastination and helps to work on the achievement of the goal, proactivity. The research “Proactivity at work: a big picture perspective on a construct that matters”³³ by Uta K. Bindl and Sharon K. Parker defines it as: “Proactive behaviour involves aiming and striving to bring about change in the environment and/or oneself to achieve a different future: it is anticipatory, self-initiated, and change-oriented behaviour”.

To be more proactive there are several skills to consider and most of them are included in chapter 2, as some of the key aspects to becoming more proactive are: prioritizing, setting goals, planning different scenarios, and having a problem-solving mindset to face all the challenges that could arise, and above all taking action promptly. Other aspects related, like motivation, are deepened in the following chapters of the manual.

For further knowledge:

[“How to be more proactive at work and in life”](#), by Dunja Jovanovic and published in Clockify.

3.4 I HAVE ACHIEVED THE GOAL, NOW WHAT?

After achieving the final goal or at least the objectives that lead to it, is important to take into consideration what to do next. Taking as an example sports, Abby Bergman³⁴, a marathon swimmer, who is known for swimming a 27 miles marathon in Santa Monica Bay, individuated five different phases regarding goal-reaching:

- Elation: Once the purpose has been reached there is a feeling of enthusiasm and satisfaction.
- Exhaustion: The person or group may feel exhausted mentally, it is the moment when all the stress is accumulated.
- Recovery: It is the time to take a break and look back on the achievements, catching up on hours of sleep.
- A look forward: It is usual to look forward since the beginning of the path of goal-reaching, and there arrives a time when it seems natural to continue.
- Evaluation: This step could just make enjoy the things that have been done to achieve the goal, or understand what can be improved in potential next steps.

³³ Parker, Sharon & Bindl, Uta. (2017). [“Proactivity at work: a big picture perspective on a construct that matters”](#).



³⁴ “5 Things That Happen After Achieving a Goal” by Abby Bergman for [SwimmingWorld.com](#).

³⁵ “You Accomplished Something Great. So Now What?” by A.C. Shilton for ‘The New York Times’

³⁶ “You’ve reached your goal! now what?” by Elinor Moskowitz for “meQ/New Life Solution”

These five phases are an excellent example of what might happen at the end of the process, but there are many things to consider. The psychologist Dr. Ben-Shahar, a professor at Harvard University, coined the term “arrival fallacy”, as the “false belief that reaching a valued destination can sustain happiness”, included in an article by A.C. Shilton for ‘The New York Times’³⁵. Many factors contribute to this situation, one is the kind of addiction developed after winning a challenge since each milestone gives a dopamine hit.

Another factor is the “hedonic adaptation”³⁶, where the brain automatically adapts to the new situation as the norm, going back to the starting point. Avoiding the downhill slope after reaching a big goal is possible, and the most obvious method is to set a new bigger goal.

There is also the possibility of setting a maintenance plan. The situation is different, regarding society, ethics, moral compass, economy and efforts. Maybe it is not harder to do it, but different with new challenges to face.



3.5 SOME ATTITUDES WHEN IT COMES TO ENTERPRISING

If one person is considering becoming an entrepreneur, other attitudes should be considered and that makes the path more positive and easier. Creativity and innovation are certainly important to come up with exciting and new ideas. In order to turn thoughts into actions, there is often needed willpower and courage to take risks and stand up for oneself views.

An enterprising person is independent as well quite often, but is also able to cooperate, as it ensures a better result. When working in a team, an enterprising person must have good leadership skills and a sense of responsibility. Enterprising people have good organizational skills in addition, which allows them to achieve better results faster. They see problems and can find solutions to them. Of course, one must not forget a positive attitude to face inevitable setbacks when it is needed.



3.6 RESEARCH, READ AND REASON HOW YOUR TALENT COULD BE USEFUL IN THE LABOUR MARKET

I am Maria, I am 25 years old and my talents and passions are photography and graphic design. I have a Bachelor's Degree related to it and I have done an internship for a year about it to gain experience. At the moment I am unemployed, but I am looking for opportunities. However, I do not know where to start. I do not feel motivated since there are not many vacant in the companies I would like to work in and I have been rejected from the selection process several times when I applied for a job.

This is a situation many youngsters can relate to all over the world, moreover, the cultural and artistic field is going through a crisis after the COVID-19 pandemic restrictions and lockdowns, that restricted its activity considerably.

Furthermore, on occasions, there is no connection between talented people, their attitudes and the companies of a field, so no people are covering a role they have the potential to do. The right attitude can be the ship that links talented youngsters with companies looking for their knowledge and capacities. The question for many youngsters is how to approach the labour market, and there are different ways to do it.

At this point in the manual, all the young participants should have understood what are their talents and goals. Hence, looking at the labour market is easier with this knowledge. Every talent has a place in the labour market and it is by researching and practising that it can be found.

What skills are required

In 2015, the study "What skills do employers say they want in online job postings?" by Monica Herk for the Committee for Economic Development [CED]³⁷ indicated that around 60-70% of all job adverts were online already by then and that over 80% of them required a bachelor's degree or higher education concerning the requirements.

The report "The human factor. The hard time employers have found soft skills"³⁸, by Burning Glass Technologies, written in 2015, underlines the necessity of baseline skills in the labour market and how different sectors demand distinct baseline skills. Some of the ones that it mentions are: time management, leadership, creativity, presentation skills, customer service, and detailed-oriented, among others.



³⁷ "What Skills Do Employers Say They Want in Online Job Postings?" by Monica Herk on Committee for Economic Development (2015).

³⁸ "The human factor. The hard time employers have found soft skills", by Burning Glass Technologies (2015).

³⁹ “13 Skills for Fine Artists (Plus Steps for Improvement)”
by Indeed Editorial Team.

Regarding both technical and baseline skills, the job portal Indeed³⁹, indicates that for fine arts the required aptitudes are: communication, realistic drawing, constructive drawing, time management, drawing from life, drawing from memory and imagination, knowledge of art materials, networking, understanding of perspective, computer skills, knowledge of proportions, understanding the colour theory, and composition. Even though some of them like understanding perspective and drawing may seem obvious, others like communication and networking are less likely to be supposed to but still demanded.

It is just an example of multiple lists of skills that may be interesting for different professionals. Searching for information on job platforms is a good method to understand what employers are seeking.

Apart from that, reading LinkedIn job offers allows the individual to understand what skills and knowledge are needed for a specific role and allows to prepare them, in case they are missing. Moreover, on LinkedIn, there is the possibility to contact the person who posted the job offer, which is related to the human resources department of the company to ask questions related to a specific position or what the company is seeking.

Social media is your portfolio

A good portfolio is the most well-known strategy for people working in the art market, but now it must be on a digital platform and/or on social media. During the lockdown, social media proved it was an efficient way not just to promote oneself creations, but for arts and culture distribution in general, especially through apps like Instagram and TikTok, following the publication “The impact of the COVID-19 pandemic on creative industries, cultural institutions, education and research”⁴⁰ by the World Intellectual Property Organization (WIPO).

⁴⁰ “The impact of the COVID-19 pandemic on creative industries, cultural institutions, education and research”
by World Intellectual Property Organization.
⁴¹ “The Ultimate Guide to Creating a Personal Brand in 2022”, by Casey Botticello and published on Medium.

Creating a brand online and making it engaging is another valuable way to boost oneself work and be seen by potential employers and companies, as the publication “The Ultimate Guide to Creating a Personal Brand in 2022”⁴¹, by Casey Botticello explains. To set an example, people who make graphic design could create and post logos for brands, even though they did not ask for it, and post them as an example of their talents and abilities. There are multiple possibilities for all different artists and workers in the cultural field.

“The importance of a positive attitude and proactivity in learning.”



Where is my talent in the labour market?

Another interesting step in the process of orientating one talent to the labour market is to search for companies and projects that work with the talent that the job seeker can offer, even though there are no opportunities at a specific moment. Furthermore, by using social media it is possible to check the professional profile, skills, studies and talent of their current employees, the company's culture, and most likely if they have any programs for young people or even if they have any vacant roles. Sometimes there is also an email to send the CV and other information even though there are apparently no job positions opened. A good exercise related to this is to collect all the companies the person is interested in can be listed in an Excel document to keep track of possibilities or programs that they may offer in the future, a similar method that has been mentioned in goal-setting in chapter 2.

To do the tasks mentioned in this paragraph, as well as the others, it takes not only a procedure but also courage to actively approach companies or human resources managers. For this reason, it is vital to have worked on attitudes, talents and goals before and be ready to take action.

Reading

The publication "Student employability: how to align skills with job market needs"⁴² from the Digital Marketing Institute recommends reading as a valuable way to learn how to orientate a talent into the labour market.

⁴²- ["Student Employability: How To Align Skills With Job Market Needs"](#) by Digital Marketing Institute

Following the media, both general and specialized publications such as 'The Guardian', 'BBC', 'Forbes', and 'Harvard Business Review', just to name a few, give a better understanding of what is going on in a field, including art and culture, and the latest news that may include a recent and practical software, interviews with leaders, emerging companies or start-ups, and so on.

Also, books about the field the person is working in provide deeper knowledge about new techniques, how to improve in a specific task, where to find more information and many other related aspects that nourish oneself notions.

Similarly to reading, following profiles on social media, and watching documentaries or films related to it can be inspirational and useful to find news related to the field and even discover a new hobby or a talent to develop.



SUMMARY

of Chapter 3

“Learning Path: from a good attitude to the labour market”

68

Learning is a process that requires time and dedication. What helps a person to persevere challenges and lack of motivation are good attitudes such as an open mind for taking new opportunities, questioning, accepting failures and rejections as a chance to improve performance, and celebrating every progress and success.

Still, good attitudes cannot do a lot without constant work, practice, and asking for help when it is needed. For the best performance, a talented person should use all available resources to gain relevant knowledge, skills, and behaviour. After some period of experimenting and practising, a person can create an individualized formula - a system for success that works for her/him.

With the right attitude and having clear in mind the aspects mentioned before, there are different ways to approach the labour market with one talent, which include reading, searching and understanding what the field is demanding.



ACTIVITY 1

ACTIVITY TITLE	Overcoming fears
DURATION	minimum of 35 minutes - maximum 45 minutes
OBJECTIVES	Seeing a real and inspirational example of someone overcoming a fear Reflecting on oneself fears
MATERIALS NEEDED	Speakers, projector and a computer to play the video and the cables needed Internet or the video downloaded Three different videos can be played, it depends on the facilitator to choose: 1. “An Olympic Champion’s Mindset for Overcoming Fear Allyson Felix” by TED (9 minutes 18 seconds). The example of Allyson Felix, an athlete who fought against the stereotype of athlete women and pregnancy. 2. “One simple trick to overcome your biggest fear Ruth Soukup TEDxMileHigh” by TD (13 minutes 41 seconds). More generic videos about the types of fear and how to identify your response in order to overcome fear. 3. “Top 10 Common Artist Fears - A Big Chat About Overcoming Our Creative Fears” (40 minutes 50 seconds). Video about common failures of artists by an illustrator with a Youtube channel. This video is too long, there are 10 fears, so there could be played only some of them, depending on the time that the facilitator wants to dedicate. Maybe from 3 to 5 is already a good balance of quantity and time. The video is divided into sections on Youtube. The videos can be downloaded with a free online transformer from Youtube to MP4. One pen and one A4 paper per participant with the questionnaire that can be found below-printed
PREPARATION	Printing the questionnaire -one per participant- or take it to the session to read it out loud/show it to the participants
IMPLEMENTATION	The facilitator plays the video for the participants (10 minutes) After, they debate about if they found it inspiring or not altogether (5 minutes). For example; what types of fears do you feel you experience the most from the examples of the video?, have you felt represented from any of the examples of the video?, how do you think you respond to fear?, is there any other way you would like you react? When the discussion is ended, the participants reflect on their fears individually answering the questions that can be found below (10 minutes) To close the session, all the participants together can share voluntarily their answers. The facilitator can read the questions one by one the questions and make a pause to ask if someone wants to add something. It is a very intimate questionnaire, so maybe no one feels comfortable sharing (10 minutes)

QUESTIONNAIRE ACTIVITY 1

NAME FROM ONE TO THREE OF YOUR BIGGEST FEARS

WHY CAN'T YOU DO IT/THEM?

WHAT'S HOLDING YOU BACK?

WHAT DO YOU NEED TO BE ABLE TO DO IT?

HOW CAN YOU HELP YOURSELF? HOW CAN ANOTHER PERSON HELP YOU?

ACTIVITY 2

ACTIVITY TITLE	Meditation and gratitude
DURATION	30 min
OBJECTIVES	Practicing the meditation and gratitude, so participants can see the beneficial effects of it Applying the theory of the chapter
MATERIALS NEEDED	<p>Note for the facilitator: the activity can be done <i>online or face to face</i>. The materials needed and the preparation will vary depending on it.</p> <p>In case of making it <i>online</i></p> <ul style="list-style-type: none">- The activity should be done by video call. The facilitator could use any platform: Zoom, Skype, Google Meet...Internet connection- The second part of the exercise includes a questionnaire. It can be done with online tools or with physical materials from home individually first and then sharing the results out loud- In the case of using physical materials, everyone should have at least one A4 paper and one marker to copy the questions and answer them- If the facilitator prefers to use online tools, the document could be shared with each participant through Drive or even just sharing the screen through the platform of the video call and then create a common board with Jamboard, which is a Google tool and it is free, to include there the shared comments <p>In case of making it <i>in person</i></p> <ul style="list-style-type: none">- One flipchart board and flipcharts to write in- One marker or pen per participant to write- One marker for the facilitator- A guided meditation already downloaded or Internet connection to play it- Speakers so all the participants can hear the audio- The questionnaire printed, one per participant- Some extra A4 pages in case the participants want to include more information after the meditation <p>The recommended guided meditation can be found on Youtube, it is called "10-Minute Guided Meditation: Self-Love" by SELF. It can be downloaded with a free online transformer from Youtube to MP4.</p>
PREPARATION	<p>It is essential to carry out the activity to be familiar with meditation to understand the required environment and technique</p> <p>A useful piece of advice is to watch the video several times, practice the meditation and also to read the questionnaire beforehand</p> <p>In case of making the activity face to face:</p> <ul style="list-style-type: none">- The specific materials as the pens, markers, mats, and so on- Place each mat/towel/pillow for the participants- There should be enough space so the people are not sitting too close to each other <p>In case of making it online:</p> <ul style="list-style-type: none">- All the participants should be advised beforehand that they need something comfortable to sit on; it could be a mat, a towel, or a pillow-The activity should be carried out in a quiet room; both for the facilitator and the participants

- Everyone should check if their Internet connection is strong enough to follow the exercise beforehand
- Deciding how to send the questionnaire to each participant or how to show it using digital tools

The ideal space is a quiet room, even if it is made online, both for the participants and the facilitator

A playlist with relaxing music to play after the meditation, while filling out the questionnaire

IMPLEMENTATION

Group and individual exercise

The facilitator will explain the action and play the guided meditation so all together can do it (10 minutes)

It is important that, if the activity is carried out online, everyone must have their cameras on, so the facilitator can check if everyone has problems while doing it

In case of making it online, it is better if the microphones of the participants are off in case they don't have doubts, since it is better to do it in silence to concentrate

After the meditation, the participants should fill the questionnaire of the activity, or write things they are grateful about. An example of the document can be found below (5 minutes)

After filling in the document, the facilitator asks the participants if they feel more positive, ask them to share their feelings and thoughts after the meditation, and the facilitator writes them on the flipchart board to see how many of them are in common (10 minutes)

Examples of the questions that can be asked to the participants; do you feel more positive now? do you feel it gave you a new perspective on a specific situation? would you like to incorporate meditation daily? do you think it would help you to be more positive to think about three things you are grateful for? do you practice gratitude regularly? is it difficult for you to think about things you are grateful for? is it easier or more difficult to think about stuff you feel ungrateful?

QUESTIONS ACTIVITY 2

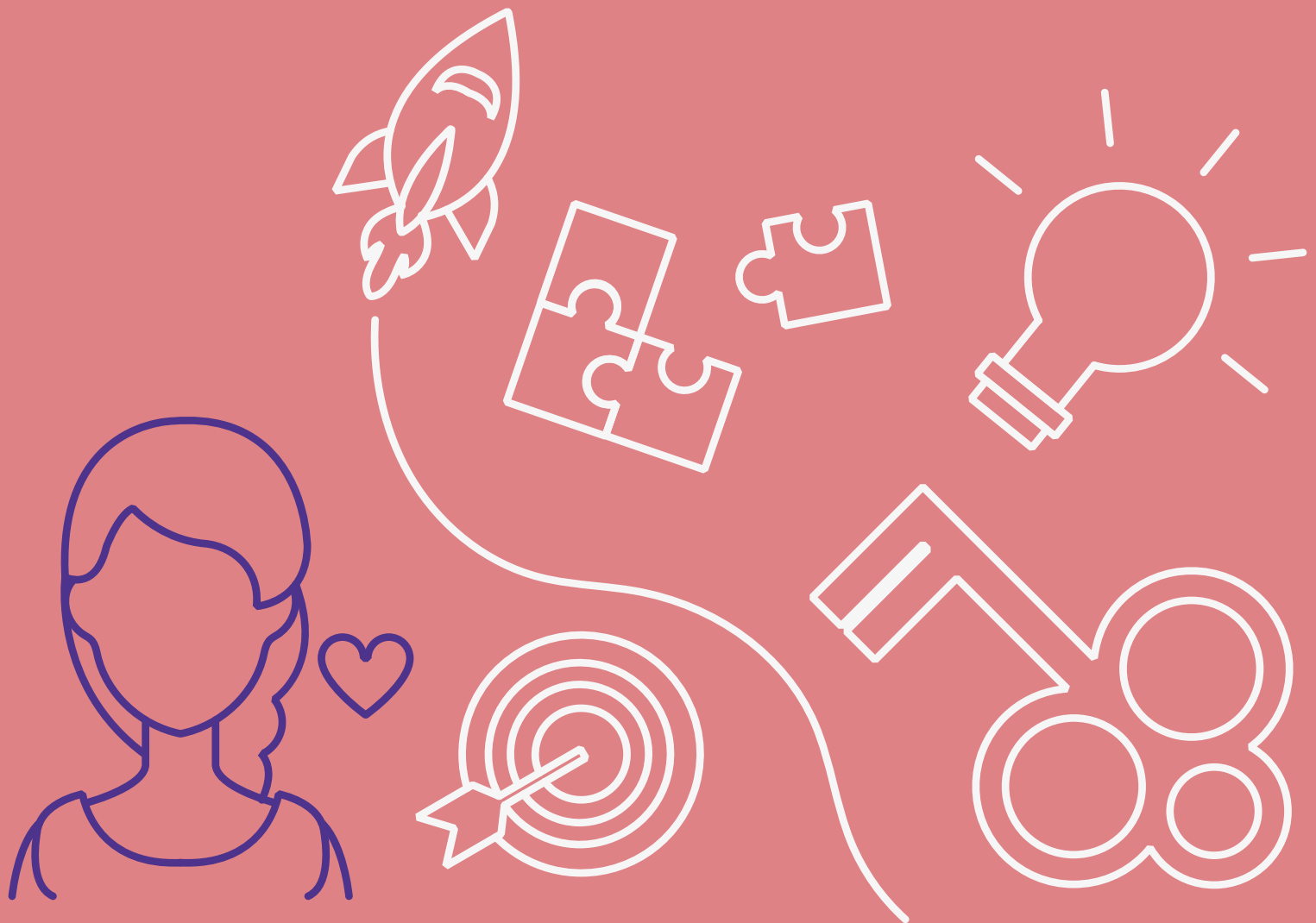
WRITE THREE THINGS YOU ARE GRATEFUL FOR

- 1.
- 2.
- 3.

EXPLAIN WHY

HOW DO THEY MAKE YOU FEEL

PERSONAL COMPETENCES



INTRODUCTION

CHAPTER 1 SELF-CONFIDENCE

1.1 WHAT IS SELF-CONFIDENCE?

1.2 IMPROVING SELF-CONFIDENCE THROUGH SELF-EFFICACY

1.3 SELF-MOTIVATION

SUMMARY OF CHAPTER 1

ACTIVITY 1 Introduction to the concept
of self-confidence

ACTIVITY 2 What is self-confidence?

ACTIVITY 3 Theoretical inputs

ACTIVITY 4 Building mastery experience

ACTIVITY 5 Increasing self-efficacy
through vicarious experience

ACTIVITY 6 Creating a vision board mix

ACTIVITY 7 Building up motivation

ACTIVITY 8 Who is a confident person?

ACTIVITY 9 Journey towards
self-confidence building

CHAPTER 2 TEAM WORK

2.1 TEAMWORK: WHAT AND WHY

2.2 TEAMWORKING SKILLS

2.3 TEAM BUILDING AND TEAMWORK

2.4 HOW TO BECOME A TEAM PLAYER

SUMMARY OF CHAPTER 2

ACTIVITY 1 Understanding the concepts

ACTIVITY 2 Testing your team player skills...

ACTIVITY 3 Teamwork skills

ACTIVITY 4 Identifying roles connected
with teamworking skills

CHAPTER 3 INTERCULTURAL COMPETENCE

3.1 WHAT DO WE MEAN BY INTERCULTURAL COMPETENCES?

3.2 CULTURE AND INTERCULTURAL LEARNING

3.3 HOW TO DEVELOP INTERCULTURAL COMPETENCES

SUMMARY OF CHAPTER 3

ACTIVITY 1 Getting into the topic

ACTIVITY 2 Relay race on INTERCULTURAL
COMPETENCES

ACTIVITY 3 What is culture?

ACTIVITY 4 Identity Molecule

ACTIVITY 5 Intercultural sensitivity

ACTIVITY 6 Intercultural competences
self-assessment and development

CHAPTER 4 COMMUNICATION

4.1 TYPES OF COMMUNICATION

4.2 COMMUNICATION MODELS

4.3 COMMUNICATION STYLE

4.4 IMPROVING COMMUNICATION SKILLS

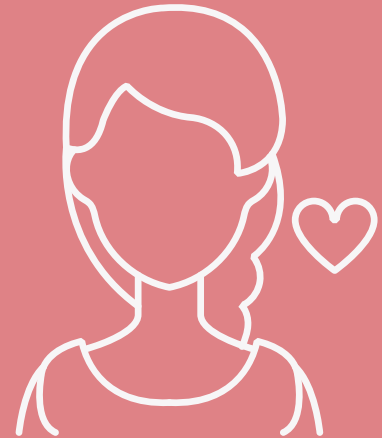
SUMMARY OF CHAPTER 4

ACTIVITY 1 What is communication and why
do we need it?

ACTIVITY 2 Which is the most appropriate
communication type?

ACTIVITY 3 Communication styles and
communicating with impact

INTRODUCTION



Nowadays we hear more and more talking about “personal skills” or “people’s skills”, “soft skills” or “transversal skills”. In the past the labor market was looking for technical specialists, people that owned specific technical skills, engineers, accountants, carpenters, translators, actors, dancers, players, movie directors... Nowadays these competences are still required but are not enough to bring the company to success, not enough to overtake the unexpected events, not enough to face challenges, to find solutions to problems. What we mentioned are facts that can happen in each and every sector: to face them we need to acquire competences that are transversal to any sector. These are the so called “soft skills”. People can be excellent with technical, job-specific skills, but if they can’t manage their time or work within a team, they may not be successful in the workplace. Soft skills refer to the way you relate to and interact with other people and for this reason they are important in a range of different roles.

Another reason why they are so important in the labour market and so much required by the employers is because soft skills are transferable skills that can be used regardless of the person’s job. They are not specific to a job or sector. Those who own these skills could be very adaptable and flexible employees.

We agree with those that state that “soft skills are increasingly becoming the hard skills of today’s workforce”. As we previously mentioned, it’s just not enough to be very well trained in technical skills, without developing the softer, interpersonal and relationship-building skills that help people to communicate and collaborate effectively⁴³.

In any sector and in any job, soft skills can make a difference, that’s why we are dedicating one module of this Manual to understanding how to assess them and how to improve those that we are lacking the most.

⁴³ To have some examples of why soft skills are so much important it is worth giving a look to this 5 min read article from “MindTools” – “Why Soft Skills Matter”

This Module will give an overview on the personal skills that, according to the desk research conducted in the Project, young people are missing or need to improve the most.

After reading this Module the youth worker will:

- get a better insight on the soft skills considered
- be able to support the participants in their learning path
- be able to create training sessions on the topics addressed by the Module
- be able to adapt the methodology learnt to other topics and sectors

The Module is divided in 4 chapters:

Chapter 1: Self-confidence

It considers the correlation between self-confidence and personal motivation as leading levers for improving competences and reach the objective of individual development. It includes exercises to measure self-confidence and to build it.

Chapter 2: Team work

It deals with the concept of working in team to achieve better results. It is based on the fact that in every sector the strengths of the individuals put together make a successful power. It includes exercises on how to improve team work, videos and references for further investigation.

Chapter 3: Intercultural competences

It highlights the relevance of intercultural competences in the nowadays world and it gives tools and instruments to improve it. As the previous chapters it contains exercises and references for further resources.

Chapter 4: Communication

Learning how to communicate properly is the first key for succeeding in any sector. The Chapter deals with the importance of in and out communication and it leads to teach some techniques on how to improve it. It contains exercises, examples, videos and references for further preparation.

BIBLIOGRAPHY

The bibliography of this Module is made of all citations mentioned in the notes and in the “**For further knowledge**” sections of each Chapter. The creation of the content of the Module is under responsibility of the sole authors.



CHAPTER 1

Self-confidence

77

“Self-confidence is vital for success in life. This chapter provides tools to boost self-esteem and unlock potential.”

Self-confidence is defined as “confidence in oneself and in one’s powers and abilities.” As such it is a skill that is needed and important in many aspects of our lives, from work to private, nevertheless many people struggle to achieve it. It can be tricky because people who lack self-confidence can find it difficult to become successful and the less successful you are the more you lose confidence in your capacities.

Confidence is a skill, and just like any other skill, it requires practice and dedication to get better⁴⁴.

The chapter will provide tools and methods to better understand what self-confidence is and to build it.

The methods and activities will increase participants self-esteem helping them to understand which are their competences and skills that can make them excel in the competitive working world improving their social and personal life as well.

⁴⁴ “How to Turn False Confidence Into True Confidence”, by Ella Pearson, Published in Successful Souls Jun 25, 2020





1.1 WHAT IS SELF-CONFIDENCE?

This paragraph will tackle the problems related to understanding the meaning of self-confidence and its components. We will go through the concepts of “self-efficacy” and the theory of Albert Bandura and related topics: think positive, locus of control, imaginal experiences, self-motivation.

To understand “self-confidence”, what it is and which are the factors that influence it, we need first to explore its components.

Self-confidence is something that gives people a feeling of assurance, comfort, a sense of being able to control. People tend to trust and respect these confident individuals, reaction that helps them build even more self-confidence contributing in continuing the cycle.

However, it's not always easy to initiate that cycle. We need first of all to understand where to begin.

It is definitely important to understand well how self-confidence influences our performances, and consequently our lives. Which means reflecting on “how effective we believe we are in handling and performing specific tasks”. This is called “self-efficacy” and it is quite important in determining our general levels of self-confidence. According to Albert Bandura - one of the leading researchers into self-efficacy - “self-efficacy” and “confidence” are not exactly the same thing. Confidence is a general, not a specific, strength of belief. On the other hand, self-efficacy is the belief in one's capabilities to achieve something specific.

If people have high sense of self-efficacy,

approach difficult tasks as challenges to be mastered rather than as threats to be avoided, so they aren't afraid to face new things. They quickly recover after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. They approach threatening situations being sure that they can exercise control over them.

High self-efficacy has been linked with numerous benefits to daily life, such as resilience to adversity and stress, healthy lifestyle habits, improved employees' performance, and educational achievement. It is therefore really important that the young people from the creative sector understand how to improve it, in order to avoid situation of almost complete paralysis of the sector happened during COVID 19 pandemic.

For further knowledge:

[Literature review](#) and videos proposed by [Albert Bandura](#), Courtney E. Ackerman, MA., updated on December 2021
[“What Is Self-Confidence?”](#) By Tanya J. Peterson, updated March 2022

[Confidence Hack](#) by the Mind Tools Content Team





1.2 IMPROVING SELF-CONFIDENCE THROUGH SELF-EFFICACY

Self-Confidence can always be improved. “Improving” doesn’t necessarily mean “increasing”. Too much self-confidence can damage oneself and the others around her/him, for example the working team. The others can think that the person wants to show off or that he/she is aiming at getting a higher job position, maybe taking their position/role and this will not help the team spirit.

Over-confident people can appear arrogant and this can cause problems too.

There are several ways to improve self-confidence. Acting on Self-Efficacy (as defined previously), it is a great starting point. According to Bandura’s theory people’s beliefs in their efficacy are developed by four main sources of influence:

1. Mastery experiences – things you have succeeded at in the past;
2. Vicarious experiences – observing the success of people who are similar to you;
3. Social persuasion – hearing from others that you’re capable;
4. Emotional status – staying positive, and managing stress;

Individuals can definitely act on the first, second, and fourth. Obviously, we cannot force people to say good things about us [the third source], but we can increase the possibility of receiving positive feedback by showing more confident or “pretending” to be⁴⁵.

1. Mastery Experiences

“Positive and negative experiences can influence the ability of an individual to perform a given task. If one has performed well at a task previously, he or she is more likely to feel competent and perform well at a similarly associated task” [Bandura, 1977].

2. Vicarious experiences

“People can develop high or low self-efficacy vicariously through other people’s performances. A person can watch another perform and then compare their own competence with the other individual’s competence” [Bandura, 1977].

3. Social persuasion

The influence of others on an individual’s beliefs, attitudes, and behaviors through observational learning and modeling.

4. Physiological and Emotional States

“People experience sensations from their body and how they perceive this emotional arousal influences their beliefs of efficacy” [Bandura, 1977].

⁴⁵ Pretending to be confident on something even if we are not totally convinced about it, is one of the first steps to build up our confidence. Of course, we need to be aware of what we are doing or saying. It can be an emergency escape when we find ourselves uncomfortable for example when talking to a wide audience.

Individuals can definitely act on the first, second, and fourth. Obviously, we cannot force people to say good things about us (the third source), but we can increase the possibility of receiving positive feedback by showing more confident or “pretending” to be.

For further knowledge:

[Albert Bandura: Self-Efficacy & Agentic Positive Psychology](#) by Catherine Moore, Psychologist, MBA, 28 July 2016 and further updates - Scientifically reviewed by William Smith, Ph.D.

Manage Stress

The emotional, physical, and psychological well-being of a person can influence how they feel about their personal abilities in a particular situation.

For example, if you are going through a stressful period of your life, the results can be harmful. One might find it harder to build self-efficacy while suffering from some emotional, physical, and psychological struggles. Boosting self-efficacy is much easier when you are feeling healthy and well [Bandura, 1982].

Being good at managing stress and being aware of it, has positive effects on all spheres of our lives and it makes one feel much stronger and able to face any difficulties, thus much more confident in her/his capacity to react to the unexpected. If you do not develop stress management skills, stress will control you and you will feel negative because stress is interpreted as a self-failure and one will get more stressed and more negative ending up in a vicious loop.

To manage stress better it is necessary to learn to be optimistic. There are several stress management techniques that one can learn, from sleeping well to meditation.

Some techniques and more theoretical inputs can be found in “[Effective Stress Relievers for Your Life](#)”, By Elizabeth Scott, PhD, July 2021.

There are more ways to work on improving one’s self-efficacy. In 2013, James Maddux described “**imaginal experiences**” as the art of visualizing yourself behaving effectively or successfully in a given situation.” According to his theory, visualizing yourself succeeding in achieving a goal would definitely help you to succeed, increasing your self-confidence.



The idea is that when “visualizing” yourself performing well in a situation that scares you for some reason, you create the image and see the movie of what is going to happen like you were an observer. In this movie you are accomplishing the task and the fact that you are successful helps you to see what could possibly happen, including difficulties, challenges and help you in facing them because you predict them beforehand.

For further knowledge:

Video [“Importance of Self-Efficacy”](#)

[“Self-Efficacy Toolkit”](#)⁴⁶

[“Self-Efficacy: The Theory of Believing in Your Abilities | Learn 6 Best Ways to Increase Your Self-Efficacy”](#), by

Pragati Chauhan,

[“13 Visualization Techniques to Help You Reach Your Goals”](#), by Jayson DeMers

⁴⁶ The activities created in the “Self-Efficacy Toolkit” are directed to students, but they can be rearranged for anyone while the theory is valid for everyone.

81

1.3 SELF-MOTIVATION

Motivation is an important pull factor for many aspects of our lives. Motivation is what tells one person “you can do it!”. It takes you to desire so much to achieve one goal that you step by step finally succeed. It is different from self-efficacy as this one is based on an individual’s belief in their own capacity to achieve said goal.

No one will really achieve success in anything if they are not motivated.

Motivation needs to be built step by step:

1. Realizing that you do something because you want to do it and not because you should do it;
2. Realizing that you can change things
3. Thinking positively: you will succeed and if not, you will try again
4. Setting your goals (write them down, choose the means that will facilitate the achievement, set a time frame)
5. Encourage the people around you to give you feedback (even negative feedback are better than no feedback)
6. Build a system of small prizes/rewards for yourself for each little achievement

There are many ways to help people keeping themselves motivated. One suggestion for YOU, working with them: human beings enroll easier in any processes one would propose them if the person enrolling them is self-confident and show that he/she knows what he/she is doing.

For further knowledge:

[“8 Steps to Continuous Self-Motivation Even During the Difficult Times”](#), by Craig Childs, March 2022



SUMMARY

of Chapter 1

“Self-confidence”

82

Self-confidence is a skill vital for success in both personal and professional life. Lacking self-confidence can hinder one's achievements, creating a cycle of dwindling self-esteem, but there are tools and methods for understanding and building it up. Self-confidence isn't innate; it requires practice and dedication.

Self-confidence is made by different components, one of which is “self-efficacy”. Self-efficacy differs from confidence, as it pertains to one's ability to achieve specific goals. Self-efficacy draws from sources like past successes (mastery experiences), observing others' achievements (vicarious experiences), managing stress and emotional well-being, and visualizing success (imaginal experiences). Motivation is equally crucial. Building motivation involves setting goals, thinking positively, and encouraging feedback. A self-confident mentor can inspire others to develop self-confidence and motivation gradually, fostering a positive environment for growth.



ACTIVITY 1

ACTIVITY TITLE	Introduction to the concept of self-confidence
DURATION	5 min
OBJECTIVES	Introduce the concept in a fun way
MATERIALS NEEDED	Video Projector, computer, cables. Internet connection/video downloaded. Make sure that all participants have access to the screen.
IMPLEMENTATION	Show the video . Make a short introduction to the session

MODULE 1
CHAPTER 1

ACTIVITY 2

ACTIVITY TITLE	What is self-confidence?
DURATION	30 min
OBJECTIVES	Bring the participants to focus on the concept of self-confident Understand terminology and reflect on their own status of self-confidence
MATERIALS NEEDED	The handout cards, scissors, different A4 colour paper (1 colour for each small group), envelopes (the same number of the colours), tables (depending on the room setting, the activity can also be organized on the floor).
PREPARATION	Print and cut the handout statements. Mix them and put one colour in each envelope. Soft music to facilitate reflection.
IMPLEMENTATION	<p>Divide the participants in small groups of maximum 4 people. Provide each group with one of the envelopes (you can identify them with numbers or colours to better individuate the groups).</p> <p>Ask the participants to look at the statements and to individuate “common confident behaviour” and “behaviour associated with low self-confidence”. You can give them a new A4 sheet and ask them to align them in 2 columns or just to group them. Variations are possible according to how much relevance you want to give to the statements and according to the group.</p> <p>Give them 10 min to complete the task.</p> <p>Once they are done invite one of the groups to present the result of the work and ask the others if they agree on the ranking. Brainstorming with the whole group on the behaviours focusing on why one could a self-confident behaviour or why not. Stress on the different words used: indeed removing/adding some word the behaviour could be confident or not.</p> <p>To close the activity, you can invite each participant to do an individual reflection: which thoughts or actions do you recognize in yourself and people around you? It is an individual exercise aimed at self-reflection. Give them 10 min. You can ask if anyone wants to share but don't force them to do it.</p>

ACTIVITY 2: HANDOUT CARDS

CONFIDENT BEHAVIOUR	BEHAVIOUR ASSOCIATED WITH LOW SELF-CONFIDENCE
Doing what you believe to be right, even if this brings you critics.	Basing your actions on what other people think.
Be willing to take risks and go over your possibilities to get better results.	Don't dare going out of your comfort zone.
Admitting your mistakes, and learning from them.	Covering your mistakes and hoping that you can fix the problem before anyone notices.
Expecting congratulations from others on your accomplishments.	Promoting your qualities very often to everyone.
Accepting compliments with gratitude and emphasizing your merits.	Lowering the importance of your merits.

ACTIVITY 3

ACTIVITY TITLE	Theoretical inputs
DURATION	15 - 20 min
OBJECTIVES	Add theoretical explanation on the concepts discussed Give opportunity to participants to know more about the topic
MATERIALS NEEDED	Computer, video projector, tablets or smartphones (according to the tool used to present)
PREPARATION	<p>Prepare a presentation on the theoretical framework presented in this Chapter. Make sure to include the difference between self-confidence and self-efficacy.</p> <p>You can use the digital support that you prefer. If you want to make it only theoretical, we recommend a formal presentation (like Power Point, Prezi or similar). In alternative, to make it more interactive, you could use digital tools and platforms for education (like Wordwall, Mentimeter, Kahoot.it). Make sure that all participants have access to the screen.</p>
IMPLEMENTATION	After the presentation leave some space for questions or comments. You can include video and external links to the presentation for the purpose of providing more inputs.

ACTIVITY 4

ACTIVITY TITLE	Building mastery experience
DURATION	80' or more according to the group
OBJECTIVES	Helping to fix the concept of self-efficacy Experimenting building self-efficacy through mastery experience Increasing motivation to get better
MATERIALS NEEDED	Activity's handouts, pens. Soft music to facilitate reflection.
PREPARATION	Print the activity's worksheet and provide each participant with one.
IMPLEMENTATION	<p>Explain that it is an individual activity.</p> <p>Invite the participants to reflect on successful achievements happened in difference spheres of their lives. The worksheet presents some possible ones. Tell them that they can add/change in order to fit to their situation. They should not be more than 6/7 not to have a big difference in the timing.</p> <p>In the "what I did" column they should describe the situation that brought to the achievement with as many details possible showing how hard it was and how good they have been for succeeding.</p> <p>Give them 30 min.</p> <p>Once they are ready, give them 15 more min to make a list of the qualities they have for having been so successful.</p> <p>Finally, divide them in small groups of maximum 4 people and give them 15 min to discuss about their success and to help each other to improve the list of qualities. In this way they will also experiment "Social Persuasion" source of self-efficacy.</p> <p>Bring all groups back to the plenary and facilitate the reflection on the activity. Possible questions:</p> <ul style="list-style-type: none">- how did you feel when you were forced to think about successful experiences? Was it easy to find them?- how was listing qualities, skills, and competences? Which was the easiest to list?- Describe with one word how you felt when the others in your group were investigating about more qualities of yourselves.

ACTIVITY 4: WORKSHEET

I WAS SUCCESSFUL...	WHAT I DID...
IN MY EDUCATION	
IN MY PASSION/HOBBIES/SPORT	
AT WORK	
WITH MY FAMILY/FRIENDS	
IN MY LOCAL COMMUNITY	

ACTIVITY 5

ACTIVITY TITLE	Increasing self-efficacy through vicarious experience
DURATION	35-45 min
OBJECTIVES	Better understanding the concepts of self-efficacy Learning how to increase it
MATERIALS NEEDED	Computer, video projector, Padlet. Participants should use a tablet or a computer.
PREPARATION	<p>Create a “padlet” – padlet.com – where the participants will describe their “heroes”. The role models from whom they take inspiration. It is recommended to use the layout “columns” for a better view of the “heroes”. On the first column prepare clear instructions. Be as creative and fun you want to be but do not forget to mention the following:</p> <ol style="list-style-type: none">1. Heroes should be real persons2. Could be relatives, friends, co-workers, the boss, teachers, coaches, famous people, ...3. There should be some characteristics that are common between the chosen “hero” and the participant4. The choice is personal, tell them not to share it until you will give further instructions5. In the description should be clear “WHY” they are one’s hero and “WHICH” are the characteristics that one shares and that could make you successful too <p>Write the name of each participant on a different column.</p>
IMPLEMENTATION	<p>Share the link to the Padlet you have created. Briefly explain how it works and be clear presenting the instructions. Give them 15 min to complete the task. Divide them in small working groups of 4 people and give them 15 min to share their “heroes”. Bring them back to plenary and start debriefing. One question to start could be: have you find any similar characteristics that bring to success? From here, you could start the discussion to analyse on what young people consider important for success and continue to relate to more competences to be developed in the next modules or chapters of this Manual.</p>

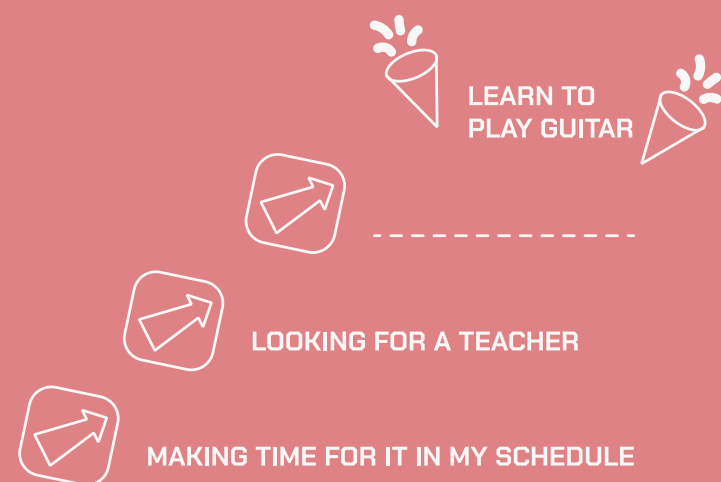
ACTIVITY 6

ACTIVITY TITLE	Creating a vision board mix
DURATION	45-50 min
OBJECTIVES	Helping in facing stressful situations. Helping to find tips and solution to transform a stressful situation into a successful one.
MATERIALS NEEDED	Flipchart sheets, coloured markers, sticky notes, old magazines of any topics, scissors and glue sticks (enough to be shared amongst the participants)
PREPARATION	Divide each flipchart sheet in 4 in order that each participant will get one. Put markers, glue, scissors, sticky notes and magazine in the centre of the room or in a place that is accessible for everyone.
IMPLEMENTATION	<p>Before giving the task, explain what it “imaginal experience” is. Explain the task: Participants have to build a vision board using all materials you are providing.</p> <p>They mainly have to use images, but they can also write some text – self-affirmations. Suggest them to write in big capital letters: they have to stick out! They can cut words from the magazines. Words that describe how they want to be or what they want to feel.</p> <p>Also, quotes are allowed ☐ if they bring to intense thoughts that are connected with the successful experience they are depicting in their imagination. Quotes can be from their role models, from songs, from poems...</p> <p>Give them 30 min to complete the task.</p> <p>Put all works on the floor like a carpet and invite the group to move around to observe the work done. Don't forget to congratulate with them.</p> <p>Ask if anyone would like to share their visual board.</p> <p>Add some comments and theoretical inputs from your side and close the session.</p>

ACTIVITY 7

ACTIVITY TITLE	Building up motivation
DURATION	20 min
OBJECTIVES	Learning how to set up step by step goals Learning how to measure own limits Improving self-confidence
MATERIALS NEEDED	A4 papers, coloured markers, sticky notes
PREPARATION	Provide each participant with an A4 sheet and 2 different colored markers. Prepare an example of a potential goal to show them how it works.

MODULE 1
CHAPTER 1



Prepare yourself with some theoretical inputs on how to set up a goal⁴⁷

IMPLEMENTATION	<p>Before giving the task, provide the theoretical input that you would have prepared in advance.</p> <p>Explain the task:</p> <ol style="list-style-type: none"> 1) each participant should reflect on a set of goals that they would like to achieve (no matter if it is in the long run or in the short period. Even though there is a difference in planning long term and short term goals, this is not relevant for this activity unless you want to tackle also this issue. In this case prepare yourself properly). 2) ask them to identify and write down the barriers that could interfere between them and the achievement of each goal; 3) Once this is done, it is time to reflect on the barriers asking if they are really insurmountable. To do this, ask the participants to choose one goal and to individuate the steps they need to take to overcome the barriers and achieve it. They have to create their own “stair path”. <p>Give them 15 min for the entire exercise.</p> <p>Once they are ready, ask somebody to share, take a couple of comments and close the activity smoothly.</p>
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VARIATION: if you want to go deeper on the concepts you may ask them reflect on long term and short term goals and you could divide them in small working groups to brainstorm and find similarities and differences in the way they set up the goals.

⁴⁷ You can find it interesting reading: “SMART Goals: Definition and Examples”, by Indeed Editorial Team, November 2, 202

ACTIVITY 8

ACTIVITY TITLE	Who is a confident person?
DURATION	15-20 min
OBJECTIVES	<p>To start reflecting on self-confidence</p> <p>To help identifying the characteristic of a confident person stimulating freedom of express their thoughts even if unpopular (which is one of the aspects of been confident)</p>
MATERIALS NEEDED	Pens, flipcharts/A4 sheets, markers, (tables)
PREPARATION	Prepare yourself researching which characteristics should a confident person have in order to be able to complete the conversation/brainstorming that the activity will sparkle.
IMPLEMENTATION	<p>Divide the participants in small groups of maximum 4 people.</p> <p>Ask them to define a “Confident person”: which are her/his characteristics? Tell them to build sentences and/or use adjectives.</p> <p>Give them 10 min.</p> <p>Once they are done, ask one group to present and the others to add or comment.</p> <p>Add some questions or comment yourself to sparkle the brainstorming but do not take this activity too long as it serves as an introduction for further activities and to provide food for thoughts.</p>

ACTIVITY 9

ACTIVITY TITLE	Journey towards self-confidence building
DURATION	It is an individual activity that participants decide to take, decide timing and length.
OBJECTIVES	<p>This activity is not supposed to be done in one session. It is part of the personal development of the young person. It is a process. You need to explain how to proceed, to provide them the tools and to be ready to support them if they will ask for your help while taking it during the social laboratories.</p> <ul style="list-style-type: none"> - To guide the participants in the process of building their self-confidence - To show them a method that could help them in building a stable self-confidence
MATERIALS NEEDED	Markers, coloured paper.
PREPARATION	<p>Prepare examples of the exercises that the activity foresees. Get ready to explain the concepts behind the exercises. Most of them have been treated in this chapter, you can connections and references both to the concepts and to the activities done in the social laboratories.</p> <p>The activity should start after that all the concepts previously threatened in this chapter are clear and well achieved by the participants.</p> <p>It will come as the conclusion of the educational part dedicated to self-confidence and the explanation of this activity will be the starting point of the self-confidence building process.</p>
IMPLEMENTATION	<p>Tell the participants that they have to consider this activity as a process. Like a “journey” towards self-confidence building. As such we will consider 3 levels:</p> <ol style="list-style-type: none"> 1) Preparation 2) Beginning the journey 3) Enjoying the journey <p>The Preparation is the most important part. Here we put together all elements on which we will build our path. It means: to reflect on where we are at the moment, think about where we want to go, get ourselves in the right mind-set so that once we decide to start it should mean that we have taken the decision to continue it. The exercises for getting ready will therefore put the participant in a situation of comfort and discomfort at the same time, bringing her/him to a really deep self-reflection. Advise them not to panic! It is part of the preparation phase. The activities will lead them to rational positive thinking which will help to defeat negative self-talk⁴⁸. Once the preparation is done, they will have to complete it by acquiring the due competences, skills and knowledge to reinforce what they have built in their minds with concrete tools that will support their self-confidence and make it long lasting. After accomplishing all these steps, participants would have already started “enjoying the journey” because they would be already achieving their goals and their self-confident building will be already at the first or second floor.</p> <p>The exercises can be repeated at any time, participants will learn how to manage their self-confidence and how to support it when needed.</p>

⁴⁸ Positive self-talk can self-confidence, and lead improve mood, boost to self-blame. For further productivity, and increase knowledge: “[The Toxic Effects self-respect, negative of Negative Self-Talk](#)”, By self-talk can take a toll on Elizabeth Scott, PhD, 2020 emotional well-being, hinder

IMPLEMENTATION Additional suggestions:

Insist on the fact that this is an exercise for themselves. The more honest they are with themselves the better and long lasting will be their self-confidence.

They do not need to be in hurry, they can take the time that is needed BUT they should decide a deadline to finish the process.

Invite participants to make use of the techniques learned until now by participating to the laboratories.

EXERCISE 1	DESCRIPTION OF THE ACHIEVEMENT	QUESTIONS FOR REFLECTION...
<p>Preparation: look at what you have already achieved, make a list of at least 10.</p> <p>For each, answer in a complete and detailed way (as much as possible) to the questions</p>		<p>When? (When I realized that I wanted to do that/I could do that, if I realized)</p> <p>Why? (Why I wanted to do that, why it has happened)</p> <p>Alone or with? (Did I do everything alone? How? Why? Could I have made it alone?)</p> <p>What gave me the strength? (Internal factors, external push?)</p> <p>Resources? (Did I use resources? Which kind? Could I have made it without?)</p> <p>Weak moments? (Did I face any weak moments? Which? How did I overcome them?)</p> <p>Feelings after success?</p> <p>The reasons of success (Why did I succeed? Make an honest list of the reasons)</p> <p>Compliments to me (Make a list of appreciations for yourself)</p>

EXERCISE 2

<p>Preparation: make a SWOT analysis</p>	<p>STRENGTH OPPORTUNITIES</p>	<p>WEAKNESSES THREATS</p>
<p>Read the chapter 2 in the module 0 to understand what a SWOT analysis is and how it works. do it as an overall analysis of yourself; do it for each of your achievements.</p>		

EXERCISE 3	THINGS THAT ARE IMPORTANT FOR YOU, THAT YOU WISH TO ACHIEVE. DESCRIPTION	QUESTIONS FOR REFLECTION...
<p>Preparation: Make a list of the things that are really important for you and that you would like to achieve in your life.</p> <p>Describe each of them deeply and completely and for each of them, answer to the questions.</p>		<p>When? (When do I want to realize it? Or by when?)</p> <p>Why? (Why it is important)</p> <p>Alone or with? (Do I need to involve others? If yes, why?)</p> <p>Resources? (What do I need? Be realistic but a bit dreamer as well)</p> <p>Weak points (Explore possible weak points and ways to overcome them. It is a learning experience)</p> <p>Remember to celebrate (How will I celebrate? Big or small prices are not important: important is to celebrate the success)</p>
EXERCISE 4		
<p>You can add one more exercise to help them imagining being successful in something important to them. Through visualization techniques.</p> <p>One of these techniques is the Treasure Map Technique. You can propose an adaptation of it.</p> <ol style="list-style-type: none"> Participants have to choose one of the things from the list of the previous exercise (they can practice even with all of them, one by one). Find a quiet and comfortable space Concentrate on the thing they want to achieve Start drawing on a paper (white or of their favourite colour, A3 or smaller, but big will help to better visualize having the possibility to add more details) the situation. They can draw themselves and then add characters and other relevant details. It is not important that the drawings are perfect. What it is important is that by making each drawing they will be fixing the positive picture in their mind. Their mind will be visualizing the road to success the whole time they are drawing out the map. It is suggested to repeat these images over and over again, daily for about five minutes a day. 		
EXERCISE 5	List of things to achieve...	Identify the skills/knowledge you will need to achieve them. Indicate how you can acquire these skills/knowledge well
<p>Beginning the journey: look at the list of exercise n°3.</p> <p>List them here on the proper column. List first the easier ones. It is also possible to break them down in smaller steps, easier to reach</p>	<p>Ex. Achievement 1</p> <p>> Step 1</p> <p>> Step 2</p>	<p>- Skill needed 1</p> <p>- Knowledge needed 1</p> <p>- Skill needed 1</p> <p>- Knowledge needed 1</p>

Suggestion: set goals that exploit your strengths, minimize your weaknesses, realize your opportunities, and help you to control the threats you face.

To help participants understand the importance of things, please refer to chapter 2.1.2 of Module 0

This assessment has not been validated and is intended for the purposes of this Manual only.

It is one of many that could help to build self-confidence.

CHAPTER 2

Team work

93

“Team work enhances collaboration and contributes to business success.”

“Team work” is one of those characteristics that makes people’s CVs more attractive for headhunters. The goal of this Chapter is to guide the youth worker in building a path that will bring the participants to understand the importance of teamwork for better collaboration and better contribute to the success of their “business” activity. Consequently, the focus will be on how to become a good team player.

This Chapter is complementary with the one that will be presented in the Module 2. The difference is that here we are going to talk about how to develop competences to work in a team and growth as the team grows, in Module 2 we are going to talk about how to manage a team efficiently in order to get the best collaboration and success for any activity.

Through this Chapter, the youth worker will be able to guide the participants in:

- Understanding why teamwork is important
- Learning ways to boost their teamwork skills
- Explore the different roles they can play in a team





2.1 TEAM WORK: WHAT AND WHY

To give an idea of the importance of having this skill of being a team player, let's consider how the meaning of "teamwork" has been built through the time.

Team

In Old English "team" means "descendant, family, race, line; child-bearing, brood; company, band; set of draft animals yoked together," from Proto-Germanic *tau(h)maz⁴⁹, probably literally "that which draws," from PIE *douk-mo-, from root *deuk- "to lead." Already, in this explanation of the word we find some of the concepts that are intrinsic part of the meaning of "teamwork": sense of belonging, part of a family, capacity to lead...

Associated to a group of persons working together for some purpose, its modern sense of "persons associated in some joint action" goes back to 1520s. "Team spirit" is recorded from 1928, while "team player" attested from 1886, originally in baseball.

It is therefore clear the value of this word in a working environment.

⁴⁹ Scarnati, J. T. (2001).
On becoming a team
player. *Team Performance
Management: An International Journal*.

⁵⁰ Luca, J.,
& Tarricone, P. (2001).
Does emotional intelligence
affect successful
teamwork?
Proceedings of the
18th Annual Conference of
the Australasian Society for
Computers in Learning in
Tertiary Education at
the ASCILITE, p. 367 – 376,
Melbourne:
University of Melbourne.

Teamwork is defined by Scarnati⁵⁰ "as a cooperative process that allows ordinary people to achieve extraordinary results". Successful teamwork relies upon synergism existing between all team members creating an environment where they are all willing to contribute and participate in order to promote and nurture a positive, effective team environment. Team members must be flexible enough to adapt to cooperative working environments where goals are achieved through collaboration and social interdependence rather than individualised, competitive goals (Luca & Tarricone, 2001)⁵¹. There is no "I" in a team. All members have unique skills and strengths that contribute to the success of the team. This does not mean that one has to flatten her/his personality and renounce to excel because part of a team.

Success will come within the teamwork; you can shine by helping your team.

Some definition of teamwork:

- Working well in groups making shared goals a success
- Listening carefully to other people in the group
- Having a say and sharing ideas
- Taking all ideas on board (not only yours)
- Sharing responsibility for failures or success
- Coming together, sharing together, working together, succeeding together
- Sense of community and trust
- Sharing information



Why is teamwork important?

A big number of activities in one's life happen in groups, from school assignments to planning a birthday party. Online or face to face.

Following, some reasons why teamwork is important:

- Teamwork helps shared goals in becoming a reality
- Work done in group is more enjoyable
- Employers like people that are able to work well with others because this improves the companies' results
- Together everyone achieves more ⁵¹
- Quicker solutions
- Improved efficiency
- Better distribution of work load
- Diversity of ideas
- Learning from others
- Better decision and shared responsibility less stress, more motivation
- Collaborative problem solving leads to better outcomes
- People are more likely to take calculated risks that lead to innovation if they have the support of a team behind them
- Working in a team encourages personal growth, increases job satisfaction, and reduces stress.

For further knowledge:

[“The importance of teamwork \(as proven by science\)”](#), by Tracy Middleton, January 2022

⁵¹ “Team Work”,
by Sarmistha Mitra,
Slideshare,
March 2016

95

2.2 TEAMWORKING SKILLS

What are teamworking skills and why are they important?

We can summarize saying that they are “the ability to cooperate and communicate with others effectively to achieve a goal”.

Teamwork skills are a sort of umbrella of crucial personal skills that are needed to be able to work well in a team.

Let's see in more details what it is meant when we talk about teamwork skills.

Your teamwork skills can help people in all sorts of ways. Having teamwork skills will make it a much better experience for everyone, whether one is working long hours or trying to choose which cake to buy for a birthday party.

Good teamwork skills will give everyone more chances to move forward in their career, in any field and both if they are going to be self-employed or working for someone else. Who owns these skills is seen as someone with a positive attitude who works for benefitting the society.

Top teamwork skills include:



Communication (we will talk about it in the next chapter of this Module)

The ability to express one's point of view, to make it heard and considered by the others but also the capacity to listen to the ideas and concerns of others. Both verbal and nonverbal communication are equally important. It doesn't matter if the communication happens in person, in writing, or through any other medium: it must be effective.

Voice intonation, weight of word used, questions addressed, every single aspect has its value.

Conflict management (we will talk about it in the next chapter of this Module)

Conflicts can arise everywhere and at any time. Causes could be really diverse and conflicts very difficult to solve, taking the relationships between 2 or more people to break sometimes. Solving them can take long but being able to manage them, makes life easier at any level.

Rapport-building

Pretty much linked to the capacity of listening, being able to build rapport is a skill that a team player cannot lack.

Decision-making

We will talk about it in the next Module of this Manual, but the way we want to talk about "decision making" here is connected with the capacity to see the big picture, look forward and take a decision that could even seem unpopular for the good of the team.

Problem-solving (we will talk about it in the next Module of this Manual)

Keeping a positive attitude always works when dealing with people. Often in interpersonal relationships issues can arise and if not considered properly can become problems. The capacity to look at eventual issues from different perspectives can help transforming an issue into an opportunity.

Organizational and planning skills (we will talk about it in the next Module of this Manual)

Good planning skills, capacity to give priority to the right things are definitely helping anyone to make a better job, both if he/she has to direct others and if he/she is part of a team. If this skill is so well developed, one could be so good to be able to plan and organize tasks, to establish deadlines for others. In this case it becomes a component of the "leadership" skill and the person becomes a leader but nowhere is written that a leader cannot be a team player, actually being a good team player can help a lot to be recognized as leader.

“Teamwork requires skills such as communication and planification.”



Learning to learn

Working in a team can be challenging at times, but more often it is a great opportunity to uncover creative ideas, share different perspectives and experiences, as well as enhance your own skills. If you treat each group project as a learning experience, you can help foster a more productive team environment. Your desire to learn and your willingness to explore new approaches will make you a better contributor. The ability to acquire new skills and knowledge quickly and continually is crucial to success in a world of rapid change.

Reliability

It goes hand in hand with being trustful. Those that are reliable receive respect and tasks of responsibility from others. And this improves their self-esteem and self-confidence.

Respectfulness

Respectful people attract respect. One will be more open to communicate with those that show respect for them and their ideas.

There is another aspect that deserves a particular attention in our globalized society: teams are more and more made of international members.

Intercultural competence is a personal skill that we are going to focus in the last Chapter of this Module.

For further knowledge:

[“Important Teamwork Skills That Employers Value”](#), by Alison Doyle, February 2021

[“Teamwork Skills: Definition & Examples for a Resume”](#), by Maciej Duszynski, February 2022

2.3 TEAM BUILDING AND TEAMWORK

From what we have found out until now we understood that teamwork is “the process of working collaboratively with a group of people in order to achieve a goal”, and that this group of people to be able to achieve that goal should have different teamworking skills.

It is now time to introduce another concept because even if a person has the most developed teamworking skills he or she will not achieve anything if he is part of a badly-assembled team.

So, the new concept we are introducing is “teambuilding”.

According to Longman Business Dictionary, **teambuilding** is “the process of getting employees to work together well and communicate effectively.”

Meredith Belbin’s research showed that the most successful teams were made up of a diverse mix of behaviors:



GROUPING AREA	ROLE	DESCRIPTION
The Social Roles	Resource Investigator	Uses their inquisitive nature to find ideas to bring back to the team
	Teamworker	Helps the team to gel, using their versatility to identify the work required and complete it on behalf of the team
	Co-ordinator	Needed to focus on the team's objectives, draw out team members and delegate work appropriately
The Thinking roles	Plant	Tends to be highly creative and good at solving problems in unconventional ways
	Monitor Evaluator	Provides a logical eye, making impartial judgements where required and weighs up the team's options in a dispassionate way
	Specialist	Brings in-depth knowledge of a key area to the team
The Action or Task roles	Shaper	Provides the necessary drive to ensure that the team keeps moving and does not lose focus or momentum
	Implementer	Needed to plan a workable strategy and carry it out as efficiently as possible
	Completer Finisher	Needed to plan a workable strategy and carry it out as efficiently as possible

"The types of behavior in which people engage are infinite. But the range of useful behaviors, which make an effective contribution to team performance, is finite. These behaviors are grouped into a set number of related clusters, to which the term 'Team Role' is applied."

According to the Belbin classification, there are nine types of roles⁵² within effective teams.

⁵² You can find more detail about each Team Role [here](#)

Therefore, from the point of view of a manager the best option is to have a working team that covers these useful behaviors, but why is it important for our purpose? We are addressing the topic from the side of the individual/team member, not from the side of the team manager – that will be treated in Module 2 of this Manual. There are a couple of simple reasons:

- 1) If one knows what his role is about and what exactly is expected from him, he will become a truly collaborative team player;
- 2) If one knows what exact roles are needed, he can try to develop the needed skills, or can find out that he/she owns those skills already
- 3) If it happens that one feels he/she has been assigned a wrong role, they will be able to discuss it and explain which could be the best role for them to benefit the full team.





For further knowledge:

[“Benne and Sheats’ Group Roles. Identifying Both Positive and Negative Group Behavior Roles”](#)

2.4 HOW TO BECOME A TEAM PLAYER

Even if one person works well on his own due to great self-management, being a team player is a valued skill for most jobs. As we already emphasized above, it can open new career opportunities, both if the person aims at creating or her/his organization and if he/she aims at climbing up in organizations managed by others.

We have also explored some of the teamworking skills, let's see now how one person can develop or improve these skills. Following there are a few steps to take in order that can lead a person to improve or to build the above-mentioned skills:

The first and probably most important step is to understand if the person has any of those skills already. The easiest way to find it out is to **ask for honest feedback** from those that know you or that work with you. It is also possible to practice a self-analysis by following one the exercises proposed in the previous chapters.

The next step could be **observing others with strong teamwork skills**, compare and measure how distant you are from them. In this way could be easier to identify what is missing and **imitate** the same behaviors when interacting with others could be a good starting point towards the development of those skills.

Once it is understood where the improvement is needed, it is time to **set the goals and plan** their achievement (again we have presented some technics in Module 0 and 1)

Building or improving teamwork skills takes time, **practicing** can facilitate the process. We have exposed various teamwork skills that are relevant and necessary to develop, practicing for examples communication, supporting the others, active listening, respectfulness, problem solving, will help to improve these skills especially if the practice is accompanied by an honest self-analysis and feedbacks from others:

Communicating on how the things are going, reporting difficulties and achievements will make everyone feel on board and the sentiment of working towards the same goal will rise. Avoid gossiping but look for honest and open communication.

Being empathic and support the others: if someone from the team is overwhelmed with work, ask if they need help and, if needed, don't forget to ask for help as well.

Active listening means not only hearing but paying attention and reasoning on what others say. It also implies asking questions about things that are not clear.

Share information and resources with the others, remember that there are no winners or losers, the team is there for a common purpose and you play for it.

Respectfulness: Recognition of others' efforts and roles, showing respect for what they do and achieve. Celebrating their success both at work and in life it is a sign of respect and makes people closer.

Be a problem-solver, take action to solve issues and avoid them becoming problems. If they become problems try to put together the team to find possible solutions, listening to everyone and asking for feedback.

Stay flexible: people may join or leave the group, budgets may be reduced, or goals may be redefined. The best team players know how to be flexible. They don't fight change – instead, they see it as a new opportunity for growth.

Don't try to always pick up the most attractive project or task. Before asking for being assigned to a specific project or task, consider your skills and competences and those of the others and show respect for what is offered to you, you will be noticed as a modest and hard worker.

Keep a positive attitude. It means more than smiling all the time and thinking that everything will go well. It means seeing challenges as possibilities instead of dead ends. A positive attitude is about looking ahead, and wanting to work towards something better.

Active participation: get involved as much as you can in the activity that the team is running, offer your contribution and accept the contribution of others without judging or giving negative comments if it is not matching your expectations but help them understand how to improve.

For further knowledge:

[“How to Be a Great Team Player. Maximizing Your Contribution to the Team”](#)

For deepening your knowledge on teamworking skills and how they affect individuals and teams:

[“Successful teamwork: A case study”](#), by Tarricone, P. & Luca, J. [2002] in Quality Conversations, Proceedings of the 25th HERDSA Annual Conference, Perth, Western Australia, 7-10 July 2002: pp 640. Published in 2002 by the HERDSA

To close the Chapter you can show the [“Lessons of the Geese - The Art of Teamwork”](#).

Closing thought: the strength of the team is each individual member, the strength of each member is the team.



SUMMARY

of Chapter 2

“Team work”

101

Teamwork, at its core, involves collaborating with others to achieve common goals. It's essential in various aspects of life and work. Successful teamwork relies on effective communication, conflict resolution, and decision-making. To be a valuable team player, one must actively listen, be respectful, and support team members. Adaptability, a positive attitude, and a willingness to learn are key. Cultural diversity in teams can be a strength, but it requires open-mindedness and compromise. Overall, strong teamwork skills enhance personal growth, job satisfaction, and reduce stress, making them highly valuable in any context.



ACTIVITY 1

ACTIVITY TITLE	Understanding the concepts
DURATION	5 min
OBJECTIVES	Introduce the concept in a fun way
MATERIALS NEEDED	Video projector. Computer, cables. Internet connection/video downloaded. Make sure that all participants have access to the screen.
IMPLEMENTATION	Show the video . Make connections with what was done during the previous exercise.

MODULE 1
CHAPTER 2

ACTIVITY 2

ACTIVITY TITLE	Testing your team player skills...
DURATION	1 hour max
OBJECTIVES	<ul style="list-style-type: none">- Help participants to fix the concepts learned during the session- Understand through self-assessment what competences they have to work on more to become good team players
MATERIALS NEEDED	Pens, the handouts of the activity
PREPARATION	Print one copy of the handouts for each participant.
IMPLEMENTATION	<p>Explain the activity, distribute the handouts. It is an individual exercise, a self-assessment. Give them 30 min.</p> <p>Please, keep in mind that it is possible that not all the participants could be able to find the number of examples/situations required for each question. The numbers are set to encourage them to reflect, not to put them in a stressful situation. So, even if they don't find all examples it can be fine as well.</p> <p>Allow 5-15 min for voluntary sharing. If none would like to share, you can start by sharing one or two of your experiences, this could stimulate others to talk. Even if the activity was individual, sharing personal experiences helps to reflect and stimulate mimic others with strong teamwork skills.</p>

ACTIVITY 2: HANDOUT CARDS

TASK	DESCRIPTION
List 10 times when you have been showing a positive attitude towards team projects	
Think about moments when you have been supporting struggling team members. Choose at least 5 and describe how you have supported them	
Think about moments when there have been group conflict or arguments. How have you reacted? Could you keep calm?	
Do you use problem solving skills to find ways to solve a group's problem? Describe 3 situations	
Think about 3 recent times when, during group meetings you have been talking over someone else talking instead of listening to their ideas	
Think about 5 times when you have been asking to your team members for help when you didn't know how to do something	

ACTIVITY 3

ACTIVITY TITLE	Teamwork skills
DURATION	120 min or more according to the number of skills and exercises. Plan it in advance!
OBJECTIVES	<ul style="list-style-type: none">- Help participants to fix the concepts learned during the session- Reflecting on which competences they should develop more to be “team players”
MATERIALS NEEDED	Pens, markers, paper where to write notes. Access to Padlet.
PREPARATION	Prepare a presentation (power point or any other tool) containing a theoretical introduction on the topic and an explanation of the most relevant teamwork skills that you want to include. Consider those we presented in the Chapter and add more according to the group you will have.
IMPLEMENTATION	<p>Make it interactive, including one short exercise for each skill that you mention in the presentation. You will find some examples of exercises in the handouts of this activity.</p> <p>Prepare what you need to play the exercises.</p> <p>Explain the activity, divide the participants in groups of 4-5 people. Start with the presentation, stopping before showing the skills. Give them 20 min to brainstorm and think about as many skills they think they can go under the umbrella of “teamwork” skills. Once they are ready, carry on with your presentation. For each skill, before you present them, ask the groups if they found the same skill and if yes, ask one of them to present what they found, inviting the others to contribute to the explanation. Then, proceed with your presentation if there is something to add, if not, go directly to the exercise. This will help understanding the meaning of the skill and to have fun. Put more emphasis on the slides with skills that the participants have not found.</p> <p>Allow time for comments and questions.</p>

ACTIVITY 3: HANDOUT CARDS

MODULE 1
CHAPTER 2

TEAMWORK SKILL	EXERCISE
Communication 	<p>Ask one participant to be your teammate. Show her/him the picture below and ask her/him to guide the others in drawing it.</p> <p>1st attempt: he/she can give only general instructions: there are 3 figures, without explaining their position Ask them to show their drawings 2nd attempt: he/she can add all the information he/she wants and answer to questions</p> <p>Ask them to show their drawings</p> <p>Spend a couple of minutes to underline the importance of a good communication</p>
Planning, the importance of different time perception	<p>Ask everyone to close their eyes and count until 60. Once they are done, they can open their eyes and stay silent. They will see people with eyes still closed and people that already opened they eyes.</p> <p>Spend a couple of minutes to comment on different perceptions</p>
Conflict management	<p>Divide the Loot is a game that leads a group of people to choose the benefits of teamwork over individual rewards. The group is divided into two teams, "Management" and "Employees," and a set amount of fake (or real) money is handed out to everyone in the room. Each team has a money pot. Members contribute a secret amount of their personal money stash to their team's pot, but no one knows how much anyone else contributed. The leader will combine the pots, add his or her own secret contribution and then reveal the total amount in the combined pot. Each team then has ten minutes within which to decide on how the money should be distributed, and another ten minutes to negotiate their decision with the other team. The conversations that result from this negotiation, in which nobody knows how much "money" each player held back in their pocket, reveals interesting themes of trust and collaboration.</p>
Respectfulness	<p>Ask participants to think of someone who is respectful and talk about why they would be a good teammate Take a couple of minutes to discuss on the answers</p>
Learning to learn	<p>Break class into small groups of 3-4. Each group discusses the topic or question that one of the members would have arisen. Give them few minutes to generate arguments, answers, or ideas. Once time is up, ask each small group to share what each individual has learned about the topic. Take a couple of minutes to wrap up.</p>
Decision making	<p>Makes small groups of 2-3 people. Show them a picture of an ant and a picture of an elephant. Distribute a "would you rather..." card to each team. It has to pick an answer and explain why.</p> <ul style="list-style-type: none"> Would you rather eat pizza or fruit for breakfast? Would you rather be a giant or an elf? Would you rather go camping or visit a beautiful city? Would you rather bathe in chocolate or a milkshake? Would you rather climb a mountain or surf the waves? Would you rather be able to talk or walk? Would you rather visit Alice in Wonderland or the giant who lives up the beanstalk? Would you rather have no eyes or no ears? Would you rather have a quick shower or a long bath? Would you rather live in a castle or a cottage? <p>Keep some moments for a short brainstorming</p>

ACTIVITY 4

ACTIVITY TITLE	Identifying roles connected with teamworking skills
DURATION	50 - 60 min
OBJECTIVES	<ul style="list-style-type: none"> - Help participants to reflect on their skills and consequently on the roles they could cover in a team - Stimulate them to improve their teamworking skills
MATERIALS NEEDED	Pens, paper where participants can write notes, access to Padlet. Computers/tablets. A video projector if you want to show the work on a big screen.
PREPARATION	Create a specific column for this activity on the Padlet of this Module. You can name it "Roles and teamworking skills". Get ready on the topic . You could also prepare a Power Point presentation or similar presentation tool.
IMPLEMENTATION	<p>Start the activity by showing a video about team players skills</p> <p>Explain the activity. It will be made of 2 parts.</p> <p>1st part, individual activity – allow 20-30 min</p> <p>Participants will have to reflect on the nine Belbin Team Roles and identify in which role they could place themselves. They could fit in one or more roles. They will have to indicate:</p> <ol style="list-style-type: none"> 1) Which strengths could be connected with each role (for example, for resource investigator: Outgoing, enthusiastic); 2) Which weaknesses could be "allowed" for each role (for example, for monitor evaluator: can be overly critical). <p>2nd part, group work – allow 15 min for the sharing and some additional time for uploading the work on the Padlet</p> <p>Participants divided in small groups of 4-5 people compare and complete their answers uploading the "roles" they identified for themselves in the proper column of the Padlet.</p> <p>Once they are done, in plenary, take some time for voluntary sharing and to conclude the activity show the matrix of Belbin underlining the "don't be surprised to find that" part for each Role. You could show the presentation that you would have prepared in advance.</p>

CHAPTER 3

Intercultural competence

107

We live in a multicultural society. It is more and more common to meet people having a different cultural background which characteristics and personalities have been shaped by different values, beliefs and experiences.

Being able to work and live in a multicultural environment without encountering misunderstandings connected with cultural differences is vital for everyone. People that own or develop “intercultural competence” are able to work in any environment, to relate themselves to anyone because they recognize and appreciate differences no matter what the roots of differences are.

In this Chapter we are going to better understand the concept of “culture” and how it can affect one’s life and performance.

Starting from analyzing the meaning of culture”, passing through the concepts of stereotypes and prejudices we will bring the youth workers to be familiar with intercultural learning methods and theories and we will provide knowledge and tools to lead participants towards the development of intercultural competence.

3.1 WHAT DO WE MEAN BY INTERCULTURAL COMPETENCES?

Intercultural competences include recognition and appreciation of one’s own and others’ multiplicities and how they come into play in different situations.

They should not resume to prescriptive solutions for ‘specific cultures’ and instead focus on preparing for the unexpected, careful perception and dealing with uncertainty.

They imply readiness to deal with difference in an ethno-relative manner [viewing values and behaviors of others from broader perspectives, and not seeing one’s own as normal/superior].

They also need to avoid the mechanism of “othering” – us vs. them, where “them” are those who are different from me/us. Identifying and labeling “the other” tends to ascribe a fixed identity to “them”, instead of considering each individual for what he or she is, what they can do, their expectations and their potential.



“Intercultural competence” is nowadays part of a family of concepts that include: global competence, employability skills, global citizenship, education for sustainable development, global employability... What links all these concepts is the recognition of **globalisation** as a force for change in all aspects of the contemporary world, and the importance for everyone to be able to engage and act globally.

During the last 50 years different researchers have been working on definitions and theories on intercultural competences highlighting at a time one on another aspect of them (like language and communication, identity, the importance of motivation for their development and more)⁵³. As it was explained in Module 0, a competence is commonly described as a combination of skills, knowledge and attitudes that enable an individual to perform a task or an activity successfully within a given context.

A non-exhaustive list of intercultural competences is presented below. This list is based on different models and practices in intercultural learning⁵⁵.

The competences are presented separately for educational purposes, but in reality, they are very much interlinked, as they are interlinked to the other competences that we are analysing in this Manual.

For further knowledge:

“The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States”, Deardorff, D. K. [2006], *Journal of Studies in International Education* 10:241-266

“T-Kit 4 - Intercultural Learning”, Nestian Sandu, O. and Lyamouri-Bajja, N. [March 2018], Council Of Europe and European Commission

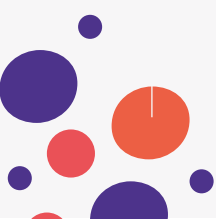
“Intercultural competences involve appreciating diversity, avoiding stereotypes, encompassing a combination of skills and attitudes for successful interaction in diverse contexts.”

⁵³ For further deepening on the mentioned researches see: “The Sage handbook of intercultural competence”, by Darla K Deardorff, 2009. The Sage contains contributions from the leading experts and scholars from a variety of fields (e.g., education, communication, psychology, social work, health care, conflict studies, etc.) and from around the world who do work in intercultural competences.

⁵⁵ The list is a re-adaptation of the one created by the team of authors and contributors that worked on the “T-Kit 4 Intercultural learning”, 2nd edition - Partnership between the European Commission and the Council of Europe in the field of youth.



VALUES AND ATTITUDES	Respect for oneself and others	<p>Puts its roots in the respect for human dignity and in the belief of equality and individual freedom. Basically, respect of <u>Human Rights</u>.</p> <p>It starts with trying to understand oneself and others, acknowledging that people have different identities and accepting the complex realities in which people live. It involves the capacity to understand that there is more than one possible and correct set of values, attitudes and beliefs.</p> <p>Respect involves an appreciation of others and of diversity and does not necessarily imply agreement with, or adoption of, the other's world view.</p> <p>Respecting others points of view does not mean agreeing or adopting them.</p>
	A sense of social justice and social responsibility	<p>Social responsibility starts with the capacity to comprehend human rights as a concept of social justice and leads to the willingness to stand up when human rights are violated. This attitude is built upon the following:</p> <ul style="list-style-type: none"> - a sense of human dignity, of self-worth and of others' worth, irrespective of social, cultural, linguistic or religious differences; - a sense of responsibility for one's own actions, a commitment to personal development and social change; - a sense of justice, the desire to work towards the ideals of freedom, equality and respect for diversity.
	Openness and curiosity towards diversity	<p>Genuine curiosity and openness mean suspending assumptions and value judgments, dealing with ambiguity and uncertainty and exploring unknown "territories" with an open mind.</p> <p>Openness implies the willingness to move beyond one's comfort zone and pursue knowledge in spite of anxious feelings. It is the force that leads people to discover other beliefs and world views, while questioning their own, to develop new perceptions and to accept that the construction of something new implies the possible breakdown of the old – such as perceptions, ideas and lifestyles.</p>
	Tolerance of ambiguity	<p>It refers to people's attitude towards unclear situations and incompatible perspectives.</p> <p>People with a high tolerance of ambiguity see value in opposing statements, without having to agree with either, and find multiple senses and potentialities in intercultural encounters. They avoid assumptions and seek to understand things rather than to make value judgments right away. They do not seek information that supports their own beliefs, but information that helps them understand others and view their perspective on the situation as being equally valid.</p> <p>Tolerance of ambiguity implies moving beyond fixed and inflexible categories and a willingness to deal constructively with contradictions and complexity. Given the diversity of cultures and the complexity of identities, this attitude is particularly relevant in intercultural learning. Ambiguous and uncertain situations offer space for influencing and being influenced (Council of Europe 2008a), and for learning and transforming; they can energise people not only to understand others, but also to initiate processes of change within themselves.</p> <p>Therefore, it requires openness to alternative opinions, interpretations, norms and lifestyles.</p> <p>Tolerance of ambiguity is not to be confused with cultural relativism. Having the competence to put one's own opinions, actions and behaviours into question does not imply an unlimited acceptance of all practices and views in the name of culture.</p>



KNOWLEDGE AND UNDERSTANDING	Knowledge of culture, politics and history	<p>Knowledge of culture refers to the understanding of how culture shapes people's world views and behaviours, and also of the wider context in which culture operates, taking into account social and political aspects. It implies a certain level of knowledge regarding the beliefs, values and practices specific to various cultures, as well as an understanding of the internal diversity of cultural groups.</p> <p>Knowledge of politics and current affairs leads to an understanding of power structures, dominant and nondominant groups within a country, and international relations and conflicts. It facilitates the identification of discriminatory practices and institutional barriers between and within cultural groups, which restrict and disempower certain group members. It also helps avoid the generalisation of practices: something that works or makes sense for one group or in one society is not necessarily transferable in another.</p> <p>Knowledge of history implies an understanding of both the processes through which history is recorded and the content presented. An intercultural approach to history guides people to obtain information from multiple, diverse sources and to reject nationalistic narratives. It enables people to decipher the political influence on the way they perceive culture, to understand migration</p>
	Knowledge of human rights	<p>Knowledge and critical understanding of human rights principles and international legal instruments empower people to enjoy and exercise their rights and to respect and uphold the rights of others. Intercultural learning facilitates acknowledging that human rights apply to all human beings, regardless of cultural backgrounds and of the inequalities that still exist in practice.</p>
	Knowledge of stereotypes, prejudices and discrimination	<p>Understanding how stereotypes and prejudices are formed, how they function and how to break them is a prerequisite for reaching a deeper understanding of oneself and others, and of the dynamics of intercultural relations. Relying on stereotypes distorts the perception of others and favours emotional arguments that confirm existing preconceptions. The intercultural perspective requires recognising that reality is plural, complex, dynamic and changing. One's own background and beliefs act as cultural lenses through which one can see the world.</p> <p>Moreover, knowledge about the functioning of stereotypes can also help overcome the internalised stereotypes about oneself as a member of a group. Knowledge of current and past discriminatory policies and practices, leads to a better understanding of the dynamics between different groups in society and helps in understanding how to act to avoid any type of discrimination and exclusion from opportunities that should be granted to all.</p>
	Knowledge of cultural differences in communication	<p>Language serves as a tool for communication, but also as a "system of representation" for perception and thinking (Bennett 1998) and for social relationships. Both verbal and non-verbal language can have different meanings in different cultures. Misinterpretations or misunderstandings in communication can hinder intercultural relations and lead to intercultural conflicts. Being aware of differences in communication and interaction processes and respecting some basic rules is important to ensure successful intercultural communication (Olafsdottir 2011).</p> <p>"Between what I think, what I want to say, what I believe I am saying, what I say, what you want to hear, what you hear, what you believe you understand, what you want to understand and what you do understand, there are at least nine possibilities for misunderstanding" (Bernard Werber).</p>



SKILLS	Empathy	<p>It implies understanding the thoughts and feelings of other people, imagining their needs and expectations and experiencing similar emotions, leading to a respectful understanding of what other people are experiencing.</p> <p>Empathy does not come easy. It needs to be practised continuously. Practising empathy starts with motivation and leads to acting in the spirit of solidarity. Empathy does not mean “knowing” what the other person thinks or feels or is. It means attempting to put oneself into someone else’s shoes, without pretending to be that other person.</p>
	Solidarity	<p>It implies concern and care for other people’s well-being, especially for disadvantaged groups. Acting in a spirit of solidarity leads to a more cohesive society, in which mutually supportive communities of free individuals pursue common goals by democratic means.</p>
	Critical thinking	<p>It means switching from passive listening to actively engaging with the information received. It is an ability that helps people distinguish opinions from facts and be on guard towards any information wherever it comes from.</p> <p>It also implies recognizing our own preconceptions and being aware of how our cultural background affects our perception and understanding.</p> <p>This skill has become even more essential nowadays, when, due to COVID lockdowns the use of any sort of media to access information has become massive.</p>
	Dealing constructively with conflicts	<p>Dealing constructively with conflicts is the ability to map conflicts in order to identify the real needs that lie behind what is being said and to find a common solution that satisfies the needs of all parties involved. It implies the willingness to see others as equals and to find solutions that benefit everyone – to be proactive, rather than reactive.</p> <p>In an intercultural perspective, this means taking a conscious step away from the “us versus them” dichotomy. Conflicts can lead to social transformation if they are seen in a positive framework, with the potential to produce change and growth. Conflict transformation does not mean finding quick solutions, but investing the energy in relationships and social structures to generate long-term commitment to change, equality and social justice.</p>

For further knowledge:

“The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States”, Deardorff, D. K. [2006], Journal of Studies in International Education 10:241-266

“[T-Kit 4 - Intercultural Learning](#)”, Nestian Sandu, O. and Lyamouri-Bajja, N. [March 2018], Council Of Europe and European Commission.



3.2 CULTURE AND INTERCULTURAL LEARNING

To understand intercultural competences, it is necessary to understanding the meaning of culture.

There are many arguments and discussions about the concept of culture. Culture can be defined in many ways. Each person has its own perception of culture.

Here are three examples of how culture is defined: firstly, from a macro-perspective; secondly, from an individual perspective; and, thirdly, from a more process-oriented perspective.

- UNESCO (2002) defines culture as “a set of distinctive spiritual, material, intellectual and emotional features of society or of a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs”.

- Cunha and Gomes (2009) define culture from the perspective of intercultural learning, as a “set of shared characteristics that gives to a person the sense of belonging to a certain community”.

- Trompenaars and Hampden-Turner (1997) provided an even more pragmatic definition: “culture is the way in which a group of people solves problems and reconciles dilemmas”.

Culture has been approached differently over the years. It has evolved from the idea that culture is predefined and static to a more dynamic view. Culture is in continuous evolution and multifaceted. Culture evolves and reshapes itself throughout the years; it is influenced by the interaction of its members with members of other cultures, and with their surroundings, by cultural and economic exchanges and by globalisation.

One of most known and explicative way of representing the concept of culture is the “iceberg model of culture”⁵⁴.

This model shows that certain aspects of culture are visible (like the tip of the iceberg above the water), while others are hidden (under the water). The visible aspects are artefacts and behaviours, such as food, art, dress, language and celebrations... the idea behind is that these elements are those the one immediately catches and associates to a given culture/identity of a person as soon as they meet. While it takes more time and observation to know the invisible aspects like values, beliefs and norms⁵⁵.

⁵⁴ For further deepening, see “Beyond Culture” by Edward T. Hall, 1976

⁵⁵ For analysing more views on culture, see “T-Kit 4 Intercultural learning”, 2nd edition - Partnership between the European Commission and the Council of Europe in the field of youth, pag. 15.



THE CULTURAL ICEBERG



113

Culture and identity

It should be already clear that looking at culture implies looking at the **interaction of cultures**. Many authors have stated that, if it was not for the existence of more than one culture, we would not think about culture at all. The perception that humans can think, feel and act differently is what makes us aware of culture. Therefore, culture, cannot be seen as ONE but it has to be thought as “cultures” and consequently, it makes sense, to better understand the meaning of and how this influences the identity of the individuals, to focus on intercultural experiences.

Most of the people tend to reach harmony and stability but the meeting with other cultures tends to break this stability and harmony and brings to questioning about values as well...

Comparing ourselves to others, often we ask “who am I?”, “Am I like her/him?” and when observing others from our own “society” we start wondering if we have anything in common; then we begin narrowing the group and start referring to “our own community” and again, inside it we narrow again to find smaller and more precise groups we feel part of, and we keep on comparing and asking who am I and what do I have in common with the other members of this group and we start identifying some characteristics that for us are important because they define who we are. This comparison and building are continuous and when we meet other cultures, then, we start building our “culture identity” and again it is not static, the more we discover around us, the more we might be prone to adjust, change and complete our “self”.

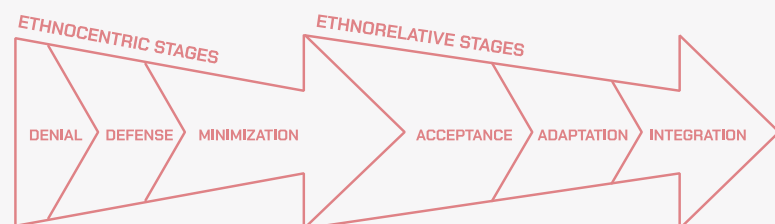
Having intercultural experiences produces personal changes.

Intercultural learning is about dealing with the changing of personal identity, about discerning changes of meaning, accepting tensions and contradictions.

There is an interesting model that brings to understand how intercultural learning happens, how we develop intercultural sensitivity and competences...

And as we said at the beginning of this Chapter to understand better one's and other's culture it is necessary to develop intercultural competences.

In the next paragraph we are going to see how.



For further knowledge about culture and identity, see:

[“What is Cultural Identity and Why is it Important?”](#) by Victoria Wilson

[“Does culture shape our identity?”](#), by Souhir Jerbi, a World Youth Alliance Middle East intern from Tunisia

[“The personal identity molecule”](#), in “Promoting intercultural competence”

[“The Cultural Adaptation Curve: Diving into your new culture”](#)



3.3 HOW TO DEVELOP INTERCULTURAL COMPETENCES

Intercultural competencies are broadly defined as the competences (knowledge, skills, and attitudes) needed to improve human interactions across difference, whether within a society (differences due to age, gender, religion, socio-economic status, political affiliation, ethnicity, and so on) or across borders⁵⁶.

Developing intercultural competences, it is a process. It is not something that can be developed during a training session or during a prefixed time. Each individual takes different time. It can be hard and painful sometimes because it can bring the individuals to completely change beliefs he/she has been brought up with.

A Developmental Model of Intercultural Sensitivity

This model has been developed by Dr. Milton J. Bennett in 1993. It does not tell what one has to do to develop intercultural competences but it shows how the process happens. It happens when one moves from **"ethnocentrism" to a greater recognition and acceptance of differences called "ethnorelativism"**.

Bennett describes six stages of development in intercultural sensitivity. The stages provide a good framework for determining how to work with and improve the capacity for intercultural sensitivity and collaboration. Some of his stages of "cultural sensitivity" include behaviors or adaptations the authors include under the definition of "cultural competence."

I. DENIAL OF DIFFERENCE (isolation and separation) □ Not really aware of or interested in others. Potentially aggressive to difference.

"I don't need to know anything about other cultures – there are none in my circles and society."

"As long as we all speak the same language, there's no problem."

"With my experience, I can be successful in any culture without any special effort."

"All big cities are the same - lots of buildings, too many cars, McDonalds."

"The catholic church is what really counts".

II. DEFENSE AGAINST DIFFERENCE (denigration, superiority, reversal) □ Comparing our best values with other cultures' worse practices.

"I wish these people would just talk the way we do."

"Even though I'm speaking their language, they're still rude to me."

"Islam is really a religion of terrorists"

⁵⁶ Manual for Developing Intercultural Competencies - Story Circles, by Darla K. Deardorff – UNESCO 2020, pag. 70

“These people don't value the truth like we do.”
 “When these Africans can show us a writer on the level of Shakespeare, then let's talk.”
 “What a sexist society – they oppress their women!”

III. MINIMIZATION OF DIFFERENCE (physical and transcendent universalism) □ Positive attitude to others – but lacking cultural self-awareness

We try to avoid stereotypes and even appreciate differences in language and culture. However, we still view many of our own values as universal, rather than viewing them simply as part of our own ethnicity.

“The key to getting along in any culture is to just be yourself - authentic and honest!”

“Customs differ, of course, but when you really get to know them, they're pretty much like us.”

“I have this intuitive sense of other people, no matter what their culture.”

“No matter what their culture, people are pretty much motivated by the same things.”

IV. ACCEPTANCE OF DIFFERENCE (respect for behavioural/ values differences) □ Curiosity and interest in other cultures. Here, we start to be able to shift perspective, while still maintaining our commitments to values. And, we start understanding that the same behavior can have different meanings in different cultures.

“The more difference the better - more difference equals more creative ideas!”

“You certainly wouldn't want to have all the same kind of people around - the ideas get stale, and besides, it's boring.”

“I always try to study about a new culture before I go there.”

“Sometimes it's confusing, knowing that values are different in various cultures and wanting to be respectful, but still wanting to maintain my own core values.”

“When migrating to another country you need to be aware of relevant cultural differences.”

“Intercultural competencies encompass the abilities, awareness, and attitudes needed for successful interactions across diverse backgrounds.”



V. ADAPTATION TO DIFFERENCE [empathy, pluralism] □ Ability to respond differently in different situations and still feel as one person. In this stage, a person is able to take the perspective

of another culture and operate successfully within that culture. This ability requires that the person knows enough about his or her own culture and a second culture to allow a mental shift into the value scheme of the other culture, and an evaluation of behavior based on its norms, not the norms of the first individual's culture of origin. This is referred to as "cognitive adaptation." The more advanced form of adaptation is "behavioral adaptation," in which the person can produce behaviors appropriate to the norms of the second culture.

"I know they're really trying hard to adapt to my style, so it's fair that I try to meet them halfway."

"I greet people from my culture and people from the host culture somewhat differently to account for cultural differences in the way respect is communicated."

"I can maintain my values and also behave in culturally appropriate ways."

"If I would migrate, I would try to adapt to at least some cultural differences."

"I'm beginning to feel like a member of this culture."

"The more I understand this culture, the better I get at the language."

VI. INTEGRATION OF DIFFERENCE [contextual evaluation, constructive marginality] □ Acceptance of an identity that is not primarily based in any one culture

"Everywhere is home, if you know enough about how things work there."

"I feel most comfortable when I'm bridging differences between the cultures I know."

"Whatever the situation, I can usually look at it from a variety of cultural points of view."

"My decision-making skills are enhanced by having multiple frames of reference."

"The more I experience different religions the more I learn about God and myself"

For further knowledge on the model:

["Towards Ethnorelativism: A developmental model of intercultural sensitivity"](#),
by Bennett, M. J. [1993]



SUMMARY

of Chapter 3

“Intercultural competence”

118

The approaches to intercultural competences and ICL are various and reach is the literature dealing with it. In this Chapter we have tried to bring theories and approaches that in our opinion could better fit to the scope of this Manual. We started by defining the competences to show a way how they can be developed or improved. We want to mention that there is a relevant work that has been carried out by UNESCO, leading to the creation of a deep tool, that could be useful for those that would like to get to know more or specialize on the topic.

The tool is called **Story Circles** and it is an adaptable, practical tool that can be used in many different contexts and situations around the world for developing individuals' intercultural competencies and bridging divides.



ACTIVITY 1

ACTIVITY TITLE	Getting into the topic
DURATION	5-7 min
OBJECTIVES	Let participants get curious on the topic of the session <ul style="list-style-type: none">- Help them familiarize with some of the terminology- Have fun
MATERIALS NEEDED	Video projector
PREPARATION	Take note of what it presents to be ready to answer to possible questions but don't explain too much because the video it is supposed to "warm up" participants for the next activity.
IMPLEMENTATION	Show the short video to open the session. Present it as an introductory activity.

ACTIVITY 2

MODULE 1
CHAPTER 3

ACTIVITY TITLE	Relay race on INTERCULTURAL COMPETENCES
DURATION	About 30 min
OBJECTIVES	<p>Let participants focalised on the meaning of intercultural competence</p> <ul style="list-style-type: none"> - Help them comparing different point of views on the term - Help them reflecting on the term and on what they have observed by watching the Video - Break the ice and have fun with a physical activity <p>Like the previous one, this activity serves to introduce the theoretical concepts of the session and it is a good starting point before presenting a frontal presentation for example.</p>
MATERIALS NEEDED	3 Flipcharts, 3 markers of different colours, a wall where you can stick the 3 flipcharts with enough distance from each other to allow participants to run without getting injured.
PREPARATION	<p>Write the word “intercultural” in vertical and in the center of each flipchart. Use a different colour for each flipchart. Write only one example of a word connected with intercultural competences. Choose a space that is big enough for the race and that allows participants to play safely.</p> <p>The activity can be played also in an open area if you have a wall or you find another way to have a flat surface where the flipcharts can be hanged up.</p> <p>Prepare a presentation on the concepts of intercultural competences. You will show it at the end of the activity.</p> 
IMPLEMENTATION	<p>Explain the activity to the group. Divided in 3 small teams they will have to stand in a line in front of the flipchart and play a relay race. The first starts, gets to the flipchart and writes down a competence that he/she thinks it is an intercultural competence or it has at least a connection with it. The word should start, end or contain one of the letters of the word “intercultural”, like in the image above. Like in a real race, after writing the word the participant runs back to the team and touches the hand of the next teammate in the line. Only then the second can run. The game ends when the first team completed all letters with words.</p> <p>Each team has a marker of a different colour.</p> <p>When the race is finished start the brainstorming on the correctness of the words written. You can assign one point for each word that is recognized as correct. While the participants give their pro and contra explanation, add theoretical inputs in support of what it is correct. Explain that the goal was to reflect on the words and not to have a winner.</p> <p>Now you can bring the group back to the plenary and start your presentation to fix the concepts.</p>

ACTIVITY 3

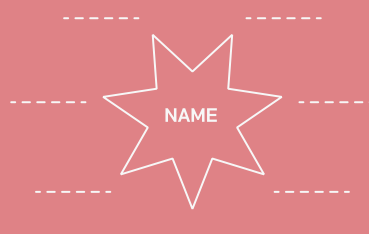
ACTIVITY TITLE	What is culture?
DURATION	60 – 70 min
OBJECTIVES	<ul style="list-style-type: none">- Let participants explore their own perception of culture- Give them the possibility to share their ideas- Facilitate the conversation about possible sensitive issues, like values and beliefs.- Prepare the floor to talk about intercultural learning- Let the participants release their creativity and capacity of expression
MATERIALS NEEDED	Computers/tablets, access to Padlet, video projector
PREPARATION	<p>Create a new Padlet for this activity linked to the main one. Create one column for each participant. The titles will be their names.</p> <p>Put all kind of materials that you believe could be useful for stimulating creativity on a table or anyway somewhere accessible for the participants (A4 paper white and colourful, glue, sticky notes, old magazines, scissors, markers...)</p>
IMPLEMENTATION	<p>Explain the activity. Each participant will have to reflect on the concept of “culture”. To guide the reflection, you can provide them with the following questions:</p> <p>WHAT IS CULTURE FOR YOU? HOW DO YOU FEEL WHEN YOU MEET ANOTHER CULTURE? IS IT EASY TO LIVE WITH PEOPLE THAT HAVE DIFFERENT CULTURE THAN YOURS?</p> <p>They will have to create their own “poster” representing culture. They can create real posters using all materials available, or they can use digital tools to make it. In any case the result should be uploaded on the Padlet under the column with their name. They can also include some writing if they believe it can help in better expressing their thoughts.</p> <p>The activity is made of three parts:</p> <ol style="list-style-type: none">1) Creation (individual)2) Observation (individual) of the posters on the Padlet3) Sharing – voluntary – in plenary <p>Give them enough time to create the poster, at least 30-40 min. Advise them to use only digital tools they know how to use, there is no time for experimentation.</p> <p>Give them 10 min to observe the work of the others.</p> <p>Ask if anyone would like to share and invite them to ask questions to the owners of the posters.</p> <p>VARIATION: the activity has a bigger impact if the posters are created on paper and aligned on the floor to form a long carpet: the “Carpet of Culture”.</p> <p>To close the session adding a bit of fun, you can show a short video from Bruno Bozzetto .</p> <p>Give a short explanation about the artist and his characteristics. Bruno Bozzetto is esteemed as one of the most eclectic and influential Cartoonists of yesterday and of today. His minimalist style focuses on the content more than the aesthetics to talk about universal themes with an educational approach and through a scratching irony that make his films suitable for a young adult audience.</p>

ACTIVITY 4

ACTIVITY TITLE	Identity Molecule
DURATION	30 min
OBJECTIVES	<ul style="list-style-type: none"> - facilitate participant reflecting on their own diverse group affiliations, the affinity to minority or majority groups and the experiences involved with it - help them reflecting on their own cultural identity and become aware of commonalities and difference
MATERIALS NEEDED	A4 paper, colorful markers

PREPARATION

Draw the “identity molecule”. Prepare yourself on the topic and to give possible explanation on the categories to which participants could feeling belonging. If you would like to connect these concepts to the one of “teamwork” competences treated in the previous chapter, create a big identity molecule on a flipchart and write “TEAM” in the centre.



IMPLEMENTATION

Provide markers and paper. Explain the activity to the group:

1- Individual activity.

Each one draws an identity molecule. Invite them to take some time to reflect on elements that they feel contribute/have contributed to make them who they are. Then write these elements in the surrounding circles (some examples: family, school/teachers, spare time, traditions, religion, friends, chat groups, social media friends, etc.). They can add as many circles they want, but they have only 10 min.

2- Sharing and visualizing the elements – 10 -15 min

Ask some volunteers to share their molecule. At the beginning they may be reluctant because it can involve sharing something personal. You can start sharing yours, they will feel more confident sharing theirs. Ask if anyone share anything in common with you and comment on the elements.

- Is there any element that you perceive stronger than the others to identify yourself?
- How do the other aspects of your identity interact with this your main one?
- Is that one always been the main one?
- Which of the elements have been influenced or are influenced after you met people different from you?
- What kind of influences different living environments (family, spare time, national culture and traditions) have had in shaping your character?

To conclude the activity, ask the participants if during the activity they found out something new about themselves. You don't need to get answers, it is food for thoughts that you are throwing for further reflection.

VARIATION:

At stage 2, in the meantime the participants are sharing, write in the bubbles of a big Identity Molecule that you had drawn in advance on a flipchart, the elements that sound common to more people. At the end you will have a group identity molecule that you could use to talk again of the importance of sharing similar and different experiences when part of a team. There will be, in fact, some elements left outside because they don't identify many people in the room. It could be the starting point on another session about inclusion/exclusion, if you want.

ACTIVITY 5

ACTIVITY TITLE	Intercultural sensitivity
DURATION	40 min
OBJECTIVES	<ul style="list-style-type: none"> - Self-reflection on the development model of intercultural sensitivity - Analyse the difference between ethnocentric and ethno-relative attitudes - To reflect upon how attitudes can influence relations between people with different cultural backgrounds
MATERIALS NEEDED	Colorful sticky notes, pens, markers, computer, video projector
PREPARATION	<p>Part I Draw on a flipchart the Developmental Model of Intercultural Sensitivity. Make sure it is big enough so to have enough space to stick the notes.</p> <p>Part II Create a slide with the Milton J. Bennett Model on the digital presentation tool you prefer. Stick on a side the Gallery Pictures of the short movie "Day & Night"⁵⁹</p>
IMPLEMENTATION	<p>Part I</p> <p>1) Present the model with a visual presentation – 10 min 2) Explain the activity: using sticky notes, the participants will have to stick the note in the appropriate stage according to the question. Each note should have the name of the person that is sticking it. Use a different colour for each question.</p> <ul style="list-style-type: none"> - Where do you see yourself in the model? □ pink notes <ul style="list-style-type: none"> - Where in the model do you see most people in your environment? > yellow notes - Where in the model do you see most people in your society? > orange notes - Any difference between migrants and natives? > green for migrants, blue for natives - When everyone is done with the task brainstorm on the results. Where are the majority of the notes? Is it a long way to go? <p>Consider 10-15 min for this part including comments. Don't take too much time because there is still one part of the activity to play and making it too long can be boring.</p> <p>Part II</p> <p>1) Show the short movie "Day & Night". Advice the participants to pay attention to the scenes and to their meaning because the next activity will be based on it.</p> <p>2) Divide the participants in groups of 4-5 people. Present the slide previously prepared on the screen. Explain the task: looking at the screen each group should find where each photo of the movie gallery could be placed on the Model. Give them 10 min.</p> <p>3) Back in plenary mode, ask randomly to the groups where they have placed one photo or another and open the discussion on the reasons.</p> <p>Explain them that not necessarily all photos have a place on the Model and that the exercise aims at helping understanding the importance of the process of developing intercultural sensitivity and helps participants reflect upon the continuum of intercultural sensitivity and how one can move from one stage to the other.</p>

MODULE 1
CHAPTER 3

⁵⁹ "Day & Night" is a Pixar short film released in theaters before Toy Story 3

ACTIVITY 5: HANDOUT PICS

MODULE 1
CHAPTER 3



Day's First time Meeting Night



Night and Day examine each other



Day Despised Night Fighting



Day & Night Wrestling



Day puts Night on a Cliff



Night likes what he sees



Night howls with a wolf while Day shows off a pool party



Days shows Night a beautiful rainbow



Night explodes with fireworks



Night admiring a folly of planes

ACTIVITY 5: HANDOUT PICS

MODULE 1
CHAPTER 3



Day enjoys a movie
inside Night's "window"



The beauty of Las Vegas
at night



Day & Night dancing
in Las Vegas



Sun goes up. Sun goes down.
Night becomes Day
Day becomes Night



Day & Night Looking New



Night Is now Day



Day is now Night

ACTIVITY 6

MODULE 1
CHAPTER 3

ACTIVITY TITLE	Intercultural competences self-assessment and development
DURATION	The activity is a revisitation of the “THREE STEPS FOR MY INTERCULTURAL COMPETENCE” developed in the “T-Kit 4 Intercultural learning”, 2nd edition. It is the starting point for an action to develop intercultural competences. The time foreseen for it during the session is 80 min.
OBJECTIVES	<ul style="list-style-type: none">- To guide the participants towards the process of intercultural competences development- To support participants in making a self-assessment of their competences related to intercultural learning- To raise awareness of the lifelong learning aspect of intercultural learning- To encourage participants to obtain ideas on how to further develop their intercultural competences
MATERIALS NEEDED	Handouts of this exercise, pens, markers
PREPARATION	Print the handouts you need for the activity. Prepare yourself with the concept treated in this Chapter and especially on those connected with intercultural competences.
IMPLEMENTATION	<p>Recall the session made on “Intercultural Competences” and tell participants to be ready for a self-assessment activity.</p> <p>Also take some time to remind them that developing intercultural competences (like all competences) takes time and needs commitment and sensitivity.</p> <p>Ask them to think of concrete examples, such as when they met someone from a different country or with a different cultural background, when they witnessed discrimination towards people or when they felt misunderstood in relation to their own cultural belonging.</p> <p>Inform them that this activity is the starting point of a longer activity that they will implement by themselves during the next months. Explain that what they are going to do now will allow them to reflect upon their intercultural competences and get some ideas of how to further develop them in the upcoming months.</p> <ol style="list-style-type: none">1) Give each participant a copy of the Competence Table presented in the Paragraph 3.1 of this Chapter. Provide each of them with a copy of the Handouts activity n°6.2) Ask them to individually read the competences and their explanation that they can find on the Competence Table. Give them 10 min for this task.3) Divide participants into pairs, and ask them to go through the competence sheet together with their peer. For each of the 13 competences, ask them to discuss with their peer a strength they have and something they want to improve. They may wish to skip some competences, if they do not have ideas on them or they find them too complex. These can be discussed later in the debriefing. Give them 30 min for this task.4) At the end of the peer-group discussion, ask each participant to identify up to three steps for what they would like to do to have improved their competences a year from now. Ask them to be realistic when identifying these steps. It can be difficult for some people. Encourage them reminding that this is an “appetizer”. Give them 15 min for this.

IMPLEMENTATION	<p>5) Bring the pairs back to the plenary, and have a round of sharing the individual three steps. If participants have similar ideas about what they could do these could also become ideas for the whole group to act upon.</p> <p>6) Conclude the session by giving instructions for the self-assessment activity. Tell them to repeat the exercise done here identifying the timing until when the analysis of strong and weak points for each competence should be done. Once it will be done, they will have to create their action plan, and for it, you can tell participants to think about something they can do every day, something they can do once a week/month and something they can do once a year.</p>
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MY COMPETENCES	WHAT AM I GOOD AT?	WHAT I WANT TO IMPROVE.
1. Respect for oneself and others		
2. A sense of social justice and social responsibility		
3. Openness and curiosity towards diversity		
4. Tolerance of ambiguity		
5. Knowledge of culture, politics and history		
6. Knowledge of human rights		
7. Knowledge of stereotypes, prejudices and discrimination		
8. Knowledge of cultural differences in communication		
9. Empathy		
10. Solidarity		
11. Critical thinking		
12. Active listening		
13. Dealing constructively with conflicts		

CHAPTER 4

Communication

“Communication is vital for success in any career, combining soft and technical skills.”

128

Being able to communicate effectively is one of the most important life skills to learn. Communication itself is defined as transferring information to produce greater understanding. It can be done vocally (through verbal exchanges), through written media (books, websites, social media and magazines), visually (using graphs, charts, and maps), or non-verbally (body language, gestures, pitch of voice, and tone). All of these means that communication skills are essential soft skills and are vital for a successful career whatever is the field in which one wants to develop her/his career. But communication includes also a set of skills recognized as “hard skills”⁵⁷. For example, technical writing is a specific form of communication where one has to use specialized vocabularies (science engineering, medical terms for example). Learning how to write one’s CV it is a technical skill, creating webpages and websites for the Internet, producing videos for the Internet or producing television shows require some technical communication skills.

Soft skills are increasingly becoming the hard skills of today’s workforce. It is out of discussion the necessity to acquire up to date technical skills and to develop the soft, interpersonal and relationship-building skills that help people to communicate and collaborate effectively.

In this Chapter we will explore ways to improve the Communication Skills. In the next Module, you will find some references on how to help your participants to improve the technical part of the communication skills.

In the last Module of this Manual, you will find some references on how to help your participants to improve the technical part of the communication skills.

As developing communication competency is strictly connected with knowing ourselves and our way of communicating, in this Chapter, we will offer the youth worker a series of theoretical inputs and definitions and we will include tips and suggestions on how to improve each particular aspect of communication.

⁵⁷ Soft skills are character traits and interpersonal skills that characterize a person’s relationship with other people. In relation to communication, soft skills are reflected through the following actions: communicating well to interact and get along with other people, using communication effectively to be a good team player and using communication as a means of motivating people.





4.1 TYPES OF COMMUNICATION

We are sociable beings and “communicating” is part of our essence. We need to communicate to express our necessities, we communicate to survive. There might be a need for help, to find out something vital or to warn someone. We learn how to live and how to survive from other humans. We communicate to satisfy curiosity. But also, to set social structures. To build, to destroy, to change, to improve. We communicate because we have a natural need to express ourselves, be understood and learn from others. It is key to exchange information and affection between each other.

On the other hand, communication is the tool we use to exercise our influence on others, bring out changes in ours and others’ attitudes, motivate the people around us and establish and maintain relationships with them.

When thinking about communication the first thing that one thinks is verbal transmission of information from one person to another, but in the reality, it is so much more than that.

There are 4 ways to communicate with each other:

1. Non-verbal communication

Non-verbal communication is used both intentionally and unintentionally.

Most people do not have perfect control over their facial expressions - we all have raised our eyebrows in reaction to a non-appropriate comment, regardless whether it was wise to do so.

Facial expressions

People often use facial expressions to communicate that are listening and engaged with the person speaking. A smile or a furrowed eyebrows can actually tell much more than an entire sentence and can encourage the speaker to carry on her/his speech or can definitely tell her/him that it is better to change topic/direction. Talking to a stone-faced person it makes absolutely difficult continue the speech.

Posture

The position one adopts during a conversation is important. Even if the person is on the phone, it possible to understand if this person is standing, seating, laying down or holding her/his head while talking.

Adopting a relaxed and open posture, angling towards the speaker invites her/him to engage with you more fully. On the opposite, leaning back, crossing arms, or turning away from the speaker shows an extremely closed position and conveys a negative message.



Gestures and physical touch

Depending on the person, and their culture, they may use gestures and physical touch a lot, or almost never. However, there is a lot of information conveyed in these actions.

Eye contact

Like gestures, this is also connected to culture, therefore it is extremely important to consider the cultural background of the person we are talking to.

In our cultures, when someone is unable to maintain eye contact, we take this to mean that they are being untruthful, shifty, or not paying attention.

Tips: maintain eye contact while listening so the speaker knows that you are present and engaged and if you are delivering an unpleasant message it shows respect and sincerity

3. Written communication

With the massive use of social media and digital communication tools in general, we are experiencing a massive increase of written communication. And especially during COVID 19 lockdowns we all faced how easy it is to create misunderstandings when using this medium.

Fast written messages, the use of emoticon and other visual expression in written conversations can alterate what one wants to express, like on the other side bad mood and quick reading can lead to a misunderstanding.

Tips: one important skill to have when relying on written communication is knowing when you need to stop using it. A simple call, in almost cases, can solve these communication problems.

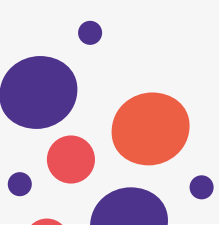
Structure

When writing, it is important to think about how the information is presented. Using paragraphs and line breaks are necessary to allow the reader to breath and better understand the information.

Clarity

Short, clear sentences allow a better understanding of the message. Sometimes less is more.

Adding more or less details [explanation] depends also on the audience [how much do they know about what you are talking about?].



Content

Written content tends to be a bit more formal than verbal.

Tips: Leave slang for writing to friends. Be aware that written jokes can fall flat without the added context of tone or facial expressions.

4. Visual communication

Visual is becoming one of the most used types of communication, driven by social media.

There are many ways by which visual communication can help improve the understanding of messages (like charts, photographs, sketches, video, graphs, and even emojis and GIFs). But there could be as many errors that could turn all this work in a catastrophic communication.

Tips: understanding how to connect the vision, mission and aims of your company/organization to a proper visual communication is a good skill.

Content

First rule: always ask what will “visuals” add to the communication?

Are they helpful?

Are they necessary?

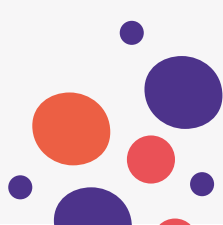
Not all communications need to have visuals added, and in some cases, they might distract from what you are trying to communicate.

Tone

Make sure that you are meeting your audience level of understanding. It is recommended to include descriptions for the charts if they contain complex data. The images chosen should always be appropriated to the audience not to upset anyone.

Tips: Don't use images that are graphic or could be upsetting. Don't create anything that you wouldn't want to have associated with you in the future.

In addition to the 4 types, considering that communication is a two-way process that requires conveying information to others AND interpreting information others are trying to deliver to you, another type of communication emerges:



5. Active listening

According to the definition given by Carl Rogers, active listening implies a capacity of the listener to test constantly his/her ability to see the world in the way the speaker sees it. This is usually done by reflecting in the listener's own words what the speaker seems to mean by his/her words and actions. The response to the listener's hypothesis this will tell whether or not the speaker feels understood.

The above-listed five forms of communication may be synchronous or asynchronous, depending on the situation. They can also take place online or offline.

These five main types of communication further branch into several subtypes that one will use, consciously or unconsciously, while communicating with team members, colleagues, friends, managers.

For further knowledge on the 5 main types of communication and its subtypes, read:

“[Types of communication](#)”, by Pumble⁵⁸

4.2 COMMUNICATION MODELS

Academics offer different communication models in order to study human interaction.

A quick look at the main models helps to visualize how the communication process happens and gives also an idea on how our thinking about communication has developed through times, due to several reasons – not least the change of the means of communication [media]:

1) Transmission Model

communication as a linear process with a sender sending a message to a receiver

2) Interactive Model

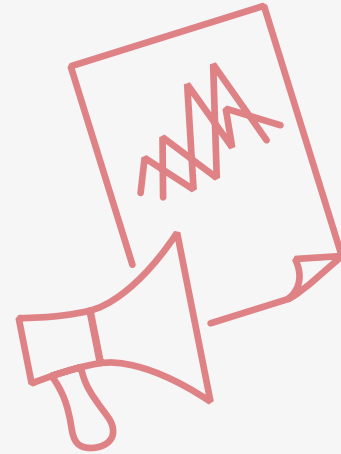
communication as a two-way process with information and feedback going back and forth between sender and receiver and understood through the lens of each participant's context

3) Transaction Model

communication as an almost instantaneous process with participants creating and negotiating meaning simultaneously

For further knowledge on the communication models:

“[Communication Models](#)”, by Lumen Candela



⁵⁸ “Pumble” is a free team chat app developed by COING Inc. that allows teams to collaborate and cut down on email. In addition to this, it offers a hub of resources on “communication”.





⁵⁹ "The Anxiety and Phobia Workbook",
by Edmund J. Bourne Ph.D.

The Model we refer for the purpose of this Chapter is the Interactive Model because it gives the opportunity to consider more variables that can better help developing communication skills.

Indeed, it involves some specific elements without which the process could not take place (Ilieva, 2020a):

- Communicator/Sender
- Coding - the messages are being coded with the help of verbal (language, words, grammar) and non-verbal (facial expressions, gestures, mimics, posture, music, colors, light) symbols.
- The message
- The Receiver/Recipient
- Communication channels (face-to-face; phone; post; email; media)
- Decoding - when the receiver transforms the symbols of the message in notions and ideas.
- Noise - external factors which might affect the effectiveness of the communication process.
- Response
- Feedback

4.3 COMMUNICATION STYLES

Communication is a two-way process: it is not only about **delivering messages** in the most effective way; it is also about **listening** and being able to **understand** what the other person is really saying.

The problem is that each person has a unique way of expressing him or herself, and each person take in ideas and opinions from others in different ways.

These different ways in which people approach the process of communication are called **communication styles**.

In terms of how people communicate in different situations or with different people, we recognize **submissive, aggressive, passive-aggressive, manipulative, and assertive** communication styles⁵⁹.

In terms of how they prefer to communicate information, people may be viewed as analytical, **intuitive, functional**, or **personal** communicators.

Communication styles

If you're aware that your communication style you're already a lot closer to becoming a better communicator.

The best way to start developing your communication competency is by examining your style of communicating and understand what generates it.



Acquiring this skill needs practice. The more one goes on, the more he/she discovers that developing communication skills will improve the quality of the relationships and the capacity of self-expressing.

Success in business often depends on the ability to be tactful, developing empathy, and making the effort to appreciate other people's points of view (refer to Intercultural Competences as developed in Chapter 3). Shared understandings with colleagues and clients creates high-quality connections with them. Good communication skills, especially if owned by the working team, can make the workplace happier, more cohesive, and more productive. For further reading on the 5 communication styles, see "[The 5 communication styles and how to use them effectively](#)", by Emerald Nwanne, 2021

For further knowledge on communication styles and the studies done by Murphy and his team, read "[Communication styles, division by Murphy et al.](#)"

“Enhancing communication starts by understanding and refining your style, crucial for better relationships, workplace contentment, and productivity.”



SUBMISSIVE

Description	<ul style="list-style-type: none"> - Pleasing other people and avoiding all conflicts. - This type of communication is self-effacing, conflict-avoidant, and easy-going. - It can lead to resentment building up over time because the person is unable to clearly communicate their opinions, needs, and wants. - Passive communicators tend to step back and let other, more assertive or aggressive, people lead the way. - They can find it difficult to effectively express themselves, and want to avoid confrontation at all costs. - This can directly lead to their good ideas never being heard, or for miscommunications to come up.
Characteristics	<ul style="list-style-type: none"> - be apologetic; - avoid expressing their feelings, opinions, and desires; - avoid confrontations; - find it difficult to take on responsibility; - have difficulties making decisions; - blame others for events and situations; - refuse compliments; - feel like victims; - have a soft voice volume; - hold their heads down; - twist and fidget; - avoid eye contact; - aim to take up as little space as possible; - make themselves appear smaller, to avoid having other people notice them.
Examples	<p>A junior and senior product designer are discussing their latest design solution. In order to avoid getting herself into a deep discussion that might cause a conflict in opinions, the junior designer ends the discussion by saying:</p> <p>"I'll let you decide what's best."</p>
How to improve	<ul style="list-style-type: none"> - Need to acknowledge that you're a worthy contributor to the conversation. - Don't be afraid to voice your opinions and express disagreement. - That way, you'll benefit both you and your interlocutor by helping the communication flow and avoiding a build-up of frustration and tension. - Learn the value of saying "No". - Improve your non-verbal signals by practicing making eye contact and speaking up. Studies have shown that the way you use your body language can impact your emotions, so you can quite literally fake it till you gain more confidence. - Show respect to the other person by acknowledging their point of view BUT expressing your concerns. You can start in one of the following ways: <ul style="list-style-type: none"> "I understand your point of view, but..." "I see why you might think that, but..." "Your argument makes sense, however..." - Soften your presentation with a smile. In online communication, you can use emojis to show that you mean well.
How to react or help	<ul style="list-style-type: none"> - Directly ask their opinions on subjects, encourage them to speak by being warm, friendly, and inviting. - In group meetings that involve brainstorming sessions, you can also encourage submissive communicators to share by emphasizing: <ul style="list-style-type: none"> "Everyone's input matters, and there are no stupid ideas, so feel free to share!" - Give them space within the conversation to offer their views, and allow them the time to properly express them. - Do not dismiss their ideas. They are working hard to build their confidence, if an idea won't work, point out the value of the idea and highlight the positive aspects of it, rather than cutting them down with a short "Well, that won't work." - Keep conversations positive and solution-oriented. Don't be angry or confrontational, that will cause them to shut down completely



AGGRESSIVE	
Description	<ul style="list-style-type: none"> - Winning at all costs – which may often happen at the expense of others. - Value their own needs above everyone else's and believe their opinions to be the most important in a discussion – which is also how they behave. - The content of their message is often lost because of the tone of their delivery. - This type of communication can result in people feeling belittled, steamrolled, and intimidated. - The receiver may reactively push back at an aggressive communicator, not because the communicator is incorrect, but simply because the delivery of the message is so unpleasant that they instinctively disagree.
Characteristics	<ul style="list-style-type: none"> - blame others; - bully other people; - be frightening; - be hostile; - be threatening; - be demanding; - be abrasive; - be belligerent; - be explosive; - be unpredictable; - be intimidating. - use a loud voice volume to get their ideas and opinions across; - position themselves to seem bigger than others; - use prominent, sharp, and fast gestures; - invade other people's personal space; - have sarcastic remarks.
Examples	<p>An urgent meeting among colleagues about the choreography for the annual ballet, was supposed to be decided by vote, but ends with the director quickly getting bored of the discussion and declaring:</p> <p>"That is just about enough of that! We'll do it my way!"</p>
How to improve	<ul style="list-style-type: none"> - Try to get into others shoes: think how your way of delivering your request will affect the person you're speaking to. - Take a look at your body language. Aggressive communicators use physical proximity, tone of voice, and gestures to underline their power in the conversation. This is not going to help your communication succeed. Step back, and tone it down. Receivers will respond much better to a new, calmer conversational style. - Change your point of view from winning at any costs to looking for solving the problem. - Make an effort to become friendlier, more approachable, and less threatening - Start by practicing active listening and truly acknowledging other people's ideas and feelings.
How to react/help	<p>Tough to help them adjusting their style, needs a lot of preparation.</p> <ul style="list-style-type: none"> - If you are in a position that you can advise the person on their behavior, introducing them to the communication styles, and to the advice given above on adjusting it, could be a fruitful conversation. - Get them down to the point of the conversation immediately, and try to streamline the conversation so that it doesn't wander off into unpleasant or irrelevant topics. - If the aggressive communicator cuts you off mid-sentence, simply say: "Hang on, I'm not finished yet."



PASSIVE-AGGRESSIVE	
Description	<p>The passive-aggressive style of communication involves people appearing passive (or sweet and easy going) on the surface, while they are actually indirectly expressing their anger.</p> <p>The passive-aggressive communicators act this way because they want to act more directly, but find themselves powerless to do so – usually because of inopportune circumstances.</p> <p>Instead, to opening their anger and dissatisfaction, the passive-aggressive communicators subtly undermine the person they are communicating with using sarcasm, being patronizing, starting rumors, or gossiping.</p> <p>This style tends to be very toxic in the workplace, spreading discontent and resentment throughout the team or department.</p>
Characteristics	<ul style="list-style-type: none"> - be indirectly aggressive; - be sarcastic or ironic; - be devious; - be unreliable; - be sulky; - be patronizing; - be two-faced (e.g. they are nice to your face, but are secretly trying to sabotage your work efforts or spread rumors about you); - complain more than other people; - like gossiping; - invest efforts into actively harming the other person; - speak with a sugary sweet voice, to mask their true intentions and feelings towards you; - position themselves asymmetrically (e.g. hip trusted out, hand on hip), especially when being patronizing; - have quick and unexpected gestures; - invest extra effort to look sweet and innocent; - stand close during face-to-face conversations, to elicit a false sense of warmth and friendliness.
Examples	<p>You are trying to entering the theatre and you are late and carrying a lot of staff with you. You have trouble opening the door, and tell a colleague in a nearby room:</p> <p>“Oh, don’t worry about me, I’ll figure this out on my own like I always have to.”</p>
How to improve	<ul style="list-style-type: none"> - Focalize where your anger comes from. Do you feel like your team doesn’t listen to you? Do you feel like your contributions are overlooked? Work on becoming better at communicating your frustrations and being direct. - Expressing dissatisfaction doesn’t have to result in conflict. It’s much better to be direct about what’s bothering you, resolve it right away, and enjoy your day than simmer in anger in silence. - Look at your motivation when communicating. Are you coming from a place of wanting to help solve the problem, or are you lashing out? Adjust how you approach conversations and try to focus on positive, solution-oriented statements instead. <p>Leadership coach Peter Bregman has proposed a three-step process to overcome passive-aggressive behavior in any situation.</p> <p>Imagine you are always late to the meetings because you dislike the time of the meetings. Here’s how you would handle the situation using the three-step method:</p> <ol style="list-style-type: none"> 1) Ask why. Ask if there’s a particular reason why meetings need to take place at that time expressing genuine curiosity. 2) State your point of view. Say why it might make more sense to move the meetings to another time slot. 3) Request a change if your argument stands. Ask to move the meetings. <p>The classic smiley face has become synonymous with sarcasm, irony, and patronizing attitude. The upside-down version of it is even worse – nothing more frightening than seeing “No problem” followed by this trickster in a chat. A great alternative that won’t be misinterpreted is a grinning emoji.</p> <p>Another example is widely used, but many are unaware of its flipside connotation – the thumbs-up. Apart from its most common use, the thumbs-up can also be a polite and indirect way to “flip someone the bird” while agreeing on the surface.</p> <p>It’s best to avoid this emoji altogether or pair it with a grinning smiley.</p>



How to react/ help	<ul style="list-style-type: none"> - Directly ask them to be direct. - If the passive-aggressive communicator is constantly doing something that dislike you, confront them about this directly: "Sarah, I'd appreciate it if you were to arrive on time to meetings. Is there a specific reason why you tend to be late for meetings?" - Try to confront them in private, to ease the chances that the passive-aggressive communicator will become defensive. - Try to understand their motivations, if possible. If there is an outside force causing them to communicate this way, then it could be within your power to help solve that problem. Do they consistently use this style when dealing with an aggressive communicator? Does this only happen when they are faced with short deadlines? Think about what is causing this to happen. - Don't meet them with the same style. It can be tempting to respond in kind, but that continues an unhealthy cycle of communication. Instead, focus on assertive communication. If you offer responses that highlight their contribution, offer win-win solutions, they will see the value of a different type of communication style. - Focus on their message and rephrase it in an assertive manner. Change the tone while demonstrating the communication style you would prefer their message to be delivered in.
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MANIPULATIVE

Description	<p>Manipulative communicators rarely say what they mean, instead they will bury their real goals within layers of obfuscation to get their way without the other person even realizing it.</p> <p>This style is often characterized as insincere and patronizing, and when people realize that they have been played by a manipulator, they will not respond well to that person in future communications.</p> <p>The manipulative style of communication involves shrewd behavior a person takes on in order to achieve the wanted outcomes.</p>
Characteristics	<ul style="list-style-type: none"> - be cunning; - know exactly how to get what they want from the person they need it from; - sulk in order to elicit certain emotions and reactions from others; - ask for what they want or need indirectly; - make others feel obliged to them, or sorry for them, in some way; - fish for compliments. - have a high pitched voice that reveals a patronizing or envious streak; - have guilty or ashamed facial expressions.
Examples	<p>You reduce on purpose the importance of your success to encourage the others to compliment with you. "I've only reached 100 contacts today. I hope I'll be better tomorrow!"</p>
How to improve	<ul style="list-style-type: none"> - Work on being more direct with your wants and needs. - Practice asking directly for what you would like, and having grace if the answer is not what you would like. - Stay away from using emotional arguments. Be factual, precise, and direct in your communication. - Remember to look for solutions that benefit everyone, not just you. - Ask yourself what the ulterior motive is. Do you secretly want to make them feel unimportant or have them worry if the question was stupid or if they've done something wrong?
How to react	<ul style="list-style-type: none"> - As with an aggressive communicator, you should endeavor to steer them into assertive communication. - Try redirecting them when they try to use emotional arguments, not allowing them to derail the conversation towards their own goals and doggedly sticking to the topic of the conversation. - Don't respond to them with criticism, rather use the assertive restating tactic to clarify what they are saying while demonstrating the way you wish them to say it. - Use your patience and stay calm during conversations. Stand strong in your convictions and they will see that you are not an effective target for their communication style.



ASSERTIVE	
Description	<p>The assertive style of communication emerges from self-esteem and it is considered to be the most effective communication style.</p> <p>Assertive communicators are neither too passive nor too aggressive – instead, they have the ability to communicate directly and effectively, without resorting to passive-aggressiveness or manipulation.</p> <p>Moreover, assertive communicators have equal regard towards their own and other people's needs and rights.</p> <p>They do not resort to manipulation or pushing limits, rather they seek compromise and consensus through active listening and clearly expressing their wants or needs.</p>
Characteristics	<ul style="list-style-type: none"> - aim to fulfill their needs and rights, without hurting the needs and right of others; respect the needs and rights of other people, without neglecting their own needs and rights; - be socially supportive; - be emotionally expressive; - make their own decisions, but take full responsibility for the outcomes of their decisions; - ask for what they want directly, but with regards to others; - have no problems accepting compliments. - talk with a medium voice pitch, speed, and volume; - have an open, relaxed posture; - avoid twisting and fidgeting, or aiming to appear smaller or more imposing than they actually are; - maintain eye contact while communicating; - have relaxed, natural gestures; - be respectful of other people's personal space.
Examples	<p>You are having difficulties focusing on writing down your proposal for an important event organization because your teammate is listening to music on his speakers. You will knock at her door saying:</p> <p>"Please Linda, could you turn the volume down, or use headphones? I'm working on the preparation of the event and have difficulties focusing on them because of the music."</p>
How to improve	<p>No matter your communication style, you can strive to become more assertive. - Since assertiveness is built on self-confidence, you need to understand your worth and respect your rights, needs, and wants, but you also need to respect others in order to be a successful communicator.</p> <ul style="list-style-type: none"> - You can start by voicing your opinions, ideas, and concerns and asking for what you want directly and in a neutral tone. - You shouldn't let your judgment get clouded by frustration and other excessive emotions. If you need time to cool off, take it before you act. - You can express criticism or disagreement without sounding judgmental by using "I" statements. For example, instead of saying: "You have done a terrible job!" You can say: "I feel you could have done better on this project." - Learn to say "No" decidedly but politely. Example: "While I understand the importance of starting the new project early, I'm afraid I won't be able to begin working on it until I have finished the one I'm currently busy with." <p>Then, you can propose a compromise:</p> <p>"However, I could set up a quick meeting with the team this week to give them a couple of guidelines on how to begin. If that doesn't work, I can start the new project first thing on Monday. Let me know what you think."</p> <ul style="list-style-type: none"> - Respect your time and boundaries and let the others know what these are. For example, you don't want to use whatsapp for work and outside working hours, let them know and pause notification.
How to react	<ul style="list-style-type: none"> - Give them the space to talk. They will let you know their ideas and their solutions you just need to listen and give them the chance to communicate. - Ask them what they think, and do not dismiss them if they are critical. If they think you are wasting their time, they will not bother being helpful to you. - Expect them to ask for your thoughts as well. They want a conversation and are solution-oriented. Bring your own solutions and criticisms and expect there to be a respectful conversation.



Acquiring this skill needs practice. The more one goes on, the more he/she discovers that developing communication skills will improve the quality of the relationships and the capacity of self-expressing.

Success in business often depends on the ability to be tactful, developing empathy, and making the effort to appreciate other people's points of view (refer to Intercultural Competences as developed in Chapter 3). Shared understandings with colleagues and clients creates high-quality connections with them. Good communication skills, especially if owned by the working team, can make the workplace happier, more cohesive, and more productive.

For further knowledge on the 5 communication styles, see [“The 5 communication styles and how to use them effectively”](#), by Emerald Nwanne, 2021

For further knowledge on communication styles and the studies done by Murphy and his team, read [“Communication styles, division by Murphy et al.”](#)

These 4 styles of communication are identified by Mark Murphy and his team at “Leadership IQ”. After spending a decade researching interpersonal communication, they came to the point that individuals recognize themselves in these 4 styles of communication.

4.4 IMPROVING COMMUNICATION SKILLS

Communication competence refers to the knowledge of effective and appropriate communication patterns and the ability to use and adapt that knowledge in various contexts [Cooley & Roach, 1984]. It is the capacity to articulate thoughts and express ideas in an effective way using oral, written, visual and non-verbal communication skills, as well as listening skills to gain understanding. The ability to deliver information in person, in writing, and in a digital world. Being able to communicate effectively is required in any sector.

Whichever is the form of communication we use it is important to be conscious of what and how we communicate to ensure that we clearly communicate what we intend to. The need for effective communication is universal; it doesn't matter what career one follows.

Communication is a two-way street: it is important to be aware of what one is saying AND of how others are perceiving the message.

It is necessary to understand that non-verbal communication matters as the verbal one. Posture, facial expressions, and body language impact the way others understand the message sender.



Some tips to improve communication skills:

- listen to each other and sincerely try to
- understand what the other person is saying
- ask questions to
- clarify concepts and understanding
- deal with emotions, be still and keep calm
- offer support
- give positive feedback
- give constructive criticism
- make use of visual communication when it adds value to the message you want to send.

There are plenty of suggestions on how to improve communication skills. We suggest that the youth worker gets ready with a list of them accompanied by a clear and simple explanation. This could help you to create theoretical inputs to accompany the exercises that we present or to ideate alternative exercise for the sessions.

In this sense, for **further knowledge** about improving communication skills, we suggest [“How to improve communication skills”](#), an article published by Valamis and updated in March 2022.

We recommend to stress on: **the importance of listening**. “Listening” is not only “hearing”; it also involves “observing” and “processing” the fruit of observation. Improving non-verbal communication by using eye contact intelligently. Focus in on people when you want to drive home a point. Look people in the eye both when you are listening to them and when you are speaking.

For further knowledge:

[“Active Listening”](#) by MINDTOOLS

[“Active Listening Skills for Successful Communication”](#), by Indeed Editorial Team, 2021

Another aspect that definitely needs to be stressed and needs deepen reflection is the importance of **Feedback**.

Giving and receiving feedback is at the basis of effective communication. There are some basic and easy rules to follow. Remind your participants that learning how to give feedbacks needs, once more, commitment and time.

“Regardless of the communication form used, it’s crucial to be mindful of how and what we communicate to ensure clarity.”



Depending on one's personality it will be easier or a bit more difficult, but it is definitely something that anyone can learn.

- Make it a positive process and experience

Before giving feedback make sure that you have clear in your mind the reason why you are doing it: the purpose for giving feedback is to improve the situation or performance. Being harsh, critical, or offensive won't take you anywhere.

- Timing is (almost) all!

The closer to the event you address the issue, the better. If you are not in a specific position that gives you the "right" to give feedbacks (you are coordinating an activity) wait until the feedback it is asked for. In case the situation involved is highly emotional it is better waiting until everyone has calmed down to get better results.

- Make it a habit

Feedback is a process that requires constant attention. When something needs to be said, say it. People then know where they stand all the time and they learn how to behave.

- Prepare your comments

Be clear about you are going to say. This helps you stay on track and stick to the issues.

- Be specific

Tell the person exactly what they need to improve on and focus on behaviour that can be changed. If you tell someone they acted unprofessionally, what does that mean exactly? Were they too loud, too friendly, too casual, too flip or too poorly dressed?

- Make it in private!

While public recognition is appreciated, public scrutiny is not. Establish a safe place to talk where you won't be interrupted or overheard.

- Give the feedback from your perspective. This way you avoid labeling the person.

Use "I" sentences

It helps the person to understand that you are "feeling it". Say, "I was angry and hurt when you criticized my report in front of my boss" rather than "You were insensitive yesterday."

- Focus on limited issues at a time

Don't discuss more than two issues at a time or you risk the person feeling attacked and demoralized. You should also stick to behaviors the person can actually change or influence.

- Talk about positive things too

A good rule is start off with something positive. This helps put the person at ease. It also lets them "see" what success looks like and this helps them to take the right steps next time.

- Make sure that the other person will also feel the need to improve the situation.

You may not agree on everything so it is a good idea to ask the person to provide their perspective. Use phrases like, "What is your reaction to this?" or "Is this a fair



representation of what happened?” Listen actively to what he or she has to say and try to get him or her to offer some suggestions for improvement. This way they have an opportunity to own the solution and are much more likely to follow through with it.

- Allow the freedom to change or not to change.
- Don't be afraid to ask for feedback.

For further knowledge on feedback:

“[The CEDAR model](#)”, by Anna Wildman – 2003

4.3.1 Six steps to communicating with impact

[Mind Tools](#) gives a very good description of the Six Steps. We recommend to read it.

To work on effective communication, it is also needed to learn the basic steps. The literature, refers to **6 steps to communicating with impact**, you can the following list with questions and descriptions to add value to your sessions and give some more hints to the participants:

Step One: Clarify Your Aim

Step Two: Compose/Encode

Step Three: Transmit/Deliver

Step Four: Receive Feedback

Step Five: Analyze/Decode/Learn

Step Six: Change/Improve

“Regardless of the communication form used, it’s crucial to be mindful of how and what we communicate to ensure clarity.”



SUMMARY

of Chapter 4

“Communication”

144

Communication encompasses various forms: non-verbal, verbal, written, and visual. Non-verbal communication includes facial expressions, posture, gestures, and eye contact. Verbal communication considers tone, pitch, and content. Written communication emphasizes structure, clarity, and content. Visual communication involves the use of images, charts, videos, and other visuals.

Communication models, such as the Transmission, Interactive, and Transaction models, offer insights into the communication process, considering elements like communicators, coding, messages, receivers, channels, decoding, noise, response, and feedback. Understanding these aspects is crucial for effective communication in both personal and professional life.

Effective communication is an essential skill in personal and professional life. It encompasses various styles and techniques, each with its own advantages and disadvantages.

Effective communication is an ongoing process that requires practice and a commitment to improvement. It is essential for building better relationships and achieving success in both personal and professional life.



ACTIVITY 1

ACTIVITY TITLE	What is communication and why do we need it?
DURATION	20-25 min depending on how long will be the part with theoretical inputs
OBJECTIVES	<p>This activity serves to open the first session on the topic of Communication Competence.</p> <ul style="list-style-type: none">- Getting into the topic- Stimulate participants in reflecting on communication and its components
MATERIALS NEEDED	Access to Padlet, computers/tablets, notebooks/paper sheets to take notes, pens/markers, video projector to show the Padlet
PREPARATION	In the dedicated Padlet for this Chapter, add a column with the topic of the activity "What is communication and why do we need it?" Video on importance of communication
IMPLEMENTATION	<p>Open the session with 2 videos: "German Guard Coast", "A day trip" Make a short introduction on communication, without revealing the main points of the session.</p> <p>You are going to talk about communication and the first activity is based on "participatory discussion".</p> <p>Open the Padlet and create a post under the column "What is communication and why do we need it?".</p> <p>Ask the group to reflect on "why do we need to communicate and what is the purpose of our communication". If the exchange of ideas does not start spontaneously, add some stimulating questions like: "what is the purpose of me talking to you now?" Or "what is the reason why a baby cries?", "what does an advertisement want?"...</p> <p>Write each idea that comes from the discussion and that is agreed by most of the participants on a different post.</p> <p>For each sentence/idea make comments related to the topic and after this short introduction exercise show the video and continue with a frontal presentation containing theoretical inputs. This can it also be made on the board, on flipcharts with main concepts printed on A4 colourful paper or through a digital tool. Add the script of the video on the Padlet: it could be of inspiration for the participants</p>

ACTIVITY 2

ACTIVITY TITLE	Which is the most appropriate communication type?
DURATION	1 hour
OBJECTIVES	<ul style="list-style-type: none">- help participants to understand the different types of communication and which could be the most appropriate according to the situation- stimulate team work- facilitate effective communication among the group
MATERIALS NEEDED	Paper, pens, colored markers, tablets/computers
PREPARATION	<p>Prepare an introduction with frontal presentation about the different communication types and their characteristics.</p> <p>Prepare the handouts. Print a copy for each group or share it through any digital tool (you can also post it on the Padlet)</p>
IMPLEMENTATION	<p>Start by presenting the different communication types and their characteristics.</p> <p>Divide the participants 6 small groups. Make sure to have at least 2 participants for each group. Assign the same communication type following the instructions given in the handouts. Each communication type is assigned to 2 groups to be able to compare how different groups could prepare different messages even using the same communication type.</p> <p>If you don't have enough participants, you can eliminate one type of communication or decide to assign one communication type only to one group. Each group will receive a copy of the situation card. Each group will have to create a "communication" that describes the situation reported in the handouts according to the communication type they have been assigned.</p> <p>Give them 15 – 20 minutes for the task.</p> <p>Allow them to be creative and invite the groups that will have to use visual communication to use digital tools/applications.</p> <p>Once they are ready, call for presentations and highlight the differences among the presentations (between same communication types and different)</p>

ACTIVITY N2: SITUATION CARD

DESCRIPTION	A singer got selected to sing live for 3 Fridays in a pub. She does not have a band. She needs to have at least a guitar and a drum playing with her. She has 1 week to find the artists that can accompany her. She can give them 100€ each per night. She has a big family. She has many friends. She is still studying at the University.
INSTRUCTIONS	<p>You need to create a proper communication message to help the singer solve her problem.</p> <p>Use the Type of Communication that has been assigned to your group. You can choose what to communicate to make the message more effective. You can invent some more details if it is needed.</p> <p>Imagine a situation when the message would actually be delivered. The description should be part of the play.</p> <p>Verbal & NON verbal Communication > groups 1 and 2</p> <p>Written Communication > groups 3 and 4</p> <p>Visual Communication > groups 5 and 6</p>

ACTIVITY 3

ACTIVITY TITLE	Communication styles and communicating with impact
DURATION	130 min
OBJECTIVES	<ul style="list-style-type: none"> - help participants to improve their communication skills - understand the steps that are necessary to improve communication
MATERIALS NEEDED	Paper to take notes, markers, pens, computer, video projector
PREPARATION	Prepare worksheet with questions relate to 6 step communication. You can use the ones that we have presented in the paragraph 4.3.1 "Six steps to communicating with impact"
IMPLEMENTATION	<p>1) Each participant reflects on her/his communication style, in personal and professional life writing down any relevant point comes in their mind. Give them 10 min. Provide time for a brainstorming in couples about it – 10 min</p> <p>2) Explain the 6 steps cycle of communication with visual presentation (digital or with flipchart and papers) - 20 min</p> <p>2) Provide the worksheet with questions relate to 6 step communication</p> <p>3) Share with group a situation card and ask them to develop a presentation (step 1, 2 and 3 of the cycle) - 20 min</p> <p>4) Once participants are ready ask them to work in pair and to present the output of the reflection to the other person. Provide enough time to both participants to present and to collect relevant feedback (step 4) - 20 Min.</p> <p>5) Allow than time for each participant to re-elaborate the presentation with relevant changes (step 5 and 6) and to present a second time and to evaluate the improvement. - 20 Min</p> <p>6) Ask for comments and point of views - 15 Min</p> <p>7) Share a video about Six steps for communications with impact (10 Min)</p>

ENTREPRENEURIAL COMPETENCES



MODULE 2

INTRODUCTION

CHAPTER 1 ENTREPRENEURSHIP

1.1 CHARACTERISTICS OF AN ENTREPRENEUR

1.2 ENTREPRENEURIAL COMPETENCE AND ENVIRONMENT

1.3 THE BUSINESS IDEA

SUMMARY OF CHAPTER 1

ACTIVITY 1 What is an entrepreneur?

ACTIVITY 2 A successful entrepreneur

ACTIVITY 3 Understanding perseverance

ACTIVITY 4 The Anatomy of an Entrepreneur

ACTIVITY 5 Personal Entrepreneur Anatomy

ACTIVITY 6 How to have a business idea

ACTIVITY 7 Identify the idea
behind the business

ACTIVITY 8 Turn your achievements
into a business idea

ACTIVITY 9 Discover the personale SWOT
analysis

ACTIVITY 10 Create your Personal S.W.O.T
analysis

ACTIVITY 11 How to make a Business Idea
a Reality

ACTIVITY 12 The road from idea to business

ACTIVITY 13 Developing the business idea

ACTIVITY 14 The Business Plan

ACTIVITY 15 Create your own Business Plan

CHAPTER 2 ORGANIZATIONAL MANAGEMENT

2.1 TIME MANAGEMENT

2.2 COMMUNICATION – COLLABORATION

2.3 EMPATHY & ACTIVE LISTENING

SUMMARY OF CHAPTER 2

ACTIVITY 1 The importance
of time management

ACTIVITY 2 Where did the Time go?

ACTIVITY 3 Time Management Techniques

ACTIVITY 4 Time – Wasters

ACTIVITY 5 Self assesment
Time – Management

ACTIVITY 6 Great Listeners

ACTIVITY 7 Active Listening
Reflection Worksheet

ACTIVITY 8 Feelings in Active / non Active
listening

ACTIVITY 9 Barriers to Active Listening

ACTIVITY 10 My own barriers to Active
Communication

ACTIVITY 11 The meaning of empathy
in communication and relationships

ACTIVITY 12 500 Years Ago Worksheet

ACTIVITY 13 Empathy in communication
and relationships

ACTIVITY 14 Empathy map –
The Big Head Exercise

ACTIVITY 15 Create your own Empathy map

CHAPTER 3 CREATIVE THINKING

3.1 CREATIVITY

3.2 INITIATIVE & INNOVATION

3.3 OPEN-MINDEDNESS

SUMMARY OF CHAPTER 3

ACTIVITY 1 How to get out of the box

ACTIVITY 2 Thinking Hats

ACTIVITY 3 What is creative thinking?

ACTIVITY 4 Barriers in Creative Thinking

ACTIVITY 5 My creative thinking
and my barriers

ACTIVITY 6 Innovation and Entrepreneurship

ACTIVITY 7 6-3-5 Brainwriting Method

ACTIVITY 8 Innovation in Business

ACTIVITY 9 Identify innovation

ACTIVITY 10 Innovation in my business

ACTIVITY 11 Open minded people

ACTIVITY 12 How open – minded are you?

ACTIVITY 13 The importance to have
an open mind

ACTIVITY 14 The other side

ACTIVITY 15 How open minded is my business?

CHAPTER 4 LEADERSHIP AND MOTIVATION

4.1 TEAM MANAGEMENT

4.2 PROBLEM SOLVING

4.3 DECISION MAKING

SUMMARY OF CHAPTER 4

ACTIVITY 1 What makes a great leader?

ACTIVITY 2 Manager or Leader

ACTIVITY 3 Leadership Skills

ACTIVITY 4 Be a leader

ACTIVITY 5 Self motivation

ACTIVITY 6 What is problem solving?

ACTIVITY 7 Scenario for solutions

ACTIVITY 8 Problem solving skills

ACTIVITY 9 Find a problem, solve
a problem

ACTIVITY 10 Am I a problem solver?

ACTIVITY 11 The art of decision making

ACTIVITY 12 Decision making strategy
in my life

ACTIVITY 13 Decision making skills

ACTIVITY 14 Create your own decision
making activity.

ACTIVITY 15 Decision making strategy
in my business

INTRODUCTION

The aim of this module is to enable young talents to take a step into the world of entrepreneurship and equip them with necessary skills that are important for them in order to become effective leaders.

Nowadays, talent alone is not enough to succeed in the world of entrepreneurship. That's why in this module we will look at some key values that youth workers need to impart to young talents in order to prepare them to become effective leaders and make the right decisions for their teams. Today, many young talents are afraid or perhaps don't acquire the necessary skills to become entrepreneurs or effective leaders and this is the reason why many people waste their talents. Youth entrepreneurship is about exploring, creating and being free to express yourself.

The following module is divided in 4 chapters and each one of them includes information and ways that can help youth workers understand how they can prepare people with talents to become effective leaders and entrepreneurs. A brief description of every chapter follows:

Chapter 1- Entrepreneurship: This chapter provides a brief discussion about entrepreneurship and the role of the entrepreneur. Emphasis will be placed on the characteristics of the entrepreneur and an introduction to entrepreneurial thinking will be given through activities.

Chapter2- Organizational management: This chapter describes the positive effects of time management skills and their importance in the effectiveness of teamwork. It also includes activities that will help young talents to improve their communication and collaboration skills, as well as having empathy and being an active listener.

Chapter 3- Creative Thinking: In this chapter we talk about creativity and innovation and some activities are suggested that can help in understanding that entrepreneurship comes from the combination of creativity and innovation.

Chapter 4- Leadership and Motivation: This last chapter of the module refers to team management where we will see how the young talents can become effective leaders and also how they can solve problems that may arise in their team and also how to make the right decisions about their teams.

BIBLIOGRAPHY

The bibliography of this Module is made of all citations mentioned in the notes and in the “**For further knowledge**” sections of each Chapter. The creation of the content of the Module is under responsibility of the sole authors.



CHAPTER 1

Entrepreneurship

152

“Entrepreneurship is about taking initiative, regardless of background, education, or societal norms.”

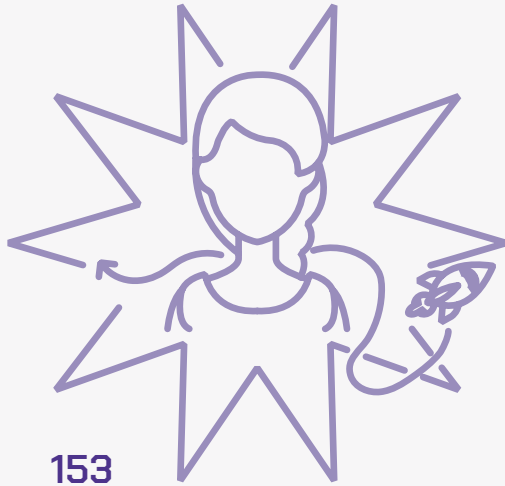
Entrepreneurship means independently undertaking a business activity of which the outcome is not fixed. Entrepreneurship requires a positive attitude, a drive to advance and improve. You may be a natural born entrepreneur, you can inherit the idea of entrepreneurship or you can grow into it. Anyone can become an entrepreneur no matter what cultural or societal norms may be. Becoming an entrepreneur may also be a decision based on careful and deliberate calculation. Entrepreneurship is not an exact science, and it does not require an extensive education.

According to David Karp, founder and CEO Tumblr, *“Entrepreneur is someone who has a vision for something and a want to create.”*

Anybody can choose to be entrepreneurial. External entrepreneurship means acting as an entrepreneur, establishing a company and running a business. Internal entrepreneurship, on the other hand, refers to an individual's entrepreneurial behavior at the service of someone else. Independent individual entrepreneurship is developing an active, extroverted, open personality and having a positive attitude towards life.

As Jeff Bezos, founder and CEO Amazon, has said *“I knew that if I failed I wouldn't regret that, but I knew the one thing I might regret is not trying.”*





153

1.1 CHARACTERISTICS OF AN ENTREPRENEUR

“An entrepreneur is a person who likes both their work and their life; work is a hobby and a personal interest.”

An entrepreneur is often seen as an active, open person who is interested in what is happening around him/her and in society at large. Entrepreneurs are said to know what they are doing and why they are doing it. They are thought to have a clear understanding of their skills and know-how.

Characteristics of successful entrepreneurs

- creativity and independence,
- determination and decisiveness,
- self-confidence and a belief in one's abilities, innovativeness and risk taking,
- goal-orientation, initiative taking, relentlessness,
- desire to achieve positive results,
- ability to motivate, guide, support and lead others,
- extroverted communication skills and the ability to influence others,
- vision,
- ability to learn from both experience and failure,
- preparedness for harsh competition, desire to be better and more effective than the competition,
- the desire and ability to learn continuously,
- ability to draw upon the expertise of others,
- organizational capability,
- ability to cooperate,
- the understanding that the success of others also benefits oneself.

Entrepreneurs must set a clear goal that they can then seek to attain through concrete actions. A goal is the end result, position or state of affairs that the business aims to be in as a result of specific actions. In some cases reaching this goal may take several generations and the goals might also benefit society in general.

Entrepreneurs must have a clear idea of why their business exists. The company's mission statement is often only a few sentences long and as such it can be revisited both on a regular basis and as circumstances demand. The mission statement can include one or even several business ideas. Through the use of strategy and solid business practices the entrepreneur aims to attain the goals set out for the business and consequently for him or herself.



Qualities of an Entrepreneur

- Opportunity-seeking
- Persevering
- Risk Taking
- Demanding for efficiency and quality
- Information-seeking
- Goal Setting
- Planning
- Persuasion and networking
- Building self-confidence
- Listening to others
- Demonstrating leadership

1.2 Entrepreneurial

Competence and Environment

Entrepreneurial Mindset

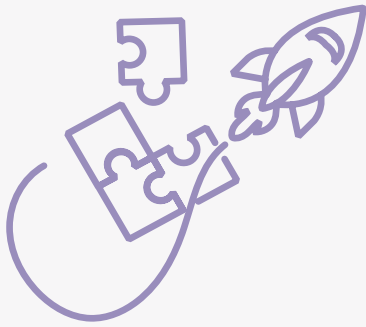
Who Decides to Start a Business?

An entrepreneur might be someone who possesses the qualities listed below.

1. The Young Professional: An increasing number of young highly educated persons, many of whom have entrepreneurial qualities, are foregoing the experience of working for a well-established firm in favor of launching their own businesses.
2. The Innovator: An inventor is a person who has created an innovation and has decided to make a living by bringing it to the market. It could be a new product or a concept for a new service. It could be high-tech or based on a more traditional technology.
3. The Excluded: Some people turn to entrepreneurship because they have no other options. For a number of social, cultural, political, and historical reasons, displaced groups and ethnic and religious minorities have not been invited to join the larger economic community. As a result, they may establish their own internal networks, trading between themselves and possibly with their native countries.

“An entrepreneur is someone who finds passion and fulfillment in both their work and personal life.”





1.2 ENTREPRENEURIAL COMPETENCE AND ENVIRONMENT

Entrepreneurial Mindset

Who Decides to Start a Business?

An entrepreneur might be someone who possesses the qualities listed below.

1. The *Young Professional*: An increasing number of young highly educated persons, many of whom have entrepreneurial qualities, are foregoing the experience of working for a well-established firm in favor of launching their own businesses.
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1.3 THE BUSINESS IDEA

The business idea is the starting point of all entrepreneurships. The business and the entrepreneur's work are built around the business idea.

The business idea is a concrete practical description of how the company plans to conduct profitable business activities. It concisely presents the key elements of the business: who is sold to, what is sold, what the business does and what kind of image does the business project to its stakeholders. All parts of the business idea must be compatible with each other. The business idea is formed out of all of these elements and should be based upon the company's strengths.



SUMMARY

of Chapter 1

“Entrepreneurship”

156

The terms entrepreneurship and entrepreneur are briefly discussed in this chapter. The various duties and responsibilities of entrepreneurs are also discussed. The term “entrepreneurship” refers to a process that entails the production of something new and better that provides value to target customers. In this case, an entrepreneur is someone who will take on the task of producing something new and commercializing it in a certain business setting.

When an entrepreneur follows the entrepreneurial process, he or she will be able and expected to create wealth for both themselves and others. This requires general management and people management skills on the part of the entrepreneur.

“Don’t limit yourself. Many people limit themselves to what they think they can do. You can go as far as your mind lets you. What you believe, remember, you can achieve.”

– Mary Kay Ash, Founder Mary Kay Cosmetics.



ACTIVITY 1

ACTIVITY TITLE	What is an entrepreneur?
DURATION	10 min
OBJECTIVES	Introduction to the concept.
MATERIALS NEEDED	Video projector. Computer, cables. Internet connection/video downloaded. Make sure that all participants have access to the screen.
PREPARATION	Download the video in advance if you are not sure to have an efficient internet connection.
IMPLEMENTATION	Show the video . Make a sort introduction to the session.

MODULE 2
CHAPTER 1

ACTIVITY 2

ACTIVITY TITLE	A successful entrepreneur
DURATION	15 min
OBJECTIVES	Participants to identify characteristics and qualities of a successful entrepreneur in everyday life.
MATERIALS NEEDED	Papers (A4) and pencils.
PREPARATION	Questions to motivate them: What makes this person to be successful in your opinion? What is the objective of this entrepreneur? What motivates him/her?
IMPLEMENTATION	Ask the participants to think of a person from their close environment who is an entrepreneur and identify those characteristics that make him/her successful. Then to ask them to share their thoughts with the others participants.

ACTIVITY 3

MODULE 2
CHAPTER 1

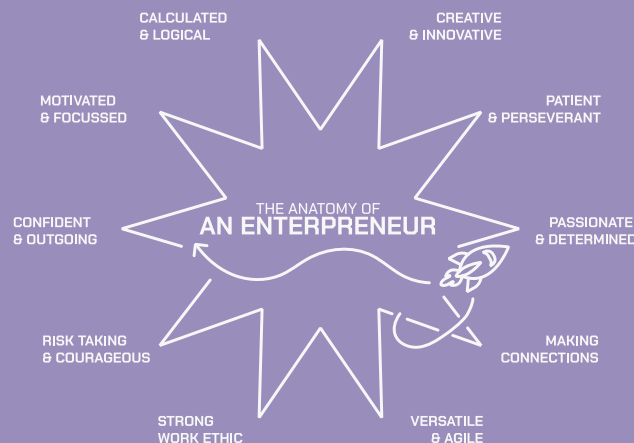
ACTIVITY TITLE	Understanding perseverance
DURATION	1 hour
PREPARATION	<p>The story of Thomas Edison:</p> <p><i>When he was young, Thomas Edison's parents took him out of school after his teachers declared that he was "stupid" and "unteachable." Edison spent his early years working and being fired from various jobs, culminating in his firing from a telegraph company at the age of 21. Despite these numerous setbacks, Edison was never discouraged from his true calling in life: inventing! Throughout his career, Edison obtained more than one thousand patents. And although several of these inventions such as the light bulb, stock printer, phonograph and alkaline battery -- were groundbreaking innovations, the vast majority of them could be fairly described as failures. Edison is now famous for saying that genius is "1% inspiration and 99% perspiration."</i></p> <p><i>One of Edison's best examples of perseverance occurred after he was already a successful man. After inventing the light bulb, he began seeking an inexpensive light bulb filament. At the time, ore was mined in the Midwest of the United States, and shipping costs were very high. In order to minimize his costs with ore, Edison established his own ore-mining plant in Ogdensburg, New Jersey. For nearly ten years, he devoted his time and money to the enterprise. Edison also obtained 47 patents for innovations that helped make the plant run more smoothly. And even despite those inventions, Edison's core project failed because of the low quality of ore on the East Coast. However, despite that failing, one of those 47 inventions (a crushing machine) revolutionized the cement industry, and actually earned Edison back almost all of the money he had lost. Later, Henry Ford would credit Edison's Ogdensburg project as the main inspiration for his Model T Ford assembly line. And in fact, many believe that Edison paved the way for modern-day industrial laboratories. Edison's foray into ore-mining demonstrates that dedication can pay off even in a losing venture.</i></p>
IMPLEMENTATION	<p>After reading the story of Thomas Edison, please answer the following reflection questions.</p> <p>The facilitator helps the participants in the duration of the activity giving them direction. After completing the exercise, facilitator can discuss the results with the participants. Reflection questions:</p> <ul style="list-style-type: none">- What are the major challenges that Thomas Edison faced?- What were his achievements?- What are the causes for his success?- What do we learn from the story of Thomas Edison?

ACTIVITY 4

ACTIVITY TITLE	The Anatomy of an Entrepreneur
DURATION	40 min
OBJECTIVES	Participants identify the characteristics of the entrepreneur in famous role models.
MATERIALS NEEDED	Papers (A4) and colours. Tablets or cell-phones.
PREPARATION	Access to internet / print stories. Print poster or make a QRL.
IMPLEMENTATION	Divide participants in 4 groups. Give to each group one of the following Famous Entrepreneurs and ask them to create “The Anatomy of an Entrepreneur” according to the poster below .

Through the life and entrepreneurship stories presented in the suggested links, participants can read, discuss with their group and create a new poster according to the template. One participant from each group can then represent the final poster at all. Characteristics that are in the poster, can be used by participants to create the new poster– but with an explanation according stories - or they can run to the list provided in this chapter to find other.

[Bill Gates](#) | [Coco Chanel](#) | [Mark Zuckerberg](#) | [Madam C.J.](#)



MODULE 2
CHAPTER 1

ACTIVITY 5

ACTIVITY TITLE	Personal Entrepreneur Anatomy
DURATION	15 min
OBJECTIVES	Raise participants self-awareness for entrepreneurship
MATERIALS NEEDED	Papers (A4) and colours. Tablets or self-phones.
PREPARATION	It is a self-awareness procedure, so there is a possibility someone to fill stress and not willing to participate in. That is fine.
IMPLEMENTATION	In this activity, every participants will try to recognise his/her own entrepreneur characteristics. Using the poster and above, they will create a self poster, giving an explanation for each characteristic. If they want, they represent their poster to all.

ACTIVITY 6

ACTIVITY TITLE	How to have a business idea
DURATION	10 min
OBJECTIVES	Introduction to the concept.
MATERIALS NEEDED	Video projector. Computer, cables. Internet connection/video downloaded. Make sure that all participants have access to the screen. ≥
PREPARATION	Download the video in advance if you are not sure to have an efficient internet connection.
IMPLEMENTATION	Show the video. Make a sort introduction to the session.

MODULE 2
CHAPTER 2

ACTIVITY 7

ACTIVITY TITLE	Identify the idea behind the business
DURATION	15 min
OBJECTIVES	Participants to identify possible ideas that turn into businesses.
MATERIALS NEEDED	Papers (A4) and pencils.
PREPARATION	Questions to motivate them: What kind of problems these businesses solve? (personal, social, etc). If they did not exist, what would the consequences be?
IMPLEMENTATION	Ask the participants to think of their neighborhoods or places they visit everyday and choose one – two businesses they shop or make use of their services. After encourage them to think which could be the idea behind these businesses. What problem sthey solve? (personal, social, etc). Then to ask them to share their thoughts with the others participants.

ACTIVITY 8

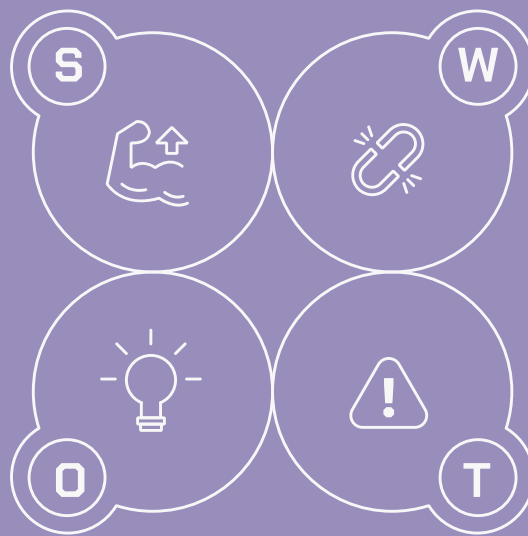
ACTIVITY TITLE	Turn your achievements into a business idea
DURATION	20 min
OBJECTIVES	This activity will help participants to think about their interests and envision one of them as a business idea. It will lead them to build a series of thoughts that will help them to take advantage of their strengths by turning an interest into a business idea.
MATERIALS NEEDED	Papers (A4) and pencils.
PREPARATION	<p>1) Think about your life so far, and list the five major achievements in your personal life.</p> <ol style="list-style-type: none">12345 <p>2) Think about your strengths in running your personal life. Write four of them which you are most proud of?</p> <ol style="list-style-type: none">1234 <p>3) Think about what's important to you, and where you envision your business in the future. <u>What is the goal of your business?</u></p> <p>4) Build the knowledge and skills that you need to succeed. What do you need to know, do or learn in order to accomplish the business goal stated above?</p> <p>5) How do you think you can acquire this knowledge and these skills so that you will be able to move forward confidently?</p> <p>6) When you are starting, do not try to do anything clever or elaborate. There is no need to be perfect – just enjoy doing simple things successfully and well. Focus on the basics, set small goals and achieve them, and you will find yourself accelerating towards success! So, what basics or initial steps will you take towards reaching your goal?⁶⁰</p>
IMPLEMENTATION	Ask participants to answer the questions. Make a short discussion.

ACTIVITY 9

ACTIVITY TITLE	Discover the Personal S.W.O.T analysis tool
DURATION	20 min
OBJECTIVES	Participants learn how to use personal S.W.O.T analysis.
MATERIALS NEEDED	Tablets or self-phones.
PREPARATION	Access to internet / print stories. Print poster or make a QRL. Knowledge of S.W.O.T analysis.
IMPLEMENTATION	Divide participants in 4 groups. Ask them to enter the links below, read and discuss about S.W.O.T analysis. After, ask them to share four main points of their discussion with the others.

[More resources](#) | [More resources](#) | [More resources](#)

MODULE 2
CHAPTER 2



ACTIVITY 10

ACTIVITY TITLE	Create your Personal S.W.O.T analysis
DURATION	15 min
OBJECTIVES	Participants become aware of their strengths and weaknesses, threats and opportunities
MATERIALS NEEDED	Papers and colourous. You can print empty templates.
PREPARATION	It is a self-awareness procedure, so there is a possibility someone to fill stress and not willing to participate in. That is fine.
IMPLEMENTATION	In this activity, each participant will try to identify his/her own skills and areas for improvement. Using the table above, they will create a personal S.W.O.T. analysis. If they want, they can share their model with others.

ACTIVITY 11

ACTIVITY TITLE	How to make a Business Idea a Reality
DURATION	15 min
OBJECTIVES	Introduction to the concept.
MATERIALS NEEDED	Video projector. Computer, cables. Internet connection/video downloaded. Make sure that all participants have access to the screen.
PREPARATION	Download the video in advance if you are not sure to have an efficient internet connection.
IMPLEMENTATION	Show the <u>video</u> . Make a sort introduction to the session.

ACTIVITY 12

ACTIVITY TITLE	The road from idea to business.
DURATION	20 min
OBJECTIVES	Participants to identify possible steps for starting a business.
MATERIALS NEEDED	Papers (A4) and pencils.
PREPARATION	Questions to motivate them: What this business sells? Is it a product or a service? Who is buying? Where is the business? Makes the place a difference? How does this business promote the products /services? Etc.
IMPLEMENTATION	Ask the participants to think of one of the businesses that they referred to in previous exercises or to think for a new one. They will try to identify the steps that the entrepreneurs followed to start their business. Then to ask them to share their thoughts with the others participants.

ACTIVITY 13

ACTIVITY TITLE	Developing the business idea.
DURATION	30 min
OBJECTIVES	Participants will try to develop their idea.
MATERIALS NEEDED	Papers (A4) and pencils.
PREPARATION	You can print the Business Model Table.
IMPLEMENTATION	<p>The facilitator should support the participants during this exercise making them the right questions.</p> <p>A tool that can be used for this exercise is Canvanizer. The facilitator can use any other similar tool or platform in order to make the exercise more interactive.</p> <p>Following the next steps the participants will come up with a business model based on their business idea. After the end of the exercise, participants can share their results.</p>

MODULE 2
CHAPTER 2

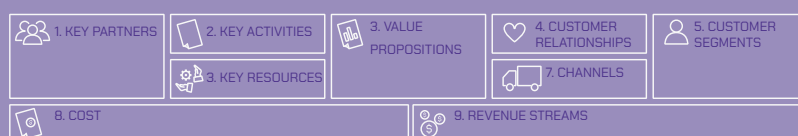
STEP 1: Think of a business idea.

STEP 2: Answer to the following questions:

What do you sell?
 What activities are important the most in distribution channels, customer relationships, revenue stream...?
 What core value do you deliver to the customer?
 What relationship that the target customer expects you to establish?
 How can you integrate that into your business in terms of cost and format?
 Which classes are you creating values for?
 Who is your most important customer?
 What key resources does your value proposition require?
 What resources are important the most in distribution channels, customer relationships, revenue stream...?
 Through which channels that your customers want to be reached?
 Which channels work best? How much do they cost? How can they be integrated into your and your customers' routines?
 What are the most cost in your business?
 Which key resources/ activities are most expensive?
 For what value are your customers willing to pay?
 What and how do they recently pay? How would they prefer to pay?
 How much does every revenue stream contribute to the overall revenues?⁶¹

STEP 3: Congratulations! You just made your business model.

Figure 1: Business Model⁶²



⁶¹ Create a new Business Model Canvas - Canvanizer

⁶² Ux, E. (2018, March 19). Business Model Canvas: Complete business model on a single sheet of paper.

ACTIVITY 14

ACTIVITY TITLE	The Business Plan.
DURATION	20 min
OBJECTIVES	Participants become familiar with Business Plan
MATERIALS NEEDED	Tablets or self-phones.
PREPARATION	Access to internet / print stories. Print poster or make a QRL. Knowledge of S.W.O.T analysis.
IMPLEMENTATION	Divide participants in 4 groups. Ask them to enter the links below, read and discuss about Business Plan. After, ask them to share six main points of their discussion with the others.

[More resources](#) | [More resources](#) | [More resources](#)



ACTIVITY 15

ACTIVITY TITLE	Create your own Business Plan.
DURATION	20 min
OBJECTIVES	Participants will try to create their final Business Plan according their idea.
MATERIALS NEEDED	Papers and colourous. You can print empty templates
PREPARATION	Knowledge of business plan developing.
IMPLEMENTATION	In this activity, each participant will try to create their own business plan using the table above If they want, they can share their it with others.

CHAPTER 2

Organizational Management

166

“Strong organizational skills are essential for operativity, productivity, and career advancement.”

A company's leadership and resources must be planned, organized, and put into action for it to succeed. Organization management is the process of running a company and controlling its finances and resources. By comprehending how organization management functions and why it is significant, you can help firms achieve their objectives more effectively.

The goal of organizational management is to achieve the company's objective by effectively managing all of the processes and resources available. It is a discipline whose major goal is to organize, plan, and carry out tasks that help the firm realize its predetermined goals.

To ensure operational effectiveness and help a corporation function efficiently, individuals with good organizational skills are crucial. In order to boost productivity and guarantee that business objectives are continuously reached, certain abilities are required in the workplace.

Additionally, organizational abilities are fundamental in that they frequently foster the expansion and improvement of other abilities like communication and critical thinking. Strong organizational abilities may also lead to promotions, leadership positions, or higher-level responsibilities⁶³.

⁶³ [What is Organizational Management?](#) - Definition | Meaning | Example. (2018, December 2). My Accounting Course.





2.1 TIME MANAGEMENT

Effective time management is a crucial professional ability to develop. Daily task organization enables you to prioritize projects, finish work on schedule, and inform coworkers and superiors of your progress. Ultimately, having effective time management abilities can help you achieve important goals and advance in your work.

Making a daily planner or creating an infinite to-do list that never seems to end is not true time management. Setting goals, concentrating, organizing, prioritizing, communicating, and delegating are all examples of time management abilities. Tony Robbins can vouch to the importance of time management skills in events. Being effective and productive will help you generate satisfied clients or visitors.

Realizing that time management is a mental game that everyone can master is the first step in learning how to enhance your time management abilities. In the end, your internal condition determines the answer to the question, “What are time management skills?” rather than any external instruments.

Time Management skills:

Purpose - Finding your purpose is the starting point for all examples of time management skills, whether you want to create a rewarding profession, discover more passion in your life, or make time for your health and wellness. Utilizing your time to work toward the outcomes that are most important to you will not only help you succeed, but it will also help you maintain the sense of contentment that comes from reaching your objectives.

Finding your purpose can also help you move toward the true solution, which is work-life integration, even though there is no such thing as a work-life balance. Discover your purpose and live it out so that working doesn't seem like work and instead renews you. This is what you'll receive if you have effective time management techniques.

Belief - Your entire mindset has a role in your ability to manage your time effectively. Change your viewpoint, get rid of your limiting ideas, and make a commitment to living the life you want. The first step is to alter your narrative. You'll believe you can never do what you desire if you've always believed that “There just aren't enough hours in the day.” You'll feel like a hopeless case if you've always felt disjointed and dispersed.

There are many other limiting ideas that can be preventing you from moving forward, but they all have the same



effect of making you give up before you even start. But when you develop a motivating narrative centered on your capacity to learn how to enhance your time management abilities, you'll gain the sense of assurance that can only come from having a strong believe in yourself.

Focus - Energy flows where focus goes. Clarifying your true desires is the first step, followed by matching the actions you must take right away with your long-term objectives. You won't find the time to do the duties if they aren't in line with the things that are actually important to you—your core beliefs. This is how Tony's Rapid Planning Method works: by concentrating on an outcome, you create the structure required to achieve your objectives. When we're feeling uncomfortable feelings like boredom, annoyance, or lack of interest, we frequently allow ourselves to become distracted and disrupted. These are taught, addictive reactions, and by using good time management techniques rather than giving up when a task gets difficult, we may start to overcome them and alter our behavior.

Prioritization - How do you determine where to focus your efforts to get the outcomes you desire? How can you tell if your actions are in line with your basic values? Audit your key values: Track your behaviors for two weeks, noting which key values they align with, and audit yourself critically as you consider how to get closer to your objectives.

Once you've tracked your success for a few weeks, look at your time management practices with objectivity. Eliminate all activities that are unrelated to your goals and fundamental values. Replace these activities with ones that support your overall strategy, such as routinely exercising or making wholesome meals, such as monitoring social media too much. You'll discover after a few weeks of practice that you don't miss the time-consuming duties you got rid of⁶⁴.

“True time management goes beyond creating endless to-do lists, setting goals, focusing, organizing, prioritizing, communicating, and delegating.”

⁶⁴ ROBBINS RESEARCH INTERNATIONAL, INC. (2022, September 24). [12 top time management skills to master your life](https://www.tonyrobbins.com/12-top-time-management-skills-to-master-your-life/) | TonyRobbins. [tonyrobbins.com](https://www.tonyrobbins.com).





2.2 COMMUNICATION - COLLABORATION

The ability to deliver and receive diverse forms of information is known as communication skills. Communication skills include speaking, observing, empathizing and listening. It's also helpful to understand the differences between verbal and nonverbal communication in face-to-face interactions, phone calls, and internet conversations.

It's important to communicate your ideas to others in a way that they can understand. A deeper knowledge of communication involves knowing how to speak in a way that attracts listeners.

Several important abilities that cooperate must be developed in order to improve communication practices. Some of these talents are more emotionally based interpersonal skills, while others involve the way you speak or hold your body. Here are a few skills that good communicators possess:

Active listening is the foundation of effective communication. If you're only concerned about how, you communicate yourself, you're probably not paying attention to or reacting to what others have to say. A good communicator employs a few listening techniques. They pay attentive attention to what others are saying and make others feel heard and taken into consideration.

Empathy: Being able to empathize with others' feelings is an important aspect of being a good communicator. Empathizing entails both comprehending and empathizing with another person's sentiments. Having a high level of emotional intelligence and displaying a capacity to empathize helps you create relationships with others and improves your communication skills.

Nonverbal communication skills: Effective communication relies on nonverbal cues in addition to verbal messages. Your communication and presenting abilities will improve if you become more conscious of your body language and voice tone.

Teamwork: An important aspect of developing your corporate communication skills is the capacity to actively engage in team-building and continuously interact with coworkers. You'll be able to interact more effectively with others in the job if you develop great relationships and rapport with them.



Why Are Communication Skills Important?

The majority of us are capable of communicating, yet not everyone is effective at it at work or in other contexts. On the other hand, communication abilities can be improved over time.

You must be able to clearly convey your thoughts and opinions while also listening to and considering the views of others in order to be an effective communicator. Being on the same page is a sign of effective communication.

170

How to Improve Communication Skills

Perspective taking

Perspective taking, which is defined as a cognitive attempt to take into account another's point of view (Longmire & Harrison, 2018), enables us to communicate in a way that is likely to strike a connection with others in the way we intended.

For instance, when planning a presentation, we might consider the audience's prior understanding of the topic by putting ourselves in their position. By doing this, we may adapt our communication to the background knowledge of the audience.

In the same way, we can intentionally try to understand our partner's point of view during a conflict by imagining how our actions might affect them or how we would feel if the roles in the conflict were reversed. Usually, this implies listening with empathy to the other person and allowing them space to express their feelings.

Self-awareness

Through introspection and contemplation, self-awareness requires being able to view yourself clearly and objectively. You must be able to distinguish between your ideas and feelings and your sense of self.

Tasha Eurich, an organizational psychologist, claims that our ability to influence others or work collaboratively (among a variety of other talents) is directly correlated to our level of self-awareness. To put it another way, improving our self-awareness can have a positive impact on our capacity to interact, engage, and sympathize with others.

“Effective communication requires presenting ideas in a way that others can comprehend and engaging listeners.”



In the case of giving a presentation at a conference, self-awareness may enable us to recognize that we come out as reserved when speaking to a crowd. We can then change our conduct and communication style due to this awareness.

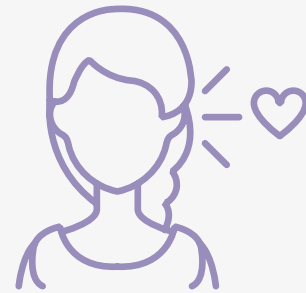
Self-awareness may also enable us to recognize our propensity to become defensive in response to perceived criticism in a particular area, as in the case of the argument with a partner. In contrast, self-awareness enables us to participate in such talks with an open mind and a sense of curiosity.

In order to effectively communicate and accept feedback, we must balance our own perspective with that of others⁶⁵.

⁶⁵ [How to Improve Communication Skills](#)

2.3 EMPATHY & ACTIVE LISTENING

According to Richard Nelson-Jones (2014), it is important to understand the distinction between hearing and listening. Listening is fully comprehending the meaning of sounds, as opposed to hearing, which involves absorbing sounds and interpreting their meaning. By becoming conscious of and receptive to nonverbal signals including the speaker's timing, speed of speech, body language, and context, listening goes beyond only hearing and memorizing words. Active listening combines both the skills of the sender and the receiver by "not only accurately understanding speaker's speech but also showing that understanding" (Nelson-Jones, 2014, p. 79).



Giving our complete attention is a requirement for both active and empathetic listening, but the latter pays special attention to comprehending the other person's emotional experience. When utilized for communication in the workplace, accurate empathy is a useful tool for promoting self-exploration and can be game-changing (Miller & Rollnick, 2013; Engel, 2018).

Simply said, reflecting back the feelings we hear is what empathic listening entails; for instance, "You sound angry and upset." It demonstrates comprehension and motivates the speaker to continue by validating their points without passing judgment.

In the end, it needs us to put aside our prejudices and ego and demonstrate that we are listening to comprehend rather than to respond (Engel, 2018). Nothing is more painful than not being heard when someone is speaking crucial facts about their feelings or experiences. Vulnerability is necessary for both the speaker and listener while communicating empathically. When someone speaks honestly and openly, they leave themselves exposed to criticism or derision. The listener might also experience part of their anguish and pain, so it's not just one-sided.



Why Is Active Listening as a Skill Important?

A trust that it is beneficial to examine your own experience and views lies behind the discipline of excellent listening. In the end, it keeps conversations going and inspires you to broach challenging subjects and engage in uncomfortable discourse. Persons will miss out on a lot of what is being communicated if they are not paying attention well or are too self-absorbed. However, giving someone good, attentive listening can also help that person's own inner listening (Nelson-Jones, 2014). Perhaps not surprisingly, the ability to actively listen is regarded as the key to building and maintaining relationships.

By encouraging the speaker to choose language appropriate for the listener and the listener to picture themselves in another role, this role play promotes the development of empathy. The scenario offers a lighthearted manner to promote the use of empathy and can be utilized by both young people and older age groups.

“Effective listening not only keeps conversations flowing but also encourages individuals to address challenging topics and engage in not comfortable talks.”



SUMMARY

of Chapter 2

“Organizational Management”

173

The capacity to put yourself in the other person's shoes is essential to good communication, whether you're the talkative socialite or the quietest person at the table. Similar to how knowing your communication talents and potential biases can only help you when you communicate with others.

Even though effective listening is essential for communication and affects practically every aspect of our lives, it is rarely taught. It is possible to gain a better grasp of what it takes to communicate effectively, share information, and build strong emotional connections.⁶⁶

⁶⁶ [Active Listening: The Art of Empathetic Conversation](#)

RESULTS OF THE ACTIVITIES

You will be able to appreciate the worth of the time you invested in each of your five accomplishments after you reflect on them. You took advantage of every opportunity to utilize your accomplishment as leverage, therefore it was all time well spent. You risk losing momentum or drive to keep working as hard as you do if you don't take the time to celebrate your daily victories.

Recognizing a distraction or “time waster” might also make it easier for you to pay closer attention to how you use your time each day. It also emphasizes the opportunity cost that the distraction cost you by highlighting something you wanted to accomplish but didn't.

You might be amazed at how much you get done in a day, or you might realize that you're spending too much time on pointless activities. In either case, this can improve your capacity for time management in the future⁶⁷.

⁶⁷ Mathers, C. (2022, November 15). [11 Time Management Activities & Exercises for 2023](#). Develop Good Habits



ACTIVITY 1

ACTIVITY TITLE	The importance of time management.
DURATION	20 min
OBJECTIVES	Introduction to the concept.
MATERIALS NEEDED	Video projector. Computer, cables. Internet connection/video downloaded. Make sure that all participants have access to the screen.
PREPARATION	Download the video in advance if you are not sure to have an efficient internet connection.
IMPLEMENTATION	Show the video . Make a short introduction to the session

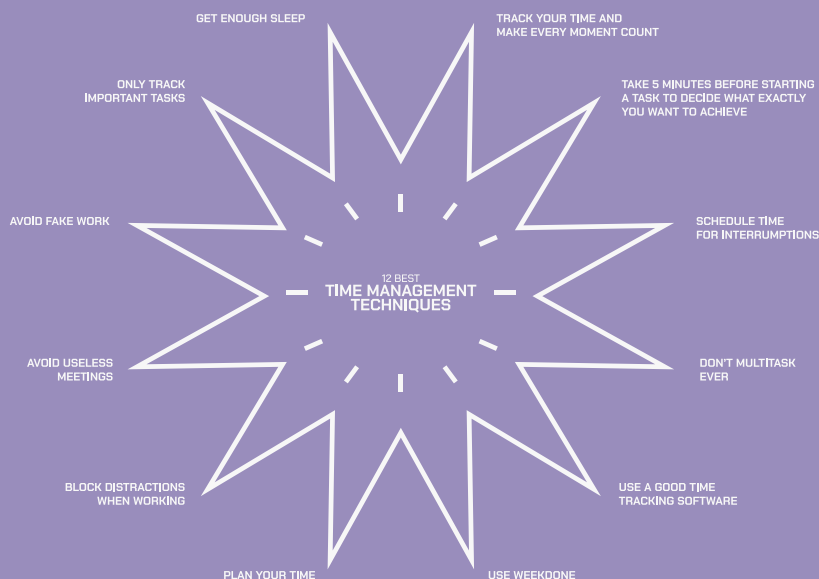
ACTIVITY 2

ACTIVITY TITLE	Where did the time go?
DURATION	15 min
OBJECTIVES	Participants gain self awareness about their time management.
MATERIALS NEEDED	Pen and paper or a note app on your phone.
PREPARATION	Be flexible in the interactive discussion.
IMPLEMENTATION	<p>Ask them to go through steps and then discuss their results with others who are also aiming to improve their time management skills.</p> <p>STEP 1: Think about what you did yesterday. STEP 2: Write down 5 things that you did that helped you progress toward some type of goal. STEP 3: Write down one thing that either distracted you or wasted your time. STEP 4: Write down at least one thing that you wanted to get accomplished but didn't. STEP 5: Discuss what you've written with your peers.</p>

ACTIVITY 3

ACTIVITY TITLE	Time Management Techniques
DURATION	20 min
OBJECTIVES	Participants become familiar with time management techniques.
MATERIALS NEEDED	Pen and paper or a note app on your phone.
PREPARATION	Access to internet / print stories. Print poster or make a QRL. Knowledge of Time Management Techniques.
IMPLEMENTATION	Divide participants in 4 groups. Ask them to enter the links below, read and discuss about Time Management Techniques. After, ask them to share four main points of their discussion with the others.

[More resources](#) | [More resources](#) | [More resources](#)



ACTIVITY 4

ACTIVITY TITLE	Time - Wasters
DURATION	20 min
OBJECTIVES	Participants identify what is wasting their time how to overcome.
MATERIALS NEEDED	Pens and papers or a note app on your phone.
PREPARATION	Access to internet / print stories.
IMPLEMENTATION	Divide participants in 4 groups. Give the five minutes to discuss and write down three time-wasters. After, ask them to change their lists with another group. Now, they have 10 minutes to discuss and write down as many suggestions as they can think, how to overcome the list of time-wasters they got. Then share all results with the others ⁶⁸ .

ACTIVITY 5

ACTIVITY TITLE	Self assessment Time - Management
DURATION	15 min
OBJECTIVES	Participants gain self-awareness of their time - management
MATERIALS NEEDED	Pens and papers or a note app on your phone.
PREPARATION	Access to internet / print the picture for activity 2.1.3
IMPLEMENTATION	In this activity, participants will create their own plan of time – management. They can think what they want to achieve and how they will achieve it, using a time – management technique. If they want, they can share it with others.

ACTIVITY 6

ACTIVITY TITLE	Great Listeners
DURATION	15 min
OBJECTIVES	Introduction to the concept
MATERIALS NEEDED	Video projector. Computer, cables. Internet connection/video downloaded. Make sure that all participants have access to the screen.
PREPARATION	Download the video in advance if you are not sure to have an efficient internet connection.
IMPLEMENTATION	Show the video . Make a sort introduction to the session.

ACTIVITY 7

ACTIVITY TITLE	Active Listening Reflection Worksheet
DURATION	20 min
OBJECTIVES	Participants understand the feeling created when they actively listen to someone.
MATERIALS NEEDED	printed annex, pen/pencil or pc/laptop.
PREPARATION	This worksheet ⁶⁹ can help you improve your ability to take other people's perspectives and show empathy when talking.
IMPLEMENTATION	The methods used in active listening are briefly summarized in the following worksheet . Following a review of the strategies, you can practice in groups or pairs or apply what you've learned by thinking back on a recent discussion you had with a friend or loved one.

ACTIVITY 8

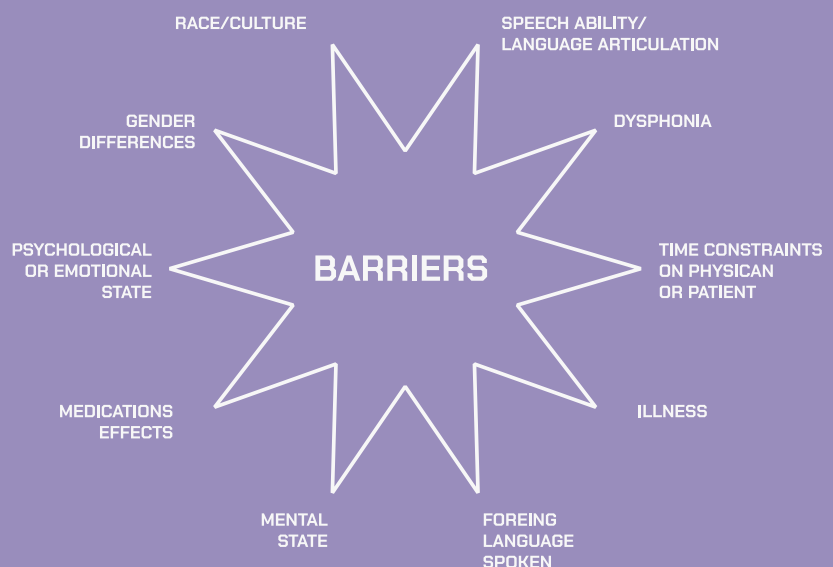
ACTIVITY TITLE	Feelings in Active / non Active listening
DURATION	20 min
OBJECTIVES	Participants practise in understanding Active Listening.
MATERIALS NEEDED	printed annex, pen/pencil or pc/laptop.
PREPARATION	Have a story for reading, in case none wants to share a story.
IMPLEMENTATION	Ask the participants, who wants to share a personal story with the group. Give him/her a minute to prepare. Secretly ask 3 or 4 participants not to pay any attention to the story. Let them play with their mobile phones or look in another direction. Ask the other participants to try to be active listeners. Afterwards, the participant shares his/her story. When the story is over, ask the participant how he/she felt and ask the participant to give a feedback on the reactions of others. Have a short discussion and repeat with another story if there is time.

⁶⁹ [Active Listening Reflection Worksheet](#)

ACTIVITY 9

ACTIVITY TITLE	Barriers to active listening
DURATION	20 min
OBJECTIVES	Participants understand common reasons that make active listening difficult.
MATERIALS NEEDED	Tablets or self-phones.
PREPARATION	Access to internet / print stories. Print poster or make a QRL. Knowledge of Barriers to Active Listening.
IMPLEMENTATION	Divide participants in 4 groups. Ask them to enter the links below, read and discuss about Barriers to Active Listening. After, ask them to share four main points of their discussion with the others.

[More resources](#) | [More resources](#) | [More resources](#)



ACTIVITY 10

ACTIVITY TITLE	My own barriers to Active Communication
DURATION	15 min
OBJECTIVES	Participants gain self-awareness of their barriers to Active Listening.
MATERIALS NEEDED	Pens and papers or a note app on your phone.
PREPARATION	Access to internet / print the diagram for activity 2.2.5 or create a similar one.
IMPLEMENTATION	In this activity, participants will create their own diagram according barriers they can recognize to themselves. If they want, they can share it with others.

ACTIVITY 11

ACTIVITY TITLE	The meaning of empathy in communication and relationships
DURATION	20 min
OBJECTIVES	Introduction to the concept
MATERIALS NEEDED	Video projector. Computer, cables. Internet connection/video downloaded. Make sure that all participants have access to the screen.
PREPARATION	Download the video in advance if you are not sure to have an efficient internet connection.
IMPLEMENTATION	Show the video . Make a sort introduction to the session.

ACTIVITY 12

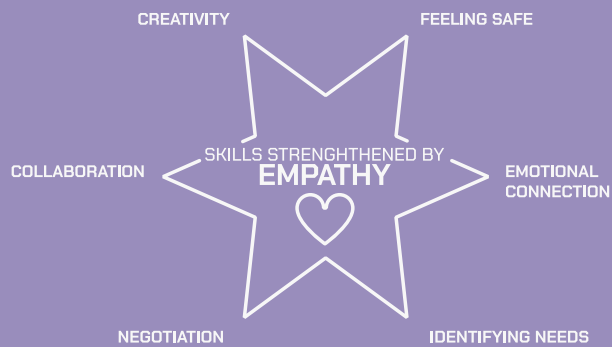
ACTIVITY TITLE	500 Years Ago Worksheet ⁷⁰
DURATION	20 min
OBJECTIVES	Participants gain an experience of conscious empathy.
MATERIALS NEEDED	None.
PREPARATION	Make some space for pairs to work, if needed.
IMPLEMENTATION	Divide the group into pairs. Person A is the speaker. They must describe a modern-day object (either one they have chosen or given to them). Person B is the listener and guesser, from 500 years ago. They have no knowledge of the modern world and must listen carefully, considering what is being said. They can ask questions to help them guess but must frame them as though they are from a time without technology or the comforts of modern life. For example, a cell phone could be the chosen word (or you could introduce the physical object) for describing. Afterward, ask the speaker to describe how it felt to explain something to another person with a very different perspective. Then ask the listener to explain what it was like to listen while being in the mind of someone other than themselves.

ACTIVITY 13

ACTIVITY TITLE	Empathy in communication and relationships
DURATION	20 min
OBJECTIVES	Participants understand definitions and examples of empathy.
MATERIALS NEEDED	Tablets or self-phones.
PREPARATION	Access to internet / print stories. Print poster or make a QRL. Knowledge of Empathy.
IMPLEMENTATION	Divide participants in 4 groups. Ask them to enter the links below, read and discuss about Empathy. After, ask them to share six main points of their discussion with the others.

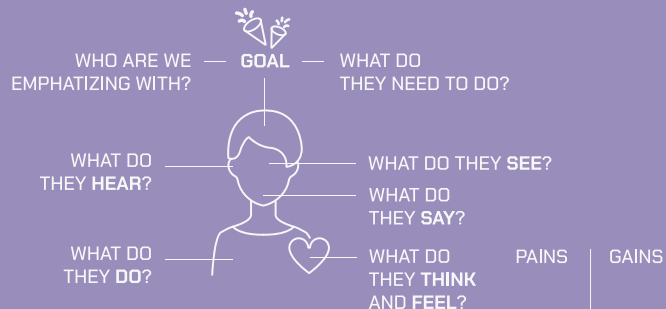
[More resources](#) | [More resources](#) | [More resources](#)

⁷⁰500 Years Ago Worksheet



ACTIVITY 14

ACTIVITY TITLE	Empathy map – The Big Head Exercise
DURATION	20 min
OBJECTIVES	Participants to exercise more in empathy skill.
MATERIALS NEEDED	Large sheets of paper or a whiteboard, colored sticky notes, and markers.
PREPARATION	You can print the canva.
IMPLEMENTATION	Ask participants to go back in their business plan and focus on client/ consumer list. Ask them to create an Empathy map centered their clients / consumers. It could be a group of clients / consumers with same preferences or one. The aim of this exercise is to understand better what a client / consumer thinks, needs od feels according business products / services. Ask them to share their map with others. Follow the example here .



ACTIVITY 15

ACTIVITY TITLE	Create your own Empathy map
DURATION	15 min
OBJECTIVES	Participants gain empathy for themselves.
MATERIALS NEEDED	Large sheets of paper or a whiteboard, colored sticky notes, and markers.
PREPARATION	You can print the canva.
IMPLEMENTATION	Ask participants to fill the empathy map for themselves as learners or clients / comsumers. If they want, they can share it with others.

CHAPTER 3

Creative Thinking

180

“Creativity involves thinking outside the box, finding unconventional solutions, and enhancing productivity in various professions.”

Thinking creatively entails thinking outside of the box. Often, creativity necessitates lateral thinking, or the capacity to see patterns that are not immediately apparent. Using creative thinking, you can come up with innovative approaches to complete tasks, solve issues, and overcome obstacles. It entails approaching your task from a new, and sometimes unconventional, perspective. This kind of thinking can aid in the productivity of departments and organizations. Workplace creative thinking opportunities range from obvious artistic professions to extremely technical ones.





3.1 CREATIVITY

Humans are born creative and are then educated to be uncreative as they mature. Consider this: As a kid, you're encouraged to take art lessons and "reaching for the stars," but as you get older, you're taught to get real, follow the straight and narrow road, and pay your taxes. When we get older, we tend to stop pursuing our creative potential. Because they are perceived to have odd views and lack the know-how for true business innovation, creative people don't always have the most encouraging work environment.

The following are 8 reasons why being creative in your daily life is recommended:

1. Using your imagination to think creatively gives value to your life as well as the lives of others. Translating your thoughts into beautiful work allows you to project 'yourself' into the world.
2. Creative thinking encourages you in being more self-reliant and confident. You can think for yourself without relying on others, making you a stronger, more content individual.
3. You become authentic to yourself when you think creatively. You accept yourself without regard for other people's opinions.
4. Thinking with an open mind provides you a purpose to get out of bed every morning and explore new ideas and concepts. It improves the quality of your life.
5. Creative thinking can reveal hidden talents that you were previously unaware of. Rather than just nagging you about an issue, it encourages you in discovering fresh options that you were previously unaware of.
6. Thinking outside the box makes you happy in all aspects of your life. You never feel like you've come to a halt; instead, you're always eager to take on new challenges. You have the ability to perceive things that others are blind to.
7. Being creative allows you to express your emotions and be anyone you want in this world.
8. The more creative thinking experience you get, the easier it will be to manage difficult problems in your life.



3.2 INITIATIVE & INNOVATION

The entrepreneurial process revolves around innovation, which is a tool for taking advantage of opportunities. It is the individual, group, or organizational application of a new idea. Innovation is a method of making deliberate changes in order to increase value by taking advantage of opportunities. The following are the four categories of innovation:

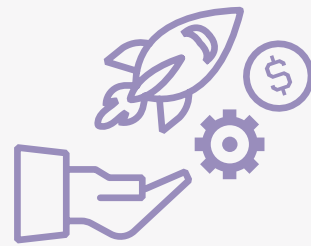
1. Inventing - a new product, service, or technique is referred to as invention.
2. Extension - described as the extension of a product, service, or process.
3. Duplication - defined as the reproduction of an already existing product, service, or process.
4. Synthesis - defined as the synthesis of existing concepts and factors into a new formulation.

The Innovation Process

1. Analytical planning: determining the features, design, and resources that will be required for the product or service.
2. Resource organization: getting the necessary materials, technology, and human or financial resources.
3. Execution: putting the resources to work in order to carry out the plans.
4. Commercial application: providing value to customers, rewarding staff, and satisfying stakeholders are all examples of commercial applications.

From Creativity to Entrepreneurship

The three phases of entrepreneurship are the **creative** phase, the productive phase, and the organizational phase. During the creative phase, an entrepreneur generates ideas that are directly related to his business ventures. In the productive phase, he puts these thoughts into action by completing tasks. He plans ahead, hires people or establishes groups of people to get the task done, and develops action plans for improvement throughout the organizational phase.⁷¹ Creativity is the ability to develop new ideas and to discover new ways of looking at problems



⁷¹ Vennapoosa, C. (n.d.). Creativity in Entrepreneurship | IT Training and Consulting. Exforsys. Exforsys

and opportunities. Innovation is the ability to apply creative solution to those problems and opportunities in order to enhance people's lives or to enrich society.

⁷² Workie, B., Chane, M., Mohammed, M., & Birhanu, T. (2019b, September). Entrepreneurship. Ministry of Science and Higher Education (MoSHE).

Entrepreneurship = creativity + innovation⁷²

In order to obtain/reinforce the creativity skill we need to explain some of the entrepreneurial terms used in the business world.

183

3.3 OPEN-MINDEDNESS

In order to obtain/reinforce the creativity skill we need to explain some of the entrepreneurial terms used in the business world.

Benefits of Creativity

1. Increase productivity
2. Encourage critical thinking
3. Foster Innovation
4. Transcend boundaries
5. Overall success

How to boost your creativity?

Get off the Screen

In order to refresh your brain, you need to step away from all the screens, tablet, phone, computer and start brainstorming

Keep Notes

Write down all of your thoughts, significant or not and keep them safe. When you will review them, you may find them useful

Meet with Groups of Creative Thinkers

By being surrounded by people who are creative thinkers and listen to their ideas, it can help propel your own creativity

Set lots of Goals

Create a list of goals, both short and long term, review them daily and work towards them

Take Constructive Criticism

Ask people you trust and know that they will be honest with you. Take their remarks to consideration at the next brainstorming session

Break Down Your Problems

Take a problem or situation and break it down into smaller, more manageable pieces. Try to solve each piece separately



SUMMARY

of Chapter 3

“Creative Thinking”

184

In order to come up with outstanding ideas and plans, an entrepreneur would require a high level of creativity.

In entrepreneurship, innovation is one of the most important factors for success in any undertaking. A person with a flair for innovation will be presented with numerous opportunities. A person who can look at an ordinary object and come up with creative ways to use it holds the key to the future.

Keep in mind that a large part of an entrepreneur's success is founded on his capacity to think outside the box, to create a vision that others can't. You can do it if you use your imagination.



ACTIVITY 1

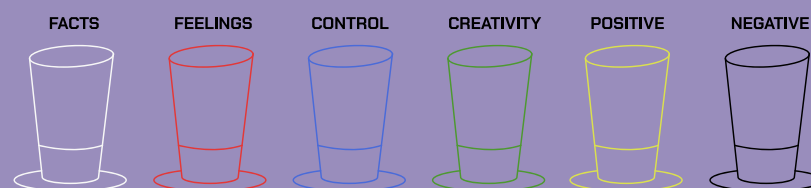
ACTIVITY TITLE	How to get out of the box
DURATION	20 min
OBJECTIVES	Introduction to the concept
MATERIALS NEEDED	Video projector. Computer, cables. Internet connection/video downloaded. Make sure that all participants have access to the screen.
PREPARATION	Download the video in advance if you are not sure to have an efficient internet connection.
IMPLEMENTATION	Show the video . Make a sort introduction to the session.

ACTIVITY 2

MODULE 2
CHAPTER 3

ACTIVITY TITLE	Thinking Hats
DURATION	30 min
OBJECTIVES	Participants to become familiar with different thinking options.
MATERIALS NEEDED	A whiteboard or a piece of paper to take notes
PREPARATION	Become familiar with the activity.

IMPLEMENTATION Ask for six participants who want to try this activity. Invest a problem, for example, how could this training be improved. Give to each participant a hat and ask them to answer the question according to the character of the hat. After, make a short discussion with all participants based on creative thinking / think out of the box. Repeat with other participants, if there is time. The “6 Thinking Hats” is a system designed by Edward de Bono as an approach to promote creative thinking. It is a tool used to enhance real thinking to make the process more productive and focused. The ‘6 Thinking Hats’ separates thinking into 6 different roles, each role identified with a colored symbolic thinking hat. This approach helps to redirect thoughts by mentally switching from one hat to the other. The following are the 6 thinking hats and what each color represents:



“White Hat”– stating facts and information, things you already know.

“Yellow Hat”– looking at the bright side, being optimistic and positive, adding value and benefits.

“Red Hat”– expressing feelings and emotions, your reactions and opinions.

“Blue Hat”– managing and controlling, looking at the bigger picture.

“Green Hat”– exploring other alternatives, generating new ideas and solutions.

“Black Hat”– being realistic and practical, being cautious, finding where things might go wrong, discovering dangers and difficulties. Black Hat is usually called the ‘devil’s voice’.

IMPLEMENTATION The above 6 hats, when combined together, allows your mind to think clearly and objectively.

For example, you can start by grabbing the “Blue Hat” asking yourself questions such as:

what is our goal? What is the subject addressed? This helps you get an overall view of your problem.

Next, you can grab the “Red Hat” expressing what you feel towards the problem and asking yourself who might be affected by this problem. Then, you can grab “Yellow” and later “Green Hat” to invent new concepts and solutions. Finally, you can switch between the “White” and “Black hat” in order to validate your solution by using information that you already know. Start training your mind to switch directions from one hat to another to solve problems efficiently, effectively bringing out benefits too!⁷³

ACTIVITY 3

ACTIVITY TITLE	What is creative thinking?
DURATION	15 min
OBJECTIVES	Participants become familiar with definitions, techniques and examples.
MATERIALS NEEDED	Tablets or self-phones.
PREPARATION	Access to internet / print stories. Print poster or make a QRL.
IMPLEMENTATION	Divide participants in 4 groups. Ask them to enter the links below, read and discuss about Creative thinking. After, ask them to share six main points of their discussion with the others.
More resources More resources More resources	

ACTIVITY 4

ACTIVITY TITLE	Barriers in Creative Thinking
DURATION	20 min
OBJECTIVES	Participants understand common reasons that creative thinking difficult.
MATERIALS NEEDED	Tablets or self-phones.
PREPARATION	Be aware of the barriers. You can use the link .
IMPLEMENTATION	Divide participants in four groups and ask them to discuss and wrotw down as many barriers they can think in 5 minutes. After, change papers with other groups and ask them to think possible ways to overcome these barriers. Ak them to share their results with the others.

ACTIVITY 5

ACTIVITY TITLE	My creative thinking and my barriers
DURATION	15 min
OBJECTIVES	Participants raise their- selves awareness in creative thinking.
MATERIALS NEEDED	Access to internet.
PREPARATION	You can try asnwer the questionnaire.
IMPLEMENTATION	Ask participants to answer this questionnaire and check <u>their results</u> . If they want, they can share their result woth others.

MODULE 2
CHAPTER 3

ACTIVITY 6

ACTIVITY TITLE	Innovation and Entrepreneurship
DURATION	15 min
OBJECTIVES	Introduction to the concept.
MATERIALS NEEDED	Video projector. Computer, cables. Internet connection/video downloaded. Make sure that all participants have access to the screen.
PREPARATION	Download the video in advance if you are not sure to have an efficient internet connection.
IMPLEMENTATION	Show the <u>video</u> . Make a sort introduction to the session.

ACTIVITY 7

ACTIVITY TITLE	6-3-5 Brainwriting Method ⁷⁴
DURATION	20 min
OBJECTIVES	Participants practice in creating innovative ideas.
MATERIALS NEEDED	Six pieces of large paper and pens.
PREPARATION	Prepare a simple everyday problem.
IMPLEMENTATION	<p>This brainstorming tool offers a highly structured approach for groups of six to produce as many ideas as possible in a short amount of time. This method is a popular design-thinking activity for teams looking to jump right into idea generation without having to have much knowledge or experience with the entire design-thinking methodology. It works even better when you bring in people from other teams, or those with different backgrounds or varied experience. Form a group of six people, and have at least six pieces of large paper available with three columns and six rows each. It should form a grid with 18 somewhat large boxes.</p> <p>Set the expectation that this activity is about the quantity of ideas, not the quality. The leader states a problem to solve or intent for the session in one sentence. Post it to a whiteboard or project or share it for everyone to see. When the rounds are complete and the pages filled, get back together as a group and evaluate the ideas generated, discuss combinations, and be open to what emerges. If you have the time for it, break into smaller dyads or triads to evolve the ideas generated and continue to ideate in an effort to increase the quality of ideas.</p> <p>Round 1: Set a timer for three minutes. All six participants each produce three ideas on how to solve the presented challenge in the top row.</p> <p>Round 2: When the three minutes are up, sheets of paper are passed clockwise and set a new timer for three minutes. Each participant adds onto any existing ideas, and adds three new ideas.</p> <p>Rounds 3-6: Round 2 repeats 4 more times until all of the boxes are filled out</p>

ACTIVITY 8

ACTIVITY TITLE	Innovation in Business
DURATION	15 min
OBJECTIVES	Participants become familiar with the definitions of innovation and the methodologies for its implementation in business.
MATERIALS NEEDED	Tablets or self-phones.
PREPARATION	Access to internet / print stories. Print poster or make a QRL. Knowledge of Empathy.
IMPLEMENTATION	Divide participants in 4 groups. Ask them to enter the links below, read and discuss about Creative thinking. After, ask them to share six main points of their discussion with the others.

[More resources](#) | [More resources](#) | [More resources](#)

⁷⁴ Activities to Spark Creativity and Innovation
- Melissa Eisler

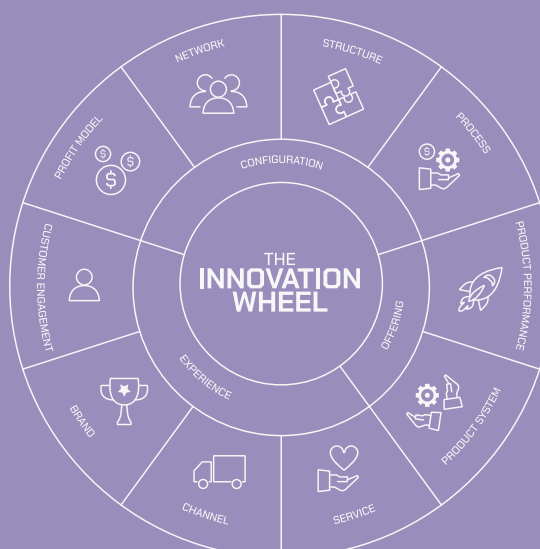
ACTIVITY 9

ACTIVITY TITLE	Identify innovation
DURATION	20 min
OBJECTIVES	Participants will try to identify innovation in existing business.
MATERIALS NEEDED	Access to internet. Papers and pen.
PREPARATION	Be aware of <u>innovation in these businesses</u> .
IMPLEMENTATION	<p>Divide the participants into four groups and give them one of the following businesses. Ask them to identify why these businesses or their products/services etc. are innovative. The groups can search the internet and collect information. After, they can share their findings with others.</p> <p>Apple's iPhone Tesla electric cars Uber Airbnb</p>

MODULE 2
CHAPTER 3

ACTIVITY 10

ACTIVITY TITLE	Innovation in my business
DURATION	15 min
OBJECTIVES	Participants practice in innovation way of thinking.
MATERIALS NEEDED	Papers and pens.
PREPARATION	Be aware of innovation and ready to share alternative options.
IMPLEMENTATION	Ask participants to go back in their business plan in activity 1.3.5, review it again and try to add innovative ideas. After, they can share their thoughts with the others.



ACTIVITY 11

ACTIVITY TITLE	Open minded people
DURATION	15 min
OBJECTIVES	Introduction to the concept.
MATERIALS NEEDED	Video projector. Computer, cables. Internet connection/video downloaded. Make sure that all participants have access to the screen.
PREPARATION	Download the video in advance if you are not sure to have an efficient internet connection.
IMPLEMENTATION	Show the video. Make a sort <u>introduction</u> to the session.

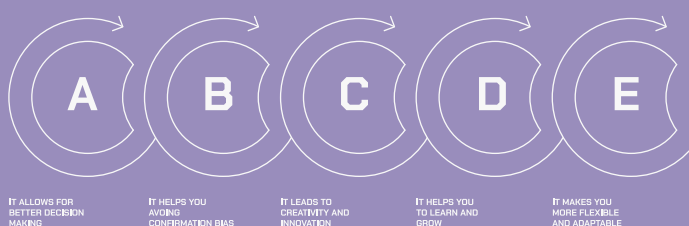
ACTIVITY 12

ACTIVITY TITLE	How open – minded are you?
DURATION	15 min
OBJECTIVES	Participants increase their self-awareness in the skill of open-mindedness.
MATERIALS NEEDED	Internet access. Tablets or mobile phones.
PREPARATION	Answer the questionny before the activity
IMPLEMENTATION	Ask participants think how open minded they are. After, ask them to answer the <u>questionnary</u> and think if the result is close to their option. If they want, they can share and discuss with others.

ACTIVITY 13

ACTIVITY TITLE	The importance to have an open mind
DURATION	20 min
OBJECTIVES	Participants understand the impact of an open mind.
MATERIALS NEEDED	Tablets or self-phones.
PREPARATION	Access to internet / print stories. Print poster or make a QRL.
IMPLEMENTATION	Divide participants in 4 groups. Ask them to enter the links below, read and discuss about open mind. After, ask them to share six main points of their discussion with the others.

[More resources](#) | [More resources](#) | [More resources](#)



MODULE 2
CHAPTER 3

ACTIVITY 14

ACTIVITY TITLE	The other side
DURATION	20 min
OBJECTIVES	Participants practice in open mind.
PREPARATION	Prepare some topics, for example, “Nowadays, is difficult to be an entrepreneur” or “Not everyone can be an entrepreneur.”
IMPLEMENTATION	Find a crucial and current topic according entrepreneurship and ask participants to take a stand for or against the topic. After, ask them to defend the opposite option. There is no need to agree or not. Just to find reasons to defend.

ACTIVITY 15

ACTIVITY TITLE	How open minded is my business?
DURATION	15 min
OBJECTIVES	Participants identify how open minded is their business plan.
MATERIALS NEEDED	Papers and pens.
PREPARATION	Be aware of open mind approaches.
IMPLEMENTATION	Ask participants to go back in their business plan in activity 1.3.5, review it again and try to identify if their approach to their business plan is open minded. After, they can share their thoughts with the others.

CHAPTER 4

Leadership and Motivation

192

“Motivation drives goal achievement, influenced by leadership qualities.”

Motivation is a goal-oriented trait that aids a person in achieving his or her goals. It motivates a person to work hard in order to achieve his or her objectives. To impact motivation, a CEO must possess the necessary leadership qualities. However, there is no one-size-fits-all approach to motivation. As a leader, you should maintain an open mind about human nature. It would be much easier to make decisions if you are aware of the various needs of your subordinates. Leadership and motivational qualities are required of both employees and managers. An effective leader must have a solid understanding of what motivates others. He must be aware of the basic demands of his coworkers, peers, and superiors. Leadership is a technique for influencing others.

Leadership & Motivation supporting sources

[Learn how to manage people and be a better leader](#)





4.1 TEAM MANAGEMENT

Organisations made out of people which often work in teams in order to reach common targets. Each person – whether we see them as groups or individuals – needs to be managed and led in order to reach their potential and to ensure that their efforts serve the organisation in the most effective and efficient way. People bring talents and skills and knowledge and experience into their work. Thus, each person has a unique set of competencies which can be applied in different ways and in different situations.

However, the team members don't start performing from the very beginning, they need time. It is not always that all the members would perform equally. Some of them might not get along well with their teammates or have other issues with each other. Individuals sometimes find it difficult to adjust with each other and as a result their performance suffers. Any individual fails to perform; the complete team is at loss. Team management activities ensure that all the team members work together on a common platform for a common goal.

Team management refers to the various activities which bind a team together by bringing the team members closer to achieve the set targets. For the team members, their team must be their priority and everything else should take a back seat. They should be very focused on their goals.

Why is it important to effectively manage the teams?

Team performance management is important to the success of a company. Without it, it is difficult to determine whether a team is headed in the right direction. A project's success is largely based on a team's efficiency. Getting people to focus on the right things to accomplish drives good business results.

Effective team management motivates workers to take responsibility for their job performance and produce superior outputs. In most cases, a consistent demand for a quality performance yields the best results. Managing the performance of a team is a real challenge because it requires a lot of diplomacy, tact, and discipline. For instance, negative feedback should always be paired with motivation and should not be given too frequently.

A team should work in harmony – in any organization, two or more people working together harmoniously is a major factor towards achieving success. It is the duty of a leader to monitor the performance of his or her team; bring out the best among his or her subordinates; and determine the weaknesses, strengths, and potential development of each team member. Team performance management is the major key in increasing productivity within a group.



Performance management centres on allowing an individual to perform to the best of his or her ability. This enables the employee to meet or exceed expectations and develop efficient communication with his or her fellow employees and leaders. The leader, in turn, should give feedback for continuing improvements and for skills to be nurtured and developed.

How to become a team leader

The word “leadership” can bring to mind a variety of images. For example:

- A political leader, pursuing a passionate, personal cause.
- An explorer, cutting a path through the jungle for the rest of his group to follow.
- An executive, developing her company’s strategy to beat the competition.

Leaders help themselves and others to do the right things. They set direction, build an inspiring vision, and create something new. Leadership is about mapping out where you need to go to “win” as a team or an organization; and it is dynamic, exciting, and inspiring. Yet, while leaders set the direction, they must also use management skills to guide their people to the right destination, in a smooth and efficient way.

Becoming a better leader

1. Lead by example. Leaders need to show, not just tell. If you want your employees to be punctual, make sure you’re there on time -- or even early. If professionalism is a priority, make sure you’re dressed for success, and treat everyone you interact with [both in-person and online] with courtesy. Set the tone and your employees will follow it.

2. A little humility goes a long way. There’s a difference between a leader and a boss. While both are in charge, a leader shares the spotlight and is comfortable crediting others. While it might seem counterintuitive, being humble takes more confidence than basking in glory. Your employees will appreciate it, and your clients will, too.

“Leaders facilitate their and their team’s success by setting direction, crafting an inspiring vision, and fostering innovation.”



3. Communicate effectively. Effective communication is imperative, both in the office and in life. Great leaders make sure they are heard and understood, but they also know the importance of listening. Communication is a two-way street and making the most of it will have your company zooming forward instead of pumping the breaks.

4. Keep meetings productive. As the saying goes, time is money. So, of course, you should want to limit tangents and other time wasters during meetings. If you trust your team to do their job, there should be no need for micromanaging, and meetings can run swiftly.

5. Know your limits. Even the kindest, most caring leader has limits. Set your boundaries and stick to them. Knowing what you will not tolerate can save everyone in the office a lot of frustration, and keeping boundaries clear means there's no confusion.

6. Find a mentor. No man is an island, as they say. The best leaders out there know when they need help, and they know where to turn to in order to get it. Nobody can know everything, so finding someone you trust for advice when things get tough can make all of the difference.

7. Be emotionally aware. While many people advise keeping emotions separate from matters of business, business is ultimately about relationships between people. To make these relationships last, you need to be emotionally intelligent -- to be sensitive to different points of view and different backgrounds. When using your head to do what's best for your company, don't forget to have a heart.

8. Watch out for (and avoid) common pitfalls of leadership. Everyone makes mistakes, but some of them are avoidable. Being aware of common mistakes, while not focusing on them to the point that they become self-fulfilling prophecies, can be the first step toward not repeating them.

9. Learn from the past. To once again quote an adage, those who don't learn from the past are doomed to repeat it. History, recent and otherwise, is filled with examples of successful business models and spectacular business failures. Think about what the people you admire do well and consider what went wrong for those who end their careers mired in scandal or disgrace. Lessons can be found everywhere.

10. Never stop improving. Great leaders -- indeed, great people -- are constantly learning and always trying to improve themselves. There's always something that you can work on or a new skill to master. Be sure to keep your mind open to new ideas and possibilities.





4.2 PROBLEM SOLVING

Problem solving is a process of discovering, analyzing and evaluating problems to overcome obstacles and find a solution that best resolves the issue. The process involves posing good questions, identifying the 'right' problem, exploring possible solutions, making decisions and justifying solutions. Being able to offer effective solutions to problems at workplace is a skill greatly valued by employers. Being able to solve problem both individually and collectively as a team is equally important.

In undertaking problem-solving an entrepreneur needs to develop both intellectual and temperamental qualities. You need to identify essential steps and work out a strategy and seek out relevant knowledge and bring it to bear under the use of structured and logical arguments. Carry through a plan accurately using a sequence of linked steps and know when to turn back in a dead end and try a different tack. Organize, present and defend your solution. Explore the consequences of the solution. It is possible that further questions are asked and conclusions drawn. When you want to solve a problem, you have to accept the challenge and take responsibility for finding a solution and be prepared to take risks as well as to tolerate frustration. You have to be able to look back at your own work in a critical way and accept criticism from others. Steps of a problem solving process:

1. **Define the problem:** Define the right problem by asking the right questions to identify the underlying issue. Also, define the scope and impact of the problem.
2. **Evaluate the situation:** Consider the context and all the people involved in this problem: their viewpoints if what the real issues are.
3. **Identify possible solutions:** Brainstorm all possible solutions and identify potential options: separate listing of options from evaluation of options.
4. **Evaluate the options:** List the strengths and weaknesses of each option. Separate evaluation of options from selection of options
5. **Make a decision:** Consider the consequence of each option. Decide on the best solution by giving reasons to justify your choice of option.
6. **Implement the solution:** Implement the solution in a comprehensive manner. Monitor the consequences.
7. **Evaluate outcomes:** Review the results and revise the solution, if necessary⁷⁵.

⁷⁵ Project LELLE (2017). Mentor training material. BEST resources.

⁷⁶ Butterfield, J.(2010).
Illustrated course guides.
Problem solving
and decision making,
Soft skills for digital
workplace, Course
Technology: Boston.

Analysing Problems: do's and don'ts⁷⁶

Companies rely on their employees to identify problems and solve them. Much of the effort in problem solving involves understanding what the underlying issues really are. Defining the real problem is the first major milestone on the way to solution. It frequently takes as much time to identify and understand the problem as it does to solve it.

Do's and don'ts for analyzing problems:

Identification	Look for possible deficiencies, shortcomings, and other types of problems	Don't overlook or ignore possible problems
	Ask questions of people involved to find out why goals are not met	Don't limit yourself to a single type of information
	Gather data from other sources	
Observation	Observe where and how these problems occurs, if possible	Don't intimidate people involved with the problem; solicit their cooperation
	Ask "what", not "who"	Don't threaten other so that they undermine the solution
	Assure people that you respect their ideas, opinions, and suggestions	
Confirmation	Review the data you gathered to confirm that you've correctly identified a problem	Don't start solving the problem unless you are confident you identified it thoroughly

Evaluation to solve problems

In this assignment, learners are asked to read the scenario and go through the seven steps in the problem solving process to reach a feasible and effective solution, which they can justify.

4.3 DECISION MAKING

It's all about making choices in life. We are always making decisions and choices from the moment we get out of bed in the morning until we call it a day. Your decisions, whether in your personal or professional life, often define you.

Decision-making abilities can make all the difference in a professional environment, as they can decide your progress and future career development. Depending on your position in the company, your decisions may have an impact on other employees as well as the company's reputation. Many people avoid taking responsibility when faced with difficult situations or making vital decisions. People who are decisive and have a talent for making well-considered and well-timed decisions, on the other hand, are automatically recognized as leaders. You may strengthen your bonds with your coworkers and build a peaceful environment around you by honing your decision-making skills.



If we have to define decision-making in the workplace, we can safely claim that management is nothing more than a continual decision-making process. Business managers are in charge of making operational decisions and ensuring that their staff complete the duties. In reality, a manager's ability to make decisions is critical to her success.

The art of decision-making is essential to the business planning process. Managers must make various decisions during the planning stage, such as establishing organizational goals. For each work, they decide on crucial elements, marketing tactics, role allocations, and timetables.

How to make decisions

Here is the process for making decisions:

1. Identify the decision

Decide on the decision's nature and circumstances as soon as you realize you must make one. Look for any relevant variables to the issue so they can be taken into account as well. It's critical to recognize whether a choice is worthwhile. Not every circumstance calls for a difficult choice, particularly when other places have a greater demand for the same resources.

2. Collect information

Obtain as much information as you can about the circumstance and the choice. Establish your informational needs and the best sources to meet them. For any circumstance, think about looking for information both within and externally. For instance, by merely seeing what is in front of you, you might be able to acquire some knowledge internally through a self-assessment process. Obtain further information from books, the internet, or other sources.

3. Figure out alternatives

Consider all of the possibilities or options for your selection. You can carry out this action continually all throughout the decision-making process. Even if you are first tempted to reject an alternative, try to come up with it and give it significant thought.

4. Evaluate your evidence

To evaluate your evidence, combine reason with your intuitions. Determine which outcome would best meet the needs of the problem or inquiry by analyzing and predicting what would happen with each possible outcome. Sort your choices according to which would be the best solution or decision, and see if a standout concept emerges.



5. Pick an option

Choose the option that you have judged to be the best one. Depending on the situation and the individual decision, your final solution can possibly be a combination of your several options. Before making a final decision, take sure to weigh the potential advantages and disadvantages of each alternative.

6. Take action

Start putting your decision into practice. This can entail informing your group or company's leaders, gathering supplies, or creating a budget. As you carry out your decision, keep assessing it and make any necessary adjustments or improvements.

Decision-making and its importance in problem-solving

The significance of decision-making comes in the way it supports you in selecting among many possibilities. Before making a decision, it is necessary to acquire all relevant information and consider the advantages and disadvantages. It's critical to concentrate on steps that will assist you in making the best choices possible.

There is a significant link between problem-solving and decision-making.

To further understand the importance of decision-making skills, let us take a look at the various ways in which decision-making can help solve problems:

1. Step-wise approach:

Making decisions is not a random process. It is critical to avoid numerous challenges before making critical decisions that might have a long-term influence on individual and organizational goals and performance.

We have a tendency to be swayed by the majority opinion. Even if you believe the group is making the wrong decision, you are afraid to speak up because you are afraid of being isolated.

Such erroneous scenarios are prevented with a methodical decision-making procedure.

2. Impact analysis:

We can assess the impact of various options by employing the appropriate methodologies and ethical decision-making processes. It's crucial to know whether a choice is permanent or temporary, for example. We can estimate the influence of a decision on people in the organization and whether or not they will be pleased with it.



3. Finding decision alternatives:

Skills like questioning and imagination come into play during the decision-making process. You can learn more about the many options by employing probing skills, and imagination can help you discover options that were previously unknown.

4. Future forecasting:

The value of decision-making can be shown in its ability to predict the future. We can calculate the likely influence of a decision on a business's future growth when we make it through a methodical approach.

5. Evaluating various options:

It is a fact-based procedure, which is one of the features of decision-making. We gather all information about the various possibilities and evaluate their viability and influence on the company's current and future scenarios before making a decision. This equips us with the ability to make ethical decisions that are also, in most cases, accurate.

6. Risk assessment:

In assessing the risk of decisions, strong decision-making abilities are essential. They enable us to not only consider the numerous possibilities and measure their benefits and drawbacks, but also to assess the risk. We can predict the likelihood of success and prepare for worst-case scenarios by properly assessing all of the options, market conditions, and historical data. This type of risk analysis is useful for contingency planning as well as course modifications.

7. Impact on human resources:

Good decision-making can bring a lot of benefits to a company. It can aid in the creation of a collaborative work atmosphere and clear communication between various parties. It is feasible to make diverse team members comprehend each other's viewpoints, strengths, and shortcomings by using group decision-making techniques.

8. Leadership and emotional management:

Strong decision-making helps in the rapid resolution of problems and places decision-makers in a position of leadership. Strong decisions should be unbiased and free of any emotional factors that can lead us to overlook flaws. Decisions made in this manner should be transparent and logical.

These characteristics of decision-making decrease stress and friction while increasing team cohesion, mutual understanding, and respect for the leaders⁷⁷.

⁷⁷ "Kishore, K. (2022, January 8). Decision-Making & Its Importance in Problem-Solving. Harappa.



SUMMARY

of Chapter 4

“Leadership and Motivation”

201

A vision is a realistic, persuasive and appealing depiction of where you want to be in the future in business. Vision gives you direction, establishes goals, and serves as a checkpoint to see if you've accomplished what you set out to do.

Leaders must make their visions compelling and convincing once they have formulated them. People can see, feel, comprehend, and embrace a vision that is compelling. Effective leaders paint a vivid image of what the future will look like once their goals are achieved. They share motivational stories and describe their visions in a way that anybody can understand.

The base for leadership is a compelling vision. However, it is a leader's capacity to excite and inspire others that allows them to carry out that vision. Leaders can also motivate and influence people by using their natural charisma and appeal, as well as other forms of authority, such as the ability to give bonuses or assign tasks. Good leaders, on the other hand, don't rely on these sorts of power to motivate and inspire people.

Looking for leadership potential in others is also part of leadership. You build an environment where you can continue to succeed in the long run by fostering leadership abilities among your team. And that, my friends, is the true test of great leadership.⁷⁸

⁷⁸ What Is Leadership?.
[n.d.], Mind Tools.



ACTIVITY 1

ACTIVITY TITLE	What makes a great leader?
DURATION	15 min
OBJECTIVES	Introduction to the concept.
MATERIALS NEEDED	Video projector. Computer, cables. Internet connection/video downloaded. Make sure that all participants have access to the screen.
PREPARATION	Download the video in advance if you are not sure to have an efficient internet connection.
IMPLEMENTATION	Show the video . Make a sort introduction to the session.

ACTIVITY 2

ACTIVITY TITLE	Manager or Leader ⁸⁷⁹
DURATION	20 minutes
OBJECTIVES	Participants identify the difference of being a manager or a leader.
MATERIALS NEEDED	Manager Vs Leader table, post-it notes, 2 flip chart sheets.
PREPARATION	<p>Be aware of the difference between manager and leader. This activity clearly shows the difference between being a manager and being a leader. Management and leadership are often interchanged within the business world; however, they are two very distinct skills.</p> <p>Management is essentially process/task focused and centers on the current and immediate future. Whereas leadership is much more people and future focused. It includes setting culture & direction for the organization. The aim of this activity is to clearly show the difference between managers and leaders and how every leader can be a manager but not every manager can be a leader.</p>
IMPLEMENTATION	<p>Management and leadership are often interchanged within the business world; however, they are two very distinct skills. Management is essentially process/task focused and centers on the current and immediate future. Whereas leadership is much more people and future focused. It includes setting culture & direction for the organization.</p> <p>The aim of this activity is to clearly show the difference between managers and leaders and how every leader can be a manager but not every manager can be a leader.</p> <p>Divide the participants into small groups, give each group a copy of the Manager Vs Leader table and a different color of post it notes.</p> <p>Hang the two Flip Chart sheets and put the title Leader on one of them and Manager on the other one each group is tasked to identify which of the statements on the Manager Vs Leader table describe management behavior and which describe leadership behavior, write one statement on each post it note and stick it either on the Manager flip chart sheet or the Leader flip chart sheet on the wall.</p>

IMPLEMENTATION

MANAGER OR LEADER

SCHEDULING WORK
SHARING A VISION
PLAN AND PRIORITIZE STEPS TO TASK ACHIEVEMENT
USE ANALYTICAL DATA TO SUPPORT RECOMMENDATIONS
EXPLAIN GOALS, PLAN AND ROLES
PROVIDE FEEDBACK ON PERFORMANCE
MOTIVATING STAFF
PROVIDE FOCUS
CREATE A 'CULTURE'
INSPIRING PEOPLE
DELEGATING TASKS
ENSURING PREDICTABILITY
CO-ORDINATE EFFORT
CO-ORDINATE RESOURCES
GIVE ORDERS AND IMPLEMENTATION
ACT AS INTERFACE BETWEEN TEAM AND OUTSIDE
TAKE RISKS
GUIDE PROGRESS
EVALUATE PROGRESS
CHECK TASK COMPLETION
CREATE A POSITIVE TEAM FEELING
MONITOR FEELINGS AND MORALE
LOOK 'OVER THE HORIZON'
APPEAL TO PEOPLES' EMOTIONS
FOLLOW SYSTEMS AND PROCEDURES
PROVIDE DEVELOPMENT OPPORTUNITIES
ENSURE EFFECTIVE INDUCTION
MONITOR BUDGETS, TASKS ETC.
USE ANALYTICAL DATA TO FORECAST TRENDS
MONITORING PROGRESS
UNLEASHING POTENTIAL
BE A GOOD ROLE MODEL
APPEAL TO RATIONAL THINKING
BUILD TEAMS

IMPLEMENTATION

ANSWER

The following table shows the distinct elements which fall under each category.

MANAGER	LEADER
DELEGATING TASKS • USE ANALYTICAL DATA TO SUPPORT RECOMMENDATIONS • ENSURING PREDICTABILITY • CO-ORDINATE EFFORT • CO-ORDINATE RESOURCES • GIVE ORDERS AND IMPLEMENTATION • GUIDE PROGRESS • EVALUATE PROGRESS • CHECK TASK COMPLETION • FOLLOW SYSTEMS AND PROCEDURES • MONITOR BUDGETS, TASKS ETC. • USE ANALYTICAL DATA TO FORECAST TRENDS • MONITORING PROGRESS • APPEAL TO RATIONAL THINKING • PLAN AND PRIORITIZE STEPS TO TASK ACHIEVEMENT EPS TO TASK ACHIEVEMENT	BUILD TEAMS PROVIDE FEEDBACK ON PERFORMANCE MOTIVATING STAFF ACT AS INTERFACE BETWEEN TEAM AND OUTSIDE EXPLAIN GOALS, PLAN AND ROLES INSPIRING PEOPLE APPEAL TO PEOPLES' EMOTIONS SHARING A VISION PROVIDE FOCUS MONITOR FEELINGS AND MORALE CREATE A 'CULTURE' CREATE A POSITIVE TEAM FEELING ENSURE EFFECTIVE INDUCTION PROVIDE DEVELOPMENT OPPORTUNITIES UNLEASHING POTENTIAL LOOK 'OVER THE HORIZONT TAKE RISKS BE A GOOD ROLE MODEL

ACTIVITY 3

ACTIVITY TITLE	Leadership Skills
DURATION	20 min
OBJECTIVES	Participants identify what skills needed for leadership.
MATERIALS NEEDED	Tablets or self-phones.
PREPARATION	Access to internet / print stories. Print poster or make a QRL.
IMPLEMENTATION	Divide participants in 4 groups. Ask them to enter the links below, read and discuss about leadership skills. After, ask them to share six main points of their discussion with the others.

[More resources](#) | [More resources](#) | [More resources](#)



MODULE 2
CHAPTER 4

ACTIVITY 4

ACTIVITY TITLE	Be a leader
DURATION	20 min
OBJECTIVES	Participants have the change to experience how is to be a leader through a role playing.
PREPARATION	Prepare some scenarios.
IMPLEMENTATION	Ask for four volunteers. One of them will play the role of employee and the other three will demonstrate a different style of leader. A suggested scenario: Employ has missed a meeting. Ask volunteers to play the scenario three times with three different approaches. After, ask others participants to give feedback in role plays.

ACTIVITY 5

ACTIVITY TITLE	Self motivation
DURATION	15 min
OBJECTIVES	Participants to gain self awareness of their persnal motivations.
MATERIAL NEEDED	Papers and pens.
IMPLEMENTATION	Ask participants to create two lists. In one list they have to write what motivates them and in the other what do not motivates them, in everyday life or according a goal. After, they can share their thougths with the others, if they want.

ACTIVITY 6

ACTIVITY TITLE	What is problem solving?
DURATION	20 min
OBJECTIVES	Introduction to the concept.
MATERIALS NEEDED	Video projector. Computer, cables. Internet connection/video downloaded. Make sure that all participants have access to the screen.
PREPARATION	Download the video in advance if you are not sure to have an efficient internet connection.
IMPLEMENTATION	Show the <u>video</u> . Make a sort introduction to the session.

ACTIVITY 7

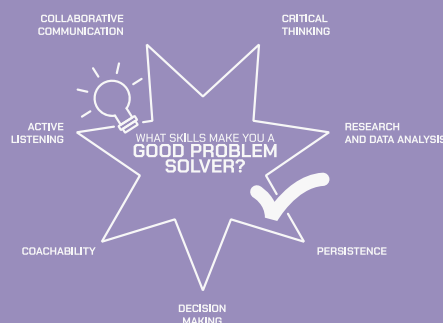
ACTIVITY TITLE	Scenario for solutions
DURATION	20 minutes
OBJECTIVES	Participants practice in problem solving.
MATERIALS NEEDED	Papers and pens.
PREPARATION	Be familiar with the scenario.
IMPLEMENTATION	<p>Give this scenario to participants. Ask them to suggest a solution and share it with the others.</p> <p>Scenario: You work in a café located in a conference centre. This building is about a 20-minute walk from most office buildings. Not many office workers come to your café because of the walking distance. Business is only good on days when there are events at the convention centre. How can you improve your business?</p>

1. Define the problem	4. Evaluate the Solutions	
	Pros	Cons
2. Evaluate the Situation	5. Make a Decision	
	Option	Reasons
3. Identify all Solutions	6. Implement Solution	
7. Evaluate the Outcome		
What went well?	What did not go well?	What could have been done better?

ACTIVITY 8

ACTIVITY TITLE	Problem solving skills
DURATION	20 min
OBJECTIVES	Participants identify what skills needed for problem solving.
MATERIALS NEEDED	Tablets or self-phones.
PREPARATION	Access to internet / print stories. Print poster or make a QRL.
IMPLEMENTATION	Divide participants in 4 groups. Ask them to enter the links below, read and discuss about problem solving skills. After, ask them to share six main points of their discussion with the others.

[More resources](#) | [More resources](#) | [More resources](#)



MODULE 2
CHAPTER 4

ACTIVITY 9

ACTIVITY TITLE	Find a problem, solve a problem.
DURATION	15 min
OBJECTIVES	Participants to practice in problem solving in groups.
MATERIALS NEEDED	Video projector. Computer, cables. Internet connection/video downloaded. Make sure that all participants have access to the screen.
IMPLEMENTATION	Divide participants in groups for four. Ask each group to invest a problem from everyday life. After, ask them to change with an other group. Now, the new group have to find possible solutions for this problem. Then, ask them to share their results.

ACTIVITY 10

ACTIVITY TITLE	Am I a problem solver?
DURATION	15 min
OBJECTIVES	Participants to gain self awareness of their problem solving skills.
MATERIALS NEEDED	Papers and pens.
PREPARATION	No special preparation needed.
IMPLEMENTATION	Ask participants to give a mark to themselves from 1-10 (lower – higher) in problem solving skills, as they are represented in picture activity 8. After that, ask them to justify their marks.

ACTIVITY 11

ACTIVITY TITLE	The art of decision making
DURATION	20 min
OBJECTIVES	Introduction to the concept.
MATERIALS NEEDED	Video projector. Computer, cables. Internet connection/video downloaded. Make sure that all participants have access to the screen.
PREPARATION	Download the video in advance if you are not sure to have an efficient internet connection.
IMPLEMENTATION	Show the <u>video</u> . Make a sort introduction to the session.

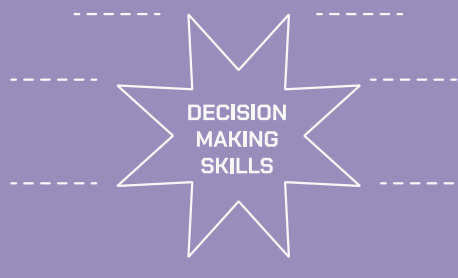
ACTIVITY 12

ACTIVITY TITLE	Decision making strategy in my life
DURATION	15 min
OBJECTIVES	Participants identify their own decision-making strategy.
MATERIALS NEEDED	Papers and pens.
PREPARATION	You can prepare your own decision making road and share it with participants.
IMPLEMENTATION	Ask participants to remember a time in their lifes that they had to make a very crucial decision. Then, they can write down the steps and their feelings that they followed to their final dicision. They can share their decision making road with the others.

ACTIVITY 13

ACTIVITY TITLE	Decision making skills
DURATION	20 min
OBJECTIVES	Participants identify what skills needed for decision making.
MATERIALS NEEDED	Tablets or self-phones.
PREPARATION	Access to internet / print stories. Print poster or make a QRL.
IMPLEMENTATION	Divide participants in 4 groups. Ask them to enter the links below, read and discuss about decision making skills. After, ask them to share six main points of their discussion with the others.

[More resources](#) | [More resources](#) | [More resources](#)



ACTIVITY 14

ACTIVITY TITLE	Create your own decision making activity.
DURATION	30 min
OBJECTIVES	Participants to practice in problem solving and decision making and involve their skills in collaboration, creativity and time-management.
MATERIALS NEEDED	Papers and pens.
PREPARATION	The problem must be defined, solutions must be generated, solutions must be evaluated and chosen, and solutions must be implemented. Encourage your team to think imaginatively at each level by asking them to take a variety of possibilities into consideration. Introduce a different brainstorming strategy, such as brainwriting, if ideas start to dry up. This gives everyone an opportunity to contribute equally while allowing your workers to develop one another's ideas. Encourage teams to discuss the various decision-making procedures they used after the presentations. You could inquire about their time management and communication strategies. Another query would be how they managed to keep the conversation on topic. Finally, you may ask them if they would have modified their strategy in light of the presentations made by the other teams. ⁸⁰
IMPLEMENTATION	<p>In this exercise, teams must create their own, brand new, problem-solving activity.</p> <p>This game encourages participants to think about the problem-solving process. It builds skills such as creativity, negotiation and decision making, as well as communication and time management. After the activity, teams should be better equipped to work together, and to think on their feet.</p> <ol style="list-style-type: none">1. As the participants arrive, you announce that, rather than spending an hour on a problem-solving team-building activity, they must design an original one of their own.2. Divide participants into teams and tell them that they have to create a new problem-solving team-building activity that will work well in their organization. The activity must not be one that they have already participated in or heard of.3. After an hour, each team must present their new activity to everyone else, and outline its key benefits.

MODULE 2
CHAPTER 4

ACTIVITY 15

ACTIVITY TITLE	Decision making strategy in my business
DURATION	15 min
OBJECTIVES	Participants develop their decision making strategy for their business.
MATERIALS NEEDED	Papers and pens.
PREPARATION	Be aware of <u>decision making strategy</u> .
IMPLEMENTATION	Ask participants to go back in their business plan in activity 1.3.5, review it again and now ask them to create a decision making strategy of their business. After, they can share their plan with the others.

⁸⁰ MindTools | Home. (n.d.).

PROFESSIONAL COMPETENCES



INTRODUCTION

CHAPTER 1 EVENT ORGANIZATION

1.1 WHAT IS AN EVENT

1.2 WHY THE EVENT

1.3 CHOICE OF THE VENUE

1.4 CHOICE OF THE DATE

1.5 COMMUNICATION AND PROMOTION OF AN EVENT

1.6 IMPLEMENTATION OF THE EVENT

1.7 THE POST-EVENT

ACTIVITY 1 Tips on event management
for beginners

ACTIVITY 2 Draw me

ACTIVITY 3 Suitcase

ACTIVITY 4 Ranking

ACTIVITY 5 Examples

ACTIVITY 6 Create a Schedule

ACTIVITY 7 Empathy map

ACTIVITY 8 Empathy Strategy

ACTIVITY 9 Local context map

CHAPTER 2 DIGITAL COMPETENCES

2.1 WHAT ARE THE DIGITAL COMPETENCES?

2.2 INFORMATION AND DATA LITERACY

2.3 COMMUNICATION AND COLLABORATION

2.4 DIGITAL CONTENT CREATION

2.5 SAFETY

2.6 PROBLEM SOLVING

2.7. HOW TO TEACH DIGITAL COMPETENCES?

2.8. HOW TO MEASURE THE DIGITAL COMPETENCES?

SUMMARY OF CHAPTER 2

ACTIVITY 1 Perspective

ACTIVITY 2 Planet of the apes.

ACTIVITY 3 Top to bottom and side to side

ACTIVITY 4 Create and be creative

ACTIVITY 5 3 new tools

CHAPTER 3 SELF-PROMOTION AND TALENT MARKETING

3.1 SELF PROMOTION

3.2 WHAT IS SELF PROMOTION?

3.3 USING SOCIAL MEDIA TO SELF-PROMOTION

3.4 SETTING UP A CONTENT MARKETING STRATEGY

3.5 OTHER WAYS OF SELF-PROMOTION

3.6 THE BOTTOM LINE

3.8 TALENT MARKETING

3.9 THE DIFFERENT TYPES OF TALENT

3.10 HOW TO MARKET YOUR TALENT

3.11 RESUME, INTERVIEWING AND FOLLOW UP

3.12 WHAT SHOULD THEY PROMOTE WHEN THEY ARE MARKETING THEIR TALENT?

ACTIVITY 1 Let the fear out

ACTIVITY 2 Who are you?

ACTIVITY 3 Learn to find the target audience

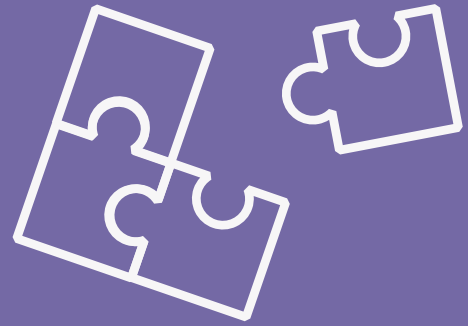
ACTIVITY 4 Let's do it

ACTIVITY 5 Plan, plan and plan again.

ACTIVITY 6 Start now not later

ACTIVITY 7 Examples

INTRODUCTION



This module is designed to help facilitators that work with young cultural entrepreneurs. It provides an introduction to the topic and outlines some key points that should be covered when working with this group.

The term “cultural entrepreneur” is used to describe someone who is involved in the promotion and management of cultural activities. These activities can include anything from art and music to heritage and tourism. Cultural entrepreneurship is a growing field, and there are many opportunities for young people to get involved.

There are several key points that facilitators should keep in mind when working with young cultural entrepreneurs. First, it is important to encourage creativity and risk-taking. This group should feel free to experiment and try new things. Second, it is important to provide support and guidance; while independence is encouraged, young entrepreneurs should not feel like they are on their own. Finally, it is important to create a network of contacts and resources; this will help young entrepreneurs as they start to develop their careers.

But what exactly does it take to be a successful cultural entrepreneur? And how can young people develop the skills they need to succeed in this field?

In this module, we'll also explore the role of facilitators in teaching the skills needed by young cultural entrepreneurs. We'll also look at some of the challenges and opportunities associated with this growing field.

Who can be labeled as young cultural entrepreneurs?

Young cultural entrepreneurs are often passionate about their chosen field, whether it's music, fashion, art, or film. They have a creative vision and the drive to make their ideas a reality. They understand the importance of marketing and networking, and they know how to use social media to their advantage.

But being a successful cultural entrepreneur is about more than just having great ideas – it takes a certain set of skills to make those ideas come to life. Here are some of the skills that young cultural entrepreneurs need to succeed:

1. Creativity: This one goes without saying – they need to be creative to be cultural entrepreneurs. But creativity isn't just about coming up with new ideas; it's also about thinking outside the box and looking at things from different perspectives.

2. Business acumen: A successful cultural entrepreneur needs to understand the business side of things. This includes everything from knowing how to price their products or services to having a basic understanding of financial statements and bookkeeping.

3. Marketing & networking: Being able to market their products or services effectively is critical for any business, but it's especially important for cultural entrepreneurs. They need to be able to create business relations and promote their product effectively.

How can you as facilitators help them learn these skills?

There are a variety of skills that young cultural entrepreneurs need to be successful. However, they may not all be aware of what these skills are or how to acquire them. This is where you as facilitators can play a key role.

You can help young cultural entrepreneurs learn the skills they need by:

1. Providing guidance and support - You can provide the guidance and support that young entrepreneurs need to identify their strengths and weaknesses, and set goals for themselves. For this use the first module and the talent assessment tools provided.

2. Encouraging collaboration - Collaboration is essential for any business venture, and you can encourage young entrepreneurs to work together towards common goals.

3. Helping to build networks - Networks are essential for any business, and you can help young entrepreneurs connect with the right people who can help them succeed.

4. Sharing resources - You can share valuable resources with young entrepreneurs, such as information about funding opportunities or mentorships.

5. Promoting creativity - Creativity is essential for any entrepreneur, and you can help young entrepreneurs tap into their creativity to come up with new ideas and solutions.

These skills are general to all young entrepreneurs, but there are some skills that can specifically help entrepreneurs in the field of culture.



The skills that are mostly needed in this field are:

- Event and organizational management
- Digital competences
- Self-promotion and talent marketing

After reading this Module you as a youth worker will:

- Get a better insight on the professional competences considered.
- Be able to support the participants in their process of acquiring and developing a set of skills.
- Be able to create training sessions on the topics addressed by the Module and have enough tools to develop these sessions.

This Module is divided in 3 chapters:

Chapter 1: Event and organizational management. In this chapter it is taken into consideration the skills and benefits that this competence can give young entrepreneurs in the current markets.

Chapter 2: Digital competences. These competences are necessary in the current technological framework and can provide a clear positive influence in the entrepreneurs.

Chapter 3: Self-promotion and talent marketing. In this chapter tactics and tips in self-promotion and talent marketing are explained and developed.

Prelude of chapter 1: Event and organizational management

To master this skill the young entrepreneur has to be passionate about culture and want to make a difference in their community, have ideas for events or projects that they think would be successful.

There are plenty of resources out there to help them learn the ins and outs of event and organizational management. Here are just a few of the skills they'll need to succeed as a cultural entrepreneur:

- Time management: Being able to effectively manage their time is crucial when planning events or running organizations. There's always a lot to do and not enough hours in the day, so being able to prioritize tasks and staying organized is essential.
- Budgeting: Knowing how to stay within a budget is another important skill for cultural entrepreneurs. There's always



a lot of pressure to spend money wisely when organizing events or projects, so being able to keep track of expenses and stick to a budget is key.

- Marketing: Being able to market events or projects is also important. They need to be able to get the word out there and promote their events or projects in order to get people interested and involved.

For more info about event management consider visiting:

≥ for large scale events.

≥ for small to medium events.

Prelude of chapter 2: Digital competences

One of the most important skill sets that cultural entrepreneurs need are digital competences. With the ever-changing landscape of technology, it's more important than ever for cultural entrepreneurs to be able to navigate the digital world.

There are a few key components to digital competence. First, cultural entrepreneurs need to be able to understand how technology works and how it can be used to their advantage. They also need to be able to use different types of technology to create and disseminate content. Finally, they need to be able to protect their online presence and manage their online reputation.

While some cultural entrepreneurs are born with a natural affinity for all things digital, others may need to learn these skills through formal or non-formal education. There are a number of ways to develop digital competence, but one of the best is through hands-on experience. The best way to learn is by doing, so potential cultural entrepreneurs should seek out opportunities to use technology in their work. By trial and error, they will quickly develop the skills they need to succeed in the digital world. The examples set in this module will make use of the hands-on experience way of facilitating.

For more info and materials in this field [The Digital Competence Framework](#) created by the European Commission.

Prelude of chapter 3: Self-promotion and talent marketing

There's no question that self-promotion and marketing are important skills for any young entrepreneur to have. But what exactly does that mean? And how can they go about developing these skills?



Self-promotion is all about creating a positive image of themselves and their work. This means not only putting their best foot forward, but also being proactive in promoting their accomplishments and talents. They need to be able to sell themselves and their ideas in order to get people on board with what they're doing.

Talent marketing is similar to self-promotion, but with a focus on their specific talents and abilities. This means highlighting what makes them special and using that to their advantage. It's important to be able to identify their unique selling points and then use them to market themselves to potential clients or investors.

Both of these skills are important for any young entrepreneur to have. If they're not good at promoting themselves and their work, it will be difficult to get people interested in what they are doing. And if they don't have any unique talents or abilities, it will be hard to stand out from the crowd.

There are a few things they can do to start developing these skills. First, make sure they are always putting their best foot forward. This means dressing the part, being well-spoken, and generally making a good impression. Second, start networking and getting their name out there. Attending events, meeting new people, and getting their work in front of as many eyes as possible. And third, starting a blog or website to showcase their work and their talents. This is a great way to get started with self-promotion and marketing.

By taking the time to develop these skills, they will be well on their way to success.

As young cultural entrepreneurs they will continue to shape the future of the arts and culture sector, it is important that they have the skills and knowledge necessary to be successful. You as facilitators play an important role in teaching these skills, and in helping young people to develop their entrepreneurial potential.

After having planted the necessary foundations for this module, we move on to the different parts that make it up.

BIBLIOGRAPHY

The bibliography of this Module is made of all citations mentioned in the notes and in the “**For further knowledge**” sections of each Chapter. The creation of the content of the Module is under responsibility of the sole authors.



CHAPTER 1

Event Organization

216

“Event organization is the meticulous planning and coordination of all event aspects.”

To start, event organization is the process of planning and coordinating all aspects of an event. This includes everything from booking the venue to arranging transportation and accommodation for guests. Event organization can be a daunting task, but with careful planning and attention to detail it can be a very rewarding experience and a solid career.

1.1. WHAT IS AN EVENT

The first thing we have to do in planning an event is to understand what it really is. The event is, in the first place, the most important form of communication through which we tell ourselves to others. The event says everything about us. It says who we are, it says what we do, it says what our skills and talents are. It doesn't matter whether it's a large or small event, we are our event and our event is us. We must therefore keep this concept in mind. This will help us not fall into the mistake of considering the event as simply one of the various things we do or think that the creation of an event and communication are two distinct areas. Once you understand this basic concept, you will be able to design effectively and consistently.





1.2. WHY THE EVENT

The clear understanding of the nature of an event leads us to three questions, essential for its planning.

- 1 What are the objectives that we aim to achieve through the realization of the event?
- 2 What content do we want to convey in it?
- 3 What are our expectations?

1.2.1 Objectives:

it is not easy to define exactly the objectives we want to achieve through an event. Do I want to increase my generic visibility? Do I want to make my project or business known to a wider audience? Do I want to achieve a substantial improvement in my current condition? Sometimes we tend to indulge in the “an event, as long as it is” approach. This is intrinsically wrong and makes the organizational effort completely useless. Defining the goal will therefore be the first and perhaps most important step of our organizational process.

1.2.2 Content:

The content inherent in the event is closely linked to the objectives it pursues and deriving from it. We may want to talk about ourselves, in a general way, as an organization, without any specific insights or, on the contrary, we could present a project, an initiative, an activity that we have carried out. Depending on the message, the planning of the event can change substantially, starting from the communication itself. Different types of initiatives derive from different contents and, consequently, different targets. It is therefore advisable to define the content of the event as precisely as possible in the initial phase.

1.2.3 Expectations:

The conception, planning and realization of an event require a considerable psychophysical commitment. An impossible commitment to face without the right reasons. Therefore, expectations, as much as goals, play a central role in giving foundation to your motivations. From this point of view it is necessary to be as frank and honest as possible. Expectations can be realistic or fallacious, both positive and negative. Predicting having an empty hall is as wrong as expecting the ovation of a hall full to the last place, in the absence of objective elements that indicate a possible similar outcome. Having a clear perception of one's expectations does not only concern the emotional and psychological sphere but also has decisive effects on the logistical aspect. For example, the expectations of large or small attendance will determine the choice of location for our event.





1.3 CHOICE OF THE VENUE

The venue is a crucial element in determining the outcome of an event. The aspects that must be taken into consideration in its choice are: 1) symbolic value and reputation; 2) coherence with the identity of those who organize the event; 3) functionality; 4) usability;.

1 Symbolic value. A place is not just a physical space delimited by 4 walls and a ceiling. It is also a symbol that brings with it a story, messages and values. Pink Floyd chose the Pompeii amphitheater to stage a famous performance, not because it was particularly suitable for a concert, but because of the strong suggestion given to the place by its antiquity. Similarly, it is hard to imagine a classical ballet in a reggaeton disco, or a conservative political party conference in an underground punk club.

2 Consistency with the organization. Based on the previous point, in choosing the place we will have to consider the coherence of the structure with our identity and with the content of our event. The place of the event must not be just any place where the event takes place but must contribute to strengthening or, at least, not damaging our image and our message. Using a venue where extremist or politically ambiguous demonstrations usually take place will certainly have a negative effect on our image, regardless of the nature and quality of our event. Similarly, using a prestigious place or one full of positive symbols will be a plus for the event as well as for us as an organization.

3 Functionality. An event, even if not of great importance, present of the technical criticalities which must be taken into account in the choice of the place. It is not enough that the place is beautiful, cheap, prestigious. What we have to ask ourselves is: do you have the necessary equipment to carry out my activities? Is there an amplification system? Is it possible to project images? is it possible to make arrangements? Are there architectural barriers? For example, is it suitable for hosting a fair with many desk points and therefore can the furnishings be moved and the spaces remodeled? From what time to what time is it accessible?

4 Usability. In order to have many participants in an event, it is necessary to encourage and facilitate their participation. When we choose the place we will therefore take care to verify that it is easily accessible, possibly by all possible means, and favors the permanence of the passages. An ugly room located in the center of the city, connected to public transport and equipped with ample parking, will always be preferable to a beautiful and super-cheap structure located on top of a mountain, far from everything and everyone.





1.4 CHOICE OF THE DATE

The choice of date is very often conditioned by factors that do not concern our will such as the availability of the host structure, the participation of speakers and guests of the event, the planning needs of carrying out the activity in a given period of time. Taking into account these factors on which, we repeat, we cannot influence, in choosing the date we will have to consider the possible concurrence with other events of greater importance which, inevitably, would subtract visibility from ours. Major sporting events broadcast on television, entertainment shows, events of a general nature such as political elections, the concurrence of several events similar to ours. It will therefore be our care to try to identify a “free” time frame.



1.5 COMMUNICATION AND PROMOTION OF AN EVENT

Nowadays there is a tendency to attribute to communication the ability to obtain any result. This is incorrect as communication is the means by which we share content, not the content itself. Therefore a communication, however high-level, devoid of significant content, can never produce significant results beyond the short term. Having said this premise, some areas must be taken into consideration: 1) the event before, during and after; 2) the tie effect; 3) internal communication; 4) ambassadors; 5) external communication; 6) social media and press;

1 The event before, during and after. The methods of communication and transmission of information, developed thanks to social media and new technologies, mean that the visibility of an event goes beyond the event itself, starting before it actually takes place and ending after. In other words, in modern communication, an event begins and ends when the communication it gives begins and ends. Let's imagine an exhibition of paintings in which 70 people participate. If the inherent communication has meant that 1000 people, through online tools, have approached the author and his artistic production, we could say that the generated hype will have been higher than that produced by an exhibition visited by 200 people who has not aroused any interest outside of these.



2 The tie effect. Communication, when it is not particularly effective, determines the “tie effect”. The tie is a garment that does not protect from the cold or heat, it has no practical use, but the absence of which in certain contexts causes evident damage to image and credibility. The same goes for a generic communication. Having it doesn't help you get results, but if you don't have it, it's subject to reprobation.

3 Internal communication. The first form of effective communication is the one that starts from your internal network of contacts, be they friends, acquaintances, colleagues and family. They will be the first target you need to reach in promoting your event. Starting from a good initial level of mutual loyalty, you won't need to make a particular effort to convince them to take part in your initiative.

4 Ambassadors In numerous projects and campaigns there is recourse to “Ambassadors”, figures who, due to their credibility, reinforce the message of the project and campaign by making themselves ambassadors. Taking into account one's own operating environment, it is a good rule to first identify figures who, at the local level, can play this role of “ambassadors”, either by affinity with the topic, or by previous collaboration relationships, or by their own return image. Their role as ambassadors will mainly consist in publicly supporting the promotion campaign of the event through social media, public statements, information sharing to members of their social network.

5 External campaign Even before implementing the campaign, it is a good idea to draw up, in the form of a contact or mailing list, a list, as extensive as possible, of people to contact in order to promote our event. In this case, they will be people with whom they do not have direct or indirect relationships and will include anyone who may in some way be interested in our initiative. Intellectuals, artists, university professors, politicians, militants, the curious, etc.

“There is a common misconception that communication alone can achieve any desired outcome.”



6 Social media and press It may seem obvious but it is not. Whenever an event takes place, it is a good rule to send a press release to the editorial offices of the mass media operating in our area (local, national, international). It is an operation that has no costs and can lead to important image returns. It doesn't matter if 100 times our press release has not been sent. Sooner or later this will happen and maybe it will be the 101st. Similarly, with regard to social media, it is essential to use the most appropriate channel for the target we are addressing. The information must be clear and concise, without being sloppy. Everything we publish must respond to the need to be fully understood in the shortest possible time.



1.6 IMPLEMENTATION OF THE EVENT

We have therefore arrived at the actual realization of the event. We cannot afford mistakes and uncertainties, especially if the promotion campaign has been effective. In this case the audience that came for our event will become the audience of our failure. It is therefore advisable to know the location of the event as accurately as possible, including the technical equipment, the logistical specifications and the methods of use of the structure. No shortage of material or tools is acceptable, just as there can be no delays in setting up and preparing the event. In other words, regardless of the type of event, this must communicate to those present an image of professionalism, seriousness and reliability.



1.7 THE POST-EVENT

The event was carried out with positive results. What's the next step? A successful event, if not adequately valued, ends up being an ephemeral initiative with no long-term effects. A good organizer, relying on his own success, will be able to use this success to strengthen the contacts that have arisen thanks to the event, consolidate his audience, restart with the communication of subsequent events, building on the results obtained.



ACTIVITY 1

ACTIVITY TITLE	Tips on event management for beginners.
DURATION	8 min
OBJECTIVES	Explain a set of clear tips.
MATERIALS NEEDED	Video projector. Computer, cables. Internet connection/video downloaded. Make sure that all participants have access to the screen.
IMPLEMENTATION	Show the video . Make a short introduction to the session

MODULE 3
CHAPTER 1

ACTIVITY 2

ACTIVITY TITLE	Draw me.
DURATION	40 min
OBJECTIVES	Bring the participants to focus on the important skills to develop to be successful organizing events. See the differences that other people see in the same topic.
MATERIALS NEEDED	A4 papers (2 per group), pens and markers.
IMPLEMENTATION	<p>Divide the participants in small groups of maximum 4 people. Provide each group with two papers and give them as many pens and markers as they might need.</p> <p>Ask the participants to draw the outline of a human figure, one on each piece of paper.</p> <p>When they finish that, ask them to work together and write or express in any way what they think are the necessary skills that the person they drew has to have to be able to organize a big event efficiently.</p> <p>When all groups have finished, give them some minutes each to explain why they choose what they choose. After having heard from everyone, ask them to do the same exercise again but this time taking in consideration what the other groups expressed. The goal is to see the changes from the first to the second drawing and understand that sometimes they have a clear view of what skills they have to develop and sometimes not.</p> <p>To close the activity, you can invite each participant to do an individual reflection: which skill do they personally need to develop first.</p>

ACTIVITY 3

ACTIVITY TITLE	Suitcase
DURATION	30 min
OBJECTIVES	Make the participants self reflect on the importance of having an organizational ranking of the different parts and aspects of the event.
MATERIALS NEEDED	Printed images that represent the venue, time management, budget, logistics, promotion... but also intangibles like good spirit, participants behavior, etc. At least a set of 5 copies of each.
PREPARATION	Print the cards, if possible in color.
IMPLEMENTATION	<p>Group exercise.</p> <p>The activity is a role play, the groups should be 3-4 people. The group has to choose a maximum of 6 of the cards that should be all placed on the floor, they have to choose wisely because the idea is to have those objects or conditions on their own event. After choosing, they have to present what they have to you, the facilitator. You will play the role of a powerful politician that they need to please in order to get approval for the event. They have to strike a deal where they give you as little as possible from the selection they have. During the bargaining the facilitator has to try to get the most important thing from them to improve their bargaining capacities.</p> <p>Once that everyone is done, open the floor for comments. Ask if anyone would like to share and take the opportunity to add something.</p>

ACTIVITY 4

ACTIVITY TITLE	Ranking
DURATION	20 min
OBJECTIVES	Ranking objects and ideas in order of importance is very useful to have a clear view to see what are the skills that need to be worked on.
MATERIALS NEEDED	<p>Strips of paper of around 10 by 21 cm with a series of objects and ideas.</p> <p>The list is as follows:</p> <ul style="list-style-type: none">- Venue- Logistics- Marketing- Budget- Time management- Personnel- Purpose of the event- Impact of the event <p>To be more clear, add an explanation or definition on the other side of the paper</p>
PREPARATION	Print the cards, if possible in color. One set per group.
IMPLEMENTATION	<p>Group exercise.</p> <p>Get one set of cards to each group. Ask the group to rank them from less to more important, after 8-10 minutes make them justify why they chose that order. When they have finished they can comment on the other groups ranking and discuss which one would be the best option for a general ranking. This activity is also designed to promote cooperation.</p> <p>It is very important for you to make it very clear that all options are valid.</p>

ACTIVITY 5

ACTIVITY TITLE	Examples
DURATION	30 min
OBJECTIVES	Put the participants in a real world example and improve their problem-solving skills.
MATERIALS NEEDED	A4 papers printed with a text explaining the situation they have to solve.
PREPARATION	Prepare one example of a situation regarding event management for each group. The origin of the conflict or problem should be different in each example.
IMPLEMENTATION	<p>Group exercise.</p> <p>Every group of 4-5 people will receive a paper with a situation regarding event management and they have to solve the problem expressed in the paper. When everyone has finished one member of the group has to read the example to the rest of the participants and also explain the solution. When everybody has finished, open the floor for comments. Ask if anyone would like to share and take the opportunity to add something.</p>

MODULE 3
CHAPTER 1

ACTIVITY 6

ACTIVITY TITLE	Create a Schedule
DURATION	90 min
OBJECTIVES	Put the participants in a real world example and improve their problem-solving skills.
MATERIALS NEEDED	A4 papers printed with a text explaining the situation they have to solve.
PREPARATION	<p>Strips of paper with the following written in them:</p> <p>Country: Spain France Italy Portugal Sweden</p> <p>Duration of the event: 2 days 5 days 1 week 10 days 2 weeks</p> <p>Type of event: Fundraiser Sport event Shows and leisure events Central and/or local administration events Social events</p> <p>Participants: Small event (between 50 and 250 participants) Medium event (between 250 and 500) Large event (between 500 and up to 2,000 participants) and Mega events (over 2,000 participants) Mini events (between 35 and 45 participants)</p> <p>Time: January March May July December</p> <p>Posters, pens and markers.</p>

FRAME OF THE ACTIVITY

This activity is designed to take place at the end of the non-formal education program so the groups can create a meaningful and realistic schedule for the event they have to manage, as the inputs are going to be given randomly, there are a total of 3125 possible outcomes in this exercise, so creativity, teamwork and the ability to solve group problems should be seen in this exercise.

IMPLEMENTATION

Group exercise.

Every group of 4-5 people will receive, randomly, a paper for the country, one for the time, one for the participants, one for the duration and one for the type of event.

The first part of the activity will consist of the division of work to be done and to create a general vision of what the event will be and present it to the rest of the groups. In this first part, the participants must capture the idea of the event that they have to organize following the instructions they have received. It will last 20 minutes.

The second part will be dedicated to creating the visual identity of the event, planning the marketing, making the schedule and defining the activities to be carried out, presenting a realistic budget and solving logistical problems. This part will last 50 minutes.

The last 20 minutes will be dedicated to the presentation of the work done to the rest of the participants. It is important to take into account the country and the month of the year when planning, the weather and the cultural sensitivities of the place.

ACTIVITY 7

ACTIVITY TITLE

Empathy map

DURATION

60 min

OBJECTIVES

Reflecting on how to tailor an event for a specific audience

MATERIALS NEEDED

Flipchart pages or A4 papers, markers, and empathy map for each group

PREPARATION

Print the empathy map handout

IMPLEMENTATION

Small group or individual exercise

Introduce the empathy map. (5-10 minutes) (more reference [here](#))

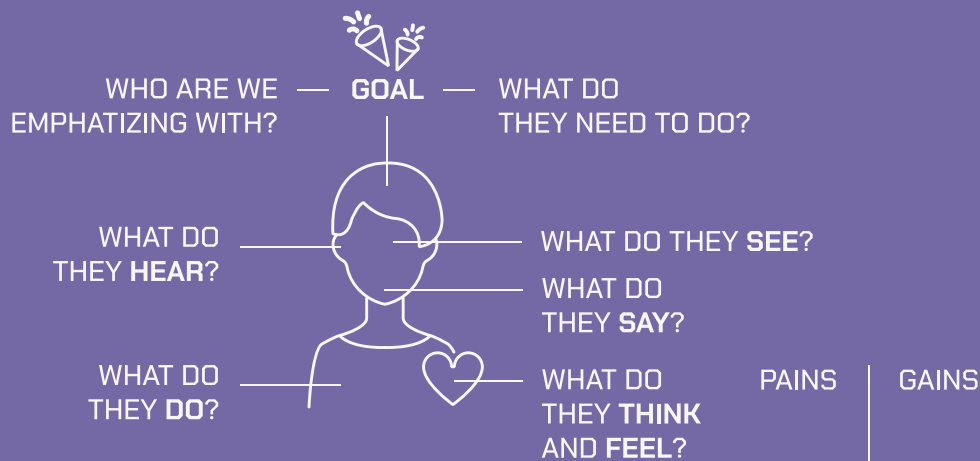
Once the empathy map has been presented, the context in which this tool was developed and its practical applications, divide the participants into small groups of 4-5 people.

Give each group a flipchart or an A4 paper and ask them to imagine an artistic or creative event, defining its specificity and nature. (10 minutes)

Once this is done, provide each group with a copy of the handout and ask them to develop an empathy map of the theoretical participant in the event. (20 minutes)

When they are done, let them present their ideal participant and all their characteristics. (2-3 minutes per group)

ACTIVITY 7 HANDOUT



MODULE 3
CHAPTER 1

ACTIVITY 8

ACTIVITY TITLE	Empathy Strategy
DURATION	60 min
OBJECTIVES	Creating a targeted communication campaign
MATERIALS NEEDED	Flipchart, A4 papers, markers
IMPLEMENTATION	<p>Group exercise</p> <p>This exercise is the natural continuation of the previous one and consists in the implementation of a combined strategy of organization and promotion of the event defined on the basis of the previously theorized hypothetical event and the profile developed through the empathy map.</p> <p>Divide the participants into small groups and give each of them a flipchart paper, A4 papers for brainstorming, and markers. Working in groups, the participants will have to develop a communication and organization strategy for the event that includes the following aspects:</p> <ul style="list-style-type: none">- Venue (theater, club, conference hall, etc.)- Date and time- Communication plan with detailed description of information distribution channels and procedures- Draft of the visual identity of the event. <p>Each of these aspects should be consistent with the nature of the event project and the identified audience. Each answer must therefore refer, through synthetic written arguments, to these two factors. (40 minutes)</p> <p>Once they are done, ask the participants to present their event and the reason why they decided on this particular campaign.</p>

ACTIVITY 9

ACTIVITY TITLE	Local context map
DURATION	45 min
OBJECTIVES	Having a deeper understanding of one's local context
MATERIALS NEEDED	A4 papers, markers, internet connection
PREPARATION	Make sure that each group has access to a computer, a smartphone, or a tablet with internet access
IMPLEMENTATION	<p>Individual exercise</p> <p>This exercise is aimed at a deeper knowledge of one's local context, from the point of view of the structures for cultural and artistic events. The purpose of the exercise is to convey to the participants the right awareness of the methods and procedures for choosing places when planning an event. This will have to be done on the basis of the different types of venues for each type of event. Tell the participants to think about different venues in their local context.</p> <p>Give each of them an A4 paper and ask them to draw a map showing where the venues are located. (10 minutes)</p> <p>Tell them to find out the managing body for each venue, the types of events they hold, how they are used, how to obtain the space, their website and contacts. (30 minutes)</p> <p>After the research is done, explain the participants that this is how you can find the venues and choose the best ones for the events they want to carry out.</p>

CHAPTER 2

Digital competences

228

“In our rapidly advancing digital world, possessing digital competences is increasingly vital for personal and professional success.”

In our rapidly developing, technology-driven world, it is becoming increasingly important to possess a certain set of digital competences in order to be successful both professionally and personally. But what exactly are digital competences?

The Digital Competence Framework

The European Commission's Digital Competence Framework [DigComp] provides a comprehensive guide to the skills and competences needed to use digital technology effectively. It is designed for use by individuals, educators, policy-makers and employers.

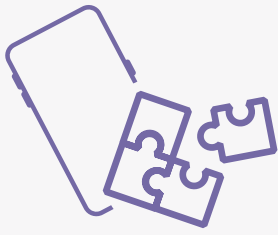
The framework is organized around five strands:

- Information and data literacy
- Communication and collaboration
- Digital content creation
- Safety and security
- Problem solving and computational thinking.

Each strand contains a number of sub-competences which are further broken down into more specific competences. For example, under the strand of Information and Data Literacy, one of the sub-competences is “Search for, find and select relevant digital resources”. This is then further broken down into the specific competences of “using search engines” and “evaluating digital resources”.

The DigComp framework provides a useful way of thinking about the skills and knowledge needed to use digital technology effectively. It can be used as a tool for self-assessment, as well as for planning learning activities and designing curriculum.





2.1 WHAT ARE THE DIGITAL COMPETENCES?

Digital competence is a term used to describe the ability to use digital technologies to find, evaluate, create and communicate information. It's become an essential skill in the modern world and one that employers are increasingly looking for in employees. They are also very valuable for entrepreneurs and can be one of the most helpful ways in which entrepreneurs evolve their professional career.

There are a number of different aspects to digital competence, including:

- Being able to use a computer and common software applications
- Knowing how to find and evaluate information online
- Being able to communicate using digital technologies
- Understanding how to stay safe and secure online
- Being able to create digital content



2.2 INFORMATION AND DATA LITERACY

The blog section for the article “Digital competences” focuses on information and data literacy. Information and data literacy are two of the most important skills that today's entrepreneurs need to develop in order to be successful in the digital world.

Information literacy is the ability to find, evaluate, and use information effectively. It includes both the ability to locate information as well as the ability to critically evaluate that information. Data literacy, on the other hand, is the ability to read, understand, and use data effectively. One of the biggest problems that entrepreneurs can fall into today is the misreading of statistics whose origin lies in the excess of data present on the web. It is necessary to know how to interpret the statistics, especially if what is being carried out is a market study.

There are a number of ways that entrepreneurs can develop these skills. One way is through online resources such as websites, blogs, and articles that focus on teaching these skills. Another way is through offline resources such as books, articles, and workshops. The activities present in this manual are one of the tools that the facilitator can use, however, you can extend them using the different utilities provided by the European union.



2.3 COMMUNICATION AND COLLABORATION

The blog section for the article “Digital competences” covers communication and collaboration. It discusses the importance of developing these skills in order to be successful in the digital world. The section provides tips on how to improve communication and collaboration skills, as well as how to use technology to facilitate these processes.



2.4 DIGITAL CONTENT CREATION

Digital content creation is one of the most important skills for anyone in the digital age. Whether you're looking to start a blog, create digital products, or build a following on social media, being able to produce high-quality digital content is essential.

Creating digital content can seem daunting at first, but with a little practice and some helpful tips, cultural entrepreneurs can create great content in no time. Here are some things to keep in mind when creating digital content:

1. Keep the audience in mind. To whom is the content being created? What are their needs and wants? Knowing the audience will help create content that appeals and provides value.
2. Make sure the content is well-written and free of errors. typos and grammatical errors can make the content look unprofessional and can turn off readers. Take time to proofread the work before publishing it.
3. Use strong visuals. People are visual creatures, so incorporating images, videos, or infographics into the content can help capture attention and make the point more effectively.
4. Be creative. Don't be afraid to experiment with new formats or ideas. A fresh perspective can appeal to consumers and create a strong online presence.



2.5 SAFETY

As we become increasingly reliant on digital devices and services, it's important to make sure we're taking steps to protect our online safety. Here are some tips for staying safe online:

1. Use strong passwords and don't reuse them across multiple accounts.
 2. Enable two-factor authentication where possible.
 3. Be careful what you click on and only download files from trusted sources.
 4. Keep your software and operating system up to date.
 5. Be aware of phishing scams and other types of fraud.
- By following these simple tips, you can help keep yourself safe online.





2.6 PROBLEM SOLVING

Creative minds are always looking for new ways to solve problems. Whether it's a problem at work, in their personal life, or just a little annoyance, they all want to find the quickest and most efficient way to get rid of it.

The internet has become a go-to resource for many people when it comes to finding solutions to problems. They can quickly search for articles, videos, or even forums where people are discussing similar issues.

However, not all of the information out there is accurate or helpful. It's important to be able to critically evaluate the information you're finding, and to determine whether or not it's going to be useful in solving your problem.

There are a few things to keep in mind when you're searching for answers online:

- Checking the source: Is the information coming from a reputable source? Can you trust that the person giving the advice knows what they're talking about?

- Looking for reviews: If you're considering trying out a new method or product, see if there are any reviews from other people who have tried it. Were they happy with the results?

- Weigh the pros and cons: Every solution have them so having them present is something that will help in making the decision that is most likely to work.



2.7 HOW TO TEACH DIGITAL COMPETENCES?

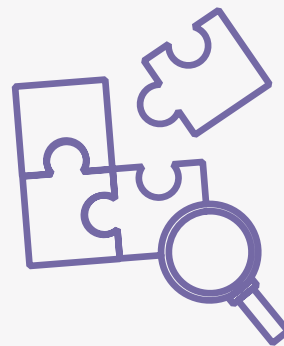
There is no one answer to how best to teach digital competences, as the effective strategies will vary depending on the specific skills being taught, the age group of the learners, and the resources available. However, there are some general tips that can be followed to ensure that the teaching of digital competences is as effective as possible. Firstly, it is important to make sure that the objectives of the session are clear and achievable. Secondly, it is helpful to provide opportunities for participants to practice what they are being taught through interactive activities and exercises. Thirdly, it is useful to give feedback on progress so that participants can see how they are doing and where they need to improve. Finally, it is important to create a supportive and positive learning environment where everyone feels comfortable taking risks and making mistakes.



2.8 HOW TO MEASURE THE DIGITAL COMPETENCES?

Digital competences are often divided into three categories: basic, functional and advanced.

- Basic digital competence refers to the ability to use common applications such as word processors and spreadsheets.
- Functional digital competence is the ability to use digital tools for specific purposes, such as communication, research or problem solving.
- Advanced digital competence is the ability to use digital technologies to create new content or solve complex problems.



232

“Digital competence equips individuals with the skills necessary to navigate and excel in the digital landscape, making it invaluable in entrepreneurial pursuits.”



SUMMARY

of Chapter 2

“Digital Competences”

233

Following this division, these activities are designed to get participants to the functional level.

Digital competences are essential skills in our rapidly evolving digital landscape. Digital competences encompass the ability to effectively use digital technology for information, communication, content creation, safety, and problem-solving. These competences are detailed in the European Commission's Digital Competence Framework (DigComp), organized into five key strands: Information and Data Literacy, Communication and Collaboration, Digital Content Creation, Safety, and Problem Solving

The approach on teaching and measuring digital competences it's also important. Effective teaching involves clear objectives, interactive activities, feedback, and a supportive learning environment. Competence measurement generally spans basic, functional, and advanced levels, depending on the ability to use digital tools for specific purposes.

This skill is more suited to be developed using the following electronic tools:



- For the creation of conceptual maps.
- MMO (Massively Multiplayer Online) games allow the development of strategic analysis, problem solving, decision making, cooperation, and collaboration and communication over the Internet. An example is the NASA MMO.
- A treasure hunt is a type of very simple educational activity which consists of a series of questions and a list of web pages from which can be extracted or inferred the answers. Some include a “big question” at the end, which requires participants to integrate the knowledge acquired in the process.
- A gymkana is a group activity that can be competitive or cooperative as configured. It is configured by tests or challenges that must be solved in group or individually. ≥
- A blog is a website that enables private or public publication of texts, as well as resources in the side columns and pages. There are different applications free like Blogger and Wordpress that make it easy to use.
- Audacity allows us to record sounds that can be integrated, or not, in other programs. Some activities that we can do are: interviews, creating stories, reading texts, ambient recording... Develop the speech listening, creativity and awareness of your own expressiveness.
- Google art & culture. The platform allows navigation of the most appreciated art museums in the world and enables the tour of the masterpieces contained in them. In addition, an analysis can be carried out in detail and exhaustively of any painting, thanks to the zoom tool and a series of possibilities that offer the opportunity to create your own collection. Can be started and saved this personal selection, made even from a particular detail of the Fresco under observation, with the comments are considered pertinent and then, share it.
- Wix.com, One.com, squarespace.com, all these are platforms that enable the creation and hosting of web pages.
- Prezi is a cloud-based presentation software.
- Webclue concept: A webclue is an activity in which participants must become detectives to discover the identity of a secret character, following a series of clues

Objectives:

- Read and interpret images.
- Learn vocabulary related to values.
- Search and selection of information.



ACTIVITY 1

ACTIVITY TITLE	Perspective
DURATION	30 min
OBJECTIVES	Show participants that different people and generations have different rapports with digital competences.
MATERIALS NEEDED	A4 papers printed with a text explaining the situation they have to discuss.
PREPARATION	Prepare one example of a situation regarding digital competences, works really well with safety and security.
IMPLEMENTATION	<p>Group exercise.</p> <p>Every group of 4-5 people will receive the paper with a situation regarding digital competences and they have to discuss how they think that their parents would react to it, how they would react to it and how they think the next generation will react to it. This exercise will show that every generation has a different way to deal with digital competences and how important it is to acquire and to pass the knowledge.</p>

MODULE 3
CHAPTER 2

ACTIVITY 2

ACTIVITY TITLE	Planet of the apes.
DURATION	40 min
OBJECTIVES	To develop group cooperation and to encourage creativity
MATERIALS NEEDED	Markers and flipcharts.
IMPLEMENTATION	<p>Group exercise.</p> <ol style="list-style-type: none">1. Tell participants that this is a simulation. It is set in the future where a war has destroyed all records and technology. A group of sociologists, historians and scientists is trying to the significance of some concepts written in the only book that they have found:<ul style="list-style-type: none">- Information and data literacy- Communication and collaboration- Digital content creation- Safety and security- Problem solving and computational thinking.2. Ask the participants to divide into groups and write the following headings on their paper: Description, use and significance3. Give each group a concept. Explain to the group that they are all researchers and members of the “Artifacts Research Guild” and the occasion is the presentation of theories about the origin and use of certain concepts.4. Ask participants to gather in their groups and write their answers to the three questions, including ideas about who developed the concept, what it was developed for, how it evolved.5. If the group cannot reach a consensus, then the “professors” holding a minority view will have to indicate this in the formal presentations.6. For the formal group presentations, each member of the group must speak. They should give their real name, title of “Professorship”. Time and subject matter should be divided equally between the group members.

ACTIVITY 3

ACTIVITY TITLE	Top to bottom and side to side
DURATION	30 min
OBJECTIVES	To find non-conventional solutions and alternatives.
MATERIALS NEEDED	Flipcharts, cards and markers
IMPLEMENTATION	<p>Group exercise.</p> <ol style="list-style-type: none">1. Formulate a question or a problem (e.g. How can we learn how to find and evaluate information online?).2. Ask participants to give a spontaneous answer/Solution.3. Re-formulate the question negatively (e.g. How can we unlearn how to find and evaluate information online?).4. Ask participants to give a spontaneous answer/solution (e.g. confuse people by funding fake info web pages).5. Discuss the answers/actions by “turning them upside down”. Develop the positive alternative or action (vice versa). Conclude by selecting the most realistic alternatives to the problems.

ACTIVITY 4

ACTIVITY TITLE	Create and be creative
DURATION	120-150 min
OBJECTIVES	To create digital content with a clear topic, upload it and study its development.
MATERIALS NEEDED	Flipcharts, cards, markers, cameras, phones, microphones...
IMPLEMENTATION	<p>Group exercise.</p> <ol style="list-style-type: none">1. Divide in groups of 5.2. Ask participants to choose one of the following topics and raise awareness or create a campaign about it:<ul style="list-style-type: none">- Information and data literacy- Communication and collaboration- Digital content creation- Safety and security- Problem solving and computational thinking.3. Each group has to choose a different medium to do it: video interview, stop motion video, blogpost, create infographics, ad campaign, short, youtube tutorial, etc.4. Develop and present a well made product as professional as possible (time can play against the participants). Publish it.5. If possible, wait until the next day to study the impact of it in numbers, if not, wait at least 2 hours and then take the data

ACTIVITY 5

ACTIVITY TITLE	3 new tools
DURATION	100 min
OBJECTIVES	To share digital tools.
MATERIALS NEEDED	Projector
PREPARATION	Prepare one example of a situation regarding digital competences, works really well with safety and security.
IMPLEMENTATION	<p>Individual exercise.</p> <p>First of all ask them to think about 3 digital tools that they use and to create an infographic about them. This should take 25 min.</p> <p>When everyone has finished, put them on the screen and let everyone 3 minutes to do a short explanation about the tools.</p> <p>Some will appear many times like Canva, google drive or slack, but some like DistroKid or shopify might not appear so the facilitator should have a list with the most useful ones that did not appear and explain them at the end.</p>

CHAPTER 3

Self-promotion and talent marketing

238

“Self-promotion is about presenting oneself positively to gain attention and opportunities, often through social media, networking, and personal branding”

3.1 SELF PROMOTION

When it comes to promoting a business, products or services, many people shy away from doing so. They feel that it's arrogant or self-centered to do so. However, self promotion is actually a skill that, when used correctly, can be very helpful in getting the message out there and growing the business.



3.2 WHAT IS SELF PROMOTION?

Self promotion is the act of marketing oneself in a positive light in order to achieve a desired goal. It can be used to gain attention, visibility, and opportunities. Self promotion can be done in many different ways, such as through social media, networking, and personal branding.





3.3 USING SOCIAL MEDIA TO SELF-PROMOTION

Self-promotion is a skill that is often overlooked but can be extremely useful, especially in the age of social media. By using social media platforms to promote oneself, the entrepreneur can reach a larger audience and potentially land their dream job or client.

Some tips you should give for using social media to self-promote:

- Identify their target audience and which social media platforms they use.
- Create interesting and engaging content that will appeal to their target audience.
- Making sure to post regularly and interacting with other users on all platforms.
- Using hashtags and other features to increase the reach of their posts.
- Network with other users and collaborate with influencers in your industry.

By following these tips, they can make sure that they are effectively promoting themselves on social media and increasing their chances of success.

3.4 SETTING UP A CONTENT MARKETING STRATEGY

When it comes to self-promotion, content marketing is key. By creating and sharing valuable content, they can attract new leads and build trust with potential customers. But what goes into setting up a content marketing strategy? Here are a few things they should keep in mind:

1. Define goals. What do they hope to achieve with their content marketing? Whether it's generating leads or fostering relationships, the young entrepreneur has to be clear about the objectives from the start.
2. Know the audience. Who are they creating content for? What are the interests and needs of the audience? The better they understand their target market, the more effective the content will be.
3. Find the right channels. Where will the content be shared? Social media, blogs, and email newsletters are all great options. Again, considering where the audience hangs out online and meeting them there.
4. Create compelling content. This is perhaps the most important part of the process. The content must be interesting, informative, and relevant if they want people to read [and share] it.



5. Promote, promote, promote! Once they have great content, making sure it gets seen by the target audience and sharing it on social media, emailing, posting it to blogs and websites is necessary.

3.5 OTHER WAYS OF SELF-PROMOTION

There are plenty of other ways to self promotion, even without having a blog. It is easy to start writing articles, a podcast or create some videos. There is also the option of getting involved in public speaking or starting a meetup group.



240

3.6 THE BOTTOM LINE

The bottom line is that if the goal is to succeed as a young entrepreneur, promotion and especially self promotion is necessary. Being active on social media, having a strong online presence, and being willing to be out there are a must. Self promotion is a skill that often gets overlooked but it is actually very important. If they can learn to promote themselves effectively, it can open up a lot of doors for them professionally and personally. It can help them get ahead in their career, make new friends, and generally improve their life. While it may not be easy to learn how to self promote, it is definitely worth the effort. These activities will help.

3.8 TALENT MARKETING

Marketing talent can be a difficult task, but with the right tools and tips, it is feasible.

Here, we'll go over some of the best ways to help young entrepreneurs market their talent in a creative and efficient way.

There are a lot of different ways to market talent. Either by the use of social media, word of mouth, or good old-fashioned marketing techniques. However, with so many options available, it can be difficult to know where to start.

3.9 THE DIFFERENT TYPES OF TALENT

There are many different types of talent out there. As they begin to market their talent, it is important to understand the different types of talent and how to best promote them.





One type of talent is performing artists. These are people who have a special skill in the performing arts, such as singing, dancing, or acting. If you are facilitating for a performer, you will need to let them know how to market themselves to agents, casting directors, and other industry professionals.

Another type of talent is visual artists. These are people who create art through painting, drawing, sculpting, or photography. They will need to market themselves to galleries, collectors, and art buyers.

Yet another type of talent is literary artists. These are people who write novels, poems, or plays. Those entrepreneurs will need to market to publishers, editors, and literary agents.

No matter what type of talent they have, there is a market for it. Why marketing your talent is important. Talent is only valuable if it's recognized. That's why marketing talented people is so important. By promoting talent and sharing skills with others, young entrepreneurs can make a name for themselves and build a reputation as talented individuals.

3.10 HOW TO MARKET YOUR TALENT

As creative professionals, here are some tips that they will find useful:

1. **Start by creating a portfolio of the work.** This is essential in order to showcase talent to potential employers or clients.
2. **Using social media** to get your work out there.
3. **Attending industry events and networking functions.** This is a great way to meet potential clients and employers, and to get the name out there.
4. **Using online directories and job boards.** These can be great resources for finding job openings or freelance projects.
5. Finally, don't forget **the power of personal recommendation.**

Why they should use talent marketing

1. It 's personal.

Talent marketing is all about connecting with their target audience on a personal level. This means creating content that resonates with them and that they can relate to.

2. It 's authentic.

In today's world, authenticity is key. People are looking for brands and businesses that are real and that they can trust. Talent marketing allows them to show their audience who they really are and what they stand for.

3. It 's engaging.

Talent marketing is about more than just creating great content - it's about engaging with the audience and getting them involved in the conversation. This type of marketing helps to build relationships with the target market and create a community around the brand.

4. It 's effective.

When done right, talent marketing can be an extremely effective way to reach the target market and achieve business goals.

242

3.11 RESUME, INTERVIEWING AND FOLLOW UP

The section for talent marketing will focus on sharing tips and advice related to resume writing, interviewing and follow-up after an interview. It will also share any new or updated information related to the talent marketing industry. The goal is to help young entrepreneurs land their first projects.

3.12 WHAT SHOULD THEY PROMOTE WHEN THEY ARE MARKETING THEIR TALENT?

There are a lot of different things that they can promote when they are marketing their talent. It all depends on what kind of talent they have and what they are trying to accomplish with their marketing. If they are trying to get more bookings for gigs, then they will want to focus on promoting their performance skills. If they are trying to get more people to buy their artwork, then they will want to focus on promoting their creative skills.

Basically, it all comes down to figuring out what their strengths are and then finding a way to promote those strengths to the people who are most likely to be interested in what they have to offer.



“Self-promotion is a valuable skill when used judiciously to convey one’s value and achieve desired goals in the context of business, products, or services promotion.”



ACTIVITY 1

ACTIVITY TITLE	Let the fear out
DURATION	30 min
OBJECTIVES	To overcome the fear of posting in social media.
MATERIALS NEEDED	A4 papers printed with a text explaining the situation they have to discuss.
PREPARATION	Papers, markers and pens.
IMPLEMENTATION	<p>Individual exercise.</p> <p>Ask the participants to imagine that in a year from the moment you are in, they are a well known celebrity entrepreneur and they have a very strong social media presence. Now they have to create a story with a series of clear events and moments that if happened the outcome would be what they imagined. With that information they have to create a schedule and a timetable defining the posts and the platforms they will use to try to be what they imagined and try to post consistently following that basis.</p> <p>Select a few of them to explain their schedule and ideas to the other participants.</p>

MODULE 3
CHAPTER

ACTIVITY 2

ACTIVITY TITLE	Who are you?
DURATION	60 min
OBJECTIVES	To learn how to present oneself in a clear and fast way.
MATERIALS NEEDED	Papers, markers and pens.
IMPLEMENTATION	<p>Group exercise.</p> <p>In couples, they have to talk to each other and try to have a clear vision of who they are in 5 minutes, after the time has passed, they have to change the couple and explain to the new one in 30 seconds who the other was. Repeat the process 2-3 times. At the end they have to explain to everyone who the last person they were with is. This exercise is designed to help the entrepreneurs learn what is the key info that they have to get out as fast and efficiently as possible and develop a self definition rooted in reality.</p>

ACTIVITY 3

ACTIVITY TITLE	Learn to find the target audience
DURATION	30 min
OBJECTIVES	To learn to find the target audiences that the promotion should be directed to.
MATERIALS NEEDED	Projector.
PREPARATION	Prepare a kahoot with 10 images of 10 promotional campaigns from series, movies, books and games. Start from the best known to the least known. Every slide of the kahoot is the image and 4 answers of what was the target audience. Examples can be the movie Despicable me or the game Halo 3. It is recommended to use media from the country that the activity is taking place in.
IMPLEMENTATION	<p>Group exercise.</p> <p>Do the kahoot and after each slide ask why they think the answer is what it is, could they have implemented it if the target audience was different and how can they apply this knowledge for themselves. Ask different people.</p>

ACTIVITY 4

ACTIVITY TITLE	Let's do it
DURATION	120-150 min
OBJECTIVES	To promote an NGO as a business to drive funds and participants.
MATERIALS NEEDED	Flipcharts, cards, markers, cameras, phones, microphones...
IMPLEMENTATION	<p>Group exercise.</p> <ol style="list-style-type: none">1. Divide in groups of 5.2. Ask participants to choose one NGO and create a campaign for it.3. Each group has to choose a different medium to do it: video interview, stop motion video, blogpost, create infographics, ad campaign, short, youtube tutorial, etc.4. Develop and present a well made product as professional as possible (time can play against the participants). Publish it.5. Compare it to actual promotion material created by the NGO and study if the target audience and the tone were similar.

ACTIVITY 5

ACTIVITY TITLE	Plan, plan and plan again.
DURATION	60 min
OBJECTIVES	To create a marketing plan for a talented young entrepreneur.
MATERIALS NEEDED	Flipcharts, cards, markers.
PREPARATION	Create a description of 5 different people with different talents. Must be different types. Each example should have a different condition and country to work on the different cultural sensibilities.
IMPLEMENTATION	<p>Group exercise.</p> <ol style="list-style-type: none">1. Create groups of 5 people.2. Give each group a different description and ask them to create a marketing plan for the next month, all groups start from nothing.3. After 20 minutes, they have to exchange what they have created and the example and repeat the process, but this time from where the other group left.4. Repeat the process a third time and draw conclusions.

MODULE 3
CHAPTER 3

ACTIVITY 6

ACTIVITY TITLE	Start now not later
DURATION	30 min
OBJECTIVES	To start promoting their talent. To overcome the fear of contacting clients.
MATERIALS NEEDED	Phones and laptops.
IMPLEMENTATION	<p>Individual exercise.</p> <ol style="list-style-type: none">1. Ask them to select 5 companies or potential clients that could need their talents.2. From those 5 they have to contact 3. Each client should be contacted in a different medium, phone call, email, social media, etc.3. Analyze what the difficulties were and how can they get over them.

ACTIVITY 7

ACTIVITY TITLE	Examples
DURATION	20 min
OBJECTIVES	To get to know some real life examples of talent marketing.
MATERIALS NEEDED	Flipcharts, cards, markers and a projector.
PREPARATION	Create a description of 5 different people with different talents. Must be different types. Each example should have a different condition and country to work on the different cultural sensibilities.
IMPLEMENTATION	<p>Individual exercise.</p> <ol style="list-style-type: none">1. Ask the participants to select a talented person that have been in the entrepreneurial field for a moment.2. Make them say the names publicly so everyone have a different person to study, if some of them have selected the same person, they have to change to someone different.3. They have to look for the most creative or surprising marketing stunt made by the person they selected or their teams.4. When all of them have finished they have to do a small exposition explaining who the person is and what was the marketing stunt.5. Ask them if they would use some of the marketing stunts to market their own talent.

THE PROJECT

Young people, particularly the most vulnerable, have faced significant challenges due to the COVID-19 crisis. This has led to limitations in their mobility, education, and leisure, subsequently increasing the risk of social exclusion, unemployment, and mental instability. Our project focuses on addressing these issues, as well as recognizing the profound impact of the pandemic on the cultural sector, especially among young people involved in it.

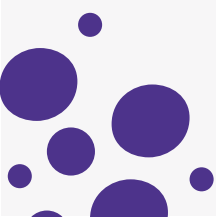
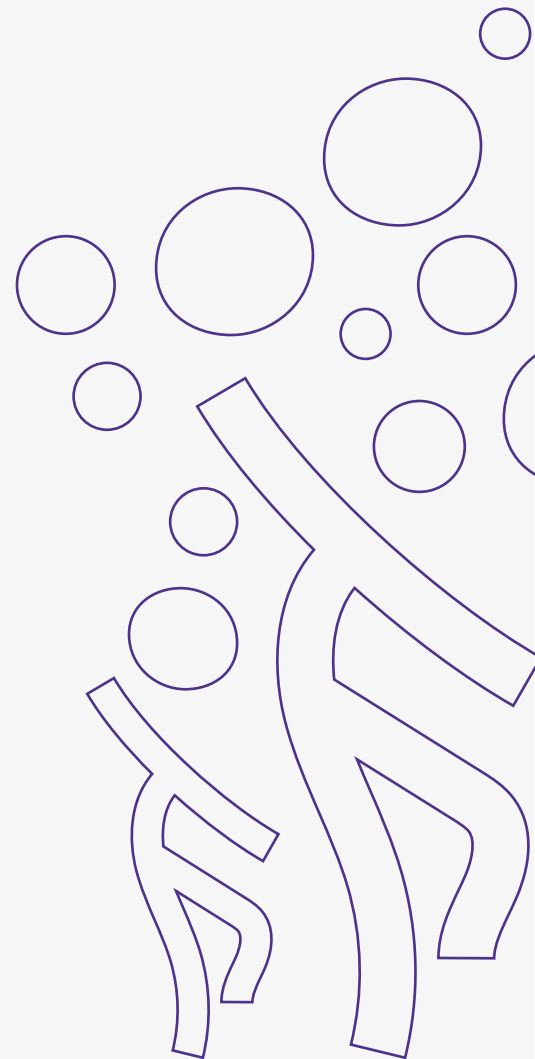
Culture plays a vital role in the development of young individuals. It enables them to nurture their passions, discover their talents, and pursue their dreams. Restricting access to culture means depriving young people of opportunities for personal and professional growth. Conversely, the crisis has exposed the vulnerabilities of the creative and cultural sector when dealing with unexpected situations. In contrast, other sectors like the youth work have demonstrated a more proactive approach, responding effectively to find solutions and maintain their active roles in society.

The main goal of the project is to develop innovative methods to support young people in transforming their talent into skills, helping them to develop a more resilient personal and professional profile.

The project aims to achieve the following objectives:

- 1) Empower young people with the necessary tools and skills to build a resilient cultural sector capable of effectively addressing unexpected and adverse situations.
- 2) Foster the establishment and strengthening of networks among young people, enhancing the creative sector.
- 3) Develop and test innovative learning methodologies that support the creative potential of young people in the project partnership countries. Additionally, gather feedback to enhance these methodologies.
- 4) Enhance the entrepreneurial development capabilities of young individuals and motivate them to initiate new projects that contribute to societal transformation.
- 5) Strengthen cooperation and the exchange of information, along with sharing best practices among various European regions.
- 6) Lay the groundwork for the political transformation of the cultural sector, promoting positive changes in this field.

The Manual features activities sourced from the internet, along with activities developed by the authors and adapted or reworked. If you come across any instances of improper use, please do not hesitate to reach out to us at yw4cult@gmail.com.





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This Manual is dedicated to youth workers who aim to empower young artists and youth cultural organizations with the competences needed to transform their talents into viable careers in the creative and cultural sector. It offers guidance for trainers and facilitators in identifying individual talents, nurturing personal and entrepreneurial competences, and ultimately fostering the development of professional skills.

The proposed activities are a mix of methodologies drawn from youth work and are rooted in non-formal education.

The Manual is designed to be user-friendly and suitable for junior trainers as well. The overall objective is to develop innovative pathways that enable young people to transition their talents into competences, thus supporting their personal and professional development.

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