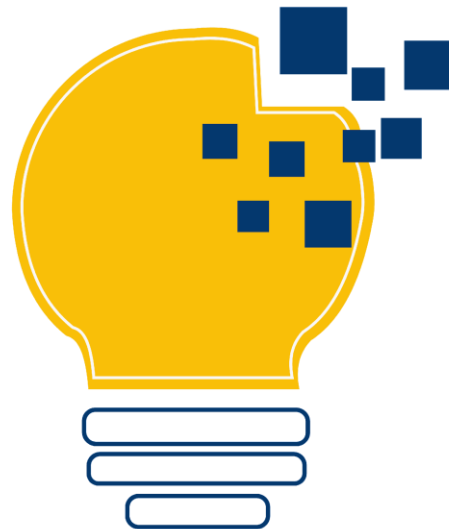


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TSEMY

**Training for Sustainable Employment
of Youth and Young Adults**

TSEMY TRAINING METHODOLOGY GUIDE FOR TRAINERS

METHODOLOGIES / GUIDELINES – PEDAGOGICAL STRATEGY DATE

Erasmus+ KA2 Strategic Partnerships for Vocational Education and Training
TSEMY – Training for Sustainable Employment of Youth and Young Adults
Project number: 2020-1-PT01-KA202-78621

TSEMY Training Methodology Guide for Trainers

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INTRODUCING TSEMY PROJECT

I.1. About Erasmus+ Programme

Erasmus+ is the EU's programme to support education, training, youth, and sport in Europe. It has an estimated budget of €26.2 billion. This is nearly double the funding compared to its predecessor programme (2014-2020).

The 2021-2027 programme places a strong focus on social inclusion, the green and digital transitions, and promoting young people's participation in democratic life. It supports priorities and activities set out in the European Education Area, Digital Education Action Plan and the European Skills Agenda.

Erasmus+ offers mobility and cooperation opportunities in higher education, vocational education and training, school education (including early childhood education and care), adult education, youth and sport. Detailed information on these opportunities, including eligibility criteria, is available in the Erasmus+ [Programme Guide](#). The outcomes of Erasmus+ are available in reports and compendia of statistics, as well as through the Erasmus+ [Projects Platform](#). This includes most of the initiatives funded by the programme and a selection of good practices and success stories.

I.2 About TSEMY project

Training for sustainable employment of youth and young adults (TSEMY) is an Erasmus+ innovative Strategic Partnerships for Vocational Education and Training, implemented between October 2020 and September 2022 (project code: 2020-1-PT01-KA202-078621).

The TSEMY project addresses an urgent and important topic of recent decade: the increasing unemployed young population, especially those with at least post-secondary education level. One of the reasons that has been pointed out for this phenomenon is related to a gap between the training received and the needs of employers.

The unemployment in society with the various problems inherent to the difficulty of entering and remaining in the labor market, felt by the countries of the European Union, has increased the need for initiatives aimed at orienting, advising, preparing and training the population in this precarious and socially vulnerable situation.



TSEMY project aims to contribute to a reduction of youth unemployment through specially developed digital training, involving innovation and addressing transversal topics obtained after qualitative extended research in all partner countries.

In this perspective, TSEMY project addresses the follow priorities:

HORIZONTAL: Supporting individuals in acquiring and developing basic skills and key competences;

HORIZONTAL: YOUTH – Promoting engaging, connecting and empowering young people;

HORIZONTAL: Innovative practices in a digital era.

The specific objectives are the following:

- a) To develop new training programs in partnership with employers and local authorities that fit employers need in the bounds of public policies;
- b) To reduce unemployment among young people, aged 20-29 years, with tertiary education;
- c) To develop social-educational and personal skills, such as language skills, entrepreneurial mind-set, personal development, that contribute for a sustainable policy of employment;
- d) To develop specific programs that fit the needs of local employers;
- e) To develop a digital platform to support the trainees and employers.

TSEMY project includes six partners of different European countries with very diversified contexts, realities and influences in the most varied areas related to the population, economy and politics, among others.

The consortium integrates 6 partners (Atlântica, Archivio della Memoria, Asociatia Pentru Sprijinirea Initiativelor Educationale, ProEduca, Centro Superior de Formacion Europa SUR, Mugla Sitki Kocman University), from 6 countries: Portugal, Italy, Romania, Czech Republic, Spain, and Turkey).

All partners present a diversity of their geographical, social, and professional background and have strong links in terms of cooperation, networking and also synergies with their surroundings (public and private bodies, technological and business centers, NGOs, local partners, social entities, specific organizations in the fields of employment and labor integration).





ProEduca



You can find out more detailed information about the project and main results by accessing the [webpage of the project](#), [Facebook page](#), [YouTube Channel](#).

I.3 The Review Paper on Context - the EU Report conclusions and findings

The TSEMY EU Report on the data collection and analysis was developed based on the compilation of the 6 National Reports (Portugal, Italy, Romania, Czech Republic, Spain, Turkey).

The report is focusing on the review of existing best practices in projects on the theme of professional integration and the strategies provided by society for unemployed youth with high levels of education. Research has been conducted by implementing 3 main activities:

- Desk research aimed at acquiring relevant information on current national legislation with regional specifications and identifying best practices related to the employment and job inclusion of young people with higher education;
- Online Focus Groups with operators and stakeholders, according to a shared methodology, aimed at further discussing problems and gaps in the job placement process and current training offer and training needs for youth and young adults, barriers to access a sustainable employment and possible solutions.
- An online questionnaire shared with partners to analyze the operators' training needs and to collect information on their perception and experience related to the training and learning needs for young people.

The participants in the research & review process belong to these main categories:

- young people with higher education who are unemployed and/or looking for jobs,
- companies and recruiting entities from various areas of activity;
- leaders/representatives of local communities; services and entities acting in terms of employment, capitation and professional integration,
- representatives and actors of the labor sector;
- trainers, teaching / training and personal development professionals.

This EU Report is compiling information, results and conclusions that enabled partners to design a specific tailored training program and training materials that address the very topics and skills that were considered important by both, teachers/trainers and students/graduates.

The report is offering data, information and best practice models for youth employment, perspectives training, the existence of relative training environments in all 6 countries involved. It also collects the best practices review on projects oriented at the integration strategies in society for sustainable employment to young people. The survey focused on the training/learning needs of the target groups, required training areas, analysis of their attitudes, perceptions and expectations.

The word cloud below belongs to the EU TSEMY Report and beautifully illustrates the frequency of key words within the information provided.



1. young people	53 times	Relevance 0.999
2. social network communications	23 times	Relevance 0.663
3. personal training	35 times	Relevance 0.653
4. rate	219 times	Relevance 0.585
5. digital solutions	26 times	Relevance 0.480
6. enrich skills	24 times	Relevance 0.461

Read the EU Report here.



II. ACCESS AND NAVIGATION

II.1 the Moodle learning platform and its importance in TSEMY

Moodle is the world's most popular learning management system. Hundreds of thousands of organizations, in every education sector, at all types of workplaces, across every country on the globe, and in nearly every language use Moodle as a solution to manage their online learning.

In TSEMY, Moodle is developed as a [digital platform](#) that allows the presentation, availability and contact of all the intellectual products involved, with access and global use. The platform enhances the teaching / learning component, but also the sharing of resources, content and good practices among the entire project consortium, users and all interested parties and acting in the area of training aimed at young people in academic field.

Some of the aimed benefits for the trainers in using Moodle are:

- **Sharing learning materials** – With Moodle's rich resource toolkit, files and links to websites can be shared with learners easily. Pages of learning content – combining text, images and embedded video - can also be quickly created within a course.
- **Managing access to learning materials** – Group students into year or class groups to automatically provide access to the appropriate learning materials. You can even control when specific course content becomes available to learners.
- **Updating course content** – Edit 24/7 via a browser to update and add to course content for learners to access immediately.
- **Automated assessment** – Why spend time marking when Moodle can do it for you?! Use a variety of engaging question types in a Quiz to assess the learning. Moodle can mark these and give immediate detailed feedback to the learners – ideal for both formative and summative assessment.
- **Managing work submissions** – Learners can submit work and receive feedback and grades from the teacher. Teachers can also mark offline and can also incorporate their mark scheme to promote a consistent approach to marking. Teachers can also construct a comment bank to help supplement personalized feedback with predefined statements.
- **Communicating with learners** – Moodle's messaging system allows learners and teachers to communicate easily. Teachers can also communicate with groups of learners via course forums either to provide answers to learners' questions or to just get involved in discussions.
- **Monitoring progress / Reports** – No more need for tracking sheets in Excel! Moodle's stores each learner's scores from any graded activities. Snapshot reports can be viewed at any time to see how each learner is progressing through the course materials. There is also a full audit trail to monitor when and how regularly your learners are accessing resources.



II.2 the TSEMY Training Program structure on Moodle

The [TSEMY course](#) is structured in 6 categories, corresponding to the main topics included in the TSEMY program:

Course categories

- ▷ Flexibility, Inclusivity, Diversity and Wellbeing ⁽¹⁾
- ▷ Innovation and Knowledge Management ⁽¹⁾
- ▷ Mobilization of Human Capacities ⁽¹⁾
- ▷ International Orientation ⁽¹⁾
- ▷ Entrepreneurship ⁽¹⁾
- ▷ Presentation ⁽¹⁾

Each category includes several units focused on new and attractive thematic areas that are offering new resources for learners to develop competencies and exercise, practice new skills and abilities.

The learning materials are completed with individual and common tasks that students can perform while studying the units.

Each unit has evaluation resources in form of specific quizzes.

II.3 Moodle access and navigation – types of accounts, usability, accessibility

Instructors will use Moodle in various ways, some use it for 100% online courses while other use it for supplemental materials for the face-to-face courses.

Students' access to Moodle provides them direct contact with their course from anywhere, using an Internet connection.



III. THE TSEMY TRAINING PROGRAM

The entire curriculum is based on pre-selected information gathered in previous phases of the TSEMY project, in particular:

- National policies and contexts of the project partner countries;
- Themes and topics that have been selected and evaluated as critical to defining and building a new differentiated education that promotes more skills, knowledge and empowerment of young people with higher academic education in the labor market.

The training program has a direct relationship between the content of the training to be taught and the needs of employers. It covers the knowledge, skills and competences that are perceived by business companies as the most important in the process of integration and professional empowerment of new recruits.

The actual content of the training program meets the real needs of employers, reflecting itself as a mix of self-learning, training, tutorial training and training in the workplace.

The themes for the training, which emerged from focus groups previously held in all partner countries, were developed into a framework outlining global trends, relevant competences, their characteristics and performance indicators for jobseekers.

Global Trends	Competence	Competence characteristics	Competence indicators
variability and diversity	Flexibility, Inclusivity, Diversity and Wellbeing	<ul style="list-style-type: none"> ● the ability to cope with change and uncertainty ● the ability to learn new things ● Skill to be employable (invest in further education, take responsibility for one's own career) 	<ul style="list-style-type: none"> ▪ ability to handle stressful situations and obstacles ▪ the ability to adapt to changed circumstances and conditions ▪ ability to learn and organize their learning
new technologies (ICT)	innovation and knowledge management	<ul style="list-style-type: none"> ● innovative and creative abilities) creativity, curiosity) ● network and strategic ICT skills ● implementation capabilities 	<ul style="list-style-type: none"> ▪ skills to work with information ▪ ability to identify and solve problems ▪ skill of creative and flexible thinking and acting ▪ the ability to make independent decisions ▪ computer skills



			<ul style="list-style-type: none"> ▪ mathematical skills
focus on organizational performance	mobilization of human resources	<ul style="list-style-type: none"> ● interpersonal skills (communication skills, ability to work in a team) ● managerial skills (working in budgetary and time constraints, the ability to lead others and oneself) ● strategic and organizational skills 	<ul style="list-style-type: none"> ▪ organization and management, the ability to lead a team ▪ teamwork ability ▪ ability to communicate with people, negotiate
globalization	international orientation	<ul style="list-style-type: none"> ● knowledge of foreign languages ● intercultural skills 	<ul style="list-style-type: none"> ▪ language skills in foreign language ▪ ability to work in intercultural/international environment
changing economic conditions	entrepreneurship	<ul style="list-style-type: none"> ● ability to identify business risks and opportunities ● cost awareness ● the ability to turn an idea into a successful product 	<ul style="list-style-type: none"> ▪ entrepreneurship, to have a sense of new opportunities ▪ ability to think and act economically ▪ legal capacity ▪ ability to take responsibility
necessity of communication	presentation	<ul style="list-style-type: none"> ● ability to communicate arguments and attitudes in writing and verbally ● ability to negotiate and reach agreement ● the ability to explain and persuade 	<ul style="list-style-type: none"> ▪ language skills in the mother tongue ▪ presentation skills ▪ writing skills

The training content is divided among **six modules**, one per each critical competence defined in the framework:

1. **Flexibility, Inclusivity, Diversity and Wellbeing**
2. **Innovation and knowledge management**
3. **Mobilization of human resources**
4. **International orientation**
5. **Entrepreneurship**
6. **Presentation**



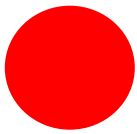
Each module contains four training units addressing the above-mentioned competencies in a set of thematic approaches, as described below.

There are several different kinds of training materials offered as educational resources within the TSEMY Training Program.

Knowledge training material

Knowledge training material represent the learning matter of the particular topic. The main information is presented in small chunks of text, accompanied by explanatory images, photos or graphics.

The text in the training materials is marked according to the depth of the information by:



- red circle - focus: information to focus on the issue by an analysis of the section key words and by an expositive short text;



- blue circle – delve into: detailed information to delve deeper into the issue, containing further suggestions, ideas and articles to explore and debate on.

Surfing training material

Surfing training material is a collection of videos, testimonials, written documents, cartoons, researches, books etc. to explore the focused issue by surfing the Internet. Each source provides a short description of the content and the link.

Surfing training materials are marked with the “thinking” pictogram.



Quotes

Created by A. Vagstad
Eramus+ Project

When appropriate, the learning text is complemented by a quote on the topic. The quotes by the well-known scholars, scientists or businessmen make a great motivational material for the learners.

Pages with the inspirational quotes are marked with the quotation mark pictogram.

Exercise training material

The exercise or testing section helps the learner gain feedback on the knowledge learned, test himself/herself and reflect the knowledge. These resources have a formative character, for example:

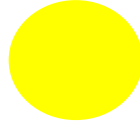
- Match the paragraphs (to complete the sentence or statement of two pieces)
- Fill in the blank (missing word in a statement)



- Answer the questions (on the cards): yes/ no, true/false
- Choose the right answer from 3 given options

Some of the questions come also from the external sources listed in the Surfing area.

Exercises are marked by a yellow circle.



The Training material format

The training materials have been created in PowerPoint as editable presentations:

- it is easy to work in it, move between pages, move frames, boxes, pictures - the formatting works smoothly,
- it is very easy to transfer the content into the web-page, when/if needed;
- Ppt presentation can be saved as pdf in order to provide a printable material, when/if necessary.

The Training Material Layout

Each of the six modules follow the same unified layout in order to ease the navigation inside the material. Each page is holding a pictogram marking the content: “focus”, “delve into”, “surfing”, “exercise”, “inspiration lesson”, as illustrated above.

Color scheme

Each module has a slightly different color scheme to distinguish easily among the training materials.



IV. INSTRUCTIONAL ACTIVITIES

The instructional activities refer to specific strategies, approaches, techniques, and activities required for students to achieve meaningful understanding, retention, application, and practice with feedback.

For the TSEMY Training approach, their main purpose is to help students become independent, strategic learners. These strategies become learning strategies when students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals.

Effective instructional and learning strategies can be used across grade levels and subject areas, can accommodate a range of student differences and can be assigned as home or project work, presentations, reports, reflections or feed-back.

Instructional activities have the role:

- motivate students and help them focus attention
- organize information for understanding and remembering
- monitor and assess learning.

Because the TSEMY Training Program was designed with the main purpose to provide independent online learning for any student across Europe but also groups/mixed teams in various learning environments (such as hybrid learning, flipped classroom, blended learning), we divided the instructional activities into two distinct categories: individual tasks and group tasks.

Strategies used are varied and include: cooperative learning, group discussion, independent study, projects development, notes and learning logs, role-playing, cognitive organizers, literature response, internet response, service learning, issue-based inquiry, think-pair-share, .

You can find below suggestions for each module.

IV.1 Individual tasks


Individual tasks enhance the individualized learning experience that allows students to select a topic focus, define problems or questions, gather and analyze information, apply skills, and create a product to show what has been learned. This learning strategy works best with students who have a high degree of self-directedness and a mastery of basic research skills.

Regular student–teacher interaction is still recommended during individual tasks. The interaction may be formally or casual conversations, online or on site.



Teachers interact with students in order to:

- keep in touch
- help with problem solving
- provide direction
- open up new areas for exploration and production
- give encouragement
- introduce, teach and/or reinforce the needed skill.

Module 1 Flexibility, Inclusivity, Diversity and Wellbeing	
1.1.1. How flexibility, wellbeing, inclusivity, and diversity are all interconnected	Do a short internet search and explain in a short paragraph how flexibility, wellbeing, inclusivity, and diversity are all interconnected. Find some personal arguments on the importance of wellbeing at work.
1.1.2. Diversity and inclusions: What are these competencies? At what level these competencies work?	Find some examples of food and culture as they relate to the workplace (social gatherings, parties, formal meetings etc.). For example, do the participants realize that certain religious groups do not eat pork? Try to answer to the question: Where do stereotypes come from?
1.1.3. The key values of flexibility, inclusivity, diversity and wellbeing	Watch this video and make a short list of ideas on how to increase flexibility at work.  Find some examples on how to be flexible at work that could fit you perfectly. Do you search for these flexible aspects when you search for a job?
1.1.4. What are the benefits of diversity, inclusion, and workplace flexibility	Think about what the benefits of diversity, inclusion and workplace flexibility are and make a list of top 5. What are some suggestions for people to increase their level of interaction with people who are different?
Unit 1.2 - Creating a flexible inclusive work culture	
1.2.1. Finding work-life balance in a global world	Argue on the importance of work/life balance in today's world. Make a list of top 10 things that can be done for a Healthy Balance Between Work and Life



1.2.2. Deal with the “me” and the “others” – an introduction to diverse perspectives	Name three cultural identifiers that you identify with most. What you like most about the cultural that you listed? List some stereotypes about your culture that do not apply to you
1.2.3. Social communication – an essential key to adjust and adapt	Search more information on inclusive communication and identify some of your own areas where you can improve your inclusive communication skills.
1.2.4. How to strengthen perception and empathy skills	Think of a time in your life when you were discriminated against or treated unfairly because of who you are. Describe the situation: What did you feel? How did you cope? What did you learn? Make a 3 days journal about your emotions during these days. What emotions did you experienced? How did you behave? What could you do different? Access the following worksheet and practice exercise Trading Places.
1.2.5. Building Resilience and a Positive Mindset in Uncertain Times	Think about your main worries, anxieties, and troubles. Get closer to these problems, explore the details and try to evaluate what is the worst thing that could happen. Identify and list personal goals/targets that are important to your life and what you would like to achieve in the future. Identify one strategy that can help you deal with a situation you find stressful/challenging.
Unit 1.3 - Prioritizing Diversity & Inclusion, Flexibility and Wellbeing during Crisis/Uncertain Times	
1.3.1 Recognizing inappropriate non-inclusive/self-destructing behaviors	Have you ever had an inappropriate or non-inclusive/self-destructing behavior? Think about this and identify the main characteristics for it. Find some personal examples of discrimination that you experienced so far in your social life.
1.3.2 Assessing performance and capabilities in an inclusive and resilient way	Make a potential performance evaluation grid for your dream job. Check if you can find examples of inclusive assessments in inclusive companies in your area.
1.3.3 Safety and Health in the Workplace	When you evaluate a potential workplace, do you take into consideration the safety and health aspects? Argue why. Think about what your personal requirements on health and safety in a potential attractive workplace are.
1.3.4 Manage intra and inter conflicts and learning to be happy every day	Think about a conflict that you have been involved in and evaluate what kind of conflict was, using the types described in the unit. What happened in the end and what was the conflict resolution?
Unit 1.4 - Applications (individual, in teams, at organizational level)	
Talk to someone you've never talked to before.	



Reach out to people who are alone.
 Volunteer with a community organization.
 Mentor younger children; give them a hand or advice when they need it.
 Join a new club or organization. Get to know different kinds of people.
 Speak up when you hear someone make a put-down or unfair remark.

Module 2

Innovation and Knowledge Management

Unit 2.1 – Increase knowledge of new and innovative digital tools related to skill enrichment

2.1.1- Digital tools on skill enrichment	Do a short search on the internet and explain in a short paragraph what competence enrichment means. Find some examples of digital tools that can be useful for skill enrichment. Do you already use any of these?
2.1.2 - Know yourself and your potential	Read the contents of this link and take one of the proposed tests Try to answer these questions: What am I good at? What have others complimented me on? What have others had to help me with on more than one occasion? Which projects and tasks seem to drain my energy? Which projects have I spent hours on without getting tired? What are my hobbies and why do I like doing them?
2.1.3 - Skills of the future: digital, virtual, fluid	What do you think are the skills of the future? write a short paragraph on this topic
2.1.4 - Digital skill enrichment examples	Look at the course providers in the unit. Find 5 courses that might be useful to you

Unit 2.2 - Optimize in a digital way the time management training

2.2.1 - Time management Apps and Tools	Each participant will report on their current situation in the Eisenhower Matrix and see if there are any changes to be made to their everyday time management
2.2.2 - Cloud systems for time management	Make a list of 10 Cloud systems for time management you know
2.2.3 - Track of Time Spent on Projects and Tasks	Imagine a typical day, try to describe what you do, track your activities. Sum up what you have discovered and try to see what you can improve.
2.2.4 - Rescue Time through digital apps	Take the tools you find in the 3 units as an example, do an internet search and find 3 others

Unit 2.3 - Using digital technics to optimize and manage proactivity

2.3.1 - What is proactivity? Why is it important?	Do an internet search on proactivity
2.3.2 - The proactive approach	Are you active or proactive? make a list of what makes you active/ proactive and reflect on that



2.3.3 - Digital tools to increase proactivity in daily life	Test on the rule of 3: Write down three things you want to accomplish today. Then, write down the three things you want to accomplish this week. Finally, write down three things you want to accomplish this year.
2.3.4 - App, website and e-learning methods for learning	Test one of the tools proposed in the module and try to write feedback on it

Module 3

Results oriented as individual branding tool

Unit 3.1 – Leadership

3.1.1 - Leadership and Leaders	Explore a playlist of videos by Tom Peters addressing leadership and the role of the leader. Explore best practices on monitoring and communication methods and moments Dive deeper into John Adair's Action Centered Leadership Model Watch one of the most viewed TED Talks about action inspiring leadership Try matching the event and communication type to relate concepts Answer a quiz on key concepts
3.1.2 - Motivation	Explore how Maslow's Pyramid of Needs has practical applications in management Get some practical guidelines on how to manage different personalities Watch a motivation specialist present his top 20 team motivation techniques Watch a trending TED Talk that questions the effects of traditional motivation methods
3.1.3 - Empowerment and Delegation	Explore the differences between empowerment and delegation Watch a TED Talk on the empowerment of emerging leaders Watch videos that approach the typical objections to delegation and the delegation of large subjects
3.1.4 - Leadership Styles	Watch videos presenting the seven leadership styles, and situational leadership model. Reflect on how you would classify your leader and yourself Watch a TED Talk about how conductors lead entire orchestras

Unit 3.2 – Communication

3.2.1 - Business Communication Skills for Job Interviews	Think how you would answer 10 questions that unexpectedly appear on job interviews. Watch a playlist of TED Talks full of tips to succeed on job interviews Rehearse: Set up a question script and record yourself answering them. Watch, evaluate and repeat
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3.2.2 - Business Communication Skills for the Workplace	<p>Watch a presentation guiding you to identify what message you want to deliver, and how to do it</p> <p>Follow Microsoft's guide to master the usage of PowerPoint to deliver a presentation</p> <p>Read an article to learn how to deliver a message rather than showing some slides</p> <p>Watch a video stressing the importance of practicing your presentations</p> <p>Rehearse: Repeat a presentation previously delivered after applying the guidelines learnt from this topic</p>
3.2.3 - Listening	<p>Read a practical guide on how to become an active listener</p> <p>Read a guide about body language</p> <p>Watch one of the most popular TED Talks addressing body language</p> <p>Watch as even a military general does a TED Talk about active listening</p> <p>Listen: Listen to the song while taking notes on the message it delivers, capturing the emotional message as well and try to retain and retell it</p>
3.2.4 - Storytelling	<p>Learn the storytelling techniques of seven TED Talk presenters</p> <p>Watch a TED Talk about applying storytelling</p> <p>Practice going back to the job interview and get ready to answer this one single question. Sell yourself by applying the story telling technique</p>
3.3 – Negotiation	
3.3.1 - Planning	<p>Watch videos about the side effects of being too proud to negotiate and how to stop feeling embarrassed of negotiating</p> <p>Keep a useful negotiation script</p> <p>Answer a quiz on key ideas</p>
3.3.2 - Opening Orders	Practice: Start negotiating everyday most basic purchases
3.3.3 - Tactics	Answer some open questions on key concepts
3.3.4 - Trading	Answer some open questions on key concepts
3.3.5 - Closing	<p>Review all moments of negotiation with practical tips</p> <p>Answer some open questions on key concepts</p>
3.4 - Teamwork and Team Building	
3.4.1 - The Four Stages of Team Development	<p>Watch videos on the shift from individual to collective talent and the four stages of team building</p> <p>Try a small quiz on key concepts</p>
3.4.2 - Team Building Activities	Explore many examples of team building activities
3.4.3 - Encouraging Teamwork	<p>Explore pages and blogs about the comparison of teamwork vs individual work and teamwork incentives</p> <p>Reflect on your role on your team</p>
3.4.4 - Conflict Management	<p>Explore the bright side of conflicts</p> <p>Keep a complete guide on the five conflict management styles</p> <p>Know Yourself: Take an on-line quiz to evaluate your conflict management natural style.</p>




Module 4 Globalization


4.1. Introduction: Conceptualizing Globalization and globalization in historical context

4.1.1. Globalization	Do a short internet search and explain in a short paragraph what globalization means. Find some resources on why globalization process is important.
4.1.2. Internationalization	Do a short internet search and explain in a short paragraph what internationalization means. Find some resources on why internationalization process is important and its impacts on globalization.
4.1.3 The historical context of globalization	Do a short internet search and explain in a short paragraph what the historical context of globalization is. Watch this video : Find some resources about globalization historical steps.

4.2. Global Trade and Global Labor Market Needs

4.2.1. When global trade started?	Search more information on when global trade started.
4.2.2. Why is global trade important?	Watch and comment this video: 
4.2.3. How global labor markets work?	Do a short internet search and explain in a short paragraph what does talent management mean?
4.2.4. What are the needs of global labor markets	Do a short internet search and explain in a short paragraph what the needs of global labor markets are. Make a short list of the needs.

4.3. Global Competences for Young People

4.3.1. Global Competences	Search more information on global competences and identify some of your own competences regarding global markets' needs
4.3.2. The importance of global competences for young people	Watch and comment this video: 
4.3.3. Developing global competences	Search more information on developing global competences. Find some resources about how to develop global competences.



Module 5 Entrepreneurship

5.1 - Entrepreneurs and entrepreneurship

5.1.1 - Definition of an entrepreneur

Make a collage of pictures showing people engaged in entrepreneurial behavior. Each picture should be labelled with the attribute being demonstrated.

5.1.2 - Personality traits of an entrepreneur

Write a letter to an imaginary twenty-three-year-old friend who has expressed an interest in starting a pizza restaurant in your neighborhood. The letter should advise the friend of the entrepreneurial skills needed to make the business a success.

5.1.3 - Motivation of entrepreneur

Read a biography or autobiography of a successful entrepreneur and prepare a written or oral report in which you discuss the special skills and talents this person used to become successful.

5.2 - Business opportunities

5.2.1 - What makes a good business opportunity?

Each product or service can be described as solving some problem or meeting some need for the customer. The problem may be small. For instance, a binder clip will hold more pages than a paper clip, solving a problem for customers who need to clip more sheets than a paper clip will hold without damaging the papers or deforming the paper clip. Think about not just what a product is but what it does. Task: List products or services that solve the problem of holding a door open. Imagine you need to enter a door with your hands full of packages, for instance. How can you pass through the doorway without using your hands? List products or services that prevent a door from closing when there is a need for it to be held open.

5.2.2 - How to identify the opportunity?




Considers what problems one product can solve. Choose a random product and list alternate uses for it other than its primary intended purpose. (For example, what uses are there for a wall calendar from a past year?). Some products that can be used in this exercise:


- A wall calendar from a past year
- Empty soft drink bottle (or a full one)
- Section of a newspaper from a past date (e.g., sports, comics, front page, movie reviews)
- Plastic spatula
- Rubber glove
- Potato chip bag

5.2.3 - What is a Start-Up?

Have you even had a feeling of having your business idea ignited? Think about your idea again and write down the best moments. Then compare your notes with what you will hear in



	<p>this video. Compare your story with the one in the video. Where they differ?</p> 
<p>5.3 - Business model</p>	
<p>5.3.1 - Starting a business in the EU</p>	<p>Search the internet and try to select countries where establishing a company is the easiest. What procedures make it so easy? After completing the previous two tasks, watch this video. Was this country among those you found? In which areas it this country the no. 1?</p> 
<p>5.3.2 - Setting up a business (Step-by-step guide)</p>	<p>Watch this video and think about the advice you have just heard. Which quality do you think you need to develop in yourself the most? Do you know how you can do it?</p> 
<p>5.4 - Starting a business</p>	
<p>5.4.1 - Business Model and its components</p>	<p>Choose a product or service which you have consumed recently – and try and set out the underlying business model. What value is created, for whom, by whom and how? Using the canvas framework, map out how this value is created and captured – ‘revenue stream’, cost structure, key networks, channels, etc.</p> <ul style="list-style-type: none"> • How have business models for your chosen product/service changed? How might they change? • How could you provide different ways of creating the core value proposition? • Could you change/expand the target market segments? • Which new /alternative channels might you use to reach them? • Which new technologies might you take advantage of?

	<ul style="list-style-type: none"> • Which new partners might you link with to improve the way value is delivered? • How can you cut costs? • How can you add or improve revenue streams? <p>Using these and other questions try and develop a new business model which represents a better way of delivering value. Prepare a short presentation to ‘pitch’ your idea to potential investors.</p>
5.4.2 - Business model canvas	<p>Airbnb is a great example of how one business model may need to fulfil the needs of multiple customer segments to be successful. Prepare your blank business model canvas. (Download your copy for example here).</p> <p>Write each of the following hypothesis into the appropriate box of the business model canvas, from the traveler’s point of view:</p> <ul style="list-style-type: none"> - travelers; - Instagram; - platforms to search for places to stay at; - hosts; - cannot afford a hotel; - booking fees; - support website, chat, email; - supporting travelers; - payments to hosts
5.4.3 - Types of business models	<p>Watch this video and debate on what seems to be the best model for you.</p> 
5.4.4 - Business plan	<p>You are considering the possibility of operating a small business or practice in some activity related to health care, either as a provider of some sort of care or as a service intended to support various provider organizations in their care-delivery activities.</p> <p>Tasks:</p> <ol style="list-style-type: none"> Describe the kind of entity you plan to establish, by stating the service or services you propose to deliver and the kinds of clients or customers you would be serving. Write a paragraph offering compelling reasons for your proposed venture, explaining why you believe it is needed and by whom it is needed. Incorporate in this narrative a description of the kind and extent of competition you might face in your intended service area and delineate how your services would be sufficiently different to enable you to compete successfully. Develop a crude estimate of how much money you will require to become established in business and up and running, and state how you would consider trying to finance your venture.

d. Create a rough outline of your business plan, describing each step in the plan and stating the purpose of each step.

Module 6 Communication

6.1 Effective Communication training

6.1.1. Communicate your personal brand

Watch the Ted Talk "Powerful Personal Branding" given by Ann Bastianelli, which is about how to build a powerful personal brand.



Learn about building your own personal brand or sharing your personal story listening "The Personal Branding" podcast about how to communicate with confidence online.
Read an article about how to Improve your Personal Brand in 3 ways.
Test your acquired knowledge by answering a multiple-choice quiz.

6.1.2. Corporative communication: concept of netiquette

Watch a video about how to increase your knowledge in corporate communication so you will be able to learn why this type of communication is so relevant.
Find out the 7 Best Practices for Workplace Communication by reading the article attached.
Find out 8 Tips to Follow about Client Communications with the aim of learning how to improve client communications and make your company stronger.
Test your acquired knowledge by answering a multiple-choice quiz.

6.1.3. Communication with clients/customers

Read the slide about Communication with clients/customers to create a roadmap of the key elements.



6.1.4. Communication with other professionals

Watch the Ted Talk "The Power of You to Truly Make Meetings Work" given by Steven Rogelberg, so you can discover how to behave at meetings to success.






Master how to write everyday emails at work reading the article "How To Write a Professional Email".



	<p>Learn 8 tips to improve clients' communications. Test your acquired knowledge by answering a multiple-choice quiz.</p>
<h2>6.2. Role of Listening in Communication</h2>	
<h3>6.2.1. Importance of Active Listening</h3>	<p>Watch the Ted Talk "The Power of Listening" given by William Ury to get to know more about this topic.</p>  <p>Check if you are a good listener by reading the article "What makes someone a good listener" where it is described the 5 main qualities that a good listener should have. If you want to know what kind of listener, you can find out by reading the article "What Type of Listener Are You?". Test your acquired knowledge by answering a multiple-choice quiz.</p>
<h3>6.2.2. Techniques of active listening</h3>	<p>Watch the Ted Talk "How to actively listen to others" given by Scott Pierce to understand how to listen actively.</p>  <p>Watch the video "Active Listening Skills" so you will be able to learn the best practices for active listening. Read the article "10 tips for active listening" with the purpose of knowing more about this field. Test your acquired knowledge by answering a multiple-choice quiz.</p>
<h2>6.3 Cross-cultural and Social communication</h2>	
<h3>6.3.1. How to attain intercultural competences</h3>	<p>Watch the video "Defining Intercultural Competence" to raise awareness about diversity, inclusion, and cultural training fields. Read the article "10 Definitions of Intercultural Competence" with the goal of being able to truly understand what Intercultural Competences mean. Watch the video "Funny, But True: Cultural Differences" to prove the importance of knowing more about Culture Competences. Test your acquired knowledge by answering a multiple-choice quiz.</p>
<h3>6.3.2 Effective cross-culture communication in the workplace</h3>	<p>Watch the Ted Talk "Cross cultural communication" given by Pellegrino Riccardi so this way you will be able to learn more about how intercultural communication works.</p>



	 <p>Learn of to implement cross-cultural practices at the office by reading the article "Two Quick and Easy Games for Cross Cultural Team Building". Test your acquired knowledge by matching the different paragraphs.</p>
<p>6.3.3. Importance and concept of social communication</p>	<p>Watch the video "How to Communicate Better (In Social Settings)" where Linda Raynier teaches you several techniques to improve social communication.</p>  <p>Watch the Ted Talk "The 110 techniques of communication and public speaking" given by David JP Phillips and find out the steps to be taken to become a great speaker.</p>  <p>Read the article "Social communication difficulties" and be aware of the typical social communication issues. Test your acquired knowledge by matching the different paragraphs.</p>
<p>6.4 New Media and Social Network Communication</p>	
<p>6.4.1. Social dimension of digital media</p>	<p>Watch the video "Top 5 LinkedIn Profile Tips" and become successful in LinkedIn. Watch the video "Instagram tips and tricks for your business in 2021" in order to learn how businesses can make the most of Instagram. Test your acquired knowledge by matching the different paragraphs.</p>
<p>6.4.2. Communication to Boost you career: develop a strategy</p>	<p>Read the post "How to Introduce Yourself on Social Media?" and discover how to introduce yourself in different social media apps and when it is the best time to do so. Watch the video "How to Develop a Social Media Strategy Step by Step" and learn the different steps of the process. Test your acquired knowledge by answering a multiple-choice quiz.</p>

6.4.3. Communication tools for social network	Find out the keys of social media marketing learning how to create, carry out, and analyze the overall plan strategically reading this post. Watch the video "Social Media Management Tools 2021" and discover 5 top tools that will help you to manage easier your social media, especially if you are a social media manager. Test your acquired knowledge by answering a multiple-choice quiz.
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IV.2 Group tasks

The group tasks are enhancing the cooperative learning, which involves students working in small groups to complete specific tasks or projects. Tasks are structured so that each group member contributes to the completion of the task. Success is based on the performance of the group rather than on the performance of individual students.

Group learning activities play an important role in increasing students' respect for and understanding of each other's abilities, interests and needs. These activities encourage students to take responsibility for their learning.

Some rules may be used in encouraging cooperative learning and forming/managing groups:

- Keep groups small—two to five members is best
- Create diverse groups; this allows everyone to learn from each other's differences.
- Assign roles within each group and ensure individual students are aware of their roles.
- Inviting others to join the group, treating all students with respect and helping or encouraging peers.
- Monitor groups, using proximity and friendly reminders, revisiting expectations, and when necessary, re-teaching expectations.
- Discuss and model collaborative skills, such as listening, allowing others to speak, asking for help when needed, reaching consensus, and completing a task within the allotted time. Students need opportunities to practice these skills and receive feedback and reinforcement.
- Allow students time to evaluate the cooperative learning process, both individually and as a group

The roles in a learning group depend on the task. Before assigning roles, review the task and determine what roles are necessary for the group to be successful. Roles could include Recorder, Timekeeper, Questioner, Reporter or Observer.




Module 1

Flexibility, Inclusivity, Diversity and Wellbeing

Unit 1.1 - The key values of flexibility, inclusivity, diversity and wellbeing

1.1.1. How flexibility, wellbeing, inclusivity, and diversity are all interconnected	<p>Debate on the main features of future of work worldwide. What are the future trends?</p> <p>Do a short internet search on the Resilience term and make a short synthesis of the meaning of this concept.</p>
1.1.2. Diversity and inclusions: What are these competencies? At what level these competencies work?	<p>Access this link and play the negotiation game <i>Whom to leave behind</i>. What conclusions can you take?</p> <p>As a group, discuss the connection between food and culture and ask for specific examples in everyday life.</p>
1.1.3. The key values of flexibility, inclusivity, diversity and wellbeing	<p>Design a simple plan that any employer could follow in order to develop diversity and inclusiveness behaviors</p> <p>Debate and make a list for answering to the question: What are the characteristics of a flexible person?</p>
1.1.4. What are the benefits of diversity, inclusion and workplace flexibility	<p>Follow the link and make the activity <i>How diverse is your Universe</i> together with the group. What conclusions you have?</p> <p>Work in group to make a common statement addressing employers that advocate for the benefits of diversity, inclusion and workplace flexibility.</p>

Unit 1.2 - Creating a flexible inclusive work culture

1.2.1. Finding work-life balance in a global world	<p>Debate on your daily routine and the way to prioritize your activities. Is there a balance in your work-life/study-life?</p> <p>In these sessions short, Jeff Bezos details why there is no such thing as work-life balance. Do you agree?</p>
	
1.2.2. Deal with the “me” and the “others” – an introduction to diverse perspectives	<p>Search on the Big 8 concept and make a common analysis of these 8 factors of each one in the group. Can you have some conclusions?</p> <p>Watch the movie the Crash and make a common debate on the main message of this movie. Think about Power, Discrimination, and Prejudice in link with this movie.</p>
1.2.3. Social communication – an essential key to adjust and adapt	<p>Identify the most common barriers in communication.</p> <p>Make a list of at least 10 small examples of inclusive language that could be used anywhere, anytime by anyone.</p>



1.2.4. How to strengthen perception and empathy skills	<p>In team, share one personal high and low point of last week. Allow a minute or two for discussion following each high and low but try to keep it brief and balanced between each individual.</p> <p>Use this worksheet and make in group the exercise Easing “Empathy Distress” with Compassion</p>
1.2.5. Building Resilience and a Positive Mindset in Uncertain Times	<p>Compare the previous exercise in Unit 1 about resilience concept in general with psychological resilience. What are differences and common grounds? Discuss about where you want to be in 5 years and why it is important to think ahead? What/who you need to help to achieve your ambitions?</p>
Unit 1.3 - Prioritizing Diversity & Inclusion, Flexibility and Wellbeing during Crisis/Uncertain Times	
1.3.1 Recognizing inappropriate non-inclusive/self-destructing behaviours	<p>Common debate: In your everyday life, how do you recognize a self-destructive behavior in other? Can you make a list of common triggers that you found?</p> <p>Working in group, try to identify the main actors of bullying. Have you ever encountered this phenomenon before? if yes, what was your role?</p>
1.3.2 Assessing performance and capabilities in an inclusive and resilient way	<p>Watch this video then discuss about harassment and how this behaviors can be limited/prevented</p> <div data-bbox="792 919 1135 1178" data-label="Image"> </div> <p>Design a simple plan that any employers could use in order to make an inclusive assessment. What are the main features in it?</p>
1.3.3 Safety and Health in the Workplace	<p>Before taking the training unit, think about the basic health and safety rights. Make a common list of the top 5</p> <p>Debate on a short common statement about the importance of health and safety that could be used by any employer in their business management approach.</p>
1.3.4 Manage intra and inter conflicts and learning to be happy every day	<p>Argue on why workplace conflicts are significant. Do you observe pro and contrary arguments?</p> <p>Watch this video and make a short presentation about the main idea of this clip? What is the bottom line?</p>
Unit 1.4 - Applications (individual, in teams, at organizational level)	
<p>Brainstorm as a group what this community would be like if they had an environment which truly valued diversity. Create a graphic image of the vision and draw it, using multi-colored markers. Create two to three action steps which you, as an individual or staff group, can implement that will contribute to achieving this vision.</p> <p>Commonly read horoscopes from a newspaper or magazine and initiate a short group discussion about horoscopes. Why do we think people read them? Are they true?</p>	



- Each member of the group can develop their own horoscope for their lives at age 25. Areas to cover within the horoscope are: family, career, relationships, money and housing. You can include hopes, dreams and ambitions, how you feel about yourselves and how others will see you. Once everyone has completed their horoscope they can re-join as a group to share or discuss with the person next to them.

Module 2 Innovation and Knowledge Management

Unit 2.1 – Increase knowledge of new and innovative digital tools related to skill enrichment

2.1.1- Digital tools on skill enrichment	Working in groups, compare the digital tools you use for skills enrichment
2.1.2 - Know yourself and your potential	Think-Pair-Share: each participant has to create a short list of "Strengths" and "Weaknesses" about 3 items for each of the 2 columns. Discuss in groups about the findings of the lists.
2.1.3 - Skills of the future: digital, virtual, fluid	What do you think are the skills of the future? What are the common characteristics of these competences? Start a debate on this.
2.1.4 - Digital skill enrichment examples	As a group make a list with course providers you know, did you use any of them? Were they useful? Give feedback and discuss with your peers

Unit 2.2 - Optimize in a digital way the time management training

2.2.1 - Time management Apps and Tools	Group discussion on how each student following the matrix intends to re-plan their time
2.2.2 - Cloud systems for time management	Group discussion which cloud systems for time management do you know, what are the positive and negative aspects of those common to more than one person
2.2.3 - Track of Time Spent on Projects and Tasks	Discuss in groups how you can save time in everyday activities
2.2.4 - Rescue Time through digital apps	Each member of the group has to study a time-saving app and explain to the rest of the group why it is effective.

Unit 2.3 - Using digital technics to optimize and manage proactivity

2.3.1 - What is proactivity? Why is it important?	Try to answer as a group: what is proactivity?
2.3.2 - The proactive approach	What are the characteristics of active and reactive people? make a list as a group
2.3.3 - Digital tools to increase proactivity in daily life	Discuss the rule of 3 and how it can make you more proactive



2.3.4 - App, website and e-learning methods for learning to be proactive at work	Discuss as a group the possibility of using one of the apps/tools proposed in the unit: how would they improve your day?
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Module 3 Results oriented as individual branding tool	
Unit 3.1 – Leadership	
3.1.1 - Leadership and Leaders	Debate if a leader must show everyone how things are done or monitor how things are getting done. Is there a definitive answer?
3.1.2 - Motivation	Discuss as a team, if you were asked to do a group work, what would motivate you to do it? Would it be all about needing the grade to pass? What if you weren't even graded at all and weren't penalized in any way for not completing it? Would you all be motivated individually the same way? What would really drive you as a group to do it?
3.1.3 - Empowerment and Delegation	Discuss the idea "If you want something well done, do it yourself"
3.1.4 - Leadership Styles	Debate on what is the best leadership style. Find pros and cons for each preferred leadership style.
Unit 3.2 – Communication	
3.2.1 - Business Communication Skills for Job Interviews	In pairs, interview each other for your dream jobs
3.2.2 - Business Communication Skills for the Workplace	As a team, make a common presentation on how to deliver a group presentation
3.2.3 - Listening	Play the broken telephone game telling and retelling a message featuring sales results of the last 5 years, the top seller each year and the goals for the next 4 quarters.
3.2.4 - Storytelling	Create a short storytelling of a memory from earlier school years. See what is the mainline and the focus points in your storytelling and reflect on the effect over the audience.
3.3 – Negotiation	
3.3.1 - Planning	Split into two groups: sellers and buyers. Plan your sale or purchase
3.3.2 - Opening Orders	Plan opening offers Will you have to make an opening offer, or will you manage to draw one out of them? How will you counter that offer?
3.3.3 - Tactics	Continue your negotiation plan choosing your negotiation tactics and choosing your representative




3.3.4 - Trading	Plan your moves with conditional trading
3.3.5 - Closing	The representatives from each group will engage in negotiation and in the aftermath, teams will discuss what they had planned and what they got
3.4 - Teamwork and Team Building	
3.4.1 - The Four Stages of Team Development	Choose a team leader and role-play the four stages of team building.
3.4.2 - Team Building Activities	Practice: Plan and optionally implement a team building activity with the class
3.4.3 - Encouraging Teamwork	Discuss your feelings about teamwork vs individual work and the incentives to teamwork
3.4.4 - Conflict Management	Simulate conflicts and the five conflict management styles rotating who plays the role of the conflict manager

Module 4 Globalization

4.1. Introduction: Conceptualizing Globalization and globalization in historical context	
4.1.1. Globalization	Debate on the main features and related terms of globalization. What are the future trends? Do a short internet search on the globalization term and make a short synthesis of the meaning of this concept.
4.1.2. Internationalization	Debate on the main features and related terms of globalization. What are the future trends? Do a short internet search on the globalization term and make a short synthesis of the meaning of this concept and differences between globalization and internationalization.
4.1.3 The historical context of globalization	What are the drivers of globalization in the history? Do a short internet search on the globalization historical context and make a short synthesis of the history. As a group, discuss the connection of the historical events in order to explain globalization
4.2. Global Trade and Global Labor Market Needs	
4.2.1. When global trade started?	As a group, discuss the events and developments which were affected on global trade.
4.2.2. Why is global trade important?	As a group, discuss why do countries trade at the world? What are the advantages and disadvantages of the global trade?
4.2.3. How global labor markets work?	Debate on the main features of global market. What are the drivers of the global markets?





4.2.4. What are the needs of global labor markets	As a group, discuss the future skills and competences of global labor market
4.3. Global Competences for Young People	
4.3.1. Global Competences	Debate on the global competences and skills. What do you need in order to meet global market's needs?
4.3.2. The importance of global competences for young people	As a group, discuss to have global competences and future trends for skills
4.3.3. Developing global competences	Discuss how you become a global thinker.

Module 5 Entrepreneurship	
5.1 - Entrepreneurs and entrepreneurship	
5.1.1 - Definition of an entrepreneur	<p>Consider each of the following questions. If you are not sure of an answer, review the reading to find the information you need before moving on to the next question.</p> <ol style="list-style-type: none"> 1. What are several reasons that cause most new businesses to fail in their first year? 2. Joe is an executive in a business firm that earns a profit. What else do we need to know about Joe before we can say he is an entrepreneur? 3. What skills and abilities do you think are the most important for becoming a successful - entrepreneur?
5.1.2 - Personality traits of an entrepreneur	<p>Go to this short "Pain storming" video to understand the opportunity recognition process.</p> <div style="text-align: center;">  </div> <p>Observe the "pains" (e.g., hassles, inconveniences, non-value-added activities) and potential elimination by superior product/process design were identified. List the personal characteristic the entrepreneur needs to possess to develop one (any or all) suggested solutions.</p>
5.1.3 - Motivation of entrepreneur	<p>Search the YouTube for the short videos talking about the best motivation for the beginning entrepreneurs. Make a list of the main motives (in a group or individually) you think are there for a business of your choice. Then, defend your list in a mutual</p>

	discussion with your peers in the class. Will you need to extend your list of motives?
5.2 - Business opportunities	
5.2.1 - What makes a good business opportunity?	Read the story “What One Can Invent” by Hans Christian Andersen (look it up on the internet, for example here). The main character is an aspiring poet who wants to create impressive poems. In the context of these entrepreneurship exercises, his business is the production of poems. Because he is struggling in achieving his goal, he seeks advice from a wise woman of the village. Tasks: (a) read and discuss a story presented as an analogy for the search for business ideas and opportunities, (b) list multiple products that all serve one purpose or meet the same need, (c) identify multiple uses for one product, and (d) consider the variety of businesses associated with the existence of a product.
5.2.2 - How to identify the opportunity?	Examine the product provided by the teacher. List all of the businesses that are evident in or suggested by the product. (As a quick example, a bottle of nail polish would be evidence of the businesses that produced all of the ingredients including the bottle and its top with the attached brush, the retail store that sold it, the transportation company that delivered the product to the retailer, or even a nail salon that uses the polish in providing its service. There might be special added ingredients such as glitter or a licensing transaction if the bottle has a picture of a Walt Disney princess or a celebrity brand.) Examples of products that could be used include: • Packet of flower or vegetable seeds • Canned vegetables, soup, pasta, etc. • Music CD or movie DVDD • Earbuds • Beach towel • Swimming goggles • A book (particularly one turned into a movie or musical) • Automobile maintenance product (e.g., carwash, wax, motor oil) • Box of facial tissues • Child’s holiday toy filled with candy • Skein of yarn with the surrounding paper label
5.2.3 - What is a Start-Up?	In small groups, or individually, create a short description of a start-up business. Focus on what makes it unique, what feature could generate most of the profit (what actually makes it a start-up) and what kind of investor will you need. Defend your idea in front of your peers.
5.3 - Business model	
5.3.1 - Starting a business in the EU	In this video you can find a many good suggestions about the EU countries best for running a business. Choose a random business



	<p>and choose the best country for it. Defend your choice in front of the group.</p> 
<p>5.3.2 - Setting up a business (Step-by-step guide)</p>	<p>Discuss in a group the possibility to set up a craft small business. Try to create a persona (a model entrepreneur) who possess certain crafting skills and entrepreneurial ambition necessary to run such business. Develop a business idea for this persona. Write down all tasks this persona needs to do to run this small business. Discuss it in a group until you all agree this list is completed. Then watch this video and adjust your list according to what you will learn in it.</p> 
<p>5.4 - Starting a business</p>	
<p>5.4.1 - Business Model and its components</p>	<p>Using what you now know about the nine key areas of the business model canvas, let's take a look at the blank business model canvas. (Download your copy for example here). Then follow these steps: 1. Determine what each of the nine key areas consists of for your business idea. Then fill out the canvas. Pen or pencil, or even using Post-It notes to change out as you move along, work fine. 2. Continue to pursue your business idea and adjust your canvas as needed. Check in with yourself and ask if you got any feedback from something you wrote that you thought was a match but was not? 3. Review your nine key areas to see how what you wrote initially matches to the lived experience of your business idea in motion. Update your business model canvas as needed to reflect where you are now.</p>
<p>5.4.2 - Business model canvas</p>	<p>Make pairs and compare your answers. If there's anything you disagree on, try to discuss, and come to a consensus. Then reconvene the class. Go one by one through the boxes. The pairs should share what they wrote for a particular box. If student pairs disagree on what should be in a particular box, discuss it and, before revealing the correct answer, vote on which answer you think will be right.</p>

5.4.3 - Types of business models	Debate in small groups on advantages and disadvantages for several business models. Compare and find different characteristics.
5.4.4 - Business plan	In a group of 2 or 3 create a business plan of a chose product: <ul style="list-style-type: none"> •Provide the executive summary for your business plan. •Describe the problem you are addressing, why it is relevant and your solution. •Describe the organization of your business and its management team. •Develop a marketing plan for your business. •Develop a financial plan for your business. •Describe the technology roadmap for your business.

Module 6 Communication

6.1 Effective Communication training	
6.1.1. Communicate your personal brand	Group discussion about the Ted Talk "Powerful Personal Branding". Do you agree with the information given?
6.1.2. Corporative communication: concept of netiquette	As a team, prepare a short presentation of what netiquette is and how we should include it in our everyday digital life.
6.1.3. Communication with clients/customers	Create the roadmap in groups of 3 people.
6.1.4. Communication with other professionals	Group discussion about the Ted Talk "The Power of You to Truly Make Meetings Work". Do you agree with the information given?
6.2. Role of Listening in Communication	
6.2.1. Importance of Active Listening	1. Make a collaborative essay on the importance of Listening in groups of 3 people. 2. Include in the essay what type of listener you are according to the "What Type of Listener Are You" article.
6.2.2. Techniques of active listening	Practice active listening skills in small groups where you will share memories of your early school years.
6.3 Cross-cultural and Social communication	
6.3.1. How to attain intercultural competences	Make group research (groups of 3 people) about Interculturality. Why is it so important?
6.3.2 Effective cross-culture communication in the workplace	Practice Two Quick and Easy Games for Cross Cultural Team Building



6.3.3. Importance and concept of social communication	Exercise a 2-minutes public speech contest and choose the best public speaker of the group. The topic of the speech may be the communication/social communication.
6.4 New Media and Social Network Communication	
6.4.1. Social dimension of digital media	Comment in groups which tip you find the most useful and why. Which tips will you consider?
6.4.2. Communication to Boost you career: develop a strategy	Practice "How to Develop a Social Media Strategy Step by Step" and learn the different steps of the process
6.4.3. Communication tools for social network	Create a social media network with the rest of participants.



IV.3 Modelling lessons, lesson samples, lesson plans

Teachers need to see effective instructional strategies in action before they can make them their own. By modelling lessons and sample lessons that make teaching and learning more adapted to the students' needs, teachers get more confidence and control over the learning objectives.

Comparing a good vs bad lesson plan, we can conclude:

A good lesson plan ...	A bad lesson plan ...
<p>Has a clear objective stated at the beginning to keep the learning activities focused?</p> <p>Outlines learning activities in a thoughtful flow</p> <p>Is easy to scan and read for easy reference during class, using headings, color, etc.</p> <p>Pairs each activity with a time allocation to keep the class on pace</p> <p>Uses a variety of activities to support the lesson objective and keep students engaged</p> <p>Anchors learning in relevant, real-life ways that students experience, like current events or topics of particular interest</p> <p>Includes a plan for assessment to measure progress toward the lesson objective</p> <p>Provides space for self-reflection so teachers can make continuous improvements</p>	<p>Is planned around a topic only, without student learning objectives in mind</p> <p>Is a laundry list of activities in no particular order</p> <p>Is a collection of paragraphs or bullet points, without visual organization</p> <p>Lists activities without indicating how long each will take</p> <p>Uses just one or two activities to deliver the lesson, or uses activities that aren't well suited to the material</p> <p>Doesn't consider the broader context around learning and its connection to students' everyday experiences</p> <p>Lacks a method to check in on student learning in a measurable way</p> <p>Is a one-and-done plan, without reflection of what worked well and what didn't</p>

(Source: [Introduction to lesson planning](#))

In our approach for TSEMY Training Program, we developed a series of models, samples of lesson plans, corresponding to each module and major topic approached in the course. The structure of these plans is minimalist but including all essential aspects related with a lesson: Title of the lesson; Module/Unit/Key concepts covered; Type of lesson; Learning objectives; Skills to be developed; Timing; Group size; Materials needed (optional); Short descript of the methods/tools used (in steps); Feed-back from students; Assessment of the lesson.

Title of the lesson:	Learn from experience and move on
Module/Unit/Key concepts covered:	"Module 1/Unit 2/Topic 2.4 and 2.5 Key concepts: wellbeing, mental health, personal strengths, feelings
Type of lesson:	Development lesson
Learning objectives:	<p>increase awareness and ability to express feelings</p> <p>developing the ability to talk about feelings</p> <p>identify life experiences/situations that can be used to help in dealing with things differently for future situations</p>



Skills to be developed:	perception and empathy skills emotional resilience positive mindset
Timing:	45-50 minutes
Group size:	15-20
Materials needed (optional):	(virtual) flipchart/ (virtual) pens
Short description of the methods/tools used (in steps):	<p>Individual activity: Ask participants to think about an experience/situation in their lives where the outcome was not what they wanted. It can be something in or out of school e.g. not passing an exam, not getting the place in the school project they wanted, not getting to go on a trip, falling out with a friend etc. It may help the participants if the facilitator gave an example, or they can use a personal one if they wish. Once they have thought of a situation ask them to write it on a piece of paper and fold it over so no one can see it (not share it). Once they have all written their experience ask them to drop it into a box. All information is anonymous, and no one will be able to see what each other has written.</p> <p>For online: Divide the participants in breakout rooms and ask them to use the virtual table chart anonymously and write their example in there. Then can then use any random choosing method to pick up some examples.</p> <p>Group Activity: Now divide the participants into groups and ask each group to pick from the box. Each group will now have an experience/situation. Encourage them to discuss the situation.</p> <p>How do you think you would feel in that situation, what do you see as the worst-case scenario happening because of that situation, and what could you do to turn the experience from a negative into a positive? Ask them to record their thoughts on flip chart/on common whiteboard.</p> <p>* If time allows, this activity could be done as a role-playing exercise, each group has to act out the situation and what they would do to move on from what has happened*.</p> <p>Group Activity: Once all groups have completed their task, bring them back together and ask each group to share the experience they selected and what they have discussed. Highlight the strategies/things that they have suggested that they could do to move on from that experience.</p> <p>Individual Activity: Encourage participants to reflect back on the situation they had written down at the start of the session.</p> <p>Have they learned from that experience and moved on?</p> <p>Key session message: Sometimes things don't turn out the way we expected but we have to learn from these experiences and move on.</p>
Feed-back from students:	Oral discussion: Students share their feelings during the session and their personal thoughts/experiences.
Assessment of the lesson:	Describe this session... Exciting Boring Difficult Fun Interesting Or tell us in your own words...



	<p>What did taking part in this activity make you think about?</p> <p>The Best Bit Was?</p> <p>The Worst Bit Was?</p>
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Title of the lesson:	Divergent Thinking
Module/Unit/Key concepts covered:	Module 1/Unit 1/Topic 1.1 and 1.3 Key concepts: cognitive flexibility, creativity and innovation, different perspectives, divergent thinking
Type of lesson:	Practice lesson
Learning objectives:	consolidate knowledge on the importance of cognitive flexibility to prepare students for higher learning, global employment, and creative innovation to exercise and widen students' perspectives with divergent thinking exercises and practices
Skills to be developed:	divergent thinking expanded perspective variety of perspective
Timing:	45-50 minutes
Group size:	15-20
Materials needed (optional):	paper, pens, flipchart
Short description of the methods/tools used (in steps):	<p>H.G. Wells predicted that our future would be a race between education and catastrophe.</p> <p>To succeed living these exciting times, we can unleash our creativity, with the help of neuroscience and boost our executive functions.</p> <p>Group activity:</p> <ol style="list-style-type: none"> "This is not. . ." Play "This is not. . ." with students in a circle passing around a familiar object, such as a hand-held eggbeater, and reporting in turn, "This is not an egg beater, it's a _____ (e.g. kite string rewinder, double-hole sand driller)." Alternative representations for expanded perspective: <ul style="list-style-type: none"> - Describe an event from a different point of view (e.g. a red blood cell traveling through its circulatory system roadways). - Retell a story or event from the point of view of another character (e.g. the whale in Moby-Dick, Paul Revere's horse, the color indigo in a rainbow). Variety of perspectives: Examine different sides of the same story by comparing multiple media accounts, primary sources, biographies about a person, or representations of a current or historical event. <ul style="list-style-type: none"> - Recognize the variety of perspectives by viewing images of Pocahontas from the Disney film, portraits painted in England, and book or article descriptions about what she reportedly looked like.
Feed-back from students:	<p>Students share/explain what was the most difficult to shift for different perspectives and how they felt during the exercises.</p> <p>Students pick exercises and examples that they could make at home, to try to boost flexibility on a daily routine.</p>



Assessment of the lesson:	Individual/group work: Reflect on the lesson and write down what you've learned. Then, consider how you would apply the concepts and skills in a practical setting - inventing new games/challenges for the three approaches: divergent thinking, expanded perspective, variety of perspectives
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Title of the lesson:	Handling conflicts
Module/Unit/Key concepts covered:	Module 1/Unit 3/Topic 3.4 Key concepts: conflicts, negotiation, listening, speaking, language
Type of lesson:	Development lesson
Learning objectives:	to learn ways of handling workplace conflict to practice language of negotiation, interactional and transactional language, idioms and conditionals
Skills to be developed:	Speaking, listening conflict resolution skill resilience
Timing:	45-50 minutes
Group size:	15-20
Materials needed (optional):	one copy of the worksheet per student
Short description of the methods/tools used (in steps):	Warmer – Tell the students to close their eyes and imagine. Read out scenarios 1, 2 and 3 below, pausing after each one to allow students to discuss the image they've formed in their heads with their partner. Any unknown words may need explaining, for example meter. Scenario 1 – You are a junior employee. Imagine you drive to work and when you arrive, you are no longer allowed to park in the car park because the spaces are for customers and managers only. You drive down the road to the station and find an empty parking space there. You go to the meter to pay. It costs five euros. Then, you walk for five minutes back to work. The same thing happens every day. A lot of your colleagues have the same experience. Now, imagine it is six months later. You go to the meter to pay. The cost is seven euros. How do you feel? Tell your partner. Scenario 2 – Now, imagine you are the union representative. Your colleagues have been complaining about this problem to you and you
Feed-back from students:	Students now compose and practice their own dialogue based on one of the scenarios in exercise 4. Encourage use of the new language from exercise 2.
Assessment of the lesson:	Homework: Students write a letter of complaint about the issue they discussed as a follow-up to their meeting. or Students come up with their own scenarios that may cause conflict in their own workplace and create a dialogue.



Title of the lesson:	One good adult
Module/Unit/Key concepts covered:	Module 1/Unit 4 Key concepts: role models;
Type of lesson:	Development lesson
Learning objectives:	identify the qualities of a positive role model understand that there are people participants can talk to understand that there are a number of ways in which participants can gain access to practical and emotional support to help, in a range of circumstances
Skills to be developed:	Build healthy relationships with family, friends and teachers Individual and social resilience
Timing:	45-50 minutes
Group size:	15-20
Materials needed (optional):	Freeze paper or 3 sheets or flip chart taped together for each small group. Colored pens.
Short description of the methods/tools used (in steps):	<p>Group activity: Divide the group into small groups of 4/5, explaining that within this session we are going to think about positive role models and the benefits for young people to have one good adult in their life. Encourage the groups to draw round the smallest person on the freeze paper/flip chart. They are going to create one good adult. Ask them to think of a person from head to toe, drawing or writing personal qualities/skills a good role model should have e.g. good heart, a brain to think about problem solving, knowledge, muscle to be strong, lips nice to talk to, other qualities could be caring, kind, calm, supportive. These would be written or drawn on the inside of the body. Outside qualities can be drawn around the outside of the body and could include: welcoming body language, community or family links, strong, down to earth approach, funny, happy, well liked etc. Encourage the group to name their person and make him/her colorful and creative.</p> <p>Group activity: Encourage each group to feedback on their work, highlighting some of the characteristics that are important in 'one good adult'.</p> <p>Individual activity: Encourage the young people to think about who a one good adult in their life is.</p> <p>Group Activity: Encourage the young people to share their one good adult.</p>
Feed-back from students:	Oral debate: students discuss together the importance of the good adults in their lives.
Assessment of the lesson:	Homework: Students will give this feedback to the person they identified. They will tell their appreciation and then will share the person's feedback when reunited with the group.



Title of the lesson:	Increase digital skills
Module/Unit/Key concepts covered:	Module2/Unit 1/ Key concepts: implementation capabilities, Flexibility, long life learning
Type of lesson:	Development Lesson
Learning objectives:	Know what digitalization is, find out different types of resources and examples.
Skills to be developed:	digital skills, self-assessment Informational Technology Competence
Timing:	30-45 minutes
Group size:	16-20
Materials needed (optional):	computer, tablet, mobile phone, internet connection, paper pen
Short description of the methods/tools used (in steps):	Individual Activity: Each participant will evaluate their own competences to be improved using one of the tools proposed in the unit. Group activity: Divide the class into groups of 2 people. Each participant should introduce him/herself to his/her partner and discuss what he/she learned about him/herself during the 30 minutes in which he/she evaluated him/herself, what can he/she change?
Feed-back from students:	Oral discussion: Students share their feelings during the session and their personal thoughts/experiences
Assessment of the lesson:	Individual/group work: Reflect on the lesson and write down what you've learned. Then, consider how you would apply the concepts and skills in a practical setting

Title of the lesson:	Don't work hard, work intelligent
Module/Unit/Key concepts covered:	Module2/Unit 2/ Key concepts: time management
Type of lesson:	Development Lesson
Learning objectives:	Know what time management is, how to work smart, how to save time with the right tools.
Skills to be developed:	TIME AND RESOURCE MANAGEMENT Informational Technology Competence
Timing:	30-45 minutes
Group size:	16-20
Materials needed (optional):	computer, tablet, mobile phone, internet connection, paper pen
Short description of the methods/tools used (in steps):	Individual Activity: Each participant will report on their current situation in the Eisenhower Matrix and see if there are any changes to be made to their everyday time management. Group activity: Group discussion on how each student following the matrix intends to re-plan their time
Feed-back from students:	Oral discussion: Students share their feelings during the session and their personal thoughts/experiences



Assessment of the lesson:	Individual/group work: Reflect on the lesson and write down what you've learned. Then, consider how you would apply the concepts and skills in a practical setting
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Title of the lesson:	Look outside the box: be proactive
Module/Unit/Key concepts covered:	Module2/Unit3/ Key concepts: proactivity, reactivity
Type of lesson:	Development Lesson
Learning objectives:	What does it mean to be proactive? How to learn to be proactive? know the tools to help you be proactive
Skills to be developed:	proactivity, management of own efforts and resources Informational Technology Competence
Timing:	30-45 minutes
Group size:	16-20
Materials needed (optional):	computer, tablet, mobile phone, internet connection, paper pen
Short descript of the methods/tools used (in steps):	Individual Activity: Each participant will report back on their Circle of Concern vs Circle of Influence and see if there are any changes to be made to the management of duties and tasks in general. Group activity: Group discussion on how each learner can be more proactive as a result of the individual activity. What can be improved with the help of one of the proposed tools?
Feed-back from students:	Oral discussion: Students share their feelings during the session and their personal thoughts/experiences
Assessment of the lesson:	Individual/group work: Reflect on the lesson and write down what you've learned. Then, consider how you would apply the concepts and skills in a practical setting

Title of the lesson:	Leadership
Module/Unit/Key concepts covered:	Module 3/ Unit 1 - Leadership Key Concepts: Leadership and Leaders, Motivation, Delegation and Empowerment, Leadership Styles
Type of lesson:	Development
Learning objectives:	Understand the role of a leader, people's motivations, delegation and empowerment and different leadership styles and when to apply each ones
Skills to be developed:	Leadership
Timing:	3 hours
Group size:	1 - 20
Materials needed (optional):	Computer or smart device with internet connection



Short description of the methods/tools used (in steps):	Individual: The trainee will identify on which occasion use each communication or monitoring style, reflect on what motivates him and others and motivating techniques, reflect on why he wouldn't delegate tasks and identify what kind of leadership is he interacting with or practicing. Group: When in class context students will go beyond reflecting to debate ideas and role play scenarios.
Feed-back from students:	The trainees or class will share their thoughts applying the concepts learned to their own lives.
Assessment of the lesson:	While reaching their own conclusions the trainees will have understood the concepts and figured when and how to apply them.

Title of the lesson:	Communication
Module/Unit/Key concepts covered:	Module 3/ Unit 2 - Communication Key Concepts: Business communication skills for the job interviews and the workplace, Active Listening, Storytelling
Type of lesson:	Practical Lesson
Learning objectives:	Communicate effectively and efficiently, become an active listener, communicate a message using storytelling technique
Skills to be developed:	Communication
Timing:	3 hours
Group size:	1-20
Materials needed (optional):	Computer or smart device with internet connection
Short description of the methods/tools used (in steps):	Individual: The trainees will practice planning and acting on a job interview, listen to a song and pay attention to the message elements in the lyrics and interpretation, and finally rethink their job interview behavior applying storytelling. Group: The class will practice job interviewing and being interviewed for jobs.
Feed-back from students:	The trainees will address the obstacles and difficulties they will encounter when being interviewed for jobs and discover the importance of preparing for each interview.
Assessment of the lesson:	Students will act as when interviewed for a job and identify their strengths and weaknesses and what to work on before facing real job interviews.

Title of the lesson:	Negotiation
Module/Unit/Key concepts covered:	Module 3/ Unit 3 - Negotiation
Type of lesson:	Key Concepts: Planning, Opening, Tactics, Trading, Closing
Learning objectives:	Practical Lesson
Skills to be developed:	Overcome own objections to negotiate, look for win-win outcomes



Timing:	3 hours
Group size:	1-20
Materials needed (optional):	Computer or smart device with internet connection
Short description of the methods/tools used (in steps):	Individual: The trainee will rehearse negotiation techniques and will reflect on the possible outcomes of a negotiation and the short- and long-term effects of each outcome on business relations. Group: The trainees will role play a sales / procurement scenario
Feed-back from students:	The students will share how would they apply the concepts and techniques on a hypothetical scenario and they will role play a negotiation scenario.
Assessment of the lesson:	Students will encounter some of the issues they will be faced with in real life so they can practice and consider different plays on future negotiations.

Title of the lesson:	Teamwork and Teambuilding
Module/Unit/Key concepts covered:	Module 3/ Unit 4 - Teamwork and Team Building
Type of lesson:	Key Concepts: Stages of team building
Learning objectives:	Development
Skills to be developed:	Learn the stages of team development and the role of leaders and team members on each stage. Learn how to apply activities to build up team spirit and encourage teamwork and how to manage conflicts
Timing:	3 hours
Group size:	1-20
Materials needed (optional):	Computer or smart device with internet connection
Short description of the methods/tools used (in steps):	Individual: The trainee will have the chance to reflect on the application of the concepts to real life scenarios. Group: In group the trainees will have the opportunity to debate their ideas and different applications of the concepts and activities. They will have the chance to role play conflict management scenarios.
Feed-back from students:	The trainees will understand the effects of acting their roles in each stage of the team building process as a member or a leader.
Assessment of the lesson:	The trainees will share their thoughts or debate about the role of team members and leaders along the team building process. They will identify their conflict management natural profile but understand the importance of adopting different styles on specific occasions.



Title of the lesson:	Conceptualizing Globalization
Module/Unit/Key concepts covered:	Module1/Unit 1/Topic 1.1,1.2 and 1.3 Key concepts: Globalization, Internationalization and Globalization History
Type of lesson:	Development Lesson
Learning objectives:	Know what globalization is, know what is internationalization, explain the historical context of globalization
Skills to be developed:	Critical thinking Social and cross-cultural skills Respect for diversity
Timing:	30-45 minutes including activities
Group size:	15-20
Materials needed (optional):	paper, pen, flipchart
Short description of the methods/tools used (in steps):	Individual Activity: Each participant will search the globalization, internationalization, and the history of globalization. Then each participant will participate into group discussions. Group activity: Divide the class into 4 teams. Then the trainer gives them an important event which was affected on the globalization process and write an essay about each event. After gathering all essays, one of the team members for each team will present the event and discuss the historical perspectives of each important topics.
Feed-back from students:	Oral discussion: Students share their feelings during the session and their personal thoughts/experiences
Assessment of the lesson:	Individual/group work: Reflect on the lesson and write down what you've learned. Then, consider how you would apply the concepts and skills in a practical setting - how the globalizations affect your daily lives.

Title of the lesson:	Are you ready for global market?
Module/Unit/Key concepts covered:	Module 4/Unit 2/ Topic 3 Key Concepts: Global Market , global staffing
Type of lesson:	Development Lesson
Learning objectives:	As indicated in the Unit and by training materials international companies collecting inputs from the different countries and hiring international staff. Students will learn to think through these complexities to better understand core issues in global trade and its requirements. Once students have gained a basic knowledge of global trade, they will assess how they are suitable and what kind of skills and competences do the need to develop in order to be active in the global market as a work force. In short they will know global trade and global market needs.
Skills to be developed:	Intercultural Skills, Language Skills, Negotiation Skills
Timing:	30-40 minutes including activities
Group size:	15-20



Materials needed (optional):	paper, pen, flipchart, PC
Short description of the methods/tools used (in steps):	Ask participants to prepare at least 5 "WHAT, HOW, and WHY" questions about the global market and global trade. Once they prepared the questions ask them to exchange the questions between each other. In the next step each participant will answer the questions and the answers will be anonymous. Then open a group discussion and ask the participants to indicate the missing points of each answer or if there is no missing point ask them to differentiate the given example. If you are conducting an online course apply the same steps for a virtual platform.
Feed-back from students:	Students will tell what needs that they have observed that can be addressed with additional information.
Assessment of the lesson:	During the lesson, you can ask questions to assess your students' learning. By asking questions throughout your lesson, you will know whether your students understand the material in the way that you want them to or not.

Title of the lesson:	Global Competences
Module/Unit/Key concepts covered:	Module 4/Unit 2/ Topic 2 Key Concepts: The importance of global competences for young people
Type of lesson:	Practical Lesson
Learning objectives:	The students will learn the global competences, explain why global competences are important for young people.
Skills to be developed:	Learning, thinking, and innovation skills. Besides some skills associated with life and careers, such as designing, evaluating, and managing one's own work for ongoing improvement and adapting to change.
Timing:	40-45 minutes including activities
Group size:	15-20
Materials needed (optional):	paper, pen, flipchart, PC
Short description of the methods/tools used (in steps):	This section will be performed as group activity. Divide the main group into the small groups and create around 4 medium size groups. Ask the students to write the global competences in a small paper and put them in bowl. Each student will pick 3 or 4 competences from the bowl and when all group members completed to selection of the paper ask them to create a short scenario which points the lack of competences. When the students shared their scenarios with the other group ask the opposite group to fill that person skill gap by addressing the true points.
Feed-back from students:	Students will share their understanding of the importance of global competences.
Assessment of the lesson:	Homework: Students will write essays at the home about the importance of the global competences.



Title of the lesson:	Entrepreneurship's many beneficiaries (Based on: <u>UTTyler</u>)
Module/Unit	Module 5, Unit 1
Type of lesson:	Development
Learning objectives:	<ol style="list-style-type: none"> 1. State the benefits of entrepreneurial behavior to entrepreneurs, consumers, suppliers, workers, and society as a whole. 2. List traits of entrepreneurs. 3. Define revenue. 4. Explain changes in prices as a result of shortages and surpluses.
Skills to be developed:	Entrepreneurial behavior
Timing:	60 minutes
Group size:	Regular class size - approx. 15 students
Materials needed (optional):	<p>Activity sheet: The Benefits of Entrepreneurship</p> <p>Visual: The Benefits of Entrepreneurship</p>
Short description of the methods/tools used (in steps):	<ol style="list-style-type: none"> 1. Explain to students that, in this lesson, they will see how entrepreneurial activity benefits other actors in the economy. Display Visual 1: The Benefits of Entrepreneurship. Work through the different actors identified on the visual using the following steps. 2. The entrepreneur. Explain that the entrepreneur benefits from entrepreneurial activity in a number of ways. Ask students for their ideas of how entrepreneurs' benefit. Be sure that they understand four benefits in particular: First, the entrepreneur has the freedom to pursue personal business interests rather than following the directives of someone else. Second, he or she has a chance to achieve recognition. Third, the entrepreneur receives the satisfaction of creating new products or improving existing ones. Finally, he or she is entitled to all profit earned by the firm he or she creates. 3. Those who purchase the entrepreneur's product. Explain that consumers benefit from entrepreneurial activity because the competition among entrepreneurs promotes better quality goods and services, better customer service, and lower prices. 4. Those who provide resources to the entrepreneur. Explain to students that they are going to take part in a short demonstration that will help them understand how resource suppliers benefit from entrepreneurial activity. Write the word "Revenue" on the board. Define revenue as the income businesses receive from the sale of a resource, good or service. From Activity 1: The Benefits of Entrepreneurship, cut out and distribute the eight Wood Wholesaler cards and four New Business cards, one card per student, to twelve students. Explain to the entrepreneurs with new businesses that their goal is to purchase one unit of wood. Instruct students that they should try to spend no more than 50€ for the unit of wood but may need to be flexible in their purchase price based on market conditions. Tell the wood wholesalers that their goal is to sell their unit of wood. Instruct students that should try to sell their unit of wood for no less than 50€ but may need to be flexible in the sale price based on market conditions. Point out to both entrepreneurs and wood wholesalers that the first offer may not be the best offer, and they should shop around before



	<p>completing their transaction. Instruct each wood wholesaler to write the amount he or she received for the unit of wood on the board under “Revenue.” Tell students not to trade cards. When each entrepreneur has one unit of wood, ask all students to take their seats and total the transactions on the board.</p> <p>5. Allow the first “Revenue” column to remain visible and begin a second “Revenue” column on the board. Distribute four more New Business cards to four additional students. Review the rules, as laid out in Procedure 4. Instruct each wholesaler to write the amount he or she received for the unit of wood on the board in the second “Revenue” column. When each entrepreneur has a unit of wood, ask all students to take their seats and total the transactions. Note that total revenues have increased due to more suppliers having an opportunity to sell wood. However, the increase in revenues may also be due to an increase in the price of wood. If this is the case, ask students to explain the increase in the price (More entrepreneurs were demanding wood, which brought about an increase in price).</p> <p>6. Add a third “Revenue” column on the board. Distribute four more New Business cards to four additional students. Review the rules, as laid out in Procedure 4. Instruct the wood wholesaler to write the amount he or she received for the unit of wood on the board in the third “Revenue” column. When all of the wood is sold, have students take their seats. Ask the following questions.</p>
<p>Feed-back from students:</p>	<p>A. In the first round, how much did the new businesses have to pay for a unit of wood? Answers will vary, but each should have paid less than \$50.</p> <p>B. Why were the new businesses able to get wood for less than \$50? There was a surplus of wood, meaning that there were more wood wholesalers selling wood than there were new businesses buying wood.</p> <p>C. Did each new business receive one unit of wood? Yes</p> <p>D. In the second round, what happened to total revenues? They increased.</p> <p>E. How much did the new businesses have to pay for a unit of wood? Answers will vary, but each should have paid 50€ or, at least, more than they paid in the first round.</p> <p>F. Why did new businesses have to pay more for wood in this round? There were more new businesses demanding wood, but the quantity of wood did not increase.</p> <p>G. Did each new business receive one unit of wood? Yes.</p> <p>H. In the third round, what happened to total revenues for the wood wholesalers? They increased.</p> <p>I. How much did the new businesses have to pay for a unit of wood? Answers will vary, but at least some of them will have paid more than 50€.</p> <p>J. Why did new businesses have to pay more for wood in this round? There was a shortage of wood, meaning that there were more new businesses, each wanting one unit of wood, than there were wood wholesalers, each selling one unit of wood.</p> <p>K. How do those who provide resources to businesses benefit from entrepreneurial activity? Sales and revenues increase.</p>



Assessment of the lesson:	<p>Assessment 1 - the feedback: Summarize the lesson by discussing the following questions with students:</p> <ol style="list-style-type: none"> 1. How does entrepreneurial activity benefit the entrepreneur? Freedom to pursue personal business interests rather than following the directives of someone else; a chance to achieve recognition; the satisfaction of creating new products or improving existing ones; entitlement to all profit earned by enterprise 2. How does entrepreneurial activity benefit those who purchase the entrepreneur's product? Entrepreneurial activity promotes better quality goods and services, better customer service, and lower prices. 3. How does entrepreneurial activity benefit those who provide resources to the entrepreneur? Their sales and revenues increase 4. How does an increase in the number of small businesses affect the demand for resources? The demand increases as entrepreneurs increase production. <p>Assessment 2 - Essay: Constructed-response question Instruct students to write a brief essay explaining how the entrepreneurial activity of an entrepreneur of the student's choosing benefits/benefited all of society. Students may choose an entrepreneur from history or a present-day entrepreneur. Instruct students to label each section of the essay with the headings from Visual 1.</p>
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Title of the lesson:	Opportunity Recognition: Painstorming (Based on: Epicentre)
Module/Unit	Module 5, Unit 2
Type of lesson:	Development
Learning objectives:	<ol style="list-style-type: none"> 1. Learn the painstorming method 2. Understand the concept of opportunity solving someone's pains and frustrations 3. Understand the concept of the market niche
Skills to be developed:	Problem solving, opportunity recognition. Team's (or individual's) capability to thoroughly address the design space before committing to a particular concept.
Timing:	120 min split into homework and group work in the classroom
Group size:	Regular class size - approx. 15 students
Materials needed (optional):	smartphone, computer, projector (beamer)
Short descript of the methods/tools used (in steps):	<ol style="list-style-type: none"> 1. Provide students with examples of innovative products that address customer pains. 2. Prime students with observation skills. Shows your students a video that demonstrates the power of observation and the tendency for people to only notice what they are focusing on:





(Study by cognitive psychologists Daniel Simons and Christopher Chabris). In this video, how many passes did you count? Did you see the gorilla?

3. Assign each student the task of observing human pains for a week. a. Go out into the world to listen for and observe frustration. b. Take a 5-10 minute video of a people performing everyday tasks (without getting in trouble). c. Watch the resulting video multiple times, and in different ways (with no audio, with someone else, backwards, etc.). d. Write down potential opportunities where an innovative solution may generate value. e. Also note sub-optimal ways that people perform tasks without even noticing that the approach is sub-optimal (usually because that's the way it's been done for a long time—even though conditions and technology may have changed).

4. Ask each student to bring his or her video to class to collect other students' observations. Students watch the collection of videos together and identify additional needs or opportunities that the student who made the video may have missed.

5. Grade students on how many needs or opportunities they identified in their own video, and how many needs or opportunities they identified in others' videos that the owner missed. 6. Use these ideas as starting points for students to state potential problem statements before proceeding to generate a wide array of concepts that address those problem statements.

Feed-back from students:

Watch students flow of ideas (discussed topics) and write them on the board. Example: One student takes a video of a man raking leaves. Problems he observes includes sub-optimal ergonomics of the rake, wind interference and inefficiency of leaf collection bags. Another student notices that the end of the man's roof drainage pipe protrudes into his driveway about half of meter, and as a result was crushed from being run over by his car. Other students followed this train of thought and began discussing the man's clogged gutters and other pain points unrelated to the apparent theme of the video. The discussion that was originally about leaves in a yard turned into downspouts and water management. To get students to see this when the obvious focus was on the person cleaning up leaves is exactly the objective of this exercise.

Assessment of the lesson:

Homework: Write down the "pains" you are capable to solve: - right now with the skills you possess; - with some additional education and training; - without any capital; - with an endless capital available.



Title of the lesson:	Decision making: Scarcity, opportunity cost and you (Based on: UTTyler)
Module/Unit/Key concepts covered:	Module 5, Unit 3 All decisions involve opportunity costs. Weighing the costs and benefits associated with alternative choices constitutes effective economic decision making
Type of lesson:	Development
Learning objectives:	Identify the opportunity cost in examples of personal decision making. Describe the trade-offs involved in the student's choices. Anticipate the consequences of the students' choices.
Skills to be developed:	Decision -making in business
Timing:	60 minutes
Group size:	Regular class size - approx. 15-20 students
Materials needed (optional):	Gather five or six items that students consider valuable and different enough to be willing to weigh the costs and benefits of selecting just one. Examples: an apple, a school pin, a not-so-rare coin, a box of raisins, a healthful snack, a football card, or a certificate for a free lunch with the teacher. The one item that must be part of this simulation is a "free lunch" with the teacher.
Short description of the methods/tools used (in steps):	<ol style="list-style-type: none"> 1. Explain that this lesson helps students improve their decision-making skills. Students need to understand the meaning of cost" as economists use the term. To an economist, even supposedly "free goods" can have significant costs. 2. Ask, "If I offer to give you something for nothing, is there a cost?" Allow some discussion and do not debate the issue yourself. Restrict your remarks to clarifying the fact that you are going to give away some items today without asking for any money from the students. 3. Once the discussion has reached the stage where students understand they are going to receive "something for nothing" ask for volunteers to serve as sellers for each product. Select as many sellers as you have products to give away, but no fewer than four or more than six items. Explain that the remaining students will be consumers. 4. Give each volunteer seller one "free" item and a copy of Activity 1, Advice to the Sellers. Send students to the back of the room to read the copy and work on their presentations. 5. While the sellers are preparing, give each consumer a copy of Activity 2, Consumer Product Ranking Form, and remind them that today a variety of sellers will offer them "free samples" of their products. Each seller will have one minute to explain why consumers should prefer their product over all the others. After hearing all the sales pitches, each consumer will be asked to rank the samples, from the most preferred to the least preferred product, using the response form to record their preferences. 6. Invite sellers to sit in the front of the room and give them one minute each to promote their products. This should involve some humor and creativity on the part of the seller. Classroom appreciation should be enough incentive to



	<p>bring forth clever presentations. It should not be necessary to provide a reward structure such as grade points for the presentation.</p> <p>7. Choose the same number of consumers as there are sellers, choosing a replacement if a consumer fails to get a gift. Ask them to stand one at a time and state their selections in the order ranked. Ask sellers to stand in the order that consumers rank them. After each consumer has publicly ranked the items, ask the two questions in Step 8. Consumers must answer both correctly to get their highest ranked choice.</p> <p>8. Consumers will receive the highest ranked product only if they answer the following questions correctly. An incorrect response means the consumer does not get any item. A. "Did your choice have a cost?" Correct Answer: Yes, an opportunity cost. B. "What is the opportunity cost of your selection?" Correct Answer: The product ranked second (or the next available, if the second ranked has been taken by another consumer). This is their "opportunity cost" (lost opportunity) since by the rules of the game they could receive only one product. The "cost" of getting one product is not getting the second highest available alternative desired.</p> <p>9. Repeat this process until there is only one item left. Keep that item for yourself.</p> <p>10. Since consumers are supposed to rank the products according to their own tastes, there will usually be a change in the order sellers will stand and differing opportunity costs for consumers. Discuss these differences with student consumers who were not selected to publicly reveal their preferences.</p> <p>11. After the buyers have received their products, pose the following question: "What positive or negative consequences might result from your selection?" Possible Student Answers: A more pleasant personality, or weight gain and tooth decay from eating the snack; better grades with quiz exemption or from having lunch with the teacher, or discomfort from being called teacher's pet; happiness (disappointment) from seeing one's team win (lose) the athletic event; or lower grades if attending the game means less study time.</p>
<p>Feed-back from students:</p>	<p>Conclude the lesson by having the students review the opportunity costs and consequences illuminated in Activity 3, Franklin's Decision. There are several ways to conduct this exercise. The simplest method would involve giving each student a copy of Activity 3 and, if time permits, having students share their answers. A variation involves clustering the students after they select one of the options. Each cluster of students discusses their common option and selects a spokesperson to give their views. This could lead to a general discussion of the trade-offs they find acceptable for Franklin.</p>
<p>Assessment of the lesson:</p>	<p>Reflection on the lesson by students, discussion about the lesson learned.</p>



Title of the lesson:	Building a business plan (Based on: Scholastic)
Module/Unit/Key concepts covered:	Module 5, Unit 3
Type of lesson:	Development
Learning objectives:	Students will write coherent business plans that convey information clearly and accurately through the effective selection and organization of relevant content, while using domain-specific vocabulary.
Skills to be developed:	Planning a business
Timing:	60 minutes
Group size:	Regular class size - approx. 15-20 students
Materials needed (optional):	Activity Sheet: Make Your Business Plan Internet access
Short description of the methods/tools used (in steps):	<p>1 Ask students to share what they think a business plan is. Now ask why they think it's important for an entrepreneur to write a business plan, and have them work as a class to brainstorm ideas for the components they think would be important to include in one.</p> <p>2 Explain to students that effective business plans must have these components: • Business description (an explanation of what the business will be and the need it will fill for consumers) • Market analysis (a study of the competition in the industry) • Marketing and sales strategy (a plan for how to sell the business's services or products and convince people to buy them) • Funding requirements (an estimate of how much money will be needed to make the company successful) • Financial projections (an estimate of how much money the company will be able to make) Read and discuss a sample business plan as a class.</p> <p>3 Distribute the Make Your Business Plan activity sheet. Challenge students to each choose a company they admire and create their own business plan for it as if they were starting it from scratch. Their choice could be anything from a film studio to a clothing brand to a video game company.</p>
Feed-back from students:	Challenge students to design a new logo, tagline, or mission statement for their company. Emphasize the importance these elements carry for marketing success. Ask students to write a paragraph explaining what they did and how they think it will entice consumers.
Assessment of the lesson:	Presentation and defending of individual business plans in front of the group.



Title of the lesson:	Find yourself: create your personal brand
Module/Unit/Key concepts covered:	Module 6/Unit 1/Concepts covered: personal brand
Type of lesson:	Practice and development lesson
Learning objectives:	To create a first draft of how your personal brand would be and make it the most distinctive you can.
Skills to be developed:	Improve your communication, enhance your self-confidence and create your personal brand
Timing:	60 min.
Group size:	10/12 participants
Materials needed (optional):	Blackboard, screen, speakers, a room with computers
Short description of the methods/tools used (in steps):	In order to find your personal brand it is necessary that you know yourself first so it will reflect your personality. Activity 1: we will start the lesson with a discussion between all of the participants. They will have to be able to identify which are their skills, their strengths and what makes them unique. Activity 2: Once we have identified these features, we will lead the lesson following Glenn Llopis' ideas. Glenn Llopis is the Leader Strategy in the Age of Personalization, and he says that there are three effective ways of defining your personal brand: simplicity, efficiency in delivery and clarity of message. Activity 3: We will watch some extracts from the TED Talk "Powerful Personal Branding" given by Ann Bastianelli in order to have an additional output. Activity 4: We will consider all of this information to make a first draft of how your personal brand should be.
Feed-back from students:	Oral discussion: How would you describe yourself? Point out your skills and strengths.
Assessment of the lesson:	Hand in a draft of their personal brand

Title of the lesson:	Why is active listening important?
Module/Unit/Key concepts covered:	Module 6/Unit 2
Type of lesson:	Development lesson
Learning objectives:	To learn how to listen actively and why this is important
Skills to be developed:	Improve your listening and your social skills
Timing:	40 min.
Group size:	20/25 participants
Materials needed (optional):	Screen
Short description of the methods/tools used (in steps):	Activity 1: The importance of Active Listening. Active Listening is the process of listening not only the words but also the message. We will explain thoroughly this topic. Activity 2: We will explain techniques of Active Listening. 3: We will read two articles: one to find out whether you are an active listener or not and



	the second one to discover what kind of listener you are. This way we will start a small discussion between the participants so they will be able to detect what kind of listener they are and how to improve their listening skills.
Feed-back from students:	Oral discussion: 1. Are you an active listener? 2. What kind of listener are you?
Assessment of the lesson:	Write a brief report of how they think they could improve their listening skills and why

Title of the lesson:	What does Social Communication have to do with Multicultural Competence?
Module/Unit/Key concepts covered:	Module 6/Unit 3
Type of lesson:	Development lesson
Learning objectives:	To understand the concept of multicultural competence, to apply practical tips to develop intercultural skills and understand what Social Communication is
Skills to be developed:	Empathy, intercultural competences and cross-culture communication in the workplace
Timing:	60 min.
Group size:	20/25 participants
Materials needed (optional):	Screen and speakers
Short description of the methods/tools used (in steps):	Activity 1: We will explain what Multicultural Competence is. We will work with 10 different definitions and comment them. Activity 2: We will watch a 4 min. video called: "Funny, But True: Cultural Differences" to dig in this topic. Activity 3: We will comment on different tips in order to improve our intercultural skills and how to develop them in your workplace. Activity 4: What is Social Communication? We will watch a video called How To Communicate Better and discuss about it. Activity 5: What does Multicultural Competence have to do with Social Communication? We will point out the importance of Multicultural Competence and Social Communication and its complementarity. Activity 6: Test your acquired knowledge doing a quiz.
Feed-back from students:	Oral discussion: 1. Discussion about the different definitions of Multicultural Competence. 2. Discussion about Social Communication.
Assessment of the lesson:	Final Quiz about Multicultural Competence and Social Communication.

IV.3 Learning assessment

Assessment for learning, also known as summative assessment, is the approach of teaching that creates feedback that is used to improve the performance of students and teaching methods.

Effective assessments share a number of characteristics:



Objective – the effective assessment is objective and focused on student performance. Trainers/teachers should avoid judgements, personal views, sympathy, or over-identification (the “halo error”) and use the performance as it is, not as it could be/could have been.

Flexible - trainers should consider the specific context and overall performance of students because sometimes, a good student turns in a poor performance, and a poor student turns in a good one. We all can have bad days, or we can feel less friendly and cooperative. So the trainer must fit the tone, technique, and content and allow variables. The ongoing challenge for a good evaluation is always deciding what to say, what to omit, what to stress, and what to minimize at the proper moment.

Acceptable – there has to be a mutual acceptance for both sides, in order to allow a proper evaluation. Students must have confidence in the instructor’s qualifications, teaching ability, sincerity, competence, and authority. Also, the assessment itself must be presented fairly, with authority and conviction, from a position of recognizable competence.

Comprehensive – a good assessment covers both strengths and weaknesses and the greater challenge for the trainer is to find how to balance the two. A comprehensive assessment is not necessarily a long one, nor must it treat every aspect of the performance in detail but must focus on the greater benefit for the beneficiary.

Constructive – any assessment is useless if the students can’t benefit from it. Praise for its own sake should be avoided but praise may be a great help in building self-confidence and inspire students to improve and get better. Positive reinforcement and guidance for correction will always produce good effects, compared with negative comments/judgements.

Organized – a good assessment should be always well organized with the focus on making sense for the student. Sometimes an assessment can profitably begin at the point at which a demonstration failed, and work backward through the steps that led to the failure. A success can be analyzed in similar fashion. Alternatively, a glaring deficiency can serve as the core of an assessment. Breaking the whole into parts, or building the parts into a whole, is another possible organizational approach.

Thoughtful – it’s important that the trainer have thoughtfulness toward the student’s need for self-esteem, recognition, and approval. Ridicule, anger, or fun at the expense of the student never has a place in assessment. While being straightforward and honest, the trainer should always respect the student’s personal feelings.

Specific – comments/recommendation/evaluations of trainers should always be specific. Students have to know precisely what the recommendations are, in order to act towards improvement. If the instructor has a clear, well-founded, and supportable idea in mind, it should be expressed with firmness and authority, in terms that cannot be misunderstood. At the conclusion of an assessment, students should have no doubt about what they did well and what they did poorly and, most importantly, specifically how they can improve.

(Source: [General characteristics of effective assessment](#))



Formative versus Summative

Both, formative and summative assessment are essential parts of any curriculum map.

While the formative assessment gives an insight into the knowledge people possess and how someone is learning the material throughout a course, the summative assessments is aimed at assessing the extent to which the most important outcomes at the end of the instruction have been reached, focusing on how much someone has learned throughout a course.

In Tsemy training program, we suggested a quiz at the end of each module, in order to emphasize on the importance of formative assessment and to invite the learners to better (auto) evaluate their own progress. They can also be used to briefly test a students' level of comprehension regarding course material, providing teachers with insights into student progress and any existing knowledge gaps. They also are designed for immediate feedback so that students and teachers can see students' areas of strength and weakness and address areas for growth.

There are several types of exercises:

- Match the paragraphs (to complete the sentence or statement of two pieces)
- Fill in the blank (missing word in a statement)
- Answer the questions (on the cards): yes/ no, true/false
- Choose the right answer from few given options

Module 1 - Flexibility, Inclusivity, Diversity and Wellbeing

Test your knowledge	
<p>Which one of the following is NOT one of the protected characteristics?</p> <p>a) Age b) Disability c) Hair color d) Marriage</p> <p>What is positive discrimination?</p> <p>a) Being friendlier with certain employees over others b) Favoring a job candidate from an under-represented group over another candidate c) Selecting someone from a minority group for special privileges d) Discriminating against a person with their permission</p> <p>Which of these would be a potential barrier that could accidentally discriminate against certain employees?</p> <p>a) Having fruit as a snack in a business meeting c) Holding an event on a Monday morning b) Using a different office across the corridor d) Attending a business lunch with alcoholic drinks</p>	<p>Someone at your work is not allowed a promotion because of their age: what kind of discrimination is this?</p> <p>a) Direct discrimination b) Positive discrimination c) Indirect discrimination d) Perceptive discrimination</p> <p>Equality and diversity in the workplace mean...</p> <p>a) Treating everyone the same despite differences in appearance, abilities and beliefs. b) To rely on someone c) Where people come together to work towards the same goal d) Freedom from discrimination, offering equal opportunities to all and encouraging good working relationships.</p> <p>What is diversity?</p> <p>a) Love c) Hate b) Variety d) Patience</p>



Unfair treatment of a person or group linked to the nine protected characteristics is called

- a) Prejudice
- b) Discrimination
- c) Stereotype
- d) Bias

A strong feeling or belief about a person without reviewing the facts:

- a) Prejudice
- b) Ethnocentric
- c) Bias
- d) Stereotyping

What is a protected characteristic?

- a) A trait that is against the law.
- b) An endangered animal.
- c) A cartoon drawing of a person.
- d) A personal characteristic that is protected by law.

The unique combination of feelings, thoughts, and behaviors that make you different from everyone else

- a) Self-esteem
- b) Self-concept
- c) Resilience
- d) Personality

_____ is the ability to recover from problems or loss

- a) Positive
- b) Remission
- c) Resilience
- d) Time

Mental illness interferes with a person's

- a) Occupation
- b) Daily tasks
- c) Social and family relationships
- d) All of the above

Which of these is NOT one of the 4 areas of health?

- a) Physical
- b) Mental
- c) Social
- d) Financial

Balancing of the 4 areas of health is called

_____.

- a) wellbeing

Everybody gets what they need to succeed based on their differences.

- a) Equity
- b) Community
- c) Equality
- d) Inclusion

All people regardless of their abilities, disabilities, and/or health care needs, have the right to be respected and appreciated for who they are.

- a) Discrimination
- b) Community
- c) Inclusion
- d) Equity

Mental illness interferes with a person's

- a) Occupation
- b) Daily tasks
- c) Social and family relationships
- d) All of the above

What are the responsibilities of young workers at work?

- a) To follow the rules and regulations of the workplace
- b) To use safety measures such as protective clothing and equipment when required
- c) To have knowledge of how to react during an emergency and report to the supervisor in case of emergency
- d) All of these

An angry coworker complains about how you do your job. Your BEST response is to

- a) Be more assertive than he/she is
- b) Remain calm and focused on a solution
- c) Walk away to avoid conflict
- d) Call security for help

All of the following are barriers to respecting diversity EXCEPT:

- a) Acceptance
- b) Stereotyping
- c) Fear
- d) Segregation

National origin, religion, language, and norms and values are examples of _____ used to identify ethnic groups.

- a) physical characteristics
- b) cultural factors
- c) trends
- d) norms

Fear/dislike of foreigners or strangers from other countries.

- a) Xenophobia



<p>b) Lifestyle c) Health d) Health assessment</p> <p>Which of this influence our health?</p> <p>a) Family b) Media c) Environment d) All the above</p> <p>What is an example of inclusive language?</p> <p>a) The autistic student needs support. b) The girl who suffers from epilepsy needs support. c) The student with a learning difference needs support. d) The Latino ELL kids need support.</p> <p>What is the best way to identify issues in the workplace regarding diversity and inclusion?</p> <p>a) Ask people b) Collect and analyze data c) Assume the worst d) Improve everything</p> <p>What is a responsibility of employees?</p> <p>a) Mix up teams b) Eliminate bias in the hiring process c) Respect fellow co-workers d) Use funds to purchase facilities such as lifts and accessibility tools.</p>	<p>b) Acrophobia c) Hydrophobia d) Astraphobia</p> <p>Which of this influence our health?</p> <p>a) Family b) Media c) Environment d) All the above</p> <p>An idea that many people have about a person /group of people that may be untrue or only partly true</p> <p>a) Prejudice b) Stereotypes c) Discrimination d) Bias</p> <p>What benefits may you gain if you take on extra duties, help coworkers, and work hard?</p> <p>a) Raises b) Credibility c) Respect d) All of the above</p> <p>Cognitive flexibility...</p> <p>a) Helps you adjust to change b) Helps you be a better problems solver c) Help you to think of something in a different way d) All of the above</p>
True or false?	
<p>Your physical, emotional, and mental health are all related and make up your overall health</p> <p>True False</p> <p>I cannot do anything to support someone with a mental health issue</p> <p>True False</p> <p>People with mental illness are able to work.</p> <p>True False</p> <p>Only people without friends need therapists/counsellors</p> <p>True False</p> <p>Cultural diversity is the existence of a variety of cultural or ethnic groups within a society.</p> <p>True</p>	<p>Employers are allowed to pay you less than your peers if you have a disability, because they have to adjust for you at work.</p> <p>True False</p> <p>Discriminatory behavior or practices may be presented as motivated by other, more justifiable, reasons rather than prejudice.</p> <p>True False</p> <p>Rejecting others because of their skin color is a kind of fairness.</p> <p>True False</p> <p>Resilience is the ability to stick with a task no matter how difficult it is and complete it.</p> <p>True False</p>

False

Module 2 - Innovation and knowledge management

Match the paragraphs	
Great ambitions The bounty of technological innovation which defines our current era The Careers interest assessment is Smart working, distance learning, ecommerce are many faces of The Digital Skills and Jobs Coalition	a simple 42-statement quiz can be leveraged to unleash human potential make great minds brings together Member States, companies, social partners, non-profit organizations 'do-it-yourself innovation
Eisenhower Matrix FTTT is short for Toggl Hootsuite Calendly	This Then That Three products; One mission summarizes the differences between four situations save time by scheduling posts across all your social networks in just a few clicks. eliminates the hassle of sending emails back and forth
True or false?	
Domestika courses are free of charge. it is only necessary to pay the registration fee for the course. True False Coursera was founded in 2020 to address restrictions due to Covid 19 True False One of the goals of The Digital Skills and Jobs Coalition is to develop high-level digital skills for ICT professionals in all industries. True False	The 100-Year Life is a Norwegian government study on gender equality in the artificial intelligence and ICT industry. True False More than two thousand experts participated in the Fjord Trends 2021 Report True False The Digital Competence Wheel is part of the google suite True False
Test your knowledge	
Zoho is a a) customer relationship management system b) white board c) manage your emails, customers, tasks and team workflow d) automate routine tasks Is not a cloud-based system a) Dropbox b) Spotify c) Packlink d) Google Drive Knack is	KANBAN METHOD was created in a) Italy c) Japan b) China d) Germany The Rule of 3 a) is about instant judgement of first impressions c) concerns the seconds when a question must be answered b) is a productivity technique d) is the minimum average smartphone reaction time. Being proactive is like



<ul style="list-style-type: none"> a) customer relationship management system b) online database builder c) customer relationship management system d) track time for better work 	<ul style="list-style-type: none"> a) climbing a mountain c) honoring own traditions b) biking d) constantly maintaining our car
Fill in the blanks	
The technology known as _____ has brought about major changes in the IT world in recent years and has enabled the appearance of new services, software and digital tools that can be used without the need to install anything on your computer. (cloud computing)	Francesco Cirillo used a kitchen timer to track his work and study time. The timer was shaped like a tomato, hence the name of this method, _____ in Italian. ('Pomodoro' means 'tomato')
The so-called _____ summarizes the differences between four situations, giving examples that suggest how to define priority commitments that should not be underestimated. (Eisenhower Matrix)	

Module 3 - Mobilization of human resources

Match the paragraphs	
<ul style="list-style-type: none"> Annual Results Brainstorm Direct feedback from customers Firsthand observation and feedback Strategic to operational planning 	<ul style="list-style-type: none"> Monitoring by Wandering About Speech Cascading communication Back to the Floor Team Meeting
Test your knowledge	
<p>What is leadership?</p> <ul style="list-style-type: none"> a) The power to order other to do what you want b) Being able to show everyone how to do it by demonstrating c) The art of getting others to want to perform and accomplish the team goals. d) Being able to plan strategically and set realistic goals <p>Which of the communication methods should be used when the team is engaged in agile projects?</p> <ul style="list-style-type: none"> a) Cascading Communication b) Back to the Floor c) Motivational Speech d) Team Meeting <p>According to John Adair where does one's motivation come from?</p> <ul style="list-style-type: none"> a) It's all about having a job and being paid b) It's strictly a personally centered issue c) It totally depends on the leader ability to motivate individuals d) It's 50% inherent to the individual and 50% resulting from external factors including being successfully lead. <p>What mustn't one be questioning at the forming stage?</p>	<p>What must you prepare during planning?</p> <ul style="list-style-type: none"> a) Tradeables, Walk Away Point and Opening Offer b) Market Research and SWOT Analysis c) Your counterpart credit status with the national banking regulator d) All of the above <p>What is the #1 rule?</p> <ul style="list-style-type: none"> a) Always negotiate b) Win c) Obey your limit <p>Which is a valid question to make on the performing stage?</p> <ul style="list-style-type: none"> a) What is the ideal way for our group to function most effectively? b) How fast can we bring new team members up to speed? c) Obey your limit <p>What is storming?</p> <ul style="list-style-type: none"> a) Team members learn to cooperate and support one another while establishing patterns of communication and behavior.

<p>a) Why am I on this team, and how will I fit in? b) How will I benefit from working on this team? c) How can we best measure progress towards our goals? d) All of the above</p> <p>External factor condition a) Your walk away point b) Their walk away point c) Opening Offer d) Whether or not to negotiate.</p>	<p>b) The team functions at its highest level of productivity and the focus of each member shifts from individual to group concerns. c) Marked by conflict within the group as team members push boundaries and challenge authority in attempt to clarify the team's goals, values, and norms.</p>
<p>How do you achieve win-win outcomes? _____</p> <p>What do you make of the algorithm of trading? _____</p> <p>How big discounts must you concede each time? _____</p> <p>How does one counter the Vice? _____</p> <p>How does one stop the salami slicing? _____</p> <p>How does one bypass buyers knocking the product? _____</p>	<p>When you use "The Final Offer"?</p> <p>How would you act if offered to split the difference? _____</p> <p>You closed the deal you wanted so bad, but now you are being nibbled for items that are indispensable to use the product. How will you act? _____</p> <p>What if the "offer" comes just before the contract is signed? _____</p> <p>How does one handle the reluctant buyer or seller? _____</p>

Module 4 - International orientation

<p>What are some positive effects of Globalization? a.) Increased freedom to travel and immigrate, better access to medicine, information, and technology. b.) Lower prices for developed countries and low paying jobs in underdeveloped countries c.) Less pollution in the world</p>	<p>Globalization is: a.) the introduction of the internet to make us closer to others in the world. b.) the breakdown of traditional barriers between nations through technology and transport c.) faster travel around the world</p>
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d.) All of the above

Globalization is good because of an _____ in standard of living, but is bad because there is a _____ in local cultures and traditions

- a.) increase / decrease
- b.) decrease / increase
- c.) increase / increase
- d.) decrease / decrease

What is the correct definition of cultural globalization?

- a.) The transmission of ideas, meanings, and values around the world.
- b.) The acceptance of open borders and freedom of movement of migrants.
- c.) The strengthening and maintenance of traditional cultures.
- d.) The growth of online broadcasting such as Netflix.

What are the disadvantages of globalization?

- a.) Growing Inequality and Trade Imbalance
- b.) Increasing of the Unemployment rate
- c.) Environmental Loots
- d.) All of the above

Which of the given promises of globalization is false?

- a.) Internationalization is a corporate strategy that involves making products and services as adaptable as possible, so they can easily enter different national markets.
- b.) Internationalization describes the process of designing products to meet the needs of users in many countries or designing them so they can be easily modified, to achieve this goal.
- c.) This process is used by companies looking to expand their global footprint beyond their own domestic market understanding consumers abroad may have different tastes or habits.
- d.) Internationalization never needs modifying products to conform to the technical or cultural needs of a given country.

The more populous countries in the developing world, particularly and, have opened their doors to the world. European cooperation has widened and deepened.

- a.) China and India
- b.) Germany and France
- c.) USA and UK
- d.) None of the above

d.) the movement of people and ideas around the world.

Globalization allows:

- a) People, goods and information to travel more quickly around the world.
- b) us to travel faster.
- c) us to buy goods from the internet.
- d) us to watch movies from all over the world.

Globalization helps culture spread through?

- a) people travelling to different countries and the spread of media.
- b) people being able to buy different clothes brands from overseas.
- c) providing plenty of McDonald's stores.
- d) American TV shows being shown in Australia.

Why does globalization have a positive impact on the global economy?

- a.) It allows increased innovation by the exchange of ideas and an integration of world markets.
- b.) It allows for a much broader impact of protectionist trade policies and allows mercantilism to fully develop.
- c.) It has increased the prices of nearly all commodities and has thus allowed businesses to prosper.
- d.) It has caused the strengthening of the nation state and allowed large states to regulate trade unilaterally.

What three factors change when globalization takes place?

- a.) Economic markets, trade barriers, communication
- b.) Economic markets, commodities, infrastructure
- c.) Market type, equilibrium, scarcity
- d.) Market power, product trade, consumption

What are the main reasons that have caused globalization?

- a.) Improved transport, making global travel easier.
- b.) Improved mobility of capital. Improved technology which makes it easier to communicate and share information around the world.
- c.) Growth of multinational companies with a global presence in many different economies.
- d) All of the above.

Why Global Trade is Important?

- a.) Availability of products worldwide (competitive advantage)
- b.) Reduce vulnerability and dependence on the domestic market (economy, seasonal fluctuations, weather, etc.)



<p>The global field of labor market management has been concerned with</p> <p>a) understanding, b) researching, c) implementing and revising all human resources activities d) All of the above.</p> <p>Which of the given is not an alternative form of global staffing?</p> <p>a.) Short-term assignments b.) Traditional expat assignments or long-term assignments c.) Rotation Assignments d.) All of the above</p> <p>According to the PISA 2018 Assessment, the definition of global competence outlines four target dimensions of global competence, which of the given one is not one of them?</p> <p>a.) Examine issues of local, global, and cultural significance b.) Understand and appreciate the perspectives and world views of others c.) Engage in open, appropriate and effective interactions across cultures d.) Take action for individual well-being and sustainable development</p>	<p>c.) Increase in product quality because of competition and higher quality standards required in other countries d.) All of the above</p> <p>In the 21st century and beyond this is what all people will need:</p> <p>a.) To be engaged citizens. b.) To be prepared for jobs of the future. c.) To be local and global problem solvers. d.) All of the above</p> <p>9. One of the domains of the global competences is investigate the World which focuses on</p> <p>a.) Pose questions to better understand issues and perspectives b.) Identify and suspend assumptions and judgements c.) Recognize the value of each person in a global community d.) All of the above</p>
<p>Fill the blanks</p>	
<p>..... refers to the processes by which a company brings its business to the rest of the world. Whileis the practice of designing products, services and internal operations to facilitate expansion into international markets. (Globalization/ Internationalization)</p> <p>In the historical context of the globalization, there are three waves in the World. And the Economic leader of the first wave was (Great Britain)</p> <p>..... is defined as the process of acquiring, deploying and retaining a global workforce in organizations operating in different countries and remains an important strategic human resources practice that assists multinational companies' coordination and control needs across widely dispersed units. (Global staffing)</p>	<p>..... is the word used to describe the growing interdependence of the world's economies, cultures, and populations, brought about by cross-border trade in goods and services, technology, and flows of investment, people, and information. (Globalization)</p> <p>This trade relied heavily on imperial monopoly and exploitation, including the slave trade, and was supported by military force. The Europeans called this tradeand the inadequacy of transportation and communication technologies prevented the development of trade. (Triangular Trade or Triangle Trade)</p> <p>.....is a multi-dimensional construct that requires a combination of knowledge, skills, attitudes and values successfully applied to global issues or intercultural situations. (Global Competence)</p>
<p>True or false?</p>	
<p>Global Trade can increase the consumption possibilities of nations.</p>	<p>Global flows have been a common thread in economic growth for centuries, since the days of the Silk Road,</p>

True False	through the mercantilist and colonial periods and the Industrial Revolution
As a result of global trade, the market is not any more competitive. This ultimately results in less competitive pricing and brings a cheaper product home to the consumer.	True False
True False	With globalization, the modern business world has faced numerous and complex challenges, and global labour markets have transformed as many of them take advantage of opportunities.
Global competence can help young people in order to capitalize on inherently interconnected digital spaces, question biased media representations, and express their voice responsibly online.	True False
True False	Global competence is the skills, values, and behaviours that prepare young people to thrive in a more diverse, interconnected world.
	True False

Module 5 - Entrepreneurship

Match the paragraphs	
Most new business Successful entrepreneurs identify what people want and A successful entrepreneur acquires additional knowledge and skills Profit is sometimes used as There is no such thing as	By investing in his or her capital. Fail in the first year. Respond creatively or innovatively A born entrepreneur An indicator of the success of a company
Finding a good business opportunity is... The best way to find out if people are interested in your business is... Timing is... The proactive strategy aims Start-ups are young companies created to develop a unique product or service, bring it to market, and make it	essential when assessing business opportunities. useless if you don't know how to identify it to ask them irresistible and irreplaceable to customers to solve problems before it occurs.
When preparing a business plan, it's important to conduct... It's a good idea to consider an exit strategy... Break-even analysis is an essential element of financial planning... If you need financial assistance, a commercial loan through a bank is... Before you register a company, you need...	that helps business owners determine when their company, product or service will be profitable. a good starting point, although these are often difficult to secure. as you compile your business plan thorough market research about your location and potential customers. to decide what kind of entity it is.
Test your knowledge	
Entrepreneurship is fundamentally characterized by an awareness of the economic conditions affecting people, a willingness to take risks and the ability to take advantage of existing conditions.	A self-starter is someone who does what needs to be done without... a) any sort of motivation. b) money.



<p>a) awareness of the economic conditions affecting people b) willingness to take risks c) the ability to take advantage of existing conditions d) all of the above</p>	<p>c) being asked or encouraged to do so. d) being hesitant about it.</p>
<p>True or false?</p>	
<p>Some people who start a new business have good ideas but do not have the skills, planning abilities, or knowledge to succeed in our economic system. a) True b) False</p> <p>Profit is the decrease in value that occurs between the costs of production and the revenue received. a) True b) False</p> <p>Finding a good business opportunity is useless if you don't know how to identify it. a) True b) False</p> <p>It's a good idea to find a new solution to an existing problem. a) True b) False</p> <p>The best way to find out if people are interested in your business is to ask them. a) True b) False</p> <p>Brainstorming is not really an effective tool in a start-up company. a) True b) False</p> <p>The easiest way to discover a trend is to look for and review reviews of what is selling. a) True b) False</p> <p>When preparing a business plan, it's important to conduct thorough market research about your location and potential customers. a) True b) False</p> <p>Business grants need to be paid back, just like business loans. a) True</p>	<p>The knowledge and skills that contribute to an entrepreneur's success can be acquired overnight. a) True b) False</p> <p>Companies that thrive are often built from the wild creativity of their creators. a) True b) False</p> <p>A frequent reason for failure of start-ups and many other businesses is that they pay too much attention to their customers, their requirements, and their needs. a) True b) False</p> <p>Competitor analysis should not be done if you want to identify key business opportunities that will help you expand your market and improve your products and services. a) True b) False</p> <p>Timing is essential when assessing business opportunities. a) True b) False</p> <p>In general, start-up does not work like any other business. a) True b) False</p> <p>The proactive strategy aims to solve a problem after it occurs. a) True b) False</p> <p>It's a good idea to consider an exit strategy as you compile your business plan. a) True b) False</p>

<p>b) False Before you start selling your product or service, you need to build your brand and a circle of people who are willing to take a risk when you open your business. a) True b) False</p> <p>European leader in the "Easy for Doing Business" is, among others, the United Kingdom. a) True b) False</p> <p>Don't overspend when starting a business. a) True b) False</p> <p>A Joint Stock Company is a perfect choice for small businesses. a) True b) False</p>	<p>Acquiring a variety of business licences is not really necessary before you can legally operate your business. a) True b) False</p> <p>The European Union does not provide any economic development incentives. a) True b) False</p> <p>Break-even analysis is an essential element of financial planning that helps business owners determine when their company, product or service will be profitable. a) True b) False</p>
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Module 6 - Presentation

<p>What is good to check if your efficiency works? a) Stick to the same techniques you normally use b) Nothing, you cannot check that c) Trying new methods until you find the one that suits you d) Forcing communication with your team</p> <p>Which of these values defines personal brand? a) It is distinctive b) It is about communication c) It shows aspects from you d) All the answers are correct</p> <p>How can you create your personal brand? a) Simplicity b) Efficiency c) Clarity d) All the answers are correct</p> <p>What is oral communication? a) All the categories of verbal and spoken communication. This group encompasses all ways of verbal interaction like meetings or calls.</p>	<p>What is netiquette? a) Social communication b) Online communication c) Netiquette makes reference to the correct manner of communicating online. It is composed by "net" and "etiquette." d) Behaving while you are communicating With others</p> <p>Which of these actions does not belong to Netiquette? a) Be aware that there is a human behind b) Be patient and respect other's time to reply c) Act as you would normally act face to face d) Share personal information of others</p> <p>What two aspects belong corporate communication? a) Internal communication (workers) and external communication (clients) b) Lunch and meetings c) Clients and workers d) Nothing</p> <p>What is non-verbal communication?</p>
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- b) It covers a wide range of activities, from writing an email to posting in social media.
- c) Online communication
- d) Behaving while you are communicating with others

Which of these values are important while communicating with clients?

- a) Transparency
- b) Accessibility
- b) Trust
- d) All of them are correct

What other advantages does active communication have?

- a) Personal growth
- b) Nothing
- c) It only has disadvantages
- d) All are correct

How can you show you are paying attention?

- a) Avoiding eye contact
- c) Interrupting the other
- b) Making eye contact
- d) All are correct

What of this is not a good form of body language?

- a) Nodding
- b) Smiling
- c) Turn your face to the other side
- d) making eye contact

Is communication different for every individual?

- a) No
- b) Yes, communication is perceived differently in every individual; this means that each of us understands and expresses the world in a different way
- c) No, as long as they do not speak the same language
- d) None of the answers is correct

What is part of your personal Brand?

- a) Your core values, passions and achievements
- b) What others think of you
- c) Others impact on you
- d) All are right

What is USP?

- a) User software profile
- b) Unique selling point
- c) User soft profile

a) This group is connected with to everything we do not write or say but we express with our gestures or body language

- c) Clarity
- b) Writing emails
- d) All the answers are correct

What is active listening?

- a) Social communication.
 - b) Active listening is the process of listening not only the words of a speech but the also the message.
 - c) Speaking without stopping.
 - d) Always agreeing with what the other has said.
- Can you improve your listening skills?
- a) No.
 - b) Yes, by interrupting the speaker.
 - c) Yes, focusing on the message.
 - d) All are correct.

What does adjust your tone mean?

- a) React according to the context and the relation you hold with the speaker
- b) Screaming
- c) B is correct
- d) All the answers are correct

What is a multicultural competence?

- a) A skill which allows you to interact effectively across cultures.
- b) A skill which allows to be every in several countries at the same time.
- c) Having a good verbal-communication
- d) All are correct

Which tip is not useful in order to improve your multicultural skills?

- a) Join international associations
- b) Ask
- c) Be open-minded
- d) Do not be flexible

How can you invest in you?

- a) Buying new clothes
- b) Considering other people opinion
- c) Investing in your creativity, self-confidence and health
- d) All are right



d) A is correct	
Match the paragraphs	
Intercultural, or cross-cultural, competence is Social lunch and dinners in small groups An example of sharing cultural background	can easily implement confidence and interaction within the workers. could be that workers can bring any object, picture or food that is part of its cultural background once a month. an indispensable ability in the labor market nowadays as globalization has brought multiculturalism everywhere: workers, clients, other professionals, etc.
Social communication The sender and the receiver Interculturality is	interact through agents which are not possibly quantifying. is the way in which communication and social relations interact? In other words, it is how we use the language to communicate and develop our social skills. an indispensable ability in the labor market nowadays as globalization has brought multiculturalism everywhere: workers, clients, other professionals, etc.
Twitter LinkedIn Twitter and Facebook	Is a professional's social network most preferred by employers, recruiters, and head-hunters? is a free social networking and service that enables its users to send and read messages known as tweets. Are quite informal, and largely used by people for connecting with friends and family.
Networking If you are If you are shy	Is a professional's social network most preferred by employers, recruiters, and head-hunters? nervous do not try and fill all the gaps by talking non-stop. arrive early when there are not as many people there. You can get comfortable with your surroundings and start up conversations with the organizers.



V. IMPORTANT TIPS FOR TEACHERS AND TRAINERS

The Modules/ the Sections:

Each section of each of the six modules shows a specific item with the aid of images and key words. They are short and focused.

You can use all of them or a part of them in your training courses, as preferred.

They can be usable within specific courses, but also as a preface in other different courses, as a support for motivating trainees to learn and to integrate.

They keep the information in your course focused and relevant, with a minimum of extraneous detail.

Contents are “chunked” into small, digestible bites of information, respecting the principle of *less is more*. When needed, you can select just one small sub-topic of the whole curriculum and focus on it during the lesson.

By clicking on the section title, you will give to the system the input to start the lesson itself.

Do not forget to:

Spell out the “**WIIFM**” (**What’s in it for me?**) for your learners. All learners want to know why they are learning something, and how it will help them on the (future) job.

Individualize their learning. Learners usually wish to learn things that appear relevant to them at the present time - for example in a situation that requires their action, for following a future plan or in a crisis, uncertainty moment.

Give value to personal experience. The connection of this experience to the new learning demands represents a fundamental learning prerequisite for them.

Start small. Choose a lesson or topic you already do and just modify it a little bit to be more of a problem or question students need to solve.

Make it simple. Put contents in relation to practical situations and phenomena of everyday life.

In short, understanding your learners’ needs, and applying common sense to meet them, will dramatically improve your training programs.

Set realistic performance goals and help students achieve them. Design tasks that are appropriately challenging in terms of their knowledge and interest.

Use testing and grading as a means of showing what students have mastered, not what they have not. Offer non-judgmental feedback on students' work, highlight opportunities to improve and look for ways to stimulate progress.

Encourage Peer Learning: encourage students to give and receive feedback and evaluate each other's' learning.

Approaching Generation Z as learners:

Researchers and popular media generally cite the mid-to-late 1990s as the starting birth years and the early 2010s as the ending birth years of Generation Z. The Oxford Dictionaries describes Generation Z as "the generation reaching adulthood in the second decade of the 21st century."

(Source: Wikipedia)

As the first social generation to have grown up with access to the Internet and portable digital technology from a young age, members of Generation Z have been dubbed "digital natives". While Gen Z students were born into technology, it's vital to understand their relationship with this technology and avoid the misconceptions to call them "tech-savvy." It's perfectly true they have been exposed to technology since they were born and they know how to use it proficiently and effectively. But often, learning doesn't rely on mobile devices, and instead, on computers or laptops. If you ever watched a student type on a mobile device or tablet in comparison to a computer, you already noticed that watching them type on the latter, is painfully slow. We have to remember these students grew up typing with their thumbs.

Sparks & Honey (2014) offer a list of ideas of how to connect with Generation Z. Some of their main ideas and suggestions are:

- 👁️ Depict them as diverse (ethnically, sexually, fashionably)
- 👁️ Talk in images: emojis, symbols, pictures, videos
- 👁️ Communicate more frequently in shorter bursts of "snackable" content
- 👁️ Don't talk down... talk to them as adults, even about global topics
- 👁️ Assume they have opinions and are vocal, influencing family decisions
- 👁️ Make stuff – or help them make stuff (they are industrious)
- 👁️ Tap into their entrepreneurial spirit
- 👁️ Give them control and preference settings



- 👁️ Collaborate with them – help them collaborate with others
- 👁️ Tell your story across multiple screens
- 👁️ Live stream with them – or give them live streaming access
- 👁️ Optimize your search results (they do their Internet research)
- 👁️ Talk to them about values (they care about the costs of things)
- 👁️ Include a social cause they can fight for
- 👁️ Help them build expertise (they want to be experts)
- 👁️ Tease (think: ephemeral, puzzles, surprises and games)
- 👁️ Feed their curiosity



VI. USABILITY POTENTIAL AND IMPACT OF TSEMY TRAINING

Teaching and learning approach used in TSEMY Training Program foster the development of employability skills and is based on the following adult learning principles:

1. **Responsible learning** which emphasizes self-management, initiative and enterprise as learners work independently to develop new knowledge and activities in the interest of furthering their skills;
2. **Experiential learning** which emphasizes the 'learning to do' and 'learning from doing'. Authentic learning occurs when learners have an opportunity to apply their skills and knowledge in authentic work environments or in contexts which attempt to simulate the real. With its emphasis on real-time demonstration of skills, experiential learning can provide a strong basis for the demonstration and development of all Employability Skills. It can be particularly useful to create opportunities in which problem solving and planning and organizing skills are applied in real time.
3. **Cooperative learning** which encourages learners to learn from each other, share learning tasks and learn from a range of people including colleagues, mentors, coaches, supervisors, trainers, and others. Cooperative learning based activities can be particularly useful in a classroom environment to provide opportunities to work with teamwork and communication skills.
4. **Reflective learning** which is about consciously and systematically appraising experience to turn it into lessons for the future. This can be introspective, where learners are encouraged to examine changes in their own perceptions, goals, confidences and motivations. It addresses: developing critical thinking skills, learning to learn and developing attitudes that promote lifelong learning. Reflective learning can be useful in directly addressing problem solving, initiative and enterprise and self-management skills. To have a positive impact, e-learning programs need to be designed to enable employees to transfer what they have learned to their work in improving productivity and performance.

[\(Source\)](#)

The TSEMY Training Program aims to reinforce the establishment of the following items:

- a) Through training conceived in an original way and in a strict relationship with the market, companies and recruiting entities, **establish, reinforce and enhance the teaching, guidance and development of skills and knowledge** of the youngest age group that present difficulties and problems in terms of integration professional.
- b) **Provide targeted training**, with contents and resources totally directed for the trainers who will teach, train and mentoring the unemployed youth, assuming themselves as tutors and mediators in

terms of training. These trainers will be the central actors in terms of teaching skills and specialized knowledge in terms of career guidance and counselling, performance training, personal development skills with a real framework for work and the integration of these assets in employers' companies and institutions.

c) To **enhance the opportunities, functionalities and resources of Information and Communication Technologies** for the quality and success of online teaching and training content.

d) To **elaborate, supply and make available totally new, innovative and differentiated training resources and tools** based on the existing needs and gaps of the business market and also of the young people themselves, through the adoption of new methodologies, methods and approaches of education specific to these groups- targets.

d) **Carrying out public actions and initiatives** for members of the target groups of the project (unemployed youth, companies, actors in the labour market and professional integration) for the existence of sharing, reflection and a collective approach on the importance of articulation synergy between the different sectors and parties involved in creating responses and solutions in the face of the global context and reality.

The elaboration of the TSEMY project is based on the Erasmus + priorities related to the education area, namely in encouraging the development and production of knowledge, skills and innovative, sustainable and effective training approaches in terms of educational empowerment and training. It also integrates synergistic articulation with the growth objectives highlighted by the Europe 2020 Strategy.

Regarding expected impact of the training program, we can include the following elements:

1. Development and improvement of skills and knowledge at the local level, with influences of policies, contexts of guidance, training and integration in the scope of education for young people. It is envisaged the integration of new teaching methodologies, materials and resources in the education/training sector for young people in the labour market at the level of local education networks. There will be a collaborative and dynamic methodology of reflection and sharing of practices, models and training/teaching environments aimed at elevating the areas of integration, knowledge and cooperation in terms of professional integration through the use of the technological and digital component covered by the project. This impact will occur at the local level in the 6 countries and their communities (Portugal, Italy, Romania, Czech Republic, Spain and Turkey).

2. Evolution of formal and non-formal learning by education/training entities with a direct crossing with the needs that are identified and felt by the regional fabric involved in the project. The relevance of establishing partnerships across regional borders will be promoted in order to have better inter-sectoral knowledge, with access, sharing and discussion of responses that will be developed in a collaborative and broad way in the field and performance of education and training of young people that will allow integrate added value at regional level.



3. **Creation of responses, resources and training/education/training methods** adjusted to the reality, framework and needs of each of the peaceful countries of the project and of the EU society. This approach allows the integration of new policies, educational approaches and mediating mechanisms within the professional training of qualified young people that will be conceived from scratch with the collaboration and active participation of different key actors with social and national relevance.

4. TSEMY will contribute to the **harmonization of norms and practices in the area of professional training of unemployed young people** from a perspective beyond the national borders of the countries involved. Through the creation of a digital educational platform, open access and widespread use at international level it will be possible to make contact with innovative pedagogical resources and materials focused on the areas of personal development, socio-educational skills a supported employment.

