



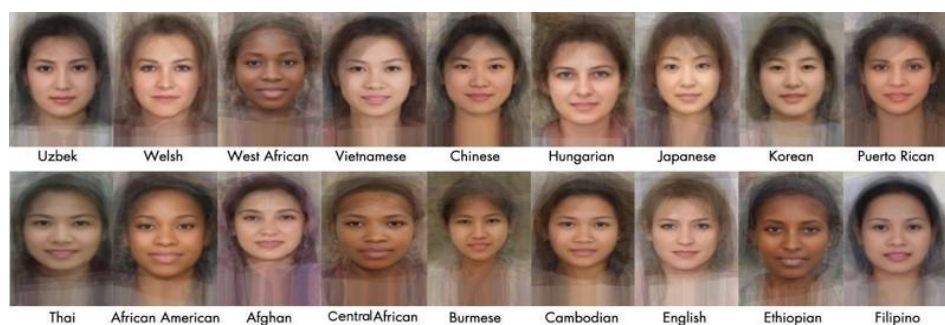
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# Encouraging integration for newly arrived immigrant women through entrepreneurship



## Training materials



<b>Intellectual product</b>	<b>IO2</b>
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## Developers



## Disclaimer

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## INTRODUCTION

WeCan partnership has worked with the group of immigrant newly arrived including low skilled women for many years in framework of different initiatives. The collected experience and results helped to prepare the basics to develop training materials in entrepreneurship for women. Prior to development of the material the main needs of the target group were carefully studied and analysed. According to results of the findings from the research, interviews and workshops with immigrant women, as well as results of previous projects regarding integration of immigrants and facilitation of immigrant women to labour market inclusion, we made the following conclusions. These include that practical activities and concrete tasks in particularly in form of comprehensive projects together with constant support from facilitator are the most effective tools to develop and change the attitude of the participants. Moreover, themes for nonformal learning which are most relevant for the target group were drawn as result of research.

Topics for modules on the training were developed based on:

- results of workshops and interviews with immigrant women in context of WeCan IO1 activities
- the European model for entrepreneurial attitude
- findings from the previous project of the partnership (igma femina, ARISE, SEESI, ARIVE)

The aim of the training materials is to develop entrepreneurial attitude, soft skills and initiative for immigrant women. The materials were developed including theoretical information and practical exercises. It is recommended to work with the training materials under the guidance of facilitators. The material was made flexible and many exercises are possible to undergo digitally as well.

## SUMMARY OF THE CURRICULUM

Module	Theory, duration in hours	Exercises, duration in hours						Total per module, hours
		1	2	3	4	5	6	
Self-management/vision	8	2	20	1	0,5	0,5		32
Creativity	7	1	1	2	2	2		15
Cultural awareness	9	1	1	1	1	2		15
Initiative	9	2	2	3	2	3		21
Career awareness	7	1,5	3	3	1,5	1,5	1,5	19
Confidence	8	1,5	1,5	2	2	2		17
Digital skills	8	1	2	2	1	1		15
Marketing	8	2	3	3	3	2	2	23
Comunication	7	1,5	1,5	2	2	2		16
Resilience	7	2	20	2	1	2		34
Planning/management	8	1	2	1	3	2		17
Insight in customer	7	1,5	1,5	1,5	2	1,5		15
Total								239

## MODULES

## SELF-MANAGEMENT/VISION

<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Be able to collectively come up with entrepreneurial ideas which are relevant/support not only the local community but also the immigrant women and check their potential.</li> <li>● Be able to collectively arrange for the resources required for the community-based activity and follow it through successfully.</li> <li>● Be able to collectively evaluate and learn from each step as well as from the outcome of the planned community-based activity.</li> <li>● Develop a greater sense of integrity and strength to set and accomplish goals and priorities.</li> </ul>
<b>Acquired Knowledge</b>	<ul style="list-style-type: none"> <li>● Understand the concept and role of planning and setting smart goals in life and entrepreneurship.</li> <li>● Understand the basics of skills of self-management.</li> <li>● Get knowledge about basic methods and tools of problem-solving in project management and their lives in general.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>● Apply organisational skills to time, physical space, energy and mental capabilities to establish neatness and improve functionality.</li> <li>● Apply different tools and methods to manage their stress when try to keep deadlines and cope with difficult situations.</li> <li>● Apply different methods of self-motivation.</li> <li>● Evaluate their progress.</li> </ul>
<b>Competence</b>	<ul style="list-style-type: none"> <li>● Value ideas.</li> <li>● Have motivational perseverance.</li> <li>● Be self-aware.</li> <li>● Mobilise resources.</li> <li>● Cope with risk.</li> <li>● Take initiative.</li> <li>● Plan/manage.</li> <li>● Work with others.</li> </ul>

“Self-Management” refers to the ability to maximise your productivity, improve your workplace performance and efficiently achieve professional goals. Improving self-management skills can help immigrant women to increase their employability and better manage their career paths, as the results of IO1 desk research and workshops have shown. Working on an entrepreneurial project requires immigrant women to have self-management skills, which means to have abilities that will allow them to control their thoughts, feelings and actions. If these women have self-management skills, they will be able to set goals independently and take the initiative to achieve them. Purposeful self-management can

help them direct the trajectory of their career and ensure that they seek for opportunities which will get them closer to their goals.

This training material will focus on the development of basic skills of self-management.

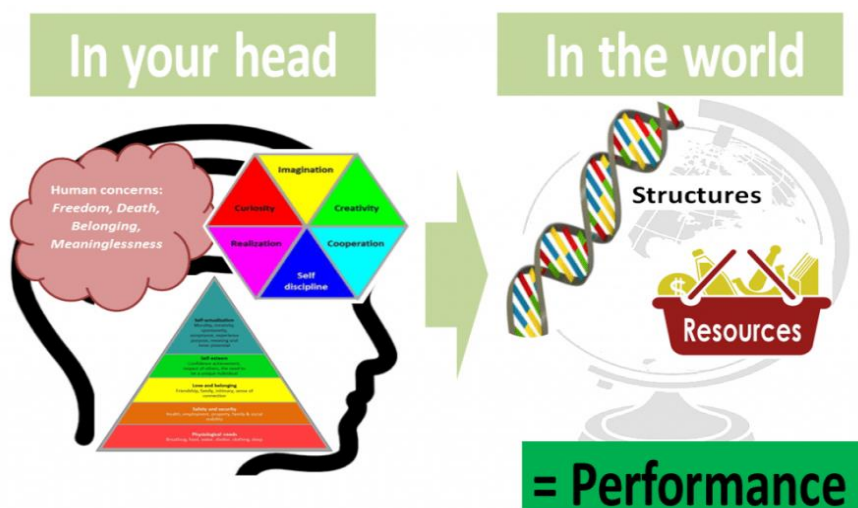
## THEORY

**“Success in the knowledge economy comes to those who know themselves - their strengths, their values, and how they best perform”.**

Peter F. Drucker

### What is Self -Management?

When we hear the word “self-management”, we usually think about self-discipline and management of all our inner characteristics in order to handle a difficult situation and become resilient. But what self- management does really mean and in which ways we can achieve self-management?



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“Self-Management” is the ability to maximise your productivity, improve your workplace performance and efficiently achieve professional goals.

Improving self-management skills can:

- help someone to increase their employability and better manage their career paths.

- allow someone to control their thoughts, feelings and actions.
- enable someone to set goals independently and take the initiative to achieve them.
- relate with the way someone controls his/her behaviour<sup>1</sup>.
- help the trajectory of someone's career and
- ensure that someone seeks for opportunities that get him/her closer to his/her goals.

## Why is Self-Management important?

Self-Management skills play a crucial role in both personal and professional life of any individual because:

- is all about making the right choices - be it an emotional one or a professional one depending upon the scenario that a person is dealing with. If you can ace the self-management skills, you can easily be your boss.
- it helps you take responsibilities of your actions and do your work against all the odds.
- it is a combination of all sorts of soft skills. This is because self-skills give you the power of self with which you can cultivate all of the other necessary skills.
- are essential for all areas of life.



## Theories

The concept of “self-management” refers implicitly to autonomy and self- efficacy<sup>2</sup> not only in the personal but also in the professional sphere. Self-Management can be a powerful tool to achieve empowerment and therefore, this concept can have great relevance in relation to the aim of contributing to the promotion of autonomy<sup>3</sup> and the empowerment of vulnerable groups such as immigrant women.

At the occupational level, self-management is one of the key elements especially for persons who belong to vulnerable groups and want to launch a business. Its influence is determined by involved competencies such as emotional self-control, understood as the containment of

<sup>1</sup> Loureiro, N., Taveira, M. D. C., & Faria, L. (2013). Career intervention for self-management and entrepreneurship.

<sup>2</sup> Bandura, A. (2000) Cultivate self-efficacy for personal and organizational effectiveness, in E.A. Locke (ed.), The Blackwell handbook of principles of organizational behaviour (pp. 120-136). Oxford: Blackwell.

<sup>3</sup> Gard,j., Baltes, G.H, Wehle, D. & Katzy, B. (2013) An Integrating Model of Autonomy in Corporate Entrepreneurship.International ICE Conference on Engineering, Technology and Innovation At: The Hague Volume: 19. DOI: 10.1109/ITMC.2013.7352658



harmful impulses and negative emotions; transparency or integrity when acting coherently regarding one's own values; adaptability or flexibility in relation to changes; achievement, understood as the impulse to satisfy and improve the objectives of excellence; initiative, understood as the willingness to act thanks to the opportunities presented and optimism, understood as the capacity to insist on your vision and objective.

Self-Management is related to a set of strategies such as self-reward, self-punishment and self-monitoring that a person uses to influence and improve his/her own behaviour through identifying personal objectives and priorities and monitoring his/her own behaviour and its consequences<sup>4</sup>. According to self-management theory, leaders are considered to be successful when they are able to balance between different roles and behaviour by setting objectives, evaluate and prioritise.

### Three Self-Management Theories:

the Self-Regulation or Common Sense Model; the Social Cognitive Theory; and the Theory of Planned Behaviour;

#### 1. The Self-Regulation or Common Sense Model:

The Self-Regulation Model, also known as Common Sense Model (CSM), describes how an individual comes to understand his/her weaknesses and how s/he develops coping strategies to get over difficult situations. According to this theory, the person acts as an “active problem-solver” and emphasises the role of both cognitive and emotional processes in influencing perceptions and coping strategies, including self-management behaviours<sup>5</sup>. The CSM specifies three phases: representation, coping and appraisal.

#### 2. The Social Cognitive Theory:

Social Cognitive Theory<sup>6</sup> supports that behaviour is influenced directly by goals and self-efficacy expectations and indirectly by self-efficacy, outcome expectations and socio-structural factors. The theory distinguishes between different kinds of outcome expectations. Social outcome expectations might include anticipated approval or disapproval from one's partner, whereas self-evaluative outcome expectations refer to anticipated feelings arising from internal standards such as pride in having achieved a change in one's behaviour. According to Bandura (1997), there are several ways of enhancing self-efficacy. These include: mastery experiences, in which the person gains confidence by achieving a modest goal;

<sup>4</sup> Mitchelmore, S., & Rowley, J. (2013). Entrepreneurial competencies of women entrepreneurs pursuing business growth. *Journal of small business and enterprise development*.

<sup>5</sup> Leventhal, H., Leventhal, E.A. and Cameron, L. (2001) Representations, procedures, and affect in illness self-regulation: a perceptual-cognitive model, in A. Baum, T.A. Revenson & J.E. Singer (eds.), *Handbook of health psychology* (pp. 19-47). Mahwah, NJ: Erlbaum.

<sup>6</sup> Bandura, A. (1986) *Social foundations of thought and action: a social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.

observation of someone similar to themselves successfully performing a behaviour, known as modelling or vicarious learning; and verbal persuasion.

### 3. The Theory of Planned Behaviour:

According to the Theory of Planned Behaviour, the way that a person acts is determined by his/her strength of intention to perform that behaviour and the percentage of control that a person has over performing the behaviour. Perceived behavioural control, similar to Bandura's construct of self-efficacy, refers to the person's perceptions of their ability to perform the behaviour and is assumed to reflect actual behavioural control more or less accurately<sup>7</sup>. The strength of a person's intention is determined by three factors: their attitude towards the behavior, that is, their overall evaluation of performing the behaviour; their subjective norm, that is, the extent to which they think that important others would want them to perform it; and their perceived behavioural control. Attitude, subjective norm and perceived behavioural control are each held to be determined by sets of salient (also called accessible) beliefs about the behaviour, that is, beliefs that are "top of the mind" and most likely to be elicited in response to open-ended questions such as "What would be the advantages for you of performing behavior X?"

Overall, theories of behaviour identify the factors that need to change in order to produce a desired change in behaviour.

## Remember

Simply love yourself, because no one else will do that instead of you. Do exercises, practice, eat healthy food and, of course, sleep all 8 hours. If you live in harmony with yourself, all bad things will seem like a trifle.

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<sup>7</sup> Bandura, A. (1986) Social foundations of thought and action: a social cognitive theory. Englewood Cliffs, NJ: Prentice-Hall.

## Key Self-Management Skills

- Organisational skills regarding time, physical space, energy and mental capabilities to establish neatness and improve functionality.
- Self-motivation.
- Evaluation of progress.
- Self-empowerment.
- Stress management.
- Time management.
- Problem-solving.
- Decision making.
- Confidence.
- Self-protection.

# Self-Management Skills and Tips

## Stress management

- exercise your body;
- enjoy yourself, rest yourself as regularly as possible;
- go to vacations and holidays with the people you love;
- take walks in nature;
- do hobbies.



## Self-motivation

- find and list your motives (needs and desires);
- find different sources of motivation and inspiration (music, books, activities);
- think expansive thoughts;
- live fully in the present moment;
- dare to have big dreams;
- dream often – every day;
- remember that nothing is impossible.



## Self confidence

- get rid of the negative thoughts in your head;
- think positively;
- be happy with small things;
- do not forget to tell yourself that you are smart and intelligent;
- chat with positive people;



## Time management and organization skills

- set and prioritize your goals
- create a schedule;
- make lists of tasks;
- use different optimization tools
- break large tasks into smaller tasks.



## Have a healthy lifestyle and a balanced diet

Healthy eating and physical activities are extremely important when it comes to increasing your mind and body power

# Self-Management Techniques

## Reflection

Positive self-talk is useful for counteracting internal triggers, such as a tendency to dwell on negative thoughts.

### Some common Mistakes:

- When we start reflect on our past actions, we usually focus on negative aspects and at the mistakes that we have done and not at finding ways of improvement.
- When we reflect on our past actions, we usually focus on negative aspects and not on what we have done in an effective way.
- When we reflect on past actions, we usually focus on the emotions that we felt and not on how we can evaluate those actions in order to help us avoid same mistakes in the future.

### Some Tips to overcome obstacles:

You can use gentle, kind words to reassure yourself and to counteract negative thought patterns such as these:

- “All-or-nothing” thoughts:  
Where you see a situation as a complete failure if it's less than perfect. A symptom is using “always” and “never” statements.
- “Should” statements:  
Where you plague yourself with guilt-laden, backward-looking thoughts.

Personalisation and blame:  
Where you unfairly blame yourself or others for problematic situations.

## 1. Reality Check

You can give yourself a reality check. This involves stepping outside your initial emotional reaction and putting a more helpful perspective on problems. This can take various forms, depending on your emotion.

### Some common Mistakes:

- We usually see the situation only from our perspective.
- We usually do not recognise our emotions and their causes.
- We usually do not face problems on them their real basis.

### Some Tips to overcome obstacles:

- Reframing is useful for combating anger. This is where you try to see the situation from a different perspective.

- Using logic is useful for combating excessive worry. You stop irrational, anxious thoughts in their tracks by being realistic and not just assuming your worst fears will actually happen.

Seeking other perspectives is useful for combating sadness and grief. You try to see the situation in a new, more positive light by, for example, asking yourself what you gained from the disappointment or loss.

## **2. Change of Scenery/Task**

It is important for your mental and physical well-being that you have a balance of exciting and calming activities. Variety helps to combat stress and prevents emotional breakdowns. Some emotions require specific types of activities to “combat” them. Anger calls for soothing, calming activities, while sadness calls for more energetic ones.

### Some common Mistakes:

- We usually stuck on something even when we you feel that there is no way out.
- We usually answer when we are angry and, in this way, we get into troubles.
- We usually overload ourselves with obligations, without taking into consideration our needs for calming down or relaxing.

### Some Tips to overcome obstacles:

Find time for yourself. You can:

- see a funny movie or read an inspiring book.
- spend time with a friend who makes you laugh.
- get some exercise by going dancing, playing sports, or going for a stroll.
- spend time in an area of natural beauty.
- listen to music.
- take up a hobby.

do something creative.

## **3. Disclosure**

When someone has upset you, it can help to get your feelings out in the open rather than trying to suppress them. However, you should be careful how you go about doing this, so that you do not say anything you will later regret.

### Some common Mistakes:

- When we feel angry, we do not allow ourselves a cooling-off period.
- When we feel sad or angry, we usually do not recognise our feeling and their causes.
- When we face a difficulty, we usually are not prepared to handle the situation.

- Sometimes, we show our emotions to persons that are not our friends

#### Some Tips to overcome obstacles:

- If you feel angry, allow yourself a cooling-off period, so that you can be clear-headed when you talk to the other person.
- Create a letter detailing your grievances, but don't send it. Simply expressing how you feel can bring a feeling of release.
- Role-play the event with a friend to find out how you could handle it when the time comes.

Don't delve too deeply into your emotions when you talk to the other person. This might be inappropriate at the workplace.

#### **4. Use of humour**

Laughter can help to drive away negative emotions like anxiety, sadness, or anger. But beware of using humour inappropriately, which can make things worse.

#### Some common Mistakes:

Using inappropriate humour, which:

- belittles or ridicules other people.
- is cynical, biting, aggressive, or sarcastic.
- is used to cover up true feelings.
- creates rifts between people.
- weakens relationships.

#### Some Tips to overcome obstacles:

Using appropriate humour, which:

- lightens the mood.
- doesn't offend anyone.
- puts things in perspective.
- helps you weather bad situations.
- connects people.
- strengthens relationships.

smooths over differences.

## Tips for Effective Self-Management from Daniel Linman (2011)

- **Make a to-do list** - You cannot efficiently plan for anything not having a to-do list in place. First, you need to make a task list and specify the key tasks for developing self-management skills' examples. Use a task management software to create and manage your tasks.
- **Prioritise tasks** - Your to-do list may have a lot of tasks. But which tasks to complete first? To answer this question, you need to consider all the tasks in your to-do list and then, set the right priorities in your office or remote working. By prioritising the tasks, you can decide what examples of self-management skills you will need to develop first (according to your current needs and employment requirements).
- **Schedule tasks** - Scheduling allows you to set deadlines and time-frames for your tasks. Use a task management software to develop schedules and set task due dates relating to developing self-management skills.
- **Be flexible** - Regardless of your intentions and wishes, there will be days (caused by illness, vacation, holidays etc.) when the external world will not let you develop your project management skills.
- **Find time for yourself.**
- **Always remain positive.**

### EXERCISES

No of Exercise: 1      Name/Type of Exercise: <i>Video Review</i>	
<b>Learning Objective:</b>	To understand the concept of "self-management" through an audio-visual medium.
<b>Duration:</b>	1-2 hours.
<b>Description of the Procedure:</b>	The learner selects a video or more that is/are available on YouTube out of a list of suggested video titles and proceed with watching it/them and reflecting on it/them.
<b>Supporting Materials: (Literature References, Useful Links, videos, PPTs etc)</b>	Titles of selected videos and relevant links for the learner to choose and watch: <ul style="list-style-type: none"> <li>● SELF-MANAGEMENT: Modern Positive Psychology &amp; Ancient Wisdom by Swami Sarvapriyanandaji (<a href="https://youtu.be/5aSK5PdETAI">https://youtu.be/5aSK5PdETAI</a>).</li> <li>● Five Key Processes of Self-management (<a href="https://youtu.be/7iu8ECL8n48">https://youtu.be/7iu8ECL8n48</a>).</li> <li>● The Secret to Self-control   Jonathan Bricker   TEDxRainier (<a href="https://youtu.be/tTb3d5cjSFI">https://youtu.be/tTb3d5cjSFI</a>).</li> </ul>



	<ul style="list-style-type: none"> <li>Let's Talk about Self-Management (<a href="https://youtu.be/XjdvqFZkdMM">https://youtu.be/XjdvqFZkdMM</a>).</li> <li>Other.</li> </ul>
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No of Exercise: 2	Name/Type of Exercise: <i>Literature Analysis</i>
<b>Learning Objective:</b>	To find out more about the concept of “self-management”.
<b>Duration:</b>	8-40 hours (depending on number of books).
<b>Description of the Procedure:</b>	The learner selects a book or more out of a list of suggested book titles to enhance his/her knowledge on the concept of “self-management”. S/he needs to rent, buy the book(s) or find it/them online and study the concept in more depth.

<b>Supporting Materials:</b> <b>(Literature References, Useful Links, Videos, PPTs etc)</b>	<p>Titles of selected books for the learner to choose and read:</p> <ul style="list-style-type: none"> <li>• Daniel Linman, 2011. Essential Self-Management Skills for Employees: How to Be Productive at Workplace. (<a href="http://mymanagementguide.com">Self-Management Skills for Employees to Be Productive at Workplace (mymanagementguide.com)</a>) (accessed December 7, 2020).</li> <li>• Greene, P. G., Hart, M. M., Gatewood, E. J., Brush, C. G., &amp; Carter, N. M. (2003). Women entrepreneurs: Moving front and center: An overview of research and theory. Coleman White Paper Series, 3(1), 1-47.</li> <li>• <a href="http://hbr.org">Managing Oneself (hbr.org)</a> (Managing oneself).</li> <li>• N., Pam M.S., "SELF-MANAGEMENT," in <a href="https://psychologydictionary.org/self-management/">https://psychologydictionary.org/self-management/</a> (accessed December 7, 2020).</li> <li>• H., Qusay 2007. Cognitive Networks: Towards Self-Aware Networks Mahmoud, Wiley-Interscience, ISBN: 9780470061961 (available at <a href="http://oreilly.com">The Vision and Challenges of Self-Management - Cognitive Networks: Towards Self-Aware Networks [Book] (oreilly.com)</a>).</li> <li>• <a href="http://businessphrases.net">Self-Management Skills   List, Definition, Tips &amp; Techniques (businessphrases.net)</a> Business Phrases.Net, Powerfully Effective Business Skills and Software that Make a Difference.</li> <li>• <a href="http://peoplepuzzles.com">Self-Management: a vision of the future? - part one - People Puzzles Ltd (People Puzzles)</a>.</li> <li>• <a href="http://habitsforwellbeing.com">What is Personal Effectiveness &amp; Self-Management? (habitsforwellbeing.com)</a> (Habits for Wellbeing).</li> <li>• Other.</li> </ul>
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No of Exercise: 3	Name/Type of Exercise: <i>Case Study</i>
<b>Learning Objective:</b>	To hone self-awareness and implement key strategies to manage emotions which, apart from the learner, can help his/her entire team.
<b>Duration:</b>	1 hour.
<b>Description of the Procedure:</b>	<p>The learner comes across a challenge (see below). S/he needs to discuss with the person next to him or write down (if s/he is alone):</p> <ol style="list-style-type: none"> <li>what s/he should have done differently.</li> <li>how self-awareness could prevent the problem.</li> <li>what problems occur because of the lack of self-awareness.</li> </ol>

	<p>iv. how lack of self-awareness could affect a team.</p> <p>The Challenge:</p> <p>A significant error occurred on a very substantial project. The manager is furious and berates the employee responsible in front of the whole team. His/her disappointment and anger are justified considering the situation. However, what the manager doesn't realise is that his/her behaviour and actions do not just impact the employee s/he confronted; there is a negative ripple effect that impacts all who witnessed the confrontation. Furthermore, the manager believes publicly reprimanding the staff member will send a message to others to "scare them straight" to enhance overall productivity.</p>
<p><b>Supporting Materials:</b> (Literature References, Useful Links, Videos, PPTs etc.)</p>	<p>The Solution:</p> <p>This situation is "screaming" for more self-awareness, in particular for the self-awareness strategy "Observe the Ripple Effect of Your Emotions". Emotion is powerful and can quickly influence our mood and those around us. It is essential to control our emotions by observing their effect, especially when working in a team. In stressful situations such as the above, being self-aware cannot be underestimated.</p> <p>Using emotion is natural and useful; our emotions send us important messages. But if we allow our feelings to overpower us, they interfere with the effectiveness of how we deliver a message. No one feels comfortable watching another team member be humiliated, nor do they want to be the manager's next target. Due to the way this situation is played out, there is a good chance that, if something goes wrong on the next project, instead of being proactive, the employees lack initiative and do less instead of more to "play it safe".</p> <p>When this happens, it does not make your team feel secure; it negatively affects morale and overall productivity. Individuals are encouraged to observe their emotional reactions - the ripple effect and work to realign them with alternative ways to communicate and deliver positive results for all. Understanding the way our emotions impact our team will significantly improve morale, productivity, and go a long way in building a trusting team environment.</p> <p>Source:</p> <p><a href="https://www.marshallconnects.com/site/corporate-growth-news/2017/02/10/case-study-2-self-awareness-observing-ripple-effect">https://www.marshallconnects.com/site/corporate-growth-news/2017/02/10/case-study-2-self-awareness-observing-ripple-effect</a>.</p>

No of Exercise: 4

Name/Type of Exercise: *Use Your Own Body Meditation*

<b>Learning Objective:</b>	To stop thinking and stop doing for a period of time in order to listen to and understand your inner workings.
<b>Duration:</b>	1-30 minutes per day (the learner can add more time day by day).
<b>Description of the Procedure:</b>	<p>Meditation:</p> <p>The quest for self-awareness requires you to stop thinking and stop doing for a period of time in order to listen to and understand your inner workings. With the hectic pace of modern life, many people experience stress and tiredness, which leads to frustration. This can have a negative effect on overall health.</p> <p>Meditation is the perfect practice to help the learner calm his/her mind and become more focused. Meditation can also help the learner understand his/her mind and learn how to transform his/her thoughts from negative to positive. Overcoming negative thoughts and turning them into constructive ideas is the focus of meditation. This practice can help the learner enjoy his/her entire day, not just the few minutes that s/he takes to meditate.</p> <p>How to: See section below.</p>
<b>Supporting Materials: (Literature References, Useful Links, Videos, PPTs etc.)</b>	<p>Link to Tips for Meditation:  <a href="https://www.rabbitair.com/blogs/air-purifier/14845977-getting-started-with-meditation?msclkid=00d46891d8c71e4eaad208a7c5fa75ad&amp;utm_source=bing&amp;utm_medium=cpc&amp;utm_campaign=Search%20-%20Dynamic%20-%20%20US%20CAD&amp;utm_term=rabbitair&amp;utm_content=All%20Webpages">https://www.rabbitair.com/blogs/air-purifier/14845977-getting-started-with-meditation?msclkid=00d46891d8c71e4eaad208a7c5fa75ad&amp;utm_source=bing&amp;utm_medium=cpc&amp;utm_campaign=Search%20-%20Dynamic%20-%20%20US%20CAD&amp;utm_term=rabbitair&amp;utm_content=All%20Webpages</a>.</p> <p>Links to Guided Meditation Videos:</p> <ul style="list-style-type: none"> <li>• 1 minute:  <a href="https://www.youtube.com/watch?v=F7PxEv5lyV4">https://www.youtube.com/watch?v=F7PxEv5lyV4</a>.</li> <li>• 5 minutes:  <a href="https://www.youtube.com/watch?v=inpok4MKVLM">https://www.youtube.com/watch?v=inpok4MKVLM</a>.</li> <li>• 10 minutes:  <a href="https://www.youtube.com/watch?v=ez3GgRqhNvA">https://www.youtube.com/watch?v=ez3GgRqhNvA</a>.</li> <li>• 20 minutes:  <a href="https://www.youtube.com/watch?v=-2zdUXve6fQ">https://www.youtube.com/watch?v=-2zdUXve6fQ</a>.</li> <li>• 30 minutes:  <a href="https://www.youtube.com/watch?v=l7h2H16nvYQ">https://www.youtube.com/watch?v=l7h2H16nvYQ</a>.</li> </ul>

No of Exercise: 5

Name/Type of Exercise: *Do a Psychometric/Personality Test*

<b>Learning objective:</b>	To learn more about him/herself.
<b>Duration:</b>	5-20 minutes (to fill out the questionnaire).
<b>Description of the procedure:</b>	The learner answers to 60 questions related to his/her personality. At the end of the test, the results will show the different characteristics of his/her personality.
<b>Supporting materials: (Literature references, useful links, video, PPT, etc)</b>	Link to the Test: <a href="https://similarminds.com/jung.html">https://similarminds.com/jung.html</a> .

## CREATIVITY

<b>Key learning objectives (up to 5)</b>	<ul style="list-style-type: none"> <li>• Able to collectively come up with ideas which are relevant/support the local community and check their potential</li> <li>• Ability to generate unusual ideas, deviate from traditional thinking</li> <li>• Ability to individual and collective creative thinking</li> <li>• Ability to active thinking</li> <li>• Ability to find a way out of difficult situations</li> </ul>
<b>Acquired knowledge (2-4)</b>	<ul style="list-style-type: none"> <li>• Understanding how creative thinking works</li> <li>• Understanding what barriers to creativity are, how to transform chaotic ideas into productive ones</li> <li>• Understanding how creativity development tools work in practice</li> </ul>
<b>Skills (2-4)</b>	<ul style="list-style-type: none"> <li>• Generate a maximum of unique ideas</li> <li>• Demonstrate skills to generate ideas both independently and in groups</li> <li>• Implement creativity when working on entrepreneurial project, in everyday life, and when solving difficult situations and problems in host country</li> </ul>
<b>Competence (2-4)</b>	<ul style="list-style-type: none"> <li>• Valuing ideas</li> <li>• Eth. sustainable thinking</li> </ul>

- Working with others

## THEORY



*Creativity is just connecting things. When you ask creative people how they did something, they feel a little guilty because they didn't really do it, they just saw something. It seemed obvious to them after a while. That's because they were able to connect experiences they've had and synthesize new things.*

**Steve Jobs**

## CREATIVITY IS:

- ✓ one of the key skills of the 21st century
- ✓ creating new things from something that already exists
- ✓ solving problems in a completely new and extraordinary way
- ✓

## THE MOST FAMOUS TOOLS FOR CREATIVE THINKING:

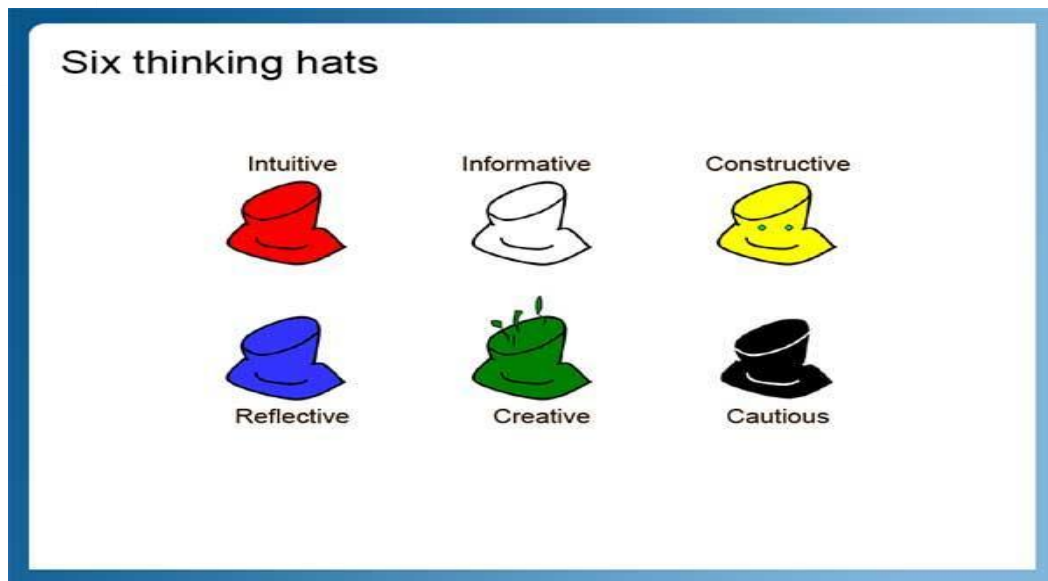
### Disney's Creative Strategy

Walt Disney's strategy was highlighted and modeled in 1994 by NLP expert Robert Dilts. He defined the technique as Disney's method for turning his dream into reality. In this method, the group of people use a specific thinking flow which builds parallel thinking that can be used to generate, evaluate, critique ideas and solve problems (Designorate.com).



### 1. The Six Thinking Hats

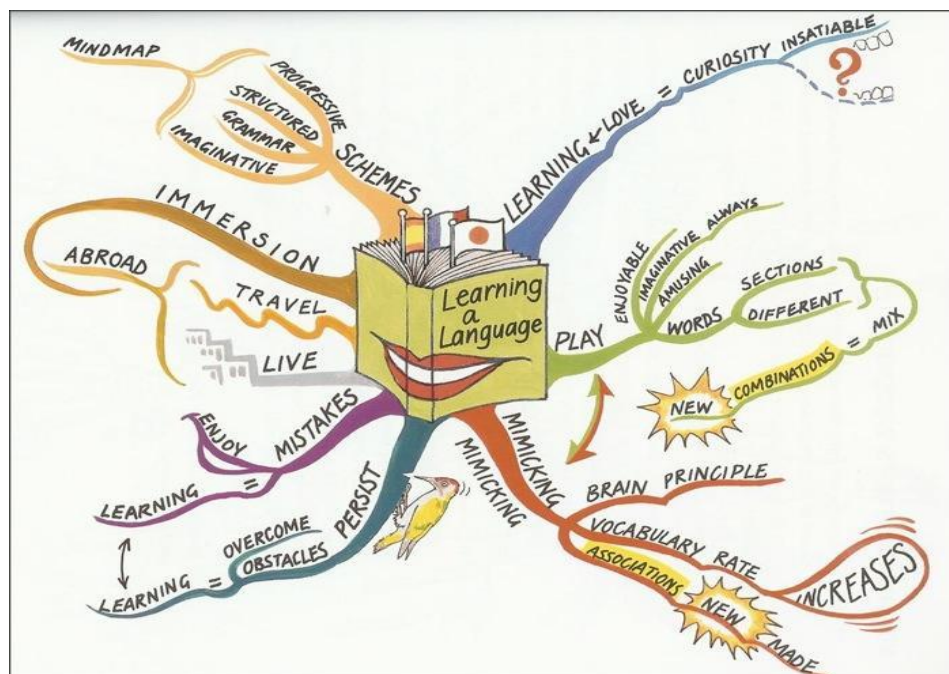
This tool was developed by Edward de Bono – British psychologist, creative thinking consultant and writer. The Six Thinking Hats is a very simple and practical way to overcome three fundamental difficulties associated with stereotypical thinking: emotion, helplessness, confusion. The method allows to divide thinking into six types, or modes, each of which corresponds to a metaphorical colored "hat".



De Bono's six thinking hats (Source: Micorsoft)

## 2. Tony Buzan's Mind Mapping Method

A Mind Map is a powerful graphic technique which provides a universal key to unlock the potential of the brain. It harnesses the full range of cortical skills – word, image, number, logic, rythm, colour and spatial awareness – in a single, uniquely powerful manner. In so doing, it gives you the freedom to roam the infinite expanses of your brain (tonybuzan.edu.sg).



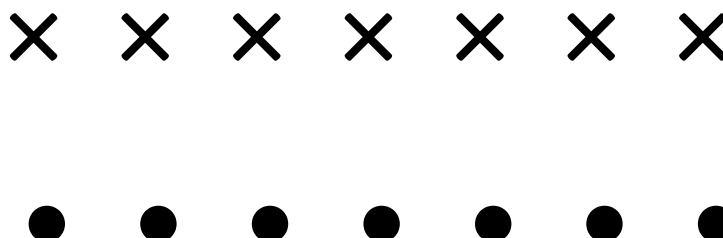
Mind Map (Source: tonybuzan.edu.sg)



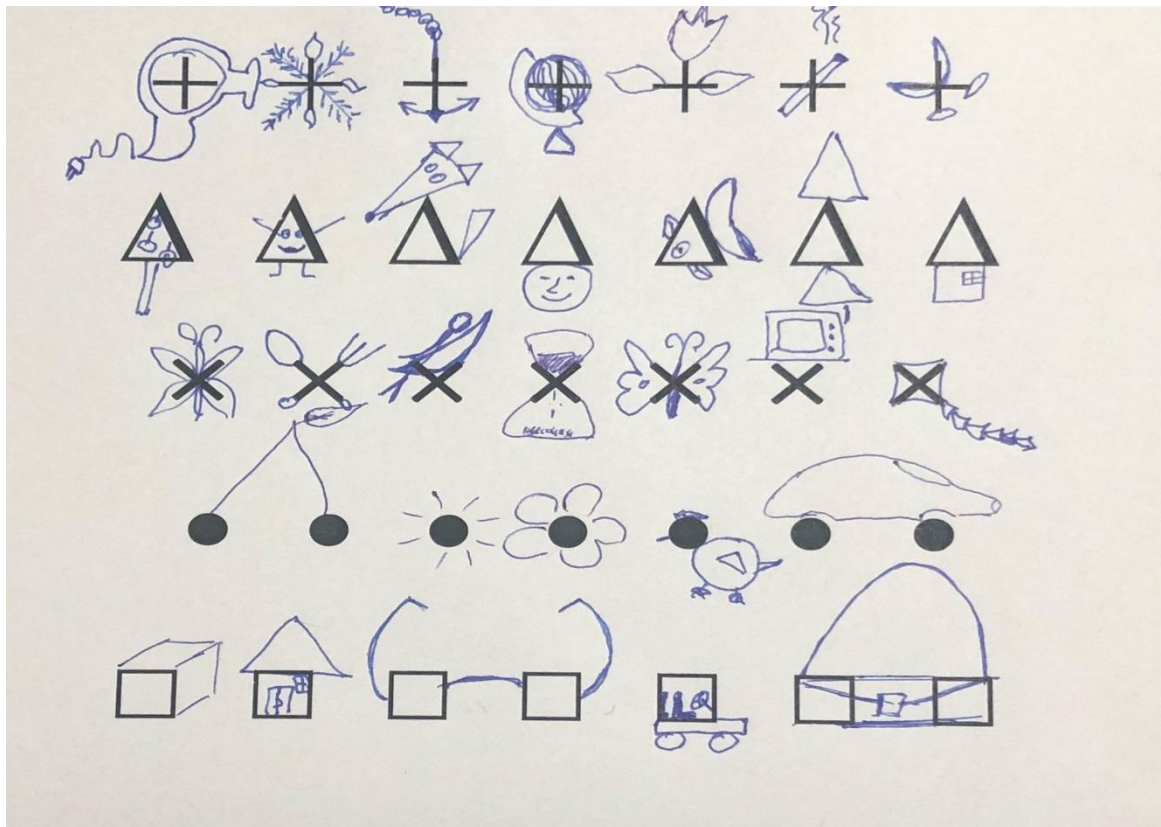
## EXERCISES

No of exercise 1	Name/Type of exercise Creativity Test
<b>Learning objective:</b>	<ul style="list-style-type: none"> <li>• Ability to generate unusual ideas, deviate from traditional thinking</li> <li>• Ability to individual and collective creative thinking</li> <li>• Ability to active thinking</li> </ul>
<b>Duration:</b>	1 hour
<b>Description of the procedure:</b>	<p>Instruction.</p> <ol style="list-style-type: none"> <li>1. The couch distributes to the participants pre-prepared sheets of A-4 paper.</li> <li>2. Next, the coach recommends to tune in to the creative wave, take the pen and turn the proposed figures into pictures and small sketches. (30 minutes)</li> <li>3. At the end, the coach offers to look at the pictures and choose the most successful ones that reveal the creative potential of the participants. Then there is a group discussion of the possible implementation of the results of the exercise. (30 minutes)</li> </ol> <p>As a result, this exercise allows participants to generate ideas without stopping there. The more participants will train their brains, develop imagination and creativity, the more interesting ideas and solutions will come to them during the implementation of their plans.</p>
<b>Supporting materials:</b> (Literature references, useful links, video, PPT, etc)	Prepared sheets of paper with geometric shapes, pens. Annex I.

Annex I. Handout for the test of creativity



An example:



No of exercise 2	Name/Type of exercise Pyramid of Ideas
<b>Learning objective:</b>	<ul style="list-style-type: none"> <li>● Ability to collectively come up with ideas which are relevant/support the local community and check their potential</li> <li>● Ability to individual and collective creative thinking</li> </ul>

	<ul style="list-style-type: none"> <li>● Ability to active thinking</li> <li>● Ability to find a way out of difficult situations</li> </ul>
<b>Duration:</b>	1 hour
<b>Description of the procedure:</b>	<p>Brain storming, working in groups, problem solving. Instruction</p> <ol style="list-style-type: none"> <li>1. The couch reads the issue that the participants should work on.</li> <li>2. Each of the participants individually notes 2-3 answers.</li> <li>3. Then the participants are divided into pairs, present their answers to each other and choose the two most appropriate answers.</li> <li>4. Next, the pairs are grouped into fours and choose two answers to the discussing question.</li> <li>5. The final stage focuses on the several large groups for choosing 2 answers to the questions and recording them on the cards.</li> <li>6. Next step is the presentation of the received answers from each of the groups and voting for the best idea. As a result, participants will receive a ranked list of ideas and suggestions that are supported by the group. This technology will help to agree on ideas and goals in a large group quickly.</li> </ol>
<b>Supporting materials: (Literature references, useful links, video, PPT, etc)</b>	Record cards, pens.

No of exercise 3	Name/Type of exercise Disney's Creative Strategy
<b>Learning objective:</b>	<ul style="list-style-type: none"> <li>● Ability to collectively come up with ideas which are relevant/support the local community and check their potential</li> <li>● Ability to individual and collective creative thinking</li> </ul>

	<ul style="list-style-type: none"> <li>● Ability to find a way out of difficult situations</li> </ul>
<b>Duration:</b>	2 hours
<b>Description of the procedure:</b>	<p>Brain storming, working in groups, role-playing games, problem solving. Instruction.</p> <ol style="list-style-type: none"> <li>1. The coach explains to the participants that the Walt Disney method is a method of developing creativity, which involves a role-playing game in which participants consider the task from three points of view: creative, realistic and critical.</li> <li>2. First, the coach invites participants to take the table "Dreamer". They can offer the most fantastic ideas for starting their own business. Participants are allowed to turn everything upside down, say absurd things and combine the seemingly incompatible. The trainer needs to encourage the participants to create the most wonderful and attractive dream for their own business. Ideas should be written down on paper.</li> <li>3. Next, the coach asks the participants to take the table "Realist". At this stage, participants should include their common sense - "land" crazy ideas and try to find new rational decisions that will look as realistic as possible. At this stage, participants should share their thoughts on what needs to be done to achieve the dream. Ideas should again be recorded on paper.</li> <li>4. After that, participants should take the table "Critic". At this table, participants should subject all previously expressed ideas to ruthless criticism, asking themselves various questions: - Is there anything valuable in the proposed ideas? - Can they be used in today's realities? - Will these ideas be useful for future consumers? - Are there all the necessary resources to implement the proposed ideas?</li> <li>5. Next, the trainer invites the participants to return to the "Dreamer" table, but, at the same time, they need to transform their dream taking into consideration realistic and critical comments.</li> </ol> <p>Important: participants should continue to move between tables until there are critical comments on the chosen idea. This exercise can be performed both for individual participants and for small groups. This method helps to generate new ideas, look for non-standard decisions, develop creative and critical thinking and team-building.</p>
<b>Supporting materials: (Literature references, useful links, video, PPT, etc)</b>	Notes, pens, table cards "Dreamer", "Realist", "Critic". Annex II.







No of exercise 4	Name/Type of exercise Six Hats
<b>Learning objective:</b>	<ul style="list-style-type: none"> <li>• Ability to collectively come up with ideas which are relevant/support the local community and check their potential</li> <li>• Ability to generate unusual ideas, deviate from traditional thinking</li> <li>• Ability to individual and collective creative thinking</li> </ul>
<b>Duration:</b>	2 hours
<b>Description of the procedure:</b>	<p>Brain storming, group discussion, decision making, role-playing game.</p> <p>Instruction.</p> <p>1. The couch explains the key characteristics of the method: The method of "six hats" is a psychological role play. A hat of a certain color means a separate mode of thinking, and wearing it, a person turns on this mode. This is necessary to form a holistic view of the problem, because, as mentioned above, we often think about it rationally, which does not contribute to the completeness of the picture. Also, the de Bono technique allows group members to overcome</p>

confrontation and disputes, to establish communication. The couch emphasizes that the ability to look at the subject from different points of view is the key to a successful speaker. The technique itself requires focusing on different aspects, and therefore develops attentiveness.

2. Figurative application of the technique of six hats can be represented as a drawing with colored pencils. A colorful picture comes out only when you use the full range of colors. And in the case of the de Bono method - a complete vision of the situation comes after all six hats were put on in turn:

**White hat.** When trying on this hat, we focus on the data available. We try to understand what information is missing, where to find it, how to use already known facts and conclusions to solve the problem.

**Red hat.** By wearing it, we include intuition and feelings. What does your inner voice tell you? Intuitive assumptions and feelings at this stage are very important because they allow you to judge the emotional background and attitude to the problem through the prism of human feelings. If the discussion is collective, it is important to try to understand other people's answers, the driving forces and the basis of their proposed solutions. To do this, everyone needs to be truthful and sincere, not to hide their true feelings and experiences.

**Black hat.** By wearing it, you have to be pessimistic, but with a healthy amount of criticism. The proposed solutions to the problem are evaluated for possible risks in the future, the further development of difficult and unforeseen situations. Try to find weaknesses in each idea and pay attention to them.

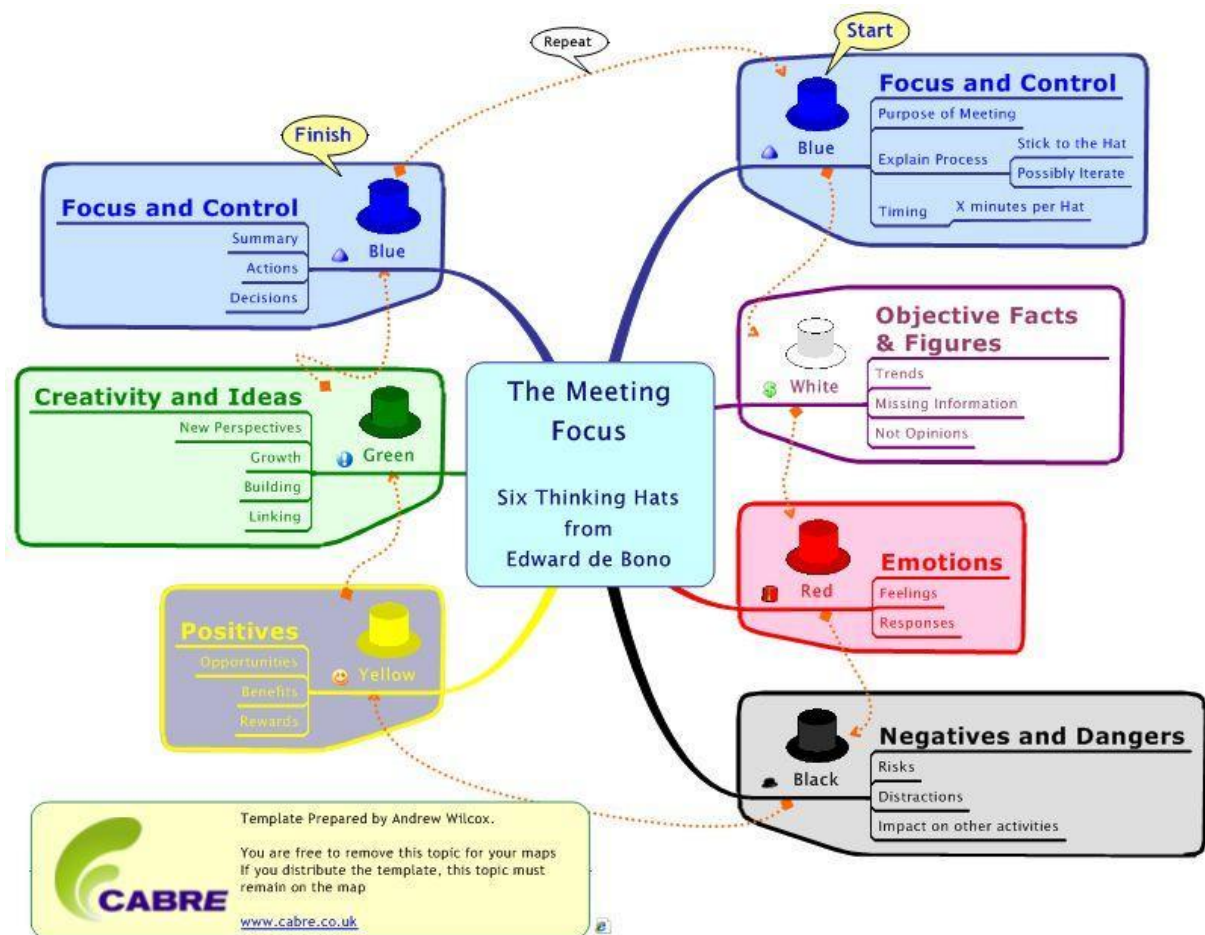
**Yellow hat.** It is the opposite of black and implies an optimistic, positive view of the problem. Highlight the strengths and benefits of each solution. This is especially important if all options seem rather gloomy. **The green hat** is responsible for creativity, the search for unusual ideas and extraordinary views. No evaluations of previously proposed solutions, only their further development by any available means (mental maps, associations and other tools to enhance creative thinking).

**The blue hat** compares the goals at the beginning and the results at the end. Forms final conclusions.

**3. Case:** Displaced women (resettled women) decided to open their own "Flower Shop" business. The women

	decided to analyze this idea using the 6-hat method. The coach should suggest a solution to this case, in turn "putting on" hats. It is advisable to depict the hats on a poster of A-1 format, and then alternately fill in the contents of these hats. To perform the exercise, training participants are divided into small groups (4-6 persons) or perform the exercise collectively, at the choice of the trainer.
<b>Supporting materials:</b> (Literature references, useful links, video, PPT, etc)	Paper sheets A-1, markers. Annex III.

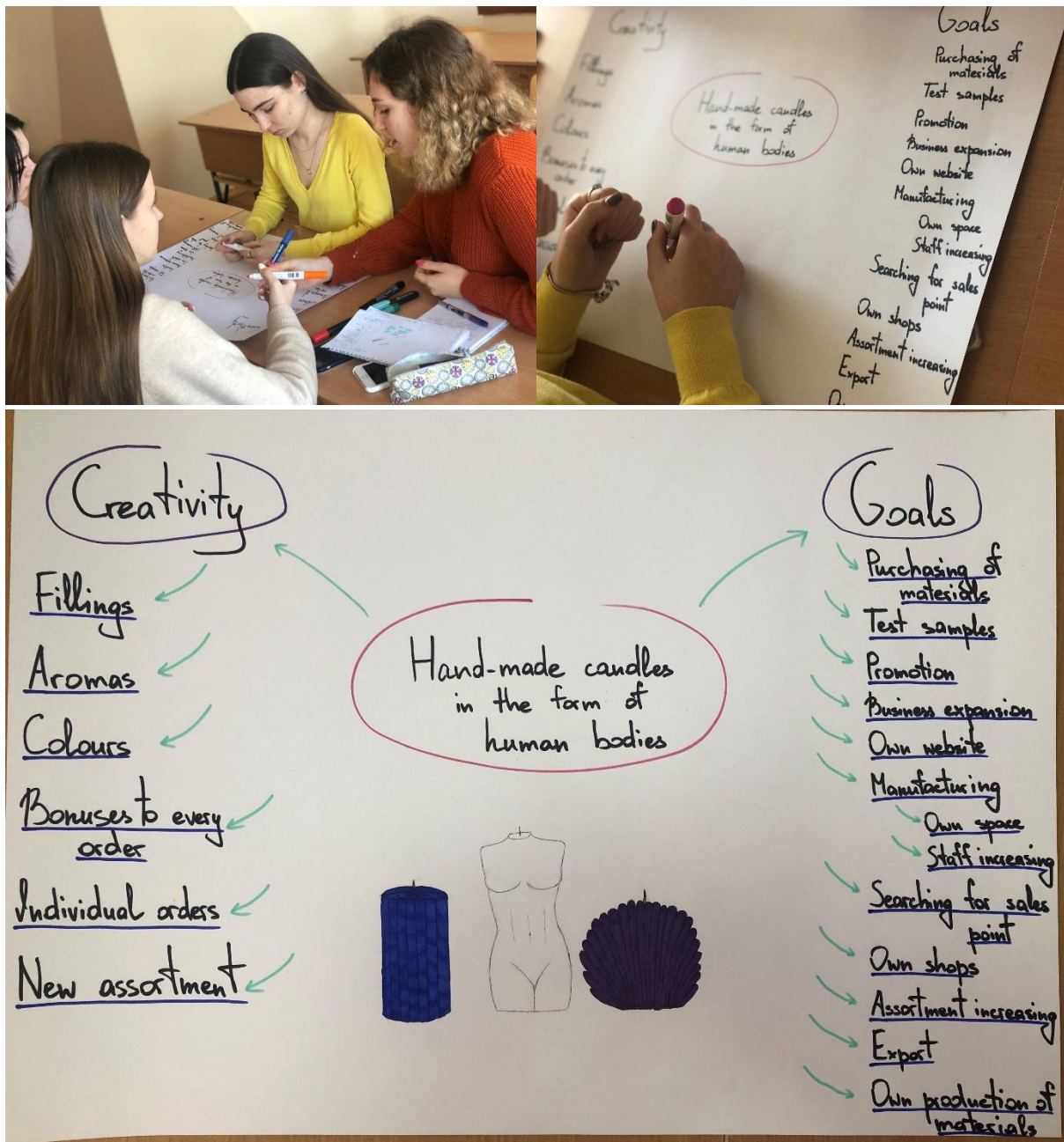
Annex III. Scheme of exercise "Six Hats"





No of exercise 5	Name/Type of exercise Mind Map
<b>Learning objective:</b>	<ul style="list-style-type: none"> <li>● Ability to generate unusual ideas, deviate from traditional thinking</li> <li>● Ability to individual and collective creative thinking</li> </ul>
<b>Duration:</b>	2 hours
<b>Description of the procedure:</b>	<p>Brain storming, group discussion, discussion of ideas for the future project. Instruction.</p> <ol style="list-style-type: none"> <li>1. Participants are divided into small groups (4-6 persons).</li> <li>2. The couch explains the main characteristics of the method: The center depicts the idea of the project (event). It is advisable to start the exercise with a brainstorming session. Sometimes it's a random idea. When participants capture it, new thoughts emerge. An interesting idea comes up during the exercise. All this happens in an avalanche, so the mind map is good for developing creative skills and activating the brain.</li> <li>3. The couch explains that the main topics then differ from the central image in the form of branches.</li> <li>4. The couch emphasizes that the branches that take the form of smooth lines are marked and explained by keywords or images. Secondary, tertiary and subsequent ideas are also depicted as branches departing from higher order branches.</li> <li>5. Thus, the couch summarizes that the branches form a connected nodal structure, a logical sequence that allows you to outline the directions of implementation of the original idea.</li> </ol> <p>This exercise aims to promote the formation of structured unusual ideas to start your own business</p>
<b>Supporting materials: (Literature references, useful links, video, PPT, etc)</b>	<p>Sheets of paper A-1, web services, mobile applications (<a href="https://www.xmind.net/embed/az9c/">https://www.xmind.net/embed/az9c/</a>, <a href="https://www.mindmup.com">https://www.mindmup.com</a>, <a href="https://coggle.it">https://coggle.it</a>) Annex IV.</p>

Annex IV. Example of performing the exercise in groups.



## CULTURAL AWARENESS

Cultural awareness constitutes an important set of skills for everyone, as it allows people to understand each other better. In this module we will focus on a basic understanding of what we mean by cultural awareness and the ways in which it can affect elements of our lives. The module will also focus on how this competence can be developed and the ways in which immigrant women can benefit from it. The module also presents activities which aim to consolidate this knowledge.

Key learning objectives ( <i>up to 5</i> )	<ul style="list-style-type: none"> <li>● Ability to understand and define culture.</li> <li>● Ability to understand and recognise Cultural diversity</li> <li>● Ability to interpret how cultural awareness may affect some elements of one's life.</li> <li>● Ability to recognise Cultural Differences and Similarities between home and host country</li> <li>● Ability to deal with conflicting culture</li> </ul>
Acquired knowledge ( <i>2-4</i> )	<ul style="list-style-type: none"> <li>● Define what culture is</li> <li>● List various elements of culture</li> <li>● Identify opportunities in new cultural environments</li> </ul>
Skills ( <i>2-4</i> )	<ul style="list-style-type: none"> <li>● Explain the concept of culture to others</li> <li>● Recognise different beliefs, values, customs, behaviours and ethics</li> <li>● Provide examples on the similarities and differences of the host and home country cultural heritage</li> <li>● Solve conflicts that are based on cultural differentiation.</li> </ul>
Competence ( <i>2-4</i> )	<ul style="list-style-type: none"> <li>● Lead and participate in a discussion about cultural differences and similarities</li> <li>● Organise everyday life in host country given the available resources without losing cultural identity.</li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Synthesize skills and knowledge to deal with everyday situations that there is conflict in culture.</li> </ul> |
|--|---|

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## THEORY

### How do we define culture?

- The English anthropologist Sir Edward Taylor (1832-1917) defined culture as the **knowledge, beliefs, art, customs, law, customs and any other ability and habit** of a person as a member of a society.
- UNESCO (2002) states that it is a **set of distinct spiritual, material, philosophical and emotional elements** of a society or social group which includes art, literature, way of life, ways of living, value system, traditions and beliefs
- Geert Hofstede (2010) perceives culture as the **collective "programming" of the brain** that helps to distinguish one social group from another.

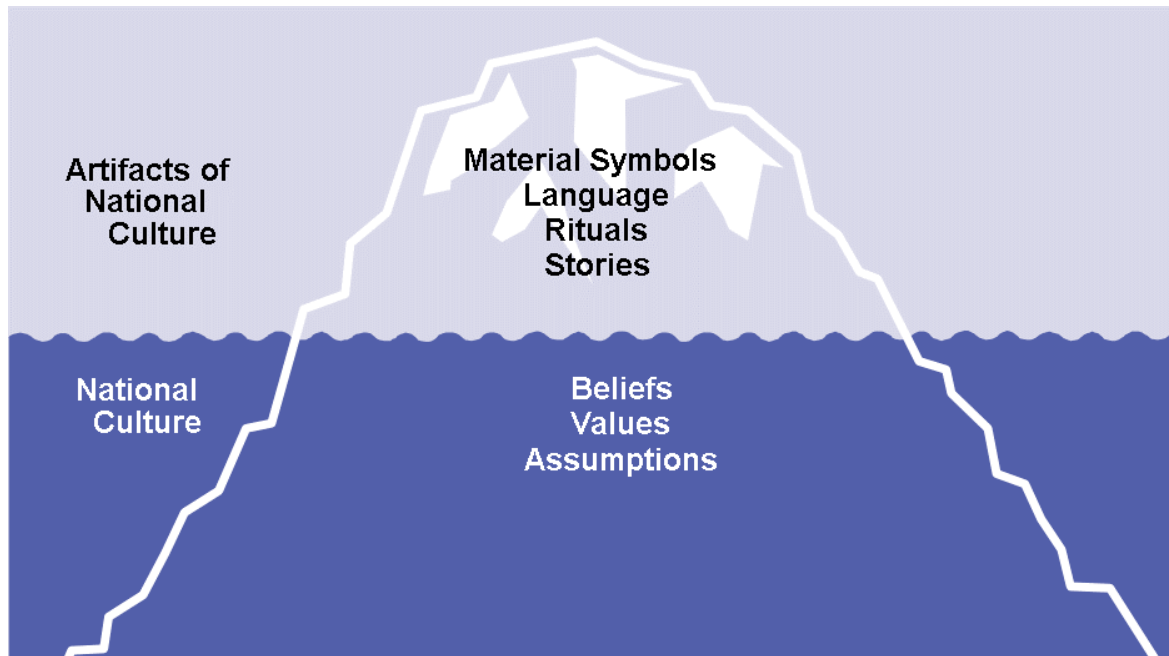
It can be said that culture presupposes the existence of common / collective views of the world. Culture is something that is learned through **experience** by participating in a group and can be developed in a group or an organization, which has an important history - past.

The definition that we adopt here, for the purposes of this module is the following:

***Culture is a system with common values, beliefs, attitudes, customs and habits that distinguishes one group of people from another in terms of its national and European cultural heritage and its place in the world. Culture reflects the way people relate to a group, society or organization, behave, communicate, think, use art and perceive reality.***

In order to identify the culture of a person or social group, one first identifies the external characteristics of the culture (i.e. language, clothes, folklore, rituals, etc.) that is visible to

outsiders/ However, these external characteristics do not show or explain the deeper causes of one's behavior. The hidden aspects of the culture are characteristics, such as beliefs, values. This analysis is shown in Figure 1 below with the culture levels using the iceberg model. The figure below shows the part that is visible and the part that is hidden.



**Figure 1. The iceberg metaphor**

To sum up: Culture is a holistic term that embraces all human expression through living and doing. It includes norms, values, customs and language that evolve from birth and enrich constantly as we orientate ourselves in relation to our environment.

Different theories on how culture can be acquired

1. The Iceberg model of culture.
2. Geert Hofstede's model of cultural dimensions.
3. Edward T. and Mildred Reed Hall's behavioural components of culture.
4. Jacques Demorgon & Markus Molz's model of culture.
5. Milton J Bennett's developmental model of intercultural sensitivity.

**What is CULTURAL AWARENESS?**

One definition of cultural awareness and expression is the following:

*the handling of cultural differences in a positive way in order to avoid conflicts due to errors of perception, so that people appreciate and enjoy the works of art, the attitudes, the way expression using a variety of media, other people from different cultures, using their own innate abilities.*

Cultural awareness is achieved gradually by understanding first the culture that the same person has and then the understanding and accepting the logic of the cultural contexts of others and having a positive attitude towards different cultures.

Similarly, according to ERF, cultural awareness and expression is defined as: Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts.

Essential knowledge, skills and attitudes related to this competence can be described as follows:

#### *Knowledge*

Cultural knowledge includes an awareness of local, national and European cultural heritage and their place in the world. It covers a basic knowledge of major cultural works, including popular contemporary culture. It is essential to understand the cultural and linguistic diversity in Europe and other regions of the world, the need to preserve it and the importance of aesthetic factors in daily life.

#### *Skills*

Skills relate to both appreciation and expression: the appreciation and enjoyment of works of art and performances as well as self-expression through a variety of media using one's innate capacities. Skills include also the ability to relate one's own creative and expressive points of view to the opinions of others and to identify and realize social and economic opportunities in cultural activity. Cultural expression is essential to the development of creative skills, which can be transferred to a variety of professional contexts.

#### *Attitudes*

A solid understanding of one's own culture and a sense of identity can be the basis for an open attitude towards life and respect for diversity of cultural expression. A positive attitude also covers creativity, and the willingness to cultivate aesthetic capacity through artistic selfexpression and participation in cultural life.

**How can this skill be developed?**

In order for an individual to acquire or cultivate cultural awareness and expression, one should:

1. understand the characteristics of their own culture
2. accept and understand that there are different cultural contexts in different people, cultures, societies, groups, etc.
3. recognize that there are specific stereotypes and prejudices that define the way we perceive the world and the behavior of other people.
4. gain knowledge of how a culture was formed historically and how it inherited from generation to generation.
5. be aware of how others perceive the world

### **Why is cultural awareness important in the context of women refugees?**

When migrants seek asylum in another country, every day is a new challenge towards the goal of integration. Especially when it comes to adjusting to a totally new culture. Culture is important in all aspects of our lives since it influences an individual's values, views, desires, and behaviour. Belonging to a culture can provide individuals with an easy way to connect with others who share the same mind-set and values. Thus, a lot of refugees and/or migrants stay closely to their community as they feel more comfortable interacting with people with the same cultural background. Thus, in order to get integrated, it is of great importance the development of intercultural, interpersonal and social skills, as well as the understanding of cultural awareness and expression; an understanding that different cultures have different standard, as it will facilitate the process of interacting and expressing one's self, outside their comfort zone.

The ability to be aware of cultural similarities and differences, appreciate the uniqueness of other cultures and interact effectively with people from different backgrounds, helps people

- participate in the 21<sup>st</sup> century world
- integrate to their new society
- develop successful personal and professional relationship
- become well-prepared to work in diverse professional environments. Therefore, cultural awareness relates to employability, job mobility and participation in social

life and is considered to be one of the most important competences in the 21<sup>st</sup> century.

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## EXERCISES

No of exercise	Name/Type of exercise
<b>1</b>	<b>Group Discussion: CONTEXT AND CULTURE</b>
Learning objective:	<ul style="list-style-type: none"> <li>• Ability to understand and define culture.</li> <li>• Ability to understand and recognise Cultural diversity</li> <li>• Ability to interpret how cultural awareness may affect some elements of one's life.</li> <li>• Ability to recognise Cultural Differences and Similarities between home and host country</li> </ul>
Duration:	60 min
Description of procedure:	<ol style="list-style-type: none"> <li>1. Tip for the Trainer: Study Kreitnet, Kinicki, 2013 in order to get a better understanding of high and low context cultures.</li> <li>2. The trainer starts with an introduction of the importance of the context in the development of human behaviour</li> <li>3. The trainer introduces the topic of high and low context, by asking the trainees if they have ever heard of the two terms.</li> <li>4. The trainer clarifies the two terms, using the Annex, slide number 1. Then, the trainer invites a group discussion on how the trainees perceive the context.</li> </ol>



	<p>5. The trainer asks the trainees to read the instructions in slide number 3, and answer the questions.</p> <p>6. Finally, a group discussion is organised, based on participants' answers.</p>
Supporting materials:	Powerpoint Presentation, projector

No of exercise	Name/Type of exercise
<b>2</b>	<b>Group activity - THE ONION OF DIVERSITY</b>
Learning objective:	<ul style="list-style-type: none"> <li>• Ability to understand and define culture.</li> <li>• Ability to understand and recognise Cultural diversity</li> <li>• Ability to recognise Cultural Differences and Similarities between home and host country</li> </ul>
Duration:	60 min
Description of procedure:	<p>1. Learners are asked to form an inner and outer circle. They face each other in couples.</p> <p>2. Each team has to find (very fast) one thing – a habit, aspect, background, and attitude – that they share in common.</p> <p>3. Once this is done, the outer onion skin moves to the right and each new couple has to find a similarity and express it.</p> <p>4. The couples can change several times till the circle is finished (depending on the group size).</p>

Supporting materials:

No

No of exercise	Name/Type of exercise
3	Group activity – FIND THE STEREOTYPE
Learning objective:	<ul style="list-style-type: none"> <li>• Ability to understand and define culture.</li> <li>• Ability to understand and recognise Cultural diversity</li> <li>• Ability to interpret how cultural awareness may affect some elements of one's life.</li> <li>• Ability to recognise Cultural Differences and Similarities between home and host country</li> <li>• Ability to deal with conflicting culture</li> </ul>
Duration:	60 minutes
Description of procedure:	<ol style="list-style-type: none"> <li>1. The trainer introduces the topic of stereotypes to the group. It is important that the trainer explains to the trainees that everyone uses stereotypes and it is good to spot them, reveal them and evaluate them.</li> <li>2. Trainees are divided in groups of 4-5 people. Each group is assigned three different cultures (e.g. by nation). All groups should have the same three cultures.</li> <li>3. Each group is invited to find at least 5 different words that come to mind when they think of those cultures.</li> <li>4. Each group is asked to present the words they came up with to the plenary in order to spot stereotyping convergences or divergences.</li> </ol>

Supporting materials:	computer, projector, PowerPoint presentation

No of exercise	Name/Type of exercise
4	<b>Presentation: OUR EXPERIENCE WITH OTHERS</b>
Learning objective:	<ul style="list-style-type: none"> <li>• Ability to understand and define culture.</li> <li>• Ability to understand and recognise Cultural diversity</li> <li>• Ability to interpret how cultural awareness may affect some elements of one's life.</li> <li>• Ability to recognise Cultural Differences and Similarities between home and host country</li> </ul>
Duration:	60 min
Description of procedure:	<ol style="list-style-type: none"> <li>1. Trainees are invited to think of a personal or professional experience they have had with a person from another culture. The trainer explains to choose an experience that stands out. Trainees are given 5-6 minutes for this.</li> <li>2. At the same time, the trainer writes the following questions on the whiteboard, which can be used as prompts for the presentation activity that will follow. The questions are: What was my initial expectation when I met this person?, What did I learn about the other person?, In what way has this experience helped me understand the other person's culture better?, Has this experience had any impact on my personal or professional life? Has this experience had any impact on my overall attitude?</li> <li>3. When the 5-6 minutes are up, the trainer asks each trainee to narrate their personal experience in front of the group, using the questions on the board. The rest of the group is invited to ask further questions if they wish.</li> </ol>

Supporting materials:	Whiteboard, Pen & paper or laptop/tablet to take notes of learners' stories

No of exercise	Name/Type of exercise
5	<b>Role Play: BE A MOVIE STAR FOR A DAY</b>
Learning objective:	<ul style="list-style-type: none"> <li>• Ability to understand and define culture.</li> <li>• Ability to understand and recognise Cultural diversity</li> <li>• Ability to interpret how cultural awareness may affect some elements of one's life.</li> <li>• Ability to recognise Cultural Differences and Similarities between home and host country</li> <li>• Ability to deal with conflicting culture</li> </ul>
Duration:	120 min
Description of the procedure	<ol style="list-style-type: none"> <li>1. The trainer picks a film that is very popular in the host country. The film should have a female actress as a central character. The film should preferably deal with social issues.</li> <li>2. Watch the movie with the participants. The trainer pauses the movie every 15 minutes and asks general questions about the story, in order to make sure that participants understand the plot and follow the movie. General questions might include: Which was the most interesting scene up until now?, Why? Who is the most interesting character so far? Etc.</li> <li>3. When the movie ends, the trainer asks questions about the specific characters and in particular the female</li> </ol>

	<p>character. I.e. What do you think about the central character? Do you think that their reactions were justified? What would you have done differently?</p> <p>4. The exercise concludes with the trainer dividing participants in a group and asks them to imagine that they were the female character. The trainer asks them to share with the group what the same character would have made differently coming from their own cultural environment, how that would have affected the movie, would have resulted in another end?</p>
Supporting materials	Movie, pen, paper, Projector

## INITIATIVE

Achieving integration and new possibilities for development in the hosting country requires initiative from newly arrived. According to findings from IO1 study, interviews and desk research, project's target group immigrant women often face lack of initiative due to cultural pressure, family obligations, pattern of fosterage from childhood. Tackling the lack of initiative is an important step on the way to integration and self-development. Naturally initiative is a crucial acquirement for future potential entrepreneurs as well. In our training material we will focus on development of initiative on several levels: personal (woman takes initiative for own future, career, social life), group (women can initiate a small group project, common activity in the circle of friends and acquaintance), societal (women understand importance of initiative in society).

<b>Key learning objectives (up to 5)</b>	<ul style="list-style-type: none"> <li>• <b>Capacity to take initiative in different activities</b></li> <li>• <b>Ability to take steps to realize planned activity</b></li> <li>• <b>Capacity to solve the problem on your own or in group</b></li> <li>• <b>Ability to organise a group to make activity</b></li> <li>• <b>Able to collaboratively plan, organise (resource, execute) a community-based activity (entrepreneurial project)</b></li> </ul>
<b>Acquired knowledge (2-4)</b>	<ul style="list-style-type: none"> <li>• Understand and explain what does it mean to take initiative</li> </ul>

	<ul style="list-style-type: none"> <li>• List situations where learner can present initiative and describe how it can look like</li> <li>• Recognize problems which can be solved with taking initiative</li> </ul>
<b>Skills (2-4)</b>	<ul style="list-style-type: none"> <li>• Demonstrate initiative taking working in small groups</li> <li>• Implement initiativeness on working with own projects (either in work or everyday life)</li> <li>• Perform initiative taking in class, entrepreneurial project, real life, on the way to integration</li> </ul>
<b>Competence (2-4)</b>	<ul style="list-style-type: none"> <li>• Taking initiative</li> <li>• Motivational perseverance</li> <li>• Mobilizing others</li> <li>• Mobilizing resources</li> </ul>

## THEORY

According to Oxford dictionary initiative is “the power or opportunity to act or take charge before others do”, it can also be defined as being first to take an action in the performance of certain task or solving a problem.

*Initiative is based on several basic principles:*

- the ability to understand own needs and goal
- make steps towards its implementation
- directing yourself and others to reach the goals

### Elements:

- Vision development - participants learn how to specify their ideas, considering intermediate goals they set up and the resources at their disposal
- Networking - participants explore opportunities to influence and experiment with different types of relationships to feel more confident among different people, roles and environments.

It is an essential tool for building trust with the team, directors, customers, colleagues. The communication effectiveness is improving through active listening, quality and accurately raised questions and clear messages

- Decision making – participants will have to take difficult decisions in their life and need methods and tools to help them. The ability for decision-making is closely related to the concept of "problem solving" and systematic thinking, but turns into action when added determination and responsibility.
- Execution/ implementation/action - it is important to understand how the planning, control and the organization can help or hinder the achievement of the objectives / results

Today the concept of initiative requires *more listening to yourself and others, emotional balance, integration of diversities, support, mentoring/coaching*. Through the partnership with the mentor/coach, the women find their own solutions, take responsibility and motivation to begin to realize them.

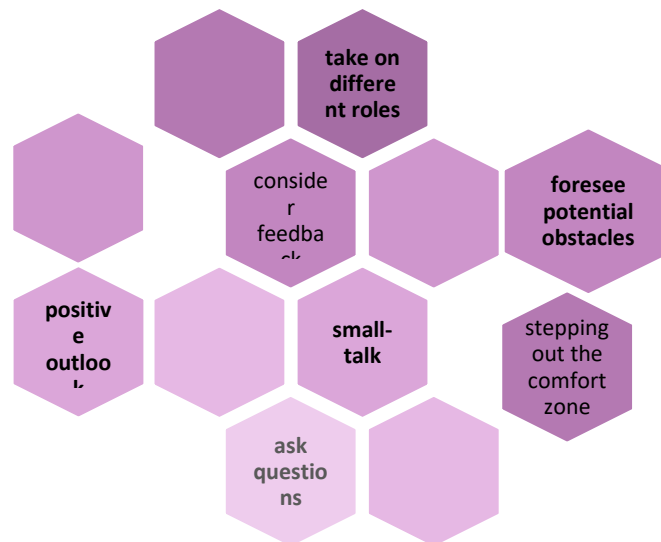
### Development of initiative

Initiative can be divided to taking charge in own life and in group. Often the ability to take initiative is developed in throughout the life from early childhood to adulthood. However, there are effective strategies and tools to develop initiative as a personal skill.

The most important steps in the process of development of initiativeness can be defined as:

1. Defining own interests and priorities
2. Creating plan for own life development and career
3. Develop self confidence and feeling of self-worth
4. Learn to spot opportunities
5. Develop leadership and independent mindset. Learn not to expect others to take care of own tasks.

According to L. Beriker, the important element of the developing initiative in group is also listen to other members of the team and be attentive to other ideas. Active asking questions is also helpful. Some other crucial elements for the initiative development



### **Taking initiative in own life**

Given the background of participants it may be complicated for many to realise that they may be able to take initiative over own life and make own life choices. The many years of experience of cultural, gender and social pressure may incapacitate possibility to think about own interests, goals and needs.

Obstacles that prevent taking initiative can be divided in three groups: personal factors, structural factors and competence factors. The three types of elements in basic terms:

- ✓ Structural factors: things that many of us share and we can't change individually, but may be changed over time with collective action.
- ✓ Personal factors: things that are particular to our individual situation and we may be able to change or not. They may also be related to structural factors.
- ✓ Competence factors: things that speak about our individual knowledge, abilities and attitudes and that we can change.

Barriers that may hinder initiative in particular for the target groups may be:

- Low self esteem
- Previous negative experience connected to initiative taking
- Toxic environment
- Low interest in own life and future
- Low ability to prioritise yourself before the family and others
- No experience in understanding own needs and goals

This can help to understand what everyone is able to change in their life and taking initiative over that. Moreover, it can show what women should be able to negotiate with. From a gender and intercultural perspective, a special emphasis is given to inequalities related to gender and origin discrimination, which limit the personal development opportunities of women. This analysis is useful to assess employability, opportunities and limitations in lifelong learning, personal development, social inclusion and a variety of contexts and situations.

### **Initiative in small groups**

Being initiative in a group especially in the training is a great experience for the participants. The initiative is key is successful integration, also in labour market and even for development of entrepreneurial attitude.

The crucial elements to ensure the positive cooperation in the group and initiative by every participant include:

- ✓ Active communication
- ✓ Feeling of safety and comfort in the working group
- ✓ Thinking as a team member
- ✓ Clear definition of goals and expected results of the group work

The facilitator is important actor to support participants and ensure the above elements during the training. This can be achieved by improving the atmosphere, friendly and tolerant environment,

### **Initiative as key to integration**

Taking a first step in own way to meet the hosting country requires courage. Being initiative in different areas in life in new county will positively contribute to successful integration. It can be helpful to elaborate for the participants in which areas the initiative can be taken and provide relevant examples. Including options where one can be initiative even without proficient understanding of hosting country language is important. For instance, it can be participation in ethical NGOs, local community, finding networks in municipality, understanding locals.

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## **EXERCISES**

No of exercise	Name/Type of exercise
1	Possibilities cycle / group exercise



<b>Learning objective:</b>	<p>Develop skill of initiative</p> <p>Understanding own strengths and possibilities</p> <p>Learn cooperating and being initiative in group</p>
<b>Duration:</b>	2 hours
<b>Description of the procedure:</b>	<p>Facilitator present the Possibilities cycle for filling in by participants (Annex 1)</p> <p>The Possibilities cycle includes parts:</p> <ul style="list-style-type: none"> <li>• My skills</li> <li>• My experience</li> <li>• My interests</li> <li>• My resources</li> <li>• My network</li> </ul> <p>Facilitator explains how to fill in the Possibilities cycle:</p> <ul style="list-style-type: none"> <li>• My skills – includes soft skills (communication, problem solving, etc) and hard skills (concrete tasks like cooking_ sewing, taking care of children) <i>I can...</i></li> <li>• My experience (the most important and challenging events in past, finishing school, becoming a mother, getting a job) <i>In the past I have..</i></li> <li>• My interests (what do you enjoy doing at free time, which areas you are interested it) <i>I am passionate about...</i></li> <li>• My resources (material resources like having a car, location, some financial</li> </ul>

	<p>resource, access to internet, technical resources like laptop or mobile phone)</p> <p><i>This is available to me...</i></p> <ul style="list-style-type: none"> <li>• My network/contacts (personal contacts, people from the nearest circle, community, friends, in which areas this people can be useful and provide support)</li> </ul> <p><i>I know...</i></p> <p>Facilitator presents an example how to fill in the map if needed by using his/her own skills, experiences, interests, etc</p> <p>Facilitator divides women in small groups (4-5 people each)</p> <p>Each women develop her own cycle</p> <p>Facilitator monitors and supports if any help is needed</p> <p>Women present their maps in mini groups</p> <p>This exercise will help women to be more aware about own strengths and resources, and how those can be accumulated in integration and even entrepreneurial world. Discussion in mini groups can also bring the idea for entrepreneurial project.</p>
<p><b>Supporting materials:</b></p> <p><b>(Literature references, useful links, video, PPT, etc)</b></p>	<p>Annex 1</p>

No of exercise	Name/Type of exercise
2	Opportunity map/ group exercise

<b>Learning objective:</b>	<p>Develop skill of initiative</p> <p>Understanding own strengths and possibilities</p> <p>Learn cooperating and being initiative in group</p>
<b>Duration:</b>	2 hours
<b>Description of the procedure:</b>	<p>Facilitator present the Opportunity map for filling in by participants (Annex II)</p> <p>Participants work in the same mini groups as from before. They gather info from Possibilities cycle in the 1 common map. Opportunity map gathers the most valuable resources, skills, interests of the each participant of mini groups in one common map. So at the end of the exercise each mini group will have 1 common opportunity map.</p> <p>The Opportunity map includes parts:</p> <ul style="list-style-type: none"> <li>• What resources and skills do we have?</li> <li>• What interests do we have?</li> <li>• What problems or opportunities in community can we adress?</li> <li>• What are the possible solutions to these problems?</li> </ul> <p>The exercise is ideally to be done offline on the paper. However, it can be done online. In this case min 1 facilitator per mini group in recommended to provide more support for each group.</p> <p>Facilitator explains how to fill in the Opportunity map.</p> <p><b>Step 1.</b> What resources and skills do we have?</p> <p>Try to focus on common areas which are similar for many of you. Also think which skills are really valuable for possible starting of initiative.</p>

**Step 2.** What interests do we have?

Find most common interests.

**Step 3.** What problems or opportunities in community can we address?

Think what problems are there in your local area or city? What problems your community faces? Are there some problems which cross link with your interests and skills? Define those problems.

**Step 4.** What are the possible solutions to these problems?

Think how can you solve the above using the skills and resources that your group has.

**Step 5.** Come back to the first step describing skills and resources and think if you have missed some valuable skills which will be important solving this particular problem.

Each mini group develop their common opportunity own map by combining information from their Possibilities cycle. Facilitator monitors and supports if any help is needed.

Women present their opportunity maps in mini groups to facilitator.

This exercise will help women to be more aware about own strengths and resources, and how those can be accumulated in integration and even entrepreneurial world. Discussion in mini groups can also bring the idea for entrepreneurial project.

**Supporting materials:**  
  
(Literature references,  
useful links, video, PPT,  
etc)

Annex II + example

No of exercise	Name/Type of exercise
3	Initiative map
<b>Learning objective:</b>	<p>Develop skill of initiative</p> <p>Understanding how to develop initiative based on own strengths and interests</p> <p>Learn cooperating and being initiative in group</p>
<b>Duration:</b>	3 hours
<b>Description of the procedure:</b>	<p>The participants are working at the same mini groups the have worked in exercise 1 and 2.</p> <p>They perform this exercise after performing exercise 1 and sharing Opportunities map.</p> <p>Facilitator presents and explains the Initiative map for filling in by participants (Annex 3)</p> <p>The Initiative map suggest to develop initiative idea based on the common opportunities and interests the participants have discovered at exercise 1 and 2. The initiative map answers 3 questions:</p> <ul style="list-style-type: none"> <li>• What problem in the community this initiative will solve?</li> </ul>

	<ul style="list-style-type: none"> <li>• How this initiative will solve this problem?</li> <li>• Who are potential customers for this initiative?</li> </ul> <p>Facilitator explains how to fill in the Initiative map and supports participants during this process.</p> <p>Facilitator presents an example how to fill in the map if needed by using his/her example.</p> <p>Women in each mini group (from ex.1) develop their own group map (NB! 1 group = 1 map).</p> <p>Facilitator monitors and supports if any help is needed</p> <p>Women present maps in each mini groups</p> <p>This exercise can create ideas for development of mini event or entrepreneurial project further on.</p> <p>This exercise will help women to be more aware about turning their strengths and resources into real initiatives. This will learn them to see the connections between their resources and problems which they can solve in the society.</p>
<b>Supporting materials:</b>  <b>(Literature references, useful links, video, PPT, etc)</b>	Annex III + example

No of exercise	Name/Type of exercise
4	Case scenario/discussion in group

<b>Learning objective:</b>	<p>Understanding meaning of initiative practically</p> <p>Learn presenting and discussing in group</p>
<b>Duration:</b>	2 hours
<b>Description of the procedure:</b>	<p>1. Facilitator present case scenario of a newly arrived immigrant woman who was initiative in her local community (from Swedish research report).</p> <p><i><b>Khadja M.</b> moved from Syria to Sweden in 2016. Shortly thereafter, she started a company to fill a local needs. Khadija Mansor saw that new arrivals are looking for some ethnical Arabic products and clothing that are not present in Sweden and started the company 'Sahab'. In the beginning, she worked from home and sold online through Facebook. With increasing demand, she rented location in Gottsunda city center, Uppsala, Sweden and started selling children's books in Arabic and a large number of different products such as perfumes, clothes and accessories. Now Khadija has moved its head office to expand, which has also provided employment opportunities for three other people.</i></p> <p>As an option the facilitator also can present own case from own country if wanted.</p> <p>2. Facilitator asks for feedback from the participants asking:</p> <ul style="list-style-type: none"> <li>- How did she showed initiative in this case?</li> <li>- What skills and resources do you think helped her?</li> <li>- Did you think before that newly arrived person can start successful business like this?</li> <li>- Do you have your own examples among friends and acquaintances who presented initiative to solve some problem? (even if we don't talk about starting a business)</li> </ul>
<b>Supporting materials:</b>	<p><a href="https://bygg.uppsala.se/contentassets/a88123a480894fee98c6306fcc9b438a/nyhetsbrev-gottsunda-och-valsatra-februari-2020.pdf">https://bygg.uppsala.se/contentassets/a88123a480894fee98c6306fcc9b438a/nyhetsbrev-gottsunda-och-valsatra-februari-2020.pdf</a></p>

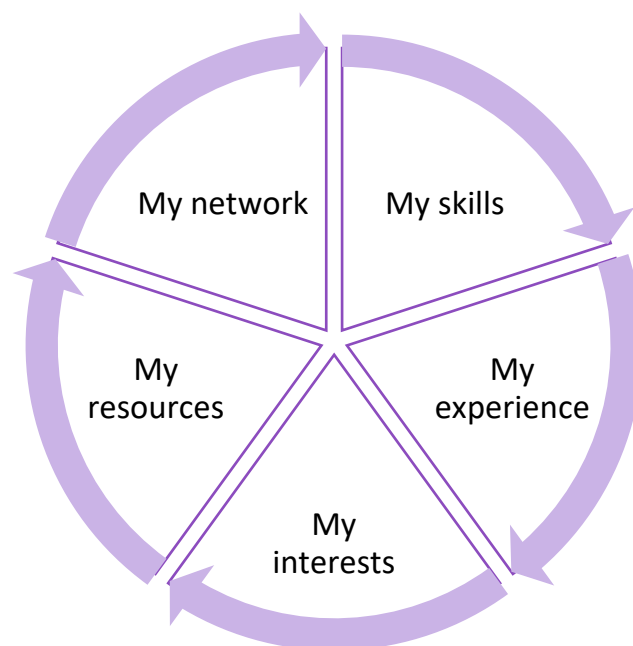
(Literature references,  
useful links, video, PPT,  
etc)

No of exercise	Name/Type of exercise
5	Own examples/discussion in group
<b>Learning objective:</b>	Understanding meaning of initiative practically  Learn presenting and discussing in group
<b>Duration:</b>	3 hours
<b>Description of the procedure:</b>	<ol style="list-style-type: none"> <li>Facilitator asks participants to give example when they took initiative in own life, in such areas as: <ul style="list-style-type: none"> <li>- Education</li> <li>- Family</li> <li>- Budget/economy</li> <li>- Travelling</li> <li>- Etc.</li> </ul> </li> <li>Participants describe the own experience and moment in life when they were initiative almost in form of performing an everyday project. This can be for example organising a family trip, finding school for child in home or hosting country, preparation of family festival.</li> <li>Facilitator asks: <ul style="list-style-type: none"> <li>- How did it feel to take initiative and be responsible for this particular task?</li> <li>- What skills and competencies did you develop or improves? (communication, problem solving, conflict resolution, planning and management, financial planning)</li> </ul> </li> </ol>



	<p>- Did something turn out to be not as you expected? How did you deal with that</p> <p>- Was this situation challenging? In what way?</p> <p>4. Optionally participants can fill in their experiences in form of common experience map.</p> <p>The exercise creates more awareness of own initiative potential, understanding how life skills develop during performing different (even everyday) projects.</p>
<p><b>Supporting materials:</b></p> <p><b>(Literature references, useful links, video, PPT, etc)</b></p>	<p>Annex IV. Mapping experiences</p>

Annex I



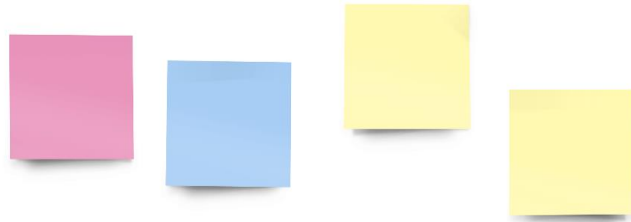
PA

Example:



## Annex II Opportunity map

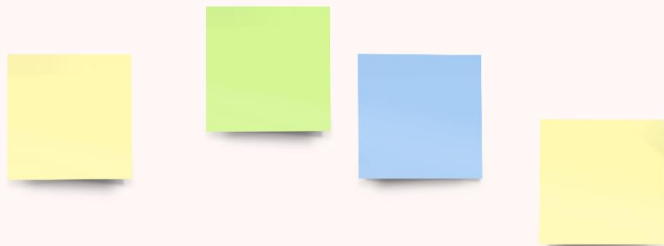
What resources and skills do we have?



What interests do we have?



What problems or opportunities in community can we address?



What are the possible solutions to these problems?



PA

Example

What resources and skills do we have?



What interests do we have?



What problems or opportunities in community can we adress?



What are the possible solutions to the problems?





Annex III



















































Initiative map

Problem	Solution	Customer

Example of filling in Initiative map:

Problem	Solution	Customer
<i>No place with traditional Arabic food in the area we live in</i>	<i>Open restaurant with traditional Arabic food using resources we discusses in exercise 1, such as:</i> <ul style="list-style-type: none"><li>- <i>We can cook</i></li><li>- <i>We have network</i></li><li>- <i>We know how the traditional food has to be done</i></li><li>- <i>We can find location</i></li></ul>	<i>People living in the area</i>

## Annex IV. Mapping experiences

Participant name	1	2	3
<b>Experience</b> Describe the action you did being initiative?	  	    	  
<b>Challenges</b> Did something go the way you didn't expect it? Was something too difficult for you?	  	    	  
<b>Solution</b> How did you solve those challenges?	  	    	  
<b>Skills</b> What new skills did you develop?			
<b>Your Feeling</b> What was the feeling of this experience?			
<b>Opportunities</b> What new opportunities this opened for you?	  	    	  

## CAREER-AWARENESS FOR WOMEN (WITH FOCUS ON GENDER EQUALITY)

The objective is to design a module specifically for low educated women that relates the actual situation of these women, their work on the entrepreneurial activity and career building and career awareness, thus enhancing the purpose and sense of participating in a entrepreneurial activity. Most of these women do not have any career awareness because in their home country and culture having a career (beyond being a house wife) was never a real option for them. Also gender related issues did not contribute to create a wider horizon and perspective. The ambition of the module objectives therefore needs to be levelled with the situation and context of these women. Core issues that will be addressed cover the basic questions of the a career choice process and of career building: Who am I? What do I want to do (inspires me)? What am I capable of? At the end of the module the women are capable of formulating what they would like to do, a first step on their own career path. The whole module will consist of 6 workshop type of exercises totalling a module length of 15 to 20 hours. Exercises intend to contribute to the development of the set learning objectives.

General learning outcome of the course to which this module contributes:	<ul style="list-style-type: none"> <li>• Able to collaboratively plan, organise (resource, execute) and evaluate a community based activity using collaborative background, knowledge and experience</li> </ul>
Key learning objectives ( <i>up to 5) contributing to this outcome:</i>	<ul style="list-style-type: none"> <li>• migrant women are conscious about their own short term options</li> <li>• migrant women are conscious about major gender barriers on their career path</li> <li>• migrant women have insight in their own wishes, strengths and weaknesses</li> <li>• migrant women have made a first step on their own career path (ambition)</li> </ul>
Acquired knowledge (2-4:)	<ul style="list-style-type: none"> <li>• Knowledge about gender perspective and gender barriers</li> <li>• Knowledge regarding the discrepancy between current situation and future ambition</li> <li>• Knowledge on how to deal with first career step</li> </ul>
Skills (2-4)	<ul style="list-style-type: none"> <li>• Able to formulate own ambition</li> <li>• Able to work in a team</li> <li>• Able to stick to a plan</li> <li>• Able to use own strengths and ask for help when confronted with own weaknesses</li> </ul>
Competence (2-4) <i>(apart from communication, language related competence)</i>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Spotting opportunities</li> <li>• Taking initiative</li> <li>• Motivational perseverance</li> </ul>

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## THEORY

Theoretical background on Career Guidance and gender construction

What is a career or a career path?

Roughly the theories in career guidance can be divided into two groups according to two ways of looking at careers. On one side one can find the proclaimers of “matching” as key process of career guidance. According to this vision we know where the individual stands (point A) and where we want the individual to go to (point B). The supporting counselling path seems fairly organised as well as the instruments that are used during the counselling. The process consists

of standard products (for mapping skills and competences) and standard services for making the match between the person and the vocational world. The focus is on finding the match; we do not ask whether the match is actually contributing to a person's well-being, long-term ambition etc. In career theories this is often referred to as Match theories (see f.e. Parsons trait theory of early 1900 and 1970's Holland theory on choice making). A career is nothing more than an alternative new match, the career path is the subsequent route of acquiring the job related skills and competences. It might be perceived as the metaphor "going to a doctor to get a prescription".

Opposed to these theories is a vision on career and career path which has gradually been developed from the late 1950s onwards. Due to the influences of psychological and sociological theories these new theories pay more attention to a person's experiences, surroundings and on person's subjective thinking and believing and on how to deal with these. Career choice is developed as a result of the individual's sense of self, surroundings, family, friends, circumstances and experiences, personal beliefs, motivation, of dealing with chance opportunities etc. All these factors are elements that influence a career path. Therefore a career is seldom a straight line controlled by logical explanations. Goals seeming clear at the beginning appear to be ambiguous and new ones constantly develop and/or pop up. (for more information see the development theories e.g. the client-centred theory of Rogers, and social learning and chance theory of Krumboltz).

Taking into account the target group of the project most coaches/case managers will feel more confident with the second type of approach although their interventions will benefit of instruments developed within the realm of the first group of theories. Since most of the women of the target group of the project hardly have prior work experience they are actually at the beginning of what we refer to as a career path. Essence of such beginning is to make a first step (take initiative) allowing for experiences and thus let emotion, reflection, self-image, self-confidence and knowledge come into play. The entrepreneurial event will create a context in which this will happen. Therefore the module will focus on the elaboration of participants understanding regarding the three basic questions related to making this first step:

- Who am I?
- What do I want to do (inspires me)?



- What am I capable of?

*Some attention points based on Von Krumboltz (et al) learning theory:*

Critical client skills:

**Curiosity:** Explore learning opportunities

**Persistence:** A way of dealing with obstacles

**Flexibility:** Learn to address a variety of circumstances and events

**Optimism:** Positive attitude when pursuing new opportunities

Career paths in gender perspective

Women and men face different terms when approaching the labour market and educational system. One level of these different terms is that women and men are constructed, from birth (or even before if the mother has had an ultrasound scan) as opposites, as binary positions, which has implications on possible outcomes of counselling (as well as other parts of a person's life). A BBC-documentary illustrates how gender is created from early life onward when parents interact with young children and hand them over toys which they think are most appropriate (for a link to the video see listing at the end of this section of the curriculum). Common outcomes (of these unaware processes which take place in the fibres of our society) are that women and men do (and are expected to do) different things i.e. have different jobs and different education, and most importantly, are supposed to want different careers, jobs and education. A woman's life path and thereby career is supposed to be able to contain family and children, doing the homework and caring for her husband (with heterosexuality taken for granted), children and parents alongside with working (if she has to work).

How the creation of femininity, masculinity and queerness is taking place is described in gender theories. For those who are interested in the subject as such, at the end of this section of this module there is a list containing some references on gender theory. The term *sex* refers to categories of the biologically observable human body, female and male or intersex (i.e., nature), while the term *gender* refers to the categories of social expectations, roles, and

behaviors, feminine and masculine (i.e., what is nurtured). Some argue, however, that even biological sex is socially constructed and that masculine and feminine behaviors may be rooted in physiology as well (Halberstam, [1998](#); Fausto-Sterling, [2000](#)).

Depending on how the receiving country is gendered, the immigrant woman might be given the opportunity to apply for work or education. In many Western countries there is a high number of women in the age of 18-65 being in labour or education, which implies that women are not only allowed to work but supposed to do so and considered able to support themselves and their possible children. The way how gender is constructed however will influence in what kind of education and labour market position these women participate. Bottom line is that there are two (often) opposing processes at work: based on equal opportunities the processes of active participation of women in the host society. And at the same the gender construction process which through which inequality is (still) established (women enter lower paid jobs and enter less often in a leading position).

The purpose of some of the exercises in this module is to make the participants aware of the process of gender construction in a very basic way: do I understand that part of what I do/wish is decided by very subtle processes; Do I follow my own ambition or do I follow the road that has been set out by my parents and my culture? This awareness will help participants to make own choices giving the motivation to follow their own road.

#### Gender construction and coaching

The process of gender construction also has impact on coaching and counselling. Coaches and counsellors have a responsibility to be aware of how gender affects the (results of) a meeting/encounter with the applicants. Since there is a profound power dimension in the encounter, it is not sufficient to simply ask the applicant what she would want. The results of an encounter are dependent upon how the counsellor/coach is willing and able to set her/his own prejudices and presumptions on gender aside. Both the willingness and the possibility of doing that, requires knowing how gender is done/constructed. What does gender construction actually mean and how is it applicable to a certain individual's behaviour, e.g. the coach's own. This theoretical introduction is also meant to raise the awareness of the coach, trainer counsellor on this issue.

To go beyond gender is to ask oneself what is taken for granted when encountering another human being. If responsibility for family or pregnancy is taken for granted, then gender is done/constructed. If children are considered a hindrance in certain education, employment or learning positions in a company, then gender is done/constructed (since very few would consider fatherhood being a hindrance for a certain education while motherhood could be). If certain occupations are not suggested due to explanations of physical strength, the nature of work (such as fire-fighting but also childcare) then gender is done/constructed.

The very simple fact that support for integration is diminished in case the husband already has a job is part of gender construction.

There needs to be an awareness of one's own doing, of the demands of the context, of the applicant's doing and how these doings lead to a certain result, in order to change this order.

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#### EXERCISES

No of exercise	Name/Type of exercise
<b>1</b>	<b>My own strengths</b> <b>Group discussion, work in small groups</b>
Learning objective:	<ul style="list-style-type: none"> <li>• migrant women have insight in their own wishes, strengths and weaknesses</li> <li>• migrant women are conscious about their own short term options</li> </ul>
Description of procedure:	<ul style="list-style-type: none"> <li>• Trainer divides participants in small groups of 3 – 4 participants</li> <li>• In each group participants discuss what they are good at and in what issue they would like to become even better at</li> <li>• Trainer stimulates participants to state their own ideas regarding the others as part of the discussion</li> </ul>

	<ul style="list-style-type: none"> <li>● Participants indicate how they know they are good at it / their experience</li> </ul> <p>Time: 20 minutes</p> <ul style="list-style-type: none"> <li>● Trainer collects feedback and writes down on white board for each participants: strength, experience and improvement issue</li> </ul> <p>Time: 25 minutes</p> <ul style="list-style-type: none"> <li>● Trainer forms new small groups</li> <li>● Trainer asks participants to describe in what way the entrepreneurial event is helping them to use their strength / work on the improvement issue</li> </ul> <p>Time: 20 minutes</p> <ul style="list-style-type: none"> <li>● Trainer collects individual feedback of all participants and writes this additionally on the white board</li> <li>● Trainer takes picture of the collected information (stores it for evaluation moment at the end of the cycle of organising the entrepreneurial event)</li> <li>● Trainer summarises by describing how the organisation and running of the entrepreneurial event is helping the development of each one of the woman</li> </ul> <p>Time: 25 minutes</p>
Supporting materials:	<ul style="list-style-type: none"> <li>● White board</li> <li>● Markers</li> </ul>
Duration:	1,5 hours

No of exercise	Name/Type of exercise
2	<b>My job</b>  <b>Making a collage and group discussion</b>
Learning objective:	<ul style="list-style-type: none"> <li>• migrant women have insight in their own wishes, strengths and weaknesses</li> <li>• migrant women are conscious about their own short term options</li> </ul>
Description of procedure:	<ul style="list-style-type: none"> <li>• Trainer explains the task: participants are invited to select and clip from the magazines those pictures which represent a job / jobs / tasks they would like to (be able to) do</li> <li>• Pictures are glued on A3, texts may be added</li> <li>• Trainer provides the materials to all participants</li> <li>• At mid time of this task trainer asks participants to think over what they especially like and why</li> <li>• Participants work by themselves although they can sit together if they want to</li> </ul> <p>Time 30 minutes</p> <ul style="list-style-type: none"> <li>• Plenary session.</li> <li>• Trainer asks each participant to present the collage and elaborate on what has been pictured, what she specifically liked, and why she likes it</li> <li>• Trainer asks reflective questions in case the elaboration is not clear</li> <li>• Each collage is taped to the wall</li> </ul> <p>Time 45 minutes</p> <p>Break: 15 minutes</p> <ul style="list-style-type: none"> <li>• Trainer forms small groups (3-4 participants each) and explains task</li> </ul>

	<ul style="list-style-type: none"> <li>• What does one need to be good at to be able to do this job/jobs/tasks; what are one's own current weaknesses?</li> </ul> <p>Time 30 minutes</p> <ul style="list-style-type: none"> <li>• Plenary session</li> <li>• Trainer collects the "good at-" issues in a listing; similar for weaknesses</li> <li>• Trainer asks participants which issues from "good at" are also element of the entrepreneurial event</li> <li>• Trainer asks participants what weaknesses can be trained in the entrepreneurial event</li> <li>• Trainer asks participants to indicate what other skills are trained in the entrepreneurial event; trainer assists when necessary by giving some examples</li> <li>• (Save listings for use during evaluation)</li> </ul> <p>Time 30 minutes</p> <ul style="list-style-type: none"> <li>• Trainer closes exercise with a reflective question: are you all using your strengths? What is hindering?</li> </ul> <p>Time: 15 minutes</p>
Supporting materials:	<ul style="list-style-type: none"> <li>• Pile of Magazines with loads of pictures</li> <li>• Scissors</li> <li>• Glue</li> <li>• A3 pieces of paper</li> <li>• Tape</li> <li>• White board</li> <li>• Marker</li> </ul>
Duration:	2-3 hours

	The exercises can be split (period before and after the break) and be dealt with in 2 separate lessons.
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No of exercise	Name/Type of exercise
3	<b>Who am I?</b>  <b>Individual presentation and group discussions</b>
Learning objective:	<ul style="list-style-type: none"> <li>• migrant women have insight in their own wishes, strengths and weaknesses</li> <li>• migrant women are conscious about their own short term options</li> </ul>
Description of procedure:	<p>This exercise requires some preparatory work by each of the participants. Ideally this preparatory task is explained at the end of the last exercise.</p> <p>Participants are asked to select an item at home which represents who they are and take it with them to the current lesson. Alternative task (depending of the level): make a short movie by telephone on who you are.</p> <ul style="list-style-type: none"> <li>• Trainer welcomes participants and invites each one to present their item / film</li> <li>• Trainer asks whether this is indeed who they want to be?</li> </ul> <p>Time: 30 minutes</p> <ul style="list-style-type: none"> <li>• Trainer forms small groups 3-4 participants</li> <li>• Trainer explains task: Discuss how you became who you are? What are the important events in the time line of</li> </ul>

	<p>your life? What was of your own doing, what was done/decided by others?</p> <ul style="list-style-type: none"> <li>● Prepare for short individual presentation</li> </ul> <p>Time: 45 minutes</p> <p>Break: 15 minutes</p> <ul style="list-style-type: none"> <li>● Plenary session</li> <li>● Trainer invites each participant to shortly present the main events of the time line of their life</li> <li>● Trainer makes listing of events mentioned on white board; marks main role of self and main role of others</li> </ul> <p>Time 45 minutes</p> <ul style="list-style-type: none"> <li>● Discussion: what does this overview tell us regarding our own role in becoming who we are?</li> <li>● Trainer explains the concept of equal opportunities</li> <li>● Trainer asks participants whether such a right would be helpful in becoming who you are? In what way?</li> <li>● Discussion on perceived barriers</li> <li>● What new opportunities does organising the entrepreneurial event offer you?</li> </ul> <p>Time: 30 minutes</p> <ul style="list-style-type: none"> <li>● Trainer shortly evaluates session: what have you learned from this exercise?</li> </ul>
Supporting materials:	<ul style="list-style-type: none"> <li>● Table (for placing the items)</li> <li>● White board</li> <li>● Markers</li> <li>● Beamer/screen/computer</li> </ul>



Duration:	2-3 hours  (Exercise can be split into two and run in two successive lessons)
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No of exercise	Name/Type of exercise
4	<b>Live like a woman?</b>  <b>Video and group discussion</b>
Learning objective:	<ul style="list-style-type: none"> <li>● migrant women are conscious about major gender barriers on their career path</li> <li>● migrant women are conscious about their own short term options</li> </ul>
Description of procedure:	<ul style="list-style-type: none"> <li>● Trainer introduces exercise and related video</li> <li>● Trainer plays video</li> </ul> <p>Time: 15 minutes</p> <ul style="list-style-type: none"> <li>● Trainer checks whether everybody understood what was on the video</li> <li>● Trainer asks for opinion of the participants: are we boy and girl or do we create being boy and girl?</li> <li>● Group discussion: What are your ideas / is you feeling after seeing this movie? Trainer asks for examples from own youth</li> <li>● Trainer assures that everybody contributes</li> <li>● Trainer summarises, asks what participants have learned and closes the session</li> </ul>
Supporting materials:	<a href="https://www.youtube.com/watch?v=nWu44AqF0il">https://www.youtube.com/watch?v=nWu44AqF0il</a> <ul style="list-style-type: none"> <li>● Beamer</li> </ul>

	<ul style="list-style-type: none"> <li>• laptop</li> <li>• laptop</li> </ul>
Duration:	1,5 hour

No of exercise	Name/Type of exercise
5	<b>Typical female work</b>  <b>Collage, group discussion</b>
Learning objective:	<ul style="list-style-type: none"> <li>• migrant women are conscious about major gender barriers on their career path</li> <li>• migrant women have insight in their own wishes, strengths and weaknesses</li> </ul>
Description of procedure:	<p>Preparation: trainer needs to look up example professions which are considered to belong to “traditional Female Domain” in the host country, but are practiced by men.</p> <ul style="list-style-type: none"> <li>• Trainer explains the task: participants are invited to select and clip from the magazines those pictures which represent what according to them is typical female work</li> <li>• Pictures are glued on A3, texts may be added</li> <li>• Trainer provides the materials to all participants</li> <li>• At mid time of this task trainer asks participants to think over why they think this is female work</li> <li>• Participants work by themselves although they can sit together if they want to</li> </ul> <p>Time: 30 minutes</p> <ul style="list-style-type: none"> <li>• Plenary session.</li> <li>• Trainer asks each participant to present the collage and elaborate on what has been pictured, and why it is “typical female”</li> <li>• Trainer asks reflective questions in case the elaboration is not clear</li> <li>• Each collage is taped to the wall</li> </ul>

	<ul style="list-style-type: none"> <li>• Trainer writes on white board all reasons mentioned by the participants</li> <li>• (Trainer can decide to limit the presentations and only ask whether they have input/ reasons not yet mentioned)</li> </ul> <p>Time: 30 - 45 minutes</p> <ul style="list-style-type: none"> <li>• Trainer goes through the arguments and asks whether these are ideas or facts? As illustration trainer presents some examples in which men do what is called traditional female jobs and vice versa. What does this show?</li> <li>• Trainer asks participants what they have learned in this session</li> </ul> <p>Time: 30 minutes</p>
Supporting materials:	<ul style="list-style-type: none"> <li>• Pile of Magazines with loads of pictures</li> <li>• Scissors</li> <li>• Glue</li> <li>• A3 pieces of paper</li> <li>• Tape</li> <li>• White board</li> <li>• Marker</li> </ul>
Duration:	1 hour, 30 minutes

No of exercise	Name/Type of exercise
6	<b>Crossing gender barriers</b>
Learning objective:	<ul style="list-style-type: none"> <li>• migrant women are conscious about major gender barriers on their career path</li> <li>• migrant women have insight in their own wishes, strengths and weaknesses</li> <li>• migrant women have made a first step on their own career path (ambition)</li> </ul>

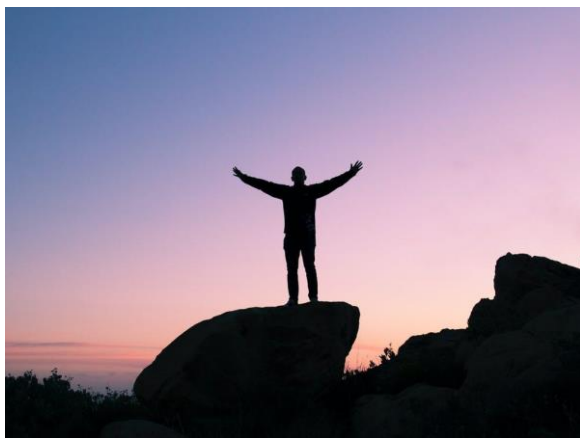
<p>Description of procedure:</p>	<ul style="list-style-type: none"> <li>● Trainer explains the objective of the today's exercise: exploring ways to overcome a traditional way of organising and planning of your life</li> <li>● Trainer makes a quick inventory of current career position: what are the women actually doing (most of them probably housewife/ taking care of the family). Optional: add desired position</li> <li>● Trainer writes the information down on white board</li> </ul> <p>Time: 20 minutes</p> <ul style="list-style-type: none"> <li>● Trainer divides participants in small groups (3-4)</li> <li>● Trainer explains task. First make inventory on what are barriers for you hindering you to change your current position?</li> <li>● Discussion in small groups. When needed trainer facilitates each group discussion by asking simple questions like: do you have enough time? Is it accepted what you want to do?</li> </ul> <p>Time: 30 minutes</p> <ul style="list-style-type: none"> <li>● Plenary session</li> <li>● Each group shortly presents their findings.</li> <li>● Trainer makes inventory of barriers mentioned on white board (optional: trainer asks which of these barriers are gender related)</li> <li>● Trainer then opens a discussion on what the participants could do to overcome this / diminish these barriers: since family and traditional roles are major part of the obstacles mentioned the discussion could be directed on jointly looking for arguments the women can use themselves to bring their need under the attention of their husband. How to bring this message in a correct way</li> <li>● Trainer summarise the arguments</li> <li>● Trainer closes the session and asks participants to reflect on what they have learned</li> </ul> <p>Time: 40 minutes</p>
<p>Supporting materials:</p>	<ul style="list-style-type: none"> <li>● White board</li> <li>● Marker</li> </ul>

Duration:

1 hour, 30 minutes

## CONFIDENCE

## THEORY



The terms **self-efficacy**, **self-confidence** and **self-esteem** are often used interchangeably. In psychological circles there is still ongoing debate about what each means, and any differences between them.

**Self-efficacy** is often defined as a person's beliefs in their capacity in influence events in their own lives (A Bandura, 1977), this is often cited in relation to future situations and so is forward looking in its approach.

Definitions of **self-confidence** include 'believing in oneself' (Benabou & Tirole, 2002 Positive Psychology), 'an individual's expectations of performance and self-evaluations of abilities and prior performance' (Lenney 1977, Positive Psychology) and 'an individual's trust in his or her own abilities, capacities, and judgments, or belief that he or she can [successfully face day to day challenges](#) and demands' (Psychology Dictionary Online, Positive Psychology).

Self-confidence focuses on future performance but also is based on prior performance in the past. It is often used to define a broader, more stable trait, rather than a focus on an individual task. Self-confidence and feeling good about our capabilities can make us happier (partly because we are succeeding more) and motivated to take action and work towards goals.

**Self-esteem** was defined by Morris Rosenberg (1965) as a belief about one's overall self-worth that is relatively stable. He argued that it is influenced by many different factors and is relatively difficult to change.

Nathaniel Branden believes that self-esteem is made up of two different elements, the confidence that we have in our ability to cope with challenges and the belief that we are deserving of happiness love and respect (1969, Positive Psychology)

Self-confidence /esteem as very important both as a factor to support success and also to promote well-being and happiness. A realistic but positive view of the self is often ideal.

Abraham Maslow identifies self-confidence/esteem as one of the basic human motivations in his hierarchy of needs. In order for us to grow and thrive, we need to be mirrored from others in a positive manner, as well as to develop an inner-respect. Self-confidence is an essential human need that is vital for our survival and healthy development.



There are a variety of categories of self-confidence / esteem that include:

- Global self-esteem: this refers to the overall opinion that one has of oneself at any one time, taking all the different factors that are happening in to account. It is measured on a scale between negative and positive (Harter, 1993, p.88 as cited in Kling et al., 1999).
- Domain specific self-esteem: this relates to one's self-esteem in relation to a particular area or activity, such as one's looks or playing sport
- Trait self-esteem: this esteem relates to a sense of being wanted and belonging and comes from a person's whole lifelong perception of social inclusion and exclusion (Leary, Tambor, Terdal & Downs, 1995).
- State self-esteem: this comes from a person's sense of any change in their level of inclusion within a particular situation or setting.
- Stable self-esteem : is when an individual can manage threats to their ego eg through disagreements, loss etc, without it eliciting very strong emotional reactions. reactions to ego threats
- True or authentic: high self-esteem that is stable

As early as 1890 William James created a formula for self-esteem, which is still well respected. He argued that feeling good about ourselves and how well we actually do at something are inextricably linked, but that we can feel better about ourselves both by succeeding in the world, but also by varying the levels of our hopes and expectations.

Today, psychologists believe that our self-confidence / esteem is developed in early childhood. If we have a foundation of trust, unconditional love and security then we are more likely to develop self-confidence. Stanley Coopersmith in 1967 measured esteem in children and looking at parenting in the same group, concluded that the origins of higher self-esteem lay in clear rules and limits set by the parents. Nathaniel Branden in 1969 argued that most of the emotional difficulties that people face can be traced back to low self-esteem.

## Theories of Self-Confidence and its Function

### Maslow's Hierarchy of Needs

Maslow (1943) argued that there are a number of needs that humans need to meet to be fulfilled and that the more basic ones (physiological needs such as food, sleep, clothing and safety needs such as employment, housing, personal safety) have to be met before the more complex needs can be even considered and then met. In his pyramid hierarchy of needs with the most basic near the bottom, self-confidence / esteem (recovering respect, status, recognition) is very near the top, just under self-actualisation. He also argued that there were two levels of self-esteem, the lower coming from the respect of others, whilst the higher comes from within. Although Maslow's hierarchy has been shown not to always represent a strict theory of growth for all people, it is still used as a more general explanation of the importance of meeting basic needs before more complex ones can be considered.

### Self-Determination Theory

This theory states that outside of external influence, we are all born with a natural motivation to explore and master our environment. When social conditions mean that we can come from our own internal intrinsic motivation, a sense of relatedness, autonomy and competency is generated that creates self-confidence. (Deci and Ryan 1995)

### Terror Management Theory

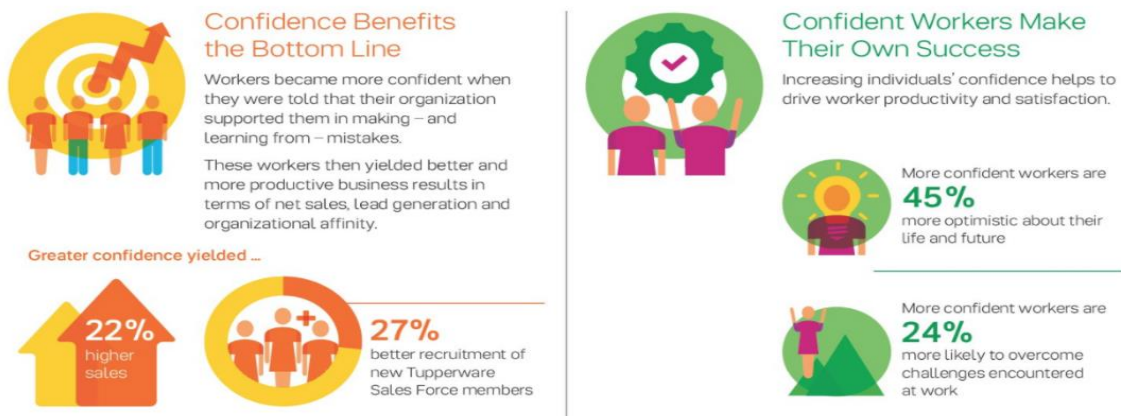
This theory is based on the idea that self-esteem / confidence is a culturally based construction which comes from taking on board and then trying to be effective within values that society promotes to counter our anxiety, particularly in relation to our knowledge that one day we will all die. Our confidence and belief in our efficacy and significance then becomes a buffer against this anxiety, and so we strive for it. (Greenberg & Arndt, 2011).

Some researchers propose an integration of Attachment Theory and Terror Management Theory (Mikulincer, Florian, & Hirschberger, 2003) arguing that self-esteem develops as a child realises that as its needs are met by its caregiver its anxiety reduces, and so there develops a correlation between self-confidence and good relationships

### Sociometer Theory

This theory is based on the idea that self-esteem / confidence is developed in relation to an individual's experience of social acceptance and rejection. It is an internal gauge of the degree to which one feels included or not. (Leary 2006)

## The Importance of Self-Confidence



<https://neilpatel.com/blog/boost-confidence-8-simple-exercises/>

However one believes we develop and maintain our confidence, generally researchers agree that having self-confidence is a valuable and important asset in life. Not only does it make us feel good to believe in ourselves but it also bring other benefits.

- High self-esteem is associated with better health, better social lives, protection against mental disorders and social problems, healthy coping, and mental well-being (Mann, Hosman, Schaalma, & de Vries, 2004).
- Children with high self-confidence perform better at school and, later in life, have higher job satisfaction in middle age.
- Self-esteem is also strongly linked to happiness, with higher levels of self-esteem predicting higher levels of happiness.
- High self-confidence has even been found to increase the chances of survival after a serious surgical procedure (Mann et al., 2004).
- Improved performance at work with a better ability to concentrate and a great commitment to tasks (Hawbaker, Ray 2017)

[What is Self-Confidence? + 9 Ways to Increase It \[2019 Update\] \(positivepsychology.com\)](#)

There has also been much research connecting self-confidence to success in life. This success is likely in part to the positive mental health that people with confidence generally enjoy. Research (Atherton et al., 2016; Clark & Gakuru, 2014 and T C North) show between them 12 benefits that come from boosting self-confidence



- A greater sense of self-worth
- Greater enjoyment in life and in activities
- Freedom from self-doubt
- Freedom from fear and anxiety, freedom from social anxiety, and less stress
- More energy and motivation to act
- More enjoyable time interacting with other people at social gatherings. When you are relaxed and confident others will feel at ease around you.
- Better ability to influence and persuade others
- More leadership presence
- Increased positive attitude
- Being perceived as being more attractive
- Reduced negative thoughts
- Increased levels of happiness

There are many benefits of self-confidence in the workplace, not just amongst leaders but at all levels of responsibility. These include:

- Making clear boundaries, with ability to manage own workload and have a stronger sense of autonomy
- Ability to run meetings effectively and confidently
- More effective delegating
- Clear and straight-forward communication skills and style
- It has also been shown to lead to more frequent promotions, higher positions, higher pay and more frequent pay raises

However, it is important to note that creating an environment where people never fail and are continually praised is not always completely helpful. Unrealistic expectations and a lack of resilience to failure, as well as the increase in narcissism can also be attributed to exceedingly positive environments.

### **What does self-confidence look like:**

Some common characteristics of self-confident people are:

- An ability to admit when they've made a mistake and to also learn from their mistakes and also to admit when they are wrong
- Willingness to take risks and really go for what they want
- Willingness to do what they believe is right, even if it means that they have to stand alone or are criticised for it
- Ability to accept compliments and to really hear them and take them in
- A willingness to be vulnerable and ask for things from others, stating their needs
- Ability to leave unhealthy or limiting situations including jobs, relationships etc
- Less likely to blame themselves when something goes wrong

- Are confident around decision making
- Are more likely to accept responsibility for their actions

## Practising Self-Confidence

It is good to remember that there are things that we can do to help develop and support our self-confidence. We can change the way that we feel about ourselves and what we believe that we can achieve. Positive and productive behaviour can lead to a change in our self-image over time.

- Think about and remind yourself of all the things you have already achieved
- Make a list and remind yourself of your strengths
- Remember your goals and why you want to achieve them
- Bring attention to your thinking, notice when you are speaking negatively to yourself and stop! Challenge your inner critic!
- Encourage yourself to think positively – maybe writing affirmations
- Set yourself small goals and really notice and celebrate them when you achieve them
- ‘fake it till you make it’. Behave as if you are confident even when you don’t feel it
- Body language – adopting a confident body posture (head up, making eye contact, shoulders back etc) can make you feel more confident
- Do more of things that you enjoy and are good at
- Work at having good boundaries, saying no to things that you don’t want
- Stay true to yourself, following your own beliefs and ethos

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### EXERCISES

No of exercise 1	Affirmations
<b>Learning objective:</b>	<ul style="list-style-type: none"> <li>• Ability to work with thinking to build self-belief</li> <li>• Recognition of own positive traits and attributes</li> <li>• Knowledge of useful tools to support and build confidence</li> <li>• The ability to work with thinking to develop positivity</li> <li>• The ability to use past experiences to develop self-belief</li> <li>• Motivational perseverance</li> <li>• Self-awareness</li> </ul>
<b>Duration:</b>	90 minutes

<b>Description of the procedure:</b>	<ul style="list-style-type: none"> <li>● Activity: Positive Self Talk</li> </ul> <p>Participants get into pairs and the facilitator reads out one by one the 5 statements on the attached sheet, giving space for each person in the pair to complete each statement</p> <p>The pair then talk together about how it felt to say positive things about themselves</p> <ul style="list-style-type: none"> <li>● Whole class discussion around how did it feel to say positive things about yourself</li> <li>● Facilitator gives introduction to negative and positive thinking, and the concept of affirmations</li> <li>● Activity: making an affirmation bookmark</li> </ul> <p>Participants get into pairs and each think of 5 affirmations that will support them at the moment, and challenge their negative thinking.</p> <p>Each participant will use paper, pens etc to create their own bookmark, using the useful affirmations they have identified</p>
<b>Supporting materials:</b> <b>(Literature references, useful links, video, PPT, etc)</b>	<p>Cardboard, scissors, coloured pens</p> <p><a href="https://www.rebeccalucyh.com/31-affirmations-to-increase-confidence">https://www.rebeccalucyh.com/31-affirmations-to-increase-confidence</a></p> <p><a href="https://www.lifesorted.com/positive-affirmations-for-confidence/">https://www.lifesorted.com/positive-affirmations-for-confidence/</a></p> <p><a href="https://www.developgoodhabits.com/affirmations-self-esteem-confidence/">https://www.developgoodhabits.com/affirmations-self-esteem-confidence/</a></p>

<b>Learning objective:</b>	<ul style="list-style-type: none"> <li>• Ability to recognise and meet needs</li> <li>• To manage new and unknown situations</li> <li>• Knowledge of useful tools to support and build confidence</li> <li>• Understanding of the importance of meeting our needs</li> <li>• To use a variety of techniques to manage new and unknown situations</li> <li>• Self-awareness</li> <li>• Taking initiative</li> <li>• Coping with risk</li> </ul>
<b>Duration:</b>	90 minutes
<b>Description of the procedure:</b>	<ul style="list-style-type: none"> <li>• Activity: What's New</li> </ul> <p>Class chairs in a circle and people say into the circle anything that they have done today that is completely new and unknown to them. After a few people have spoken then to say anything they have done this week, and then anything this month and then this year. Then ask them to share how it is for them doing new things.</p> <ul style="list-style-type: none"> <li>• Class Discussion: what is it like doing new things, how do people feel. Facilitator introduce the topic of managing new things – managing transitions, being a beginner, facing the unknown, managing fear / excitement, fear of failure etc</li> <li>• Activity: Scenarios</li> </ul> <p>Class to get into small groups and looks at scenarios of new situations (see sheet) and think about things they could do to prepare for the situation to help them feel confident. Class discussion about each scenario with each group feeding back to the class. Facilitator to highlight practical as well as psychological / emotional things that can be done to help manage new situations</p>
<b>Supporting materials:</b> (Literature references, useful links, video, PPT, etc)	<p>Flip chart paper and pens</p> <p><a href="https://medium.com/@diemkay/how-to-deal-with-big-life-changes-endings-neutral-zones-and-new-beginnings-398e263f2a2">https://medium.com/@diemkay/how-to-deal-with-big-life-changes-endings-neutral-zones-and-new-beginnings-398e263f2a2</a></p> <p><a href="https://www.mindtools.com/pages/article/bridges-transition-model.htm">https://www.mindtools.com/pages/article/bridges-transition-model.htm</a></p> <p><a href="https://www.psychologytoday.com/gb/blog/tracking-wonder/201903/adjusting-your-mindset-when-facing-the-unknown">https://www.psychologytoday.com/gb/blog/tracking-wonder/201903/adjusting-your-mindset-when-facing-the-unknown</a></p> <p><a href="https://www.mequilibrium.com/resources/how-to-fight-your-fear-of-the-unknown/">https://www.mequilibrium.com/resources/how-to-fight-your-fear-of-the-unknown/</a></p>

<https://livingforimprovement.com/facing-the-unknown-perspectives-from-the-past-and-present-7d24b1176ec0>

No of exercise 3      Name I am confident	
<b>Learning objective:</b>	<ul style="list-style-type: none"> <li>• Ability to work with thinking to build self belief</li> <li>• Recognition of own positive traits and attributes</li> <li>• Ability to recognise and meet needs</li> <li>• To manage new and unknown situations</li> <li>• Knowledge of useful tools to support and build confidence</li> <li>• To use a variety of techniques to manage new and unknown situations</li> <li>• To take risk in communication to voice what we believe and want</li> <li>• Vision</li> <li>• Motivational perseverance</li> <li>• Taking initiative</li> <li>• Coping with risk</li> </ul>
<b>Duration:</b>	120 minutes
<b>Description of the procedure:</b>	<ul style="list-style-type: none"> <li>• Activity: Things that make me Confident</li> </ul> <p>Facilitator to introduce the topic of confidence and how to build it by focusing on the positive. Go round the whole class and each person to say a positive word about themselves beginning with the first letter of their name (eg amazing Andrea, brilliant Bob). If it goes well, to do a second round</p> <p>Facilitator to ask participants to name things that help build their positivity and confidence and say why:</p> <ul style="list-style-type: none"> <li>• A song</li> <li>• A book</li> </ul>

	<ul style="list-style-type: none"> <li>• A film</li> <li>• A famous person</li> <li>• Activity: Group discussion – what does confidence look and sound like</li> </ul> <p>Class to get into groups of 3 or 4. In each group to discuss people who they think appear confident (it can be people in their lives, famous people or in films / TV). What do they think confidence looks and sounds like. Each group to feedback and class discussion.</p> <ul style="list-style-type: none"> <li>• Activity: Role Playing Confidence</li> </ul> <p>Staying in their small groups each person to develop a character (alter ego) that is really confident. They take it in turns to tell each other about their character (name, what they look like, what job they do, how they speak etc etc).</p> <p>Participants then take it in turns in their groups to role play different scenarios in their character. Scenarios could be:</p> <ul style="list-style-type: none"> <li>• Complaining about a faulty item that they bought in a shop</li> <li>• Asking for a pay rise at work</li> <li>• Saying 'no' when a friend ask if you can lend her some money</li> </ul> <p>Class discussion about role playing being confident and how they could use this in their lives</p>
<b>Supporting materials:</b> (Literature references, useful links, video, PPT, etc)	<p>Flip chart paper and pens</p> <p><a href="https://www.youtube.com/watch?v=J3clmcSxbN0">https://www.youtube.com/watch?v=J3clmcSxbN0</a></p> <p><a href="https://blogs.shu.ac.uk/shutel/2014/07/04/role-play-an-approach-to-teaching-and-learning/">https://blogs.shu.ac.uk/shutel/2014/07/04/role-play-an-approach-to-teaching-and-learning/</a></p>

<b>Learning objective:</b>	<ul style="list-style-type: none"> <li>● Recognition of own positive traits and attributes</li> </ul> <p>To manage new and unknown situations</p> <ul style="list-style-type: none"> <li>● To use a variety of techniques to manage new and unknown situations</li> <li>● The ability to work with thinking to develop positivity</li> <li>● The ability to use past experiences to develop self belief</li> <li>● Vision</li> <li>● Self-awareness</li> <li>● Taking initiative</li> <li>● Coping with risk</li> </ul>
<b>Duration:</b>	120 minutes
<b>Description of the procedure:</b>	<p>Facilitator to begin session with introducing the benefits of focusing on the positive and noticing our achievements and good points.</p> <ul style="list-style-type: none"> <li>● Activity: Creating a Profile</li> </ul> <p>Class into groups of 3 or 4. Each group to look at the questions (see sheet) and to help each other think about positive answers for them to create a short profile.</p> <p>Facilitator to then introduce the idea of everyone doing a short introduction to themselves, highlighting the positive.</p> <ul style="list-style-type: none"> <li>● Activity: Class discussion about how to do a good presentation.</li> </ul> <p>In the same small groups, to take it in turns to then practice a short presentation (5 minutes) talking about yourself from a positive perspective. Other members of the group to give feedback about the presentation.</p> <ul style="list-style-type: none"> <li>● Activity: Introducing Myself and My Strengths to the Class</li> </ul> <p>Whole class take it in turns to give a 5 minute introduction to themselves, standing at the front of the class. Facilitator to ensure that class is listening and gives a positive response to everyone (eg clapping, asking questions etc)</p> <ul style="list-style-type: none"> <li>● Activity: Whole class discussion.</li> </ul> <p>How was it doing the presentation? Did it help your confidence? Does it feel helpful to think about the positives in your life?</p>
<b>Supporting materials:</b> (Literature references, useful links, video, PPT, etc)	<a href="https://www.uopeople.edu/blog/presentation-tips-for-students/">https://www.uopeople.edu/blog/presentation-tips-for-students/</a> <a href="https://ethos3.com/2018/01/7-presentation-tips-for-students/">https://ethos3.com/2018/01/7-presentation-tips-for-students/</a>

No of exercise 5      Name The Debate	
<b>Learning objective:</b>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Taking initiative</li> <li>• Coping with risk</li> </ul>
<b>Duration:</b>	2 hours
<b>Description of the procedure:</b>	<ul style="list-style-type: none"> <li>• Activity: Whole class Discussion re Debating</li> </ul> <p>Facilitator to introduce the topic of discussions and debating (where you may argue for something even if you don't necessarily agree with it) and class discussion about why it might be useful to do (eg learn to speak out and to disagree, helpful to find out what we think and to voice this ie good for building confidence)</p> <p>Activity: Debating</p> <p>Class to divide into groups / teams of 4. Each team given statements (see sheet) and half the teams have to think of arguments to agree with the statements and half of the teams to disagree (facilitator to decide which groups)</p> <p>Two teams at a time will debate a statement with the rest of the class watching – each team to have 5/10 minutes to put forward their argument and everyone in the team has to say something. At the end of the debate the audience will vote for the team that they think put forward the best argument.</p> <p>Whole class discussion about how they found this, what was helpful / unhelpful.</p>
<b>Supporting materials:</b> (Literature references, useful links, video, PPT, etc)	<p>Paper and pens, sheet with statements on</p> <p><a href="https://sites.google.com/a/baliis.net/approaches-to-learning/home/communication/debating-skills">https://sites.google.com/a/baliis.net/approaches-to-learning/home/communication/debating-skills</a></p> <p><a href="https://virtualspeech.com/blog/guide-to-debating">https://virtualspeech.com/blog/guide-to-debating</a></p> <p><a href="https://www.sfu.ca/cmns/130d1/HOWTODEBATE.htm">https://www.sfu.ca/cmns/130d1/HOWTODEBATE.htm</a></p>



Digital skills are considered to be extremely important in today's world. In this module we are going to learn what we mean by Digital skills, their types and the reasons why they are considered to be valuable. The activities that follow the theoretical part, aim to help participants develop their entry-level digital skills and use different technologies for various purposes (eg information seeking, networking, transactions) effectively and safely.

Key learning objectives ( <i>up to 5</i> )	<ul style="list-style-type: none"> <li>● Ability to use different digital devices and handle information.</li> <li>● Ability to create and edit documents, sheets etc.</li> <li>● Ability to communicate with others by using digital tools.</li> <li>● Ability to implement transactions.</li> <li>● Ability to navigate online safely and with responsibility.</li> </ul>
Acquired knowledge ( <i>2-4</i> )	<ul style="list-style-type: none"> <li>● Explain the basic operations of a PC (devices, buttons, functions)</li> <li>● Explain the basic controls of a mobile or tablet and communicating (calls, sms, photos, videos)</li> <li>● Navigate the web safely</li> <li>● Identify ways to make transactions online</li> </ul>
Skills ( <i>2-4</i> )	<ul style="list-style-type: none"> <li>● Use properly the different digital devices to communicate with others.</li> <li>● Use Office Applications (Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Microsoft Outlook)</li> <li>● Use e-banking services (online transactions)</li> </ul>

**Competence (2-4)**

- Operate digital functions for everyday activities/ requirements.
- Synthesize skills and knowledge to properly use digital skills in order to enhance operation possibilities.

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**THEORY****What do we mean by Digital skills?**

There is a range of different definitions of the term Digital Skills.

For the purposes of this document, we adopt UNESCO's definition:

*'Digital skills are defined as a range of abilities to use digital devices, communication applications, and networks to access and manage information. They enable people to create and share digital content, communicate and collaborate, and solve problems for effective and creative self-fulfillment in life, learning, work, and social activities at large'.*

In other words, digital skills include the ability to use, access, filter, evaluate, create, program and share digital content. Engagement with digital technologies and content requires a reflective and critical, yet curious, open-minded and forward-looking attitude to their evolution. It also requires an ethical, safe and responsible approach to the use of these tools.

### **Why are digital skills important?**

- Technology is changing the job market. New jobs are being created and traditional jobs are changing.
- Technology helps people explore the job market landscape, become aware of the options that are available, apply for a new job and make good career choices.
- Technology is changing the way we learn. There are a lot of different resources online that are available 24/7 and are free to use.
- Technology helps people find online communities and connect with other people, both personally and professionally. Members of those virtual communities help each other learn new things, expand their network and broaden their horizons.
- Technology helps people engage in online education and training. This is becoming particularly important nowadays, as the COVID-19 pandemic made remote working and online learning more relevant than ever. Technology helps people train for a new career.

### **Taking the definition of digital skills into consideration, how can immigrant women benefit from having basic digital skills?**

Technology allows for participation in society, easier and faster integration and facilitates employability and social inclusion. This makes digital skill an important skill for immigrant women to have in the knowledge society. Risks, security when using technology, access reliable information, do their personal and professional finances, applying for jobs, set up a professional email etc

### **The Problem of Digital Divide**

It is important that we address the problem of Digital Divide. The term Digital Divide refers to the gap between people who are able to use digital tools and those who are not. This goes beyond having access to different tools. Having the skills to use different types of technological tools efficiently is also important. Bridging the Digital Divide will allow for a more democratic society, where everyone will have access to education and employment opportunities.

### **Two types of digital skills**

According to UNESCO, digital skills are further subdivided into entry-level and advanced. The former includes level basic use of electronic tools and media. In particular, while the latter refers to 'higher-level abilities that allow users to make use of digital technologies in empowering and transformative ways'

This module focuses on entry-level digital skills.

## 2. ADDITIONAL READINGS

[The Digital Competence Framework 2.0 | EU Science Hub \(europa.eu\)](https://ec.europa.eu/science-hub/en/digital-competence-framework-20)

[Digital skills critical for jobs and social inclusion \(unesco.org\)](https://unesco.org/en/digital-skills-critical-for-jobs-and-social-inclusion)

[cedefop.europa.eu/files/8076\\_en.pdf](https://cedefop.europa.eu/files/8076_en.pdf)

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## EXERCISES

No of exercise	Name/Type of exercise
<b>1</b>	<b>Group activity and Presentation: Using search engines</b>
Learning objective:	<ul style="list-style-type: none"> <li>Ability to use different digital devices and handle information.</li> </ul>
Duration:	60 Min
Description of procedure:	<ol style="list-style-type: none"> <li>The trainer asks trainees if they know what a search engine is. The focus of this activity is Google and trainees are informed that they are going to use the search engine in order to find a job.</li> <li>In pairs, trainees are asked to go to Google.com and search for job seeking sites. The trainer asks each pair to find three job seeking sites.</li> <li>Each pair presents the job seeking sites that they have accessed. The trainer adds any other relevant websites that might be useful for job seeking purposes.</li> </ol>
Supporting materials:	One PC per two trainees, One PC connected to a projector

No of exercise	Name/Type of exercise
2	<b>Group Activity and Presentation: Using Word-Apply for a Job online</b>  (This activity should preferably follow the previous one)
Learning objective:	<ul style="list-style-type: none"> <li>Ability to create and edit documents, sheets etc.</li> </ul>
Duration:	120 Min
Description of procedure:	<ol style="list-style-type: none"> <li>1. The trainer asks the trainees to visit a job seeking site of the ones that were mentioned in the previous activity and pick a random job advert.</li> <li>2. The trainer explains that they are going to write a CV that fits the job advert that they have chosen.</li> <li>3. In pairs, the trainees are asked to open a Word document. The trainer can use the following resource if they wish <a href="#">How to Use Microsoft Word (with Pictures) - wikiHow</a>. The trainer shows the steps.</li> <li>4. The trainees are asked to write a brief CV in response to the job advert.</li> <li>5. The trainees are asked to present their CV to the rest of the class.</li> <li>6. The trainer gives feedback.</li> </ol>
Supporting materials:	One PC per group, A PC connected to a projector  <a href="#">How to Use Microsoft Word (with Pictures) - wikiHow</a>

No of exercise	Name/Type of exercise
3	<b>My profile on LinkedIn</b>

Learning objective:	<ul style="list-style-type: none"> <li>Ability to communicate with others by using digital tools.</li> </ul>
Duration:	120 Min
Description of procedure:	<ol style="list-style-type: none"> <li>The trainer asks the group if they are familiar with LinkedIn. The trainer also initiates a discussion about the importance of having a profile on LinkedIn and a lot of contacts.</li> <li>The trainer goes to LinkedIn.com and may use the source <a href="#">Signing Up to Join LinkedIn   LinkedIn Help</a>, if you wish.</li> <li>The trainer shows the steps. The students repeat the steps to create their own Facebook account and customize their profile.</li> <li>The trainer asks them to present their profile in class.</li> </ol>
Supporting materials:	One PC per trainee, One PC connected to a projector <a href="#">Signing Up to Join LinkedIn   LinkedIn Help</a>

No of exercise	Name/Type of exercise
4	<b>Group Activity: Protecting myself from Cyberbullying</b>
Learning objective:	<ul style="list-style-type: none"> <li>Ability to navigate online safely and with responsibility.</li> </ul>
Duration:	60 min
Description of procedure:	<ol style="list-style-type: none"> <li>The trainer writes the following phrase on the whiteboard: Cyberbullying and identity theft. The trainer</li> </ol>

	<p>asks the trainees if they know what the term means and if they have had a relevant experience.</p> <ol style="list-style-type: none"> <li>2. The trainer shows the video on cyberbullying to the group.</li> <li>3. The trainer puts the trainees in 4 groups of 5 and asks them to think of different ways in which to deal with the problem of cyberbullying</li> <li>4. Let them know who to contact in case they or someone they know falls victims of online threats and harassment.</li> </ol>
Supporting materials:	<p>a PC per trainee, A PC connected to a projector</p> <p><a href="#">The People vs The Trolls: cyberbullying and the law   David Harvey   TEDxAuckland - YouTube</a></p>

No of exercise	Name/Type of exercise
5	<b>Group Activity: Booking a hotel</b>
Learning objective:	<ul style="list-style-type: none"> <li>• Ability to implement transactions.</li> </ul>
Duration:	60 min
Description of procedure:	<ol style="list-style-type: none"> <li>1. The trainer introduces the topic of online booking and asks trainees if they are familiar with booking websites.</li> </ol>

	<p>2. The trainer visits the website booking.com and starts by explaining the whole booking process step by step. Particular attention should be paid to the payment options available.</p> <p>3. The trainer puts the trainees in 4 groups of 5 people and ask them to choose a hotel for a short business trip in London. Trainees are asked to book the hotel that they liked and follow the payment procedure until the final step of confirming the transaction. The trainer should make sure that the payment is not finalized.</p>
Supporting materials:	a PC per group, A PC connected to a projector

## MARKETING

Marketing is a set of valuable skills that can be used in many domains in life while also crucial for successful enterprise. So regardless if women will start small business in the future or not, the skills and basic understanding of marketing will be helpful. In this module we will focus on more general concept of marketing and possibilities of its application in everyday life, without deepening into specific business marketing issues. In such way the knowledge and skills acquired will be easily transferrable for participants to everyday issues and more specifically integration and networking in host country. The focus will be made on how understanding of marketing can support newly arrived women to start career, integrate and socialise. The attention to social networking and most common social media will be also paid. The knowledge from Marketing module will be possible to use in such areas as everyday communication, getting new network and starting career in hosting country. The basic concepts of marketing will be presented at achievable level for the participants to acquire basic competencies.

### Key learning objectives (*up to 5*)

- Understanding basic marketing concept and main marketing forms
- Recognising importance of marketing for everyday life, career and social life
- Ability to use marketing in everyday life, job searching and star-ups
- Understanding of marketing in social domain, use of social media
- Able to collectively come up with ideas which are relevant/support



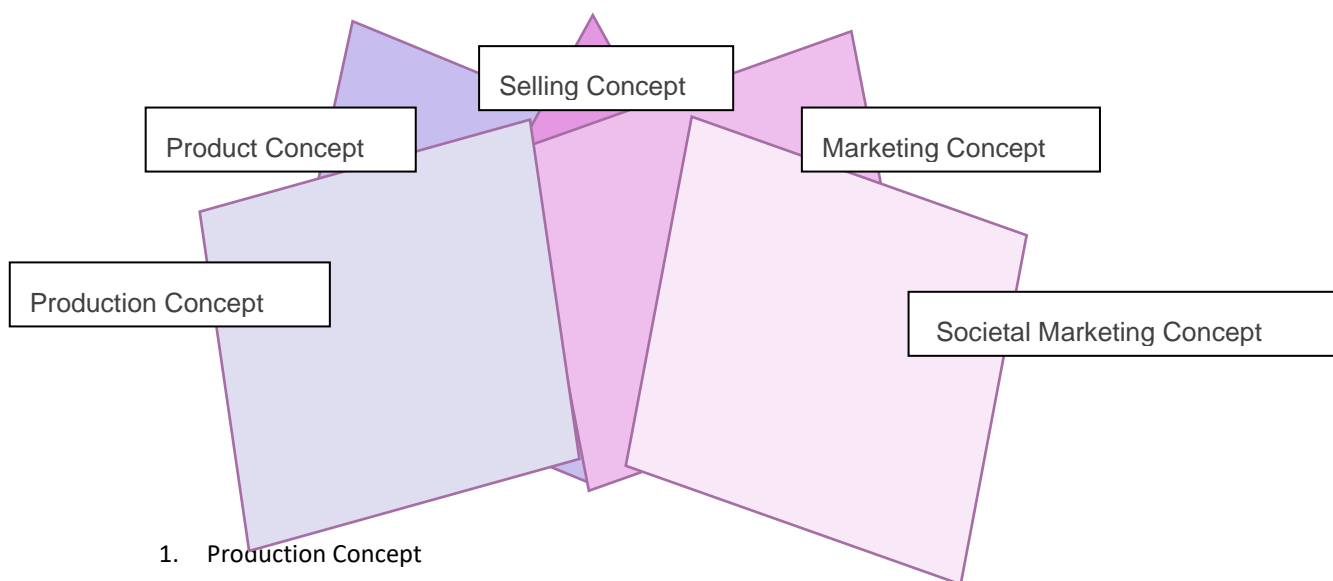
**the local community and check their potential for marketing**

<b>Acquired knowledge (2-4)</b>	<ul style="list-style-type: none"> <li>• Define marketing generally</li> <li>• Explain why is marketing important for enterprise or start-up</li> <li>• Prove that knowledge in marketing can be used in everyday life</li> </ul>
<b>Skills (2-4)</b>	<ul style="list-style-type: none"> <li>• Using marketing for different life situations and own start-up if relevant</li> <li>• Applying different forms of marketing</li> <li>• Using social medias</li> <li>• Successful use of marketing for socialising</li> </ul>
<b>Competence (2-4)</b>	<ul style="list-style-type: none"> <li>• Valuing ideas</li> <li>• Vision</li> <li>• Creativity</li> </ul>

## THEORY

### Basic marketing concepts

Marketing is quickly growing and developing field. With rapid growing economy and increase in products the need for marketing is exceeding. Essentially, marketing is the set of actions for promoting and selling products or services. It has different strategies or concepts. Thus, there are several approaches to market each of them has unique benefits and specific offerings. It is important to understand difference between them to choose the best strategy for specific business or maybe a combination of several strategies or concepts.



The concept was created in the capitalism era in mid 1950s. The key idea is that businesses aim to produce cheap products in maximum volumes on wide scale. This in turn will maximize profits because people will buy more products. Businesses assume that consumers are primarily interested in product availability and low prices. The drawback with this approach is that customer's needs might not be fully addressed. Another issue with this concept might be that businesses run the danger of not creating quality products and risk to have impersonal production. Sometimes to achieve lower cost of production, businesses can recruit workers from developing country to get cheaper products in higher quantities.

## 2. Product Concept

The product concept is distinctive because it focuses more on the customer. The potential customer for the product concept favors products that offer quality, interesting features, innovative design.

This marketing concept believes in potential customers and their loyalty to the brand, the quality of those products and the benefits they get from the product and the business they invest in.

The example of this can be Apple products. Businesses will concentrate on making superior products and improving them over time. The problem is many businesses do not balance the actual need for a product while focusing more on the company growth and development of new products. It is important to find a balance between focusing on the customer actual need and still defining your role and leadership in the industry.

## 3. Selling Concept

The selling concept assumes that the customers won't buy services of unless you perform sales and promotional campaign.

This concept puts a lot of power into the hands of a business who has a whole plan to effectively stimulate more buying with its potential customers. A lot of the time we also see this action used when a business has to deal with overcapacity and needing to sell what they make rather than what the market needs or wants.

Businesses that choose to use this marketing concept must be good at finding potential customers and emotionally sell them on the benefits of their "not needed product."

## 4. Marketing Concept

The marketing concept is the concept of competition. It is a marketing concept that believes that the success of a business depends on the marketing efforts that deliver a better value proposition than its competitors.

This concept focuses on the needs and wants of target marketing as well as delivering value better than its competition. Through marketing, it's a goal to be the preferred option compared to competitors. Example can be day competition between Pepsi and Coca Cola who sell similar items but their value propositions and marketing are completely different.

## 5. Societal marketing concept

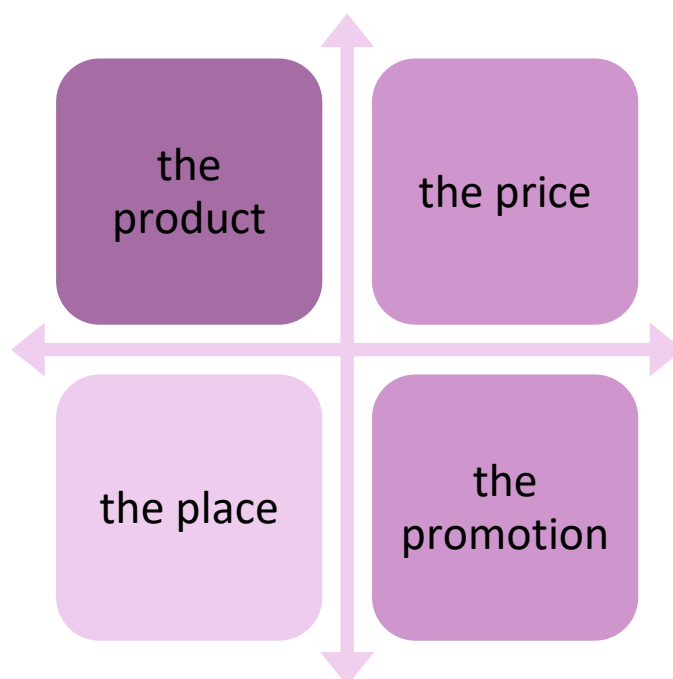
The societal marketing concept is the most innovative and relevant for today. It is a marketing concept that focuses on the products which are good or society in long term by producing better products that help to tackle the current challenges of the planet.

Marketing Concept	Approach to customer	Advantages	Disadvantages	Examples
<b>Production Concept</b>	Client who prefer easily available and inexpensive products	High profits at large scale	Impersonalised service Lower quality products	H&M

<b>Product Concept</b>	Client who seeks quality, performance, or innovation	Possibility to be leader in the industry Creating 'relationships' with customer gaining their loyalty	More offer that actual client needs	Apple
<b>Selling Concept</b>	Emotional approach		The clients are not in need of the products from start	life insurance and timeshare companies
<b>Marketing Concept</b>	Individual approach	Opportunity to compete on the market with similar products	Risk to be overshadowed by competitors	Coca Cola and Pepsi
<b>Societal Marketing Concept</b>	Client who cares about environment, wellbeing of disadvantaged groups of the society, developing countries	Products which are good for environment and climate, support developing countries, disadvantaged groups of society	May be challenging to find solutions Requires intellectual potential and non standart approach	

### Elements of marketing

Regardless of the strategy all marketing concept operate with similar elements. Those elements are key and need to be considered and defined in the beginning of every business. Easy mnemonics 4P's can help to remember and understand it better.



## Product

Product is a good or service that a company offers to clients. Ideally, a product should be answer to an existing demand or need. Sometimes a product or service can be so fascinating that it creates a demand which did not exist before (fashion or tech trends). It is important to understand a product, what it offers. The type of product also shows how much businesses can charge for it, where they should place it, and how they should promote it in the marketplace AKA shows steps for next elements of marketing.

## Price

The cost which consumers pay for a product or service unit is price and is important element of marketing. Many details must be considered when setting a price, both market value, supply costs, and competitors' prices. In some cases, business executives may raise the price to give the product the appearance of being a luxury. Possibilities for discounting is also important.

## Place

When a company makes decisions regarding place, they are trying to determine where they should sell a product and how to deliver the product to the market. The goal of business executives is always to get their products in front of the consumers that are the most likely to buy them.

## Promotion

Promotion includes advertising, public relations, and promotional strategy. The goal of promoting a product is to reveal to consumers why they need it and why they should pay a certain price for it.

## Marketing in everyday life

Marketing strategies can be transferrable to everyday life, for example, during integration or employment. Thinking as marketer in promotion of yourself and showing best and strongest sides can be beneficial in negotiation, employment, creating networks in host country.



**Audience** – Understand the other person(s) and what's important to them in this situation. How will your request impact their lives?

**Benefits** – All anyone cares about is “what's in it for me?” How will this thing solve their problems, meet their needs or improve their lives?

**Emotions** – Show them you understand them. Acknowledge their needs, pain and point of view. Use stories to illustrate your point. If possible, make them feel

like a hero.

**Credibility and trust** – Be pleasant. Be specific. Avoid hype. Share information from credible sources.

**Offer** – Create an enticing offer.

**Ease** – Make it easy for them to say yes.

Objections – Anticipate and overcome objections.

## Marketing and local community

Marketing research statistics result show that the majority of people are searching for local businesses when they are looking for some products or services<sup>1</sup>. Thus, knowing your local customer is crucial. To start successful enterprise, one must know the client almost better himself. The studying of needs, limitations and possibilities of your customers is the first step to success in start-up.

Ways to study the target audience can include:

1. Focus groups
2. Individual interviews
3. Observation
4. Study your local competitors

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## EXERCISES

No of exercise	Name/Type of exercise
1	PPT
<b>Learning objective:</b>	<ul style="list-style-type: none"> <li>● Understanding basic marketing concept and main marketing forms</li> <li>● Define marketing generally</li> <li>● Explain why is marketing important for enterprise or start-up</li> </ul>
<b>Duration:</b>	2 hours
<b>Description of the procedure:</b>	Presentation of PPT  Discussion in group  Questions and answers




**Supporting materials:**

(Literature references,  
useful links, video, PPT,  
etc)



No of exercise	Name/Type of exercise
2	Social media marketing
<b>Learning objective:</b>	<ul style="list-style-type: none"> <li>● Applying different forms of marketing</li> <li>● Using social medias</li> <li>● Successful use of marketing for socialising</li> </ul>
<b>Duration:</b>	3 hours
<b>Description of the procedure:</b>	<ol style="list-style-type: none"> <li>1. Ask participants to list social media which they know</li> <li>2. Participants try to define the users of the listed social media (age, interests, income)</li> <li>3. What aim of using this social network (find friends, work contacts, inspiration, etc)</li> <li>4. Define what kind of business can be marketed using which social media (clothing shop, food market, event/festival, restaurant)</li> </ol>
<b>Supporting materials:</b>  (Literature references, useful links, video, PPT, etc)	Annex I


Annex I. Social media map

Type of media									
User	<div>youth</div> <div>middle age</div> <div>sociable</div>			<div>youth</div> <div>image</div> <div>looks</div>			<div>adults</div> <div>employment</div> <div></div>		
Goal of users	<div></div> <div>connect with friends</div> <div></div>			<div></div> <div>inspiration</div> <div></div>			<div>be on touch with co-workers</div> <div>find a job</div> <div></div>		
Business	<div>event management</div> <div></div> <div></div>			<div></div> <div>clothing shop</div> <div></div>			<div>event management</div> <div></div> <div></div>		

No of exercise	Name/Type of exercise
3	Video analysis
<b>Learning objective:</b>	<ul style="list-style-type: none"> <li>• for everyday life, career and social life</li> <li>• Ability to use marketing in everyday life, job searching and start-ups</li> <li>• Vision</li> <li>• Creativity</li> </ul>
<b>Duration:</b>	3 hours
<b>Description of the procedure:</b>	<ol style="list-style-type: none"> <li>1. Watch a video about Coca cola promotion strategy</li> <li>2. Ask participants and discuss the main principles of marketing that Coca cola use for promotion, such as marketing feelings (fun, love) instead of the product itself, marketing melancholy, connecting the product to specific holidays, seasons of the year, activities</li> <li>3. Ask participants to describe what feelings and associations come to their mind when they see the Coca cola promotion</li> </ol>
<b>Supporting materials:</b>  (Literature references, useful links, video, PPT, etc)	<a href="https://www.youtube.com/watch?v=XhMVWzVXNNk">https://www.youtube.com/watch?v=XhMVWzVXNNk</a>

No of exercise	Name/Type of exercise
4	Case study
<b>Learning objective:</b>	<ul style="list-style-type: none"> <li>• Understanding basic marketing concept and main marketing forms</li> <li>• Define marketing generally</li> <li>• Explain why is marketing important for enterprise or start-up</li> </ul>



<b>Duration:</b>	3 hours
<b>Description of the procedure:</b>	<ol style="list-style-type: none"> <li>1. Present case scenario of Khadija Mansor from Uppsala, Sweden   <p><i>Khadija M. moved from Syria to Sweden in 2016. Shortly thereafter, she started a company to fill a local needs. Khadija Mansor saw that new arrivals are looking for some ethnical Arabic products and clothing that are not present in Sweden and started the company 'Sahab'. In the beginning, she worked from home and sold online through Facebook. With increasing demand, she rented location in Gottsunda city center, Uppsala, Sweden and started selling children's books in Arabic and a large number of different products such as perfumes, clothes and accessories. Now Khadija has moved its head office to expand, which has also provided employment opportunities for three other people.</i></p>  </li> <li>2. Present how Khadija successfully runs Facebook marketing, having 43,835 followers of her page  <a href="https://www.facebook.com/SahabSverigeAB/">https://www.facebook.com/SahabSverigeAB/</a> </li> <li>3. Analyse her posts</li> <li>4. Participants share their feedback and answer the questions: <ul style="list-style-type: none"> <li>- Who is Khadija's target group/customer?</li> <li>- What problem in community did her business solve?</li> <li>- Why is it so successful?</li> </ul> </li> </ol>
<b>Supporting materials:</b>  (Literature references, useful links, video, PPT, etc)	<a href="https://bygg.uppsala.se/contentassets/a88123a480894fee98c6306fcc9b438a/nyhetsbrev-gottsunda-och-valsatra-februari-2020.pdf">https://bygg.uppsala.se/contentassets/a88123a480894fee98c6306fcc9b438a/nyhetsbrev-gottsunda-och-valsatra-februari-2020.pdf</a>  <a href="https://www.facebook.com/SahabSverigeAB/">https://www.facebook.com/SahabSverigeAB/</a>

No of exercise	Name/Type of exercise
5	Group presentation
<b>Learning objective:</b>	<ul style="list-style-type: none"> <li>• for everyday life, career and social life</li> <li>• Ability to use marketing in everyday life, job searching and star-ups</li> <li>• Vision</li> <li>• Creativity</li> </ul>
<b>Duration:</b>	2 hours
<b>Description of the procedure:</b>	<ol style="list-style-type: none"> <li>1. Participants are divided in mini groups (5-7 people)</li> <li>2. Each group chooses existing advertisement to present in any form (video, brochure, poster, etc).</li> <li>3. They present it and discuss: <ul style="list-style-type: none"> <li>- What kind of customer does this campaign target? (age, gender, income level, etc)</li> <li>- What emotions does this campaign bring?</li> <li>- Which associations come to mind from this add?</li> <li>- What is good and what is bad about this campaign?</li> <li>- Is it successful at marketing the product? Why?</li> <li>- If you could change something about this campaign what would you change?</li> </ul> </li> </ol>
<b>Supporting materials:</b>  (Literature references, useful links, video, PPT, etc)	

No of exercise	Name/Type of exercise
6	Solo presentation/"Sell me a pen"
<b>Learning objective:</b>	<ul style="list-style-type: none"> <li>• Using marketing for different life situations and own start-up if relevant</li> <li>• Applying different forms of marketing</li> <li>• Successful use of marketing for socialising</li> <li>• Creativity</li> </ul>
<b>Duration:</b>	2 hours
<b>Description of the procedure:</b>	<p>Participants who would like to make a Solo presentation come upfront to the audience</p> <p>The task is to take any object from the room (pen, scarf, notebook, jacket) and try to persuade the audience to buy it. The participant does it in form of a Solo presentation (short and focused speech).</p> <p>If participant is having a difficulty to build the speech, facilitator may give hints (explain why audience may need this object, why it is good, in wat way it is better than other objects)</p> <p>The audience rates the speech on the scale from 1 to 10</p> <p>Next willing participants come upfront to give a speech "selling" same or different object. Audience rates next participants as well. Up to 5 different participants can present a speech. At the end the participant who received the highest points from the audience wins.</p>

**Supporting materials:**

(Literature references,  
useful links, video, PPT,  
etc)

## COMMUNICATION

Communication is important both in your work and in your personal life. We communicate in a number of different ways including verbal communication, written communication, and body language.

Good communication helps us better understand people and situations. It helps us overcome diversities, build trust, and respect, and create conditions for sharing ideas and solving problems. Although communication seems simple, a lack of understanding might cause conflicts and frustrations. Having good communication skills is about being able to present information to others in a simple and clear way. Good communication is about understanding instructions, acquiring new skills, making requests, asking questions, and providing information to others. Good communication is also about listening to the needs of others and responding to these.

**Key learning objectives (*up to 5*)**

- **Ability to present information to an audience ·**
- **Capacity to take an active role in group discussion / decision making ·**
- **Insight into the different communication tools used in business ·**
- **Ability to communicate their own needs, wishes and experience to others**

**Acquired knowledge (*2-4*)**

- Understand the components of communication (eg body language) ·
- List a number of different ways to communicate information (written, telephone, powerpoint presentation etc) ·
- Knowledge of communication techniques that can be used to facilitate group dynamics

**Skills (*2-4*)**

- To use a variety of communication techniques eg challenging, harmonising, within a group discussion ·

	<ul style="list-style-type: none"> <li>• Able to present ideas and information to an assembled audience ·</li> <li>• To communicate confidently in a variety of settings</li> </ul>
<b>Competence (2-4)</b>	<ul style="list-style-type: none"> <li>• Creativity ·</li> <li>• Valuing ideas ·</li> <li>• Working with others</li> </ul>

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## THEORY



### What is communication?

- It is an important part of relationship building. Done well, it helps us to co-operate and collaborate and get on well with others in life. If we don't do it so well, we can have difficulties in our relationships – maybe arguments, misunderstandings and other conflicts, which can then lead to a break down in the situation.
- It is also how we transfer knowledge – so that we can learn from each other, have a shared vision and understanding. We give and receive important information. We can also tell each other about what we need and want. If done well then information is passed on from a person and received by others.
- It can take place in many different ways – speaking face to face with one person, in a group discussion, giving presentations, on the phone, in an e mail amongst other ways.
- It is not just about speaking. It includes our body language, how we say things – our tone of voice, using silence, using different language for different situations.

## Why is communication important?

- How we communicate can impact how we get on with people. Effective communication shows respect and value of others and helps us understand each other
- Good communication helps us to feel comfortable with each other and this then encourages even more healthy and effective communication.
- Skilful communication also supports us to get what we want and need, whether that be through information sharing or simply asking for things.
- Examples of this include; how a group of people makes a decision, how I ask a stranger for something that I need, how we manage a conflict in a group, being able to share information that I want others to know, being able to challenge someone when I disagree with them, saying 'no' to someone.



## Theories

\*\*\* Lasswell's (1948) developed a model that introduced 5 levels of communication. This model has been further developed and modernised and is now referred to as the 'five Ws':

- **Who** should be told? Everyone who needs to be told about something should be told. It is good to communicate to all as soon as possible. Openness makes people feel involved and gives them a chance to influence processes.
- **When** should they be told? The timing of when to communicate something is important. If it involves a lot of people then where possible it is important discussions take place at the same time to avoid confusion and misunderstandings.
- **What** should they be told? Clear messages with the opportunity for asking questions and seeking clarification that they have understood
- **Where** should the message be conveyed? Use the most effective medium to get your message across and give time to do it properly
- **Who** should control the communications process? Make sure the most appropriate person delivers the message

William McGuire (1981) added a further dimension to communication theory, adding to these factors with output factors such as comprehension, attention, liking and others. He asserted that getting over the right message is not easy when it can be misunderstood, misinterpreted or ignored. So careful thought on how to deliver the message is required.

Relational communication theory talks about the sender, the receiver, the message, and the noise. The sender is the person communicating, the receiver is the listener. The message is what the sender is trying to communicate and the noise is everything that can get in the way of the receiver hearing the message – it can be difficult external situation eg talking in a noisy bar, it can be distracting thoughts that makes the receiver not hear.

Monroe's Motivation Sequence (1935) was written to support people making speeches and presentations, but is useful for all communication. The sequences are:

- Attention – get the attention of your audience at the beginning of your communication – maybe with a story, an interesting quote or statistic
- Need – a problem / issue. This is the central idea which you need to state clearly
- Illustration – give examples of the need you have outlined above
- Ramification – statistics, testimony etc to drive the point home
- Pointing – show how what you are talking about links to and impacts your audience
- Satisfaction – offer solutions to the problem / issue in the need stage
- Visualisation – tell the audience what will happen if nothing is done
- Action – sum up and reiterate what you think needs to be done

The theories above, and also Maguire and Pitcher's (2002) study of communication skills in the workplace <https://positivepsychology.com/communication-exercises-for-work/> come up with some of the following findings:

**Key communication skills:**

- Being clear about the message that you are wanting to give
- Checking that your listener understands what you are saying
- Ensuring that there is enough space and time for all the people in a conversation to speak if they want to ie taking turns and not taking all the space
- Active listening – being open to really hearing what others have to say. Not assuming that you know what they think or ignoring what they say. And not thinking about something else whilst they are speaking!
- Ensuring that you choose the right method when trying to communicate with someone (eg using formal language for a professional, standing up at the front and speaking loudly when giving a presentation).
- Self-awareness. It is important that you can notice how you are behaving during any communication. Do you know when your voice becomes louder or you get annoyed? Do you notice when your thoughts drift off to something completely different?
- Appropriate body language. Noticing how you are holding your body when communicating. Are you looking at the person or looking down all the time? Do you have a big frown on your face? Sometimes we speak one thing and our body says something very different which can be confusing for the listener. (DePaulo & Friedman, 1998; Knapp et al., 2013). \*
- Work on your perception of emotions, so that you are more able to read others' non-verbal cues and also their potential mood when in communication with them

and to respond accordingly. For example to notice if someone is shy about speaking, or feeling overwhelmed by all they have to do. (Salovey & Mayer, 1990).  
\*

### Active listening skills theory

Active listening is a technique that is used in counselling, training and solving disputes or conflicts. It requires the listener to fully concentrate, understand, respond and remember what is being said.



- giving our full attention to another when they are communicating to us
  - In communication it is usually important to get information from others.
  - We need to be able to understand, explore and feel clear about what they are talking about
- Not only will we gain more information but good listening supports relationships and a sense of wellbeing
  - We may need to find out more details
  - Asking the right questions and listening in the right way, being sensitive to what another is saying but also their body language, maybe what they are not saying or feel unconfident to share.

Listening needs to be an active process. Often we think we are listening but we are in thought, maybe planning what we are going to say next, or thinking about something happening on the other side of the room.

Some common mistakes we make when listening to other people:

1. Daydreaming or thinking of something else while another person is speaking;
2. Thinking about what you want to say next
3. Judging what the other person is saying
4. Listening with a specific goal/outcome in mind.

Tips to help with active and empathetic listening:

1. Pay attention to the speaker and keep trying to let go of any thoughts that come up whilst they are speaking that are not linked to the communication. Be interested in the way they speak, the words and body language they use. Try to notice what they are trying to tell you, how they are feeling about it
2. Be involved with the other person / people in nonverbal ways – look at them, show your attention by nodding your head or changing your facial expressions when they are speaking
3. Be open to what another person is saying– we often jump too quickly to an opinion
4. Don't try to always fill up silences. Sometimes they are important for people to think during a communication.



5. Encourage yourself to imagine being the other person in the communication, supporting your empathy and making you more open to what they are saying
6. Encourage others to open up to you by asking questions and reflecting back something of what they have said.
7. Keep asking questions instead of referring back to yourself.

### The ability to deliver information effectively

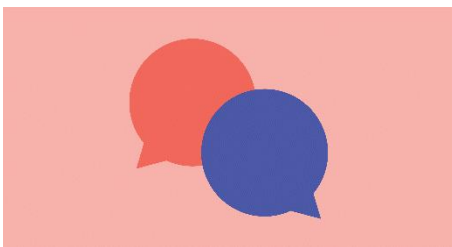


- As part of our communication we want others to take in and understand what we are trying to say
- We often come at situations from very different view points and different beliefs to others
- We can be quick to assume that others understand what we are saying, particularly when they are silent, but this could be from not wanting to say they don't understand or that they think they understand but actually have misunderstood.
- It is often important to clarify and check out understanding.

Some tips to help understanding and successful delivery of information:

1. Put information in a clear, structured order, with sub groups and headings
2. Use visuals (eg simple diagrams)
3. Make it clear that you are happy to receive questions and keep checking if others have any
4. Ask the receivers of the information questions that check their understanding
5. Ask the receivers whether they would like any more information
6. Think about your audience and how best they might be able to hear what you have to say eg the type of language you use

### Allowing the communication to be two way



- During a communication, it is usually important, even during a presentation, to allow some kind of two-way process or discussion.
- This ensures that both parties are active and have a sense of ownership in what ever is discussed, agreed and decided.
- Sometimes we need to communicate and we also need to know when to step back and listen ie taking turns
- This can lead to more commitment and engagement from everyone
- It also factors in more perspectives and diverse opinions
- (Woolley et al., 2010) (Leary, 2004) \*

Tips for good communication from Australia's Better Health Channel (Victoria Department of Health & Human Services, n.d.) \*\*

- Think about what you want to say.
- Set aside time to talk without interruption from other people or distractions like phones, computers or television.
- Be clear about what you want to communicate.
- Make your message clear, so that others hear it accurately and understand what you mean.
- Talk about what is happening and how it affects you.
- Talk about what you want, need and feel – use ‘I’ statements such as ‘I need’, ‘I want’ and ‘I feel’.
- Accept responsibility for your own feelings.
- Listen to others. At times put aside your own thoughts for the time being and try to understand their intentions, feelings, needs and wants
- Share positive thoughts and feelings, such as what you appreciate and what is important to you.
- Be aware of your tone of voice.
- Negotiate and discuss and remember that you don’t always have to have your own way.

## EXERCISES

Exercise 1 ‘Listening Skills’ – pair work, small group work, class discussions	
<b>Learning objective:</b>	<ul style="list-style-type: none"> <li>● Capacity to take an active role in group discussion / decision making</li> <li>● Ability to communicate their own needs, wishes and experience to others</li> <li>● Understand the components of communication (eg body language) ·</li> <li>● Able to present ideas and information to an assembled audience ·</li> <li>● To communicate confidently in a variety of settings</li> <li>● Valuing ideas ·</li> <li>● Working with others</li> </ul>
<b>Duration:</b>	90 minutes
<b>Description of the procedure:</b>	<ul style="list-style-type: none"> <li>● Trainer to introduce the topic of listening</li> <li>● Activity: Guess the object</li> </ul>

	<p>Class to sit in a circle. Take it in turns to go round the group and describe an object without saying its name. Group to guess what the object is. Discussion around what supports listening and what gets in the way</p> <ul style="list-style-type: none"> <li>● Activity: My Ideal Job</li> </ul> <p>Class to get into pairs. Take it in turns in the pair to talk about your ideal job. Each person has 5 minutes to talk whilst the other listens.</p> <p>Each pair to then join with another pair. All 4 'listeners' will take it in turns to introduce their partner and tell the others about their partner's ideal job.</p> <p>The 4 to then discuss whether they felt listened to, what was helpful or not so helpful, what was a barrier to listening etc</p> <ul style="list-style-type: none"> <li>● Whole class discussion about the activities and listening skills.</li> </ul>
<b>Supporting materials:</b> (Literature references, useful links, video, PPT, etc)	<p><a href="https://www.forbes.com/sites/womensmedia/2012/11/09/10-steps-to-effective-listening/?sh=64036c333891">https://www.forbes.com/sites/womensmedia/2012/11/09/10-steps-to-effective-listening/?sh=64036c333891</a></p> <p><a href="https://www.mindtools.com/CommSkill/ActiveListening.htm">https://www.mindtools.com/CommSkill/ActiveListening.htm</a></p> <p><a href="https://www.thebalancecareers.com/types-of-listening-skills-with-examples-2063759">https://www.thebalancecareers.com/types-of-listening-skills-with-examples-2063759</a></p>

<b>Exercise 2</b> <b>'Exploring Body Language' – class discussions, team games, scenarios in pairs, role play</b>	
<b>Learning objective:</b>	<ul style="list-style-type: none"> <li>● Insight into the different communication tools used in business</li> <li>● Understand the components of communication (eg body language) ·</li> <li>● Knowledge of communication techniques that can be used to facilitate group dynamics</li> <li>● To communicate confidently in a variety of settings</li> </ul>
<b>Duration:</b>	90 minutes
<b>Description of the procedure:</b>	<ul style="list-style-type: none"> <li>● Activity: What am I Saying?</li> </ul> <p>Class in two teams, each team standing in a line all facing the same direction. The person at the back of the line is given a card with a statement (see attached statements). They tap the person in front of them on the shoulder who turns round. The first person then mimes the statement on their card. When the second person feels that they understand, they tap the person in front of them on their shoulder and then mime the statement to them. This continues down the whole line. When both teams have finished, the person at</p>

	<p>the front of each team says what they think the statement is. The team nearest to the right statement gets a point. Continue with as many statements as you would like.</p> <ul style="list-style-type: none"> <li>● Trainer to introduce the topic of body language in communication</li> <li>● Activity: What's going On?</li> </ul> <p>The class to go into pairs. Give each pair a list of scenarios to act out. For each scenario, one of the pair (they will take it in turns), will pick a feeling they are having and will act it out in the scenario without using any words to say. Allow 5 minutes for each dialogue and at the end, the other of the pair will guess what feeling their partner was acting out. Whole class discussion about the activity and the importance of body language in different settings.</p>
<b>Supporting materials:</b> (Literature references, useful links, video, PPT, etc)	<p><a href="https://www.verywellmind.com/understand-body-language-and-facial-expressions-4147228">https://www.verywellmind.com/understand-body-language-and-facial-expressions-4147228</a></p> <p><a href="https://www.helpguide.org/articles/relationships-communication/nonverbal-communication.htm">https://www.helpguide.org/articles/relationships-communication/nonverbal-communication.htm</a></p> <p><a href="https://www.youtube.com/watch?v=C2Na_YwNVx0">https://www.youtube.com/watch?v=C2Na_YwNVx0</a></p> <p><a href="https://www.youtube.com/watch?v=p9BG6bfiveU">https://www.youtube.com/watch?v=p9BG6bfiveU</a></p> <p>attachment</p>

<b>Exercise 3</b>	
<b>'Assertiveness in Communication' – group discussion, exploring scenarios and group presentation, assertiveness game, role play</b>	
<b>Learning objective:</b>	<ul style="list-style-type: none"> <li>● Capacity to take an active role in group discussion / decision making ·</li> <li>● Insight into the different communication tools used in business ·</li> <li>● Ability to communicate their own needs, wishes and experience to others</li> <li>● Knowledge of communication techniques that can be used to facilitate group dynamics</li> <li>● To use a variety of communication techniques eg challenging, harmonising, within a group discussion ·</li> <li>● To communicate confidently in a variety of settings</li> <li>● Creativity ·</li> <li>● Working with others</li> </ul>
<b>Duration:</b>	120 minutes

<b>Description of the procedure:</b>	<ul style="list-style-type: none"> <li>Trainer to introduce the topic of being assertive in communication</li> <li>Activity: 'Asking for what I want' Put the class into groups of 4 (with flip chart paper and pen). Each group looks at the 3 scenarios and discusses how they would try to get what they want in each scenario. Each group to then feedback to the class.</li> <li>Class discussion: What stops me from asking for what I want? Trainer discusses aggressive, assertive and passive communication. Discussing good ways to ask for what I want</li> <li>Activity: 'Can I have your Chair?' The class sit round in a circle. Someone sits in the middle of the circle on a chair. 3 other people in the group are asked to get the person in the middle to give them the chair. One will ask aggressively, one in a passive way and one assertively. The person in the middle will respond as assertively as they can. The class can have a few turns with different people in the middle. Class discussion about activity.</li> <li>Activity: Using My Body to be Assertive Trainer to discuss using the body to build confidence and determination in being assertive. Group to then stand up and walk around the room in different directions in an assertive confident way. When they meet someone else in the room, they stop and face each other for 1 minute without speaking but standing in an assertive way. They then continue walking until they meet someone else and then they do the same. Do this for a few minutes. Then short group discussion re the impact of holding your body in an assertive way. Do the exercise again, and this time when they are walking and meet somebody they stop, face them and say 'no' in an assertive way and then walk on again. When they meet someone else, they do the same. Do this for a few minutes then stop and ask the group how it feels to say 'no' assertively.</li> <li>Trainer to finish the session with a round up of what has been learnt</li> </ul>
<b>Supporting materials:</b> (Literature references, useful links, video, PPT, etc)	<a href="#">How Non-Verbal Communication Affects Performance   PGC Basketball   Communication - YouTube</a> <a href="https://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/assertive/art-20044644">https://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/assertive/art-20044644</a> <a href="https://www.skillsyouneed.com/ps/assertiveness.html">https://www.skillsyouneed.com/ps/assertiveness.html</a> <a href="https://agileleanlife.com/how-to-become-more-assertive/">https://agileleanlife.com/how-to-become-more-assertive/</a>

attachment  
flip chart paper and pen

#### Exercise 4 'Giving a Presentation'

##### Learning objective:

To understand the types of presentation  
To recognise the pros and cons for each style  
To practice preparing and giving a presentation

##### Duration:

120 mins

##### Description of the procedure:

Trainer to introduce the topic and what to think about when giving a presentation  
Creating effective presentations

1. Using powerpoint
2. Using flipcharts
3. Online delivery
4. No props!

Trainer to introduce the session and engage the group in discussing the pros and cons of each of the 4 presentation styles. This might include such things

1. how much information to include – try not to just write what you are going to say use the slide as bullet points to then talk around
2. do you use pictures
3. making presentations really clear
4. handwriting styles and colours
5. talking to your group
6. not being able to see reactions (online)

etc

Trainer then to divide the group into at least 4 smaller groups, this allows each of the different presentation styles to be considered. Trainer will allocate each group to a different category and they will then be tasked with creating a presentation on giving a presentation thinking about the earlier points.

	Each group will then present their presentation to the group and get feedback and constructive ideas to improve. Final group session to talk through what they all learned – what worked well and what maybe needed more work. This can also include hints and tips between participants on how to manage nerves when talking in front of a group etc
<b>Supporting materials:</b> (Literature references, useful links, video, PPT, etc)	flip chart paper and pen, computer with powerpoint

No of exercise 5	Name/Type of exercise Speaking with confidence
<b>Learning objective:</b>	
<b>Duration:</b>	120 min
<b>Description of the procedure:</b>	<p>Trainer introduces the subject of feeling confident when we talk and the things that might make us nervous. Although we all get nervous at times there are things we can all do to help us to overcome our nerves and make us sound and feel more confident when speaking. This is not just about giving presentations or when you are in bigger groups it is also how you talk in interviews and with small groups.</p> <p>Trainer to split the group into smaller group and each group to then take 5 minutes to come up with how they feel speaking in one of these situations:</p> <ol style="list-style-type: none"> <li>1. Meeting friends for a coffee</li> <li>2. Meeting your bank manager to ask for a business loan</li> <li>3. Presenting to a group of children</li> <li>4. Giving evidence in court</li> <li>5. Pitching your business idea</li> </ol>

	<p>Get the group talking about how they feel in each of the following scenarios and record on a flipchart. Trainer then gets the group to think about what makes the difference in each of these settings so talking to a group of friends is easy but asking for a bank loan is more difficult – why??</p> <p>Its not just about audience size it about so many other things – ask the group to think about this – talking to a big group of children is possible less daunting than talking to bank manager why do you think this is?</p> <p>We use different language when talking to different groups how they might feel more confident – so cover things like practising what you are going to say, breathing exercises, make sure they have prepared and know their subject, make sure you listen to what is being asked/said. How else might you feel more confident??</p>
<b>Supporting materials:</b> (Literature references, useful links, video, PPT, etc)	flip chart paper and pen

## RESILIENCE

<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Be able to collaboratively plan, organise (resource, execute) and evaluate an entrepreneurial project/community-based activity using the collaborative background, knowledge and experience.</li> <li>● Be able to collectively come up with ideas which are relevant/support the local community and check their potential.</li> </ul>
<b>Acquired Knowledge</b>	<ul style="list-style-type: none"> <li>● Identify and recognise how vision and resilience work.</li> <li>● List a number of barriers to vision and apply techniques to overcome these barriers.</li> <li>● Give examples on how vision work in practice.</li> <li>● Apply methods and techniques to effectively manage their feelings and impulses in a healthy manner.</li> <li>● Apply knowledge on how to transform vision into realistic plans and show resilience.</li> </ul>



<b>Skills</b>	<ul style="list-style-type: none"> <li>● Generate unique and innovative vision.</li> <li>● Demonstrate resilience to make realistic plans.</li> <li>● Implement communication and self-management skills when working on an entrepreneurial project, in everyday life and when solving difficult situations and problems in the host country.</li> <li>● Recognise ways out of difficult situations and follow them.</li> </ul>
<b>Competence</b>	<ul style="list-style-type: none"> <li>● Spot opportunities.</li> <li>● Be creative.</li> <li>● Have vision.</li> <li>● Have motivational perseverance.</li> <li>● Be self-aware.</li> <li>● Mobilise others.</li> <li>● Mobilise resources.</li> <li>● Cope with risk.</li> <li>● Take initiative.</li> </ul>

Resilience can be defined as the ability of a person to regain balance following exposure to an adverse event or events. Taking into consideration the IO1 desk research and workshops' results, immigrant women have experienced similar situations that caused them uncertainty and fear of losing everything. Although these women are interested in entrepreneurship and have vision, they should also be resilient to overcome any barrier.

This training material will focus on developing the above-mentioned skills to immigrant women.

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#### THEORY

**“Bamboo is flexible, bending with the wind but never breaking, capable of adapting to any circumstance. It suggests resilience, meaning that we have the ability to bounce back even from the most difficult times... Your ability to thrive depends, in the end, on your attitude to your life circumstances. Take everything in stride with grace, putting forth energy when it is needed, yet always staying calm inwardly”.**

Ping Fu

## What is Resilience?

Although there is no agreed definition of the concept<sup>8</sup>, “resilience” can be described as the ability of a person to regain balance after the exposure to an adverse event or events. Resilience is not a state of being, it is a process of adaptation and growth within a risky landscape or situation. A resilient person not only survives, but also thrives in an environment of change and uncertainty by following a dynamic process of positive adaption<sup>9</sup>. Resilience is closely related with vision, mission and core values that a person



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has. Resilient persons are able to visualise a positive mission, effectively communicate their plan to others and encourage strong attachment to the course of action. Additionally, having a vision is one of the seven habits of successful people and not only recommends beginning with the end in mind, but also deeply understanding the goals, values, and desired outcomes. A resilient person implements the above-mentioned qualities to every task that undertakes.

The word “resilience” is often used on its own to represent overall adaptability and coping, but it can be broken down into categories as follows<sup>10</sup>:

**Psychological resilience** - Psychological resilience refers to the ability to mentally withstand or adapt to uncertainty, challenges, and adversity. People who exhibit psychological resilience develop coping strategies and capabilities that enable them to remain calm and focused during a crisis and move on without long-term negative consequences.

**Emotional resilience** - There are varying degrees of how well a person copes emotionally with stress and adversity. Some people are, by nature, more or less sensitive to change. As a result, emotional resilient persons are able to manage stressors as well as their emotions in a healthy, positive way.

**Physical resilience** - Physical resilience refers to the body’s ability to adapt to challenges, maintain stamina and strength, and recover quickly and efficiently. It is a person’s ability to function and recover when faces illness, accidents, or other physical demands.

<sup>8</sup> King DD (2016). The untapped potential in employee resilience: specific recommendations for research and practice. *Industrial and organizational psychology* 9 (2):405-522.

<sup>9</sup> Luthar, S., CICCHETTI, D., & Becker, B. (2000). The Construct of Resilience: A critical Evaluation and Guidelines for Future work. *Child Development*, 71, 543-569.

<sup>10</sup> Hayward MLA, Forster WR, Sarasvathy SD (2010) Beyond hubris: How Highly confident entrepreneurs rebound to venture again. *Journal of Business Venturing* 25 (6):569-578.

**Community resilience** - Community resilience refers to the ability of groups of people to respond to and recover from adverse situations, such as natural disasters, acts of violence, economic hardship, and other challenges to their community.

## Why is Resilience important?

Resilience:

- can inspire new entrepreneurs<sup>11</sup>.
- gives people the strength needed to process and overcome hardship. It is an inner force that motivates them to continue struggle for the best they can.
- is the ability to cope with stress and unexpected challenges, and to thrive in such situations and be capable to adapt.
- can help a person to handle occupational stress that affects personal performance outcomes.
- has been associated with various positive states, including optimism, zest, curiosity, energy and openness to experience<sup>12</sup>. Positive emotions also serve as a "buffer" against workplace stress by enabling individuals to make positive appraisals of what otherwise may have been a stressful situation.

## Theories

People face all kinds of adversity in life. There are personal crises, such as illness, loss of a loved one, abuse, bullying, job loss, and financial instability. There is the shared reality of tragic events in the news, such as wars, terrorist attacks, mass shootings, natural disasters, and, of

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<sup>11</sup> Bullough A, Renko M and Myatt T (2014) Danger zone entrepreneurs: The importance of resilience and self-efficacy for entrepreneurial intentions. *Entrepreneurship Theory and Practice* 38(3): 473-499 and Manzano G and Ayala JC (2013) Psychometric properties of Connor -Davidson Resilience Scale in a Spanish sample of entrepreneurs. *Psicothema* 25(2):251

<sup>12</sup> Tugade, M. M., & Fredrickson, B. L. (2004). Resilient Individuals Use Positive Emotions to Bounce Back from Negative Emotional Experiences. *Journal of Personality and Social Psychology*, 86, 320-333.

course, pandemics. People have to learn to cope with and work through very challenging life experiences.

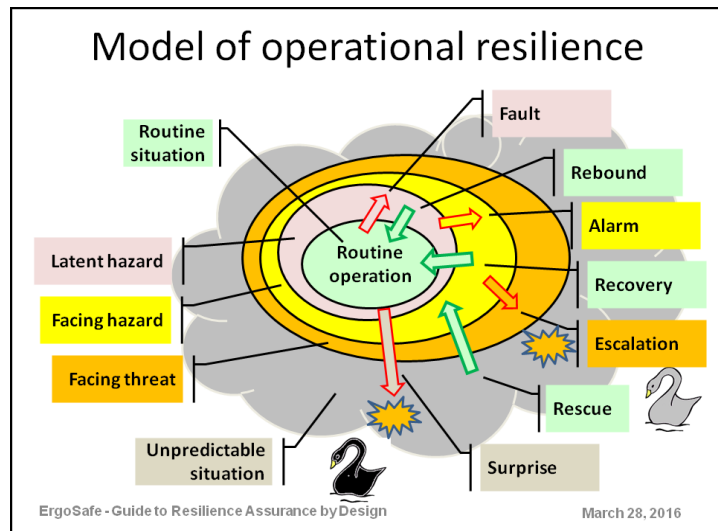
Developing resilience is both complex and personal. It involves a combination of inner strengths and outer resources, and there is not a universal formula for becoming more resilient. People are different and react differently in different situations.

Studies have examined psychological influences, personal characteristics and the effects of previous experience on the individual in predicting what a successful entrepreneur does. According to Schumpeter (1993), an entrepreneur has the "vision" of doing the right things without analysing the situation. By following this direction, entrepreneurs need certain psychological traits that help them overcome difficulty and uncertainty<sup>13</sup>.

According to Achua and Lussier (2014), the factors for which women become entrepreneurs are categorised in "push factors" and "pull factors". The factors of "push"<sup>14</sup> are those related to job frustration, such as lack of opportunities, little or small opportunity to ascend to a better position, economic crises, lack of money, family abandonment etc. On the other hand, the "pull" factors are those related to the desire for growth, pursuit of independence, desire to be your own boss etc. In general speaking, they are the qualities that are related to personal development and fulfilment of a plan of life.

Ayala and Manzano (2014) studied the connection between the dimensions of resilience and successful entrepreneurs<sup>15</sup>. They found that there are three dimensions of resilience (resiliency, ingenuity and optimism) which help predict business success. Findings have shown "ingenuity" as a key factor in predicting success in entrepreneurship (both for men and women). However, the optimism in business success is greater for women than for men. Self-efficacy and resilience are particularly important for entrepreneurship.

Additionally, Tugade and Fredrickson (2004) found that "the psychological mindset involved with resilience is reflected in the body as well". That means that if a person has better physical wellbeing, s/he will have a greater capacity to undertake his/her work and he/she will better adapt to adversity.



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<sup>13</sup> Shumpeter, J. A (1993). Theorie der wirtschaftlichen Entwicklun. Berlin: Duncker & Humblot.

<sup>14</sup> Achua, C., & Lussier, R.N (2014). Entrepreneurial Drive ant the Informal Economy in Cameroon. Journa of Developmental Entrepreneurship, 19 (4),1-12.

<sup>15</sup> Ayala, J. C., & Manzano, G. (2014). The resilience of the entrepreneur. Influence on the success of. Journal of Economic Psychology.

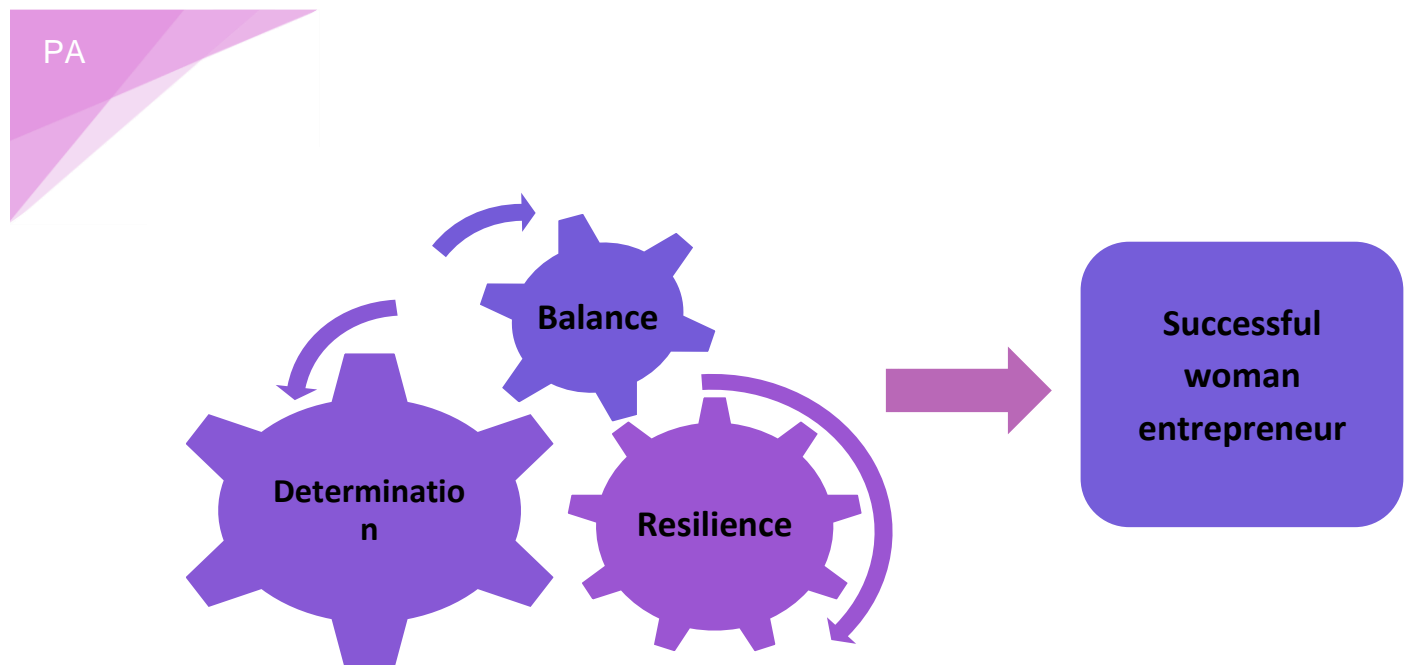


Fig. 1: Conceptual Model of Successful Entrepreneurial Women's Personal Characteristics

## Main Theories about Resilience

### 1. Michael Rutter's Theory:

A combination of factors contributes to building resilience and there is not a simple to-do list to work through adversity. According to Rutter (2006), resilience can be defined as "an interactive concept that is concerned with the combination of serious risk experiences and a relatively positive psychological outcome despite those experiences". This theory supports that:

- resilience is not related to the individual's psychological traits, but the ability to adapt when given the right resources.
- individuals can be resilient with some risk factors, but it always depends on the different situations they face.

### 2. Dr Norman Garmezy's Theory:

Norman Garmezy defined resilience as "not necessarily impervious to stress, rather resilience is designed to reflect the capacity of recovery and maintained adaptive behaviour that may follow initial retreat or incapacity upon initiating a stressful event". According to this approach, resilience is a functional adequacy despite an interfering emotionality, as a benchmark of resilience behaviour under stress.

### 3. Emmy Werner's Theory:

Werner defined resilience as "the capacity to cope effectively with internal stresses of their vulnerabilities and external stresses". This approach is considered as an ecological view of resilience that focuses on the protective factors. According to Werner's theory, the most stressful a situation will be, the more protective factors will be required.

#### 4. Syniya Luthar's Theory:

Luthar (2000) considered resilience as “a dynamic process encompassing positive adaption with the context of significant adversity”. According to Luthar, two significant things are most important for someone to be resilient, which are exposure to the significant stress and the achievement of positive adaption.

According to this theory, there are three types of protective factors:

- Protective-stabilising (despite the increasing risk, attribute gives stability to competence).
- Protective-enhancing (engaging stress and increasing confidence within one's self).
- Protective but reactive (general advantages but not with high-stress levels).

#### 5. Ann Masten's Theory:

According to Masten (2011), resilience is “the capacity of a dynamic system to adapt to disturbances that threaten the system's function, viability or development”. Masten supports that in order for a person to be resilient, s/he must have positive adaption, which refers to meeting developmental tasks and fundamental human adaption systems (attachment relationships and parenting, self-regulatory system for emotion etc.).

#### 6. Michel Unger's Theory:

Unger defined resilience as “more an individual set of characteristics. It is the structure around the individual, the services the individual receives, the way health knowledge is generated, all of which combine with characteristics of individuals that allow them to overcome adversity they face and chart pathways to resilience”. According to Unger (2011), there are four principles that it is important to be considered and those are decentrality, complexity, atypicality and cultural relativity.

Unger did not propose that the child has nothing to do with resilience, but he focused on the emphasis that should be put on the nature of social and physical ecology, then on the interaction between the child and the environment and then at last on the child.

## Remember

Resilience is “the core strength you use to lift the load of life”.

Amit Sood, M.D.

## Key Resilience Skills<sup>16</sup>

According to Glicken, M.D. (2006), resilient people have some or all of the following skills:

- **Focus of Control** - Focusing on how they, as opposed to external forces, can control the outcome of events.
- **Mobilising sources and other** since they rely on family, friends, and colleagues when needed.
- **Problem-solving** - Identifying ways within their control to work and resolve a problem.
- **Optimism** - When the going gets tough, believing in their ability to handle it.
- **Coping** - Finding techniques to reduce stress and anxiety.
- **Self-Care** - Making their mental, emotional, and physical health top priorities.
- **Self-awareness** - Knowing their strengths and weaknesses and how to put internal resources to work.
- **Generating unique and innovative vision.**
- **Demonstrating motivational perseverance.**
- **Implementing communication and self-management** when working on an entrepreneurial project, in everyday life, and when solving difficult situations and problems in e.g. the host country.
- **Spotting opportunities and taking initiative** - Recognising ways out of difficult situations and following them for coping with risks.

## Train Yourself to Become Resilient

The research of Barr, S., & Devine-Wright, P. (2012) has shown that social systems that provide support in times of crisis or trauma support resilience in the individual<sup>17</sup>. Social support can include immediate or extended family, community, friends, and organisations. Learning to be resilient doesn't mean figuring out how to "grin and bear it" or to simply "get over it". It is not about learning to avoid obstacles or resisting change.



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<sup>16</sup> Glicken, M. D. (2006). Learning from resilient people: Lessons we can apply to counselling and psychotherapy. Sage.

<sup>17</sup> Barr, S., & Devine-Wright, P. (2012). Resilient communities: sustain abilities in transition. Local Environment, 17(5), 525-532.



Building resilience is a process by which people utilise flexibility to reform ways in which they can handle difficult situations and learn to tap into a strengths-based approach to working through obstacles.

**If we consider resilience as a process, we can follow the next steps in order to build resilience skills:**

- **Develop self-awareness** - Understanding how you typically respond to stress and adversity is the first step towards learning adaptive strategies. Self-awareness also includes understanding your strengths and knowing your weaknesses.
- **Build self-regulation skills** - Remaining focused on the face of stress and adversity is important but not easy. Stress-reduction techniques, such as guided imagery, breathing exercise, and mindfulness training can help individuals regulate their emotions, thoughts, and behaviours.
- **Learn coping skills** - Coping and problem-solving skills help empower a person who has to work through adversity and overcome hardship. There are many coping skills that can help in dealing with stressful and challenging situations. They include journaling, reframing thoughts, exercising, spending time outdoors, socialising, improving sleep hygiene, and tapping into creative outlets.
- **Increase optimism** - People who are more optimistic tend to feel more in control of their outcomes. To build optimism, focus on what you *can* do when faced with a challenge, and identify positive, problem-solving steps that you can take.
- **Strengthen connections** - Support systems can play a vital role in resilience. Bolster your existing social connections and find opportunities to build new ones.
- **Know your strengths** - People feel more capable and confident when they can identify and draw on their talents and strengths.
- **Have a realistic planning** - The ability to make and carry out realistic plans helps individuals to play with their strengths and focus on achievable goals.
- **Boost your self-esteem** – A positive sense of self and confidence in one's strengths can stave off feelings of helplessness when confronted with adversity.
- **Build on your communication skills** - Being able to communicate clearly and effectively helps people seek support, mobilise resources, and take action.
- **Have emotional regulation** - The capacity to manage potentially overwhelming emotions (or seek assistance to work through them) helps people maintain focus when overcoming a challenge.

Research on resilience theory shows that resilience is not something people tap into only during overwhelming moments of adversity. It builds as people encounter all kinds of stressors on a daily basis and protective factors can be nurtured.



## Resilience Techniques

Tips for becoming resilient according to the American Psychological Association (2012):

- **Built your connections.**
- **Prioritise relationships** - Connecting with empathetic and understanding people can remind you that you are not alone. Focus on finding trustworthy and compassionate individuals and colleagues who validate your feelings. The pain of traumatic events can lead some people to isolate themselves, but it is important to accept help and to be supported from those who care about you.
- **Join a group** - Along with one-on-one relationships, some people find that being active in civic groups, faith-based communities, or other local organisations provides social support and can help them hope.
- **Foster wellness.**
- **Take care of your body** - Self-care is a legitimate practice for mental health and building resilience. That happens because stress is just as much physical as it is emotional. Proper nutrition, ample sleep, hydration, and regular exercise can strengthen your body to adapt to stress and reduce the tense of emotions like anxiety or depression.
- **Practice mindfulness** - Mindful yoga and other spiritual practices like prayer or meditation can also help people build connections and restore hope, which can help them to deal with situations that require resilience. When you journal, meditate, or pray, ruminate on positive aspects of your life and recall the things you are grateful for, even during personal trials.
- **Avoid negative outlets** - Focus on giving your body resources to manage stress, rather than seeking ways to eliminate the feeling of stress.
- **Find purpose.**
- **Help others** - Be volunteer in a local homeless shelter or simply support a friend when needed. In this way, you can garner a sense of purpose, foster self-worth, connect with other people, and tangibly help others, all of which can empower you to grow in resilience.
- **Be proactive** - It is helpful to acknowledge and accept your emotions during hard times, but it is also important to help you foster self-discovery.
- **Move towards your goals** - Set some realistic goals and do something regularly - even if it seems like a small accomplishment, it will enable you to move towards the things you want to accomplish.
- **Look for opportunities for self-discovery** - Feeling vulnerable can increase the sense of self-worth and heighten the appreciation for life.
- **Embrace healthy thoughts.**
- **Keep things in perspective** - How you think can play a significant part in how you feel - and how resilient you are when face obstacles. Try to identify areas of irrational thinking, such as a tendency to catastrophise difficulties or assume the world is out to get you, and adopt a more balanced and realistic thinking pattern. For instance, if you feel overwhelmed by a challenge, remind yourself that this is not a permanent situation. Everything is matter of your point of view.
- **Accept change** - Accept that change is a part of life. So, try to find ways to adapt. You may see opportunities and interesting things that you had never imagined before.

- **Maintain a hopeful outlook** - Try to be positive - always an optimistic outlook empowers you to expect that good things will happen to you. Try visualising what you want, rather than worrying about what you fear.
- **Learn from your past** - By looking back at who or what was helpful in previous times of distress, you may discover how you can respond effectively to new difficult situations.
- **Seek for help.**
- **Getting help when you need** is crucial in building your resilience. The important thing is to remember you are not alone on the journey. For many people, using their own resources and strategies may be enough for building their resilience. But at times, an individual might get stuck or have difficulty making progress on the road to resilience.

## EXERCISES

No of Exercise: 1      Name/Type of Exercise: <i>Video Review</i>	
<b>Learning Objective:</b>	To understand the concept of “resilience” through an audio-visual medium.
<b>Duration:</b>	1-2 hours.
<b>Description of the Procedure:</b>	The learner selects a video or more that is/are available on YouTube out of a list of suggested video titles and proceed with watching it/them and reflecting on it/them.
<b>Supporting Materials: (Literature References, Useful Links, Videos, PPTs etc.)</b>	<p>Titles of selected videos and relevant links for the learner to choose and watch:</p> <ul style="list-style-type: none"> <li>● The Three Secrets of Resilient People   Lucy Hone   TEDxChristchurch (<a href="https://youtu.be/NWH8N-BvhAw">https://youtu.be/NWH8N-BvhAw</a>).</li> <li>● Sh*t Happens. 8 Lessons in Resilience   Dr Fiona Starr &amp; Dr Mike Solomon   TEDxKingAlfredSchool (<a href="https://youtu.be/Jba4XDnDXuY">https://youtu.be/Jba4XDnDXuY</a>).</li> <li>● The Power of Resilience: Sam Goldstein, Ph.D. at TEDxRockCreekPark (<a href="https://youtu.be/isfw8JJ-eWM">https://youtu.be/isfw8JJ-eWM</a>).</li> <li>● The Superpower of Resilience   Sule Kutlay Gandur   TEDxBerlin (<a href="https://youtu.be/tP4qKqvB8pc">https://youtu.be/tP4qKqvB8pc</a>).</li> <li>● From Stress to Resilience   Raphael Rose   TEDxManhattanBeach (<a href="https://youtu.be/Q7vYuKvpneM">https://youtu.be/Q7vYuKvpneM</a>).</li> <li>● Teaching Grit Cultivates Resilience and Perseverance (<a href="https://www.youtube.com/watch?v=F0qrtsYg6kl&amp;feature=emb_title">https://www.youtube.com/watch?v=F0qrtsYg6kl&amp;feature=emb_title</a>).</li> <li>● Dr. Michael Ungar: What is Resilience (<a href="https://www.youtube.com/watch?v=15D1QuNLH0c">https://www.youtube.com/watch?v=15D1QuNLH0c</a>)</li> <li>● Other.</li> </ul>

No of Exercise: 2      Name/Type of exercise: <i>Literature Analysis</i>	
<b>Learning Objective:</b>	To find out more about the concept of “resilience”.
<b>Duration:</b>	8-40 hours (depending on number of books).
<b>Description of the Procedure:</b>	The learner selects a book or more out of a list of suggested book titles to enhance his/her knowledge on the concept of “resilience”. S/he needs to rent, buy the book(s) or find it/them online and study the concept in more depth.
<b>Supporting Materials: (Literature References, Useful Links, Videos, PPTs etc.)</b>	<p>Titles of selected books for the learner to choose and read:</p> <ul style="list-style-type: none"> <li>• “Freedom from Anxious Thoughts and Feelings: A Two-Step Mindfulness Approach for Moving Beyond Fear and Worry” by Scott Symington, PhD.</li> <li>• “Option B: Facing Adversity, Building Resilience, and Finding Joy” by Sheryl Sandberg and Adam Grant.</li> <li>• “How to Change Your Mind: What the New Science of Psychedelics Teaches Us About Consciousness, Dying, Addiction, Depression, and Transcendence” by Michael Pollan.</li> <li>• “Beauty in the Broken Places: A Memoir of Love, Faith, and Resilience” by Allison Pataki.</li> <li>• Other.</li> </ul>

No of Exercise: 3      Name/Type of Exercise: <i>“Resilience Building Plan” Worksheet</i>	
<b>Learning Objective:</b>	Sydney Ey, Ph.D., Associate Professor at the Department of Psychiatry at Oregon Health & Science University has developed a worksheet for the creation of resilience building plans.
<b>Duration:</b>	1-2 hours (to create the plan and exercise).
<b>Description of the Procedure:</b>	The learner creates his/her “Resilience Building Plan” and practices the relevant skills. Learners are advised to be open to not doing all of them perfectly and to be curious about what they are going to learn about themselves and others through the process.

<b>Supporting Materials:</b> (Literature References, Useful Links, Videos, PPTs etc.)	Link to the “Resilience Building Plan” Worksheet: <a href="https://www.acponline.org/system/files/documents/about_acp/chapters/or/resilience_building_plan_worksheet.pdf">https://www.acponline.org/system/files/documents/about_acp/chapters/or/resilience_building_plan_worksheet.pdf</a> .
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No of Exercise: 4      Name/Type of Exercise: <i>Ten Minutes/Days Gaming Activity</i>	
<b>Learning Objective:</b>	“SuperBetter” is a gaming application designed to increase resilience. Jane McGonigal, stress researcher, designed the game to help people become more capable of getting through any tough situation and more likely to achieve the goals that matter the most.
<b>Duration:</b>	10 minutes per day.
<b>Description of the Procedure:</b>	Gaming activities provide a way to bring the strengths that the learner already demonstrates in life: optimism, creativity, courage and determination. It provides a safe space to practice these skills and then transfer them into real life. This is what expected from learners through this exercise.
<b>Supporting Materials:</b> (Literature References, Useful Links, Videos, PPTs etc.)	Link to “SuperBetter” gaming application: <a href="https://www.superbetter.com/">https://www.superbetter.com/</a> . The learners can download the game from: <ul style="list-style-type: none"> <li>● Play store or</li> <li>● iTunes.</li> </ul>

No of Exercise: 5      Name/Type of Exercise: <i>Boosting Resilience Through Creativity</i>	
<b>Learning Objective:</b>	Creativity is a resource for coping with stress and increasing resilience. It can be performed through picking up a new, creative habit or by seeing things in a different way.
<b>Duration:</b>	1-2 hours (to watch the video and create the plan for his/her craft activity). The time for implementing the activity depends on the type of the selected craft activity. Specific time should be dedicated for practice per day or on a regular basis.
<b>Description of the Procedure:</b>	The learner gets out of his/her comfort zone to explore life through a new craft activity. S/he should consider taking a class or buying tools at a craft store to try something new: drawing, painting, sketching, clay, sewing. YouTube provides many DIY

	craft ideas and projects ranging in skill level, cost and commitment investment.
<b>Supporting Materials:</b> (Literature References, Useful Links, Videos, PPTs etc.)	Link to Supportive Power Point Presentation: <a href="http://www.resiliencyohio.org/videos/resiliency_trauma_training_series_session_2.mp4">http://www.resiliencyohio.org/videos/resiliency_trauma_training_series_session_2.mp4</a> .

#### PLANNING/MANAGEMENT

<b>Key learning objectives (up to 5)</b>	<ul style="list-style-type: none"> <li>• <b>Able to (collectively) develop an action plan for the community based activity and follow it through successfully</b></li> <li>• <b>Ability to “proactive behaviour”</b></li> <li>• <b>Ability to set goals and identify priorities</b></li> <li>• <b>Ability to make plan for the entrepreneurial project</b></li> <li>• <b>Ability to manage resources and team</b></li> <li>• <b>Problem solving ability</b></li> </ul>
<b>Acquired knowledge (2-4)</b>	<ul style="list-style-type: none"> <li>• Understanding the concept and role of smart goals in life and entrepreneurship</li> <li>• Understanding the basics of planning in entrepreneurship</li> <li>• Understanding the basics of project management</li> <li>• Knowledge of basic methods and tools of problems solving in project management</li> </ul>
<b>Skills (2-4)</b>	<ul style="list-style-type: none"> <li>• Using the smart goal method in practice</li> <li>• Using planning for different life situations and own entrepreneurial project (scenario planning)</li> <li>• Applying different tools of management and problems solving</li> </ul>
<b>Competence (2-4)</b>	<ul style="list-style-type: none"> <li>• Vision</li> <li>• Mobilizing resources</li> <li>• Mobilizing others</li> </ul>

#### THEORY

“Just because you made a good plan,  
doesn’t mean that’s what’s gonna happen.”

Taylor Swift



## WHAT IS A PLAN?

- ✓ a set of decisions about how to do something in the future (dictionary.cambridge.org)
- ✓ a series of steps to be carried out or goals to be accomplished (definitions.net)
- ✓ a method of achieving something that you have worked out in detail beforehand (collinsdictionary.com)

## WHAT IS A PLANNING?

- ✓ the act or process of making a plan to achieve or do something (merriam-webster.com)
- ✓ the process of deciding in detail how to do something before actually starting to do it (collinsdictionary.com)
- ✓ the act or process of drawing up plans or layouts for some project (definitions.net)
- ✓ a systematic and structured approach to successfully achieve the desired goals of an individual or team (economictimes.indiatimes.com)

“plans are worthless,  
but planning is  
everything”

Dwight D. Eisenhower  
US President 1948 - 1953



### ***PLANNING IN ENTREPRENEURSHIP INCLUDES:***

#### **1. Idea of the project**

To generate ideas for an entrepreneurial project, you can use the tools for creative thinking.

#### **2. Planning of the project**

It is a very important stage in the development and implementation of an entrepreneurial project. This process may include at least a few important stages:



#### **2.1. Goals of the project**

For setting goals, you can use the method of “SMART goals”. The concept of SMART goals first turned up in an article by George T. Doran in the November 1981 issue of Management Review. Since that introduction, many business management experts have formulated the “SMART” acronym in various ways. Here’s how Doran framed it originally:

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**S stands for Specific:** The goal is detailed. It identifies the precise aspect of performance improved by the goal.

**M stands for Measurable:** There is a metric or some kind of measurement unit for the goal. This way, you'll know exactly when you've reached that specific goal.

**A stands for Achievable:** You can assign that goal to someone on your team (or a group of people) who will then be responsible for meeting it. (Note that sometimes people call A "Actionable." This means there are practical actions you can take to reach the goal. Some often call it "Attainable," which is basically a synonym for "Realistic.")

**R stands for Realistic:** While we all love wild success, SMART goals are those that can be realistically achieved, given time or financial constraints. (Note that in formulations where "A" stands for "Attainable," R is often attributed to "Relevant." That means that the goal will help your company fulfill its main purpose and mission.)

**T stands for Time-Related (or Time-Bound):** Your goal comes with a deadline that has a specific time-frame associated with it. By that target date, you expect to reach your goal (<https://www.entrepreneur.com/>).



## 2.2. Resource planning and management

Resource planning includes: equipment, tools, supplies, materials and most importantly – people. Resource Plan is a detailed list of resources and the ways to manage them throughout the project. Resource planning, in short, is financial planning. Stages of a Resource Plan are: ascertain resources, procure resources, manage resources and control resources ([projectmanager.com](http://projectmanager.com)).

## 2.3. Problem solving

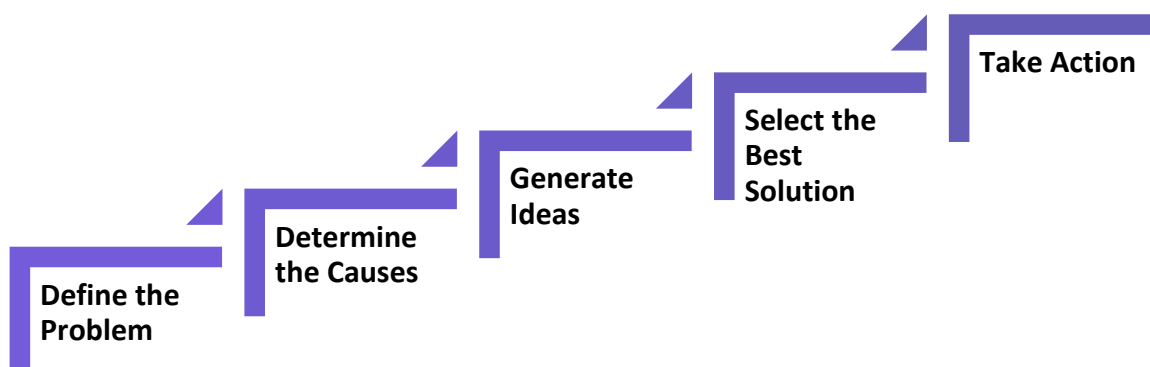
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Problem solving should play a very important role in the implementation of an entrepreneurial project. There is an approach that defines five problem solving steps. These steps can be applied to any problem:



Problem Solving Techniques: A 5-Step Approach (source: project-management-skills.com)

## EXERCISES

No of exercise 1	Name/Type of exercise
<b>Test for Proactive Behavior</b>	
<b>Learning objective:</b>	<ul style="list-style-type: none"> <li>• Ability to “proactive behaviour”</li> <li>• Problem solving ability</li> </ul>
<b>Duration:</b>	1 hour
<b>Description of the procedure:</b>	<p>Individual testing, collective discussion. Instruction.</p> <ol style="list-style-type: none"> <li>1. The coach distributes among the participants pre-prepared forms with test questions.</li> <li>2. The coach explains to the participants that reactive people justify all their problems by external circumstances. They go with the flow, blaming others for their problems and feeling like victims. At the same time, proactive people take responsibility</li> </ol>

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	<p>for their lives and recognize that it depends on their decisions. Their behavior is their conscious choice. Their activity is not based on the opinion of others, but on the inner values that they themselves have chosen. Proactive people are able to plan both their lives and their own business.</p> <p>3. Next, the coach hands out cards with options for behavior in these situations (option 1, option 2).</p> <p>4. After the participants have passed the test and under the guidance of the couch they calculate their own results. They have a collective discussion. At this stage, it is important that each participant is able to identify their own barriers to proactive behavior.</p>
<b>Supporting materials:</b>  <b>(Literature references, useful links, video, PPT, etc)</b>	Paper, pens, Папір, ручки, forms with test questions Annex I.

#### Annex I. A form with test questions to determine proactive behavior

Choose the most appropriate answer:

Option 1: I don't have a job. There is nothing that I can do to help myself or my family.	
Option 2: Yes, I do not have a job, but it is worth looking at the opportunities for self-employment.	
Option 1: I am what I am and it doesn't change.	
Option 2: I can choose how to respond to difficulties and opportunities.	
.	
Option 1: My boss is such a scoundrel! What a prize! Just shouting and giving stupid instructions.	
Option 2: Yes, the boss is not a gift. I'll try to build a relationship, but it won't work - I'll find another job.	
Option 1: Food prices have risen so much that I can no longer afford to buy my favorite fruits.	
Option 2: Yes, prices have risen. I need to figure out how to earn more.	
Option 1: I was in the cafe with my child. She was just awful! She shouted at the whole hall, dropped the plate. I had to punish her.	
Option 2: Yes, it turned out awkwardly - my daughter behaved noisily in the cafe. So we go to a park.	
Option 1: I have no time for English, I have two children. It's a pity, but, apparently, I was destined to work all my life in a low-skilled job.	

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Option 2: The language is important nowadays, but having two children it is difficult to find time for study. I will study in the subway on the way to work and back. I'll have 2 hours a day.	
Option 1: I have an idea to start my own business. Yes, the idea is good, but it will be very difficult to implement. Apparently, I will not try.	
Option 2: The idea requires some resources, but it's worth it. I will prepare a good business plan.	
Option 1: I often have the idea to start my own business. But this requires a lot of communication with other people. I don't think I can handle it. I'm afraid!	
Option 2: Yes, you have to communicate a lot. But, the one who does not learn anything does not succeed. I can do anything!	
Option 1: I came to another country. Everything is strange to me here. Apparently, I will never be able to adapt.	
Option 2: I am responsible for my own life. There are many opportunities for self-development and self-realization. I'll be sure to figure out how to use them.	

Instructions: participants must check the appropriate option for them. As a result, if option 1 predominates - the participant is prone to reactive behavior, option 2 - to proactive.

No of exercise 2	Name/Type of exercise
Technique «Ta-Da»	
<b>Learning objective:</b>	<ul style="list-style-type: none"> <li>• Able to (collectively) develop an action plan for the community based activity and follow it through successfully</li> <li>• Ability to “proactive behaviour”</li> <li>• Ability to set goals and identify priorities</li> <li>• Ability to make plan for the entrepreneurial project</li> <li>• Problem solving ability</li> </ul>
<b>Duration:</b>	2 hours
<b>Description of the procedure:</b>	<p>Individual work, brain storming, collective discussion. Instruction.</p> <p>1. The coach invites the participants to work more specifically on the idea of starting their own business and create a mini-action plan.</p>

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	<p>2. The coach should explain to the participants that according to the "Ta-Da" technique, planning should take place according to the following algorithm:</p> <p>T - think A - ask D - decide A – act.</p> <p>3. Next, the coach distributes the appropriate forms to the participants, which they have to fill in in a clockwise direction.</p> <p>4. After the exercise there is a collective discussion of the results. Participants should share their impressions and say what difficulties they encountered during the exercise. The coach should also ask the participants what other actions can be written in squares to achieve the goal to the maximum. Participants can share recommendations with each other.</p>
<b>Supporting materials:</b>  <b>(Literature references, useful links, video, PPT, etc)</b>	<p>Paper, pens, letterhead with a square folded by the technique of "Ta-Da".</p> <p>Annex II.</p>

Annex II. Form for "Ta-Da" exercise

What is important to think about?	Terms	What is important to ask and whom?	Terms
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
What exactly is important to do?	Terms	What is important to dare?	Terms
1.		1.	

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2.		2.	
3.		3.	
4.		4.	
5.		5.	

No of exercise 3	Name/Type of exercise
	«LEGO»
<b>Learning objective:</b>	<ul style="list-style-type: none"> <li>● Ability to “proactive behaviour”</li> <li>● Ability to manage resources and team</li> <li>● Problem solving ability</li> </ul>
<b>Duration:</b>	1 hours
<b>Description of the procedure:</b>	<p>Team management. Instruction.</p> <ol style="list-style-type: none"> <li>1. The coach must divide the participants into small teams of two or more people and choose a leader who is not part of any of the teams.</li> <li>2. The facilitator must build an arbitrary structure from Lego blocks in 10 minutes.</li> <li>3. After that, the teams have exactly 15 minutes to reproduce this design using blocks of the same color and shape. But only one participant from each team can see the original design. This participant will have to clearly and accurately describe the dimensions, colors and shape of the original design.</li> <li>4. After completing the exercise, the couch should ask the participants the following questions: <ul style="list-style-type: none"> <li>- What helped you complete the task?</li> <li>- Which communications prevailed - verbal or nonverbal?</li> <li>- In your opinion, how important is communication in teamwork?</li> <li>- In your opinion, how important is it for a leader to be able to communicate with the team? Why do you think so?</li> </ul> </li> </ol> <p>The exercise will help participants understand the importance of effective information exchange in team management.</p>

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<b>Supporting materials:</b>  (Literature references, useful links, video, PPT, etc)	Lego constructor
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No of exercise 4	Name/Type of exercise
	<b>"SMART Goals"</b>
<b>Learning objective:</b>	<ul style="list-style-type: none"> <li>• Able to (collectively) develop an action plan for the community based activity and follow it through successfully</li> <li>• Ability to set goals and identify priorities</li> <li>• Ability to make plan for the entrepreneurial project</li> <li>• Problem solving ability</li> </ul>
<b>Duration:</b>	3 hours
<b>Description of the procedure:</b>	<p>Individual work, brain storming, collective discussion.</p> <p>Instruction.</p> <p>1. The couch explains to the participants that when planning their own business it is very important to be able to set goals correctly. You can use the "SMART goals" method.</p> <p>2. The couch should emphasize that when setting goals by the method of "SMART" you also need to ask yourself the right questions:</p> <p>A) the goal must be clear, take into account the specifics of the market, relevant and relevant to the future business (Specific).  <b>Question:</b> What exactly do I want to achieve / improve / change?  <i>Example:</i> sell quality pastries to residents of this area of the city and achieve payback in the near future.</p> <p>B) the goal should be based on the achievement of specific figures in absolute or percentage terms (Measurable).  <b>Question:</b> What results will show the achievement of the goal? How much do I need to sell?  <i>Example:</i> sell for 3000-4000 euros per month.</p> <p>C) the goals must be both achievable and ambitious. At the same time, it is important to take into account the available resources (Achievable).  <b>Question:</b> Isn't my goal too complicated or easy? What can prevent its achievement, and what can help?</p>

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	<p><i>Example:</i> a bakery next door has been selling its products for about 10 years and has many regular customers. I can achieve a better result by focusing on the production of products for vegans.</p> <p>D) the goal should be consistent with available resources (financial, labor, etc.) and be as realistic as possible.</p> <p><b>Question:</b> Why do I need the result of achieving the goal? What do I have that is so special that will help me achieve my goals?</p> <p><i>Example:</i> I know how to cook by myself and I have a team of like-minded people who are excellent professionals and have a non-standard approach to their work.</p> <p>E) a deadline should be set for the interim and final results, after which it will be clear how close the planned outcome is.</p> <p><b>Question:</b> How long does it take me to succeed? When should the planned result be obtained?</p> <p><i>Example:</i> 2 years.</p> <p>3. Next, the trainer asks the participants to define their own goal and evaluate it according to the “SMART” method, first independently.</p> <p>4. Participants then present the results of their work to all other participants in order to obtain from them an assessment of the presented goal by the method of "SMART". Important: each participant can listen to the suggestions of other participants and make appropriate adjustments in the formation of their goals. The trainer should make sure that the suggestions of other participants are constructive.</p>
<b>Supporting materials:</b>  <b>(Literature references, useful links, video, PPT, etc)</b>	Paper, pens.

No of exercise 5

Name/Type of exercise

Eisenhower Matrix

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<b>Learning objective:</b>	<ul style="list-style-type: none"> <li>• Ability to set goals and identify priorities</li> <li>• Ability to make plan for the entrepreneurial project</li> <li>• Problem solving ability</li> </ul>
<b>Duration:</b>	2 hours
<b>Description of the procedure:</b>	<p>Instruction.</p> <ol style="list-style-type: none"> <li>1. The coach explains to the participants that the ability to set priorities correctly is very important in the process of planning their own business. You can use the Eisenhower matrix.</li> <li>2. The coach tells the participants that the meaning of the Eisenhower matrix is to assess a specific task by the parameters of importance / urgency and sort the to-do list according to this principle. Externally, the matrix is a square divided into 4 blocks. For convenience, they can be assigned different colors. Each quadrant has its own ratio of importance and urgency.</li> <li>3. Next, the coach explains the principle of the exercise, and also distributes paper and pens to the participants so that they can practice to distribute all the cases necessary to start their own business by priority.</li> <li>4. After performing the exercise, the coach should summarize by asking the following questions: <ul style="list-style-type: none"> <li>- Was it difficult for you to perform the exercise?</li> <li>- Will this exercise help you to plan in more details the achievement of the goals of your future business? How exactly?</li> <li>- Is it possible to use this exercise in your daily life?</li> </ul> </li> </ol>
<b>Supporting materials:</b>  (Literature references, useful links, video, PPT, etc)	<p>Paper, pens.</p> <p>Annex III.</p>

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Source: <https://www.the1thing.com/blog/time-management/manage-your-time-with-the-eisenhower-matrix/>

#### INSIGHT IN CUSTOMER

From a theoretical point of view Insight in clients will lead to a better understanding of clients. This is needed to be able to design a more suitable product or service which suits the needs or desires of clients, and will therefore contribute to enhanced promotion (marketing strategy) and sales. But a marketing- and sales module does not fit to the objectives and needs of the target group of this project, low skilled migrant women. To develop the entrepreneurial competence such theoretical knowledge is at this stage not relevant. It is better to focus the objectives of this module on the issue at hand: the organisation of an entrepreneurial event which fits in the local environment the women are living in. An event which offers the opportunity to stimulate and train such a competence. Therefore, knowing your client can be read as: knowing your local area, the place where this event is going to take place. Who is living there (where do they come from, how old are they, do they have children?); what kind of work do these people do for a living?; what kind of services are available in the local area?; what do people do in their spare time? A better understanding of the local area will help the

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migrant women to decide what events fits best in this area. The module will help them to make that choice, decide what their target group should be and how the event will look like. And maybe more important how such a event contributes to what is called the social cohesion of that area. The theoretical introduction is intended to provide the trainer coach some insight in the theoretical back ground of social cohesion and why the related exercises have been chosen. At the same time it provides some insight in the group processes of the migrant women when planning activities for the entrepreneurial event.

Exercises contribute to development of the key learning objectives.

General learning outcome of the course to which this module contributes:	<ul style="list-style-type: none"> <li>• Able to collaboratively plan, organise (resource, execute) and evaluate a community based activity using collaborative background, knowledge and experience</li> </ul>
Key learning objectives ( <i>up to 5</i> )	<ul style="list-style-type: none"> <li>• migrant women are aware of who is living in their area</li> <li>• migrant women are aware of the kind of activities and needs of people living in their local area</li> <li>• migrant women are aware of the offerings in their living area and what they (jointly) have to offer/could add</li> <li>• migrant women are aware of a way how own experiences can foresee in local needs</li> <li>• migrant women are aware of different means to communicate their idea in the local area</li> </ul>
Acquired knowledge ( <i>2-4</i> )	<ul style="list-style-type: none"> <li>• Knowledge about professions (labour market) and regular activities people have</li> <li>• Knowledge about services offered in the local area and the needs of people in a community</li> <li>• Knowledge regarding different communications means</li> </ul>
Skills ( <i>2-4</i> )	<ul style="list-style-type: none"> <li>• Able to use own strenght and ambition to work on a specific plan</li> </ul>

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	<ul style="list-style-type: none"> <li>• Able to work in a team</li> <li>• Able to use communication means</li> <li>• Able to link work on entrepreneurial event to own career path</li> </ul>
Competence (2-4)	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Valueing ideas</li> <li>• Spotting opportunities</li> <li>• Working with others</li> </ul>

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## THEORY

### SOCIAL COHESION AND ITS ROLE IN SOCIETY

In this curriculum one of the reasons to use the mechanism of creating an event in the local area is related to what such events can contribute to: strengthening a feeling of belonging and of well-being. In literature (Fonseca et al, 2018) this is referred as a part of the process of creating social cohesion. What does “Social Cohesion” mean, and more importantly why is this concept so relevant? One way to define social cohesion is: “the willingness of members of a society to cooperate with each other in order to survive and prosper” (Stanley, D, 2003). The EU Commission considers social cohesion one of the key outcomes of their funding programs through which the EU:

- Works toward the well-being of all its members
- Fights exclusion and marginalization
- Creates a sense of belonging
- Promotes trust
- Offers its members the opportunity of upward mobility (rising from a lower to a higher social class or status)

Social cohesion is considered to be a very important driver of long-term prosperity and competitiveness, promoting values like reciprocity, loyalty and solidarity. For Social cohesion to exist, individuals need to have motives to want to belong to a group/ area, society, and these motives system from the cognitive beliefs (norms and values) they have. This explains

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why the EU Commission is focused on achieving inclusion through its policies which allow all individuals to share prosperity, knowledge, skills and competences in an equal way. An individual can only feel in cohesion with a certain group and with the ability to participate and perform in it if the rest of the group provides with the proper environment with compatible norms and values: “they are not so different from who / what I am”. To achieve such understanding the organisation of an event for that particular group can help to create that understanding. Helping to get a better understanding of norms and values, helping to find ways to deal with perceived differences, experience that the people in the local area in the end are not so different from you after all, experience that your input is valued by the (local) society. In this way social cohesion can facilitate integration and active citizenship of newly arrived and at the same time contribute to the cohesion of the neighbourhood or local area.

## BUILDING SOCIAL COHESION

The concept of social cohesion can be considered at three different levels:

1. Level of the community
2. Level of Institutions
3. Level of the individual

In theory building and research social cohesion is often defined similar to what is meant by group cohesion (only differing in scale: a society versus a much smaller group). Roughly theorists agree that underlying mechanism for social and group cohesion are similar.

Social cohesion has three important components (Bolt, Torrance , 2005):

1. Social participation, meaning active participating in a community/society
2. Shared norms and values
3. Identification/ connectedness to the community

Translated to local community cohesion the 4 factor scan be summarised in the following way: Create a sense of collective identity and mutual support. This includes building a sense of local identity, social networks and safe space (and belonging); promoting features of inclusive local cultural heritage; and encouraging cultural diversity while promoting tolerance and a willingness to accept other cultures (see OECD, 2011).

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This actually underlines the reason for working on an entrepreneurial event in the local area and why the exercises address the exploration of the local area in different ways.

## KNOWING YOUR CLIENT IS KNOWING YOUR LOCAL AREA

In marketing theory it is common sense that a good product placement and sales directly relate to proper knowledge of a particular market / type of clients. What consequences has our understanding of the concept of social cohesion for setting up an entrepreneurial event? If the aim is to organise an event which contributes to the social cohesion of the local area it means one needs to understand:

1. In what ways citizens can be active in the local area (// social participation)
2. What the people of the local area have in common in terms of norms and values (and NOT why/how they are different) (// shared norms and values)
3. How and activities in the local area contribute to the quality of living in that particular area (// identification connectedness)

To put it simple it means one needs to know what people are living in the local area, what are their needs and what do they all have in common.

To collect some relevant input to help define the entrepreneurial event the following common steps are recognisable in all market research (see: [www.hotjar.com](http://www.hotjar.com); Zaltman, G., 1997):

1. Define the question you want to have answered
2. Develop a way to get the question answered (f.e. survey, interview)
3. Collect information
4. Process information
5. Conclude / decide

In current times there is a vast set of tools which allows you to collect big data on all sorts of customer parameters. Digital questionnaires like SurveyMonkey will help you to set up and run questionnaires among a large amount of people. This is however beyond the scope what

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actually could be done within the context of this curriculum. At local level the marketing research questions could be translated in to some simple actions which could incorporate:

- go to community centre and the like for information;
- check articles and advertisements in local newspapers;
- check articles and advertisements in local periodicals / leaflets / folders
- look for information at the municipality / tourist office
- check cultural centres for information

*On defining the question:*

Are you interested in meeting local needs? What kind of services then are needed?

Are you interested in promoting “sameness”? What areas of common interest do we have?

Are you interested in promoting cultural richness of

The exercises in this module intended to contribute to get an understanding of social cohesion as well as will help to select the proper activity.

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## EXERCISES

No of exercise	Name/Type of exercise
<b>1</b>	<b>What is happening?</b>  <b>Visiting a local activity</b>
Learning objective:	<ul style="list-style-type: none"> <li>• migrant women are aware of who is living in their area</li> <li>• migrant women are aware of the kind of activities and needs of people living in their local area</li> </ul>

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	<ul style="list-style-type: none"> <li>migrant women are aware of a way how own experiences can foresee in local needs</li> </ul>
Description of procedure:	<p>Preparation: Trainer collects some local folders, newsletters in which local community activities are announced</p> <ul style="list-style-type: none"> <li>Trainer explains what participants will be going to do: select a community activity which they will jointly visit</li> <li>Trainer divides participants in small groups of 3 – 4 participants</li> <li>Trainer divides folders among participants</li> <li>Trainer explains what community initiatives are and gives examples (photo course, ICT course for beginners, music evening, theatre play, talking care of children, etc.)</li> <li>Each group reads folders and select the community initiatives they see</li> <li>Each group then discusses what they prefer to go to / participate and why</li> </ul> <p>Time: 30 minutes</p> <ul style="list-style-type: none"> <li>Plenary continuation</li> <li>Trainer makes an inventory of activities found</li> <li>Trainer asks participants how they can make a choice from the items mentioned</li> <li>Trainer allows for short discussion of the group on how they are going to decide</li> <li>If not mentioned trainer brings in the idea of democratic decision making by majority of votes</li> <li>Per item hands are raised for “yes”</li> <li>Majority of votes is the activity to be visited</li> </ul> <p>Time: 20 minutes</p> <ul style="list-style-type: none"> <li>Trainer asks participants why this activity has their main interest (elaboration question are: are you familiar with such an activity, would you like to do something similar yourself? Etc). Trainer pays specific attention to those who did NOT vote for this activity:</li> </ul>

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	<p>what were their reasons? <i>(PS. as trainer guide selection toward a down to earth activity preferably with no admission fee or a very low fee)</i></p> <ul style="list-style-type: none"> <li>• Trainer recaps activity date and time</li> <li>• Trainer explains the route to the location and how to get there. Travel time and meeting point is decided</li> <li>• Trainer closes exercise with a reflective question: what have you learned about the neighbourhood from this lesson?</li> </ul> <p>Time: 30 minutes</p>
Supporting materials:	<ul style="list-style-type: none"> <li>• Folders, newsletters etc. dedicated to what is going on in the local area</li> <li>• White board</li> <li>• Markers</li> </ul>
Duration:	<p>1 hour, 30 minutes (excluding travel time to and from local activity and time at the activity)</p> <p>The experiences of the participants will be evaluated and used in exercise 3</p>

No of exercise	Name/Type of exercise
<b>2</b>	<p><b>Visiting a community centre (alternatively: a public library or cultural centre)</b></p> <p><b>Tour, presentation, discussion</b></p>
Learning objective:	<ul style="list-style-type: none"> <li>• migrant women are aware of who is living in their area</li> <li>• migrant women are aware of the kind of activities and needs of people living in their local area</li> </ul>
Description of procedure:	Preparation: an arrangement with a neighbourhood centre for presenting their objective and services to the participants.

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	<p>Travel and meeting arrangements</p> <ul style="list-style-type: none"> <li>• Trainer introduces the staff member of the neighbourhood centre</li> <li>• Staff member shortly introduces herself</li> <li>• Participants shortly introduce themselves</li> <li>• Staff member gives a presentation on objectives, target groups and activities of neighbourhood centre</li> <li>• Question and answer session</li> </ul> <p>Time: 30 minutes</p> <ul style="list-style-type: none"> <li>• Staff member offers a short guided tour through the premisses of the centre</li> <li>• Questions and answers during tour</li> </ul> <p>Time: 20 minutes</p> <ul style="list-style-type: none"> <li>• Trainer asks participants to indicate what they liked most and why</li> <li>• Group discussion on what they could offer to the centre</li> </ul> <p>Time: 20 minutes</p> <ul style="list-style-type: none"> <li>• Trainer evaluates lesson: what have you learned regarding what is going on in your local area?</li> </ul> <p>Time: 10 minutes</p>
Supporting materials:	<ul style="list-style-type: none"> <li>• Check for meeting room facilities at the centre</li> <li>• Folders of current and passed activities of centre (as hand-out after visit)</li> </ul>
Duration:	1 hour, 30 minutes (excluding travel time to and from centre)

No of exercise	Name/Type of exercise
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3	<b>I can do that too!</b>  <b>Groups discussion, work in small groups</b>
Learning objective:	<ul style="list-style-type: none"> <li>• migrant women are aware of who is living in their area</li> <li>• migrant women are aware of the kind of activities and needs of people living in their local area</li> <li>• migrant women are aware of the offerings in their living area and what they (jointly) have to offer/could add</li> <li>• migrant women are aware of a way how own experiences can foresee in local needs</li> </ul>
Description of procedure:	<p>Preparation:</p> <ul style="list-style-type: none"> <li>• Trainer explains today's objective: finding the parallel between the local activity they visited and their own challenge: organising an entrepreneurial event</li> <li>• Trainer recalls their visit to the local activity</li> <li>• Trainer divides participants in small groups of 3 – 4 participants</li> <li>• Participants need to consider and discuss the following questions: 1. Evaluation of the activity: Did people like it? At a deeper level: Questions like who was offering this activity? Why was this offered? Who was benefiting from this activity? Supporting questions: was this a professional or an amateur? Was this a paid activity of someone who gets an income from this or was it more in the hobby area? What sort of people came to this activity (motivation)? How did they react: point out difference in expectations when dealing with a professional or an amateur activity. Depending on the level of the participants the trainer can elaborate and stimulate this discussion to a deeper level. 2: Can you do something similar yourself? (What would you do differently?)</li> </ul> <p>Time: 30 minutes</p> <ul style="list-style-type: none"> <li>• Plenary session.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Trainer asks each group to shortly present their findings on both questions</li> <li>• Trainer divides white board in 2 columns, 1 for each question</li> <li>• Trainer collects answers on the white board</li> </ul> <p>Time: 20 minutes</p> <ul style="list-style-type: none"> <li>• Trainer summaries red line in the answers collected: why people come to such an activity; who in general is offering such an activity and why they do it? (because they have some more experience in this than the average person, because people are curious and want to see something different, want so share experiences)</li> <li>• Trainer asks participants what they experience with and if that experience could be shared too?</li> <li>• Trainer collects suggestions on white board</li> <li>• Trainer then asks to select the one that most participants would like to contribute to / help organise</li> </ul> <p>Time: 25 minutes</p> <ul style="list-style-type: none"> <li>• Trainer evaluates lesson: what have you learned regarding what you yourself could offer in your local area?</li> </ul>
Supporting materials:	<ul style="list-style-type: none"> <li>• White board</li> <li>• Markers</li> </ul>
Duration:	1 hour, 30 minutes

No of exercise	Name/Type of exercise
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<b>4</b>	<b>How can we promote our activity in our neighbourhood?</b>
Learning objective:	<ul style="list-style-type: none"> <li>• migrant women are aware of who is living in their area</li> <li>• migrant women are aware of the kind of activities and needs of people living in their local area</li> <li>• migrant women are aware of a way how own experiences can foresee in local needs</li> <li>• migrant women are aware of different means to communicate their idea in the local area</li> </ul>
Description of procedure:	<ul style="list-style-type: none"> <li>• Trainer explains the objective of this lesson: how to promote the entrepreneurial activity in the local area?</li> <li>• Trainer divides participants in small groups of 3 – 4 participants</li> <li>• In each group participants brainstorm on how they think they can notify the locals about the event (channels)</li> </ul> <p>Time : 15 minutes</p> <ul style="list-style-type: none"> <li>• Trainer collects answers on white board and summarises main ideas</li> <li>• Trainer informs participants on channels most used in the local area, and passes on examples announcing local events (leaflets, posters, adverts etc.)</li> <li>• Jointly main channels are chosen (at least 2, f.e. a poster and an announcement in a local paper)</li> </ul> <p>Time 20 minutes:</p> <ul style="list-style-type: none"> <li>• Trainer forms for each chosen channel 1 group of participants</li> <li>• Trainer explains next step: define what information needs to be presented; divide roles for making the communication: who is responsible for text, lay out, spreading?</li> </ul>

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	<p>Time: 30 minutes</p> <ul style="list-style-type: none"> <li>● Plenary session</li> <li>● Each set up of communication is discussed and finalised in terms of content. Trainer pays careful attention to the planning of the communication: when should it start? Deadlines are set</li> </ul> <p>Time: 30 minutes</p> <ul style="list-style-type: none"> <li>● Trainer summarises what has been done, and what still needs to be done for finalising the poster, the advert, the announcement, article or whatsoever Trainer checks whether each of the participant understand their role, and deadlines are clear and follow up dates are planned.</li> </ul> <p>Time: 25 minutes</p> <p>Depending on the language level of the participants plan for additional support for each of the groups</p>
Supporting materials:	<ul style="list-style-type: none"> <li>● White boards</li> <li>● Markers</li> <li>● Example posters, leaflets, local newsletters etc</li> </ul>
Duration:	2 hours

No of exercise	Name/Type of exercise
5	<b>What have we learned? Evaluating the entrepreneurial event</b>
Learning objective:	<ul style="list-style-type: none"> <li>● migrant women are aware of the kind of activities and needs of people living in their local area</li> <li>● migrant women are aware of a way how own experiences can foresee in local needs</li> </ul>

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	<ul style="list-style-type: none"> <li>migrant women are aware of different means to communicate their idea in the local area</li> </ul>
Description of procedure:	<ul style="list-style-type: none"> <li>Trainer explains the objective of today's lesson: evaluating the activity (from perspective of the locals, as well as from the perspective of the participants themselves)</li> <li>In a plenary setting trainer asks participants to look back at the event and share their opinion: what did you expect, did it meet your own expectations? In what way?</li> </ul> <p>Time: 20 minutes</p> <ul style="list-style-type: none"> <li>Trainer asks participants whether they think they met the expectations of the locals, and why they think this is the case / not the case. Depending on the language level this form of feedback collection also could be done in small groups</li> <li>Trainer asks when participants would do this over again, what would they change to improve impact for locals and why?</li> </ul> <p>Time: 30 minutes</p> <ul style="list-style-type: none"> <li>Trainer asks participants what they have learned throughout the whole process of planning and organising and actually running the event. Trainer highlights and summarises; points out some soft outcomes as well as experiences collected in planning, working together, language training etc etc.</li> <li>Trainer asks participants what they have learned from the locals who participated</li> <li>Trainer again points out general experience related to sameness as well as to the pleasure of participating / sharing / encounter something new / that an activity helps crossing bridges and gain understanding</li> <li>Trainer checks that all participants are involved</li> </ul> <p>Time: 30 minutes</p>

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	<ul style="list-style-type: none"> <li>Trainer summarises and asks if participants, when asked, would say yes to do something similar again</li> </ul> <p>Time: 10 minutes</p> <p>Depending on the language level of the group trainer can chose for the development and use of a short questionnaire to establish how the event has been appreciated by the locals. One of the lessons could focus on discussing outcome and lessons learned.</p>
Supporting materials:	<p>When working in small groups:</p> <ul style="list-style-type: none"> <li>Paper</li> <li>pencils</li> </ul>
Duration:	1 hour 30 minutes

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