Training Guide

PINOLO

EMPOWERING
ARTISTS

Introduction

This Training Guide was designed and developed within the framework of the PINOLO Project (*"Professional training of unemployed artists", project number: 2020-1-UK01-KA204-079024*).

The main goal of the PINOLO project is to provide unemployed artists with specific skills in order for them to integrate into the business world, especially in the post-COVID-19 era. The aim is to improve their skills and, consequently, their employment opportunities. The participating countries are the United Kingdom, Greece, Cyprus, France, Bulgaria, Poland and Spain.

This Training Guide is based on the European ECVET framework. The Guide's utmost aim is to enhance, in the most efficient level possible, all the necessary skills for entrepreneurship on behalf of the jobless artists. Another goal of the Guide is to highlight the significance of the assessment, validation, and recognition of the learning outcomes, in terms of knowledge, skills, and competencies.

The Guide is based on the principles of Arts in Education, in order to attract the target group's interest, keep them focused and make them feel safe and secure, during the training procedure.

This Guide contains eight (8) different Training Modules. Each Training Module is divided into three elements:

a) The Training curriculum

b) The Theoretical framework, and

c) The Toolbox.

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Training Module 1:

How to become an Entrepreneur

1.1. Business Planning - skills and tools

Training Curriculum

| Knowledge	Skills	Responsibility & Autonomy
• Determine what a Social Enterprise is and how to set up a business • Recognise different types of governance/legal structures • Have knowledge of Grant Funding procedures & opportunities	• Create a clear, structured Business 'Canvas'	• Identify the most suitable governance structure for your business • Identify potential funding opportunities

Theoretical Framework

What is a Social Enterprise/Community Business?

A social enterprise is an operator in the social economy whose main objective is to have a social impact rather than make a profit for their owners or shareholders. It operates by providing goods and services for the market in an entrepreneurial and innovative fashion and uses its profits primarily to achieve social objectives. It is managed in an open and responsible manner and, in particular, involves employees, consumers and stakeholders affected by its commercial activities.

The European Commission's Social Business Initiative definition incorporates three key dimensions of a social enterprise that have been developed and refined over the last decade or so through a body of European academic and policy literature:

■ An **entrepreneurial** dimension, i.e., engagement in continuous economic activity, which distinguishes social enterprises from traditional non-profit organisations/social economy entities which pursue a social aim and generate some form of self-financing but are not necessarily engaged in regular trading activity.

■ A **social** dimension, i.e., a primary and explicit social purpose, which distinguishes social enterprises from mainstream (for-profit) enterprises.

■ A **governance** dimension, i.e., the existence of mechanisms to 'lock in' the social goals of the organisation. The governance dimension, thus, distinguishes social enterprises even more sharply from mainstream enterprises and traditional nonprofit organisations/social economy entities.

Figure 1. *Three dimensions of social enterprises (Wilkinson 2015)*
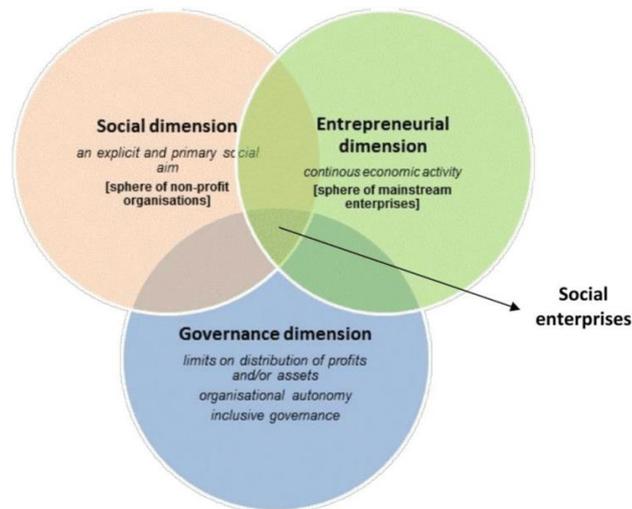
The following core criteria were established from the three dimensions above, and reflect the minimum conditions that an organisation must meet in order to be categorised as a social enterprise under the EU definition:

■ The organisation **must engage in economic activity**: this means that it must engage in a continuous activity of production and/or exchange of goods and/or services.

■ It **must pursue an explicit and primary social aim**: a social aim is one that benefits society - for who the social or societal objective of the common good is the *reason* for the commercial activity, often in the form of a high level of social innovation.

■ It **must have limits on distribution of profits and/or assets**: the purpose of such limits is to prioritise the social aim over profit-making – profits being mainly re-invested to achieve social objectives.

■ It **must be independent** i.e., organisational autonomy from the State and other traditional for-profit organisations.

■ It **must have inclusive governance** i.e., reflecting the enterprise's mission using participatory and/or democratic decision-making processes and/or focusing on social justice.

Social Enterprise/Community Business across Europe

Social Enterprise in Europe is a dynamic, diverse, and entrepreneurial movement encapsulating the drive for new business models that combine economic activity with social mission, and the promotion of inclusive growth.

Fig 2 identifies the 'national families' of social enterprise across Europe, their defining features and the eco-system within which social enterprise development is taking place. Although there is both a growing interest and convergence in views across Europe on the defining characteristics of a social enterprise, understanding and approaches to social enterprise differs substantially across (and sometimes even within) countries.

There is no single legal form for social enterprises. Many social enterprises operate in the form of social co-operative's, some are registered as private companies limited by guarantee, some are mutual, and a lot of them are non-profit-distributing organisations like provident societies, NGOs, associations, voluntary organisations, charities, or foundations. Despite their diversity, social enterprises mainly operate in the following four fields:

Work integration - training and integration of people with disabilities and unemployed people

Personal Health & Social Care - health, well-being and medical care, professional training, education, health

services, childcare services, services for elderly people, or aid for disadvantaged people

Local development of disadvantaged areas - social enterprises in remote rural areas, neighbourhood development/regeneration schemes in urban areas, development aid.

Other - including recycling, environmental protection, sports, arts, culture or historical preservation, science, research and innovation, consumer protection and amateur sports. (Wilkinson 2015)

Figure 2. *A map of social enterprises and their eco-systems in Europe (Wilkinson 2015)*
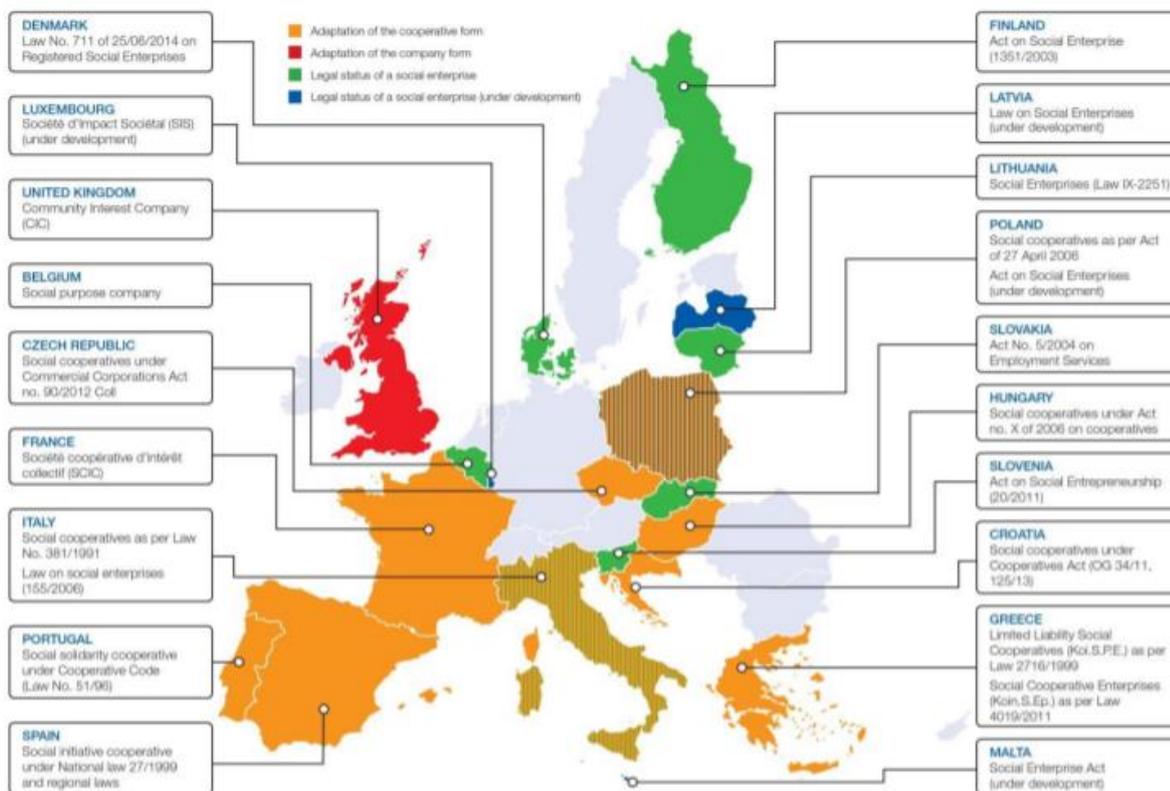
Training Guide

TITLE OF THE ACTIVITY: Creating a Business 'Canvas'

INTRODUCTION TO THE ACTIVITY

A business canvas should be a living, breathing manual for a social enterprise and is an essential tool when seeking project/activity funding from an investor. This exercise will support participants to consider key aspects of an effective social business model including partnerships/relationships; finances; resources and customers, to help

identify every opportunity and potential threat.

STEP-BY-STEP PROCEDURE

1. Trainer to give a brief overview of what a social enterprise/community business is and how it operates – visual resources are a good way to engage all participants i.e. show a 3 minute film demonstrating a successful creative social business – link to Canal Planter project here
2. Trainer to explain what a business canvas looks like, and explain the terminology by using a large-scale version of the template provided – link here
3. Participants to take part in a group brainstorming session, asking questions, and using post-its to populate each section of the trainer's template
4. Participants to each be given a template to complete in relation to their own creative businesses
5. Participants to be placed in groups of 3/4 to discuss/present their canvases, sharing ideas, and drawing support where needed.
6. Participants to re-join main group and share and discuss their business canvases, with the trainer encouraging them to collectively and individually reflect on:
   1.) What did you learn from this exercise?
   2.) Do you have more understanding of how to become socially entrepreneurial?
   3.) Did you find the support of your fellow participants useful in understanding your business model?

RECOMMENDATIONS & TIPS

Consider VAK techniques so all participants are engaged and feel included – e.g., Step 1 supports Visual learners, Step 2 is primarily Auditory-based and Step 3 encourages Kinesthetic learning as participants are moving around physically whilst undertaking this part of the activity.

Limitations of the activity for the Trainers (if applicable)

Participants may need glossary of terms to support the explanations around social entrepreneurial terminology. A good source can be found here.

Evaluation

Group discussion:

1) How do you feel after this activity?

2) Did you enjoy this activity? Which part was most useful?

3) How could this activity be improved?

Further reading:

https://www.the-sse.org/resources

https://www.socialenterprise.org.uk/

References:

European Commission and social enterprises. (2018). http://ec.europa.eu/growth/sectors/social-economy/enterprises_en   https://ec.europa.eu/growth/sectors/social-economy-eu/social-enterprises_en [Accessed

17.12.2021]

Wilkinson, C. (2015). A Map of Social Enterprises and Their Ecosystems in Europe. A synthesis report. European Commission. https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUK EwjtoOGfzLzbAhVDDywKHXJEBjwQFgg0MAA&url=http%3A%2F%2Fec.europa.eu%2Fs ocial%2FBlobServlet%3FdocId%3D12987%26langId%3Den&usg=AOvVaw208j5XNlHo 1df2K3Ri4VtN [Accessed 17.12.2021].

1.2. Stakeholder Mapping

Training Curriculum

Knowledge	Skills	Responsibility & Autonomy
- Recognise key factors and people in delivering social projects - Have knowledge of accessing finance/funding - Determine how to address social issues through creative projects	- Create a clear strategy for social impact - Creatively match finance with opportunities - Design your 'pitch' for proposals/applications – How to frame your ideas and show the social benefits	- Understand the value of creative process - Identify key social issues

Theoretical Framework

What is stakeholder mapping?

Stakeholder mapping is a process undertaken to understand the landscape that will inform the development of projects to address social issues. To deliver meaningful projects that are commercially viable and of social value, it is critical we gain an understanding of what issues people face within their community in order to design and deliver appropriate actions. When mapping stakeholders, the following four categories can be used to encompass the wider spectrum as detailed below:

Government (Local/regional/National & International) holding a range of budgets to provide support and services to society, it is important to engage with elected members and officers if social enterprises are to act as delivery agents and be commissioned to do so.

Non-governmental organisations (NGO, Charities and Social Enterprises). Often partners and supporters of social Enterprises that deliver projects and programmes of social benefit, especially if it connected to the NGO's own aims and objectives.

Business sector – increasingly, businesses are becoming more aware of the need to play its part in address social issues, many businesses give to social projects through trusts.

Citizens (residents, workers, service users, participants, volunteers etc.) it is critically important that any social actions projects are *co-designed* and engage at a grassroots level, this in fact should be the starting point to any meaningful project.
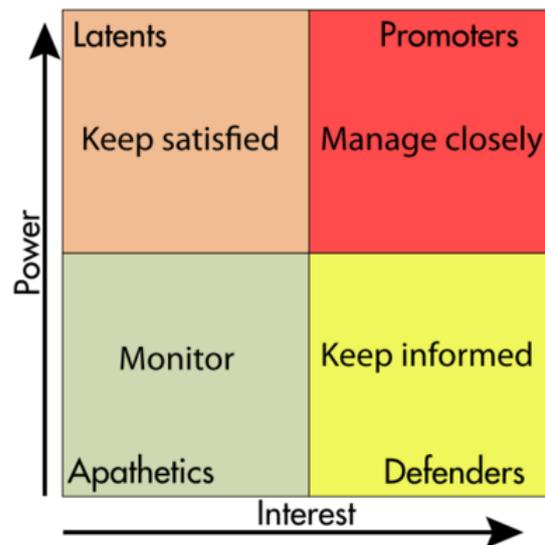
Who are Stakeholders?

Each social enterprise has a unique set of stakeholders – those who have a direct or indirect interest in the work of the organisation. Stakeholders may include employees, customers, beneficiaries, local leaders, funders and supporters, and many others. Stakeholders are those individuals or groups who depend on an organisation to fulfil their own goals and on whom, in turn, the organisation depends. There are many such stakeholders in a large organisation as outlined below and it is essential that social entrepreneurs know key stakeholders so that they can network with and communicate with them effectively:

Freeman, R.E (1984)

In order to determine how to approach and manage these diverse groups, which sometimes have different and conflicting interests, a systematic mapping method may be useful. Stakeholder mapping identifies stakeholder expectations and power and helps in understanding priority groups. The power/interest matrix below suggests a model whereby social entrepreneurs can consider those stakeholders who have an interest in their enterprise and whether they have the power to influence the enterprise (positively or negatively).

Stakeholder Grid

	Latents	Promoters
	Keep satisfied	Manage closely
	Monitor	Keep informed
	Apathetics	Defenders

Power (vertical axis)

Interest (horizontal axis)

One way to conduct stakeholder mapping is to use the grid pictured above. The axes of this grid are **interest** and **power.** Stakeholders with high interest would include those who are particularly active in their support. Those with high power are those who have profound influence over the work of the social enterprise.

The combination of interest and power determines the best approach toward these diverse groups:

1. Low power, low interest: *Monitor* with minimum effort

2. Low power, high interest: *Keep informed* of your work

3. High power, low interest: *Keep satisfied* to ensure continued support

4. High power, high interest: *Manage closely* to maintain a strong relationship

Stakeholder mapping should also involve conducting secondary research through outlets like trade magazines, industry studies, LinkedIn profiles, job descriptions and other social profiles. This research helps to build a profile of a social enterprise's key stakeholders and should detail the 'backstory' of each detailing name, occupation, what your enterprise can offer them and obstacles you may face. Putting your key stakeholder insights into practice ensures your key stakeholder profiles become central to your overall marketing strategy. Getting to know your stakeholders will allow you to walk in their shoes and truly understand what drives them to make the decision to buy from or work with your social enterprise. You should use them every time you prepare any kind of stakeholder communications, written, spoken or otherwise, and use them to inform every aspect of your marketing. Your key stakeholder profiles should be central to your overall marketing strategy and you should aim to identify four or five strengths and put together unique key messages that are likely to resonate with each stakeholder. This helps you build targeted marketing messages and, ultimately, boost your enterprise's impact.

Training Guide

TITLE OF THE ACTIVITY: Stakeholder Mapping

INTRODUCTION TO THE ACTIVITY

This activity will introduce social entrepreneurs to stakeholder mapping as the process of drawing a visual representation of the various people involved in or affected by the projects they deliver. This activity will provide a clear picture of who the various stakeholder groups are, as well as their motives and interests. This practical workshop will introduce participants to:

- establishing, planning, and delivering successful social projects & programmes
- identifying appropriate funding streams to finance the delivery of your creative projects
- Understanding stakeholders and the building blocks needed to construct a successful creative project/programme

STEP-BY-STEP PROCEDURE

7. Trainer to introduce the concept of stakeholder mapping – link to PowerPoint presentation here

8. **Exercise 1** – **Who are Stakeholders?** Trainer to provide participants with a list of stakeholder categories - participants to work in groups of 3/4 to list as many examples as possible within each category.

9. **Exercise 2** – **Why do we want to Engage with Stakeholders?** Trainer to provide participants with a list of reasons to engage with stakeholders – 1 participant from each group to change groups so as to have different group dynamics. Participants to list as many reasons as they can within each category.

10. **Exercise 3** - **How will we fund/Finance delivery of projects?** Participants are given examples of funding streams on a large-scale flipchart and asked to use post-its to populate it with a list of ways in which they can gain support for their work.

11. Trainer to present key sectors and established pathways to finance – participants invited to question/contribute their thoughts/concerns.

12. **Exercise 4** – **Create the Project:** Trainer will provide a large-scale Design Template for participants to collectively populate using differing coloured post-its by taking one of each of their answers from exercises 1,2 & 3, whilst reflecting on the process of identifying the issue through to providing the solution.

13. Conclusion - Trainer presents next steps – including planning the action and actioning the plan, essential documents, and considerations. Participants to discuss collectively and individually reflect on:
1.) What did you learn from this exercise?
2.) Do you have more understanding of how to map your organisation's stakeholders?
3.) Did you find it useful working with your fellow participants to generate responses?

RECOMMENDATIONS & TIPS

Consider VAK techniques so all participants are engaged and feel included – e.g., Step 1 supports Visual learners, Steps 2/6 although primarily Auditory-based also encourage Kinesthetic learning as participants are moving around physically whilst undertaking this part of the activities.

Limitations of the activity for the Trainers (if applicable)

Trainers will need to research the specific stakeholder networks and funding/financing landscape in their partner country in order to ensure this activity is both useful and relevant.

Evaluation

Group discussion:

1) How do you feel after this activity?

2) Did you enjoy this activity? Which part was most useful?

3) How could this activity be improved?

Further reading:

https://prosper-strategies.com/social-impact-key-stakeholders/

References:

Freeman, R. Edward (1984) Strategic Management: A Stakeholder Approach. Pitman

https://www.futurelearn.com/info/courses/social-enterprise-growing-a-sustainable-business/0/steps/20909 [accessed 20.12.21]

https://www.mdx.ac.uk/our-research/centres/ceedr/social-enterprise [accessed 20.12.21]

2

Training Module 2:
Working together

2.1. Teamwork skills

Training Curriculum		
Knowledges	**Skills**	**Responsibility & Autonomy**
Artists will • Understand the importance of teamwork • Learn the characteristics of a successful team	• Use effective team-bonding and communication techniques • Enhance each team member's role	• Become valuable and successful part of a team. • Set and achieve goals

Theoretical Framework

Definition of Teamwork

According to the Cambridge English Dictionary, "teamwork" is the *activity of working together in a group with other people, especially when this is successful*. Nieto-Rodriguez (2019) explains that high-performing teams are a combination of mutual trust and respect, comprehension between people with different backgrounds, and commitment to a common goal. For Kreitner (2002), teamwork effectiveness is measured by collective outcomes and leadership is a shared task.

Tuckman's team development model comprises 4 stages: forming, storming, norming, performing. Based on him, Nieto-Rodriguez summarizes the checklist of a successful team in the following points: knowing each other; setting team goals; setting expectations about behaviour and values; setting primary purpose; allocating responsibilities; establishing a problem-solving policy; taking joint decisions; resolving conflicts; providing constant feedback.

Types of Teams

1. **Self-managed Team**
   A group of people who work jointly towards a common goal. The team leader is also a team player. According to Decker, this "team is more goal-oriented, and as team members get a chance to learn from other team members, their participation and cooperation is improved".
2. **Problem-solving Team**
   Problem-solving teams have innovative ideas, are flexible, and deeply committed to their causes.
3. **Virtual Team**
   Virtual teams are teams working from a distance using technology (e.g., internet) to communicate. They can be really effective but might lack in direct communication.
4. **Cross-functional Team**
   According to Decker, a cross-functional team can either be "a company's primary form of organizational structure or can exist independently". The particularity of this team is that each member is an expert in a different area. Decker notes that cross-functional teams "offer technical or professional excellence".
5. **Leadership Team**
   A team where a group of people is the leader. Decker explains that the group benefits from each member's

qualities and diversity. He also underlines that in this type of team, "personality conflicts" are possible.

6. **Self-directed Team**

   Self-directed teams are very confident and autonomous. Their members can take decisions individually and coordinate themselves.

7. **Traditional Team**

   In this type of team, the leader has, according to Decker, "the ultimate power and authority". Its members are very disciplined but, on the other hand, cannot be autonomous.

8. **Informal Team**

   According to Decker, informal teams "evolve out of the formal organization due to the common needs or interest of individuals". Communication and understanding levels are high in that type of team, as its members share the same ideas and interests.

Successful Teamwork Attributes

In their case study, Tarricone and Luca (2002) sum up the attributes of successful teamwork:

1. Motivation and commitment to the success of the team and its mutual goals
2. Interdependence
3. Interpersonal Skills, such as honesty, trust, respect.
4. Effective communication and feedback
5. Specific roles for each team member
6. Commitment to team processes, leadership, and accountability

Training Guide

TITLE OF THE ACTIVITY: How well do you know your teammates?

INTRODUCTION TO THE ACTIVITY:
The aim of this activity is to develop strong bonds between team members by asking them to acknowledge each other's strengths. Each member of the team has to use one word/short sentence about every other team member. Materials needed for this activity: 1 paper sheet and 1 pen for each participant.

STEP BY STEP PROCEDURE

Step 1: All team members gather up in a room or outdoors and form a circle. Everybody writes their name in the middle of their paper sheet.

Step 2: Each participant hands their sheet of paper to the person on their left (clockwise). Now, the participants write anonymously one word/short sentence about the person whose name they read on the paper. Once finished, they hand the paper to the person on their left. This process continues until everyone gets back their own sheet.

Step 3: When everyone gets their paper sheet back, they can have 3 guesses each on who wrote what.

RECOMMENDATIONS & TIPS

N/A

Limitations of the activity for the Trainers (if applicable)

N/A

Training Guide

TITLE OF THE ACTIVITY: Sort them out!

INTRODUCTION TO THE ACTIVITY:
This activity aims to make participants understand the importance of teamwork to achieve a common goal. The activity is adapted by the Sling team building activities programme. To implement this activity, the team members will form small groups of four people. Materials needed for this activity: 1 big bowl for each group, 4 small bowls for each group, marbles in 4 different colours, OR 4 types of beans (e.g., white beans, kidney beans, black eyed peas, chickpeas), OR 4 different types of nuts (e.g., almonds, hazelnuts, cashew nuts, pecan nuts), a pair of chopsticks for each participant, OR 4 different types of jelly candies.

STEP BY STEP PROCEDURE

Step 1: Marbles/beans/nuts/candies are mixed, and equal amounts are put in the 4 large bowls. Each group gets 1 large and 4 small bowls, and each participant, one pair of chopsticks.

Step 2: The aim is to separate the different types/colours of marbles/beans/nuts/candies using only the chopsticks. The fastest group is the winner.

RECOMMENDATIONS & TIPS

This activity can either be done against the clock (by setting a time limit, e.g., 5 minutes). If there are no time restrictions, the first group to separate all the marbles/beans/nuts/candies wins.

Limitations of the activity for the Trainers (if applicable)

N/A

Evaluation

Open discussion:

1) Did you enjoy this activity? Which part did you like the most?

2) Did you implement any strategies with your teammates?

Further readings:

https://wsmh-cms.mediresource.com/wsmh/assets/6yybk3uq024osgo4

https://getsling.com/blog/quick-team-building-activities/

References:

Decker, F. (2010). Types of Teams and Effective Team Building. Retrieved from: https://www.researchgate.net/publication/233886132_Types_of_Teams_and_Effective_Team_Building_2010

Hall, L. (2019). *Coach Your Team*. London: Penguin Business.

Kreitner, R. *et al.* (2002). *Organizational behaviour: Key concepts, skills & best practices*. Toronto: McGraw-Hill Ryerson.

Nieto-Rodriguez, A. (2019). *Lead Successful Projects*. London: Penguin Business.

Tarricone, P., & Luca, J. (2002). Successful teamwork: A case study. Retrieved from: https://api.semanticscholar.org/CorpusID:110468570

2.2. Setting boundaries

Training Curriculum		
Knowledges	**Skills**	**Responsibility & Autonomy**
● Learn how setting boundaries can help improve the quality of work ● Understand the importance of work/personal life balance	● Organizing and planning tasks ahead in order to be more efficient ● More effective time management	● Establish a set of rules and respect the rules of others ● Peer-to-peer communication improvement

Theoretical Framework

What are boundaries?

Boundaries differ from barriers, since a barrier defines a space that cannot be surpassed. A boundary is an imaginary line that marks the limit of something. Boundaries refer to appropriate and non-appropriate behaviours and can be physical, mental, or emotional. Physical boundaries refer to your own personal space and limits when being around your teammates. Mental boundaries reflect your own values and ideas. Emotional boundaries relate to how you feel on different occasions and to empathy.

The importance of boundaries

Setting boundaries is important as it enhances productivity and creates a non-overwhelming working environment. Setting boundaries is not only about limitations, but also a transparent way to help you avoid a potential burnout. Communicating your boundaries reflects your respect to yourself and to your teammates and helps you be more productive and efficient.

Nicola Richardson indicates that boundaries and expectations not set ahead lead towards engagement and performance issues. According to Kouser Chowdrai, lack of boundaries might lead to "feeling exhausted and deflated". More particularly, lack of boundaries can cause various challenges, such as communication issues and misunderstandings, loss of discipline, poor workload organization, and low-quality performance.

On the other hand, setting effective boundaries within your team has many benefits for yourself and your teammates. With transparent boundaries, goals and expectations are clear, time management is more effective, and you can easily plan and prioritize your tasks to avoid being overwhelmed by your workload. A working environment that has clear boundaries is a healthy environment where all its members know their responsibilities and can cooperate harmoniously and efficiently.

Setting Boundaries Step-by-step

Ari Rabban explains that setting boundaries is beneficial for teams, as they "create more positive dynamics. Not only do they increase their teams' abilities to focus and prioritize, but they also make everyone happier and more productive". He has created a step-by-step guide on setting effective boundaries within a team:

1. Identify where boundaries are needed (e.g., encourage team members to specify and identify any boundaries they need)
2. Assertion (e.g., identify the top five areas where boundaries are needed and discuss their implementation)
3. Schedule (e.g., ask each team member to create a work schedule where the Step 1 boundaries and their personal boundaries are taken into consideration)
4. Boundaries breach awareness (i.d., be prepared that the boundaries might be breached).

TITLE OF THE ACTIVITY: Ring a bell!

INTRODUCTION TO THE ACTIVITY:
This activity is adapted by the "Personal Space Activity" of the Canadian Mental Health Association's *Building Better Boundaries* Workbook. The aim of this activity is to create stronger communication bonds between team members and to help them understand each other's boundaries. For this activity small bells are needed (1 bell for each team member).

STEP BY STEP PROCEDURE

Step 1: All team members gather up in a room or outdoors and create pairs of two.

Step 2: Each team member gets their bells. The participants form two lines across each other ensuring their pair is standing on the line across. There is a 3-5 metres distance between the two lines.

Step 3: People on one line close their eyes and stand still having 1 metre distance from the people next to them. The people of the other line start walking slowly each one towards and around their pair.

Step 4: The people whose eyes are closed must ring their bell and open their eyes the moment they feel their pair is too close to them. The person moving must stand still when they hear the bell.

Step 5: Distance observation and general discussion

RECOMMENDATIONS & TIPS

In the "Personal Space Activity" it is recommended to choose someone you do not know well to be your pair for this exercise.

The activity can be repeated with different pairs.

Limitations of the activity for the Trainers (if applicable)

N/A

Evaluation

Open discussion:

1) Did you enjoy this activity? Which part did you like the most?

2) What differences did you notice on the boundary lines of your peers? Did everyone stop in the same distance?

3) How did you understand it was time to ring your bell?

Further readings:

https://psychcentral.com/lib/the-importance-of-personal-boundaries#1
https://www.workplaceoptions.com/blog/management-tip-taking-the-lead-on-setting-boundaries/
https://thepeoplementor.co.uk/managing-boundaries-and-expectations-with-your-team/
https://www.score.org/blog/how-your-team-can-set-effective-boundaries

References:

Canadian Mental Health Association (2011), *Building Better Boundaries*, retrieved from
https://cmhawwselfhelp.ca/wp-content/uploads/2016/10/WorkbookBuilding-Better-BoundariesFeb2011.pdf

3

Training Module 3:

Shout about it

3.1. Boosting my self-confidence

Training Curriculum		
Knowledges	**Skills**	**Responsibility & Autonomy**
• Describe the importance of self-confidence as an artist. • Describe ways to build self-confidence. • Identify ways to increase self-confidence.	• Provide insights how self-confidence can improve an artist's world. • Provide real life examples on building self-confidence techniques. • Provide real life examples on increasing self-confidence techniques.	• Demonstrate the impact of self-confidence on the artist's work and daily life.

Theoretical Framework

Lesson 1. Importance of SELF-CONFIDENCE as an artist

Self-confidence is defined as *"a feeling of trust in one's abilities, qualities, and judgement."* Is this important for an artist? The answer is *Of course, yes!*

Artistic confidence allows to

➢ not care what other people think of our work
➢ follow our hand and draw what comes naturally to us
➢ **make our own art in our own way, no matter how amazing and different other people's art is**

Artistic confidence means the ability to love ourselves and our art for where it is today. It means the ability to let go of the constant disappointment and self-criticism, and instead be kind and compassionate towards ourselves and our work.

> *"Creative confidence is the notion that you have big ideas, and that you have the ability to act on them."* –David Kelley

Confidence reminds us that we can create good art and motivates us to keep working.

Important question: do we have to have certain skills to be self-confident or do we have to be self-confident to be able to develop artistic skills?

Confidence and skills only come **by doing.**

Real confidence only comes by making art, seeing improvement, and continuing to grow.

Lesson 2. Ways to build and increase our self-confidence as artists

➢ Embrace "Failure"

Every experience should be viewed as a learning experience, no matter the outcome. This includes the experiences that we deem as "failures". We grow artistically through *every* experience. We must learn what *doesn't* work before we can apply what we know *will* work. So, each time we "fail", we grow.

➢ Stop Comparing Yourself to Others

While it's perfectly acceptable to be influenced by other artists, it's important not to lose sight of the fact that you are not them. If you start to compare yourself to others, you quickly forfeit your unique artistic identity.

As individuals we should embrace our differences. As artists, we should do the same.

➢ <u>Overcome the Impostor Syndrome</u>

Quite a few artists are going through imposter syndrome. They have difficulty marketing and selling their artwork and feel inadequate. I suggest artists recognize that no one knows their artwork as well as they do. Artists often forget that.

Give yourself permission to be the expert. No one knows your artwork better than you do.

➢ <u>Become a Lifelong Learner</u>

It's important to constantly educate yourself and think about your artwork and artist statement.

Think about why your art matters and why people should care. Meditate on that and understand your own work. Put your ideas together in a way you can express them to others. And, learn as much as you can when it comes to sales and marketing. You have to continuously learn and pursue professional development opportunities. Knowing how to verbalize your art when you deal with sales and marketing will only help you.

Strive to become a lifelong learner and celebrate that.

Training Guide

TITLE OF THE ACTIVITY: Do Your Own Reality Check

INTRODUCTION

This activity helps to identify negative thoughts and react on them

STEP BY STEP PROCEDURE

Sometimes it's easy to let negative thoughts invade our brain as "*no one will buy my art, no one will care, I'm not good enough, etc.*"

1- Trainer asks participants to bring a paper, identify those thoughts and write them down

To help participants on this task, the trainer can make use of the following THINK! Tool and ask them

As soon as you notice the upsetting thought, ask yourself is this thought is

True		Is there any evidence confirming this? What are the facts?
Helpful	**?**	Is this thought helpful right now?
Important	**?**	Is this thought really important right now?
Necessary	**?**	Is this thought necessary? Do I need to act on it right now?
Kind		It is kind? Kind to me? Kind to others?

Source: https://www.getselfhelp.co.uk/

2- **Trainer opens the discussion/debate:**

- If they have no evidence, then they aren't accurate

- If they have evidence, they can be written down and discuss together how to solve them

TIPS FOR TRAINERS

- encourage active participation of learners

- give the possibility to everyone to speak

- encourage "interchanging of experience" between participants

- explore "further reading" and "reference" sections!

Limitations of the activity for the Trainers (if applicable)

N/A

Evaluation

Open questions:

- Have you ever thought about self-confidence and its importance?

- Are you applying one or more of the mentioned ways to build or increase your self-confidence?

- If yes, can you share it/them and explain to the group?

- Do you think these techniques are useful in your specific case? Why?

Further reading:

https://www.youtube.com/watch?v=3T2Qe84XM-k

https://www.youtube.com/watch?v=3efO-xTqJmc

Cognitive Behaviour Therapy

- https://www.getselfhelp.co.uk/cognitive-behaviour-therapy/

- https://www.getselfhelp.co.uk/cbt-self-help-course-step-1/

- https://www.apa.org/ptsd-guideline/patients-and-families/cognitive-behavioral

References:

The Secret to Building Artistic Confidence

https://might-could.com/essays/the-secret-to-building-artistic-confidence/

Artistic Self Confidence – Why You Need it and Why it's Important

https://thevirtualinstructor.com/blog/artistic-self-confidence

How Artists Can Build Self-Confidence That Lasts

https://www.artworkarchive.com/blog/how-artists-can-build-self-confidence-that-lasts

THINK!

https://www.getselfhelp.co.uk/think/

3.2. Enhancing my personal profile

Training Curriculum		
Knowledges	**Skills**	**Responsibility & Autonomy**
• Define the meaning of branding • Describe ways to improve one personal profile • Explain the needs of an artist to be noticed, to expose themselves and to be remembered	• Apply the principles of branding to the artistic sector**.** • Select the most appropriate techniques to enhance an artist personal profile • Provide concrete examples and practical tools to boost an artist popularity	• Evaluate the most appropriate branding technique according to the learners • Summarize a complete action plan to improve a specific artist profile

Theoretical Framework

Improving your personal profile is not always so easy, but at the same time it is a fundamental step if you want to make art your main activity. The best part is, it's not impossible! In the following paragraphs you will find useful information and steps on how to enhance your personal artistic profile.

Branding Oneself as an Artist

It is about creating an **artist identity** and an **artist's statement.**

To do so, there are some questions to answer. Who are you as an artist? Where did you come from? What is your point of view? What are you trying to say through your artwork? What does your art mean to you? How is your art unique? Answer these key questions and share more about who you are as an artist. This helps people relate to you and your art on a more personal level. It makes you memorable and it makes your art more accessible.

Once you have created a distinct artist identity, you will need to create a unique branding statement that will efficiently present your art. Words don't come easily when describing works of art, their complexity, style, and the unique messages they convey. However, if you want to market yourself as an artist, you will have to express the

essence of your work.

For example, if you are a landscape painter concerned with environmental issues, your brand statement may sound like this:

"Eco-friendly landscape artist. Fight for the planet with vivid colors."

Branding is also creating the whole package that includes name of the brand, logo, color palette, tons of voice etc. All these brand elements need to be highly-relatable to your target audience. Now you need to incorporate these brand elements into every channel you use for promotion, such as your website, social media profiles, and business cards, so potential customers can recognize your brand at first glance.

What is your vision?

What do you want to accomplish? What are you hoping to achieve with your brand as an artist? Do you want to simply share your art publicly and garner more exposure as an artist? Or do you want to start selling your art part time? Do you want to turn your art into a full-time career? You need to determine what you want to accomplish so you ensure you are taking the right steps to achieving your goals.

Get the Word Out and Get On The Art Scene

Networking is one of the essential steps you need to take to spread the word about your art. Start by participating in various projects in your artistic community, like art fairs or charity events. This kind of engagement will draw much-needed attention to your artwork.

Be proactive! Visit art shows, contact art dealers and curators, and start handing out those well-crafted business cards. Don't be afraid to ask established artists from your community for help.

A good first step in building a relationship with your favourite art supply brands is to stay up to date on their products and social media channels.

Make The Best Use Of Social Networks

Social networks have become one of the most prominent broadcasting and marketing outlets, and they are some of the best ways to define your brand in the artistic community. Social media allows you to reach out to a global audience quickly. You're most likely already on social media and sharing your work through your personal account. However, if you're serious about branding yourself as an artist, you should create a profile dedicated to your art. Many artists today are turning more towards social media profiles to showcase and promote their portfolio, rather than launching artist websites, which can be costly to build and maintain.

Interaction with social media audiences also plays an important role in making a successful art brand. Every follower counts, and the artist should always be easily accessible for a comment or an answer because this shows that they care about people who respect their work. All these tips can be applied to the artists website. Your website should always be up-to-date and contain relevant information about your work.

How can I keep my fans/followers/collectors coming back for more? By sharing a bit of yourself, too. if your followers are there for the art, they likely share a similar passion and appreciation for art as you do. Share what inspires you to make art, quotes that motivate you to create, any noteworthy art news and trends, as well as tips you can offer other artists.

What to Do if something goes wrong

Stuck in a rut, or hit a wall with your art entrepreneurship? The answer is simple. You re-brand. Where your brand starts does not guarantee where it will end. You can always pivot, change and re-evaluate how you share your artistry with others. And how do you re-brand? Start at the top of this list and work your way down.

Or you simply feel that something needs to be changed. No matter how powerful and successful your personal brand may be, you will feel an urge to change every now and then. And this is a process of growing and maturing as an artist, and it doesn't mean that you will betray the main principles of your art and your creative expression by going through this change.

When your art becomes repetitive, or if you are going through a severe period of creative block, it may be a perfect

time for reinventing your artistic persona. This is something that popular culture superstars do from time to time, and it works. Take Lady Gaga for example!!

Bonus tips to enhance your personal profile

- ➢ Skyrocket Your Mailing List
- ➢ Add a blog to your website
- ➢ Get Your Followers To Promote You
- ➢ Cross-Promote With Other Artists
- ➢ Draft your Press release
- ➢ Check Out Public Funded Opportunities
- ➢ Thrive With The Support Of An Artist Organizations
- ➢ Get Involved in Your Community!

Training Guide

TITLE OF THE ACTIVITY: Your Tool-Box

INTRODUCTION TO THE ACTIVITY:

This activity aims to familiarize the learner with the wide range of existing online and offline tools in order to improve his/her personal profile and use them on a daily basis.

STEP BY STEP PROCEDURE

1- Trainer should propose a plan of action on the basis of the theoretical part
2- Trainer should show to the learners the tools in the table below

Online Tools	Off-line Tools	Print
• Websites	• Public opportunities	• Business Cards
• Online marketplaces	• Art organizations	• Flyers & Posters
• Blogs	• Community	• Postcards
• Mailing list	• Teaching	• Merchandise
• Newsletters	• TV and Film	
• Press releases	• Art Shows and Exhibitions	
• Competitions	• Art Fairs	
• Social media	• Publishers	
• Grants	• Galleries	
• Public opportunities	• Networking	
	• Collaborations	

3- Trainers should ask learners to write down which ones they would choose to help them to reach their goal and how (giving them 20-30 minutes)

4- Trainer should encourage learners to share their thoughts

RECOMMENDATIONS & TIPS

- encourage active participation of learners

- give the possibility to everyone to speak

- encourage "interchanging of experience" between participants

- explore "further reading" and "reference" sections!

Limitations of the activity for the Trainers (if applicable)

N/A

Evaluation

Self- reflection questions

- Have you ever thought how to enhance your personal profile?

- Is there any step you can identify with?

- Is there any limitation for you in following the whole process explained to improve your personal profile?

- If yes, what are the alternatives?

- Do you think this guideline is useful for your purposes? Why?

Further reading:

The Abundant Artist

https://theabundantartist.com/blog/

Building Your Artist Profile

https://artists.spotify.com/en/video/building-your-artist-profile

5 Basics of Profile Building for Arts Entrepreneurs

https://andrewgcheek.medium.com/5-basics-of-profile-building-for-artists-arts-entrepreneurs-5b64ed75856e

HOW TO MAKE YOUR ART STAND OUT ONLINE?

https://theabundantartist.com/how-to-make-your-art-stand-out-online/

3 Ways to Differentiate Yourself: Artist Identity, Vision, and Intention | Music Business

https://youtu.be/8BPRJIDQcpA

References:

How to Build a Brand as an Artist, 7 Tips for Success

https://www.artistsnetwork.com/art-business/build-brand-artist-tips-success/

How To Build Your Brand And Artist Identity

https://www.artdex.com/how-to-build-your-brand-and-artist-identity/

How To Get Exposure For Your Art - The Complete Guide To Get Your Art Noticed

https://www.smartartisthub.com/blog/how-to-get-exposure-for-your-art-the-complete-guide

4

Training Module 4:
Socialising

4.1. Networking skills

Training Curriculum		
Knowledge	**Skills**	**Responsibility & Autonomy**
Artists will: • understand the importance of networking. • learn how to build and develop a network.	• Develop awareness of the importance of networking to business success. • Develop an action plan to increase networking.	• Evaluate current networking activity. • Act to develop and enhance networking opportunities.

Theoretical Framework
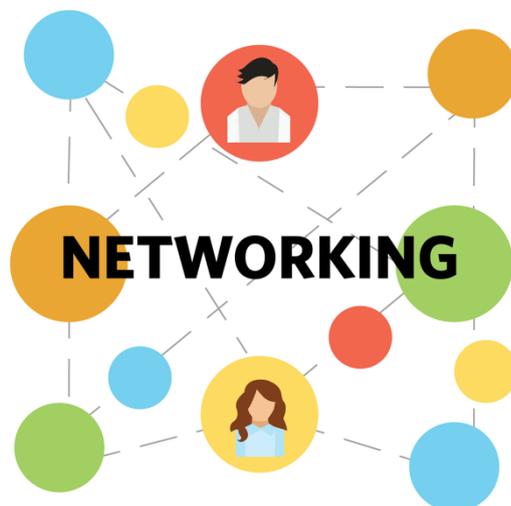
What is networking?

There are many different types of networking but in terms of business, networking is the process of building a range of professional contacts, sharing information with them, and regularly keeping in touch. Networking can be formal or informal and nowadays is as likely to occur across a range of online platforms as it is face-to-face in the real world. Professionals use networking to expand their circles of acquaintances, to find out more about opportunities in their field and to increase their awareness of news and trends in their fields or the greater world. In addition to business networks, people also often network based on other common points of interest such as sports clubs, religious groups or a college/university alumni society.

Why is networking important?

Networking is key to a successful modern business as it opens up opportunities that may otherwise not present themselves. The more you connect with people and demonstrate your expertise, the more likely they'll want to work with you. Contacts made through business networking are also more likely to refer you to people who have a problem they know you can help to solve. As you share your knowledge with people in your industry, others will do the same for you. This will help you learn about other people's experiences and uncover ways you can solve your own issues. In an ever changing world, it's also important to keep up-to-date with developments in your industry and networking will help you to ensure you are aware of factors that may affect your business. Networking with people both in and outside of your specific area of business broadens your knowledge and improves your confidence, which is beneficial for your mental health.

What different types of networking activities are there?

There are many ways to get involved in business networking:

Examples of face-to-face networking:

- Trade shows
- Conferences
- Hosted meet and greets
- Business associations and other local organisations (such as Chambers of Commerce in the UK)
- Workshops
- Social events

Examples of online networking:

- LinkedIn
- Facebook groups
- Twitter
- Meetup.com and other online directories
- Zoom or other video chat platforms

What strategies can help grow my network?

There are many do's and don'ts for business networking whether face-to-face or online:

Do:

- Smile and introduce yourself
- Prepare conversation starters/closers
- Follow up face-to-face networking on social media
- Make it personal
- Be persistent
- Send consistent messages
- Make it an ongoing relationship

Don't:

- Stand and look at your phone
- Start a conversation with your business card
- Be a passive listener

- Be intimidated by other people's roles/success
- Be afraid to ask questions
- Promote yourself overzealously

Training Guide

TITLE OF THE ACTIVITY: Evaluating current networking activity

INTRODUCTION TO THE ACTIVITY

This activity is designed to encourage participants to audit their current networking activity and identify individuals who are, or could be, valuable to them in terms of networking.

STEP BY STEP PROCEDURE

Step 1: Trainer asks participants to make a list of all the individuals they currently network with, or if completely new to networking, a list of people (or organisations) they know with whom they could initiate networking. It is important here for the definition of networking to be broad: while specific business contacts should be listed, participants should also be encouraged to think about friends (and even friends of friends) and extended family members who are already (or could be) part of their broader network. Participants should be encouraged to be creative: rather than making a written list, they should use their artistic skills to create a visual representation of the contacts they already know. For example, they could create colour coded avatar portraits of their known contacts ready to be used in the funnel activity below.

Step 2: Using a flipboard, the trainer introduces the networking funnel (see below) and explains the four different categories of networking. Participants should then place each of the individuals or organisations they have identified in Step 1 into one of the four categories in the networking funnel.

The networking funnel

1. People you've only just met
2. People you've known for some time
3. People you know well
4. Deep and personal connections

Step 3: The trainer asks participants to use their artistic skills to create a visual representation of the funnel they can use in conjunction with their creative representations from Step 1. For example, they could create a landscape drawing with four distinct areas (such as sky at top and ocean at the bottom) and then place their avatars onto the

drawing, identifying people or organisations they would like to move up a category. So, for example, they may identify someone they have only just met who they would like to become someone they know well as they think it will benefit their business in the long term.

Step 4: The trainer asks each participant to start to produce a creative personal action plan. This can be written or visual. At this stage, the action plan should identify individuals or organisations they think it is important to develop a networking relationship with. Methods for achieving this will be identified in the next activity.

_____

TITLE OF THE ACTIVITY: Identifying strategies to increase networking activity

INTRODUCTION TO THE ACTIVITY

This activity is designed to encourage participants to identify and discuss different methods they could use to increase their networking activity and make deeper connections with the individuals or organisations they have already identified as crucial to the success of their business.

STEP BY STEP PROCEDURE

Step 1: On a flipboard, the trainer draws two columns with the headings 'face-to-face networking' and 'online networking'. Participants are then asked to identify as many ways of networking as they can for each type. Trainer to ensure each of the methods identified in Theoretical Framework above is included on final chart.

Step 2: Once the chart is complete, the trainer shows the participants an example of a specific action plan to initiate networking with an individual. (see below) This is a written action plan, but as the participants are artists, they may wish to create a visual/diagrammatic version of this action plan to suit their own needs.

Who to contact?
Simon Bishop
Why?
Simon runs a successful Etsy business selling portraits of pets and has ten years' experience of running online shops.
Actions:
1) Email Simon via his contact details on Etsy.
2) Search for Simon on Twitter and send message.
Deadline: 5th May

Step 3: Participants to return to the action plan they started earlier to develop similar plans for each of the individuals/organisations they identified in the first activity with associated deadlines for each. It is important for the trainer to re-iterate the importance of avoiding generic requests – contact with each individual or organisation should be personal.

Limitations of the activity for the Trainers (if applicable)

N/A

Evaluation

Open discussion:

1) How do you feel about networking?

2) Do you feel your networking to date has been effective?

3) Do you feel today's activities will help you to expand your network?

4) What else could you do to increase your levels of networking?

Further reading:

Here are some links to find out more about effective networking:

1. https://www.inc.com/guides/2010/08/how-to-network-effectively.html
2. https://www.cio.com/article/3219704/how-to-network-17-tips-for-shy-people.html
3. https://www.youtube.com/watch?v=OVf5c7NthSw

References:

5 useful small business networking tips for entrepreneurs

https://www.tide.co/blog/business-tips/business-networking/

Training Curriculum		
Knowledge	**Skills**	**Responsibility & Autonomy**
Artists will: - understand what marketing is and its types - identify ways to begin marketing a business	- Develop awareness of the importance of marketing to business success. - Develop a strategy to increase marketing.	- Evaluate current marketing activity. - Act to develop and enhance marketing output.
Theoretical Framework		

What is marketing?

Marketing refers to the activities carried out by a business to promote their product or services online or traditionally. The purpose of marketing is to create awareness of products or services to attract customers. It is not possible for a business to survive without marketing, which has evolved as technology has developed over the years. At one time, marketing primarily consisted of printed materials such as brochures, leaflets, and posters, but now encompasses radio, television, and the online world. The development of the internet and World Wide Web has had a profound impact on marketing as people now spend much more time online that they do listening to the radio or watching television. Therefore, most businesses now put more resources into online marketing than offline marketing although a mixture of the two usually helps achieve the best overall results. Marketing can be free or paid for. For example, free forms of marketing include blogs, email shots and Facebook pages while advertising is an example of paid for marketing, whether this is print adverts in newspapers or magazines or adverts targeting specific audiences on platforms such as Facebook.

Why is marketing important?

Marketing drives customers to your products or services. Without it, potential customers are unaware of the products or services you offer and, without reaching your ideal customers, you're likely to be missing opportunities to generate revenue. Here are some reasons why marketing is important to your business:

- Offers your company the opportunity to share your brand's vision, mission, and values.
- Improves customer relationships.
- Motivates and inspires audiences to share your products or services.
- Provides the ability to develop a highly individualised customer base.
- Ensures your company stays relevant and connected to your customer base.

What are the different types of marketing?

There are many different types of marketing, both free and paid for. Here are examples of five ways to market your company online and five ways to market it offline:

Examples of digital online marketing:

- Content marketing – e.g. create an online blog for your company.
- Social media marketing – e.g. use Twitter, Facebook, Instagram etc to promote your company.
- Search engine marketing – e.g. research keywords for your industry and put them on your webpage.
- Email marketing – e.g. produce a monthly newsletter and ask customers to subscribe.
- Online advertising – e.g. pay for Google or Facebook advertisements.

Examples of offline marketing

- Word of mouth marketing – e.g. ask satisfied customers to spread the word.
- Offline advertising – e.g. pay for adverts in local newspapers/magazines etc.
- Direct mail marketing – e.g. send mail shots to previous customers.
- Guerrilla marketing – e.g. create an immersive pop-up experience in a public location.
- Partnership marketing – e.g. join forces with a partner business to cross promote.

What is the marketing mix?

The marketing mix refers to the belief that for marketing to be effective it must include different elements working in conjunction with each other. The term generally refers to what is known as the four Ps:

- Product
- Price
- Placement
- Promotion
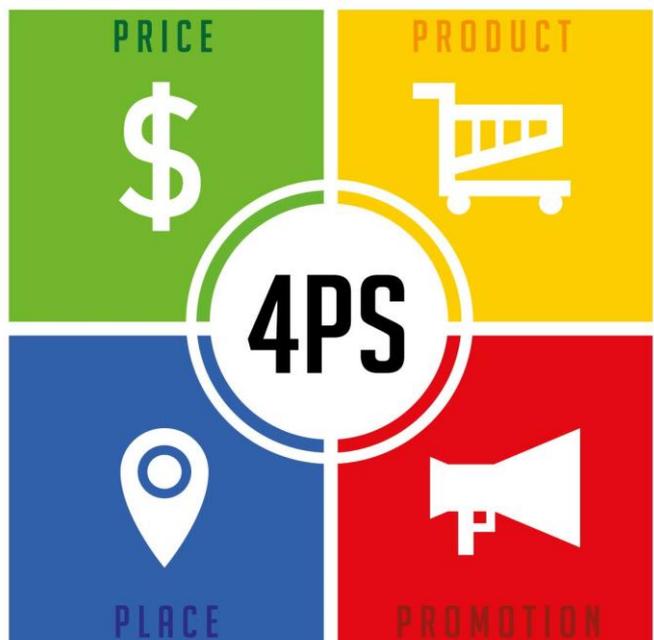
Product involves deciding what goods or services should be offered to customers. The product or service serves the basic need of the customer. The product provides the primary value to the customer and all other elements should be reinforcing the value proposition of the product. An important element of product strategy is new product development. Product decisions involve choices regarding brand names, packaging, and services that accompany the product offering.

Price is the cost that the customer is willing to pay for the product and the way it is made available. Price represents on a unit basis what the company receives for the product which is being marketed. All other elements of the marketing mix represent costs. Marketers need to be very careful to arrive at a price and consider the factors that influence the setting of a price. In comparison to other elements of the marketing mix, the price can be changed easily. But an ill-considered change in price can change customer perceptions about the value of the marketing mix.

Promotion refers to the decisions that must be made with respect to the promotional mix: advertising, personal selling, sales promotions, exhibition, sponsorship, and public relations. By these means, the target audience is made aware of the existence of the product and its benefits. Normally the company makes its first contact with customers through its promotional efforts. A customer does not buy a product unless he or she has formed certain expectations about it. Promotion shapes the expectations of customers about the product. Used rightly, promotion can raise customer expectations and drive sales.

Place involves decisions concerning distribution channels to be used, the location of outlets, methods of transportation, and inventory levels to be held. The product should be available in the right quantity, at the right time and place. Distribution channels perform three distinct functions. They transfer products from the manufacturer to the customers, they pass information from the manufacturer to the customers, and they retrieve payment from the customers to the manufacturer.

The 4 Ps can be summarised as putting the right product at the right price in the right place at the right time!

Training Guide

TITLE OF THE ACTIVITY: Evaluating current marketing activity

INTRODUCTION TO THE ACTIVITY

This activity is designed to encourage participants to think about the extent to which they currently market their products or services.

STEP BY STEP PROCEDURE

Step 1: Trainer asks participants to identify all the marketing activities they currently utilise to sell their products or services. A distinction should be drawn between paid for marketing, such as advertising, and free marketing such as the use of free social networking platforms. Participants should be encouraged to present the details creatively using their artistic skills.

Step 2: Using a flipboard, the trainer writes a list of the marketing activities the group utilises, separating them into

online and offline columns as well as paid for and free marketing. Participants are then asked to contribute any more marketing methods they can think of that have not been listed, which can be added to the chart.

Step 3: The trainer introduces the four Ps from the Theoretical Framework above. Participants to spend some time thinking about their product (or service), its price and how it is distributed to consider whether any changes could or need to be made. Then, participants should focus on promotion and begin to identify any gaps they have identified while completing the activity.

Step 4: To end the activity, the trainer asks each participant to write down a brief bullet pointed list of all the marketing activities they currently undertake and any they would like to start using in the future. The list will be required for the second activity.

_____

TITLE OF THE ACTIVITY: Building a marketing strategy

INTRODUCTION TO THE ACTIVITY

This activity is designed to encourage participants to begin devising a marketing strategy to improve awareness of the product or service they are selling.

STEP BY STEP PROCEDURE

Step 1: On a flipboard, the trainer should write the following five steps to creating a good marketing strategy:

- Identifying a business goal
- Market research and learning about one's customers
- Analysis of competitors
- Defining a Unique Selling Proposition (USP)
- Choosing the right marketing channels

Participants should be asked to consider (and discuss with each other) each of the five steps in relation to their own business. The trainer should encourage each participant to think about their business and then creatively represent their business goal and a USP for their product or service. This can be in the form of poetry (or music), painting or drawing. The idea is for the artist to represent their business to others as clearly as possible. As far as they can, they should also try to incorporate additional information (such as current customers and competitors' actions if known).

Step 2: Participants should take the bullet pointed list of marketing activities they created in the previous activity and review it considering their responses in the previous step. Have their marketing activities to date been targeted correctly? Have they used the right marketing channels? What changes would they make now?

Step 3: Participants should be encouraged to discuss their own findings with a partner.

Step 4: Participants to begin to draft a marketing strategy based on their findings in the two activities. Participants should be encouraged to be creative in their presentation of the strategy. For example, they could draw or paint a timeline and create visual representations of each marketing activity they intend to undertake.

Limitations of the activity for the Trainers (if applicable)

N/A

Evaluation

Open discussion:

5) Has the marketing of your product or service been sufficient to date?

6) What have you learned about marketing today?

7) Do you feel today's activities will help you market your product or service more effectively?

8) What else could you do to increase your marketing output?

Further reading:

Here are some links to find out more about marketing:

4. https://www.investopedia.com/terms/f/four-ps.asp
5. https://www.copypress.com/kb/marketing-channels/22-types-of-marketing-strategies-for-promoting-your-business/
6. https://informi.co.uk/marketing-and-sales/43-free-small-business-or-low-cost-marketing-ideas

References:

What is marketing?

https://www.managementstudyhq.com/what-is-marketing.html

5

Training Module 5:

On the way on becoming a Leader

5.1. Decision making

Training Curriculum		
Knowledges	**Skills**	**Responsibility & Autonomy**
● Decision-making theories; ● Decision-making process – elements and importance; ● Obstacles and barriers in the decision-making process – information; knowledge; experience; person; ● Phases of the decision-making process; ● Decision-making styles and approaches; ● Goal Setting as part of the process.	● Understand the elements of the process of decision-making; ● Apply different methods for decision-making; ● Apply different strategies for coping with obstacles and barriers in the process of decision-making; ● Would be able to link the goal setting to decision-making.	● Assess own ability to make decisions and set goals aligned with theoretical models; ● Demonstrate different decision-making approaches regarding different situations; ● Decide how to make complex career and life decisions; ● Raise own level of responsibility towards the decisions in his/her life.

Theoretical Framework

In this unit participants will be introduced to few theories and approaches for decision-making; will understand what is behind the scenes of the decision-making process; will find information about different approaches and personal style of decision-making; will understand why sometimes it is easier to make a decision than in other situations; will work out and practice.

DECISION MAKING PROCESS

Decision making is a process that involves choosing between two or more **options**. Every decision is limited by the **individual's personal abilities** (what he/she can do) and his/her motivation (what he/she wants to do and to achieve).

Decision making is the processing of information that leads to a certain choice. Each decision presupposes engaging in a certain course of action and neglecting others [Dictionary of Counseling, 1993, p. 47].

The **decision-making processes** is made based on a study of multiple options in order to formulate a satisfactory outcome. Decision making is a complex process, as it involves the personal **values**, **beliefs**, **own interests, inclinations, preferences, habits, experience and so much more.**

In many situations in our lives we have to make decisions - but each one is different from the others. A person may feel the need for change as an internal need or a necessity imposed by the environment. The level of efficiency in the decision-making process depends on the level of self-awareness.

01. **OBSTACLES IN THE DECISION-MAKING PROCESS**

A number of perceptions can hinder effective decision-making process. They often create a certain **anxiety** that can reduce the level of **confidence** that we are making a good choice. We might think that in order to decide, we need to be completely sure. Ultimately, many of these perceptions affect the way we feel and think about ourselves. Here we will talk in detail about some of these concepts and how we can break down barriers on our way to effectively seeking career development and decision-making opportunities. In addition, there are many obstacles that people may face in the decision-making process, such as:

Factors related to the information:

- Lack of information;
- Inadequate or inaccurate information;
- Too much information available.

Lack of knowledge and experience in decision making (especially "important" ones):

- Lack of knowledge about decision-making procedures
- Lack of skills and limited experience in important decision-making processes;
- Insufficient confidence in one's own decision-making skills.

Factors related to the person:

- Antagonistic motives;
- Conflict of values, interests, or abilities;
- Talent and gifts. People with many interests and opportunities find it harder to make decisions;
- Limited interests or abilities, providing a limited set of alternatives to choose from;
- Interpersonal conflicts;
- Anxiety;
- Limited self-confidence or self-efficacy;
- Decision-making is hampered by the person's inability to draw up plans and implement them.

These are just some of the problems that can arise in connection with decision-making.

PHASES IN THE DECISION-MAKING PROCESS

People usually go through several general steps before and within the decision-making process:

1. **Awareness**. Feeling of growing discomfort and need to change / make a decision. This feeling can be the result of both internal and external pressure.
2. **Assessment/Judgment**. Self-assessment and assessment of the situation that needs to be changed. The client must be aware of and to be able to define the problem before trying to solve it. Clients are often tempted to approach the decision-making process by overcoming peripheral problems instead of the real problem.
3. **Research/Information gathering**. Gather accurate, detailed and relevant information about certain issues that need to be changed, or about yourself. In addition, a list of auxiliary elements must be drawn up. The information needed for the major decisions can also include: training, achievements, experience, interests, job facts, etc.

4. **Choosing the best solution.** This must be done in a flexible way, as it is possible that the decision that can meet the needs of the client may be inappropriate after some time, due to the high dynamics of life.
5. **Execution**. A decision cannot be successful without an action plan. It includes the steps the client will take, the associated deadlines / durations, and the resources available for each step. A good plan should minimize surprises and anticipate difficulties - although there is no plan that can cover all unforeseen situations.
6. **Ongoing assessment.** It allows the client to make adjustments and check whether the desired result has been achieved. We must be ready to reconsider the situation, re-adapt and remain flexible. This is an important step as many people don't realize when and how they have achieved a goal; thus, they don't believe they are capable to set and achieve their goals.

DECISION MAKING STYLES AND APPROACHES

People are different so are their decision-making styles. There are many approaches and here are some of them:

- **Impulsive** - the client chooses the first available alternative;
- **Fatalist** - the client leaves the solution of the problem in the hands of the environment or fate;
- **Considerable** - a client who agrees with someone else's plan instead of making his own decision;
- **Procrastinating** - the client postpones thinking and acting on a problem, expecting that it will resolve itself over time;
- **Agonizing** - the client spends too much time and thoughts on gathering information and analyzing individual alternatives;
- **Planning** - the client's strategy is based on a rational approach in which there is a balance between reason and feelings;
- **Intuitive** - the client makes a decision based on what he feels, but can not express very well in words;
- **Irresponsible** - a person who avoids making a decision or gives an imaginary answer to a question. This allows the client to give a socially acceptable answer without taking responsibility;
- **Safe betting** - the client usually chooses the alternative that seems to have the lowest level of risk.

THE GOAL SETTING AS PART OF THE DECISION-MAKING PROCESS

Many people, regardless of their knowledge, specialty, experience and expertise, have problems in setting goals and making decisions.

Depending on the time required for their implementation, career goals can be divided into:

- Short-term;
- Mid-term;
- Long-term.

The issue of time required is strictly individual for each client - some clients feel comfortable setting long-term goals for a one-year period, while for others the long-term goal implies a period of 5 years and one-year goals are perceived as medium-term.

The more important thing here is how people define their goals. This could help them to understand how deeply they are connected to this goal or there might be other goals behind the first goal.

An effectively drawn goal can be described by the **RUMBAS model** - an acronym that includes the most essential elements and characteristics of the goal - it should be:

- **Realistic** - the goal may imply a moderate level of difficulty and could be achievable in general, but it must be achievable for the specific person. For example – going in the open space (cosmos) is a realistic goal in general (it is technically possible) but might not be realistic for a certain person for many reasons;

- **Understandable** – it must be possible for the goal to be formulated, conveyed, and understood by others;
- **Measurable** - change and progress in achieving the goal should be possible to be monitored and measured;
- **Behavioral** - the goal should include steps for action for the person;
- **Achievable** - the goal is realistic and can be achieved by the client;
- **Specific** - the goal should be able to be described using one or more traceable behaviors. It should be formulated in a concrete way, not in an abstract way. Instead of using adjectives and abstract description, people should be encouraged to use verbs, nouns, measures and so on.

THE ACTION PLAN AS PART OF THE DECISION-MAKING PROCESS

A good action plan can be a major factor in the decision-making process. Often people are blocked by the goal itself and don't see the steps they can make towards it. The plan is the vision how people will achieve their goals. Without this vision the decision-making process could be only a daydream.

The good action plan is a well-formed map of the road that needs to be followed to achieve the goal. It should be flexible, suggesting alternative "routes" (such as Plan A and Plan B) and containing:

- Well-defined long-term goals (based on smaller steps; short-term action plans to achieve intermediate goals);
- Alternative goals;
- Specific resources to achieve the objectives (human resources, financial, time, etc.);
- Steps for action;
- Good timeline;
- List of possible obstacles;
- Strategies to overcome expected problems.

Let's not forget that even the best action plan can be limited by expected and unexpected obstacles - which can be internal or external for the person.

METHODS AND APROACHES IN THE DECISION-MAKING PROCESS

Systematic decision making by the DECIDES method

Krumboltz & Hamel (1997) developed an approach to systematic decision-making, naming it by the easy-to-remember abbreviation **DECIDES**. It is a systematic analysis of the problems:

1. **Define the problem**. Defining the problem. What decision should be made?
2. **Establish** an action plan. How will the client make this decision?
3. **Clarify values**. What and how is most important for the client?
4. **Identify alternatives**. Finding alternatives. What are the alternatives that the client can choose from?
5. **Discover probable outcomes**. Discovering possible results. What are the most likely outcomes of following an alternative?
6. **Eliminate options systematically**. Systematic elimination of options. Which of the alternatives will not correspond to the client's values or the respective situation? Which is the least likely to succeed?
7. **Start action**. What does the client need to do to put the plan into practice?

Positive Uncertainty

Another approach to decision-making, which is not as systematic as the above, can be used to clarify obstacles and take action. H. B. Gelatt (1991) describes the theory of Positive Uncertainty, arguing that **if you want to be completely sure, you will never be able to make a decision**. In addition, if you make too firm a decision, you will not have the flexibility to change the situation if necessary. Two types of attitudes are very important for this model:

- accepting the uncertainty of the past, present and future;
- positive attitude towards this uncertainty
.

The four paradoxical principles of this theory are:

1. Be focused and flexible about what you want.

2. Be aware, but also doubt what you know.

3. Be objective and optimistic about what you believe in.

4. Be practical, but also use magic in what you do.

LET'S PRACTICE AND CHECK!

Training Guide

In this section the trainers will find 4 different exercises. They can use all of them if they have time, or, according to the group dynamic and needs, to decide what to use. The exercises also can be combined and simplified to answer the needs of the participants. The trainer can use some of them for homework and additional self-learning.

Exercise 1. Personal and Professional Achievements

The exercise aims at finding, reviewing, and understanding different personal skills and abilities for making decisions by exploring past positive experience of the participants – the factors that helped and supported the processes.

Materials: paper A4, colour pencils.

Time: ~ 20 - 25 min.

Step 1: (3 min)

Encourage participants to close their eyes and remember some moments of their life when they have achieved something important for them or for the society. It could be something very personal or something professional.

Step 2: (5 min)

As they open their eyes, ask people to:

- Divide the paper in 4 equal parts;
- Choose only one situation (personal or professional) that they like the most;
- Using the colour pencils to draw on the paper the following:
  - What was **the goal** back then;
  - What were **the factors** that were influencing the decisions (internal and external)?
  - What **steps** did they take to accomplish the goal?
  - What **qualities** of theirs helped them the most?

When they are ready, ask them how they felt. Let them add a face with the feeling in the middle of their drawings.

Step 3: (1 minute per participant – 5 to 7 minutes per group)

Present the results in front of the group.

Step 4: (5 – 10 min)

Invite people to find the strengths of the group they are in (qualities, styles, skills, experience, etc.) and choose a name of the group that represent these strengths.

People may struggle to recognize their own achievements. Ask them to choose those that they come up instantly to their mind. Remind them that personal and professional development starts with personal awareness. There are no good or better situations. Everything can work if the person has been participating in the situation.

Time for the exercise: It is up to the trainer to choose the proper time. Stay focus and short but if people need extra few minutes, be generous.

Exercise 2. Invention Day

The exercise aims at activating the creativity and personal strengths of people in the groups. As they already know each other to some extend from the previous exercise, they could go in a group process easily. The exercise is about creating a new game for kids.

This activity can be conducted independently from the first one.

Materials: Depending on the budget and own ideas, the trainers can choose a set of different materials such as different kinds, sizes, and colours of paper; flip chart; paper tubes (for example toilet paper rolls); beans; nuts with shells; straws; colour pencils and other dyes; drawing brushes; plastic cups; ear bids; plasticine; folio; fabrics and cloths; needles and threads; plastic or metal lids; empty cans; old magazines; drawing lines; scissors; whatever. The goal is to provide rich variety of materials for each group.

Time: Depending on time and the number of all participants, the trainer should decide how many subgroups to form. Less groups – less time for the activity. In case of 20 participants the time of the activity could be approximately 1 hour – to 1,5 hours.

Step 1: (2 min to set the materials in the groups)

Each group receives materials. At this time, they are NOT allowed to touch them, but only to look at them.

Step 2: Individual work (10 min with instructions)

Important: At this time of the activity, the participants are not allowed to talk to each other, neither to touch the materials!

Invite people to quiet down and to hear the instructions:

- The goal of the activity is a game for kids to be invented with the materials given. It is not necessary all the materials to be in use;
- First step of the process is for **individual work**. Everybody has 5 min to come up with an **idea for a game**. Encourage people to draw their ideas (or draw and write).

Step 3: Group work (20 min with instructions, presentations, and new project)

- After the time is up everybody has 1 minute to present the idea in front of the group;
- After all ideas are presented, the group has 10 min to discuss and come up with one new idea. Encourage people to have the project of the new idea as a scheme, picture or whatever, with maximum details before they start working on it.

Step 4: Production time (~ 15 minutes)

Important: At this time of the activity, the participants are not allowed to talk to each other! The trainer gives this instruction after all other instructions are given:

- Based on the common project the participants in the groups should produce a prototype of their game. It should be the finest craft, as at the end of the game a big investor is coming, and they could win a very good amount of money to open a production line for their game;
- The time is approximately 15 min (the trainer should prolong the time according to the dynamic of the overall process);
- The game should be safe and causes no harms for the kids;
- The game should be creative, inventive, funny, and educational;
- During the production people are NOT allowed to talk to each other. But to find creative ways to communicate and keep on track of the project.

Step 5: Presentation and demonstration of the prototypes (~ 20 min)

Step 6: Debrief of the game (~ 15 min)

- As the subject is decision making, the trainer should initiate a discussion in this direction. Ask the participants what they have noticed during the activity regarding the decision-making process and styles.
- How the silence restriction influenced their participation, creativity, teamwork? Was it really restricting or activating factor?
- What people have learnt for themselves?

Step 7: (optional; ~ 20 min)

Assessment of the project by the criteria given above:

- Form 4 different commissions – on safety, on creativity; on educational meaning; on innovation. Each commission should consist of people from different groups;
- Let all the commissions come up with own assessment for every project and explain it. You can use the scale from 1 to 10, where 10 means excellence, and 1 – not satisfactory;
- Sum the results and come up with a winner;
- Discuss the process of assessment which is a decision-making process (with high level of corruption possibility because of the money the winner will have);
- If the budget allows, give the winning team a box of chocolate so they can share it with the rest of the participants and celebrate the day together.
-

RECOMMENDATIONS & TIPS for the Trainers:

This is a relatively long activity. You can modify it according to the previous dynamic in the group. You can choose the materials – more materials, more time to decide. Less materials – less time. For example, if you choose a few pieces of cloths, needles and threats as basic materials, and beans, beads, stickers – for additional, you can expect less time for people to come up with the projects.

You also can bind the goal of the game with local specific subjects. In Portugal, for example, such game was given to students in Industrial Design, to create a project for emigrants in their region. The emigrants then were able to produce and sell these products and earned own incomes.

Also it is important to encourage people to reflect how they participate, what they learn about themselves, what they learn from the others.

Exercise 3: Discover your decision-making style

This exercise explores own perception of how people think they make decisions. It is based on the most used classification in decision-making – *Spontaneous vs. Systematic & External vs. Internal* type. At the end of the exercise, you can provide the participants with additional information what they can do in moments of important career decisions. This part can be done like discussion and presentation of the given information.

Step 1: Ask participants to mark the relevant answers for them and then count the numbers. The higher result defines the person either as a *spontaneous* or *systematic*; *external* or *internal* decision-maker. Use the example below:

Spontaneous Decision Makers:		Systematic Decision Makers:	
Make decisions based on what feels right.		Gather a great deal of information before making decisions.	
Make decisions quickly.		Seldom act impulsively.	
See new possibilities and change goals easily.		Are cautious about making commitments.	
Rarely establish specific plans.		Choose goals and work toward them deliberately.	
Get bored easily.		Are analytical and use logic when making decisions.	
Willing to take risks.		The long-term purpose is more important than the immediate pleasure.	
Total for Spontaneous:		**Total for Systematic:**	

External Decision Makers:		Internal Decision Makers:	
Think about decisions out loud.		Think about decisions on their own.	
Can argue all sides of an issue.		Rather collect all the information possible to make the decision.	
Need to talk to others before making a decision.		Come to a decision on their own.	
Talk and then think.		First think.	
Total for External:		**Total for Internal:**	

My type of decision-making is:	

Step 2: Ask people to share their findings.

Step 3: Initiate an open discussion what would be useful for different types decision-makers in terms of making important career/life decisions. You can group people by types and ask them to come out with a list with useful activities.

Step 4: Present and add their findings with the following:

Career Exploration Activities According To The Decision-Making Style

Spontaneous/External decision makers:

- Talk to people in various occupations;
- Share with a friend about your self-discovery and career research and ask for their insights;
- Explore career options through volunteering and part-time work;
- Keep a journal of your career exploration journey.

Spontaneous/Internal decision makers:

- Read descriptions of people in various occupations;
- Talk to people in a range of careers;
- Envision your perfect workday;
- Allow yourself time to reflect;
- Explore career options through volunteering and part-time work.

Systematic/External decision makers:

- Read information on careers - working conditions, earnings, education requirements, etc.;
- Talk to people in a range of careers and assess whether you see a fit;
- Review your own values, interests, and skills and how they compare with the requirements of the careers you are considering;
- Develop a summary sheet of pros and cons for each possible career and get a parent's or friend's opinion;
- Give yourself permission to try something without being sure.

Systematic/Internal decision makers:

- Read information on careers - working conditions, earnings, education requirements, etc.;
- Assess your own values, interests and skills and match these to occupations;
- Don't try to rush the process since you need time for deep reflection;
- Develop a summary sheet of pros and cons for each career being considered;
- Give yourself permission to try something without being sure.

Step 5: Ask people to write down the most important take-aways from this exercise.

Limitations of the activity for the Trainers (if applicable)

- None.

Evaluation

Open discussion:

- How do you feel after the day?
- What is the simplest thing you can take from the day and apply immediately in your daily routine?
- To which part of your life this knowledge would be the most relevant to?

Further reading:

- Top 5 Decision Making Models, http://www.free-management-ebooks.com/news/decision-making-models/
- Understanding The 4 Styles Of Decision Making (For Your BIG LIFE Decisions), https://careerforesight.co/blog-feed/4-styles-decision-making
- How to make tough career decisions, https://80000hours.org/career-decision/article/
- QUIZ: Discover Your Decision Making Style, https://www.kent.edu/career/discover-your-decision-making-style

5.2. Leadership theories and styles

Training Curriculum

Knowledges	Skills	Responsibility & Autonomy
● Definition and importance of the leadership in modern world; ● 6 groups of leadership theories; ● Traits and qualities of the leader; ● Personal leadership – definition, meaning and importance ● Personal leadership development.	● To understand the differences between the variety of leadership styles; ● To apply different leadership approaches regarding the situation, circumstances, people, own traits, and qualities. ● To understand and be able to set a plan for personal leadership development; to recognize resources of support and different tools for development.	● To assess own leadership skills, preferences, and potential for growing, and to align them with theoretical models and best practices; ● To demonstrate different leadership approaches regarding different situations; ● To be able to help others to reveal their leadership potential; ● Raise own level of responsibility towards own life.

Theoretical Framework

In this unit participants will be introduced to few theories of contemporary leadership, skills, traits, and qualities of the successful leaders. While most of the theories present a range of leadership and management frameworks in organizations and business, our purpose is to exceed this level and to dive into the personal leadership with more practical approach, applicable in everyday life and especially in career development.

1. LEADERSHIP IN THE MODERN WORLD

The leadership is in the scope of much research recently. Economists, psychologist, managers, HRs, team leads and in general everybody (even students at schools and universities) are talking about it (not counting media). As leadership is a complex process it could be difficult to set standards, qualities or competencies that fully capture the nature of what makes some people leaders and some organizations successful.

In this chapter we will try to review some leadership theories and track their evolution over the years, starting from the "Great man" notion of heroic leaders, through trait theories, behaviorist theories, situational leadership, contingency theory, and transactional and transformational leadership. You may find different insights into the leadership and even to elaborate your own definition.

Most theories present a range of leadership and management frameworks in organizations and business. Our purpose is to exceed this level. We would like to invite you to a personal adventure in finding your own leadership potential and to become leaders of your own life and future. Because the changing nature of our world may demand new approaches, new definitions, and new examples.

Everything starts from you!

2. LEADERSHIP THEORIES

The leadership has evolved from Trait theories to Transformational leadership. Thus, the early focus was upon the characteristics and behaviors of successful leaders, and later – on the role of the contextual nature of leadership. Each leadership theory comes with personal characteristics of the successful leader and the best environment they should be applied for the best results.

Despite the theories, people are different and may engage more and operate better under different leaders and leadership styles. Some may find that having clear instructions and expectations, certain rules, and behavior (Authoritarian Leadership Style), is better for them and stimulates all their energy to perform the best. Others, on the other hand, may find this restricting and may need more freedom and creativity in their work (Democratic Leadership), to perform better and to achieve the goals. There are people that would prefer the leader to be a part of the process of finding solution and execution, to help and support them, to discuss and participate (Participative Leadership).

To be a good leader of your own and others demands more than knowing the leadership theories and styles. It needs to know more about yourself, more about people in general (biology and psychology) and more about business and life. It sounds complicated but we can start from the very first thing we have in hand – ourselves.

1.1. Great Man Theories and Trait Theories

According to these points of view, great leaders are born with the necessary internal characteristics such as charisma, confidence, intelligence, and social skills, or some traits like extroversion, self-confidence, and courage that make them natural-born leaders. Such theories suggest that people cannot really learn how to become strong leaders. It's either something you are born with or born without. It is very much a nature (as opposed to nurture) approach to explaining leadership.

You can read more at:

- The Great Man Theory of Leadership;
- Understanding the Trait Theory of Leadership.

Exercise: What traits of yours you recognize in these theories? Write them down.

1.2. Contingency and Situational Leadership Theories

These theories focus on variables related to the environment that might determine which leadership style is best for a situation, because they may vary a lot. Here it is not just about the qualities of the leader, but the right balance

between behaviors, needs, and context. These theories offer to leaders to choose the best course of action based upon situational variables. The right style of leadership depends greatly on the maturity level (i.e., the level of knowledge and competence) of the individuals or group:

- Low maturity of people requires a leader that tells people what and how to do;
- Medium maturity requires the leader to inspire (to sell the idea) and to involve people;
- Medium maturity requires a leader that encourage people to take an active role in coming up with ideas and making decisions;
- High maturity requires more delegating leadership style and so-called hands-off approach.

You can read more at The Situational Theory of Leadership.

Exercise: Remember situations in which you were in some of the described situations above? What were the circumstances? What were the level of maturity and the actions applied by the leader (you or another person)?

1.3. **Behavioral Theories**

Unlike the first two groups of theories, behavioral theories of leadership are based upon the belief that great leaders are made (people can learn to become leaders through teaching and observation), not born. The leadership theory focuses on the actions of leaders, not on mental or personal qualities, or internal states. In this case the leadership is a skill, that can be practiced and develop.

1.4. **Participative Theories**

These theories suggest that the best leadership style involves the others by encouraging participation, contribution, and commitment to the decision-making process from the group members. As you have read above, it requires certain level of maturity – both leader and the others. Despite the natural preference to one or another leadership style, the participative approach could be used on purpose in most of the situations in life. You can build relationship and strong connections with people around, showing them respect and encourage them to grow by sharing. This approach is also a powerful source of learning for everybody, including the leader.

You can read more at What is participative leadership?

Exercise: Can you remember a situation when you were asked to share your opinion and give suggestions to a problem/situation? How did you feel back then? Share with other members of the training.

1.5. **Management / Transactional Theories**

This approach emphasizes the importance of the relationship between leader and followers, focusing on the mutual benefits derived from a form of contract through which the leader delivers such things as rewards or recognition in return for the commitment or loyalty of the followers. In these theories you discover new elements like supervision, organization, group performance, contract, benefits. Here we have a manager and team members. No matter the leadership skills and potential of the leader, the team still could perform on high level, depending on the maturity and professionalism of everybody. Hopefully the organizations develop leadership skills of their employees.

1.6. **Relationship / Transformational Theories**

These theories focus upon the connections between leaders and the people. Here, finally, we find leaders that motivate and inspire people by helping them to see the importance and the higher good of their efforts. And by helping them to develop their own potential. Leaders with this style often have high ethical and moral standards.

You can read more at:

- Transformational Leadership
- The 4 "I's" of Transformational Leadership (Intellectual Stimulation, Individual Consideration, Inspirational Motivation, Idealized Influence)

So, at the end you see that leadership is a complex mixture of many environmental factors, personal treats, sometimes chance, that help determine why some people become great or better leaders than others. Learning more about the subject is a way of improving and developing your own skills and potential to be a leader of your life. Are you curious?

3. AND HERE WE COME TO PERSONAL LEADERSHIP

Personal leadership is a powerful concept. In fact, Peter Drucker determined the personal leadership as the only leadership that will matter in the 21st century.

Personal leadership has no restriction, and it is applicable to everyone. It is the ability to take responsibility for all aspects of your life and leading it in the direction that is best for the person. It makes people responsible, organized, and active towards the goals they set.

When people are able to take responsibility for being the best version of themselves and to have the life they want, they are more likely to have a positive and inspiring impact on others, to be role models and inspiration for people around.

In "Building Personal Leadership", Joel Farcht defines personal leadership as:

"Personal leadership is the self-confident ability to crystalize your own thinking and establish an exact direction for your own life, to commit yourself to moving in that direction, and then to take determined action to acquire, accomplish, or become whatever you identify as the ultimate goal in your life."

4. HOW DOES THE PERSONAL LEADERSHIP START?

Personal leadership development is not an end in itself. It is a process, a path, a way to think and live your life. It begins with few simple steps:

- understanding your need to develop and make more out of yourself;
- conscious decision to take on the role of your own life coach and follow your personal leadership plan towards your desired life (the best version of you);
- finding what works for you the best (there are many courses and information that can help). A combination of individual sessions and group work can accelerate and support the process of development.

If you choose to go this route, a good personal development leadership program should cover the following:

- personal strengths and weaknesses; style and preferences; goals and vision, etc.;
- strategies to grow and play your strengths more (this is a way your brain to support the process better, according the neuroscience);
- understanding how beliefs and prejudice limit or format your way of thinking and acting. And transforming them. Identify what keeps people from reaching their goals and what steps you can take to move towards your goals;
- action plan for development of new, supporting your goals, habits;
- what is your personal state of balance between work and free time;
- learn to have a long-term vision of life;
- and many other topics that would pop-up with the process.

Training Guide

Exercise 1. Recognize the Leadership Styles

The exercise aims at finding, reviewing, and understanding different leadership styles and elements included in them, by role playing and creative drama approach that involve all participants.

Preparation: There are 6 leadership styles in this lesson. Each one of them is characterized by few elements. Describe them in 6 different pieces of paper so people to be able to choose blindly one of them.

Step 1: Divide people in 3 or 6 groups, depending on their number.

Step 2: Let each group choose 1 or 2 pieces of paper and not to show to others.

Step 3: Explain the purpose of the game – each group to play the leadership style(s) they got. They are not allowed to talk, but only to play. The condition is all members of the groups to participate actively and equally.

Step 4: Let each group present their play. The others should guess the leadership style(s) and specific behaviours that are included.

Step 5: Summarize the styles and behaviours Ask people if they have discovered something new about themselves.

RECOMMENDATIONS & TIPS for the Trainers: Assure some space for the different groups so they can prepare out of the reach of other groups. You can invite them to use corridors, other rooms, outside space, etc. The moment of surprising is crucial and will make the activity even more useful and funny.

Exercise 2. Personal leadership wheel

The exercise will help participants to find, review, and understand own strengths, traits and qualities, that would make them good leaders of their own life.

Materials: A4 paper, colour pencils.

Step 1: Invite people to read and reflect the list of the qualities and traits given in the table below. The list includes the most well-recognized traits and qualities of the good leader.

Action-oriented judgment	Delegation of tasks	Orders giving	Self-awareness
Action-oriented judgment	Eagerness to accept responsibility	People skills	Self-confidence
Adaptability and flexibility	Emotional intelligence	People oriented	Self-discipline
Assertiveness	Empathy	Perseverance	Self-motivated
Business Expertise	Focus	Planning and organizing	Spirituality
Capacity to motivate people	Honesty	Positivity	Supporting people
Communication skills	Influence	Professional Expertise	Task competence
Conflict management	Integrity	Punctuality	Team-builder
Courage and resolution	Kindness and friendliness	Reliability	Trustworthiness
Creativity	Learning agility	Respectful	Vision and Long-term thinker
Decisiveness	Need for achievement	Risk-taking	

Step 2: Ask everybody to select the most important 8 of them for being a successful leader.

Step 3: Ask participant to write down short description of each of the selected items (to present them in front of the group at the end). **If people prefer, they may draw pictures or symbols instead**;

Step 4: Using the Personal Leadership Wheel, everybody can fulfil the selected items and them to assess to what extend he/she possess each one. **People may draw and use symbols instead of writing**.

Step 5: Make a short-term plan for development of the 3 most important items then – writing or drawing.

Step 6: Share the Personal Leadership Wheel with others.

My Personal Leadership Wheel

Exercise 3. Personal Leadership Style (online quiz)

Step 1: If the participants are curious and there is time for this activity, they can try the online tool "What's Your Leadership Style?" By Verywellmind.com - https://www.verywellmind.com/whats-your-leadership-style-3866929?quizResult=705ec57c

Or any other online tool that can give them a good idea about their own style and preferences when leading people.

Step 2: Share the results and insights of the tool.

Limitations of the activity for the Trainers (if applicable)

- *None.*

Evaluation

Open discussion:

- How do you feel after the day?
- What is the simplest thing you can take from the day and apply immediately in your daily routine?
- To which part of your life this knowledge would be the most relevant to?

Further reading:

- Why Does Personal Leadership Matter? https://leadershipexcellencenow.com/blog/what-is-personal-leadership-and-why-does-it-matter/
- How Does Personal Leadership Development Work? https://leadershipexcellencenow.com/blog/what-is-personal-leadership-development-and-why-is-it-important/
- The Major Leadership Theories, https://www.verywellmind.com/leadership-theories-2795323
- Quiz: What Sort of Leader are You? https://www.skillsyouneed.com/quiz/325444
- Leadership Redefined: The 30 Best Leadership Practices (Inspire, Empower, Innovate), https://www.pniconsulting.com/articles/leadership-redefined
- The Power of Personal Leadership, https://sourcesofinsight.com/the-power-of-personal-leadership/

- The Importance of Personal Leadership, https://www.linkedin.com/pulse/importance-personal-leadership-grace-asemota/
- Leadership, https://en.wikipedia.org/wiki/Leadership#Behavioral_and_style_theories
- What Is Leadership? https://www.forbes.com/sites/kevinkruse/2013/04/09/what-is-leadership/?sh=1a9c3c425b90
- A Review Of Leadership Theory And Competency Frameworks, https://ore.exeter.ac.uk/repository/bitstream/handle/10036/17494/mgmt_standards.pdf?sequence=1&isAllowed=y
- What's Your Leadership Style? https://www.idealist.org/en/careers/quiz-leadership-style
- A Simple Tool for More-Effective Decision-Making (for Leaders), https://www.nexightgroup.com/simple-tool-for-effective-decision-making/

6

Training Module 6:

Safeguarding at the workplace

6.1. Self-care and well-being

Training Curriculum

Knowledges	Skills	Responsibility & Autonomy
• Know what self-care is and its types • Identify ways to maintain a self-care routine.	• Demonstrate a self-care routine and practice. • Apply self-care tools.	• Value the importance of self-care. • Decide the best self-care plan for you.

Theoretical Framework

What Exactly Is Self-Care?

Self-care is defined as a deliberate action taken to improve one's physical, mental, and emotional well-being. Self-care may take many different forms. It may be getting adequate sleep each night or getting some fresh air by walking outside for a few minutes.

"A comprehensive, multilayered process of deliberate participation in techniques that promote healthy functioning and increase well-being," according to the definition of self-care. Self-care is essential for developing resilience to life's pressures that you can't avoid. You'll be better able to live your best life once you've taken efforts to care for your mind and body.

Unfortunately, many individuals consider self-care to be a luxury rather than a necessity. As a result, they're overloaded, exhausted, and ill-equipped to deal with life's inevitable obstacles.

Types of self-care

1) Physical self-care

If you want your body to function properly, you must take care of it. It's important to remember that your body and mind are inextricably linked. You'll think and feel better if you take care of your body. Physical self-care include how you nourish your body, how much sleep you receive, how much physical activity you get, and how well you look after your physical requirements. Physical self-care includes things like keeping appointments, taking medications as recommended, and keeping track of your health (APA, 2015).

2) Social self-care

Self-care requires socialization. When life becomes busy, it's difficult to make time for friends, and it's tempting to overlook your connections. Your well-being depends on your ability to maintain close relationships. Investing time and attention into developing and maintaining close ties with people is the greatest strategy to nurture and sustain intimate relationships. There is no set amount of time you should spend with your friends or working on your relationships. Everyone's social needs are a little different. The idea is to figure out what your social requirements are and make sure you have enough time in your calendar to meet them (Umberson & Montez, 2010).

3) Mental self-care

Your psychological well-being is strongly influenced by the way you think and the things you occupy your head with. Doing tasks that keep your mind sharp, such as puzzles or learning about a subject that interests you, are examples of mental self-care. Reading books or watching movies that inspire you may help to keep your thoughts going. Doing tasks that assist you stay mentally well is also part of mental self-care. Self-compassion and acceptance, for example, can help you maintain a more positive internal conversation (Pillai, et. al, 2011).

4) Emotional self-care

To deal with unpleasant emotions like anger, worry, and grief, it's critical to have good coping skills. Activities that help you recognize and express your feelings on a regular basis may be included in emotional self-care. It's critical to include emotional self-care into your life, whether you chat to a spouse or close friend about how you're feeling or set aside time for leisure activities that help you process your feelings (Izard, 2009).

Training Guide

TITLE OF THE ACTIVITY

Develop your own self-care plan: the BEC model

INTRODUCTION TO THE ACTIVITY:

There is no such thing as a one-size-fits-all approach to self-care. Your self-care strategy will need to be tailored to your specific requirements and what's going on in your life right now. Determine which aspects of your life require further attention and self-care. Also, evaluate your life on a regular basis. Your self-care requirements are likely to alter as your circumstances change. Create a transformation plan when you realize you're ignoring a certain element of your life. You don't have to deal with everything at the same time. Determine one modest move you can do to improve your self-care. Then set aside time to focus on your requirements. Make self-care a priority, even if you don't feel like you have time for anything else. You'll discover that when you take care of all elements of yourself, you'll be able to work more successfully and efficiently.

STEP BY STEP PROCEDURE

Step 1: Explain to the participants what the BEC Model is:

B: BODY

E: ENJOY

C: CONNECT

Step 2: Provide to the participants a piece of paper and pens. They should divide the paper into three equal squares.

Step 3: In the first square, participants should write what they would like to do for their BODY, meaning ways to enhance Physical self-care. They are given 5-10 minutes.

Step 4: In the second square, participants should write things they do and they really ENJOY, meaning ways to enhance their mental and emotional self-care. They are given 5-10 minutes.

Step 5: In the third square, participants should write what they would like to do to CONNECT with people, meaning ways to enhance Social self-care. They are given 5-10 minutes.

Step 6: Now, participants are being paired into groups of 3-4 and each one presents their Self-care plan. Open discussion can occur within the groups. They are being given 10-20 minutes.

Step 7: Reflection follows in the group: **1)** How did you feel? **2)** Would you maintain this self-care plan in your daily life? **3)** Now that you have a plan ready to use, would you make self-care a priority? **4)** Do you now understand the importance of self-care?

RECOMMENDATIONS & TIPS

N/A

Limitations of the activity for the Trainers (if applicable)

1) Participants that have never thought of self-care practices, may face problems with identifying them. Thus, you can suggest some ways of self-care.

Evaluation

Open discussion:

1) How do you feel after this exercise?

2) Did you like this exercise? Which part did you like to most?

3) What would you change/modify/improve in this exercise?

Further reading:

20 Self-Care Practices for the Mind, Body and Soul:

https://www.huffpost.com/entry/20-selfcare-practices-for_b_10314820

References:

American Psychological Association (APA), (2015), *Stress in America*, APA Publications.

Izard, C.E. (2009). Emotion theory and research: highlights, unanswered questions, and emerging issues. *Annu Rev Psychol*.; 60:1-25. doi:10.1146/annurev.psych.60.110707.163539

Pillai, J.A., Hall, C.B., Dickson, D.W., Buschke. H., Lipton, R.B. & Verghese, J. (2011). Association of crossword puzzle participation with memory decline in persons who develop dementia. *J Int Neuropsychol Soc*; 17(6):1006-13. doi: 10.1017/S1355617711001111

Umberson, D., & Montez, J.K. (2010). <u>Social relationships and health: a flashpoint for health policy</u>. *J Health Soc Behav*iour, Vol. 51 Suppl: S54-66. doi:10.1177/0022146510383501.

ANNEX:

The BEC Matrix

BODY	ENJOY	CONNECT
1)……	1)……	1)……
2)……	2)……	2)……
3)……	3)……	3)……

5.2. Stress Management in the workplace: Simple exercises to do yourself!

Training Curriculum		
Knowledge	**Skills**	**Responsibility & Autonomy**
• Get to know what stress and potential stressors are. • Comprehend around the ways of managing stress in the workplace. • Understand signs of stress.	• Manage stress in a more sufficient way. • Apply tools in order to reduce stress in everyday and professional life. • Develop a healthier attitude without stress in the workplace.	• Demonstrate the ability to relieve symptoms of stress. • Support co-workers and employees in order to reduce stress levels in the work place.
Theoretical Framework		

Image retrieved from: https://www.qminder.com/stress-management-tips/

What is stress?

Stress is the body's natural reaction to change, resulting in physical, emotional, and cognitive reactions. Stress management training can assist you in dealing with change in a healthier manner. Stress is a natural human emotion that affects everyone at some point in their lives. In truth, the human body is built to recognize and respond to stress. Your body develops physical and mental reactions in response to changes or difficulties, which are called stressors. Stress may be beneficial in that it keeps us attentive, focused, and prepared to escape danger. A stress reaction, for example, may help your body work harder and remain awake longer if you have an important test coming up. When stresses persist without reprieve or moments of relaxation, it becomes a problem.

What happens to your body when you feel stressed?

The autonomic nervous system regulates your heart rate, respiration, eyesight, and other bodily functions. The body's built-in stress reaction, known as the "fight-or-flight response," assists it in dealing with stressful conditions. Continuous activation of the stress response creates wear and tear on the body when a person is under long-term (chronic) stress. Symptoms appear in the form of physical, emotional, and behavioral manifestations.

The following are physical signs of stress:

• Aches are a common occurrence.
• Chest discomfort or the sensation that your heart is beating is a sign that your heart is racing.
• Sleeplessness or exhaustion.
• Headaches, dizziness, or trembling may occur.

- Blood pressure that is too high.
- Muscle tightness.
- Problems with the stomach or intestines.
- It's difficult to have sex.
- Immune system is weakened.

Stress can cause a variety of emotional and mental symptoms, including:

- Irritability or anxiety.
- Depression.
- Panic attacks may happen.
- Sadness.

People who suffer from chronic stress frequently try to cope by engaging in harmful activities, such as:

- Consumption of alcohol in excess or on a regular basis.
- Gambling.
- Overeating or the onset of an eating problem is also possible outcomes.
- Compulsively engaging in sex, shopping, or surfing the internet.
- Smoking.
- Using illegal substances.

High levels of stress can cause:

- Job burnout
- Anxiety
- Depression
- Insomnia
- Hypertension
- Frequent illness
- Exhaustion

Stress in the workplace

Stress in the workplace can be influenced by several factors.

Organizational factors:

As organizational stress and complexity rises, so does the number of organizational variables that generate stress among personnel. Some of these elements are:

- Pay/salary structure discrimination
- Strict controls and rules
- Communication that is ineffective
- The influence of others
- Goals in conflict/goals in limbo
- More formal and centralized organizational structure
- Promotional possibilities are limited.
- Employees' lack of involvement in decision-making.
- Managers have an excessive amount of influence over their staff.

<u>Individual factors:</u>

Family members, peers, superiors, and subordinates all have different expectations of the employee. Failure to comprehend or communicate such expectations results in role ambiguity/role conflict, which generates employee stress. Inherent personality qualities such as impatience, aggression, rigidity, and a constant sense of time pressure, among others, contribute to employee stress. Family troubles, personal financial problems, and abrupt work changes all contribute to stress.

<u>Job-related factors:</u>

The following are some job-related variables that create stress among employees:

- Job monotony
- Working circumstances that are unsafe and dangerous
- Confidentiality issues

Workplace interventions for reducing stress

Workplace stress is avoidable, and identifying possible sources of stress for employees is the first step in addressing them. There are three types of effective treatments for lowering workplace stress: primary, secondary, and tertiary.

Primary interventions entail taking proactive steps to reduce or eliminate possible stressors in order to avoid stress. The origins of physical and mental stress in the job are the focus of this level of intervention.

The following are some examples of primary interventions:

- Changing of the design and decoration of the working environment
- Take breaks
- Employee engagement in decision-making and work planning should be increased
- Increasing the amount of time and resources available to complete specified work responsibilities
- Job descriptions and employee abilities and credentials should be matched
- Creating a clear route for advancement and reward
- Getting rid of physical dangers
- Substituting safer technologies and equipment
- Putting in place control mechanisms to prevent worker exposure to workplace risks
- Encouragement of the usage of personal protective equipment

Secondary treatments are remedial in nature and aim to change how employees perceive and react to pressures. These treatments are aimed at helping workers manage with stress and recognize stress-related symptoms early. The following are some examples of secondary interventions:

- Employee education and training
- Screening for high blood pressure and stress symptoms as part of routine health surveillance

At the level of the sickness, tertiary interventions are ways of control. These are designed for employees who are already stressed. Treatment, compensation schemes, rehabilitation programs, and return-to-work programs are all part of tertiary interventions for impacted workers.

**TITLE OF THE ACTIVITY**
Recognizing stress and how to relax

This activity constitutes of two different parts.

PART 1:

INTRODUCTION TO THE ACTIVITY:
The **first part** is the Box Breathing techniques, which is used with participants in order to relax and reduce stress levels.
Despite its fancy name, box breathing is a very basic and rather familiar stress-reduction technique. Box breathing is a sort of timed breathing that has a set pattern and can be used to reduce stress.
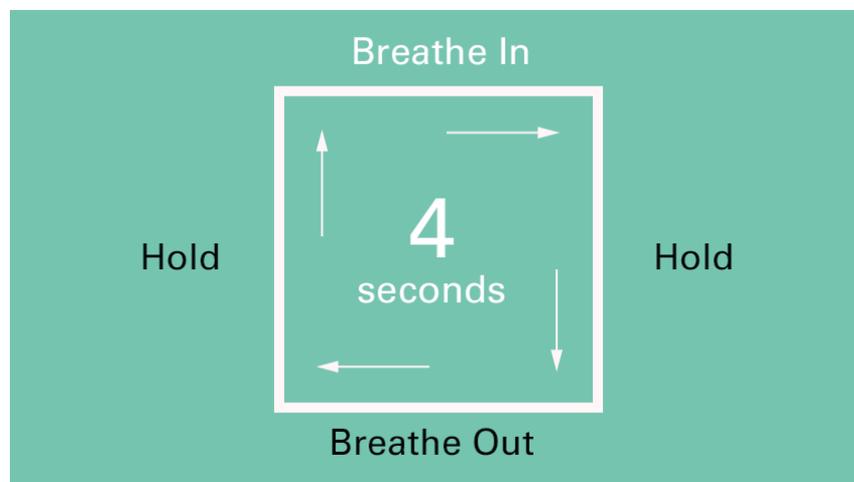
STEP BY STEP PROCEDURE

Step 1: All the participants sit comfortably and close their eyes.

Step 2: Encourage the participants to relax a bit and think of something nice, a place where they would like to be.

Step 3: Now, encourage participants to relax their bodies and let the tension go away.

Step 4: Participants now should take a deep breath to the count of four.

Step 5: Participants should keep the air in their lungs for 4 seconds.

Step 6: Participants breathe out counting 4 seconds.

Step 7: Participants relax for another 4 seconds.

Step 8: Steps 4 & 5 & 6 & 7 can be repeated for as many times as the participants need, in order to relax.

RECOMMENDATIONS & TIPS

- Some participants may not want to close their eyes, thus you can encourage them to keep their eyes open and look at the floor or their knees while seated.

- Breathing techniques are not for everyone. Please may feel more anxious while controlling their breath. Thus, before you begin this exercise, inform all participants that in case they feel unpleasant, they can stop.
- This exercise should be shown to the participants and then they can use it on their own.

PART 2:

INTRODUCTION TO THE ACTIVITY

Even if you aren't aware of it, stress symptoms may be hurting your health. You may believe that disease is to blame for that throbbing headache, frequent sleeplessness, or a drop in job productivity. However, stress might be the root of the problem.

Thus, this activity is really important, in order to identify stress and recognize its symptoms and signs.

STEP BY STEP PROCEDURE

Step 1: The trainer presents a flipchart, on which a big sketch of a human body (as seen below) is being drawn.

Step 2: The trainer provides post-its to the participants and pens. After that, participants are encourage to reflect on the symptoms they feel when they are stressed and write them down on the post-it in a bullet point form.

Step 3: Now, one-by-one, the participants stand up and express to the whole group what are their symptoms of stress. Then, they stick the post-it on the body area where they feel tension when they're stresses (e.g. head, stomach, legs, etc.)

Step 4: When all participants have spoken and described their symptoms of stress, the trainer provides the following questions for open discussion:

- What did you explore about yourself?
- In what way you understand this anxiety situation?
- How would you change this anxiety reaction?
- What do you do, in order to reduce stress?

RECOMMENDATIONS & TIPS

- Some participants may not be comfortable with sharing, thus you should not put pressure on them.

- Since this exercise may cause distress, the Box Breathing exercise can be repeated once more, in order for participants to relax.

Limitations of the activity for the Trainers (if applicable)

N/A

Evaluation

Open discussion:

1) How do you feel after this exercise?

2) Did you like this exercise? Which part did you like to most?

3) What would you change/modify/improve in this exercise?

Further reading:

More Breathing Techniques to reduce stress and anxiety:

1. https://www.verywellmind.com/abdominal-breathing-2584115
2. https://www.healthline.com/health/breathing-exercise

References:

Workplace Stress: A Silent Killer of Employee Health and Productivity:
https://www.corporatewellnessmagazine.com/article/workplace-stress-silent-killer-employee-health-productivity

Stress:

https://my.clevelandclinic.org/health/articles/11874-stress

7

Training Module 7:

Dream-Plan-Do!

7.1. Critical thinking skills

Training Curriculum		
Knowledges	**Skills**	**Responsibility & Autonomy**
Artists will: • understand what critical thinking is; • realize why metathinking is valuable skill; • know why critical thinking can improve their professional activity.	Artists will: • decide to use critical thinking consciously; • choose methods of critical thinking in daily life to eradicate own previous mistakes; • combine theoretical knowledge with practical skills.	Artists will: • interpretate and analyse facts to improve own way of thinking; • evaluate facts properly avoiding emotions and using impartial analysis; • acts in accordance with the theory of critical thinking.

Theoretical Framework

1. **WHAT CRITICAL THINKING IS?**
Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness.

It entails the examination of those structures or elements of thought implicit in all reasoning: purpose, problem, or question-at-issue; assumptions; concepts; empirical grounding; reasoning leading to conclusions; implications and consequences; objections from alternative viewpoints; and frame of reference. Critical thinking — in being responsive to variable subject matter, issues, and purposes — is incorporated in a family of interwoven modes of thinking, among them: scientific thinking, mathematical thinking, historical thinking, anthropological thinking, economic thinking, moral thinking, and philosophical thinking.

2. **HISTORICAL BASE OF THE CONCEPT**
Proponents of critical thinking derive their theory from the ancients, especially Socrates, who discovered by a method of probing questioning that people could not rationally justify their confident claims to knowledge. His method of questioning is now known as 'Socratic Questioning' and is the best known critical thinking teaching strategy. In his mode of questioning, Socrates highlighted the need in thinking for clarity and logical consistency.

In the Renaissance, Francis Bacon, in England, recognized explicitly that the mind cannot safely be left to its natural tendencies. In his book ***The Advancement of Learning,*** he argued for the importance of

studying the world empirically. Some fifty years later in France, Descartes wrote what might be called the second text in critical thinking, *Rules For the Direction of the Mind*. In it, Descartes argued for the need for a special systematic disciplining of the mind to guide it in thinking. He articulated and defended the need in thinking for clarity and precision; developed a method of critical thought based on the *principle of systematic doubt*. Every part of thinking, he argued, should be questioned, doubted, and tested.

3. THE SPECIFICS OF CRITICAL THINKING
Critical thinking can be seen as having two components:
1) a set of information and belief generating and processing skills;
2) the habit, based on intellectual commitment, of using those skills to guide behavior.
It is thus to be contrasted with:
1) the mere acquisition and retention of information alone, because it involves a particular way in which information is sought and treated;
2) the mere possession of a set of skills, because it involves the continual use of them; and 3) the mere use of those skills ('as an exercise') without acceptance of their results.

4. WHY CRITICAL THINKING IMPROVES THE WORLD?
Critical thinking is self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in a fair-minded way. People who think critically consistently attempt to live rationally, reasonably, empathically. They are keenly aware of the inherently flawed nature of human thinking when left unchecked. They strive to diminish the power of their egocentric and sociocentric tendencies. They use the intellectual tools that critical thinking offers – concepts and principles that enable them to analyze, assess, and improve thinking.

No matter how skilled they are as thinkers, they can always improve their reasoning abilities and they will at times fall prey to mistakes in reasoning, human irrationality, prejudices, biases, distortions, uncritically accepted social rules and taboos, self-interest, and vested interest.

5. THE RISK
Critical thinking varies according to the motivation underlying it. When grounded in selfish motives, it is often manifested in the skillful manipulation of ideas in service of one's own, or one's groups', vested interest. As such it is typically intellectually flawed, however pragmatically successful it might be. When grounded in fairmindedness and intellectual integrity, it is typically of a higher order intellectually, though subject to the charge of "idealism" by those habituated to its selfish use.

Critical thinking of any kind is never universal in any individual; everyone is subject to episodes of undisciplined or irrational thought. Its quality is therefore typically a matter of degree and dependent on, among other things, the quality and depth of experience in a given domain of thinking or with respect to a particular class of questions. No one is a critical thinker through-and-through, but only to such-and-such a degree, with such-and-such insights and blind spots, subject to such-and-such tendencies towards self-delusion. For this reason, the development of critical thinking skills and dispositions is a life-long endeavor**.**

Training Guide

1. INTRODUCTION TO THE ACTIVITY
This activity is designed to use the theatre to explore and explain important ideas. It needs creativity and combines both: individual work and cooperation in pairs.

2. TITLE OF THE ACTIVITY: **BODY SCULPTING THEATRE**

3. STEP BY STEP PROCEDURE

Step 1: Trainer has to be aware that this activity needs from participiants to work with another's bodies so the first thing she/he should care is comfort. Trainer has to build team spirit in the group using icebreakers games, the best would be based on movement. It is good to time check gently who in the group can feel uncomfotrtable by being touching or touching another person. If particpiants accepts this kind of activitiy, we reccomend Columbian Hypnosis* method as a good introduction to to main excercise.

Step 2: Divide the full group for A and B (use the method you appreciate and the group likes). One of the groups will be The Sculptors, second one will be The Clay.

Step 3: The Sculptores are drawing lots you prepared before and which are a thought-provoking abstract or concrete images. Participants are given time to consider their feelings on them. Next, they come up with words that describe their reactions - trapped, free, angry, joyful, etc. Let them talk about their feelings but keep them in mind carefully.

Step 4: They are then paired up and one person is the sculptor, while the other is the clay. The Sculptor poses the clay into a form that artfully displays the word they wish to portray. According to possibilities, Sculptors can either physically mold the Clay or act as a mirror for them to show The Clay the position/image they want.

Step 5: Switch The Sculpors with The Clay and repeat the activity.

Step 6: Remember about evaluation part.

Step 7: Basing on the previous conversation, start the discussion about FACTS and OPINIONS.

4. RECOMMENDATIONS & TIPS

* Columbian Hypnosis - follow the instruction: https://dbp.theatredance.utexas.edu/node/20
Don't forget about the common reflection after this part!

* Images can be concrete or abstract.

* Sculptors must treat their Clay with gentleness and respect (it is very important!).

* There are no wrong answers; whatever image you get is fine.

*All body sculpting must be done in silence.

_____

1. INTRODUCTION TO THE ACTIVITY

This activity is focused on critical thinking skills connected with investigation games and discussion. The activity was created for the intenational literature project „Crime Story" in Naples (2019).

2. TITLE OF THE ACTIVITY: **WHO IS THE GUILTY ONE?**

3. STEP BY STEP PROCEDURE

Step 1: Trainer show the picture (attached in the ANEX) to the trainees; explains who is who:

1. Mad Man with the knife on the bridge (insane and very dangerous).
2. Sailor, the man who gives the lift thru the river.
3. Woman/Wife who is cheating her Man/Husband and 4. Husband (who just left for work).
5. The Lover (who waits in the barn on the opposite side of the river).

Step 2: Trainer presents the story to the group: Woman wants to meet with her Lover on the opposite side of the river. The sailor pick her up but after the 'date' she has no money to pay him for the way back so he refused the ride. Desperated woman decided to go by the bridge and she was killed by Mad Man.

The question is: who is the guilty one?

Step 3: Discussion. As a trainer remember to require rational argumentation even for the most bizarre ideas. Be ready for the different minds of trainees, they will probably point different persons as gulity.

Step 4: Work with the group to make a list: from 'the most guilty' to 'less guilty'.

Step 5: Follow the dynamic of the group carefully and ask the question about society. Also, who is the society?

Step 6: Evaluation.

4. RECOMMENDATIONS & TIPS

Ad. Step 1* It is good idea to let the group to give own names to the characters which makes the excercise more personal.

Limitations of the activity for the Trainers (if applicable)

N/A

Evaluation

Example:

*According to Step 6 of **The Body Sculpting** activity, ask participants about their feelings when they were The Sculptores and The Clay; what was comfortable, what not?; how did they feel in both roles? And finally what was the thinking process about abstract images: why did they decide to present them in that way? Try to analyze it and point where they used critical thinking.*

*According to Step 6 of **Who Is the Guilty One?** activity, try to use SWOT analysis to describe the team work and level of discussion. Together with the trainees decide what strong and weak points, let them find the ways to use strenghts and methods to improve weaknesses.*

Further reading:

1. Bergstorm, C., & West, J. (2020). *Calling Bullshit. The Art of Skepticism in a Data-Driven World*. New York: Random House.
2. Changwong, K., Sukkamart, A., & Sisan, B. (2018). *Critical thinking skill development: Analysis of a new learning management model for Thai high schools*. Journal of International Studies, 11(2), 37-48.
3. Haber, J. (2020). *Critical Thinking*. (MIT Press Essential Knowledge series).
4. Ryan, J. (2017). *Wait, What?: And Life's Others Essential Questions*. Harper One.

References:

Definitions of critical thinking:

https://www.criticalthinking.org/

What is critical thinking?

https://www.gre.ac.uk/articles/ils/critical-thinking (University of Greenwich)

History of the concept:

Rutherford, A. (2018). *Models For Critical Thinking: A Fundamental Guide to Effective Decision Making, Deep Analysis, Intelligent Reasoning, and Independent Thinking: 1,* Independently Published.

ANNEX:

7.2. Strategic thinking and planning skills

Training Curriculum

Knowledges	Skills	Responsibility & Autonomy
Artists will: • understand what strategic thinking is; • realize why planning skills are valuable; • know why strategic thinking and planning skills can improve their professional activity.	Artists will: • decide to use strategic thinking consciously; • use planning skills in daily life to avoid previous mistakes; • combine theoretical knowledge with practical skills.	Artists will: • act in accordance with the theory of strategic thinking; • create planes using impartial analysis; • use planning skills to improve professional activity.

Theoretical Framework

1. **WHAT IS STRATEGIC THINKING?**

Strategic thinking is simply an intentional and rational thought process that focuses on the analysis of critical factors and variables that will influence the long-term success of a business, a team, or an individual.

Strategic thinking includes careful and deliberate anticipation of threats and vulnerabilities to guard against and opportunities to pursue. Ultimately strategic thinking and analysis lead to a clear set of goals, plans, and new ideas required to survive and thrive in a competitive, changing environment. This sort of thinking must account for economic realities, market forces, and available resources.

Strategic thinking requires research, analytical thinking, innovation, problem-solving skills, communication and leadership skills, and decisivenes.

Picture: Five elements of strategic thinking decribed by Jeanne M. Liedtka, professor of business administration at University of Virginia's Daren Graduate School of Business. www.ceffect.com

2. STRATEGY VS. TACTICS

Strategy
- Strategy is the intent
- Determines what needs to be done and why
- Involves intentional and focused high-level thinking that defines the direction to take
- Aligned with the goals, objectives
- Requires focus on defining the future
- It is difficult to change, though entirely possible
- Needs outward perspective
- Typically formed by leaders within the organisation
- Primary focus is on effectiveness, doing the right thing
- Difficult to measure and evaluate
- Strategic planning does not include execution details
- Strategy is intangible

Tactics
- Tactics is putting intent to action
- Determines how it must be done
- Involves concrete actions and steps to implementation inline with the direction
- Aligned with the strategy
- Requires day-to-day execution
- It is very easy to change
- Needs inward view
- Typically defined and executed by managers
- Primary focus is on efficiency, doing it right with less resources, time and money
- Easy to evaluate through well-defined metrics
- Tactical plans includes timelines and implementation
- Tactics are tangible

www.techtello.com

3. WHAT KIND OF SKILLS HELP TO PLAN?

Planning is a dynamic and diverse profession, individual skills vary depending on a planner's role and area of specialization. But being well-organized helps to fulfill duties in realistic frame-time and be treaten as a responsible partner at work.

Examples of how planning and organisational skills can be developed or evidenced:
- Managing and prioritising your personal workload (time-management);
- Arranging travel itinearies;
- Organising social, sporting or charity events;
- Organising work experieces or placements;
- Event management experience (e.g. customer liaison, co-ordination of bookings, organising equipment, planning advertising and working to deadlines).

4. STRATEGIC THINKING AND PLANNIG SKILLS AS A PERFECT COUPLE

Planning and organising skills help you manage time, tools and resources to reach a goal. They help to work out and achieve personal aims. Planning is vital at all levels in the workplace, for example: you will need to plan your own tasks and time; your manager must plan the workload, resources and time required of your team and senior managers have to plan the goals and aims of the department.

Although planning and organising are individual skills, they go hand in hand. When they're combined, they start to be a super skill which makes you valuable as an employee but also the perfect manager of personal time and tasks.

Training Guide

1. INTRODUCTION TO THE ACTIVITY
This activity improves strategic thinking process by requiring to predict the consequences. It was created during the training course „Game for Change" in Prague in 2018.

2. TITLE OF THE ACTIVITY: **WHO IS GOING TO SPACE**

3. STEP BY STEP PROCEDURE
Step 1: Trainer divides groups for smaller teams (4-5 persons), then presents the poster with a space rocket or any other vehicle with 4 seats as a starting point of the story. Now it is time for storytelling, which can be done in trainer's own style. The story: „Our world is going to be destroyed, the big asteroid is coming so we don't have too much time. But there is still some hope, we can send few people to the other planet (unfortunately we don't know the contidions there) to build a new world. What the group has to do is to choose who will be survivors".
Step 2: Trainer presnts 'passports' that mean prepared before short notes about each person. People should be well known, can be also characters from the past like scientists or artists.
Step 3: Now as a trainer give the teams time to make a decision who are they going to send to the other planet, they should choose 4 persons. Usually 15 min is enough but you have to follow the dynamic of your teams. Observe them and their decision making process, remind that the decision should be common and they should use resonable arguments.
Step 4: Trainer lets the teams present theis choices, she/he writes them down on the paper sheet or flipchart to make all the results visible to others. Listen carefuly the argumentation.
Step 5: Ask the group for join all together and inform that we from all choosen characters they have choose only four who are going to space. Remind them the rules of discussion.
Step 6: Summarise the common choice. Ask if the group is satisfied.
Step 7: Remember about reflection: first ask about their feelings, then what was the most difficult part, about decision making process, and emotions about final outcome.

RECOMMENDATIONS & TIPS

Ad. **Step 2**: Remeber to choose well known people but also try to find controversial characters like Kim Dzong Un (young, dictator), Stephen Hawking (brilliant and disabled) or George Michael (talented, handsome and gay). It will be really important to the excercise. Prepare around 12 figures with informations about age, gender, profession or tips you think can be valuable (point controversion as much as you can to stay reliable).

_____

1. INTRODUCTION TO THE ACTIVITY
This planning exercise is very simplistic in its approach, but it teaches participants the importance of planning, timing, and thinking on their feet.

2. TITLE OF THE ACTIVITY: **THE PAPER TOWER**

3. STEP BY STEP PROCEDURE
Step 1: Each participant is given a single sheet of paper and told that it's absolutely necessary that they construct the tallest free-standing structure in just five minutes using no other materials.

Step 2: After the five minutes and a review of the structures, a discussion can be had concerning who planned out their structure, who ran out of time, and what could be done differently next time.

Step 3: Reflection.

4. RECOMMENDATIONS & TIPS
N/A

Limitations of the activity for the Trainers (if applicable)

N/A

Evaluation

Example:

*After **Who is going to space?** game you have to be ready for strong emotions. To close the Pandora Box we recommend you PANAS evaluation schedule to let the affects go down.*

*Becaise the second activity is just kind of funny game (it doesn't mean not valuable), trainer can use also funny way of evaluation usinng like Premo (*www.premotools.com*) or Emotion Slider.4*

Further reading:

1. Abraham, S. Stretching strategic thinking, *Strategy & Leadership*, Vol. 33, No. 5 (2005).
2. Bowman, N. A. How To Demonstrate Your Strategic Thinking Skills, *Harvard Business Review*, No 9 (2019).
3. Doyle, A., Important Strategic Planning Skills for Workplace Success, The Balance Careers, July 21, 2021.
https://www.thebalancecareers.com/list-of-strategic-planning-skills-2063771
4. What Skills Do Planners Need?
https://www.planning.org/choosingplanning/skills/ (American Planning Association APA)

References:

Definitions of strategic thinking:
https://managingresearchlibrary.org/glossary/strategic-thinking
What is strategic thinking?
https://cmoe.com/glossary/strategic-thinking/
How to develop planning skills?
https://www.strath.ac.uk/professionalservices/careers/skills/generalskills/planningorganisingskills/
(University of Strathclyde Glasgow)
ANNEX:
N/A

8

Training Module 8: *Self-knowledge*

8.1. Draw up your professional goals

Training Curriculum		
Knowledges	**Skills**	**Responsibility & Autonomy**
● Know what self- knowledge and how it works ● Identify ways to implement a self-knowledge process.	● Identify self-knowledge and personal way of learning ● Set up targets and develop motivation strategies ● Conduct an analysis based on your previous experience and to support your professional future	● Recognize the importance of self-knowledge.

Theoretical Framework

What Exactly Is Self-Knowledge?

Self-knowledge is defined as the way to discover about oneself. It is a positive approach on oneself to better know oneself.

The aim of Self-knowledge is to help you raise awareness about yourself, your skills and how you can relate them with your career in the present, the future or even how you can change into a different job occupation. The module is divided in different topics compromising specific activities to support you on the accomplishment of your self-discovery.

Training Guide

TITLE OF THE ACTIVITY: Define my objectives

DURATION TO THE ACTIVITY: 4 hours

INTRODUCTION OF THE ACTIVITY / STEP BY STEP PROCEDURE

Consider future achievements you want to accomplish and write down at least one sentence for each of the following items.

My dreams:

My professional goals:

In 2-3 years later I will be working in/at:

Training to improve my professional career / my work:

Life goals:

Looking into your statements, try to relate them with the skills mentioned on the beginning, such as communication, problem solving, creativity, etc and:

Point out the skills you already have:

Identify the Skills you want to develop:

Principles of Determining Targets

We need life goals to be successful in life and reach our desires. Our desires can only become real when they become a target for us.

What is a smart target?

Targets are road maps taking us to success. A smart target needs to be different from a dream, it needs to be concrete.

There are **five basic characteristics of a smart target**: specific, measurable, attainable, realistic and possible:

Now it is your turn.
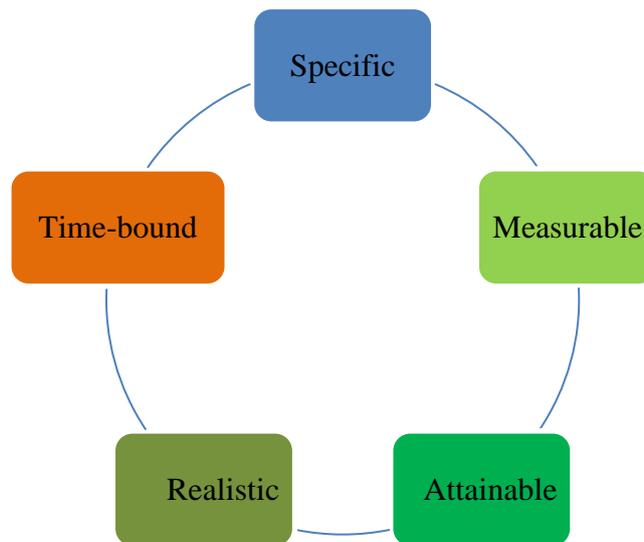
Characteristics of a Smart Target:

- **Specific:** Your target needs to be as detailed as possible

- **Measurable:** You need to set a criterion to measure your improvement while trying to reach your target

- **Attainable:** Your target needs to be attainable

- **Realistic:** Your target needs to be applicable and sensible

- **Time-bound**: A commitment to a deadline helps you to focus your efforts on completion of the goal on or before the due date

It is very hard to reach a target if it is not well-planned and if its outcome cannot be estimated. All your effort will be fruitless if you do not know what point you want to reach.

A target that you have determined with great care and detail will take you to success. The criterion you set will push you and help in supporting your efforts.

Determine your target!

You need to determine your targets with great care if you want to be successful. Not everything can be your target and trying to reach many targets at the same time may lead you to failure. Therefore, firstly you need to set yourself some primary targets.

These can be related to your educational life, family relationships, health, business life, social life or personal development. What would like to change in your life?

You may choose aspects of your life that you are not happy about and want to change.

Discover your priorities and values!

Before determining your targets, you need to discover your priorities and values. It is almost impossible to be successful with a target that is not in harmony with your priorities and values. Targets which you determine without paying attention to your own feelings and thoughts will not go further than meeting other peoples' expectations and desires.

Determine values that you give importance to and that motivate you. Having a high income, having authority, having experience, getting pleasure from life, economic security, friendship, helping others, having a pleasing physical appearance, being appreciated, taking responsibility, having knowledge are just a few examples of values. Make a list of what is important for you in life. It is important that your targets are in harmony with your values.

For example; you want to start your own business and you will do target planning according to this. If economic and social security is an important value for you, the possibility of reaching your target is high.

Prepare your own road map!

Your main target has many sub-targets. Each of the sub-targets is a level in itself. You can set yourself daily, weekly or monthly sub-targets.

Sub-targets give you opportunity to see how much progress you made and where you went wrong while trying to reach your main targets. You may get yourself a treat when you accomplish your sub-targets successfully.

Furthermore, you can ask for support from your friends and family while working towards reaching your target.

Learn from those areas that you could not develop fully and felt some weaknesses in. Ask them to provide you with feedback regarding your development. It is usually hard to be objective when evaluating ourselves. It will help you make healthier evaluations regarding your development if you get feedback from other people.

Principles of Determining Targets:

Start with small steps. Small changes create long-term effects.

Make sure that your targets and values are in harmony.

Be determined. Do not stop working and spending effort to reach your targets. You may fail or experience mishaps. However, these will make you stronger.

See the 2 charts in the Annex. Reflect and complete the following two charts.

The objectives to achieve my work placements are…

Limitations of the activity for the Trainers (if applicable)

Do not be afraid of failing. It may be demanding to spend effort to reach a target. You may make mistakes. However, if you're constantly fear failure, you can never improve.

Evaluation

Open discussion:

1) How do you feel after these exercises?

2) Did you like these exercises? Which part did you like to most?

3) What would you change/modify/improve in these exercises?

Further reading:

Available on line:

http://www.businessballs.com/problemsolving.htm

http://www.time-management-guide.com/decision-making-skills.html

References:

https://ec.europa.eu/eures/public/fr/homepage Eures network (employment and information in Europe)

https://travail-emploi.gouv.fr/droit-du-travail/les-contrats-de-travail/ (for information on different types of contracts in France)

http://www.cci.fr/web/creation-d-entreprise/les-aides-principales/-/article/Les+aides+pour+entreprendre+ou+reprendre/les-principales-aides-pour-les-entrepreneurs (for information on grants for entrepreneurs in France)

http://www.pole-emploi.fr (French labor office)

https://ec.europa.eu/education/policy/strategic-framework/skills-qualifications_fr (competences and qualification in Europe)

ANNEX:

Reflect and complete the following two charts.
The objectives to achieve my work placements are…

OBJECTIVES		
3.1. General Objective:		
3.2. Specific Objectives:		
a) Training:	**b) Job Search:**	
c) Others:		

Which are the objectives I'm first going to achieve? When? How?

ACTION PLAN			
	HOW	WHEN	
OBJECTIVE 1			
OBJECTIVE 2			
OBJECTIVE 3			
OBJECTIVE 4			
OBJECTIVE 5			
OBJECTIVE 6			

8.2. Self-awareness

Training Curriculum		
Knowledges	**Skills**	**Responsibility & Autonomy**
• Know what self- knowledge and how it works • Identify ways to implement a self-knowledge process.	• Identify self-knowledge and personal way of learning • Set up targets and develop motivation strategies • Conduct a SWOT analysis based on your previous experience and to support your professional future	• Recognize the importance of self-knowledge.

Theoretical Framework

What Exactly Is Self-Knowledge?

Self-knowledge is defined as the way to discover about oneself. It is a positive approach on oneself to better know oneself.

The aim of Self-knowledge is to help you raise awareness about yourself, your skills and how you can relate them with your career in the present, the future or even how you can change into a different job occupation. The module is divided in different topics compromising specific activities to support you on the accomplishment of your self-discovery.

What Exactly Is Self-Awareness?

Self-awareness is to raise conscience about oneself, one's personality and skills, before deciding on how you can develop your current career or what kind of professions you want to pursue, by evaluating your previous professional and personal experience, skills, knowledge, competences and interests.

It works with setting out professional targets, by determining which skills you need to be able to work with.

It deals with finding out how you can identify, develop, and consolidate these skills: a real self-analysis procedure.

Training Guide

TITLE OF THE ACTIVIT: SELF-ANALISYS PROCEDURE

INTRODUCTION TO THE ACTIVITY:
It's the thorough research of our personality features (attitudes, weak points and strengths, habits, achievements, expertise…) We must know ourselves deeply to offer the labour market the solutions expected from us. From this knowledge onwards, we are very capable of deciding the companies, positions, conditions, etc., we're interested in. Let's analyse what we should understand, as an artist, by each of the personal features previously mentioned.

Attitudes: They're determinant behaviour elements (innate and acquired); patterns through which the behaviour is adapted to environment. It's the predisposition to carry out a physical or mental activity. overall, they're innate but

they are promoted and developed, or wrecked, based on the stimuli we offer.

Expertise: the knowledge gained from the study of a subject and the ability to apply such knowledge, resulting in experience, practice and distinction in that field. Is related to the skills and competence to execute something. Usually is used under the expression of "know how".

Habits: They're automatic behaviour mechanisms that we normally do in unimportant or insignificant tasks.

Achievements: These are a recapitulation of everything we have achieved throughout our career.

Weak Points and Strengths: These are the parts we should take advantage of or cast away from our behaviour. We obtain them by analysing both all the other points and our personal career exhaustively. Their knowledge is based on experience and the ability of being critical with oneself.

ATTITUDES' CHART

	YES	NO	DON'T KNOW
I'd rather manage by objectives			
I give more importance to my work than to my family			
I've got an ethic commitment for my ideals			
I feel more attracted to money than to the job I carry out			
My ideas condition my other's perception and my relationships towards them			
I'm in need of my colleagues and bosses' company and consideration			
Security and stability is above other aspects			
Mobility and change are instruments to my personal enrichment			
I accept challenges alone			
I like to have decision power in my job			
I'm keen on what I do			
I like accepting responsibilities and whenever I've got to face the consequences, I do it			
I don't like working on my own			
Others (add whatever comes to your mind while answering the rest)			

EXPERTISE CHART

	GOOD	REGULAR	BAD
Understanding of "work" texts			
Document drafting			
Oral presentations			
Problem identification			
Ability to find possible solutions to problems			
Research ability			
Ease and liking for continue studying			
Leadership qualities			
Team work			
Persuasion ability			
Sales ability			
Tasks planning			
Effective time management			
Independent work			
Monitoring of instructions			
Long-term projects			
Thorough work			
Numerical ability			
Others (add whatever comes to your mind while answering the rest)			

HABITS' CHART – AVAILABILITY

	YES	NO	DON'T KNOW
Willingness to relocate			
Willingness to travel			
Family conditions			
Affective conditions			

Other conditions (health, religion, etc.)			
Strict schedule preference			
Flexible Schedule preference			
More than 8 hours work			
Willingness to give up other activities			
Continue studying			
Work atmosphere importance			
Accept responsibilities			
Competitive atmosphere preference			
Preference for an action work			
Preference for an analysis work			
Live alone			
Sleeping in hotels			
Others (add whatever comes to your mind while answering the rest)			

WEAK POINTS AND STRENGHTS' CHART

	SUMMARY OF STRENGHTS	SUMMARY OF WEAK POINTS	IMPROVEMENT STRATEGIES
ATTITUDES			
EXPERTISE			
AVAILABILITY			
OTHERS (ACHIEVEMENTS, ETC.)			

Start your awareness process by getting to know yourself!

Make a list of your values, preferences in work environment, skills, interests, strengths and weaknesses.

Interpreting the Five Conflict Positions

Why is career planning necessary?
Career planning is the key to cover your expectations from your current and future professional life. It is a chance to get from life what we want. It helps you to focus on professions that are suitable for you. Career planning helps you to get to know and evaluate yourself. Career planning skills can be used all throughout life.

Think about your values:
Which of the opportunities that professional life can provide you with is more important for you?

Some examples:
- Job security,
- Status and respect
- Salary
- Individual success
- Helping others

Think about your ideal work environment: What do you think about which professional general features do you like, or you do not want?

Some examples:
- Being creative
- Working under stress
- Making decisions
- Working in different positions
- Working in society
- Working in open-air

Everybody has individual characteristics that influence personal career choices, so the most important is to be honest when trying to get to know yourself.

Be aware of your own skills and experiences. Think about the skills you have, by reviewing:
- Past work experiences
- Volunteer activities
- Hobbies
- Training experiences

Do not focus on work you have completed but determine your skills. For example, if you are good at organizing "professional" trips, your skill is to coordinate details and organize groups.

Psychological tests can also help you in determining your skills and interests.
Do not restrict yourself. Focus on more than one profession. While doing research, keep your skills in mind. You can use many of your skills in more than one profession…

CONCLUSION - DRAW UP YOUR PERSONNALITY AND SKILLS
Please, now think of your personality and your skills. Here we lay out a series of variables that can help you drawing

up your own professional goal. We're going to deeply analyse these aspects that are so important to take into consideration in order to set your goal or goals.

Now read carefully through the following sections and personally analyse each of the 7 variables, according with your professional goal:

1. Training required
2. Necessary skills
3. Professional experience
4. Personal Style
5. Payment
6. Job location
7. Other characteristics

RECOMMENDATIONS & TIPS

- **Accept help:** You may not be able to come up with all information that you need on your own. Allow others to help you. Use also printed and on-line sources. Read books and sources on the Internet related to the profession.
- **Don´t let go**: Career planning requires time and energy. Therefore people usually are not successful. Determine your priorities. Which one is the most important one for you related to your career and business life? Personal success? Using your skills? Getting a good salary? Make a list of the professions you prefer. Decide on more than one alternative. Make a list according to your preference.
- **Focus on transferable skills:** Select the skills that you can use in many different fields. For example, speaking well, writing, time management, etc.
- **Be clear but flexible in your desires**: Make as clear-cut decisions regarding the features of the professions you desire. This will bring you success. However, focus on more than one specific occupation. After your research, make a list of the professions you prefer. Decide on more than one alternative. Determine your priorities. Make a list according to your preference.
- **Keep working:** Notes you make in work and references you get from others will help to reveal your skills and traits.
- **Create a web of communication**: Be in constant communication with people who can help you in planning your career. Think of people as sources of knowledge. Talk to other people, career consultants, employees in the field and people in your immediate circle about the professions you want to know more about. In this way you can get information about different professions. You can ask questions about skills, work environment, job opportunities related to these professions.

Limitations of the activity for the Trainers (if applicable)

N/A

Evaluation

Open discussion:

1) How do you feel after this exercise?

2) Did you like this exercise? Which part did you like to most?

3) What would you change/modify/improve in this exercise?

Further reading:

-

References:

https://ec.europa.eu/eures/public/fr/homepage Eures network (employment and information in Europe)