

# *your* KITE **TWOCKIT**

A MANUAL FOR YOUNG TRAINERS WORKING WITH  
*MEDIA AND COMMUNICATION, ENTREPRENEURSHIP,  
VOLUNTEERING AND CAREER COUNSELING*

Funded by the  
Erasmus+ Programme  
of the European Union



**AKTIV UNGDOM**

## The Toolkit

A manual for young trainers working with media and communication, entrepreneurship, volunteering and career counseling

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## Project Title

**YourKITE** - The Initiative To Enhance **Young** People's Skills and **Knowledge** About **IT** and **Entrepreneurship** and Increase Their **Employability**

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Erasmus+ Programme  
of the European Union



## ACKNOWLEDGMENTS

We would like to express our gratitude to all of those who have contributed to this toolkit.

Much of the knowledge that you can find in this toolkit is based on the trainings organized in each of the partners' respective countries. Experts from various fields were invited to provide us with their knowledge which, in return, was used and included in the creation of the toolkit you have in front of you.

We would like to thank Agnieszka Duda-Jastrzębska for her constant support with the project, and for sharing her knowledge on various energizers and evaluation methods. We would also like to thank Dariusz Jachimowicz and Zdisław Hofman who contributed to this project by sharing the knowledge they've acquired through their many experiences as trainers, and Justyna Politańska for sharing her view on entrepreneurial education in Europe with us. Moreover, we would also like to thank the whole FRW as well as FAIR Izabella Przystasz's team for their support throughout the whole course of the project.

Additionally, we would like to thank Julia Koczanowicz-Chondzyska from The Foundation for Social and Economic Initiatives (FISE) for hosting us during the training in Warsaw and for sharing with us good practices on social economy and entrepreneurship. We would also like to thank Renata Wloch for hosting us at DELab (Digital Economy Lab) at the University of Warsaw and for sharing with us applied knowledge of promoting entrepreneurship and for spreading awareness of the benefits of digital transformation.

We would also like to acknowledge the leadership and management decision-making expert - Dan Ionescu (Danis Consulting, Romania) and the valuable contribution he had on the toolkit. Furthermore, we want to address our exceptional thanks to entrepreneurship and financial education experts Anca Gaidoş and Laura Borbe (New Horizons Foundation, Romania). A big thank you also goes to Sergiu Tamaş for sharing with us his great expertise in training and personal planning. Their contribution, advice, and expertise can be found in the entrepreneurship scenarios and theory in this toolkit and in its online version.

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# PART A

## INTRODUCTION TO *your*KITE

# CHAPTER 1 About yourKITE Project

## 1.1 About yourKITE

Welcome to the yourKITE Toolkit!

This toolkit was created in cooperation with five organizations: from Norway, Norsensus Mediaforum; from Romania, Fundația Danis pentru Dezvoltare Managerială (Danis Foundation for Management Development); and from Poland, the Information Society Development Foundation (FRSI), Volunteering Development Foundation (FRW), and Foundation for Active Development Initiatives (FAIR). FAIR took over the responsibility for project, from FRW, since February 1st 2017.

The yourKITE Toolkit is part of the yourKITE (The Initiative To Enhance **Y**oung People's Skills and **K**nowledge About **I**T and **E**ntrepreneurship and Increase Their Employability) project (2015-2017), which is co-financed by the European Commission through the Erasmus+ Programme.

The overall goal of the yourKITE project is to help develop the digital media and communication skills of young people, and to promote volunteering and professional orientation, in order to ease the youth's access into the labor market. By developing the entrepreneurship knowledge and skills of young people, the project promotes entrepreneurship for youth as a way out of unemployment. Our project aims at contributing to lowering the unemployment rate amongst young people by providing an integrative approach to training and by guiding young people into becoming skillful entrepreneurs and employees.

YourKITE project directly prepares 58 young people (ages 18-30) to become trainers as well as facilitators of workshops on media and communication, entrepreneurship, volunteering and career counseling. Once they gain the right knowledge and skills they need in order to conduct a workshop, they are expected to train 400 young people, ages 14-17, help them develop their knowledge and skills on media and communication and entrepreneurship, and to plan their career, and encourage them to volunteer in their communities. Moreover, the young trainers work as volunteers during the workshops, thus promoting volunteering while benefiting from real professional experience, which will help them obtaining better jobs.

Besides the toolkit, yourKITE partners developed other educational tools that could be used by young trainers or youth organizations to deliver workshops on topics such as entrepreneurship, communication, digital media and volunteering. These tools include an online learning platform with valuable educational resources, and online training modules for young people in the aforementioned topics.

The toolkit is an integral part of the project and is based on the expertise of all five of the participating organizations of this project. During the project, the partners shared their expertise by organizing short-term joint staff training sessions for each other. The scenarios used during these training sessions were evaluated and adapted to the needs of the target group and later became part of the toolkit.

In addition to the toolkit you have in front of you, you can find more information and scenarios on the project webpage: [www.yourkite.org](http://www.yourkite.org).

The following chapter will provide you with information on what the toolkit is about and how to use it.

Please feel free to provide us with your feedback and suggestions. All contact details can be found on our webpage [www.yourkite.org](http://www.yourkite.org). Looking forward to hearing from you!

## CHAPTER 2 ABOUT yourKITE TOOLKIT

### 2.1 About The Toolkit

This toolkit has been designed to help promote volunteering and the development of entrepreneurship and media and communication skills of young people with a special focus on employability.

It serves as an integrative and comprehensive trainer guide for youth workers and educators working to address these issues, both inside and outside the formal education system.

The toolkit was designed for young trainers (ages 18-30) who will be working with young people aged 14 to 17. However, scenarios may be adapted to other age groups and situations. It can be used by youth workers, youth organizations, entrepreneurship centers, volunteering organizations, high schools, universities and other stakeholders. It can guide anybody that is interested in volunteering providing practical professional orientation or information on the labor market and entrepreneurship, and supporting the employability of youth by improving their media and digital skills, as well.

The growing unemployment rate amongst youth demonstrates the need for this initiative. This is a pressing issue in the labor market in Europe. It is partially due to the fact that young people competing in the labor market lack experience and updated skills. Entrepreneurship or self-employment are ways out of unemployment. However, skills required to start a business are not enough to compete in the labor market today, which values social and communication skills. One must also have volunteering, IT/media and communication skills. From this perspective, employability and social integration is becoming more and more complex, and it is not fully recognized or understood. The 'novelty' of these life skills requires new ways to address the issue. Many existing attempts to foster these skills tend to focus only on financial, business and professional skills, and fail to develop an integral approach.

The approach we take in this toolkit allows us to view employability as a set of skills that combine various experiences and expertise with regards to entrepreneurship, media and communication, volunteering, and career counseling. This toolkit have been designed to

address both how to acquire and how to teach these skills. The activities described in the toolkit are intended to help young people to develop the knowledge, skills and attitudes they will need as future employees or entrepreneurs.

The manual is based on the belief that the role of stakeholders and young people in promoting these essential skills is vital. They should take action and be self-learners. This toolkit explores, using scenarios and theory, how young people can improve themselves for better employability.

The toolkit includes media & communication training as well as practical information on how to train others, handle the group process and other necessary information for trainers. Moreover, the toolkit has entrepreneurial insights on how to set up and run your own business. The focus is not to provide the users of the toolkit with formal regulations on how to set up a business, but more on the practical issues for improving life skills. The toolkit also encourages young people to volunteer and plan their professional careers by acquiring valuable knowledge and resources, and by learning through creative scenarios, exercises, and games.

This toolkit was created in the frame of the Erasmus+ KA2 project, by bringing together five project partners and a number of diverse stakeholders who have different perspective on the challenges and opportunities that need to be considered in the youth work and field of entrepreneurship, volunteerism and digital media skills. The partners are Norsensus Mediaforum, Fundația Danis pentru Dezvoltare Managerială (Danis Foundation for Management Development); Information Society Development Foundation (FRSI), Volunteering Development Foundation (FRW), and Foundation for Active Development Initiatives (FAIR). FAIR took over the responsibility of the project from FRW, since February 1st, 2017. The various stakeholders include youth workers, teachers, school leaders, educational experts, employers, parents and students. Their role is to identify important emerging trends that are likely to have an impact on employment skills.

## 2.2 How To Use The Toolkit

This toolkit is structured in four main parts: introduction, theory on media and communication, entrepreneurship, volunteering and career counseling, scenarios for workshops on these topics, and useful resources.

Read the *Introduction (Part A)* to discover more about yourKITE project and this toolkit, but mainly to learn how to organize and facilitate workshops, how to motivate and help others to learn, and how to work with young people.

Read *Discover The Theory Behind The Scenarios (Part B)* in order to gain basic knowledge on media and communication, entrepreneurship education, volunteering, and career counseling. This part will help you to prepare workshops on these topics, providing you with all the background information you will need for the scenarios prepared in Part C of the toolkit. The theory sections (Part A and B) follow the same sequence and structure of the scenarios section (Part C), so that you can easily relate the theory to a specific scenario. Thus, when you prepare a scenario for a workshop, just follow the reading instructions from the scenario and return to this part to gain the knowledge you need.

Read *Discover The Scenarios (Part C)*, which includes ready-designed exercises for workshops on media and communication, entrepreneurship, volunteering and career counseling. Moreover, this part includes scenarios you can use in the introductory part of any workshop, energizer, and evaluation exercise.

Consult *Additional Resources (Part D)* when you want to read more about a specific topic or when you need the tools, photos, handouts, etc. that were mentioned in the scenarios you want to practice. You can also use the Glossary of Terms and Concepts included in this section when you want to navigate the toolkit more efficiently, based on a specific topic or interest you might have. Download from [www.yourkite.org](http://www.yourkite.org) and consult the yourKITE Toolkit Appendixes for the tools, photos, handouts etc. mentioned in the scenarios you want to practice.

Each section of the toolkit has a specific color assigned in order to make it easier for you to navigate across different parts of the toolkit, especially from scenarios to the theory part, and back, based on the topic you choose to work on whether it be Media and Communication, Entrepreneurship, Volunteering or Career Counseling. See the top corner of the pages - Media and Communication topic is pink, Entrepreneurship is orange, Volunteering is green, and Career Counseling is yellow. The part on how to conduct workshops, and the basic scenarios for workshops (introduction, energizers, and evaluation) is marked in blue. Moreover, each part of the toolkit is marked on the side from light blue to dark blue.

## 2.3 Implementing The Scenarios

All the scenarios from the toolkit are gathered in Part C - *Discover The Scenarios*. However, when you want to practice one specific scenario, you will have to follow the instructions and go to Part B of the toolkit (*Discover The Theory Behind Scenarios*) in order to gain the basic knowledge needed for the scenario, or to Part D, from where you might want to read more on the topic or to the yourKITE Toolkit Appendixes, to print out specific materials you need for your exercise/game of choice.

The activities use the term 'trainer' or 'facilitator' to refer to the person running the training. A trainer/facilitator is someone who 'makes something happen' and who supports and encourages others to learn and develop their own potential. Effective facilitation is the key to giving life to these activities.

Do not feel like you need to be an 'expert' in order to work on these issues. Good facilitation does not require any particular knowledge or expertise, with the exception of perhaps an 'expertise' in understanding and relating to young people. The activities in this toolkit will be most successful in an environment where your group is encouraged to explore and find their own approach to raised issues.

The direct participation of learners in the education processes increases the impact and quality of training. The facilitator, therefore, does not have to be the expert in all matters but should be able to help learners find information and form their own answers and opinions.

All the scenarios are designed and presented in the toolkit so that they can be implemented right away by the young trainers. Thus, each scenario is structured in the following way:

**Preparation & Duration Time** - This is quick information on how much time you need to deliver the workshop; for some scenarios, where preparation time is relevant, you can also check here how much time you will need to prepare the exercise/game.

**Size of The Group** - This helps you to quickly learn about how many participants can be involved in the exercise (the minimum or the maximum).

**Age of The Group** - This provides you with information about the age of participants for which the scenario is designed.

**Tags** - These will help you to quickly identify the topic of the scenario, and the knowledge



and skills in which the scenario intends to enhance.

**When To Use It** - This part summarizes the learning objectives of the exercise or game. It could also suggest the best moment to use the exercise during the workshop structure.

**Materials** - This part summarizes the materials (such as office supplies, video-projector, computer, handouts, etc.) you will need in preparing and delivering the scenario.

**How (Preparation & Presentation)** - This is the most important section of the scenario. It reveals exactly what you need to do in order to prepare the scenario (if necessary), and how to conduct the exercise, game, icebreaker, energizer, etc. This part provides as much detailed information as possible in order to help you to deliver the scenario with no obstacles.

**Follow-up Questions** - This section helps you to conclude the scenario by pointing out, through meaningful questions, the most important knowledge or skills the participants should develop during the specific exercise.

**Possible Variations** - This part was developed for the scenarios that could be delivered in alternative ways in order to be flexible with regards to variations, such as physical conditions for the workshop, the number or demographic of participants, but also in regards to the topic of the scenario and the time you have at your disposal.

**The Factbox / the infobox** - You will find this for some scenarios. It is intended to help you better understand concepts, terms and theories or to better deliver the exercise to the participants in a more efficient way.

Each scenario has basic and mandatory theory behind it that you need to read about in *Discover the Theory Behind the Scenarios* (Part B). The colour system and the organization of the scenarios based on the toolkit's topics will help you to quickly identify the basic knowledge you should acquire before preparing and delivering the exercise.

## 2.4 The Online Toolkit

The online version of toolkit is available on the project website: [www.yourkite.org](http://www.yourkite.org). Here you will find the scenarios presented in the printed version, as well as additional scenarios and resources for young trainers to use in preparing and delivering workshops to teenagers.

The online scenarios are organized based on topics and tags related to the main topics, which are Media and Communication, Entrepreneurship, Volunteering and Career Counselling, but also Training Methodology. The structure of the scenario is similar. However, the scenarios might include additional information. Moreover, more additional resources will be available on the online toolkit, as yourKITE experts are continuously adding useful resources.

The online toolkit allows the young trainers and other stakeholders to give their feedback on the scenarios, share their experiences and knowledge, network with other trainers, and also to create their own lists of exercises, games, energizers, icebreakers, etc. in order to build complete workshops for teenagers, and have them ready to print and deliver.

## CHAPTER 3 TRAINER SKILLS

The role of the Trainer is to help people to learn. You will learn later in this part of the toolkit that people, especially children and youth, learn best when they have the chance to learn through experience. The following sections are about providing you with the basics on how to become a facilitative trainer.

### What Does Facilitative Trainer Mean?

A facilitative trainer is a trainer that creates an environment that allows people to learn what they need to learn by designing a workshop that enables people to actively participate in their learning process.

### 3.1 What Is A Workshop?

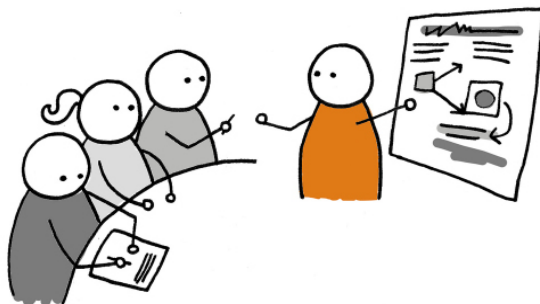
A workshop is a teaching method which allows:

- The role of the 'teacher' to be reduced to a minimum. The trainer is acting more as a facilitator than a teacher.
- The participants to learn by interacting with each other. The more active the participants, are the more they will be able to learn.
- The learning process to be organized in such a way that is more active and allows for a variety of techniques to be used in a near real-life situation.

## 3.2 How To Create A Workshop

### 3.2.1 Collecting Information

Try to collect as much information as possible about the participants of your workshop. The more information you have, the easier it will be for you to create a workshop tailored to the needs of the group. Consequently, the group will be with happier with the workshop.



Here are some examples of possible questions that you can ask and some suggestions about the kind of information you should gather before the workshop.

- What is the age of the participants?
- What is the gender ratio of the group?
- Do the participants know each other or will they meet for the first time?
- Are there people with specific challenges, such as physical or mental disabilities, in the group?
- If the workshop is being done in a school, consider the relationship between the members of the group. Have you helped them to build a good working relationship?
- Has the group or any of the participants taken part in a similar workshop before?
- If the training is organized by an institution or organization (e.g. school, non-governmental organization), that has invited you as a trainer, it is also worth knowing how they recruit participants. Did they volunteer or were they nominated by someone? What kind of background information have participants received about the training? Are they planning on sharing their newly acquired knowledge with other people in their organizations after the training?

## 3.2.2 Designing The Workshop

### Defining The Topic of The Workshop

Whether you define the topic of the workshop yourself or if someone told you to do a workshop on a given topic, keep the following in mind:

**Do the workshop only about a topic that you find interesting and know something about.** Be confident about the topic you want to present. Here's why.

- Your level of confidence will influence your non-verbal communication skills. We are able to control what we say. However, it is very difficult to control our body language, especially for inexperienced public speakers.
- Difficult situations may arise. The participants may have doubts or questions. In these kinds of situations, it is important that your attitude supports what you have said during the workshop.

**Do workshops on topics for which you are prepared.** Your audience should feel as though you are well-prepared and know what you are talking about. Make sure to do research on the topic before holding the workshop. Read some publications or books or simply search the Internet. Make sure you know exactly what you want to do and say. If you are unsure about what you are trying to teach or if you are constantly using notes, you will lose your credibility.

### Defining The Goal

In order to narrow down the topic, decide on a title, and develop the content of the workshop, we must first define the goal of the workshop. Goals are a description of the results we want to achieve by doing the workshop and what the participants should know and be able to do after completing the workshop.

There are 3 main questions that you should ask yourself before starting to prepare for the workshop:

- **Why?** – Why is this training necessary? What is it meant to achieve? What's the purpose? Who is it for?

- **What?** – What content is necessary to achieve the goals of the training?
- **How?** - How will the content be delivered during the training?

In order to answer all three questions you will need to:

**Learn more about the participants and their specific needs.** Besides trying to find answers to the questions stated above to help you figure out who they are, you can also ask the following questions prior to the workshop:

- Why do they need/want to participate in the training?
- What do they expect to get out of the workshop?
- What do they already know about the topic?
- What do they want to do with the knowledge and skills that they have gained after completing the course?

**Define how you want them to feel at the end of the workshop and what sort of impressions you want them to leave with.** This is important because people need to have the right attitude in order to learn something. They need to be open to it and see the benefit of it. They must also want to apply their newfound knowledge, otherwise nothing will change.

Write out the learning objectives and desired outcomes of the workshop based on the information you have gathered.

**The learning objectives** of a workshop cover what you want people to be able to do once it is completed.

Defining the learning objectives will help you to define the content. The objectives relate back to the training needs of the participants. Why do they need the training and what is the training meant to achieve?

The objectives should be detailed, precise and measurable.

E.g.. Workshop on Volunteering

Broad objective:

*The participants will learn what volunteering is and in which volunteering activities they can engage.*

Narrow down the objective:

*Create one definition on what volunteering means*

*Identify 6 types of volunteering activities*

*Identify the one volunteering activity that fits them best*

**The learning outcomes** are the 'thinking and feeling' part of designing the workshop.

As previously mentioned, without the right attitude, learning will not take place at all. If it does, it will not be applied in the way you would like.

But how can one plan the way that others will feel during and after the workshop?

Think about how the people in front of you will likely feel at the beginning. How interested, energized and enthusiastic will they be?

Now think about how you want them to feel. Do you want them to be motivated to learn and to apply new knowledge? Do you want them to feel confident about their abilities, energized, and supportive of each other?

Choose the content for the workshop based on the way you want the participants to feel. For example, if the participants are expected to work on tasks together during the workshop, then you want them to bond and feel supportive of each other. Appropriate content to achieve those kinds of feelings could be teamwork activities where the participants succeed together and get to know each other better.

Once you have worked out the detailed learning objectives and the desired outcomes of the workshop, you should then move on to designing the content and methodology of the workshop.

### 3.2.3 Seven Tips To Designing a Workshop

1. Collect information about participants. How many people will attend the workshop? What are their expectations and needs? What do they already know about the workshop and its topic?
2. Include exercises, games and other stimulating activities. Remember, a workshop is not a lecture!

3. Think carefully about how much time you have to spend on each activity. Don't be too ambitious because you'll most likely run out of time!
4. Provide enough time for discussions after each exercise or activity. Remember, people like to reflect and express their emotions during workshops, so leave enough space for them to do so.
5. Ask the participants to provide feedback. It will be especially appreciated by young people. Make sure to allow participants to provide positive feedback to each other.
6. Plan activities in the right order. Move from easier task onto the more difficult or risky ones.
7. Stay flexible! Think about what content can be excluded if you run out of time. Additionally, plan 1-2 extra activities in case the group works faster than expected.

### 3.2.4 Practical Preparations

In order to make the workshop more enjoyable for the participants, please keep in mind the following practicalities:

**The workshop space** should be comfortable. There should be plenty of natural light, air circulation and a comfortable temperature. The space should be set up in a way that encourages participation. By putting tables aside and putting chairs in a circle, you allow everyone to see each other. There is no automatic hierarchy in a circle.

Check any **equipment & materials** that you or the participants will be using. Equipment that is not working properly can be very annoying and therefore influence the productivity of the workshop. Make sure that you have materials for everyone and that no one has to wait in line to use certain materials or equipment.

If the workshop is long, make sure to have enough **food and drinks** for the group. An alternative would be to inform them in advance that they need to bring food and drinks for themselves. When deciding what food to provide, please consider ethical concerns,



food allergies and religious or cultural needs. Coffee breaks can slow down a workshop. If you want the workshop to be short and focused, provide cups, water, coffee, etc for the participants to enjoy during the workshop instead of having designated coffee breaks.

If the workshop is long, plan **breaks** accordingly. People don't learn effectively when they are tired, thirsty and hungry and tend to leave the room regularly during the workshop to go to the bathroom.

Consider how much **time** the **workshop** will take. Make sure to finish on time and don't let people leave in a hurry. Plan for all important activities to take place at the beginning of the workshop. workshopworkshop.

### 3.2.5 Preparing Yourself

It is natural to be nervous before and during a workshop. A bit of adrenalin can be useful to keep you focused. However, if you don't feel confident about the workshop, it might influence your body language and the way that you are perceived by the participants.

Be prepared and anticipate. The first and most important step is to be well-prepared so that you are happy with what you have planned. Moreover, make sure you are prepared for things that might go wrong. Prepare extra activities to add in case you have too much time left, and know what to cut out in case you are running out of time. Rehearsing the workshop with some friends can help a lot. Run through what you are going to say in the main sections (e.g. introduction, complicated activities, presentation) by yourself.

Relax. If you feel you are getting nervous, take a couple of slow and deep breaths or do something else to help you to relax, like listening to music.

Accept that you will make mistakes. Making mistakes and reflecting on them is an important part of becoming a better trainer. Be aware that participants will not notice most of the mistakes you make. Being confident does not mean that you have to be perfect!

## 3.3 Training Program

A typical training session can be divided into three stages: (1) start, (2) develop and (3) completion. Below you will find a brief description of these three stages.

### 3.3.1 Start of The Training

The purpose of this step is to get to know the participants and the trainer, to explain the purpose of training and to determine the rules. This will help build mutual confidence and motivation to learn. At this stage, you should ensure that:

- A. **Participants get to know each other.** This is especially important if participants have not met before. You can propose some form of presentation and use it as an example to introduce yourselves first. It can include the person's first name, school or organization which the participant represents, past experiences with the training topics, your favourite computer game, etc.
- B. **Introduce yourself to the participants.** In addition to sharing basic information, as a trainer you should introduce yourself a bit more thoroughly. For example, you should explain what skills and experiences you have related to the subject in focus and what kind of experience you have as a trainer. You need to convince the participants that you are "right person for the job."
- C. **Ask participants what they would like to learn** during the training. This can be done in many ways. The simplest way is to let the participants finish the following sentence: "During this training, I would like to learn ...". Another alternative, which is a bit more complicated, would be to do the following: (1) give the participants small post-its and ask them to write down one thing they would like to learn on each post-it, (2) ask each participant to read what he / she wrote on the post-it and then pin them on a cork board. Organize the post-its so that the ones that contain similar content are next to each other. This creates a "map of expectations." By seeing which answers are most repeated, you will figure out what participants are most interested in learning.
- D. **Refer to the "map the expectations" and tell the participants** which of these expectations will be fulfilled during the training and which will not and why. It is apparent

that during a training, it is impossible to meet all the expectations of all of the participants. Say it directly and honestly so as to not give false hope. If possible, suggest an additional source of knowledge on topics that will not be discussed during the training.

- E. **Tell the participants what the training program is about**, the topics of each session, and their duration. Hand out the printed program or hang it on the wall written on the flipchart sheet. Tell them what time you have planned a break and how long it will last.
- F. **Establish a set of rules with the participants** that will apply during the training. Knowledge of the rules reinforces the sense of security, and thus supports learning. Additionally, jointly established rules allow the trainer to refer to them ( "together we agreed that ..."), and thus avoid taking all the responsibility for its application. The easiest way to determine the list of rules, is to propose a few of them, explain what they are and include some proposals from participants ("What would you have added to this list?"). A more sophisticated way may be as follows: (1) ask participants to recall other trainings in which they have participated (lessons at school, extracurricular activities, etc.), and reflect on what helped them learn, made them feel safe and encouraged them to get involved, (2 ) ask them to formulate a proposal for rules that is feeling-based and describes why that rule is necessary during this training, such as: "when I appear in front of a group, it is difficult for me to collect my thoughts, I would suggest that we do not interrupt each other when we want to say something", (3) ask each participant in turn to suggest one of the rules, and finally create the list - preferably no longer than 5-7 rules that most people seemed to agree on, (4) Inform them that they can add to the list if they find out during the training that an important rule has been omitted.

### 3.3.2 Developing

Participants are expected to perform various tasks (individually, in pairs or in groups), during which they will acquire knowledge and skills and shape their attitudes. As a trainer, you should:

- G. **Give participants the instructions** associated with a given task. Tell them what the purpose of the task is, suggest a way in which they can achieve this purpose, and specify how much time they should spend completing the task. For more complex

tasks, print and distribute instructions on how to complete the task. The purpose is not only to inform the participants on what to do and in what time, but also to encourage them to take responsibility for the tasks and to make decisions independently. Tell them that if there is something that they don't understand, they should discuss it with the other participants instead of coming to you for answers. If you find that the participants are competent and quick learners, encourage them to use their own methods to complete the task, rather than your suggested methods. During a typical training, participants will perform most of the tasks in groups. This will teach them social skills. It is important that everyone is involved in the work. During some of the tasks, selected participants will fulfil additional roles, e.g. a leader or person responsible for presenting results of their group's work. In such cases, prepare relevant instructions, explaining is expected of them.

- H. **Provide a working space and materials needed to execute the tasks.** Select a space for the participants that is appropriate for the given task, e.g. tables prepared to work in groups. Provide them with the necessary materials and equipment. Allow them to decide how and when they want to do it.
- I. **Monitor their progress.** Observe how the participants perform tasks. Pay attention to how they communicate, whether they are all involved in the group work, and how they fulfil their roles. If necessary, help participants by providing additional explanations. Try not to interfere excessively. It is better if they can act on their own, even if they make mistakes ("sometimes you win, and sometimes you learn"). Remember, the more autonomy you give the participants, the more time you have to monitor their work, and thus provide them with better feedback on their progress.
- J. **If necessary, make changes** to the training plan. Monitoring

#### Examples of rules during the training

- We use first names in communication
- Everyone is allowed to express his / her opinion
- We listen carefully
- We do not judge others, although we might not agree with their views
- We can ask questions at any time, if there is something that we don't understand
- No mobile phones
- We cannot be late without a good reason

their work may lead you to modify the training plan. Make changes if you notice that some of the needs of the participants proved to be more important than you thought, or if the method you planned does not fully allow for the achievement of the training objectives. To avoid missing such a situation, you can:

- Ask the participants in the middle of the training (if it lasts longer than one day, at the end of the first day) for short statements about what they have learned and whether it is knowledge that is relevant to the reason why they came to the workshop (e.g. trying to get a job, realizing a project at school or NGO, etc.).
  - Hang a flipchart sheet on the wall where participants can, at any time, to write down some suggestions e.g. "I'd like to get to learn additional ways of film processing, rather than those taught previously."
  - Provide an online survey with a question like "Have you learned skills you really need?" where participants can select an answer from 1 to 10.
- K. **Allow participants to present the results** of the tasks. The way in which they present will depend on whether the participants worked individually or in groups, as well as how much time you have (the shorter the training, the less time you have for the presentations). Remember, however, that it doesn't make sense to propose tasks, if there isn't time to present the results. If participants work in groups, they can select one person to present their results. His / Her statements may be supplemented by other members of the group. Another option is to have all of the members of the group present the results. Each group member can have a role and present a specific part of the presentation. Here are a few methods of presentation that you can use:
- Writing the results on a flipchart sheet. Text can be enhanced with diagrams, graphics, etc.
  - If the result of the group's work is digital, participants can use the projector to present their work (e.g. a powerpoint presentation, the profile they created on a social networking site, photographs, videos, etc.).
  - Asking participants to play out scenes in order to illustrate a certain situation e.g. an interview with a potential employer.

- L. **Summarize the course and the results of the tasks (reflection).** Give some sort of conclusion and summary of the course and the results of the completed tasks. The course of the task is the way in which the participants tried to achieve the expected results. To help participants reflect on the course of the task you can ask the following questions: “What are the methods you used in completing the task?”, “What worked well and what would you have done differently?”, “Were there any difficulties?”, “If so, how did you deal with them?”, “How was the communication in the group?”, “Was it easy to get along?”, “How did you make decisions?”. The results of the tasks are what have been achieved. To help participants reflect on the results of the task, you can ask the following questions: “What did you achieve?”, “To what extent did you accomplish the task?”, “Are you satisfied with the results?”, “How could you improve the quality of carrying out a similar task next time?”

### 3.3.3 Concluding

Make sure to leave enough time to conclude the workshop. The ending is just as important as all of the other parts of the workshop. In case people already start to pack up, ask them to focus for a few more moments. The ending of the workshop should involve the following elements:

- Tell the group that the workshop is about to end;
- Summarize what has been done by stating again the topic and reminding them of the main parts of the workshop;
- Evaluate the workshop with the participants. This can be done orally by making a round. Ask each participant to share with the group what he/she has learned from the workshop and what he/she wants to put into practice after the workshop. A written evaluation can also take place, where you ask the participants to fill in a questionnaire where they can give anonymous feedback;
- Tell the group what your impressions and feelings are about the workshop;
- Remember that you will learn something from each group and workshop you lead. Therefore, you should always show your respect and thank the group for the workshop;
- Say goodbye and leave your contact information if you want the group to be able to get in touch with you if they have questions regarding the topic of the workshop.

## 3.4 Training Methods

Training methods are ways of achieving the objectives of training with regards to selected content. There are many guides available that describe a wide variety of methods, so we will only mention a few of them here.

### Methods For Acquiring Knowledge

These include, for example:

- **Presentations** using tools such as PowerPoint or Prezi, which combine speech, photographs, diagrams, etc.
- **Lectures.** Short speeches (generally not exceeding 20 minutes) that allow you to teach in a systematic way.
- **Videos or animations** that show things step by step, e.g. how to use an application on their smartphones.
- **Infographics.** Presentations of the issues in the form of key figures, concepts, charts, graphics, etc.
- **Visualization.** A graphic form to present some issues, e.g. in the form of a drawing, collages, etc.

### Methods To Analyze Problems, Make Decisions, etc.

These include, for example:

- **Case studies**, which are descriptions of some problematic situations (real or imagined) that the trainees analyze and propose solutions to. They should ask questions like: *"What is the problem?" "What solutions were adopted?" "What were the consequences?"*
- **"Decision trees"**. This is a structure to help make decisions step by step, by determining what the problem is, other alternative decisions to solving the problem, what values must be taken into account, and so on.
- **Discussions.** There are different ways of structuring a discussion, such as setting a time limit for each speaker. Another option is to use the "for - against" structure. Divide participants into two groups, one of which argues "for" a solution, and the other "against". After their presentation, all participants choose the solution they feel is best.

## Methods To Develop Social Skills

These include, for example:

- **Role play.** Participants take on the roles of different characters and play a scene described in the instruction. For example, one person plays the role of an employer, who is looking to hire a new employee with specific skills. The other person plays the role of the job seeker, who has to prove that he / she has those skills.
- **The simulations** usually rely on the fact that the participants take part in the "mock reality" described in the manual. This "mock reality" is meant to reflect situations that occur in reality. For example, participants could have a "mock" municipal council meeting to decide on the distribution of the budget. The instruction could include the budget that the council has at its disposal, its decision-making procedure, etc. Although the participants take part in a "mock reality", their behaviour, and emotions are true. In this way, they learn social skills: to communicate with others, cooperation, conflict resolution and decision-making.
- **Games** are a kind of simulation with a clear element of competition. Participants - acting under specific rules – have to complete an assignment for obtaining a reward, for example the highest number of points. Games may involve individual participants or teams. It may take place in the training room, in the city (urban games) or online (games using computers, tablets or smartphones).



When choosing training methods you should take into account the following factors:

- **The objectives of the training.** If in the course of the training, participants have to learn new skills, you cannot conduct training using only presentations.
- **The number of participants.** Remember that the larger the group, the more time things will take.
- **Training time.** The shorter the training, the harder it will be to use methods focused on developing skills.
- **Level of experience of the participants.** If they are not accustomed to working with the methods you propose, it may take more time.
- **Available equipment or Internet access.** If you want to use certain technology during the training, you need to make sure that the organizer can provide it or that participants can bring their own devices.
- **The stage of the group's development.** You have to consider whether or not the participants know each other and trust each other when proposing activities during which they must work together (simulation) or reveal their beliefs and values (discussion, role play).
- **Different learning styles of the participants.** There are many classifications of learning styles. One of them divides people into three groups: "listeners" (people who learn by listening to others, talk, discuss etc.), "visuals" (learns through visuals, drawing, etc.) and "kinesthetics" (people who learn "in action" through group work, etc.). It is important that you include different training methods when planning the training in order to address the needs of each participant.

## **3.5 About Facilitation, The Facilitator's Role and Facilitation Techniques**

You've already gotten to know how people learn, what is helpful and what is disturbing in this process, and how to develop and conduct a training on a given subject. Now it is time to look at the tasks of a person who conducts a meeting - tasks of a facilitator and techniques, which he / she uses in this process.

### **3.5.1 Facilitation - What Does It Mean?**

To facilitate means to mutually stimulate the behavior of the people participating in a meeting or training. The facilitator is a person who observes and stimulates behavior and supports the group in reaching their goals. He /she is therefore responsible for the course of the meeting. He /she leads the group and follows it at the same time. The facilitator remains impartial to the people in the group.

### **3.5.2 Features of a Good Facilitator**

- neutrality and impartiality (regarding people and content);
- ability to listen to others;
- ability to ask the right questions at the right time;
- balance between the objectives, process and people;
- acceptance of all participants;
- creates a favorable and open atmosphere;
- ability to exploit the potential of all participants;
- takes care of the relationship between people;
- is open to problems.

### **3.5.3 How To Get Started?**

If facilitation seems like something difficult and complicated after reading this brief introduction - we have good news for you! You can probably already do many of the facilitator's tasks, even if you are not aware of it. Sometimes it is enough to be curious, friendly and mindful about what people say and need. These characteristics have very significant potential and will help you develop the necessary skills to become a facilitator. Now we'll show you what else is important and worth your attention, along with some tips and tricks regarding facilitation techniques.

### 3.5.4 Triangle of Facilitation

When you facilitate a training or meeting, be sure to pay attention to three aspects: the purpose of the meeting, the process and the individual participants.

#### 1. Purpose of Your Meeting / Training

Your task is to achieve the goal of a meeting.

First of all, be sure that all participants are aware of the goal of the meeting or training. Talk to them about it before the meeting starts (you can include information about the goal of the meeting in the invitation). Mention the goal again when the meeting starts. But that's not all. Sometimes, even though the goal was clearly defined at the beginning, the participants might diverge from the topic and start discussing different subjects. In such situations, bring the meeting back on track - remember the purpose, organize a discussion, focus the participants' energy and ideas on topics that will lead you all to achieve the goal. If necessary - suggest postponing additional (even essential) topics or issues and addressing them at another meeting or training. You should show them how much has already been accomplished. As a result, people will feel a mutual sense of accomplishment and at the end of the meeting they will be pleased that they were able to complete the task.

#### 2. Process

Process means everything that happens between the people during your meeting and training.

Imagine for a moment an effective meeting or training, where the goal has been achieved accordingly as planned. But... the whole time there was a tense atmosphere, some people spoke out frequently, others hardly expressed their opinions, two participants were malicious and quarreled with each other, one was constantly disturbing and criticizing other people. And although it worked out (barely), and the goal was achieved, the participants probably won't have positive memories of this training and will probably avoid your trainings or meetings in the future. So, what should be done to avoid such situations?

A good facilitator not only pays close attention to achieving the goal, but carefully observes and reacts to what goes on between the participants. First of all, a facilitator cares

about the participants' sense of security and builds a sense of trust - both to himself (as a facilitator), as well as to other people taking part in a meeting. At the beginning, he / she allows participants to get to know each other, clearly shows the purpose and subject of training, inquiries about expectations, and sets the rules of group work. Then, a facilitator uses the techniques of a group work to enhance mutual trust and positive relationships between participants. He / she invites people to talk in pairs or work in subgroups. When he / she notices the readiness of participants, he /she invites them to speak in front of the group. The facilitator skillfully mobilizes (not forces!) each person to speak. He /she makes use of integration exercises and icebreakers (to learn more look at the page... ). He / she constantly observes the participants and their interactions carefully, and - if necessary - intervenes. If too many people speak at the same time - the facilitator should give the floor to a specific participant. If there is one person who has very strong opinions and tries to impose them on others - the facilitator should encourage all participants to express their opinions. When a participant cannot clearly express his/her thoughts or opinions - a facilitator paraphrases his / her statement. And, of course, the facilitator asks as many open questions as possible (open questions allow for more free answers).

### **3. Individuals**

While leading the training, you need to look at the participants not only as a group, but also as individuals.

Consider an anthill. Usually we look at an anthill from a distance and see a mass of small points that are constantly moving. We do not notice individual ants, even though it would only take a moment of concentration and mindfulness to realize that each one is going in its own direction. A similar situation can happen during a training. We can spend so much time and effort focusing on the group as a whole, that we don't even notice the individuals. One may be tired, another impatient, freezing or dissatisfied. The list goes on.

The good news is that after a certain period of time, the individual's needs or behaviors will influence the rest of the group and it will be easier to notice a certain issue. Someone who feels cold will eventually say so; A dissatisfied person may eventually criticize your statement or another participant. The trick, however, is to notice it before it happens and to react accordingly. (E.g. it's better to ask if the air condition should be turned off, or if you need to explain something more precisely, rather than to wait for a reaction). Carefully observing individuals and paying attention not only to what they say - but also to their body language, will be extremely helpful here. The way we sit on a chair, the expression

of our faces and our gestures tell a lot about us. And it usually tells the truth. Body language is extremely difficult to control. So keep in mind - body language can be your ally!

Remember, each of the aspects mentioned above are equally important. If you, the facilitator, pay close (and preferably equal) attention to all of them, the meeting or training will be successful.

Your positive attitude, energy, commitment and flexibility can be helpful. Think about the group work as if it were an interesting trip or excursion. You, the facilitator, know the destination and are aware of what can happen along the way. While the participants are seeing new and sometimes surprising things during this trip. They may even leave the path that you put them on and as long as it doesn't move you away from the goal, you can follow them with curiosity!

### **3.5.5 Facilitation Techniques**

You already know the tasks of a facilitator. Now you will learn about facilitation techniques that will help you conduct a meeting or training. Each of these techniques will be useful, however you'll use them with different frequencies. Remember, your choice of techniques will depend primarily on the needs of the group.

#### **1. Asking Questions**

Questions are the most important tool in the hands of the facilitator. They allow you to collect information, search for solutions and create a mutual understanding.

##### **When do we ask questions?**

At each stage of the work group.

##### **For what purpose?**

- To get information
- To clarify doubts and misunderstandings
- To encourage participants to seek solutions
- To analyze possible explanations or suggested solutions

##### **How?**

Ask questions with a purpose. Use primarily open-ended questions, starting with words

like: 'what?', 'who?', 'for what?', 'when?', 'why?' and 'how?' Asking open-ended questions can be compared to fishing with nets and trying to catch as many different fish as possible. The way that you catch fish is similar to the way that you collect information. In this way, you can collect a lot of information. You also encourage participants think, dig deeper and collaborate.

Use closed-ended questions in a situation where you need precise information. A closed-ended question is one that begins with the word "if" and leads to an answer like "yes", "no" or "I don't know." In this case, we can also use the metaphor of fishing. This time you fish using a rod and try to catch just one fish. You get a very precise answer to your specific question.

## 2. Paraphrase

To paraphrase is to repeat what we understood of what another person has said, but in a different way. It should not summarize the problem or include the interpretation. It should contain only what was said. When paraphrasing, do not judge and do not value statements you've already heard.

### When to paraphrase?

- To show you are listening and concentrating on what the participant is saying.
- To check how well you understand his /her intentions (if you misunderstood, the participant has the opportunity to clarify).
- To keep the conversation organized and to keep the participants focused on the issue at hand.
- To highlight the participant's interest and understanding and to encourage him/her to continue the speech.
- To make his/her speech more understandable for the group.

### How?

Repeat in your own words what you have understood from the participant. Say for example: *If I understand correctly ..., Having said that... you mean..., I understand that you're asking about the...*

Paraphrase when you do not fully understand the participant's statement and are not sure about his intentions. Use it also when you are not certain if everyone in the group has heard or understood the participant.

### 3. Confirmation

Give a participant confirmation that you are listening intently and want him/her to continue speaking.

#### When to give confirmation?

- At the beginning of the meeting.
- After a participant who is a bit reserved has spoken.

#### For what purpose?

- To encourage less active participants to participate more.
- To show your interest.

#### How?

Express your interest by using non-verbal signals such as nodding your head, facing the direction of the speaker, eye contact, smiling. Remember to also use verbal confirmation - both short (e.g. "oh," "yes," "yes, I understand") and more complex (e.g. "Do you want to say something more?").

### 4. Balancing

To balance is to encourage people who haven't said anything yet or have spoken very little, to speak and express their opinions and ideas. By using this technique, you are giving a clear signal that all views in the group are important and that everyone has the right to express their opinion.

#### When to use the balancing technique?

- At the beginning, when not all participants feel comfortable talking.
- Whenever the discussion is dominated by a small group of people.

#### How?

*Say: We've already heard the opinions of two people. Who can propose a different way of looking at this problem? What do the rest of you think about what Peter has just said? Now we have heard the arguments of both Anna and Dominic, does anybody else have a different point of view?*

## 5. Giving voice

Giving voice is a procedure that helps to organize the discussion.

### When to give voice?

When the group becomes chaotic and everyone speaks at the same time.

### How?

Step 1: Say *"Please raise your hand if you want to speak."*

Step 2: Say *"I see that four people want to speak: Anna, Lucy, George and Adam. You will each get a turn to speak in this order."*

Step 3: When Anna finishes, say *"Lucy, it's your turn to speak."*

Step 4: When the last person finishes, ask if anyone else has anything they would like to add.

## 6. Summarizing

To summarize is to repeat the most important issues, thoughts, ideas or emotions that were brought up during a particular stage of the group work.

### When to summarize?

- At the end of a particular stage of the group work.
- At the end of the group work.

### For what purpose?

- To collect the most important facts and to make sure that everybody understands.
- To show the progress that has been made and to encourage further efforts.
- To make sure that all matters in that part of the meeting have been discussed so that we can move on to the next task.

### How?

Introduce the most essential issues that have been raised. Verify that you have discussed every important matter. For example, you can say something like: *"It seems to me that the basic thoughts that have been expressed are ...."* or *"I think that the most important issues that have been raised until now are ..."* and simply, *"Have I forgotten about anything?"*



## 3.6 Motivation For Learning and How We Learn

### 3.6.1 How To Make People Learn

Your job as a trainer is not only to prepare the training plan and its implementation, but also to motivate the participants and to encourage them to get involved during all of the sessions. There are several methods and activities that you can do in order to make the participants more motivated and eager to learn.

#### Participants' Influence on The Objectives and Topic of The Training

**Participants will feel motivated if they have an influence on the objectives and the topic of the training, as well as the opportunity to choose which learning methods work best for them.**

This can be achieved by:

- Asking the participants what they are most interested in learning about, and how they want to use their newly acquired knowledge and skills after the training. Take into account their needs when planning the training.
- Responding to the current needs of the participants when they express them during the training. For example, requests for additional breaks if they feel tired.

#### Interesting and Engaging Tasks

**Participants will be more engaged if the tasks you propose differ from the routine and require effort.** Keep in mind that the tasks shouldn't be so complicated that the participants aren't able to complete them.

This can be achieved by:

- Assessing, prior to the training, the participants' level of competence.
- If the level of competence of participants varies, prepare tasks that vary in difficulty.

#### A Safe Atmosphere

**Participants are more likely to get involved if they feel safe during the training.** They will have a greater desire to experiment with innovative ideas. They will also be more willing to express their opinions.

This can be achieved by:

- Enabling participants to get to know each other. The better they know each other, the more they will trust each other.
- Limiting competition. Proposing methods that require cooperation.
- Establishing rules together with the participants so that they know what is expected of them and how they are expected to behave.
- Supporting participants when they meet difficulties that they aren't able to overcome without your guidance. Encouraging participants to help each other.

## Your Positive Attitude

**You can also influence the participants' motivation through your attitude during training.**

Participants will be more motivated if you show them that you are also motivated.

This can be achieved by:

- Expressing your satisfaction of what has been achieved during the training.
- Showing participants that you are interested in the topics of the training, that you have competence in this field and that you enjoy what you're doing.
- Showing respect for the participants and helping them when they encounter difficulties, making sure they feel comfortable in the training room, and supplying them with high quality materials and equipment.

**An approach to adult learning will also be extremely helpful. You should take it into the account when developing and conducting the training.**

As previously mentioned, people learn more effectively when they are motivated. At the same time, we also have to remember that **people learn effectively in different ways** - some people prefer to learn with others, while some prefer to learn individually. Some prefer to learn in practice when they have an opportunity to try something themselves. Others need more theory, facts or figures. People also differ in terms of the sensory system. This sensory system determines how we perceive the world around us and what kind of information we notice and memorize best. It also determines our personal strategy of learning. There are three representational systems:

- **The Visual System** - We remember best when we can see something (e.g. charts, infographics, tables, pictures, movies);

- **The Auditory System** - We remember best when we can hear something (e.g. when we listen to others or ourselves, when we talk with others, when there's no disturbing sounds around us, when we read or think aloud);
- **The Kinesthetic System** - We remember best when we can move / touch / feel / taste (e.g. Emotions that we feel when we are in touch with others).

Based on these and other conclusions about adult learning methodology, David Kolb, an American educational theorist, described the most efficient model of learning called Kolb's Cycle, which consists of four phases.

The first phase is **experience**. In this phase, participants of the training have an opportunity to experience something. For example, they participate in an exercise, discussion, role play, case study - any activity that enables them to (A) try something new, and (B) use their own personal experiences (e.g. their knowledge, skills, attitude). This phase is especially important for people who learn in practice and for those who prefer The Kinesthetic System of learning.

The second phase is **reflective observation**. This phase enables participants to reflect on an activity they've already completed. The idea is to focus on discussing conclusions, emotions or any other thoughts that may appear. As a result, people not only have an opportunity to express their opinions, but they also understand the purpose of the activity (and their effort!). It also builds mutual trust, among both the participants and the trainer.

The third phase is **abstract conceptualization**. This phase comes after the reflective observation and leads the group to come up with general conclusions. For instance, if participants have already discussed how they have behaved, they should now discuss how people behave in general. The role of the trainer is to help participants figure this out by themselves by stimulating discussion and asking questions. When the most crucial findings are mentioned, it's the trainer's turn to present additional facts and figures. However, it should be very brief and accompanied by charts, drawings or a powerpoint presentation. This phase is especially valuable to those who require more theory.

The fourth phase is **active experimentation**. It enables participants to try out what they've learned and to apply their newly acquired knowledge or skills to their own needs. It usually consists of an individual activity, which becomes an opportunity for another experience at the same time. This phase is the first step in applying new knowledge and

skills, which should be continued after the training. It's also particularly useful for people who prefer practicing and concrete actions.

All of the phases are necessary and are recommended to be used in the order described above. By developing the entire training and each of the training sessions accordingly to this methodology, we can ensure that our participants will learn effectively.

Two types of learning are active and passive learning. Passive learning involves activities like listening to a speech or reading a book. Active learning allows people to engage in what we are supposed to learn, for example through role plays, discussions and presentations by participants. While people are more likely to remember things when they involve 'real' experiences, experience on its own won't get us very far. We also need to reflect on our experiences and make 'generalizations' about them.

## 3.7 What To Keep In Mind When Working With Youth

The aim of this toolkit is to give you a basic understanding of what you should keep in mind when working with youth. A great deal has been written on psychological and pedagogical aspects related to dealing with youngsters. There is no way that we will be able to go through all of the material. However, we see the need to bring attention to the following aspects as they may help you in preparing yourself and designing the workshop.

### 3.7.1 Special Needs and Problems of Youths

As you might remember from your teenage years, growing up means to be in constant search of one's own identity. It is also the time when we start to create our own value system that will influence our whole life. This is usually a very difficult time and often connected to the feeling of loneliness and dissent. Young people very often feel alone with their inner conflicts and have doubts about themselves. Youths desperately long for approval from others, but at the same time also long to be independent. Part of this process is testing one's boundaries as well as trying to fight everything and everyone who wants to limit their freedom. Receiving approval from peers is often more important than respect for oneself. Therefore, the biggest challenge for young people is the confrontation between their ideal and real self. Young people want to be ideal as they imagine themselves to be, in order to receive the needed approval from others. Many of them have idols. Young girls dream of being artists, actors or singers, young boys of being a famous athlete or musician. In dealing with youth, you have to recognize this way of thinking and that it is not easy for them to accept the difference between their ideal and real self.

**In order to help you remember and accept how youths act and think, you can always do the following exercise:**

Imagine that the clock turned backwards and you are making a journey in time. You are now 14 years old. Imagine what was most important for you back then. Now write down three things that were most important to you and rank them from one to three.

Think about it, do your answers seem similar to those of today's 14 year olds? I bet they do. Just ask a group of 14-year-olds what is most important to them in their lives.

Now, think about what is most important for you in your life today. Write down the three things that are most important to you by ranking them from one to three.

Do you see a difference? I bet that even if some of the things are the same, they are not equally as important to you now as they were when you were 14.

Why?

*"When working with youth, do not make the mistake of presenting your values as being superior to their values. You cannot communicate with youth at the values level."*

Zdistaw Hofann, Teacher & Trainer, Volunteering Development Foundation

Our values are changing, and the older we are, the more they evolve. It is very difficult to connect with someone based on values. The biggest conflicts that arise are due to differences in values.

The biggest conflict between generations is usually between generations closed to each other in terms of age. Usually the older ones do not understand the younger ones. This was true a long time ago and remains true today. The conflict between generations amplifies when a given civilization is living in a stable and prosperous economy. Conflict between generations is only non-existent when there are many dangers that can influence a given civilization.

### 3.7.2 How To Connect With Youth?

#### By ...

... **building relations**. Even if you do not agree with the other person's values, never give up on finding a way to build a relationship between the two of you. Try to find something that you have in common, such as an interest or a task that can allow you to connect.

Try to do things together that create a common experience (e.g. singing, dancing, playing). Choose an activity that the person/group is able to do easily.

... **accepting the other person for who they are**. This does not mean that we have to accept a certain behavior. Accepting a person should not be mixed up with accepting a certain behavior.

Try not to assess the person in front of you. Be aware that the first impression might not always be true. You cannot create the whole picture of a given person based on a certain behavior.

... **not stating your expectations** of that person, as he/she might feel overwhelmed by it. Be authentic, do not play a role. Show the person who you really are, as especially young children have a very good instinct of judging if someone is fake or not.

... **showing empathy** and trying to see a situation from the perspective of the other person.

... **focusing on the here and now**, the person in front of you. Be positive and give all your attention to the person or the group. This will help you to avoid making presumptions about the person in front of you

... **try to focus** especially, without making it too obvious, on the person in the group that might be the most vulnerable, or the leader of the group.

### 3.7.3 When Working With a Large Group

It is more difficult to connect with large groups. Therefore, you need to use certain techniques that will help you. The relation that you are building with the group is not going to be very deep, especially if the workshop you are going to conduct will be just a few hours long. Nonetheless, try to build a good atmosphere.

Examples of such techniques can be found under the scenario section of this toolkit. Select the ones that you think will be the most fun and thus create a good atmosphere and energy. More links to documents with energizers and teambuilding scenarios can also be found on the YourKITE webpage: [www.yourkite.org](http://www.yourkite.org)

### 3.7.4 What Helps Young People Learn?

#### Keep It Short

Keep in mind that humans have a limited capacity of concentration and this capacity is proportional to age. The younger the participants, the harder it is for him/her to stay focused. Therefore, think about achieving the goal of your workshop in the shortest possible time and plan enough breaks and energizers too keep the participants involved.

#### Make It Interactive

As previously mentioned, the best way for young people to learn is through experience. Therefore, the workshop you are preparing should keep the participants as involved as possible. If you have to give an presentation, then try to keep it short, not more than 10 minutes at a time. When your teenage participants start to lose interests in what you are saying, it is time to change activities and get the participants involved. Play a quick game to get the participants moving. The same is true when doing activities that take longer to complete, like for instance drawing a poster. Allow the participants to have a break from it and get them moving.

#### Let Them Be In Charge

This does not mean that you should let the participants do the workshop on their own.



This means that you should take on the role of a facilitator, at least for some parts of the workshop, and guide the participants without interfering too much. Recognize the participants opinions and ideas by asking the whole group or individuals what they think or feel, if they have other ideas or if they would do something different.

## Let Them Feel Safe

We learn best when we feel safe – it allows us to take risks, try out new things and explore new ideas. It is especially important for young people to feel safe in a group because it will directly impact the level of activity during the workshop. It is important to keep in mind that what makes a person feel safe, varies from person to person. However, there are a few guidelines that can help to construct a 'safe environment'.

1. **Help participants to get to know each other.** Build a positive and trusting atmosphere by playing name games with the participants. ( see scenarios on introduction). Also, give them small group tasks and try to mix up the group as often as possible.
2. **Make groups of various sizes.** Many young people find it easier to express themselves in a pair or a small group. However, some people prefer impersonal bigger groups. Observe how the participants react in various group sizes and make adjustments accordingly.
3. **Build trust in your role.** Participants might project onto you the image of a school teacher. Help them realize what a workshop is and that it is empowering, that participants need to be active themselves and that the more active they are, the more they will learn. Show them what kind of person you are. Tell them something about yourself, what you do and what your hobbies are. Try to create a good atmosphere, by smiling and making jokes.
4. **Develop a contract with the group.** Discuss with the group how they want to work together. Please keep in mind that creating the rules might take longer with youth as you also need to discuss why certain rules are important (refer to the contract page). Be consequent and do not allow for exemptions to the rules or else you might risk losing the groups respect.

- 5. Make sure they understand the objective of the workshop and of certain activities.**  
It is important that youths, and adults for that matter, know the benefits that learning something gives them. It will help if you give real life examples on where and how they can apply their new knowledge and abilities. Unlike young children, who often learn for the pleasure of learning, youths, similarly to adults, need a reason to learn.

## **Be Flexible**

You need to be well prepared for the workshop and have a clear vision of the structure in order to make it attractive. However, you should be also flexible enough to adapt the program of the workshop to unexpected situations. Avoid sticking to the planned program at all costs. Make sure to have extra activities in mind and know which parts to leave out if you are to run out of time.

## **Creating Affinity**

Try to be likeable. If the group doesn't like you, they will not work with you. Therefore, be friendly from the start, be humorous and smile. Make sure to talk to the youths during the breaks and address their concerns if they bring it up. This is a good time to get to know their names and maybe mention something that you have in common with them. This doesn't mean that you should take their side should they be in conflict with another participant. Listen and let them make their point. Then, make them aware of the others side point of view.

## **Provide Positive Feedback**

Youths want to receive praise and approval. Positive feedback is very important to them. If they like and respect you, your approval will be of very high value to them. Therefore, give your feedback to the group after each activity and at the end of the workshop.

## 3.8 How To Gain Experience

If you want to create and conduct great workshops, you need to practice. The more workshops you do, the more confident you will feel in your role as a trainer and the easier it will be for you to develop the right workshop for the right type of group.

At the beginning, you might not be able to make money from doing the workshops, but it is all about gaining experience. When people recognize that you are doing a good job, money and recognition might eventually come along.

But how to find to find opportunities to practice?

### Spread The Word!

Make sure to tell others about the workshops you are doing or are interested in doing. Tell not only your friends and your family, but also strangers you meet. You never know, maybe you will encounter a person who might just need what you are offering, or who has some ideas on how to make your plans a reality. Your friends and family might also be a valuable source of support and information. The more people you talk to about your goals, the more information you will receive on how to realize them.

### Search The Internet!

Check the internet for volunteering possibilities. There are many NGO's who are in need of people who want to get involved and share their knowledge with others. Use a search engine or check various pages by country where NGO's or other institutions search for help.

Examples of such pages in Poland:

[www.ngo.pl](http://www.ngo.pl)

[www.mojwolontariat.pl](http://www.mojwolontariat.pl)

Examples of such pages in Norway:

[www.ung.no/frivillig/](http://www.ung.no/frivillig/)

[www.unginfo.oslo.no/?post\\_type=verden&p=523](http://www.unginfo.oslo.no/?post_type=verden&p=523)

Examples of such pages in Romania:

[hartavoluntariatului.ro](http://hartavoluntariatului.ro)

[www.centruldevoluntariat.ro/ro](http://www.centruldevoluntariat.ro/ro)

[www.imparte.ro/Voluntariat](http://www.imparte.ro/Voluntariat)

[gratuitor.ro/voluntariat/](http://gratuitor.ro/voluntariat/)

[www.voluntar.ro/](http://www.voluntar.ro/)

[www.ajutaunong.com/](http://www.ajutaunong.com/)

[www.provobis.ro/](http://www.provobis.ro/)

## **Ask Around!**

You can visit the local school, or even your old school where they might still know you, and ask if you could do workshops for the youths there. Other good places to ask are libraries and youth and cultural centers. You could also ask in childcare homes. Keep in mind that those places have rules and regulations that might require you to provide references and information about yourself if you were to organize a workshop there.



# PART B

DISCOVERING THE THEORY BEHIND THE SCENARIOS

## CHAPTER 4 MEDIA & COMMUNICATION

### 4.1 Background Information

#### 4.1.1 Storytelling and Communication

People have been telling stories long before writing was invented. The first stories were being documented on cave walls so that the great achievements and magical tales could be remembered and passed on. Stories can be told in many different ways - through oral narrative, music, dance and even tattoos. With the new era came with the possibility to record stories on paper, stones, pottery, and later, digital platforms.

#### 4.1.2 What Is Storytelling and Why Is It So Important?

Storytelling is the art of telling stories. While stories are the sequence of events that involve characters and obey a certain structure. Like traditional tales that start with "Once upon a time..." and end with "They lived happily ever after".

So what does this have to do with business and entrepreneurship? - One might ask. A lot.

Our lives are stories. And when we die, all that is left is stories- the only thing that remains, the only thing that will be remembered.

Still, no clear connection to business. Why should we tell fairytales when we want to be serious about what we do?

Again, because people remember stories. And that is exactly what you need today - to be remembered in the overwhelming flow of information. Stories are often based on experience, but as you have noticed, learning from experience does not come automatically. Usually, turning the experience into a story and telling it to others helps us to remember better. Only then does the author himself realizes the value of this particular experience. That is why storytelling is also an extremely effective educational tool.

### 4.1.3 The Role of Storytelling In Entrepreneurship

When you start your own business, the first thing you should think about is your customers. Who are they and why do they need what you are offering them? It is crucial that you engage your customers, learn about their needs and make them remember you and your message.

This is where storytelling becomes especially useful. Listening to a person tell a story can create intense personal connections between the audience and the message. It can promote innovative problem solving and foster a shared understanding regarding future ambitions.

World-leading scholar in entrepreneurship, Professor Bill Gartner claims his students learn more from the entrepreneurs talking in class rather than from the traditional lecturers. Personal stories of successes and failures teach students more about the real life challenges than any theory could.

As an entrepreneur, you will need to pitch your ideas, products and services to your customers every day. But not only customers, also vendors, partners, investors and your team members. Only a good story can attach them to your product. Many entrepreneurs, especially in the technical sphere, attract attention of their audience with impressive facts. But you won't always have impressive facts at hand. Besides, people don't always make rational decisions. But they love good stories.

### 4.1.4 Job Seeking

Good storytelling skills is an asset no matter what your occupation is. Thus, when applying for a job, it is crucial that you stand out from hundreds of applicants with identical CVs and boring applications. Here is where the art of storytelling comes in. The ability to tell a story about your own life is one of the most preferable skills on the modern labor market.

Here is how to land a job with a good story during the interview, according to a storytelling guru David Crabb. When the interviewer asks you to tell shortly about yourself, you follow this pattern:



### **1. The Introduction**

Set the scene and prove to the interviewer that it is worth listening. Give a brief summary of your previous position and passion for the new job.

### **2. The Inciting Incident**

Share something personal and maybe even touching. It could be useful to show a bit of vulnerability. You can express how you actually felt in your previous position.

### **3. Strong Arguments**

This is the part when you become specific about the details and make them memorable for the interviewer. Get the audience intrigued by the ending of your story.

### **4. The Main Event**

Also known as the climax of the story. A change should occur. The story should shift to why you decided to apply for this job.

### **5. The Resolution**

Highlight what makes your story unique. Talk about your competency and about what you've learned from the experience.

## **4.1.5 Communication Skills for Business Storytelling**

How often are we inspired by a great story of success or moved while reading about the courage of people with disabilities? Stories can be very powerful when they influence our minds, make us feel unusual feelings and act in a different way. Stories can capture our imagination, illustrate our ideas and inspire us. You will never get inspired by cold data and facts.

Many successful business leaders know how to use the art of storytelling to engage their teams and customers.

With the help of stories, it is possible to share and interpret experiences. Stories, although very personal, are actually universal and can be applied to anybody. A story is successful when people can recognize themselves in it or can somehow relate to the characters. A thrilling climax and satisfying conclusion of the story are key factors in engaging the audience.

When you should use stories in business:

1. When you want to build with your colleagues and within your team. The more people know about you, the more willing they will be to trust you.
2. When you want to prove your company's value and effectiveness.
3. When you want to prove something is worth doing by using examples from the past.

Annette Simmons, the author of the book "Whoever Tells the Best Story Wins" defines 6 types of possible business stories:

### **1. "Who-I-Am" Story**

You as a person: your dreams, goals, accomplishments, failures. Such stories are essential to build trust.

### **2. "Why-I-Am-Here" Story**

The aim is to replace suspicion with trust. You should show why you're passionate about doing this for people.

### **3. Teaching Story**

Such stories show how a change in behavior, perspective, or skills can lead to meaningful results. It also works for best- or worst-case scenario stories.

### **4. Vision Story**

These are meant to inspire people and to encourage them to feel hope and happiness. You can use it to motivate people to change their behavior and to overcome frustration, obstacles and challenges in order to achieve their goals.

### **5. Values-In-Action Story**

This kind of story aims to reinforce the values you want to present to your audience. It can be both in a positive and a negative way. For example, you can highlight the attitudes you don't want to see in others.

### **6. "I-Know-What-You-Are-Thinking" Story**

When telling this kind of story, you discuss possible questions, concerns and objections before they are expressed by the audience. You validate the audience's thoughts and worries, which allows people to feel that you're on their side and that you are concerned about their

emotions. This type of story suits sales, negotiations and pitches to key stakeholders.

(Source: <https://www.mindtools.com/pages/article/BusinessStoryTelling.htm>)

The story should touch, move or inspire the audience. Emotions are so important that people often make decisions based on how they feel in the moment.

Peter Guber, a leader on this subject and long-time business executive, in his book “Tell to Win: Connect, Persuade, and Triumph with the Hidden Power of Story” argues that people today are all part of the “emotional transportation business” and that creating a captivating story is the best way to secure promotion to your business.

All in all, it’s important to be authentic when you tell a story. Stories should be used to tell more about who you are, and why you’re here. You should not be afraid of appearing vulnerable while telling a story. People like to hear honest stories about failures, poor judgments and mistakes. It makes you human in their eyes. When you’re prepared to appear vulnerable in front of others, you can quickly establish trust and affinity.

#### **4.1.6 How To Master The Art of Storytelling**

In the modern world where we constantly experience information overload, it can be hard to attract attention to your message. The only thing people make exceptions for is a good story. Everyone likes to hear other people’s stories or fantasies. Nothing will help to promote your business better than building a thrilling and significant story around it.

But the art of storytelling is not that easy to master. With good and long practice it is possible. You will have to constantly test your story with the audience and make corrections. You need to focus on your customer and getting to know him as much as possible and trying to figure out what his needs might be. And if you succeed, you will see your customers engaging greatly with your product.

Here are some useful recommendations:

1. Know your audience and tell a suitable story
2. Choose the best time and place for your presentation (you need to get the audience’s

full attention without them being distracted or you interrupted)

3. Constantly collect material for the story in forms of anecdotes, metaphors, etc.
4. Make sure the audience understands the message you are trying to convey
5. Get in the right state for your story, prepare your body and mind
6. Be energetic and enthusiastic about your own story because it is contagious
7. Don't be afraid to share your fears and concerns
8. Add interactivity. Address your audience to make them feel like they're a part of your story
9. Engage the senses of your audience, use nonverbal communication
10. Try to listen to your audience, their interest, engagement, attention, and trust

All great entrepreneurs have tried to tell their consumers a good story. Famous for his storytelling art, the founder of Starbucks, Howard Schultz gives these 5 pieces of advice for beginners in storytelling:

### **1. Use details to bring color to your story**

To stand out from your competitors, it is important to add lively details that will attract attention to your message.

### **2. Be Straightforward**

Say only the necessary, try to be concise so as to not bore your audience and lose their attention.

### **3. Present metaphors and examples to illustrate your message**

Any message becomes visual and clear when it is supplemented with good examples.

### **4. No "Me, myself and I"**

Don't focus too much on yourself and your product, instead, focus on the audience.

### **5. Be explicit**

Make sure your audience understands the message.

Storytelling is important in various spheres of life. And business and communication fields are far from being excluded. Any good business creates a community around its product or service by telling its customers a thrilling story. Today there are lots of possibilities for producing creative and visual storytelling in media. Understanding the importance of storytelling is a secure way to success.

## 4.2 Visual Storytelling: New Language In The Age of Information

*«We now live in a world where information is potentially unlimited. Information is cheap, but meaning is expensive. Where is the meaning? Only human beings can tell you where it is. We're extracting meaning from our minds and our own lives.»*

George Dyson

As futurist George Dyson expresses in a perfect way, there is a growing disconnect between information and meaning in the age of data-overload. Over the past several years, our quest to extract meaning from information has taken us more and more towards the realm of visual storytelling.

Technically, visual storytelling is the art of conveying a message with the visual images of a story. From hand-drawn diagrams to sophisticated data visualization, by way of graphic design, illustration, photography, and information architecture, visual storytelling allows us to convey information with equal parts clarity and creativity, speaking with remarkable aesthetic eloquence about the things that matter in the world today. Because people are uniquely wired to receive stories, it's important to understand this art, which is necessary for every individual, from students to entrepreneurs.

This is important because visual storytelling offers meaningful opportunities to tackle traditional communication channels that derive from language, attention and instinctive factors. But what is at the core of developing and implementing successful visual storytelling? Here are seven tips from the book, *The Power of Visual Storytelling*, to help jump-start your strategy:

### 1) Embrace Visual Imagery

Don't be afraid to experiment with different types of visuals! The human brain processes visuals 60,000 times faster than text, offering a powerful advantage to companies that can curate social media-friendly visuals that drive an immediate response. From images, to videos, infographics and presentations, the magic lies truly within the mix, with more visual mediums than ever before that can be used to bring your story to life.

## 2) Personalize, Don't Spray

Gone are the days where it's okay to spray the same piece of content across multiple platforms. Instead, today's social media leaders are embracing the special features, capabilities, and audience demographics of each platform to foster different types of engagement and storytelling.

## 3) Make Yourself Useful

Want to make your visual content more engaging to your audience? Focus on being useful.

Shape your visual storytelling strategy by listening to your audience, from their frequently asked questions, to popular conversation topics, timely events, and issues they care about. Then, strategically leverage visuals to draw more attention and engagement around these popular content topics.

Earlier this year, the BBC News launched an Instagram video news service called Instafax. The program displays 15-second news clips via Instagram video as a way to deliver timely content to its busy community that doesn't always have time to watch the news. Although positioned as a short-term experiment, the BBC is still producing daily Instafax video content on Instagram, proving the usefulness of this content to its community.

## 4) Be Human

Visual stories perform better when the content has a human element. From tapping into user generated images, to showing behind the scenes content on how a product is made, consumers like to see the human side of your story or organization.

As seen with Crest, being human can also mean using visuals to shape your story around the issues or interests that are important to your community or audience.

## 5) Tell A Story

As seen with the visuals thus far, your content's storytelling element is just as important as the visuals you use. Start with a strong story concept that aligns to your overall social media strategy and goals and the end result will be that much more impactful.

A unique example of using visuals to tell an important company story came when the Calgary Zoo published its 2012 annual report on Instagram. Fifty-five photos and captions served as "pages" in the report, all of which came together to form a powerful story of the good work the zoo did over the course of the year.



## CHAPTER 5 ENTREPRENEURSHIP

### 5.1 Get Ready To Become An Entrepreneur!

An entrepreneur is a person who has set up a business or organization and is taking on the financial risks in order to gain a profit for himself / herself and/or for the community as a whole. The definition hides behind a lot of other characteristics an entrepreneur should have, in terms of attitudes, knowledge, and skills. An entrepreneur is seen first as a risk-taker and as an innovator, a person able to spot the needs and the opportunities in the community, and respond to these in a profitable and sustainable way.

How does one become an entrepreneur? Some are natural risk-takers and innovators, others learn to be entrepreneurs and to develop specific attitudes, knowledge and skills. Education, Audiovisual and Culture Executive Agency, from European Commission, prepared a specific framework for entrepreneurship education, in *Entrepreneurship Education at School in Europe. National Strategies, Curricula and Learning Outcomes* (2012, available at: [http://eacea.ec.europa.eu/education/eurydice/documents/thematic\\_reports/135en.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/135en.pdf), p. 19).

This framework includes the main attitudes, knowledge and skills needed to become an entrepreneur. An entrepreneur needs:

- *Entrepreneurial attitudes:* **self-awareness** and **self-confidence**

These two attitudes are seen as the bases for all the other attitudes, knowledge, and skills needed by a would-be entrepreneur.

- *Other entrepreneurial attitudes:* **taking initiative, risk taking, creativity** and **problem solving**.
- *Entrepreneurial knowledge:* **economic and financial literacy, knowledge of business organization and process**, and knowledge of **career opportunities** and the **world of work**.
- *Entrepreneurial skills:* practical exploration of entrepreneurial opportunities (ex.: designing and implementing a business plan), as well as skills such as **communication, presenting, planning** and **working in a team**.



The current toolkit as well as the other online resources created within the yourKITE project, provide scenarios that are focused on developing most of these essential attitudes, knowledge and skills, such as self-awareness, critical thinking, creativity, problem solving, basic economic and financial knowledge, entrepreneurship as a career path, knowledge on aspects related to running a business (business model, decision making, negotiations, production, leadership style, etc.), and skills such as communication, presenting, planning and working in a team.

The following section will provide you with basic information on the attitudes, knowledge and skills developed through the entrepreneurship scenarios available in the toolkit. While the information is mandatory when preparing the workshops, it can also be used as basic knowledge for you to learn about entrepreneurship. Let's get started!

## 5.2 Are You An Entrepreneur? Entrepreneurship Quotient

Entrepreneurship Quotient is a coefficient that can be measured to diverse tests. These tests will never predict your success in business! The tests will just tell you if you have, at the moment of taking the test, some of the qualities / abilities needed to become an entrepreneur. The test used in this toolkit is adapted from the quiz from *Start Your Own Business, Sixth Edition: The Only Startup Book You'll Ever Need*, written by Inc The Staff of Entrepreneur Media; the test was initially developed by Northwestern Mutual Life insurance.

The assumptions of the test are the following:

- Most of the time, successful entrepreneurs tend not to be top achievers in school.
- Entrepreneurs are not especially enthusiastic about working in teams, and in their younger days, they preferred to work alone.
- Entrepreneurs are determined and stubborn. They are ready to take risks, and act less cautiously.
- Entrepreneurs care less about others' opinions, and dislike daily routines;
- Entrepreneurs get bored quickly. They move from one project to another nonstop and are ready to put their savings in the next project.
- Still, most entrepreneurs handle their finances properly and are in the habit of writing down their goals.

- Usually, entrepreneurs are optimistic- a characteristic that makes it easier for them to take risks.

Once again: having a high Entrepreneurship Quotient does not automatically mean that one will succeed in his/her own business. However, one can have characteristics and skills that could lead them to success if they are willing to work hard to develop their business.

Take the test from scenario 10.1 and see what your Entrepreneurship Quotient is!

## 5.3 Improve Your Creativity And Think Innovatively

Spotting the needs or the opportunities in the community is a very important step in generating a business idea. The way in which an entrepreneur responds to these depends a lot on the entrepreneur's sense of creativity. Exercise your creativity everyday, by using creativity tests or exercises, such as alternative uses tests, incomplete figure exercises, or by solving riddles or logical problems.

Creativity is very useful in business, but even more important is innovation. While creativity means to create something original or unusual, innovation means to create something that is both new and valuable to others. Thus, innovation means to put your creativity in practice in order to solve problems, respond to specific needs, address opportunities, etc.

## 5.4 Always Think Twice

Critical thinking means making reasoned, well thought out judgments based on logic, evidence and analysis of alternative possibilities. Critical thinking involves curiosity, the willingness to seek out information, openness to new ideas. It also requires skepticism- a healthy questioning attitude. And finally, it implicitly includes humility- the ability to accept that you are wrong when there is evidence contradicting your ideas.

Critical thinking is essential in business. Curiosity and skepticism help entrepreneurs to

challenge the status quo, find new solutions to problems, investigate the market, adapt to new environments, and spot new opportunities. Additionally, a person in constant search of facts rather than opinions is a person well equipped to manage the ambiguity and complexity of the market, supply chains, customers' demands, stakeholders' interests, etc. A critical thinker can easily analyze the market, the competitors, and the customers. Such a person can realistically assess potential, seize opportunities, and make prompt decisions. At the same time, a critical thinker can quickly admit when he/she is wrong or has failed, and start over again.

## 5.5 Know Your Clients, Sell Your Product

Now, you will be introduced to a classic entrepreneurship manual that will introduce you to the business plan and show you how to organize your business. By contrast, we recommend you first get to know your clients/customers and design your product according to their needs or to the opportunities you've spotted.

You learn things about your clients through what, in technical language, is called "market research". Simply put, this is the process of analyzing through which you build the profile of your customers. It includes analyzing characteristics such as age, gender, marital status, financial status, level of education and employment. It is important to find the characteristics that are most relevant to your product or idea; the characteristics that make the customers buy or develop an interest in your product.

One might say that it is difficult to know what makes a person buy something, and that thoroughly investigate it would require a lot of resources. So, another option you have would be to create your "prototype" product and see how people react to it. Do they like it? Do they say they need it? Have they already asked for the price? To receive initial feedback, you could organize a focus group with people you think could become your potential buyers. Present them the product, let them test it, and see what they think about it. Or, try to sell or give away your first samples and ask for people's suggestions on different aspects from the product name to product's usefulness.

Before starting to sell your products, you have to price them. You can figure out a reasonable price by adding the profit you want to make to the cost of production. Mainly in the service business, the price can also be set by analyzing how much customers will pay

for your product/service. Moreover, prices are highly determined by what happens on the market with regards to supply and demand. When the demand on the market is high, people will buy more of your products or similar products from your competitors. People will believe that there is a shortage of these products. Thus, prices will increase. However, when there is an excessive amount of your products or similar products on the market, the demand is low and the supply is high. Consequently, prices will decrease. In conditions of high supply and low demand, your competitors will start reducing prices in order to make people buy their products. You might need to do the same if you want to sell your products. Or, you should rethink your product or service that you are offering. For instance, you might want to think about making your product more distinct by adding some buying incentives, such as an increase in quality, additional services or special warranties.

Keep in mind that people evaluate products and services that they are interested in buying based on quality and price. Thus, you might want to portray yourself as an enterprise that can provide better quality than the competitors, while having the same price, or that you can provide the same quality products, but at a lower price. Or in the best case scenario, that you can provide better quality at a lower price. Moreover, when you think about prices of your products or services, pay also close attention to the opportunity costs that your clients might have. Such costs might include the time spent buying the product, cost of transportation, costs of rejecting other products or services, or emotional costs such as embarrassment of buying your product if the customers has to admit they have a shameful problem. Thus, only your customer will know the final price of your product.

## **5.6 How Can You Be Sure That You Can Make Profit With Your Business?**

Profit is essential in business. This is the first goal of any entrepreneur. Making profit should be your first priority in your business idea. This does not mean that you will become a fierceful capitalist! Not at all. It means rather that you want to develop a sustainable business or organization. Profit proves your business is running smoothly and that you have the resources for future investments and projects.

However, before making profit, you want to make sure that what you sell covers your production costs. Now, let's take a closer look at your costs. Business costs can be cate-

gorized into two types: variable costs and fixed costs. The variable costs are those that vary with the quantity of the products you produce. For instance, if you open a bakery, some of your variable costs will be represented by the price of the ingredients you use to bake the cakes. If you cook more cakes, your direct costs related to the ingredients will increase proportionally. The fixed costs are those that stay the same no matter how many cakes you make. For instance, you have to pay the rent of the bakery shop no matter how many cakes you make in a month. A fixed cost could also include a cost that can't be easily determined based on how many cakes you make. For instance, the cost of electricity. You know that it is somehow correlated with the number of cakes you make, but it would be challenging and time consuming to calculate. It is therefore better to include electricity as a fixed cost, using the monthly average.

Now that you know your costs, your total production costs will look like this:

$$\text{Total costs} = \text{Fixed costs} + X \text{ number of products} * \text{Variable costs/product}$$

Whatever you sell in a month or a year represents your total revenues. It could be described like this:

$$\text{Total revenues} = X \text{ number of products sold} * \text{the price/product}$$

Now, you need to calculate your break-even point, which represents the number of products you need to produce and sell in order to cover your production costs; that means that you need to see how many "cakes" you need to make per month/per year so that your total revenues will equal your total costs.

Here is how you calculate the break-even point:

$$\text{Total revenues} = \text{Total costs}$$

$$X \text{ number of products sold} * \text{the price / product} = \text{fixed costs} + X \text{ number of products} * \text{variable costs/product}$$

$$X \text{ number of products sold} * \text{the price / product} - X \text{ number of products} * \text{variable costs/product} = \text{fixed costs}$$

$$X \text{ number of products sold} (\text{the price / product} - \text{variable costs/product}) = \text{fixed costs}$$

$$X \text{ number of products sold} = \text{fixed costs} : (\text{the price / product} - \text{variable costs/product})$$

Example:

$$\begin{aligned} \text{Total revenues} &= \text{Total costs} \\ X * 5 \text{ euro} &= 2000 \text{ euro} + 3 \text{ euro} * X \\ X * 5 \text{ euro} - X * 3 \text{ euro} &= 2000 \text{ euro} \\ X * (5 \text{ euros} - 3 \text{ euros}) &= 2000 \text{ euro} \\ X &= 2000 \text{ euro} : 2 \text{ euro} \\ X &= 1000 \end{aligned}$$

In this case, the entrepreneur should produce 1000 products to cover the fixed costs (of 2000 euro/month) and the variable costs of 3 euro/product.

The break-even point is essential in making decisions regarding prices and also the optimization of the production. It brings a pragmatic view over the costs you can afford, the price of your products, and over the work you and your employees need to put in order to make a profit.

Let's say now that you want to make a profit - about 500 euro per month. Here is how you calculate how many products you need to sell in order to get this profit:










$$\begin{aligned} \text{Total revenues} - \text{Total costs} &= 500 \text{ euro} \\ (X * 5 \text{ euro}) - (2000 \text{ euro} + X * 3 \text{ euro}) &= 500 \text{ euro} \\ X * 5 \text{ euro} - 2000 \text{ euro} - X * 3 \text{ euro} &= 500 \text{ euro} \\ X * 2 \text{ euro} &= 500 \text{ euro} + 2000 \text{ euro} \\ X &= 2500 \text{ euro} / 2 \text{ euro} \\ X &= 1250 \end{aligned}$$

The entrepreneur needs to make and sell 1250 products in order to get a 500 euro profit.

These estimations, for break-even point and for certain profit, are the basic financial tools any entrepreneur should be able to use. These equations will help you to make a budget and to estimate the funds you have available for your business. It will also prove helpful in developing a sales strategy and anticipating factors such as costs, production and number of employees needed.

## 5.7 Imagine and Develop Your Business - The Business Model Canvas

The business model canvas is a management and entrepreneurial tool, developed by Strategyzer.com. In comparison with the traditional business plan, this tool allows an entrepreneur to express an business idea on just one page - the canvas:

The Business Model Canvas					Designed for:	Designed by:	Date:	Version:
Key Partners 	Key Activities 	Value Propositions 	Customer Relationships 	Customer Segments 				
	Key Resources 		Channels 					
Cost Structure 			Revenue Streams 					

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The business model canvas should be used as following:

- The entrepreneur should think about the customers that he/she wants to serve (customer segments). Try to identify all the groups/segments that your business could reach through the products you want to sell. Consider also the key resources and

partnerships you might need and the key activities you want to develop.

- Now, start with the first group (segment) of clients.
- Think about what you can provide these clients with (services, products, relations, etc.). Then think about how valuable the proposition is to them; what value can you bring to their life?
- Decide how you will provide value; through what channels. How will your products/ services get to your customers?
- The types of channels and the types of values you proposed will lead to a decision on what kind of relationship (customer relationships) you want to establish with your customers (direct, indirect, online, face to face etc.).
- Next, you need to decide the price of your products and how your customers are going to pay you (revenue streams), what and how this specific segment of customers will pay for the products/services they receive, and what kind of discounts/offers you might provide, etc.
- Now you should think about the resources you will need to create and deliver value for your clients and for your business (key resources). These could be financial resources, human resources, infrastructure for production and sales, amongst other things.
- Then, you need to figure out what you need to do in order to create and deliver the value (products, services, relations, etc.) you promised to your segment of customers (key activities).
- In order to get to the key resources, and perform the key activities, you will definitely need some partners (suppliers, public authorities, business partners, etc.). These partners could represent one of your company's next customer segments.
- Finally, define your costs (fixed and variable) for running the business, and try to identify the specific costs of delivering value to the specific customer segment you are focused on.
- When you are finished with one customers segment, you should get started on planning the following segment of customers, starting with the value you want to provide them. You might notice how roles change from one segment of customers to another. One type of customer could become a partner in delivering value for another type of customer.

The business model canvas can also be used in planning projects, activities and events. It is a planning tool for both management and entrepreneurship goals.



## 5.8 Leading Your Organization With Style

Your organization and your people need a leader. And as an entrepreneur, it is your responsibility to take on leadership. There are different styles of leadership that can be applied based on the leader's personality, the followers' experiences, commitment, and competence. It is also based on the business objectives, time frame, and some external pressures.

Psychologist Kurt Lewin identified three leadership styles: autocratic, democratic, and laissez-faire style. The autocratic leaders do not take into consideration the followers' points of view, wishes or needs when making decisions, even though these perspectives could be useful. This style might be appropriate when a leader has to make quick decisions. However, if it is a regular habit, the autocratic style demoralizes the followers/the teams, creates tension, and ends up making people leave the organization. The autocratic leaders are preferred in organizations where decisions need to be made quickly, but also in organizations where the team members are still in the beginning of their career and need a leader to take charge. Once the followers developed knowledge, skills and commitment to the organization, the leader should take on a more democratic approach.

Democratic leaders always include their followers in the decision-making process. They make sure that each and every one of them can express their opinions, needs and wishes. The leader is the one that makes the final decision, but does so with the consensus of the followers. This style of leadership boosts people's engagement, motivation and commitment to the organization. However, this style is not always efficient, especially when quick decisions need to be made. The majority of the organizations prefer the democratic style because of its obvious benefits. However, in order to be efficient and to produce results, the followers need to be somewhat competent, experienced, committed and interested in being involved in the decision-making process.

Laissez-faire leaders do not get too involved in the decision-making process; they provide a lot of freedom to their followers with regards to how they conduct their work, and how the goals of organization are reached. The autonomy gained by the followers can lead to job satisfaction and increased creativity. However, when the followers/teams are not competent or committed to the organization and its goals, this style could be damaging to the organization or the more responsible team members. In other words, this style works perfectly when it involves a leader that can delegate and people of high compe-

tence, extensive experience and commitment. This style will certainly not work in situations where the followers are at the beginning of their career or are new to the organization, or when they cannot keep themselves responsible and accountable for their work. No matter the type of team or followers, there are still important decisions that need to be made and assumed by the leader.

## 5.9 Building An Ethical And Responsible Business

As you can see in the Business Model Canvas, your business, thus your profit, constantly depends on your stakeholders: shareholders (if you share your business with other partners), customers, employees, suppliers, and other key partners from the community. In order to get their constant support, you need to treat them right, in a socially responsible way. To do so, you should develop your own code of conduct. Decide what basic values you and your company have. Create a set of principles that your business will run on. Your code of conduct should include the basic aspects of corporate social responsibility, as defined by Wayne Visser (2011):

- Value creation - a business should create added value, contributing to a community's growth and development;
- Good governance - a business should be transparent in everything it does, reporting about its annual activities;
- Environmental integrity - a business should aim at reducing waste and pollution to zero, and use renewable energy;
- Societal contribution - a business should support the local community by providing resources (financial and in-kind) for achieving development goals; it could invest in education, social, or environmental programs developed by local action groups or by nongovernmental organizations.

Moreover, a company should respect some general principles recommended by structures such as the United Nations, or the European Commission. The companies should

respect and assume the ten principles developed by the United Nations Global Compact, which focus on aspects such as human rights, labor rights and principles, and environment and anti-corruption measures. A company should respect, promote, and protect human rights, and make sure that its suppliers and partners also respect human rights (principles 1-2). Additionally, a company should eliminate, if applicable, all forms of forced labor and child labor, and also any type of discrimination (this applies also to its suppliers or business partners). The company should support the freedom of associations of its employees for collective bargaining or unions (principles 3-6). Moreover, a company should strive to be environmentally responsible, use environmentally friendly technologies and be aware and cautious about environmental challenges (principles 7-9). Finally, any business should eliminate and work against any form of corruption (principle 10).

Developing and adopting a code of conduct helps your business to prosper while building and maintaining positive and sustainable relations with your stakeholders. This type of ethical and responsible behavior helps your business in the long term to gather the support of the community, increase number of clients, raise profit for your shareholders, and add value to the society in which you operate.



# CHAPTER 6 Volunteering

## 6.1 Background Information

Volunteering comes from the Latin word 'voluntas' and means free will or a decision made individually. Thus, volunteering means the willingness to devote one's time, energy, skills and good will to perform various tasks.

There are also other terms for volunteering used by different countries and regions. To name a few: civic participation, civic engagement, voluntary participation and honorary position.

In Europe, the European council decided that the term "voluntary activities" refers to all types of voluntary activity, whether formal or non-formal, that is done a person's own accord, and is without concern of financial gain.

Volunteering is broadly used to include both formal and non-formal forms of volunteering.

**Formal volunteering** involves activities that involve organized structures. For example, working as an unpaid board member of a non-profit organization or an unpaid coach of a local football team.

In other words, volunteers involved in formal volunteering activities donate their time or work without pay to organizations or social groups.

**Non-formal volunteering** involves unorganized forms of volunteering activities. For example, helping neighbors with groceries or organizing a neighborhood picnic.

Volunteers involved in non-formal volunteering activities donate their time without compensation to people (outside the family and circle of friends), or to their environment (community, neighborhood) and do so without the help of intermediary organizations or groups.

To keep it simple for the purpose of this toolkit, we decided to use the following definition of volunteering, which involves both formal and non-formal activities:

### **Volunteering is the unpaid help provided to others**

The term volunteering should be not mixed up with philanthropy. Philanthropy involves the transfer of money or gifts to or through organizations or social groups. Volunteering is more than providing money and goods. It involves being proactive. An example of volunteering would be the unpaid job of collecting money and goods for a social group in need.

## **6.2 Who And How Many People Volunteer?**

This is a difficult question to answer because it varies greatly from country to country. The countries with the highest percentage of volunteers can be found in Europe- northern countries such as Sweden, and Anglo-Saxon countries like Great Britain where more than 50 % of the population is involved in volunteering activities. Countries in Eastern and Central Europe have lower volunteering rates. Based on a Eurobarometer study from 2007, the average volunteering rate in Europe ( EU25) was over 34%. Demographic and social indicators, such as gender, also differ greatly from country to country. A country's historical and political past can influence how many people in the country are involved in volunteering. To learn about comparative differences in volunteering activity in different countries and the reasoning behind it, look into country reports on volunteering and to other national sources. Sources providing information on volunteering in the countries involved in the YourKite project (Norway, Romania and Poland) can be found in Part D of this toolkit - Additional Resources.

## **6.3 Why Volunteer?**

There are many reasons why people volunteer. Usually the decision is based in the desire to help others . However, it is also okay to want some benefits for yourself for volunteering.

Volunteering has traditionally been viewed as self-sacrificing or as a form of charity. It

is therefore also usually regarded as something difficult and tiring, especially mentally. Most people see volunteering as more of a pleasurable activity rather than a chore. Volunteering involves the desire to serve others, however it does not exclude other motivations as well.

Volunteering should be about creating a win-win situation for all parties involved. Others should gain something from your help, but you should also enjoy what you are doing, whether it's because you are learning a new skill or just having a chance to meet new and interesting people.

Volunteering is also associated with an increased likelihood of employment for those out of work or looking for their first job. Based on research findings from the Corporation for National Community Service in the United States, volunteering is associated with 27% higher odds of employment. This is due to the competitive advantage that a job-seeker gets when they have volunteering experience on their resume. It proves to an employer that one has improved or learned new skills and knowledge, and is motivated and productive. Volunteering can also expand one's network. It is therefore a win-win situation. The volunteer makes a positive contribution to the community, which in turn makes them more likely to get hired.

There are many more reasons why people volunteer. Here are just a few identified.

The reasons why you would want to volunteer are as unique as you are. But no matter what your reason, you can get a lot out of volunteering. Think about it, why do you want to volunteer?

- to feel needed
- to share a skill
- to get to know a community
- to figure out what you like
- to demonstrate commitment to a cause/belief
- to gain leadership skills
- to learn a new language
- to act out a fantasy
- to do your civic duty
- because of pressure from a friend or relative
- to keep busy

- for recognition
- to repay a debt
- to donate your professional skills
- because nobody else would do it
- to have an impact
- to learn something new
- to help a friend or relative
- to become an "insider"
- guilt
- to take on a new challenge
- to feel proud
- to make new friends
- to explore a career
- to help someone
- as therapy
- to do something different from your job
- for fun!
- for religious reasons
- to earn academic credit
- to keep skills alive
- to have an excuse to do what you love
- to assure progress
- to feel good
- to be part of a team
- because you were asked
- to test yourself
- to build your resume
- to be an agent of change
- because of personal experience with the specific problem or cause of the organization

## 6.4 Volunteering Roles

Volunteers perform numerous functions in many areas of the community. A volunteer's role can be in any one or more of the following categories:



- **Action or Hands- on:** This type of volunteering activities demand minimal training to get started and almost anyone can do it. It involves activities such as planting trees, cleaning up parks or memorials, walking dogs, painting the walls of an orphanage, collecting money for a cause, setting up a community picnic, etc.
- **Skilled or Knowledge:** Activities depend on a particular skill, or knowledge and experience that you have to offer on a certain topic. It can involve setting up or maintaining a webpage of a non-profit organization, providing language lessons to seniors or children, doing workshops on a certain topic, or providing legal advice.
- **Direct Service:** These types of activities allow you to be at the front line, having direct contact with the beneficiaries. It can involve giving out food to homeless people, doing activities in senior or youth centers, or doing gardening or grocery services.
- **Advisory:** This is when a volunteer serves behind the scenes of an organization, usually by serving as a board member or by advising and providing feedback on things such as strategic or fundraising plans or online communication tools.
- **Online:** This type of volunteer work can be done from anywhere in the world, as long as you have Internet access. It can involve translating materials, blogging, managing fan pages or developing webpages.

Many volunteering roles involve all of the above. Think for instance about the work that goes in to organizing a charity event for a certain organization. It requires you to get your hands dirty by setting up the place, but it will also require some prior knowledge about how to organize such an event. You need to be in direct contact with the beneficiaries of the organization in order to agree upon what the goal of the charity event is. You may also have to update the organization's webpage about the event and advise the organization on which communication tools they should use to get the word out about the charity event.

When defining the role of the volunteer, you should also consider the **time commitment** related to the activity. The activity may only be one-time thing, like for instance helping at a community festival, or organizing a fundraiser before Christmas break. The activity may demand **occasional** volunteers, who for instance give out food at a homeless shelter, or help out in case someone gets sick at a school or youth center. The volunteering activity may also be ongoing, based on a mutually agreed upon period of time. This may

involve helping out in the office of a non-profit organization for a certain period of time, or organizing play days in youth centers for a semester. It may also involve **traveling** abroad to volunteer for a period of time.

## 6.5 Trendy Volunteering Activities

### 6.5.1 Employee Volunteering

Companies are becoming more and more aware that doing good for the community can be also good for the company. Employee volunteering can lead employees to feel more connected to the company and people they work for and with. Moreover, the company benefits from employee volunteering by creating more positive brand awareness in the eyes of investors, their customers and local communities. Therefore, companies ask their employees to tackle social issues by donating their time and skills after or during working hours. Employee Volunteering can involve various tasks, from hands on activities like painting walls of orphanages, to teaching and advisory activities where employees provide training and advice to NGO staff, or lead workshops for school children.

### 6.5.2 International Volunteering

Volunteering while on vacation, break, or a gap year in another country is an increasingly popular way to give back. There are various international volunteering opportunities available. For example, one can engage in humanitarian or disaster relief volunteering as UN Volunteers, or in other national humanitarian non-profit organizations. Another opportunity is to get involved in the European Voluntary Service (EVS). Both of the aforementioned options demand a time commitment of a couple of months to one year. However, there are also international volunteering opportunities that require a commitment of only a few days or weeks. For instance, one could volunteer at a summer camp, organic farm, or a program for youth and children. You can find links to international volunteering opportunities in the Part D of this toolkit - Additional Resources.

## 6.6 Volunteering Roles For Youth

Generally, everyone can volunteer regardless of age, race or gender. Nevertheless, the volunteering activity should be in line with the abilities and preferences of a certain age group.

Children can volunteering by planting flowers, picking up trash or taking care of animals in a shelter. Those activities are usually one-time, hands on activities.

Youth can get involved in more time consuming activities that are occasional or even ongoing. Activities for young people should involve some sort of action. They will be motivated to do more if they can see imminent results and feel the satisfaction of having accomplished the task. For children, support from a volunteering coordinator is essential. The coordinator should provide recognition and celebrate the involvement of the youth.



# CHAPTER 7 Career Counseling

## 7.1 Background Information

The objective of this chapter is to provide you with basic information on the labor market, which you can later pass on to the young people that you will be meeting with in order to inspire them to start thinking about their professional careers. You will gain knowledge on key steps in planning one's career, key terms concerning the labor market and some tools to help assess professional predispositions. At the end of the chapter, we suggest a set of exercises that you can use when meeting the youth. You don't have to use all of the scenarios - choose the most suitable for you and your audience. Feel free to modify them if necessary.

Take the time to properly perform all of the exercises and tasks proposed below. This includes doing your own research and finding appropriate resources in your language, reading recommended texts and testing the tools before you propose them to the youth.

Good luck!

## 7.2 Let's Get Started!

“What profession would I like to have in the future?” Do you remember when you asked yourself this question seriously for the first time? Who did you want to be? Why did you choose that profession? Think for a while and write down answers:

- I was..... years old when I seriously considered for the first time what profession I was most interested in.
- I wanted to be.....
- I chose this profession because .....

If your studies, volunteer activity, hobby or job is similar to the profession you had considered in the past, and they give you satisfaction, you are lucky. Most young people have

no idea who they would like to be in the future, or their choice is random, based only what professions they know of. Usually they know only standard professions like teachers, shop assistants, policemen, doctors, actors, etc. Thus, it is important to “broaden their horizons” and introduce them to new perspective professions they could have (more on this subject: About future professions). Sometimes, they aren’t ready to even think about their professional future, or even their future in general. In this case, it is better to start with asking them to imagine what their life would look like at age 30, where they would live, what their home would look like, what people they would be surrounded with, how they would spend their days, etc.

Let’s go back to recalling your own experiences. Have you received any help in choosing your profession? How did you know that this profession would be appropriate for you? How did you define your education path? Think for a while and write down answers:

- I received the following help in choosing my profession from the following people/ organizations/institutions: .....
- I didn’t receive help in choosing my profession. I figured it out on my own. Now I think that .....
- I knew that I would be a good.....(name of the profession you have chosen), because.....
- After having chosen to become a .....(name of the profession you have chosen), I planned my education as follows: .....
- Other decisions I took, were: .....

Again, if you were able to answer all of the questions above, you are lucky. Most young people don’t plan their career path and don’t receive professional help in defining their strengths and weaknesses (more about what kind of help they could receive: Career Guidance – What Is It All About?)

## 7.3 Being A Role Model

Assuming that you will be meeting many people much younger than you, you must accept that you will be a role model for them. A role model is a person whose example, success,

behavior, experience, etc. can be followed by others. You don't have to be an expert in career counseling. Your role is to inspire them, empower them ("Yes, you can!") and to provide them with some basic information.

Your potential impact on future decisions to be taken by your audience will be bigger, if you:

- use examples or stories from your own life
- clearly point out key messages you would like to pass on
- use simple language
- ask questions in order to keep the youth interested in your messages
- mention what you would have done differently if you could return to the age of your audience
- leave enough time for questions and let the youth talk to you about their concerns and worries

Remember that is **better to say less, and to say it strongly**, than to say more cursorily. Try to focus on what really matters. Before the meeting, write down a maximum of 3 key messages. For example, if you study IT or you are a programmer, your list of key messages might look something like this:

- learning is fun if you decide on your own what you are interested in learning
- knowledge of English is an entry pass to a whole world
- science fiction books stimulate imagination

People love real-life examples and stories. It would be great if you could share some stories from your own life that illustrate the key messages that you would like to pass on. Your stories will make it easier for your audience to understand and remember your messages.

For example, do not just tell them that learning a foreign languages is important nowadays. Instead, tell a story like this one: *"When I was teenager, a group of American tourists came to my village. They asked me to give them directions on how to get to the local library. Despite having studied English in school, I wasn't able describe it to them. I was ready to die of embarrassment! That was the day I decided to start memorizing new vocabulary, doing all of my homework and even learn English by myself in my free time with the help of the Internet. Now, since I speak English well, I was able to land a job at an international company."*

Prepare to be “tested” by your young audience. They might question you about your mistakes (e.g. why you didn't do your homework just because it was boring). Just act naturally!

## 7.4 Career Guidance – What Is It All About?

When we asked you to recall whether you had received any help in choosing your profession and what kind of help it was, we were trying to figure out whether you received any career guidance. Career guidance is about assisting people (not necessarily young people) in making choices about education (e.g. what kind of school to choose), training (e.g. what new language they should take up) or which profession to choose. It is also about providing assistance to those who have a job but want to up-skill, re-skill, change professions or make any other kind of change with regards to their career.

Career guidance consists of:

**Career Information** – Information on for example: what professions are in demand on the labor market, what professions are likely to lead to unemployment, what are the precise tasks to be performed at a given job position, what kind of schooling or qualifications are needed for different professions, what skills are the most valued by employers, or simply how to apply for a job.

**Career Counseling** – Providing counseling focused on individuals' specific issues (e.g. personal strengths and weaknesses, professions most suitable for a given person).

Career information is increasingly accessible on the Internet.

In **Poland**, the most in depth information on different professions can be found on [www.praca-enter.pl](http://www.praca-enter.pl). The website contains a catalogue of more than 130 professions with information like:

- key tasks to be performed within a given profession
- where a job takes place and what the place is like
- what skills are required
- how one is expected to work



- how to get a given profession
- useful links
- a list of professions similar to the one that you are interested in

The website also contains:

- a guide to the labor market (how to look for a job, how to look for a job abroad, how to get working experience, how to get vocational qualifications, how to choose a profession, how to set up your own enterprise, how to receive unemployment benefits)
- “Your Potential” which is a tool that allows you to assess your own skills and qualifications (more about this tool can be found in *What Color Is Your Parachute?*).

Another catalogue of professions worth checking out is an official one run by the Ministry of Labor: <https://doradca.praca.gov.pl/d2k5/zawody>. However, it hasn't been updated for a while.

We recommend also checking out [www.pracuj.pl](http://www.pracuj.pl), which is another popular Polish site with relevant information. Here you can find out how to write a CV (based on ready to use formats), get familiarized with key trends (e.g. which professions are in high demand), take part in a simulation of a job interview, and learn how to look for jobs and what mistakes to avoid. One can also create an employee profile (visible for employers) and reply to job offers.

In Norway, there are several websites that list job vacancies. The most popular ones are [finn.no/jobb](http://finn.no/jobb) (a private website run by Schibsted Media Group), [nav.no](http://nav.no) (run by Norwegian Labor and Welfare Administration) and [www.jobbnorge.no/](http://www.jobbnorge.no/).

There are also several websites with job listings for specific fields [jobb.tu.no](http://jobb.tu.no) (engineering and technical jobs), [journalisten.no/stilling](http://journalisten.no/stilling) (media and press related jobs)

In Romania, young people can find information about available jobs on the market using specialized websites such as:

National Agency for Employment, where people can look for jobs, and companies can list jobs: <http://www2.card-profesional.ro/>,

<https://cariera.ejobs.ro/> - a website that is kind of like an online job fair that also provides online career counseling services (success stories, CV advice, job interviews, required skills, etc.)

[www.hipo.ro](http://www.hipo.ro) - another website that works as a job fair and also provides online career counseling services (success stories, CV advice, job interviews, required skills, etc.)

[www.myjob.ro](http://www.myjob.ro) - another website that works as a job fair and also provides online career counseling services (success stories, CV advice, job interviews, required skills, etc.)

Career counseling - as it is personal - is conducted on a one-to-one basis or in small groups. Career planning workshops can also be helpful (one of the most popular career planning methodologies is called "Parachute"; more about the methodology on which the course is based: What Color Is Your Parachute?)

**In Poland**, free career counseling is available (doradca zawodowy) at the following institutions/organizations:

- County Labor Offices (*Powiatowe Urzędy Pracy*) – the service is only available to people who are registered as unemployed
- Centers for Career Information and Planning (*Centra Informacji i Planowania Kariery Zawodowej*), operating out of 16 Regional Labor Offices (Wojewódzkie Urzędy Pracy). The centers offer individual career counseling, group workshops and psychological support. These centers are employment agencies. Services are accessible to everybody
- Career offices at high schools (*Akademickie biura karier*) – services are available to students and graduates of a given high school. They can be found at most high schools
- Voluntary Labor Corps (*Ochotnicze Hufce Pracy*) are state-run organizational units working to prevent the social exclusion of young people, including unemployment. They offer career counseling and employment services (e.g. Mobile Vocational Information Centers, Job Clubs, Youth Career Centers). Find out more at this website: [www.ohp.pl](http://www.ohp.pl),
- public pedagogic and psychological counseling centers (*poradnie pedagogiczno-psychologiczne*) offer a wide range of services for children and their parents, including career information and counseling,
- public secondary schools – school vocational counselors provide information on

different professions and education and help people to assess their skills and predispositions,

- non-governmental organizations working in the field of professional activation, counteracting unemployment and supporting entrepreneurship. To find one in your neighborhood, visit the largest Polish database for non-governmental organizations, <http://bazy.ngo.pl/> and choose: counteracting unemployment, supporting entrepreneurship,
- other institutions and organizations
- ask at your local library if there is a need for such activity and if there are funds to cover the costs

**In Romania**, one can receive support with regards to their professional careers using the following resources:

- career counseling provided by the local agencies for employment;
- career counseling provided by NGOs focused on helping young people to enter the labor market;
- career counseling services provided by schools, and universities, through career offices or career centers;
- specialized websites, such as: <http://testcariera.ro/>, <http://consilieresorientare.ro/>;
- centers for career management developed for and by a company. This is a recent trend.

**In Norway**, professional career counseling is available through career centers where you get help with mapping out your skills, putting together a CV and finding related jobs. This service is free for anyone above the age of 19.

Additionally, almost every high school, university and university college has their own career centers for their students, also free of charge.

[https://utdanning.no/tema/hjelp\\_og\\_veiledning/karrieresentre](https://utdanning.no/tema/hjelp_og_veiledning/karrieresentre) has a list of links to the aforementioned institutions.

There are also other NGOs and local institutions that are especially aimed at helping young people, like <http://www.unginfo.oslo.no/> .

## 7.5 Key Issues to Recognize Before Choosing a Profession

We recommend that you make your young audience aware of some of the key issues related to choosing a profession.

- It's **up to them to decide what profession to choose** - because their life depends on this decision! Perhaps their family or friends would like them to become a doctor, a lawyer, a farmer, a manager of the family business, etc. However, this is their decision to make.
- Choosing a profession **isn't a lifelong commitment**. With age, their interests and values will change and external factors will change. Thus, they should stay flexible and be open to something new, even if it is hard to imagine or currently inexistent.

When considering their professional future, they should take into account:

- **their predispositions**, so inherited features as temperament or abilities that may make a given profession easier or more difficult (such as reasoning, strength, physical coordination, hearing sensitivity, etc.),
- **their values** and what is important to them: independence, acceptance, respect, harmony, beauty, helping others, family, money, etc. Some professions correlate with precise values, for example a person who wants to help others might want to work as an elderly caretaker.
- **their interests**, so what activities make them happy. Encourage them to try out new activities and to get experience in different fields – perhaps some fields are waiting to be discovered? Recommend them volunteer. Use your own volunteering experience (if you have any) to show them how volunteering can contribute to personal development
- **labor market trends**, so real possibilities to work in a given profession. They should look for trends concerning professions they are interested in. They should also consider which professions are dying out, making it difficult to find a job. Other things to consider are deficit professions, which are professions with great opportunities for employment, and future professions, which are professions that are expected to be in high demand in the future. (More about this last category of professions: About future professions),

- **mobility**, so their readiness to move to another village or city. Would they like to stay where they were born or were studying, or do they not mind changing locations?

## 7.6 About Future Professions

As the world evolves, so do labor market trends. Try to explain to your young audience that the best bet would be to work towards getting a job that is showing significant growth potential. The key is to plan a career where their professions will be in demand in several years, not eliminated.

It is important to search for information on long-term labor market trends – through various trusted sources, both online and offline. Always verify the information you receive because choosing a profession is too important of a decision to make based on just one source.

Here are examples of the most common trends:

- an aging population will put healthcare workers such as doctors, nurses, physical therapists, home health aides, and pharmacists in higher demand
- as more technology is developed, IT professionals such as programmers, security specialists, and administrators will continue to be in high demand
- alternative energy sources such as wind power, solar power and biofuels, which are becoming more and more important, will create new career opportunities for various kinds of specialists from mechanics and plant managers to scientists and engineers
- as global business is still developing, there will be a need for specialists in international law, tax codes, work and environmental regulations around the world

## 7.7 What Color Is Your Parachute?

What Color is Your Parachute? is an excellent manual for job-seekers and people considering a career change. It was published by Richard Bolles and translated into 21 languages. It is regularly updated. The author encourages readers to look for a job that gives new meaning to one's life. He asks about the skills we have that we find enjoyable and in what fields we would like to use them. He then gives practical advice on how to look for a job. We highly recommend you read this book in your language. It may change the way in which you think about your future career.

The goal in career planning workshops based on this methodology is to find one's most loved "talents." Abilities can be discovered while looking at one's own achievements. Everybody has achievements – it means things that we have accomplished that we are particularly proud of. They don't have to be major successes such as winning a competition. In the case of young students, it could be for example having organized an amazing birthday party, taken very good care of the dog or helped a classmate with a physics test. The next step is to identify professions in which those abilities could be put to use. Identifying career opportunities requires knowledge on professions. Thus, this step should be done with the help of a vocational counselor or via an online tool.

There are at least two online tools based on this methodology:

eParachute – created by the Richard Bolles and his team, available in English for a small annual fee at <http://eparachute.com/>,

Your Potential – created by the Foundation for Social and Economic Initiatives, available in Polish for free at [www.praca-enter.pl](http://www.praca-enter.pl). If you know Polish, we strongly recommend you make use of this source and devote at least 2-3 hours to identifying your achievements. Select your abilities which were behind those achievements and describe your dreaming working place. As the tool is linked to a catalogue of more than 130 professions in the end you will come up with a list of 10 most suitable professions for you.

To find more about the methodology itself please look at the Richard Bolles website: <http://www.jobhuntersbible.com/>.



# PART C

## DISCOVER THE SCENARIOS



## CHAPTER 8 BASIC SCENARIOS

### Introduction Scenarios

In this section, we will present a variety of training scenarios that you can use at the beginning of a training. These scenarios should help you to get to know the participants and their names as well as their expectations and feelings towards the training.

#### 8.1 Balloon of Expectations

#### 8.2 Tell Me About The Others

#### 8.3 Map of Participants

#### 8.4 Map of Expectations

#### 8.5 Paper Me

#### 8.6 Flower

### Energizer Scenarios

In this section, we will introduce you to a variety of scenarios that should help you to boost the energy level of the group. You should use them at the beginning of the training, after breaks or whenever you feel that the energy and attention level of the group is declining. Energizers are also very helpful as teambuilding activities and help the group get to know each other.

#### 8.7 Amnesia

#### 8.8 Who Also Likes...?

#### 8.9 Triangle

#### 8.10 Circle Talks

### Evaluation Scenarios

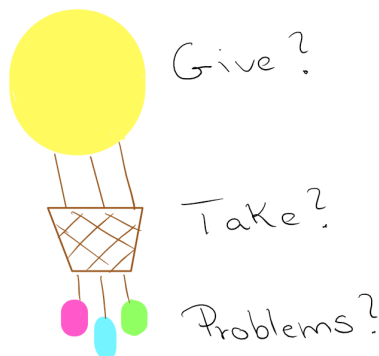
In this section, we will introduce a variety of scenarios that you can use to evaluate the workshop with the participants.

#### 8.11 Question Cube

#### 8.12 Question Poster

#### 8.13 Evaluation, Other Methods

## 8.1 BALLOON OF EXPECTATIONS



Preparation: 5 mins

Duration: 15 mins

Size: Unlimited

Age: 13+

Tags: expectations

beginning

introduction

evaluation

### When to use it?

At the beginning of the workshop. Use it to find out what the participants are expecting, what they are afraid of, and how they want to contribute to the workshop.

At the end of the workshop, the "Take" part can be used to evaluate the workshop together with the participants to see if all of the expectations were met.

### Materials:

Sticky notes (3 different colors), pens

### How:

### Preparation:

- Draw the picture as shown above on a flipchart paper.

### Presentation:

1. Explain to the participants that you want to find out what kind of expectations they have with regards to the workshop. The balloon represents the collection of expectations. The balloon consist of three different parts. You want the participants to write down one or two words on three different colored post-its, each post-it containing an answer to one of the following questions:
  - What do you want to give to the group? (yellow post-it - the balloon section)
  - What do you want to take away/ learn from the workshop? (pink

post-it - the basket section)

- What are you afraid will be difficult for you today? (green post-it - the weight section)
2. After writing down one or two words on each post-it, the participants are asked to stand up and stick their note on the appropriate section.
  3. The trainer now needs to read the post-its to the group. Start from the 'Give' part , then go to the 'Problem'

part and finish with the 'Take' part. The trainer then groups answers that are similar and gives feedback to the group on their answers. You also propose ideas on how the participants can overcome difficulties.

4. You can tell the participants that you will come back to the 'Take' post-its at the end of workshop to see if all expectations were met and to clarify or add something if necessary.

## 8.2 TELL ME ABOUT THE OTHERS



Preparation: 2 mins

Duration: 10 mins

Size: 6-20

Age: 13+

Tags: introduction

name game

### When to use it?

When you want to get to know the participants who already know each other, regardless of how well they know each other.

**Materials:** none.

### How:

1. The participants sit down in a circle and are asked to state the name of the person next to them and say one sentence about that person.

2. The trainer, if unfamiliar with the group, tells one sentence about himself or herself and repeats all of the names.

## 8.3 MAP OF PARTICIPANTS



Photo: Charles Clegg



Preparation: 2 mins

Duration: 15 mins

Size: unlimited

Age: 7+

Tags: introduction

presentation

### When to use it?

- At the beginning of the workshop.
- When working with a group consisting of people from different regions/ countries.
- When you want to illustrate the groups diversity.
- When the group needs help getting to know each other.

### Materials:

- Map
- Stickers or anything else to pin the places on the map
- Possible variations: paper, glue, scissors and old magazines and/or newspapers

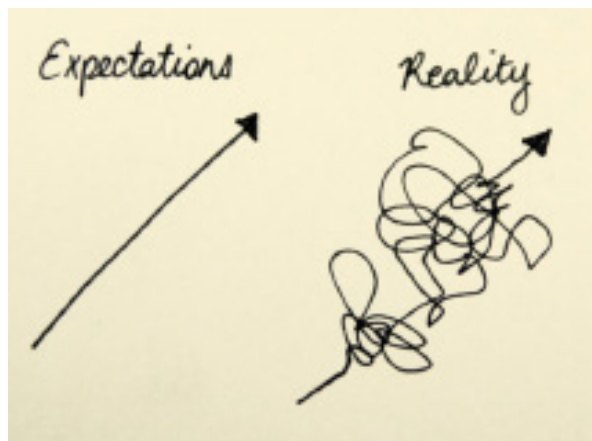
### How:

1. Ask the group to take paper figures/ stickers and put them/stick them on the map of a continent, country, region etc., showing where each person lives.
2. Sit down in a circle. Each person then shows on the map where they come from and talks a little bit about that place.

### Possible variations:

Ask the participants to create a poster using old magazines and newspapers that reflects what they like to do. Each participant then presents their poster. Make sure to account for the time it takes to create and present the collages.

## 8.4 MAP OF EXPECTATIONS



Preparation: 2 mins

Duration: >5 mins

Size: 6-20

Age: 13+

Tags: expectations

introduction

evaluation

voting

### When to use it?

- At the beginning of the workshop.
- When you want to get to know the expectations of the group.
- When evaluating the workshop.
- When voting.

### Materials:

Big paper cards, markers or small round stickers

### How:

1. On posters, write down possible expectations the participants might have
2. Create one poster per expectation
3. Ask the participants to put a dot next to at least one expectation they have of the workshop

4. When finished, present the outcomes to the group.

### Possible variations:

- This method can be used as the end of the workshop as an evaluation tool.
- Participants put dots next to the workshop topics they found most interesting.
- Alternatively, you could write agree/ disagree statements on sheets of paper.
- This method can also be used for voting. This occur over the course of several days by hanging up the posters in a place where everyone will see them.

## 8.5 PAPER ME



Preparation: 2 mins

Duration: 20 mins

Size: unlimited

Age: 7+

Tags: introduction

presentation

name game

### When to use it?

- At the beginning of the workshop.
- When you want to help the group get to know each other and learn each other's names.
- When the participants are in need of awakening their creativity.

### Materials:

Paper (preferably also colored paper), glue, markers

### How:

1. Ask participants to create a paper person by tearing off papers and sticking them on a paper sheet and then writing or drawing on it. They should write:
  - Their name – somewhere in the center...

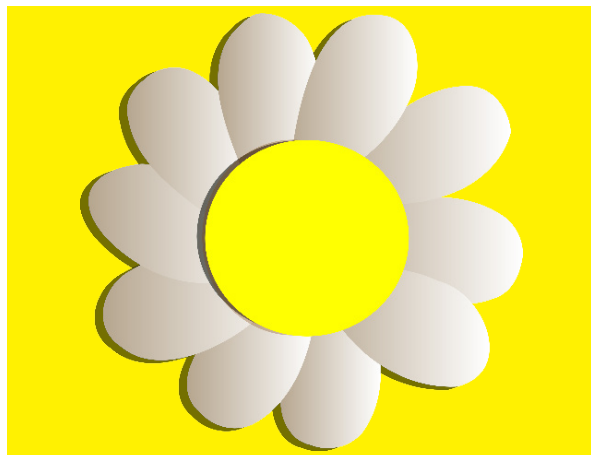
- On the arm – What they like to do...
- Leg – Where they like to go...
- Belly – What they love to eat...
- Head – what they sometimes think of...

3. The next step is to have the participants introduce the figures to the group or in pairs.
4. Hang up the paper figures.

### Possible variations:

You can adapt the questions to be answered on the paper figure to pertain to the topic of your workshop. If the participants are small children, you can ask them to draw instead of writing on the figure.

## 8.6 FLOWER



Preparation: 2 mins

Duration: 15 mins

Size: 8-30

Age: 12+

Tags: introduction

presentation

name game

### When to use it?

- At the beginning of the workshop.
- When you want to know each other.

### Materials:

big sheets of paper, crayons or markers

### How:

1. Divide the group into smaller groups of 4-5 people.
2. Every group should draw a large flower on a big sheet of paper. The flower symbolizes the group and should consist of:
  - petals to show the individuals'

characteristics.

- a center to show what the members of the group have in common.
3. Allow each group to present their flower to the whole group.



## 8.7 AMNESIA

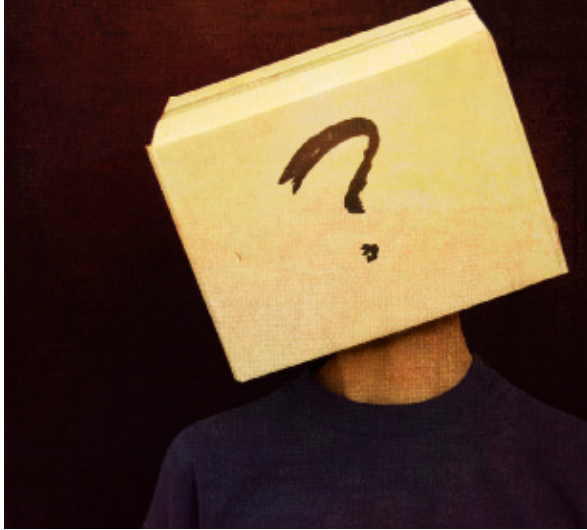


Photo: flickr/paurian



Preparation: 2 mins

Duration: 10 mins

Size: unlimited

Age: 7+

Tags: energizer

communication

### When to use it?

- When the group is low on energy.
- When you want to improve communication skills.

### Materials:

Sticky notes

### How:

1. Stand in a circle and face the back of the person next to you.
2. Ask the group to write down the name of someone famous on a post-it and stick it on the back of the person in front of them.
3. The famous person can be dead or alive or neither. It doesn't necessarily have to be a real person.

4. Participants should interact with each other by asking questions about the person whose name is written on their back.
5. They can ask any kind of question as long as they don't ask who the person is whose name is written on their back.

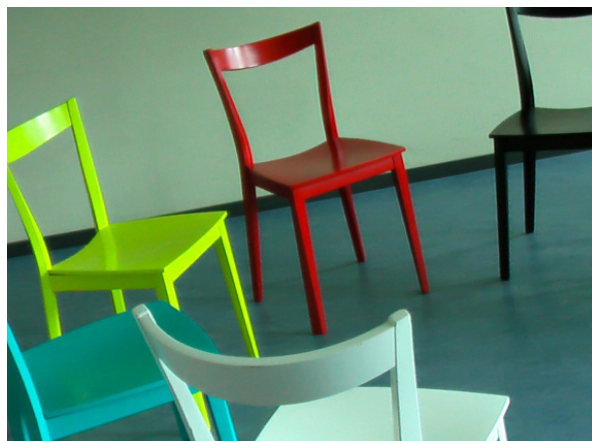
### Follow-up questions:

How difficult was it? Did you use any particular strategy to figure it out?

### Possible Variations:

Instead of guessing persons you can also do the game with objects "What am I?" .

## 8.8 WHO ALSO LIKES ...?



Preparation: 2 mins

Duration: 15 mins

Size: 10-40

Age: 6+

Tags: energizer

get to know

### When to use it?

- At the beginning in order to get to know each other.
- When the group needs energy.
- When you want to mix up the people who usually sit together.

### Materials: none

### How:

1. Prepare a circle of chairs with one less chair than the number of participants.
2. One person stands inside the circle without a chair.
3. The person in the middle of the circle starts game the by asking "Who also..."

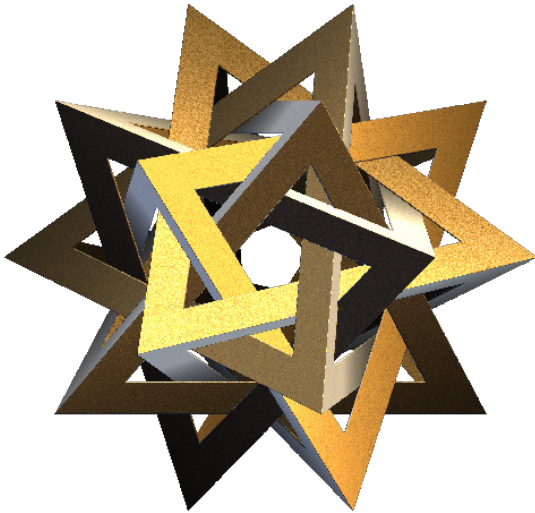
for example: "...likes chocolate?".

4. The participants that also like chocolate stand up and switch chairs. The person who is asking also needs to find a place to sit.
5. There is always someone left without a chair – this person starts the new round by asking a new question.

### Possible variations:

Instead of asking " Who also likes...?" you can ask "Who as I, did....?"

## 8.9 TRIANGLE



Preparation: 2 mins

Duration: 10 mins

Size: unlimited

Age: 9+

Tags: energizer

system thinking

### When to use it?

- When the group needs energy.
- When you want to introduce the idea of a system, the dynamics and relations.

### Materials: none

### How:

1. The group spread out around the whole room.
2. Nobody is allowed to talk during the exercise.
3. Everybody secretly picks two people without saying/showing them to anyone else.
4. Each person positions themselves to create a triangle with those two

people and themselves as the points of the triangle.

5. Let them work for a while. Usually after some time people will stop moving. Then some big change will probably occur and the whole group will be moving again.
6. Talk to the participants about their feelings and experience with this exercise.

## 8.10 CIRCLE TALKS



Preparation: 2 mins

Duration: 15 mins

Size: 10-40

Age: 6+

Tags: energizer

get to know

### When to use it?

- When the group needs energy.
- To help the group to get to know each other.

**Materials:** stopwatch, list of questions

### How:

1. Prepare a list of subjects to talk about or questions to ask, starting with most neutral and then moving on to the most personal topics. Questions may also be connected with the subject of the workshops.
2. Split the group into two even groups, each creating a circle.
3. One of the circles should be inside of the other one so that each person has a partner.
4. Ask participants to talk to their partner for one minute and answer the question or talk about the subject stated by the trainer, starting with the person on the inside of the circle.
5. After one minute change pairs. The external circle moves to the right.

## 8.11 QUESTION CUBE



Preparation: 2 mins

Duration: 15 mins

Size: 10-40

Age: 6+

Tags: evaluation

get to know

### When to use it?

When evaluating (appropriate for all ages and all types of groups).

### Materials:

a large size cube made of material or paper, prepared questions

### How:

1. Give the participants a big cube to throw. The numbers on the cube represent certain evaluation questions.
2. Prepare the questions in advance and write them on a poster so that everyone can see them.

3. Each participant throws the cube once answers the question pertaining to the number that the cube landed on .

### Possible variations:

This is a good evaluation method for kids. The cube represents a scale from 1-6, where 1 means that you did not like the workshop at all and 6 means that the workshop was great. Ask the participants to put a sticker on the number that best represents their feeling towards the workshop.

## 8.12 QUESTION POSTERS



Preparation: 2 mins

Duration: 15 mins

Size: 10-40

Age: 12+

Tags: evaluation

diagnosis

### When to use it?

- When evaluating.
- When time is scarce and the group is too big to do the evaluation individually.

### Materials:

Post-its and markers, posters with questions you prepared prior to the workshop

### How:

1. Prepare posters with questions written on them about the participants' experiences with the workshop
2. Choose maximum 4 questions. One question per poster.
3. Participants write a short answer on a post-it and stick it to the poster.
4. Participants can answer the questions when they have time.
5. Make sure to hang the posters up in an accessible place and make sure to state if or when you want to discuss the answers provided.

## 8.13 EVALUATIONS, OTHER METHODS

### Active Methods Suitable for Kids

- **Trash, bin or suitcase?** Ask kids to write or draw on sheets of paper things that they liked the most and the least about the workshop. Afterwards, participants put the drawing that represents what they didn't like in the trash bin, and what they liked or want to take home with them - in the suitcase.
- **Distance.** Put a book or any other object in the center of the room. Ask participants to stand where they feel appropriately in order to symbolize how much they enjoyed the workshop (closer to the object means they liked it more). This can also be used for other evaluation questions.

### Other Methods

- Questionnaire or survey: online, on paper, face-to-face
- Observation
- Tailor-made workshop session (e.g. Volunteer portrait, comic book).

Remember! Evaluations can be useful because they can help you to improve your workshops and provide you with new ideas. They are not just a rating!





## CHAPTER 9 MEDIA & COMMUNICATION

**9.1 Visualize Your Story**

**9.2 Can I Have Your Attention**

**9.3 Visualize Your Future With a Vision Board**

**9.4 Retell the Story with Pictures**

**9.5 Show Me Your Story**

**9.6 Motion Your Story**

**9.7 Meet the Press**

**9.8 Visual Timeline**

## 9.1 VISUALIZE YOUR STORY



Preparation: 15 mins

Duration: 45 mins

Size: Unlimited

Age: 6+

Tags: communication

storytelling

visualization

### Learning objectives:

- Understanding the importance of visualization in communication.
- Letting the participants to know each other better.

### When to use it?

At the beginning when the participants are getting to know each other.

### Materials:

Storyboard print outs (see the appendix for this scenario) or A4 sheets.

### How?

### Preparation:

- For each participant, make one copy of the storyboard, which you can find in the appendix.
- Alternatively, use A4 sheets, one for

each participant.

- Make sure all participants have a pen or a pencil to draw with. You should have extra pens and pencils with you.
- Read the info boxes about visualization and story boarding.

### Presentation:

1. Ask participants how much they know about the people in the classroom. Follow up with further questions about how they learned personal information. Ask them to share the most memorable thing they learned about the other person.
2. Tell them about how visual elements in an information flow are more persistent than verbal and textual information. Refer to the visualization theory part (p. 61).
3. Then show them the story board and

- how it used in storytelling and different sectors.
4. Hand out one storyboard to each participant and tell them to draw pictures describing their life, hobbies and anything else they'd like to share about themselves in each of the frames.
  5. The participants can use one to three keywords for each frame to support the information in the frames.
  6. Let them work on this for up to 20 minutes.
  7. Ask the participants to write their name on the storyboard and exchange it with the person next to them.
  8. Give them another 5 minutes to study the frames and try to understand the story.
  9. Then ask each participant to introduce/present the life of the person based on the storyboard they received.
  10. After the presentation, ask the creator of the storyboard whether the interpretation was accurate.
  11. Then invite the participants to discuss the usefulness of getting to know a person with visual clues as opposed to a verbal/textual introduction.

#### Follow-up questions:

- What was the most enjoyable part about Storyboard?
- How much easier or more difficult is it to get to know a person using this method as opposed to reading about them or listening to them?

#### Possible variations:

You can do this activity using only drawings to make it more challenging.

#### VISUALIZATION

Visualization or visualisation (see spelling differences) is any technique for creating images, diagrams, or animations to communicate a message.

Visualization through visual imagery has been an effective way to communicate both abstract and concrete ideas since the dawn of mankind.

Examples from history include cave paintings, Egyptian hieroglyphs, Greek geometry, and Leonardo da Vinci's revolutionary methods of technical drawing for engineering and scientific purposes.

#### STORYBOARDING

A storyboard is a sketch of how to organize a story and a list of its contents.

A storyboard helps you define the parameters of a story within available resources and time, organize and focus a story, and to figure out what medium to tell each part of the story with.

A multimedia story is some combination of video, text, still photos, audio, or graphics, which are interactivity presented in a nonlinear format in which the information in each medium is complementary, not redundant. Your storyboard should be put together with all of those elements in mind.

## 9.2 CAN I HAVE YOUR ATTENTION



Preparation: 15 mins

Duration: 45 mins

Size: Unlimited

Age: 13+

Tags: website

online communication

presentation visualization

organizational communication

### Learning objectives:

- To learn how to make an effective presentation about online data.
- To increase awareness about users' attention span in online communication.

### When to use it?

While talking about effective methods of presentation, online communication and organizational communication on the Internet.

### Materials:

A computer or tablet and preferably a projector to screen the About Us pages of different organizations and businesses; alternatively printed versions of these pages.

### How?

#### Preparation:

- Print out the About Us pages from the chosen websites or check them for screening with the projector.
- Read the info box about attention span and online presentation.

#### Presentation:

1. Open About Us pages of four different websites Alternatively, hand out the printed versions of the pages to the participants.
2. Ask them to look at each page for ten seconds.
3. Discuss with the participants what they remember about the organizations presented in the pages, what

they were about, what attracted their attention, what would make the pages more appealing, what was the most memorable component and whether they were interesting enough to keep reading.

4. Divide the participants in groups of two-three and assign them one of the About Us pages to redesign.
5. Let each group present their new design and explain why they made those changes.

**Follow-up questions:**

How do you usually learn about new people and organizations?

**Possible variations:**

Instead of presenting the redesigned pages, the groups can prepare 10 second videos about the About Us pages with their smartphones.

**ATTENTION SPAN AND ONLINE PRESENTATION**

A recent Microsoft consumer survey reveals that the human attention span for web browsing today is 8 seconds. This highlights the effects of an increasingly digitalized life-style on the brain.

What does this mean for you as a communicator? If you are designing your presentation on online platforms, you must communicate a compelling message in the first 8 seconds of your presentation, or risk losing your audience.

The 8 second rule can also be valuable for presentations that take place in the real world.

To hook viewers within the first 8 seconds, carefully craft a title that will resonate with your target audience. If you can use visible and striking titles and key words to point to the problem what you want to communicate with your audience, your odds of gaining and keeping attention will increase dramatically.

If your audience is still paying attention after the first 8 seconds, you have approximately 4 minutes and 52 seconds until their attention spans are exhausted. The average adult attention span has plummeted from 12 minutes a decade ago to just 5 minutes now, according to a Fortune.com article.

Craft your material so that your message directly speaks to the audience members. Give solutions, insights, inspiration, or even entertainment. Just don't make your presentation all about you and your ideas.

## 9.3 VISUALIZE YOUR FUTURE WITH A VISION BOARD



Preparation: 30 mins

Duration: 45 mins

Size: Unlimited

Age: 13+

Tags: design planning

visual board

storytelling

visualization

### Learning objectives:

- To prepare visual and comprehensive plans.
- To familiarize the participants with long term planning.

### When to use it?

When teaching about organization and career planning

### Materials:

Posters or A3 sheets, color pencils, a bunch of inspirational stock pictures

### How?

### Preparation:

- Read the info box on Vision Board.
- Find three example visual boards, online.
- Find images, quotes or pictures that represent success or capture the emotions the participants might feel when they have reached their goals. You can use magazines or websites such as Pinterest, stock

### VISION BOARD

A vision board is a tool used to help clarify, concentrate and maintain focus on a specific life goal. Literally, a vision board is any sort of board on which you display images that represent whatever you want to be, do or have in your life.

What's the point of making a vision board, you ask? Simply put, we tend to be very busy and are constantly bombarded with distractions. Creating and using vision boards serves several purposes, some of which include helping you to identify your vision and give it clarity, reinforce your daily affirmations and keep your attention on your intentions.

image sites or the image gallery. The images you select should inspire them or evoke positive emotions.

### Presentation:

1. Ask participants to list their dreams and goals and to imagine their ideal life. Remind them that there are different components of their life, such as wealth, health, career, relationships and school. It doesn't matter if they haven't figured out exactly how they will achieve their goals. It helps to have prompts or questions to get them started. Ask them questions like:
  - Where have you always wanted to live?
  - What would your dream house look like?
  - What is your dream vacation?
  - What do you want to achieve at work or in your career?
  - What does your ideal work space look like?
  - If you had all the time in the world, how would you spend it?
  - What is an organization or cause you have always wanted to support?
  - Who are people you would like to meet or see?
  - Think of places you want to see and things you want to do before you die. You really can't mess this up, so don't overthink it.
2. Then ask them how they plan on achieving their goals. Show them ex-

amples of visual boards and explain to them what a visual board is (see info box) and how athletes and business people use it to plan their life.

3. Hand out paper or posters, color pens and pictures so that they can start making their visual boards representing the list of goals they made.

### Follow-up questions:

How do you usually learn about new people and organizations?

### Possible variations:

If you feel like you need a little positive reinforcement to get started, host a vision board party and ask participants to bring magazines and their laptops. Working on their vision board with a group may drive them to complete the project faster. It also serves as a built in accountability group for their vision.

## 9.4 RETELL THE STORY WITH PICTURES



Preparation: 30 mins

Duration: 60 mins

Size: Unlimited

Age: 13+

Tags: reporting

presentation

online tools

visualization

infographics

### Learning objectives:

- To understand the importance of visuals in presentations.
- To learn about online visualization tools.
- To learn about storytelling structure.
- To learn how to prepare infographics for lengthy texts.

### When to use it?

When learning about visual storytelling and presentation.

### Materials:

Flipchart, color pencils, news articles or reports, projector.

### How?

#### Preparation:

- Read the visual storytelling part on page 61 and the info box about Infographics.

### INFOGRAPHICS

Information graphics or infographics are graphic visual representations of information, data or knowledge intended to present information quickly and clearly. They can improve cognition by utilizing graphics to enhance the human visual system's ability to see patterns and trends.

Similar pursuits are information visualization, data visualization, statistical graphics, information design, or information architecture. Infographics have evolved in recent years to be for mass communication, and thus are designed with fewer assumptions about the readers knowledge base than other types of visualizations.



- Find relevant reports/articles from magazines for each group.
- Alternatively, ask them to find their own on the Internet.
- Use the examples of infographics from this scenario's appendix.

### Presentation:

1. Ask the participants about what news sources they read and in which format.
2. Ask them what they know about infographics. Explain what infographics are, which components they consist of, why/how they are used to tell complex stories and show examples.
3. Divide the participants into groups of two to three. Then hand out one flip-chart to each group, along with color pens and one article to read first.
4. Ask each group to draw an infographic version of the story by drawing figures and using only one sentence for each figure.
5. In the end, each group make a 3 to 5 minute presentation about their

- infographic.
6. Invite the audience to give feedback on each infographic. Focus not on the aesthetic of the infographics, but on how clearly it was converted into an infographic.

### Follow-up questions:

Which format of information would you prefer while reading? Infographic or traditional reporting?

### Possible variations:

Alternative 1: Instead of news reports, you can also use CVs and business proposals.

Alternative 2: You can ask students to bring their laptops/tablets and design their infographics by using one of the online infographics tools from the appendix for this scenario.

## 9.5 SHOW ME YOUR STORY



Preparation: 60 mins

Duration: 60 mins

Size: Unlimited

Age: 13+

Tags: design photo

presentation

online tools

data visualization

infographics

storytelling

### Learning objectives:

- To learn about storytelling.
- To make more engaging presentations.
- To use online visualization tools.

### When to use it?

While learning about visual storytelling and presentation.

### Materials:

Computer or tablets.

### How?

### Preparation:

- Read the visual storytelling part on page 61.
- Read the guidelines on how to use the free online visualization tools listed in the resource section and choose one of them.
- Send the participants links to the good examples

of visual stories (see some examples in the appendix for this scenario)

**Presentation:**

1. Introduce the class to the different components that make up a good visual storytelling. Use examples from different fields like reporting, and business.
2. The participants should then open the examples of visually told stories you sent them and analyze them by considering the following the questions:
  - What visuals make up the story?
  - Do the visuals represent or add emphasis to what the author is trying to convey?
  - What is the tone of the story? (fun, serious, celebratory, etc.)
  - Are the visuals intriguing? Does they inspire you to want to know more?
  - Do the visuals tell a story (or start to) within seconds of seeing it?
  - Do the visual work for print, TV, online and social media?
  - Are the visuals memorable and meaningful?
3. Divide the participants in groups of two. Then let them choose one of the

following story topics to tell:

- A story about a successful entrepreneur.
  - Their own life experience.
  - Their parents' life.
  - The life of a historical figure.
  - The story of a company.
4. Tell each group to plan their stories in terms of: data collection method, visual elements and genre or the tone of the story.
  5. Ask each group to build their stories using one of the free visual storytelling tools / infographics tools listed in the appendix for this scenario.
  6. Next, each group exchanges their visual story with the next group and analyzes the story they received using the same questions listed above.
  7. Invite the audience to give feedback on each story. Focus not on the aesthetic of the product, but on how clearly it was converted into a visual story.

**Possible variations:**

Alternatively, participants can present their visual stories and give feedback to each other in small groups.

## 9.6 MOTION YOUR STORY



Preparation: 30 mins

Duration: 2-3 hours

Size: Unlimited

Age: Any

Tags: stopmotion

presentation

online tools

visualization

animation

### Learning objectives:

- To use a stop motion technique to create a simple two-dimensional and/or three-dimensional animation that communicates an idea.
- To learn an alternative method of visualization.
- To learn how to plan a multimedia production.

### When to use it?

When teaching about visual storytelling and effective communication methods.

### Materials:

Flipchart paper, color pencils, news articles or reports, projector.

### How?

#### Preparation:

- Read the info box about stop motion animation.

### STOP MOTION ANIMATION

Stop motion animation (also called stop frame animation) is animation that is captured one frame at a time, with physical objects that are moved between frames. When you play back the sequence of images rapidly, it creates the illusion of movement.

The basic process of animation involves taking a photograph of your objects or characters, moving them slightly, and taking another photograph. When you play back the images consecutively, the objects or characters appear to move on their own.

You see stop motion animation all the time—in commercials, music videos, television shows and feature films—even if you don't realize it. While it is common for people to think of stop motion as just one specific style, such as clay animation, the reality is that stop motion techniques can be used to create a wide range of film styles.

- Find interesting examples of stop-motion movies. You can find links to some examples in the appendix for this scenario.

### Presentation:

1. Explain what stop motion animation is and what materials are required. Remember to also discuss 2D and 3-D techniques.
2. Show different examples of stop motion animation. Showing videos from "Making Of" documentaries is a great way to begin discussing the techniques and strategies used in stop motion.
3. Have participants create a 15 second promotional video on any topic they want. Have them discuss, brainstorm, and write everything down. Challenge students to suggest new ideas and to further develop existing ideas. Even weak ideas can be developed into something good!
4. Remind students that great ideas can come from simple, every day experiences.
5. Have students take notes and write down their thoughts on the plot, the scenes, the characters, and any extra details that come to mind. Use the linked handout to get them started!
6. KEEP IT SIMPLE! The shortest and simplest concepts are the easiest to animate. Limit them to one or two characters so that they can concentrate on the details.
7. The approach students take (2-D, 3-D or combined) should support their overall idea.
8. A script is the written description of the actions that will take place. Ask students questions to help them plan their storyboards such as:
  - What is the theme or idea?
  - What sort of character would you like to create?
  - How long do you expect it to be? How many frames and fps is that? (Make them do the math!)
  - Who in your group will do which production jobs?
  - What materials or objects will you need?
  - What kind of background will you need?
  - Will 2D or 3D technique work better for this particular story? Why?
  - What different shots do you need? What close-ups?
  - Attach your storyboard! Have you made any changes to the shots, such as the scale, pace or angle?
  - What else do you want to say about your idea?
9. The story is then ready to be visually depicted as a storyboard outlining the plot, characters, and backgrounds. Remind students that storyboarding and planning on paper saves time and energy because this way they will have figured out all the details before committing to the animation.

Storyboarding will also ensure that each group selects the approach that is best suited to their story. Using a poster board, preferably a large one, and a packet of post-it notes, sort out the ideas and images that will be used to tell the story. Divide up the page to write down the sequence of shots and draw in key transitions or moments. Take notes as necessary. The sections of the storyboard should be labeled with sequence, camera angle, timing, and other directorial information.

10. Once the groups have created their storyboards, they need to begin gathering their props, characters, and back drops in order to get ready to film their animation.
11. Show them how to use their smartphones to make a stop motion anima-

tion by following the guidelines in the info box.

12. Tell them to download the Stop Motion Studio app and show them how to use it.
13. Students can then start filming according to their plan.
14. When done, they can save the final product and upload it to Youtube to share with other participants.

#### **Follow-up questions:**

How well did the groups work together? How well did group members communicate? To what extent did each group member contribute to the project?

#### **Possible variations:**

The workshop can be divided into two to three parts in case of limited time.



## 9.7 MEET THE PRESS



Preparation: 30 mins

Duration: 60 mins

Size: Unlimited

Age: 13+

Tags: interview

reporting

press release

listening

media relations

### Learning objectives:

- To practice interviewing.
- To improve structured speaking practice.
- To learn how to write a press release.
- To learn how to write a report.
- To practice listening and taking notes.
- To reflect on one's resume.

### When to use it?

While learning about communication skills.

### Materials:

Photocopies of CVs, sticky label.

### How?

#### Preparation:

- Find samples of press releases.
- Make copies of the CVs and the interviewee sheets for each participant.

The interviewee sheets should contain detailed information about the famous people you choose for this exercise.

- Read about how to interview people here: <https://www.articulatemarketing.com/how-to-interview-someone>.

### Presentation:

1. Tell students that they got a job as a reporter for a magazine about famous people. They are going to interview some famous people so they need to prepare some general questions that they can ask any famous person, such as an actor, singer, athlete or politician.
2. Choose two volunteers from the group to be the famous people and give them the interviewee sheet which includes detailed information about the



- famous people they will act out.
3. Distribute the CVs of the two famous people they will be interviewing to the rest of the group.
  4. Give some examples, like, 'Do you enjoy your job?' or 'Are you happy being so famous?' and get students to write four questions and put them into a table with the questions going down the left hand side and space for five columns to the right.
  5. While the interviewees are studying the information about their characters, ask the rest of the class to study their CV's to get a better understanding of their career and life.
  6. Ask students which famous person they would like to be. Give each one a sticky label or a sticky note for them to write the name of the famous person on and stick to themselves.
  7. Put students into two concentric circles with the inner circle facing out and outer circle facing in.
  8. Tell students that they are going to interview the person directly in front of them for two minutes and note down all the information they find out. They are also going to be interviewed.
  9. The facing pairs take turns in the different roles of interviewer and famous person. Say "stop" every two minutes and ask the outer circle to step one person to the right. Say "start" to give students two more minutes with a new famous person.
  10. When each student has interviewed

and been interviewed five or six times stop the activity and tell the students to sit down. The information they have gathered about the famous people can then be shared with the group orally or used to write an article for a gossip magazine.

#### **Possible variations:**

If you have an odd number of people, take one person out of the circle each time you rotate the other circle. This person can help you monitor the group and can walk around the circle listening and making note of any mistakes they hear.

## 9.8 VISUAL TIMELINE



Preparation: 30 mins

Duration: 60 mins

Size: Unlimited

Age: 13+

Tags: storytelling

visualization

### Learning objectives:

- To understand the importance of visuals in presentations.
- To learn about reflective planning through visual storytelling.

### When to use it?

Use this when you want a fast, energizing, and visual method for quickly reflecting on life stories of the participants, or to surface compelling stories from their lives that they might otherwise never have thought of.

### Materials:

Blank piece of paper for each participant. If you have plenty of table space, flipchart papers are even better. If space is an issue, some participants may be willing to take off their shoes and get down on the floor

to work. Markers or pens for each participant, preferably in a variety of colors.

### How?

#### Preparation:

- Read the Visual Timeline infobox.

#### Presentation:

1. Ask the participants to identify an event they wish to depict on their timeline. Here are some examples:
  - Create a story about a sporting event
  - Tell a more complex and broad story about what happened over the course of one year at your school
  - Tell the story of a weekend at the beach last summer (with Mom, Dad,

and the kids).

- Recall your changing emotional state since this morning, creating a mindfulness diary.
2. You can tell the participants that they can depict very brief and recent events as well as complex ones.
  3. Establish the start and end dates: Have the participants turn their blank page sideways (landscape). This page is the canvas for their timeline.
  4. Have them draw a line near the bottom of the page, leaving plenty of room above it.
  5. Because this is their story, they get to decide when it starts and when it ends.
  6. Consider everything that happened from the beginning to the end. Positive events should be written above the timeline and negative events should be written below.
  7. Point out to them that they created a simple line in less than 2 minutes that is loaded with meaning, feelings, and memories.
  8. Invite the participants to bring it to life by adding even more meaning to the line.
  9. Ask them to fill in the timeline with text, titles, and simple icons and stick figures to bring a little more meaning to the presentation.
  10. To build participants' confidence in their own visual competency, you can provide an Icon Cheat Sheet to demonstrate how simple stick figures,

arrows, and icons can communicate a great deal of meaning. You can find the Icon Cheat Sheet in the Appendix.

11. Finally, ask them to write the title of story beneath the line.
12. Expect to see many participants take out their cell phones to capture a picture of their drawing.
13. The final step is to take turns telling the stories. In small groups, ask them to present their visual timeline and answer questions.

#### Follow-up questions:

Was there any part of your timeline you had difficulty explaining?

What did you gain from reflecting on your past experiences?

#### Possible variations:

The activity can be turned into a collective visualization if your group has a common story to share about their school or organization. They can start by writing the start and end dates on the timeline and then begin to fill in the different components of their story.

#### VISUAL TIMELINE

A Visual Timeline is a classic storytelling device in which you or your team will reconstruct the story of a past event by drawing a dynamic line that depicts the ups and downs of the event.



## **CHAPTER 10 ENTREPRENEURSHIP**

**10.1 Are You Ready To Become An Entrepreneur?**

**10.2 Start Your Business With A Paper Clip**

**10.3 Think Twice Before You Answer**

**10.4 Launch Your Boats!**

**10.5 Get Ready To Make A Profit!**

**10.6 The Business Model Canvas - Plan Your Business On One Page!**

**10.7 Leading Your Organization With Style**

**10.8 Building an Ethical and Responsible Business**

## 10.1 ARE YOU READY TO BE AN ENTREPRENEUR?



Preparation: 15 mins

Duration: 40 mins

Size: 5-30

Age: 14+

Tags: entrepreneurship

self-evaluation

### When to use it?

When evaluating personal qualities or skills necessary to become an entrepreneur.

### Materials:

- printed papers with the Entrepreneurial Quotient test and results
- pens and markers
- printed explanations of the quiz
- one flipchart paper

### How?

#### Preparation:

- Print the Entrepreneurial Quotient quiz (see appendix for this scenario) adapted from *Start Your Own Business, Sixth Edition: The Only Startup Book You'll Ever Need*; the test was initially

developed by Northwestern Mutual Life insurance. Each participant needs a copy of the test.

- Read the short presentation of the Entrepreneurial Quotient quiz from the appendix for this scenario.

#### Presentation:

1. Ask the participants what they think the most important qualities of an entrepreneur are. Write them down on a flipchart. You can use a well-known entrepreneur from your own community as an example so that the participants have a real person in mind when thinking about specific qualities.
2. Once the brainstorming is done, introduce to the participants the idea that entrepreneurship abilities can be tested, and that during this exercise

- they can test their Entrepreneurial Quotient / Coefficient.
3. Give each participant one printed Entrepreneurial Quotient quiz and give them around 15 to 20 minutes to answer to the quiz.
  4. After everyone is done filling out the quiz, give each participant one printed page with the results of the quiz. Help the participants to grade their results one question at a time. Explain to the participants why some answers are more “entrepreneurial” than others (use the explanations of the quiz presented in appendix for this scenario).
  5. Recap the most important qualities and skills that are important to have in order to become a successful entrepreneur. Write down the new skills they learned about from the test on the flipchart.
  6. Remind the participants that having these qualities and abilities does not mean that one will automatically succeed as an entrepreneur and that it also takes a lot of hard work.

**Follow-up questions:**

Now that you know your EQ (Entrepreneurial Quotient), what skills do you have that you think will be most helpful in starting your own business?

What skills do you need to develop and how do you plan on doing so?

**Possible variations:**

For step 1., you could ask the participants what an entrepreneur is from their point of view, instead of just asking about entrepreneurship abilities.

## 10.2 START YOUR BUSINESS WITH A PAPER CLIP



Preparation: 30 mins

Duration: 45 mins

Size: 5-20

Age: 13+

Tags: entrepreneurship

creativity

alternative use

thinking outside the box

### When to use it?

- when evaluating creative potential.
- when encouraging out of the box thinking and attitudes.
- when trying to get participants to understand how creativity and innovation helps in business development.

### Materials:

- pens, sticky notes, flipchart papers, markers, paper clips

### How?

#### Preparation:

- Read the short presentation of the Alternative Uses Test from the appendix for this scenario.

#### Presentation:

1. Initiate the discussion by asking the participants to define "creativity"

and write down their answers on a flipchart.

2. Then, ask them what the main aspects are that one should have in order to be considered creative. Write down their answers on the flipchart paper.
3. Give each participant a paper clip and a stack of sticky notes and give them three minutes to think up as many ways as possible that a paper clip could be used. They should use a different sticky note for each idea.
4. The participants then stick their ideas on a flipchart while presenting them. For each new participant, ask them to stick only ideas on the flipchart that aren't already there.
5. After all the ideas are on the flipchart, with the help of the participants, split the sticky notes into three categories:
  - The paper clip is used as is



- The paper clip has been changed in some way
  - A new object has been added to the clip paper, creating a new product.
6. Moreover, analyze together with the participants their ideas from the following perspectives:
- Fluency (how many uses each person found in comparison with the total number of uses found by the group);
  - Originality (how unusual an idea is);
  - Flexibility (how many areas the idea covers; for instance, if a person mentioned the idea of using paper clips as earrings, and also as parts of a necklace, then the person covered just one area of activity);
  - Elaboration (how detailed the ideas were).
7. Ask the participants how they reached these ideas, and then introduce the idea that creativity can be trained, through daily exercises like this one.
8. Now, ask the participants why creativity could be important in business. Based on their answers, explain that it is not enough to be creative and to think outside the box, but it is equally important to be able to put creativity into practice in order to solve problems in the community or respond to needs or business opportunities.

**Follow-up questions:**

Ask the participants to share what happen once they saw the others' ideas on how to use a paper clip. Did they get more ideas as well?

By looking at the different ways to use a paper clip that the participants suggested, ask them how many alternative uses they found before they actually started to get more creative in using a paper clip. What does this tell them? Help them come to the conclusion that it is very important to keep challenging themselves and that the best ideas usually come later, rather than at the beginning of the process.

**Possible variations:**

The chosen object for thinking alternative uses can vary (a jar, a spoon, a balloon, a chair, etc.). The scenario can be extended with an additional activity in which you split the participants in groups of five, and ask the groups to prepare an a poster as an advertisement to sell an idea resulted from the previous activity on how to use a paper clip. Each group then pitches their idea for one minute.

## 10.3 THINK TWICE BEFORE YOU ANSWER



Preparation: 30 mins

Duration: 60 mins

Size: 5-20

Age: 14+

Tags: entrepreneurship

critical thinking

### When to use it?

- when trying to teach about the importance of critical thinking.
- when practicing critical thinking.

### Materials:

printed handouts with the questions from steps 1. and 2.; pens, flipchart papers, markers

### How?

#### Preparation:

- Print out the questions from steps 1. and 2.
- Read about critical thinking presentations in this toolkit
- Prepare the flipchart paper with the statements from step 4.

#### Presentation:

1. Start the exercise with a short game.

Give each participant a handout with the following questions and ask them to respond to them in 3 minutes:

- a. How do you put a giraffe in a refrigerator?
- b. How do you put an elephant in a refrigerator?
- c. The Lion King is hosting an animal conference. All the animals attend - except one. Which animal does not attend?
- d. There is a river you must cross but it is used by crocodiles and you do not have a boat. How do you manage?

The correct answers are:

- a. Open the refrigerator, put the giraffe in and close the door. This question tests whether participants tend to think about simple

things in an overly complicated way.

- b. Open the refrigerator, take out the giraffe, put in the elephant and close the door. This tests the participants' ability to think through the repercussions of their actions.
- c. The elephant. The elephant is in the refrigerator. This tests participants' memory.
- d. You jump into the river and swim across. All the crocodiles are attending the animal conference. This tests whether the participants learn quickly from their mistakes.

2. Split the participants in groups of five people, and tell them the next story adapted from <http://www.about.com/education/>: You were assigned to conduct a tour of aliens who are visiting our planet and are interested in observing human life. You fly with them over a stadium where two teams are playing soccer. Try to answer the following questions for the aliens:

1. What is a game?
2. Why are there no female players?
3. Why do people get so passionate watching other people play games?
4. What is a team?
5. Why can't the people in the seats just go down on the field and join in?

3. Each group presents their answers briefly and then debrief the session by

explaining that we all carry around certain assumptions and values. For instance, in some communities, people will not accept the idea of women playing soccer. The participants will probably explain to the aliens that women also play soccer, just with the men. Try challenging the participants with more questions while they present so as to encourage them to think more deeply about their answers.

4. Use the flipchart with facts versus opinions and ask participant to quickly decide whether the statements are facts or opinions. Read the statements one by one and interact with the group. The statements, adapted from <http://www.about.com/education/>, are as follows:

- My mom is the best mom on Earth.
- My dad is taller than your dad.
- My telephone number is difficult to memorize.
- The deepest part of the ocean is almost 11,000 meters deep.
- Dogs make better pets than cats.
- Smoking is bad for your health.
- 85% of all cases of lung cancer are caused by smoking.
- The size of a soccer ball is roughly 22 cm in diameter.
- Playing soccer is fun.
- China is the country with the largest population on Earth.
- According to a perception study, two out of ten European citizens are boring.

5. Debrief the session by explaining to the participants the importance of being able to tell the difference between facts and opinions when talking with people, making presentations, or when opening a business - when it is even more crucial to know facts about the market, the customers and their competition.

**Follow-up questions:**

How do you think critical thinking could help you in your future career? Challenge participants to talk about their assumptions and how they should be more

skeptical. They should consider all of the alternatives they have (from facts) and the influence that the alternatives could make.

**Possible variations:**

For steps 2 and 4 you can use a different story and different statements (facts and opinions).



## 10.4 LAUNCH YOUR BOATS!



Preparation: 30 mins

Duration: 45 mins

Size: 5-30

Age: 14+

Tags: entrepreneurship

production and sales

market

### When to use it?

- when trying to understand how production, sales and market are connected.
- when trying to understand how market, customers and competition can influence your business.

### Materials:

several A4 sheets of paper (about 50 to 100 depending on the size of the group), colored pencils, colored notes that will be used as mock money

### How?

#### Preparation:

- Read the section *Know Your Clients, Sell Your Product* from Part B.
- Print out a boat building scheme (for

each group of 4 or 5 people).

#### Presentation:

1. Split the participants into groups of four or five people. Each group represents a boat factory.
2. Give each group 10 A4 papers and some colored pencils. This is an investment made by a business angel who asks them to use the paper sheets and the colored pencils to build boats and to prepare the factory for the next boat fair where they have to sell their boats. They have only 8 minutes to build the boats and prepare to sell them at the fair. Give no instructions on how to build the boats.
3. At the fair, the business angel decides to buy everything from the market - all the boats, no matter the quality

nor the price. You play the role of the business angel and visit each group's exhibition of boats. Without negotiating, you buy all of the boats. Give the participants mock money, in accordance with their request.

4. Now that each group has a certain amount of money, tell them that if they want to continue to build boats and prepare for the next fair, they have to buy the papers and the pencils. You set a price for each sheet of paper and pencil, and ask each group to decide what they want to buy and how much they want to buy.
5. The groups have 8 minutes to build the new boats and prepare for the new fair.
6. At the second fair, you play the role of the business investor and talk with each factory and explain that you have poor finances and that you cannot afford spend a lot of money today. You buy the cheapest one of the three boats (don't buy from each factory!).
7. If they still have money, the factories can decide to buy more paper or more pens.
8. You give them good news; a new investor is coming that is interested in boats but is only interested in boats made using a precise technique. Tell the groups how the investor wants the

boats made for the fair.

9. Each group has 10 minutes to prepare the new boats or re-model the old ones.
10. It's now time for the third fair. You play the role of the investor and buy only the boats from each factory that really satisfy in terms of quality.
11. End the game by explaining the concept of supply and demand. Explain how production and sales can be influenced by competition, market requirements and market fluctuations. Using the three fairs as examples, explain how you can adjust the market in your favor when you know how to optimize costs, production, marketing and sales.

#### Follow-up questions:

Now that you know how your clients might react to your products, what will you do differently next time? (For instance at the first phase, when the demand on the market is high - maybe raising prices and producing more would be a good idea). What are the main things you will keep in mind for your future business?

#### Possible variations:

You can choose another object that can be built from paper as long as it's not too easy or too complicated to make.

## 10.5 GET READY TO MAKE A PROFIT!



Preparation: 30 mins

Duration: > 60 mins

Size: 6-15

Age: 14+

Tags: entrepreneurship

financial education

break-even point

profit

### When to use it?

- when learning about types of costs and pricing.
- when learning about how to calculate a break-even point.
- when learning how production, sales and profit are related.

### Materials:

A4 papers, pens, three flipchart papers, markers

### How?

#### Preparation:

- Read the section *How Can You Be Sure You Can Make a Profit With Your Business?* from Part B.
- Practice the formulas and the calculations from the exercise described in the presentation phase.

### Presentation:

1. Split the participants into groups of three.
2. Tell the participants the following story: *"You discovered you are a talented baker. You are especially great at making carrot cake. You sold your first carrot cake last week to your aunt and she started to promoting your skills. Now everyone calls asking for carrot cake - family, friends, neighbors. After two months of intensively making carrot cakes, you decide to open a small business, rent a place and make and sell carrot cakes professionally. You meet your wise friends for a coffee and ask them to help you decide costs and prices."*
3. Ask each group to make a list with the costs they can think a small business



like that will have. Ask them to come up with a price for the carrot cake.

4. Each group will then present the costs they identified. As they present, take notes on a flipchart. Draw a line down the middle of the flipchart and on one side write a list of fixed costs and on the other side write a list of variable costs. Explain to the participants the differences between the two types of costs.
5. Ask each group how they decided on the price. Explain to the participants that there are three ways of pricing products- based on costs, based on what clients are willing to pay, or a combination of these two strategies.
6. After they've discussed their strategy of pricing, explain the concept of profit. Keep it simple and explain that profit represents the difference between revenues/sales and costs. Write the following formula on a flipchart: Revenues-Costs=Profit.
7. Now ask the groups if they know how many carrot cakes per month their friend should make in order to reach the break-even point. Explain the break-even point as the point where revenues equalize costs, the point when the small business starts to make a profit.
8. Demonstrate how the break-even point is calculated using the costs and prices they provided previously, or using the following example:  
If for one carrot cake, the variable

costs are 2 euro, and the monthly fixed costs for the business are 2000 euro; and the price set for one carrot cake is 10 euro, here is how to calculate the break-even point:

$$\begin{aligned} \text{Revenues/Sales} &= \text{Costs, and } x = \text{the number of carrot cakes needed to be produced and sold} \\ x * 10 &= x * 2 + 2000 \\ 10x - 2x &= 2000 \\ 8x &= 2000 \\ x &= 2000 / 8 \\ x &= 250 \end{aligned}$$

In conclusion, the friend has to make 250 carrot cakes/month; which means more than 11 carrot cakes per working day.

Explain the participants that this is just an example, but any beginner in entrepreneurship should calculate the break-even point, make a rational decision about pricing and find solutions to optimize costs and production, and/or increase prices.

9. Now ask the participants to exercise this formula, but this time they should calculate how many carrot cakes must be produced and sold if their friend needs a profit of 4000 euro/month. Provide the starting formula on a flipchart paper:

Revenues-Costs=4000 euro. Give them 10 minutes to do the math.

10. Ask participants about their calculations and quickly demonstrate on the flipchart the correct calculation:

$$10x - (2x + 2000) = 4000$$

$$10x - 2x - 2000 = 4000$$

$$8x = 6000$$

$$x = 750$$

11. Recap the main concepts with the help of the participants: costs (variable, fixed), break-even point, profit. Insist on the idea that an entrepreneur can optimize his/her profit by applying different strategies on costs, production, pricing and sales.

**Follow-up questions:**

What would you do if you were the talented baker from the story? What would decide with regards to opening the business and what factors would influence your decision?

**Possible variations:**

You can adapt the type of business/product you use in your example if you have an idea that you think would be more interesting to the group.



## 10.6 BUSINESS MODEL CANVAS - PLAN YOUR BUSINESS ON ONE PAGE!



Preparation: 60 mins

Duration: 90 mins

Size: 5-30

Age: 14+

Tags: entrepreneurship

planning

business plan

### When to use it?

- when developing a business idea into a real business plan.
- when planning projects that involve different clients and stakeholders.

### Materials:

flipchart (one for each group of 5 people, and one for the trainer)  
 sticky notes - 2 to 5 different colors, markers, projector and laptop

### How?

### Preparation:

- Read *Imagine Your Business. The Business Model Canvas* section from Part B and watch the short video presentation of the Business Model Canvas here: <https://www.youtube.com/watch?v=QoAOzMTLP5s>;

[watch?v=QoAOzMTLP5s](https://www.businessmodelgeneration.com/downloads/business_model_canvas_poster.pdf);

- prepare a flipchart by using the Business Model Canvas available at this link: [http://www.businessmodelgeneration.com/downloads/business\\_model\\_canvas\\_poster.pdf](http://www.businessmodelgeneration.com/downloads/business_model_canvas_poster.pdf) or on [yourkite.org/toolkit/business-model-canvas](http://yourkite.org/toolkit/business-model-canvas).
- using sticky notes, prepare a presentation of a project/business idea (choose a simple one that people from your group might be familiar with!). Follow the nine areas of the canvas. Use at least two types of clients so that your audience can understand how clients can become key partners or provide key resources.

### Presentation:

1. Brainstorm with the participants the main components of any project (goal,

- objectives, problem, target group, activities, methodology, predicted results, budget, etc.) or of any business idea (products, clients, channels of distribution, prices, costs, promotion etc.).
2. Present the business model canvas as a tool for having every component of a project/business idea on one page.
  3. Apply the Business Model Canvas to the project/business idea you prepared before the workshop as an example. Present how the model works for at least two different clients' segments. Show how the nine elements are related and explain each component: clients/customer segments, value propositions, customer relationships, channels, revenue streams, key activities, key resources, key partners, and cost structure.
  4. Split the participants into groups of five and give each group a flipchart.
  5. Ask each group to prepare the flipchart paper with a Business Model Canvas.
  6. Ask each group to come up with an idea of a project they would like to start in their community, school

or neighborhood and to prepare a presentation of the project using the Business Model Canvas.

7. Each group has to make a 5 to 7 minute presentation of their project.
8. You should give feedback on each project. Focus not on the idea of the project, but on how the project was planned using the Business Model Canvas.

#### **Follow-up questions:**

How did your project idea develop during the exercise?

What new ideas or new questions did you come up with about your project when using the Business Model Canvas?

What can you say about the sustainability of your project based on the business model you developed?

#### **Possible variations:**

To make step 6 easier for the participants or to shorten the exercise, you can prepare one or more short descriptions of different projects and ask them to portray those projects using the Business Model Canvas.

## 10.7 LEADING YOUR ORGANIZATION WITH STYLE!



Preparation: 25 mins

Duration: 45 mins

Size: 15

Age: 14+

Tags: entrepreneurship

leadership

leadership styles

### When to use it?

- when developing a business idea into a real business plan.
- when planning projects that involve different clients and stakeholders.

### Materials:

flipchart papers, markers

### How?

### Preparation:

- print out the three scenarios that describe three types of leaders (democratic leader, laissez-faire leader, and autocratic leader) from the appendix of this scenario.
- read the *Leading Your Organization With Style* section, from Part B.

### Presentation:

1. Split the participants into three groups and select one person from each group who will be the leader of the group.
2. Provide each leader (but NOT to the groups) with one of the three scenarios from the appendix of this scenario.
3. While the three leaders read the scenarios, provide each group with a flipchart paper and markers. Tell them that they will receive instructions from their respective leaders.
4. Now, leave the groups to be led by their leaders for about 15 minutes.
5. Each group then presents their decisions and results.

**Follow-up questions:**

What did you notice about your leader's behavior? What did you notice about your followers' behavior?

How did you feel as a leader or as a follower during the role play?

How efficient was the meeting?

What were the advantages and disad-

vantages of each meeting based on the leadership style?

**Possible variations:**

For step 2, you can provide another situation where both leadership and organization are needed in accordance with your audience's age and cultural background.

## 10.8 BUILDING AN ETHICAL AND RESPONSIBLE BUSINESS



Preparation: 40 mins

Duration: 90 mins

Size: 5-15

Age: 14+

Tags: entrepreneurship

business ethics

### When to use it?

- when learning about entrepreneurs/ companies' responsibilities towards different stakeholders such as customers, employees, suppliers and the community as a whole;
- when learning about the basic ethical principles that a company/entrepreneur should have.

### Materials:

A4 pieces of paper, pens, flipchart papers, markers

### How?

#### Preparation:

- Read the *Building an Ethical and Responsible Business* section, from part B. Read also the *Ten Principles of UN Global Compact* from the appendix

for this scenario or from the following link: <https://www.unglobalcompact.org/what-is-gc/mission/principles>;

- Print out, on separate papers, the profiles of the companies from the appendix for this scenario.
- Print out or write on a flipchart paper the Ten Principles of UN Global Compact from the appendix of this scenario.

#### Presentation:

1. Ask the participants to stand up. Place sheets of paper on the floor with the companies' profiles you prepared. Tell them to imagine that these companies are all available in their community and make them choose a company to work for.
2. Read each profile aloud and ask the



participants to make a circle around the piece of paper with the name of the company that they will work for. Make a tally on a flipchart showing how many people wanted to work for which companies.

3. Discuss with the participants why they didn't want to work for the company that they chose as opposed to the other ones.
4. Split the participants into groups of five. Tell them to imagine that they are starting their own companies and that they have to decide together on their policies, which should be similar to the ones from the profiles used before. They need to also decide on what is not acceptable in their company with regards to their employees, customers, suppliers and the community in which they work. Additionally, they need to decide what they will do in order to benefit their customers, employees, suppliers and community. Explain to them that these are the decisions that go into developing a code of conduct for their company.
5. Give them 20 to 30 minutes to develop the code of conduct and then ask them to present it on a flipchart.
6. When the groups are done presenting,

find commonalities and differences between the codes of conduct. Use this feedback to introduce The Ten Principles UN Global Compact for companies.

7. Present the ten principles (using the print outs or the flipchart paper you prepared) and note the commonalities and differences between this code of conduct and the ones created by the participants.

#### **Follow-up questions:**

A an entrepreneur, for whom should you feel responsible while running your business?

What do you think will be the advantages and the disadvantages of being responsible for your community (customers, employees, community as a whole) while running your business?

#### **Possible variations:**

Instead of The Ten Principles UN Global Compact, you could use the OECD Guidelines for Multinational Enterprises (pp. 19-20) (see the link in the resources section) or another good example of a code of conduct of a company.



## CHAPTER 11 VOLUNTEERING

**11.1 Picturing a Volunteer**

**11.2 Defining Volunteering**

**11.3 What Is Out There For Me?**

## 11.1 PICTURING A VOLUNTEER



Preparation: 2 mins

Duration: 45 mins

Size: 8-30

Age: 14+

Tags: volunteering

visual

### When to use it?

- when learning about what volunteers do.
- when learning about various motivations to volunteer.
- when learning about if/how it is possible to benefit from volunteering.

### Materials:

Flipchart paper, markers & pens, post-its

### How?

1. Provide the participants with three post-its. Ask them to imagine a volunteer and individually write one trait that describes that volunteer on each paper. What is that volunteer like?
2. After everyone is ready, split the participants into groups of 4 to 5 people. In groups, the participants should

share the traits they wrote down and based on that, create together a picture of a volunteer. In doing so, they should:

- Draw the volunteer and create a story about the volunteer that you can later present to the others. Give the volunteer a name.
  - Try to answer the following questions:
    - What does he/she look like?
    - What kind of person is he/she?
    - What kind of volunteer work does he/she do?
    - Why is he/she a volunteer?
- (Write down these questions on a flipchart in case you do not want to have to repeat the questions several times)
- Tell the participants that they

have 15 min to finish the task and that they need to decide how they want to present their work to the others.

Provide the groups with colored pens or markers and one flipchart per group.

3. While the groups are working, prepare a flipchart where you will summarize the findings of the groups. Divide the paper into 3 sections, one for each of the following questions.
  - How is he/she?
  - What is he/she doing?
  - Why is he/she a volunteer?
4. Ask each group to present. While they are presenting, write down key words from each group that answer the questions above.
5. Make sure to hang up each picture of a volunteer so that every one can see them.
6. Summarize the findings of all of the groups. Ask the participants if they want to add something. Do all groups picture a volunteer in the same way?
7. Pick some of the pictured volunteers. Ask the participants what else might motivate the volunteer to volunteer. Talk to the participants about why people volunteer and explain to them that it can be a win-win situation. If you are a volunteer, tell them about your reasons for volunteering. If not, tell them about somebody you know or have heard of that is a volunteer and why they do it.

## 11.2 DEFINING VOLUNTEERING



Preparation: 2 mins

Duration: 25 mins

Size: 8-30

Age: 14+

Tags: volunteering

visual

### When to use it?

when defining what volunteering means and what a volunteer does.

### Materials:

Flipchart paper, markers & pens, post-its (if you haven't already done exercise 1, show video or print out stories about volunteering).

### How?

1. Base this exercise on exercise 1 or provide the participants with stories of various volunteers.
2. If you have not done exercise 1 with the group before: Analyze with the group the various volunteering roles based on the questions stated in exercise 1, point 3.
3. Based on the findings, ask the partic-

ipants to create individually a definition of volunteering.

4. Ask the participants to read their definitions aloud and agree upon one definition of the term. If the group is large, split the group into two sub-groups. Keep the two definitions or try to come up with one definition with the whole group based on the two different definitions.

### Follow-up questions:

Ask if everyone agrees with the definition and hang up the written definition.



## 11.3 WHAT IS OUT THERE FOR ME?



Preparation: 2 mins

Duration: 25 mins

Size: 8-20

Age: 14+

Tags: volunteering

visual

### When to use it?

When defining what volunteering means and what a volunteer does.

### Materials:

Printed out pictures of volunteering roles (see the appendix for this scenario)

Printed out volunteering test (see the appendix for this scenario)

Pens

### How?

1. Lay out pictures on the floor that represent volunteers in their various roles. Ask the participants to take one picture each.  
(If the group is large, you can also ask the participants to discuss and present a picture in pairs. You can find example pictures in the appendix section of this toolkit or you can search the

Internet on your own for pictures representing different volunteering roles)

2. The participants sit or stand in a circle and present the volunteering role on the picture by answering the following questions:
  - What is the volunteer doing?
  - Who are the beneficiaries?
  - Who organized the volunteering activity? Was it organized through an organization or individually?
  - How long or often will the person volunteer?

Write down the questions on a flip-chart if you want to avoid repeating the questions several times.

3. Add information when needed about each volunteering activity presented. Make use of the information provided in the theory section on volunteering. See fact box.



4. After all roles have been discussed, ask the participants if they would like to engage in a volunteering activity, what they would like to do and why. If the group is not too large, give each participant a chance to talk.
5. Tell the participants that you have a self-assessment quiz to help them discover what kinds of volunteering opportunities they might enjoy. You can find the test in the appendix section of this toolkit.

**Follow-up questions:**

Ask the participants if they agree with the test results. Did they find out something surprising? Is the result similar to the idea they had earlier?



## **CHAPTER 12 CAREER COUNSELING**

**12.1 Jump To The Future - Me At The Age of 30**

**12.2 I Love To - I'm Good At - It Pays Well To**

**12.3 Discovering Your Interests**

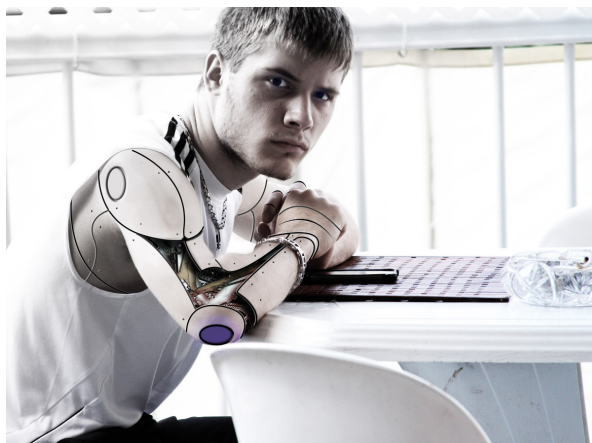
**12.4 What Is Success?**

**12.5 Quiz On The Labor Market**

**12.6 Preparing Your CV and Letter of Motivation**

**12.7 Get Ready For The Job Interview!**

## 12.1 JUMP TO THE FUTURE - ME AT THE AGE OF 30



**Preparation:** 5 mins

**Duration:** 40 mins

**Size:** 5-30

**Age:** 15-19

**Tags:** imagination

future

career planning

### When to use it?

- To encourage the youth to start thinking about their future (in general, not about their professional future).
- To let the youth discover the link between a “good future” and a conscious choice of a profession.

### Materials:

A4 paper sheets, colored pencils, flipchart paper, markers

### How?

This is exercise to be done individually. Participants should later present their results to the group . Here are the instructions:

1. Say: *"Imagine yourself at the age of 30. What will you look like? Where will you be living? What will your flat/house look like? With whom will you be*

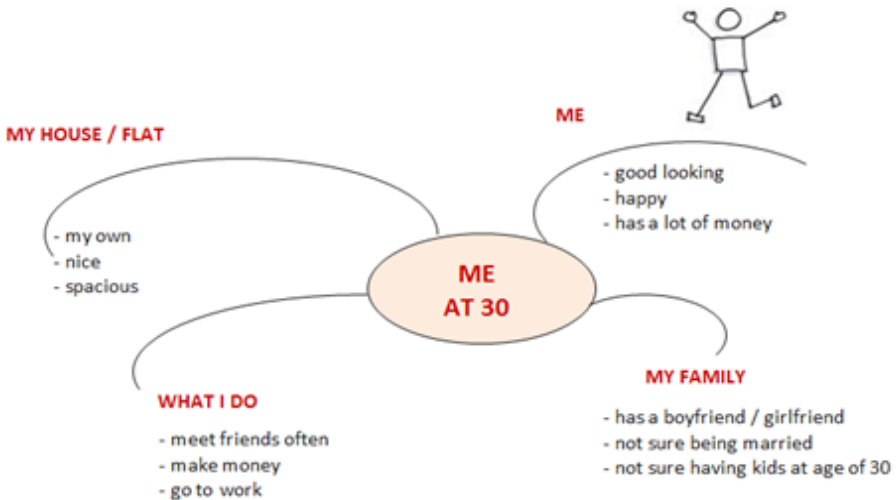
### FACT BOX

Most young people have no idea who they would like to be in the future or their choice is random, based only on what professions they have heard of. Sometimes, they aren't ready to even start thinking about their future- what they look like in 10-15 years, where they would live, etc. Everybody has dreams. The objective of this exercise is to visualize those dreams and make the youth aware of their dreams

- living? How will you spend your day?"
- After a few seconds say: "Don't share your images, but draw them. You have 10 minutes to draw what you think your life will look like when you are 30 years old."
  - After they are done drawing say: "Find a partner and present your drawings to each other. Each of you will have about 5 minutes to present. Look for similarities."
  - After both partners have finished, say: "I would like to note on the flipchart which elements you identified as common. What similarities did you identify?"
    - participants report similarities
    - trainer takes note of them on the flipchart -use a mind map method of taking notes. At the end you may come to a drawing like the one below.
  - At the end of exercise, summarize the similarities.
  - Ask the youth to reflect on the exercise.
  - If the youth don't say it explicitly, underline that there is a direct link between a "good future" (=being good looking, having a job, etc.) and a conscious choice of a profession. They should start to think about their careers now.

**Possible variations:**

Encourage your participants to draw images. If they claim that they're not good at drawing, say that they should just make simple drawings to reflect main their main ideas.



## 12.2 I LOVE TO - I'M GOOD AT - IT PAYS WELL TO



Preparation: 5 mins

Duration: 20 mins

Size: 5-30

Age: 15-19

Tags: self-assessment

future

career planning

### When to use it?

- To realize the main factors behind professional success and interrelations between them.
- To warm-up at the beginning of a workshop on career guidance.

### Materials:

Computer, projector, flipchart paper, markers, post-its, pencils

### How?

This exercise is to be practiced individually. Here are the instructions:

1. Complete the sentences:  
I love [to do]...  
I am good at...  
It pays well to...
2. Write down each response on the separate post-it
3. Do not share your answers with the group

### FACT BOX

If you do what you love and what you're good at, but you're not paid well, you will be happy but poor and if you are poor it's likely that you will become unhappy in the future unless you have somebody like your spouse or parents who provide you with financial support. If you do what you're good at and what pays well, but you don't like your job, you will have money, but you will probably be unhappy. It's rare to find somebody that loves their job and is paid well, but isn't good at it. You can achieve long term success and satisfaction in your professional life when you are able to combine all of these factors: when you do what you love, what you're good at and it pays well.

4. Put anonymous post-its on the board  
You have 3 MINUTES – let's get started!  
Please present the infographic on the right to participants. The conclusion of this exercise is: "the success is when you do what you love, what you're good at and what pays well".

**Follow-up questions:**

Think about people you know. Can you identify the groups mentioned above?

**Possible variations:**

As a warm-up exercise, provide a list of examples of future professions and ask the participants to choose one that is conducive to their personality traits. You can also use the exercise "What Is Success?" from scenario 12.4.



Source: <http://eskimon.wordpress.com>

## 12.3 DISCOVERING YOUR INTERESTS



Preparation: 5 mins

Duration: 60 mins

Size: 5-25

Age: 17-19

Tags: professional interests

personality types

career planning

### When to use it?

- To find out more about professional interests.
- To learn about personality types.

### Materials:

Pens, markers, flipchart, A4 sheets of paper

### How?

1. Ask the participants to draw what they like to do on a piece of paper. When they're finished, ask them to present themselves by saying "My name is ...and I like to...".
2. After the presentations are done, initiate the discussion on interests by asking the participants about how they discovered what they like to do. For instance, they might say "I like to.. because I am good at it" or "I like to... because I have been doing it since I was a child" or "I like to... because it is easy" or "I like to.. because I feel happy when I do it", etc.).

### RIASEC TEST

The RIASEC test was developed by John Holland in the '60s, and according to Holland the majority of the people have one of the six personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. These types develop on two axes, respectively: objects-people, and data-ideas. See the graphic below.

**Realistic** - people who are realistic like to work with tools, machines or plants and animals. They have manual and technical abilities and are usually stable, pragmatic, honest, persistent, and conformist. The most common jobs for the realistic type of personality are: engineer, ITist, mechanic, driver, etc.

**Investigative** - this type of personality describes an inclination for research, investigation in any forms, and in various sectors of activity (biology, physics, social, cultural). The investigative persons possess mathematical and scientific skills, and they prefer to work by themselves in solving problems. They are usually analytical, cautious, critic, curious, independent, introvert, rational, and accurate. The most common jobs are: physician, chemist, mathematician, biologist, etc..



3. Based on their answers, explain what interests are (what you like to do) and why these are important in choosing a career. Explain to them that interests come from various sources: heredity, learning experiences, preferences, specific abilities, previous successes, etc. These can be based on factors such as how much time one spends doing a certain activity, how often one does that activity, how involved one is in an activity, how often one speaks about a specific activity, how happy that activity makes them, how long one has been doing that activity, etc.
4. Tell them about personality tests. An example can be the Holland test (see info box about RIASEC). The participants can find out more about the test at home on the following website: <http://personality-testing.info/tests/RIASEC/>. The test license allows you to use it only for educational purpose, and not for giving psychological advice. Most people have one of the six personality types.
5. Lastly, explain the differences between traits (what you're like), values (what is important to you), skills (what you are able to do) and interests (what you like to do). This could help young participants redefine their resumes.

### Follow-up questions:

- What do you think about the interests you presented at the beginning of the meeting?  
 What type of job do you think would suit you?

### Possible variations:

For step 1, you could ask the participant to talk about the job they want to have in the future, instead of their interest or hobbies. Then based on the jobs they mention, you can start discussing interests.

### RIASEC TEST(CONTINUED)

**Artistic** - people with this type of personality like activities that are less structured, which call for more creative solutions and which require more use of the imagination. They are usually more expressive, and more sensitive, idealist, creative, disorganized, complex, independent, non-conformist. The most common jobs for this type of personality are those from art sectors - fine arts, music, writing, etc.

**Social** - the people who possess this type of personality need more interpersonal interactions. They like to teach people and to help them solve their problems. They are cooperative, friendly, generous, problem solvers, responsible, sociable. The most common jobs for these kinds of people are: teacher, social workers, human resources manager, adviser, etc.

**Enterprising** - these types of people prefer to work in teams, but only when they can lead the team. They avoid scientific or analytical work and prefer managerial roles. They are usually ambitious, dominant, energetic, impulsive, optimistic, talkative and sociable. The most common jobs for this type of personality are: sales manager, manager, politician, entrepreneur, etc.

**Conventional** - people with this type of personality are well organized. They like activities where they can work with data. These people are usually accurate, conformist, organized, persistent, efficient, scrupulous, and conservative. The most common jobs that these people take are: accountant, clerk, secretary, manager assistant, librarian, etc.

Most people will possess a dominant characteristic from the six types, however, the first three types (with the higher scores) will define a person's personality more precisely. Defining one's personality can help them to make more rational career choices.

## 12.4 WHAT IS SUCCESS?



Preparation: 10 mins

Duration: 20 mins

Size: 5-30

Age: 15-19

Tags: personality tests

labor market

career planning

future professions

role models

### When to use it?

- To realize the various aspects of success.
- To present dependency between successes, personality traits and professions in which these personality traits are important.

### Materials:

Computer, projector, Internet access, flipchart paper, markers, post-its, pencils

### How?

#### Step 1: What can be consider success for somebody your age?

[Group exercise] Try to name as many examples as possible of what could be considered success for a middle school/high school student.

Hint: Remember that even small successes count; try to think of different kinds of success.

### FACT BOX

There is a dependency between successes, personality traits and professions optimal for each person.

This exercise is designed to identify strengths in a more neutral way than people usually tend to think about them because the analysis is based on evidence and real achievements.

On the other hand, it helps to realize that certain personality traits are important in certain professions, broadening the perspective in planning a professional future.

**Step 2: What personal achievements are you most proud of?**

[Individual exercise] Write down at least 3 personal achievements. Keep it to yourself. Don't show anyone.

Hint: Remember that these don't have to be any spectacular achievements. It could be something small, that you're proud of.

**Step 3: Personality traits that contributed to your achievements**

[Individual exercise] Mark your personality traits that contributed to your achievements.

personality traits to be considered:

Honest	Cultured	Keen	Exuberant
Responsible	Dependable	Gregarious	Helpful
Adaptable	Discreet	Persistent	Humble
Compassionate	Fair	Capable	Suave
Patient	Fearless	Charming	Imaginative
Courageous	Observant	Precise	Meticulous
Loyal	Impartial	Confident	Obedient
Adventurous	Independent	Dutiful	Trusting
Affable	Optimistic	Encouraging	Valiant
Conscientious	Intelligent	Reliable	

**Step 4: Professions that are conducive to your personality traits that you just named**

[Individual exercise] Please look at the list of deficit professions and future professions and try to select 10 professions in which the personality traits you marked are important. These are professions worth considering.

**Possible variations:**

If you speak Polish you can skip step 3 and 4 and go to Your Potential (Twój Potencjał) online tool to analyze your achievements: <http://praca-enter.pl/potencjal> (available only in Polish).

## 12.5 QUIZ ON THE LABOR MARKET



Preparation: 1-2 h

Duration: 30 mins

Size: 15-25

Age: 15-19

Tags: imagination

future

career planning



### When to use it?

- To find out more about your strengths and how they are related with the types of professions optimal for you.
- To realize the various aspects of the success.
- To become familiar with the current situation and trends on the labour market, including future professions.

### Materials:

projector, computer

### FACT BOX

The knowledge on current situation and trends on labor market can be provided in form of quiz. Participants of the workshop are competing in groups of 3-5 persons trying to guess the correct answer. This kind of gamification technique makes providing the knowledge more attractive and easier to remember by participants. Sample questions based mainly on the situation and trends on the Polish labor market are presented below. You should modify the questions and answers according to the current situation and trends on the labor market in your country. The correct answers are in bold.

## How?

### Preparation:

- Look at the sample quiz in the appendix for this scenario.
- Modify the questions using relevant information about the labor market in your country.
- Copy questions and paste them into the presentation using your preferred layout.
- Prepare diplomas or small prizes for the winners in order to boost the competition.

### Presentation:

1. Ask participants to form groups of 3-5 people.
2. Set a time limit for answering the questions (1 minute is suggested).
3. Present the quiz on the projector.
4. Read the questions aloud and ask them to discuss the answer with their

group.

5. Write each group's answer on the board or flipchart.
6. You can comment on the answers or ask participants to comment on them.
7. When you've finished the quiz, sum up the results and announce the winners.

### Follow-up questions:

What are some sources on the current situation and trends in the labor market?

### Possible variations:

Update the sample quiz before the exercise. Make sure that it applies to the context of your labor market.

## 12.6 PREPARING YOUR CV AND LETTER OF MOTIVATION



Preparation: 20 mins

Duration: 90 mins

Size: 5-25

Age: 17-19

Tags: CV

letter of intent

career planning

personal SWOT

personal marketing

### When to use it?

- To learn about how to prepare a CV and a letter of motivation.
- To learn about personal strengths, weaknesses, and about opportunities and threats for an ideal job.

### Materials:

A4 sheets of paper, flipchart paper, pens, markers, printed CV templates - one for each participant

### How?

#### Preparation:

- Download the Europass CV format in your language here: <https://europass.cedefop.europa.eu/en/documents/curriculum-vitae/templates-instructions>.
- Read about the letter of motivation format from the FACT BOX.

### LETTER OF MOTIVATION - TEMPLATE

Date, locality  
Your contact details

Company contact details

Dear Mrs..... / Dear Mr .....,

Introduction phrase, where you express your interest for a specific job / internship in the company, and where or how you found out about the job.

Two or three phrases about your relevant competencies, skills, abilities for the job / internship you apply for, and mention how you acquired those skills.

Two or three phrases about your motivation, and why the job / internship and the company suit you.

A polite request for a response, and showing your availability for a job interview. Mention the CV as an annex to the letter / email you send.

Sincerely yours,  
Name / signature

- Print out CV templates for all participants.

**Presentation:**

1. Give each participant an A4 sheet of paper and a pen and ask them to write their ideal job position as the title of the page.
2. Ask the participants to then draw a cross, dividing the paper into four sections. Do the same on the flipchart: This is a personal SWOT analysis.

<b>Strengths</b>	<b>Weaknesses</b>
your strengths for the job you want	your weaknesses in regards to the job you want
<b>Opportunities</b>	<b>Threats</b>
the opportunities that exist on the market, in your community, which help you in getting the job you want	the threats that exist on the market, in your community, which might stop you from getting the job you want

SWOT is an acronym for Strengths, Weaknesses, Opportunities, Threats.

3. Ask the participants to fill in their tables individually to include their own strengths and weaknesses and perceived opportunities and threats. Give them about 10 minutes to complete this exercise.
4. The participants then get into pairs and present their personal SWOT analyses to each other.
5. Ask for two volunteers to present their SWOT analysis to the entire group

and with your help, analyze what they described as their strengths and weaknesses (Are they traits, values, interests or skills?). Make sure that they have named realistic opportunities and the threats and that they are external.

6. Explain to participants that they can reference this SWOT analysis when writing a CV and letter of motivation. They can refer to the 'strengths' part when describing their skills, interests, values and traits, and choose the ones that are applicable to the job position for which they are applying.
7. Present and hand out the Europass CV format, making a connection to the SWOT analysis.
8. Participants can then spend 5 minutes taking note of information from the SWOT analysis that would be relevant to their CV. They should also take notes on what they need to improve on and come up with a plan to eliminate their weaknesses and thus improve their CV.
9. Ask for volunteers to present their work or have them pair up and present their notes to each other.
10. Present the format of a letter of motivation to the participants (read the FACT BOX on the letter of motivation). Give them the following important notice: *"The letter of motivation should be personalized and respond directly to the job listing (pay attention to all the requests!). Do not use ready-made letters of motivation from the Internet.*

*Write your own letters so that the employer can tell that you write it and that it is personal. Remember that there will be several people applying for the same position and you have to make yourself stand out."*

11. Put the participants in groups based on their ideal job (the one that they identified at the beginning of the workshop). Try to find the same jobs, similar jobs, or ones from the same field. Then, ask them to write a letter of motivation and to present it in their small groups.
12. Conclude by asking each participant to set a goal for improving their CV that they can achieve within the next six months. Their goal should aim at reducing their threats and weaknesses that they identified in their SWOT analysis, or at finding new opportunities. The participants should share their goal with the entire groups and

write it down in a letter to themselves.

#### **Follow-up questions:**

What new things did you discover about yourself or the environment in which you live by creating the SWOT analysis?

What will you do in the next six months in order to make sure that you reach your goal?

Where and when you could use your CV?

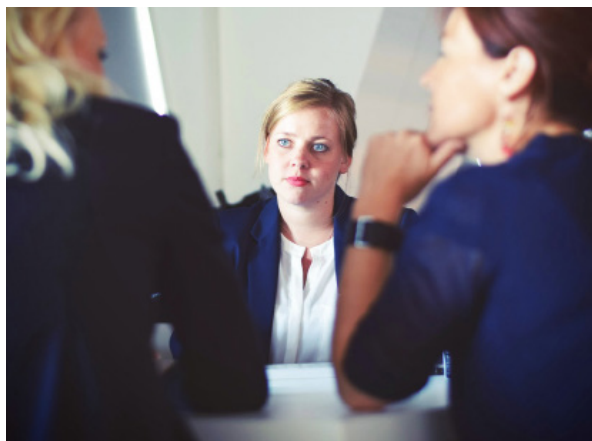
#### **Possible variations:**

If the activity is taking too much time and the participants are getting restless you can split it up into two parts after step 6. Do an energizer and then come back to step 7.





## 12.7 GET READY FOR THE JOB INTERVIEW!



Preparation: 15 mins

Duration: 60 mins

Size: 5-25

Age: 17-19

Tags: job interview

career planning

### When to use it?

- To learn how to prepare for a job interview.
- To learn about what employers expect from candidates in a job interview.

### Materials:

A4 sheets of paper, pens, chairs, a table to set up an “office” for the interview, printed job announcements for all the participants.

### How?

### Preparation:

- Print out a couple of job listings that you find on a job search platform.

### Presentation:

1. Select four participants or ask for four volunteers. Each one will play a different role. One will be the director of a company, another will be the human resources manager, another the supervisor and another the candidate for the job.
2. Give the participants copies of one of the job listings you printed out.
3. Ask participants playing the roles, while sitting separately from the group, to prepare a set of questions to ask the candidate for the job position based on the job listing you gave them. Explain to them the role of each position they are acting out.
4. Ask the participant playing the role of the candidate to consider what ques-

tions might be asked in the interview and prepare some answers.

5. While the four of them are preparing their questions/answers, prepare the room, arranging some chairs and a table to simulate the environment of an office. Have the rest of the group help you.
6. Ask the other participants to pay attention to the role play and take notes.
7. Everybody then reunites in the "office" and the interview begins.
8. Do not interrupt the role playing and do not let other participants interrupt it either. Let them stop when they feel like they are done.
9. At the end of the interview, discuss with the participants what went well and that they could have done differently. Explain to the participants that the questions asked in a job interview are usually focused on the knowledge, experience and motivation of the candidate; make sure to correct the discriminative questions, or the closed-ended questions, or ones that are too personal. You should also discuss the candidate's answers, attitude and non-verbal communication as well as the questions (if any) that the candidate asked.
10. Ask the audience what they would have done differently if they were the company's representatives or the candidate.
11. End the session by presenting basic guidelines to preparing for a job interview from the perspective of the candidate. Guidelines can include researching the organization, learning about the company and the job, revising your CV, imagining what questions you might get asked and how you would respond to them, experiences and motivation, preparing your own questions for the company's representatives, etc.)

**Follow-up questions:**

What are the most important things you you've learned about job interviews from the role play?

What should you improve on before your next job interview?

**Possible variations:**

Before step 11 you can add another role play with a different group of volunteers. Choose a different job position from a different job listing.



# PART D

## ADDITIONAL RESOURCES

## Additional Resources

### Training Methodology

Various scenarios:

<https://www.trainingforchange.org/tools>

<http://www.businessballs.com/index.htm>

Link to scenarios Polish:

<http://www.pnwm.org/publikacje/metodyka-wymiany/pbc/Basket/pba/widget/>

<http://www.krzysztofadamski.pl/icb.pdf>

### Media & Communication

#### Online Visual Storytelling Tools

**Piktochart** (<https://piktochart.com/>)

Piktochart is an infographic and presentation tool enabling you to turn boring data into engaging infographics with just a few clicks. It has both free and premium versions.

**Visme** (<https://www.visme.co/>)

<http://blog.visme.co/visual-storytelling-classroom/>

Visme helps create infographics and images that will help you to make your content more engaging for your audience. Also, it has a very dynamic blog providing very useful tips about visual design and storytelling.

**Canva Infographic Maker** (<https://www.canva.com/>)

Canva's a powerful and easy-to-use online tool that's suitable for all manner of design tasks, from brochures to presentations and much more. Besides, it has a vast library of images, icons, fonts and features to choose from.

**Vizualize** (<http://vizualize.me/>)

Vizualize.me is the #1 infographics maker for resumes. It is simple and very easy to use. It imports data from your LinkedIn profile and uses that data to build a visual treat.

## Entrepreneurship

<http://www.entrepreneur.com/article/244115>

[http://www.tydzienprzedsiebiorczosci.pl/files/best\\_practices\\_EN.pdf](http://www.tydzienprzedsiebiorczosci.pl/files/best_practices_EN.pdf)

[http://www.tydzienprzedsiebiorczosci.pl/files/Best\\_practices\\_PL%202015-09-20.pdf](http://www.tydzienprzedsiebiorczosci.pl/files/Best_practices_PL%202015-09-20.pdf)

### Entrepreneurship competencies, skills, and abilities

Start Your Own Business, Sixth Edition: The Only Startup Book You'll Ever Need, written by Inc The Staff of Entrepreneur Media.

[http://www.amazon.com/Start-Your-Own-Business-Sixth-ebook/dp/B00R3L71WE/ref=t-mm\\_kin\\_swatch\\_0?encoding=UTF8&qid=&sr=](http://www.amazon.com/Start-Your-Own-Business-Sixth-ebook/dp/B00R3L71WE/ref=t-mm_kin_swatch_0?encoding=UTF8&qid=&sr=)

Louis C.K. stand-up on self-awareness:

<https://www.youtube.com/watch?v=DYEHwk4NOB8>

"Every day, we make decisions that have good or bad consequences for our future selves. (Can I skip flossing just this one time?) Daniel Goldstein makes tools that help us imagine ourselves over time, so that we make smart choices for Future Us."

[https://www.ted.com/talks/daniel\\_goldstein\\_the\\_battle\\_between\\_your\\_present\\_and\\_future\\_self?language=en](https://www.ted.com/talks/daniel_goldstein_the_battle_between_your_present_and_future_self?language=en)

Checklist: Questions That Can Help Teens Build Self-Awareness

<https://www.understood.org/en/friends-feelings/empowering-your-child/self-awareness/checklist-questions-that-can-help-teens-build-self-awareness>

Short version of the test on alternative uses of the paperclip and other 4 creative tests

<http://99u.com/articles/7160/test-your-creativity-5-classic-creative-challenges>

100 Uses ideas for Paper clips

<https://leoniehallatinnovationiq.wordpress.com/2012/11/21/100-uses-for-paperclips/>

The Unlock Social Enterprise game, the module 1 dedicated on critical thinking:

<http://www.iseeyou-network.eu/resources/business-simulation-game/>

How to Improve Your Critical Thinking Skills and Make Better Business Decisions

<http://www.entrepreneur.com/article/226484>

Article on Making Rational Decisions:

<https://new.edu/resources/making-rational-decisions>

Module 1 and 3 of the Unlock Social Enterprise game, on critical thinking and ability to prioritize. The games are available at this link: <http://www.iseeyou-network.eu/resources/business-simulation-game/>

Dan Ariely: Are we in control of our own decisions?, TED Talks

[https://www.ted.com/talks/dan\\_ariely\\_asks\\_are\\_we\\_in\\_control\\_of\\_our\\_own\\_decisions?language=en](https://www.ted.com/talks/dan_ariely_asks_are_we_in_control_of_our_own_decisions?language=en)

Science of persuasion (R. Cialdini, S. Martin) - short summary, video made by Influence at work

<https://www.youtube.com/watch?v=cFdCzN7RYbw>

### **Entrepreneurship as a career path**

Read how to attract business investors, when you want to become a business owner, here: [http://www.iseeyou-network.eu/files/8514/5579/7112/Business\\_Angel\\_Attraction\\_Plan.pdf](http://www.iseeyou-network.eu/files/8514/5579/7112/Business_Angel_Attraction_Plan.pdf)

Robert Kiyosaki, Rich Dad's Cashflow Quadrant. Guide to Financial Freedom (2012).  
Trump and Kiyosaki on Building Business Wealth

<http://www.entrepreneur.com/article/169174>

### **Running a business**

Business Model Canvas

<http://www.businessmodelgeneration.com/>

<http://nonprofitcanvaskit.com/>

How to attract business angels: [http://www.iseeyou-network.eu/files/8614/5579/7162/Personalised\\_Business\\_Angels\\_Concept\\_and\\_Strategy\\_Final.pdf](http://www.iseeyou-network.eu/files/8614/5579/7162/Personalised_Business_Angels_Concept_and_Strategy_Final.pdf)

How to sell a product: <http://www.entrepreneur.com/article/227134>

Know your target market: <http://www.entrepreneur.com/article/202334>

12 Steps for How to Make a Budget – Personal Budgeting Tips for First Timers

<http://www.moneycrashers.com/how-to-make-a-budget/>

10 Best Budgeting and Personal Finance Apps

<http://www.tomsguide.com/us/pictures-story/548-best-budget-expense-apps.html>

How to do a break-even analysis

<http://entrepreneurs.about.com/od/businessplan/a/breakeven.htm>

The 7 habits of highly effective people, by Stephen Covey:

<https://www.stephencovey.com/7habits/7habits-habit1.php>

7 Reasons '7 Habits of Highly Effective People' Lives on 25 Years Later

<http://www.entrepreneur.com/article/236544>

### **Leadership**

Leadership Styles and Types: Authoritarian, Laissez-Faire & Democratic

<http://study.com/academy/lesson/leadership-styles-and-types-authoritarian-laissez-faire-democratic.html>

Situational Leadership: <https://situational.com/the-cls-difference/situational-leadership-what-we-do/>

Leadership styles:



[https://www.mindtools.com/pages/article/newLDR\\_84.htm](https://www.mindtools.com/pages/article/newLDR_84.htm)

### **Business ethics and CSR**

The Ten Principles UN Global Compact: <https://www.unglobalcompact.org/what-is-gc/mission/principles>;

The OECD Guidelines for Multinational Enterprises: <http://www.oecd.org/daf/inv/mne/48004323.pdf>

How to build an ethical business culture

<http://www.entrepreneur.com/article/224453>

The 4 Pillars of Ethical Enterprises

<http://www.entrepreneur.com/article/240035>

UN Global Compact seeks local pioneers of Sustainable Development Goals

<http://www.theguardian.com/un-global-compact-partner-zone/2016/feb/24/un-global-compact-pioneers-sustainable-development-goals>

### **Social entrepreneurship**

Changing the world: a young's person guide to social entrepreneurship, by UnLtd for Social Entrepreneurs

<https://unltd.org.uk/wp-content/uploads/2014/04/Beginners-Guide-First-Edition.pdf>

14 TED talks on how the power of social entrepreneurship is helping solve the world's biggest problems

<http://social.yourstory.com/2014/03/14-ted-talks-power-social-entrepreneurship-helping-solve-worlds-biggest-problems-part-2/>

## **Volunteering**

### **Find Volunteering opportunities:**

[https://europa.eu/youth/volunteering/project\\_en](https://europa.eu/youth/volunteering/project_en)

<http://www.workingabroad.com/database/>

Poland:

<http://ogloszenia.ngo.pl/>

<https://www.mojwolontariat.pl/pl/site>

<http://frw.org.pl/strefa-wolontariusza/>

### **Info on Volunteering:**

Poland:

[http://www.wpsnz.uz.zgora.pl/pliki/prace\\_studentow/prace/wolontariat.pdf](http://www.wpsnz.uz.zgora.pl/pliki/prace_studentow/prace/wolontariat.pdf)

<http://wolontariat.org.pl/wolontariusze/wolontariat-zagraniczny/>

[http://www.malopolskie.pl/Pliki/2015/20140407\\_RAPORT\\_final-1.pdf](http://www.malopolskie.pl/Pliki/2015/20140407_RAPORT_final-1.pdf)

[http://ec.europa.eu/citizenship/pdf/national\\_report\\_pl\\_en.pdf](http://ec.europa.eu/citizenship/pdf/national_report_pl_en.pdf)

Romania:

[http://ec.europa.eu/citizenship/pdf/national\\_report\\_ro\\_en.pdf](http://ec.europa.eu/citizenship/pdf/national_report_ro_en.pdf)

Norway:

<http://frivillig.no/>

### **Personal Volunteer stories:**

English:

[http://www.movit.si/fileadmin/movit/OZAVOD/Publikacije/Raziskave/Success\\_stories\\_How\\_EVS\\_has\\_changed\\_my\\_life\\_2014.pdf](http://www.movit.si/fileadmin/movit/OZAVOD/Publikacije/Raziskave/Success_stories_How_EVS_has_changed_my_life_2014.pdf)

<https://www.volunteermatch.org/volunteers/stories/index.jsp>

<http://www.workingabroad.com/volunteering-abroad/volunteer-stories>

Polish:

<http://www.wiemy-pomagamy.pl/wolontariat-to-nie-tylko-dawanie/>

<http://www.wiemy-pomagamy.pl/dlaczego-mlodzi-ludzie-decyduja-sie-na-wolontariat/>

<https://www.youtube.com/watch?v=M1LAG6Rijg8>

## **Career Counseling**

### **Online Self-Assessment Tools**

<http://icould.com/buzz/> - Buzz Quiz "What animal are you?". It's a great, quick (5 minutes) personal test that analyses your personality. It's provides a lot of fun (names of the categories are rabbit, falcon etc.) and empowering messages (what famous people have the same type of personality as you) as well as a feedback on your strengths and weaknesses and the professions popular amongst people with your personality type.

<http://www.skillage.eu> - Skillage is a friendly tool for youth for quick self-assessment of ICT skills typically required in job situations grouped in five categories: employability, productivity, communications, social media, content management and safety. It provides a report in PDF format that can be shared with friends on Facebook, Twitter and LinkedIn. The tool is available in most of the European languages. The owner of this tool, All Digital

(formerly Telecentre-Europe) is open for new language versions. Do not hesitate to contact them if you're able to volunteer and provide a translation for languages that are not supported yet (like Norwegian).

<http://personality-testing.info/tests/RIASEC/> - RIASEC test was developed by John Holland in the '60s. According to Holland, the most people have one of six personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Accessible online only for educational purposes.

### **Career Counseling Online**

<http://icould.com/> - icould is a British service providing career inspiration and information for young people. It suggests different work options and offers different ways to think about careers through free access to over 1000 personal video stories and detailed job information as well as practical tips, insight and advice.

<http://praca-enter.pl/potencjal> - Your Potential is a very powerful tool not only for diagnosing your skills, but also for broadening your mind and giving you an idea of a wide variety of professions you can choose from (available only in Polish)

### **Descriptions of Professions, Deficit and Future Professions**

<http://icould.com/watch-career-videos/> - over 1000 personal video stories and detailed job information as well as practical tips, insight and advice (British labor market)

<http://praca-enter.pl/zawody> - catalogue of professions (Katalog zawodów) with descriptions of over 100 professions, including deficit and future ones (Polish only)

BBC News Business, "Global migrants: Which are the most wanted professions?", 26 March 2013, <http://www.bbc.com/news/business-21938085>

UK Commission for Employment and Skills, Careers of the future, December 2015, [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/452078/15.01.05\\_UKCES\\_Career\\_Brochure\\_V13\\_reduced.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/452078/15.01.05_UKCES_Career_Brochure_V13_reduced.pdf)

Ministry of Labor and Social Policy, <http://www.mpips.gov.pl/analizy-i-raporty/raporty-sprawozdania/rynek-pracy/zawody-deficytowe-i-nadwyzkowe/> (Polish only)  
Job. Enter, "Catalogue of professions", <http://praca-enter.pl/zawody> (Polish only)

### **Professional Networks**

<https://www.linkedin.com/> - LinkedIn is the largest worldwide business-oriented social network of professionals

<http://yourock.jobs> - an online source designed for youth to help them build a dynamic job profile and benefit from networking

<http://www.goldenline.pl/> - an online social network popular mainly in Poland with a

strong business focus, widely used by recruitment companies and HR departments

### **Online and Offline Educational Games**

<https://vimeo.com/36491415> - video presenting the MeTycoon game. This game presents the idea that work-life balance is based on two main performance indicators: money and happiness. It also presents real-life situations like how taking care of your dog is developing your professional skills (social skills in this case). Moreover, it gives a wide overview of the labor market, available professions, requirements and typical salaries as well as interviews with representatives of these professions, supported by gamification.

<http://www.paninformatyk.com.pl/informatyka/pobierz-tajemnice-aeropolis/> - Talent Game - Secrets of Aeropolis is a 3D game with advanced diagnostic features (Polish only)

<https://www.facebook.com/MaxCareer/> - Max-Career is a Facebook game on career counseling that allows one to easily share their achievements with friends on Facebook

<http://ocias.com/loved.php> - Loved by Alexander Ocias, a game which might be good for overcoming the barrier between following the instructions and being decisive

<http://www.capitalismlab.com/> - Capitalism, a game simulating a real business

<https://www.mobygames.com/game-group/railroad-tycoon-series> - Railroad Tycoon, a series of business simulation games with powerful economic features

### **Current Situation, Statistics and Trends In The Labor Market**

<http://ec.europa.eu/eurostat/web/labor-market> - EUROSTAT, Labor Market, the official source of knowledge on labor market statistics in European countries

<http://stat.gov.pl/obszary-tematyczne/rynek-pracy/> - Central Statistical Office of Poland (Główny Urząd Statystyczny), Labor Market, the official source of knowledge on labor market statistics in European countries (Polish only)

<http://wynagrodzenia.pl/> - Sedlak & Sedlak company portal on salaries in the Polish labor market, it contains very powerful and detailed statistics, some of them are available only for subscribers (Polish only).

<http://www.manpowergroup.com/wps/wcm/connect/manpowergroup-en/home/thought-leadership/research-insights/talent-shortage-2015> - Manpower is a global HR company providing an annual report "Talent Shortage Survey" informing about the current situation of and trends in the labor markets of various countries

### **Digital Skills for Employability**

<http://ipts.jrc.ec.europa.eu/publications/pub.cfm?id=6359> - DIGCOMP: A Framework for Developing and Understanding Digital Competence in Europe, map of digital competence that are required in labor markets

<https://code.org/> - online source for learning how to code

<http://apki.org/> - online courses for learning various programming languages (Polish only)

### **Other Inspiration Sources For Entrepreneurship**

<http://www.europeanictchallenge.com/> - European ICT Challenge

<http://mambiznes.pl/> - ideas for setting up a business, sample business plans, guidelines, success stories (Polish only)

<http://mamstartup.pl/> - ideas for setting up a business, sample business plans, financing, mainly in ICT industry (Polish only)

<https://inkubatory.pl/> - the website of Academic Entrepreneurship Incubators (Akademickie Inkubatory Przedsiębiorczości), supporting young startup entrepreneurs (Polish only)

<http://www.ideaswatch.com/browse> - IdeasWatch, startup inspirations from the crowd

<http://www.forbes.com/startups/#62ef9f8d3f25> - Forbes, Entrepreneurs / Startups, stories about startups



The background of the entire page is a dense, vibrant field of multi-colored confetti. The colors include red, blue, green, yellow, orange, purple, and pink, all in various shades and sizes of circular and irregular shapes. The confetti is scattered across the entire surface, creating a festive and textured appearance.

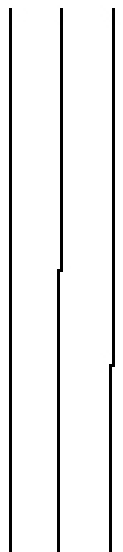
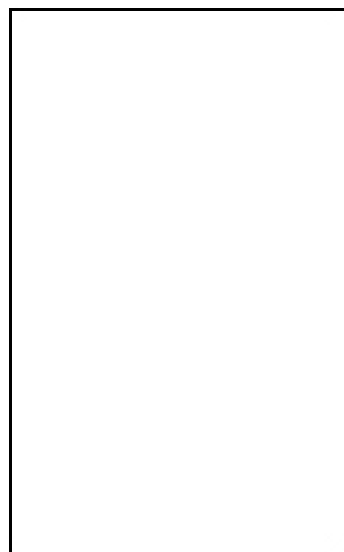
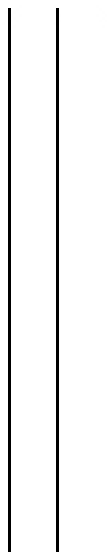
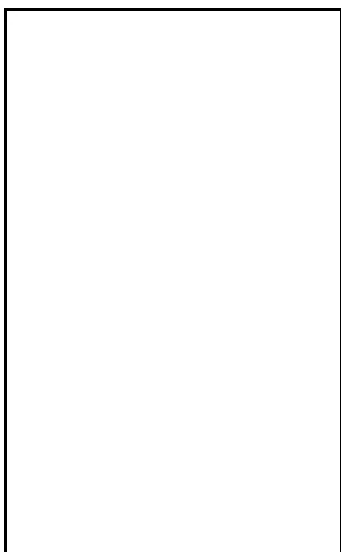
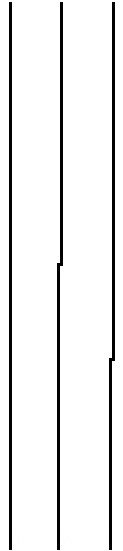
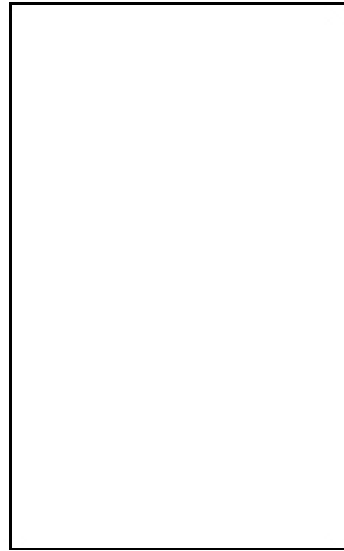
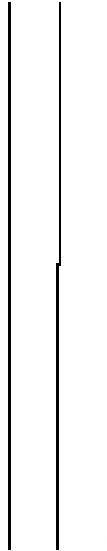
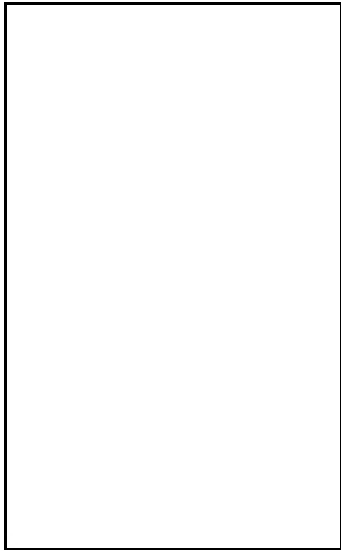
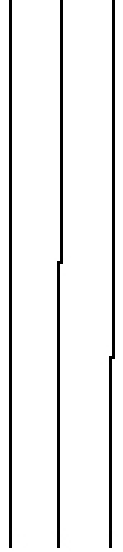
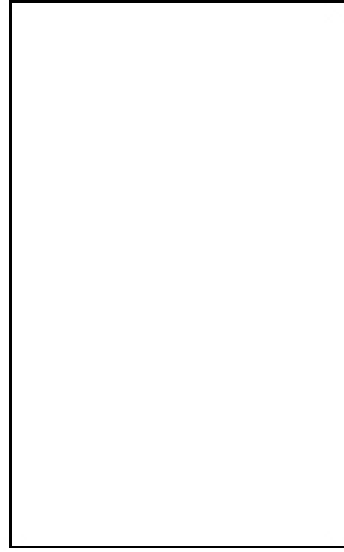
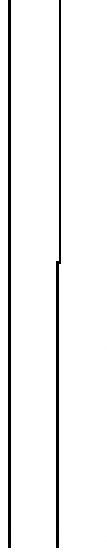
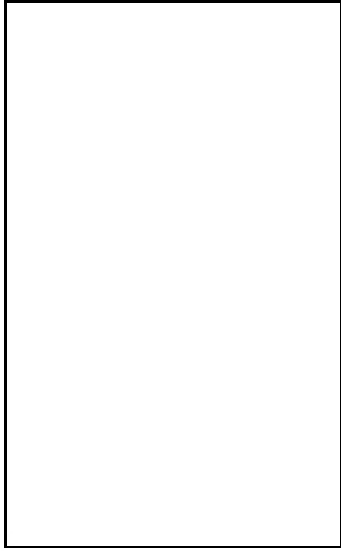
*your* KITE

***TOOLKIT***

**APPENDIX**

## Appendix for Scenario 9.1 Visualize your Story

**Storyboard**





# Appendix for Scenario 9.4 Retell the story with pictures and Scenario 9.5 Show me your Story

## Informationgraphics in context

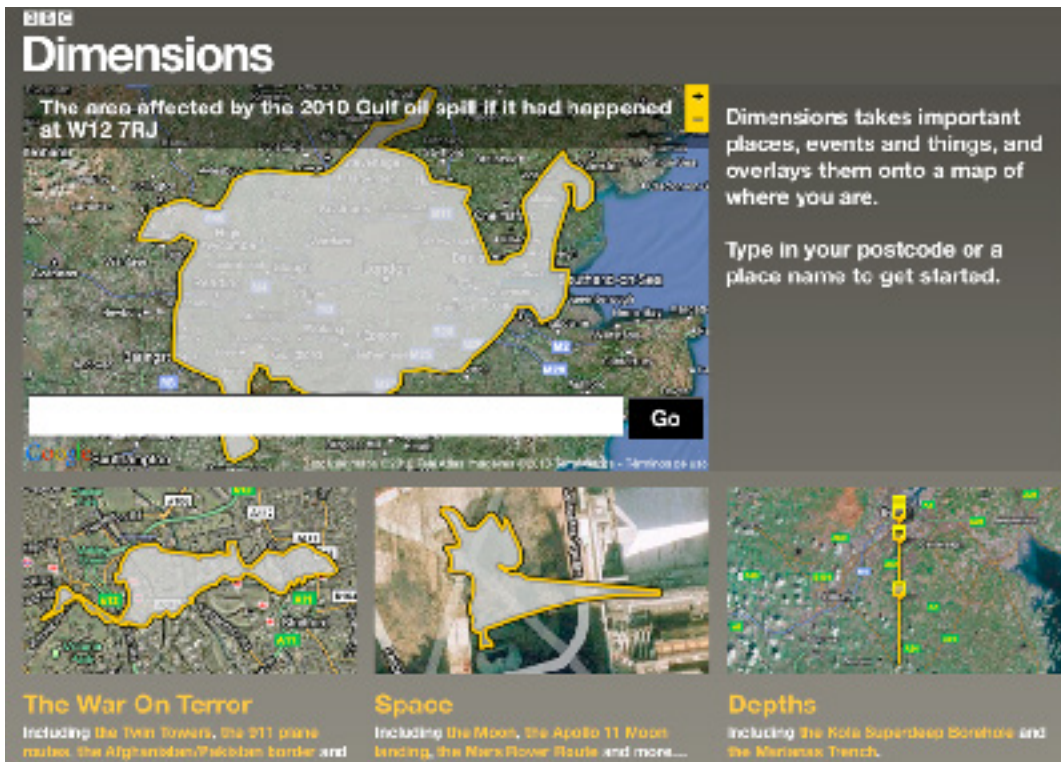
"The project deals with data from a list of the social related interests of the Danish people. The list is the result of an opinion poll from a major consultancy company in Denmark. I have used the context of specific opinion polls within each interest to shape and design diagrams. By doing so the receiver understands more layers of information about the data." (Peter Ørntoft, <http://cargocollective.com/thispaper/Peter-Orntoft-Infographics-in-context-1>)

Design By Peter Ørntoft



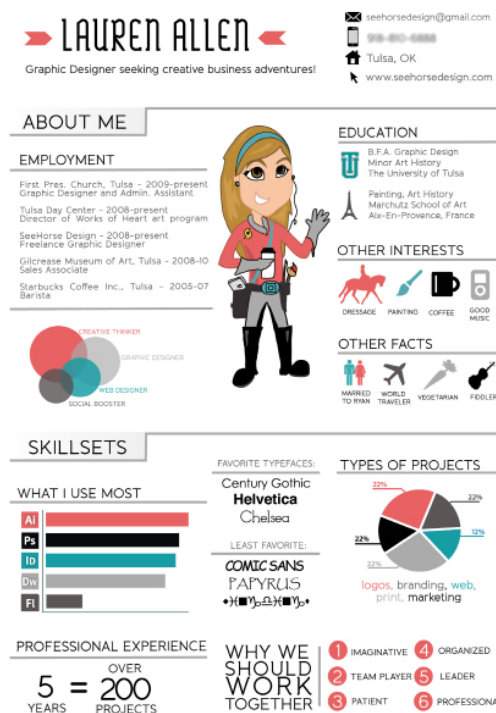
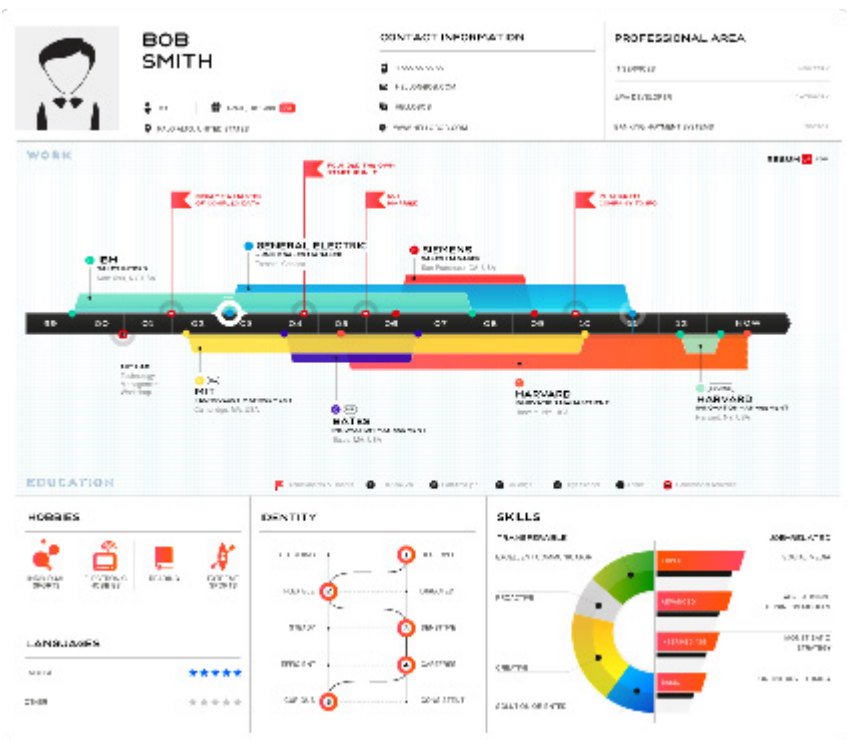
## Materializing the concept or data

A BBC infographic showing the area of gulf oil spill on London map. This helps the readers to conceptualize an abstract size more concretely.



## Your Next CV in Infographics

You can create stunning visual CVs in infographics forms to tell about your skills visually. Here are some examples and you can use free online tools listed above to build similar CVs.



## Online Visual Storytelling Tools

**Piktochart** (<https://piktochart.com/>)

Piktochart is an infographic and presentation tool enabling you to turn boring data into engaging infographics with just a few clicks. It has both free and premium versions.

**Visme** (<https://www.visme.co/>)

Visme helps create infographics and images that will help you to make your content more engaging for your audience. Also, it has a very dynamic blog providing very useful tips about visual design and storytelling.

**Canva Infographic Maker** (<https://www.canva.com/>)

Canva's a powerful and easy-to-use online tool that's suitable for all manner of design tasks, from brochures to presentations and much more. Besides, it has a vast library of images, icons, fonts and features to choose from.

**Vizualize** (<http://vizualize.me/>)

Vizualize.me is the #1 infographics maker for resumes. It is simple and very easy to use. It imports data from your LinkedIn profile and uses that data to build a visual treat.

## Appendix for Scenario 9.6 Motion your story

Very engaging stop motion film  
made from the items on your  
study desk!

[https://youtu.be/C5Z\\_ZmT0Qe4](https://youtu.be/C5Z_ZmT0Qe4)



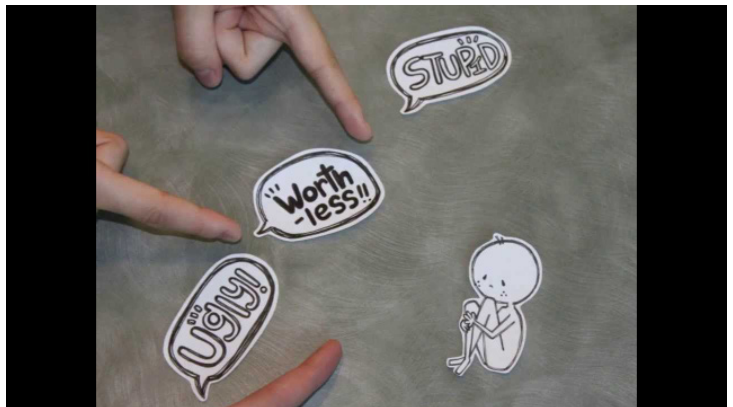
A stop-motion approach to explain  
the cause, effect, and "solution"  
around our current climate situa-  
tion.

<https://youtu.be/D6mn9MDiZ70>



Anti-Bullying Stop Motion film  
made with paper cut-outs.

<https://youtu.be/omCt66arJl8>



An amazing CV prepared with  
stop-motion technique.

<https://youtu.be/YOKYsddbxBQ>



# Appendix for Scenario 10.1 Are you ready to be an entrepreneur?

## Test your Entrepreneurship Quotient!

Adapted from the quiz from Start Your Own Business, Sixth Edition: The Only Startup Book You'll Ever Need, written by Inc The Staff of Entrepreneur Media; the test was initially developed by Northwestern Mutual Life insurance.

Before taking this test, remember: having a high Entrepreneurship Quotient does not mean automatically that one will succeed in his/her own business, but one may have the qualities / abilities it takes to become successful, while working hard for developing the business.

Do not think too much what answer to give to the questions. Go with the first answer that comes into your mind when thinking about you. Start the test!

Answer the following questions with a "YES" or "NO" and total your score, as indicated in the scoring table, to find out your Entrepreneurship Quotient.

YES NO

\_\_\_ \_\_\_ 1. Are you a top student in school?

\_\_\_ \_\_\_ 2. Do you enjoy participating in group activities, such as clubs, team sports, or double dates?

\_\_\_ \_\_\_ 3. Do you prefer to stay alone?

\_\_\_ \_\_\_ 4. Did you run for a school office or initiate small entrepreneurship initiatives, such as a lemonade stand, a family/class newspaper / newsletter, or greeting card sales?

\_\_\_ \_\_\_ 5. Are you stubborn?

\_\_\_ \_\_\_ 6. Are you cautious?

\_\_\_ \_\_\_ 7. Are you daring or adventurous?

\_\_\_ \_\_\_ 8. Do the opinions of others matter a lot to you?

\_\_\_ \_\_\_ 9. Would changing your daily routine be an important motivator for starting your own enterprise?

\_\_\_ \_\_\_ 10. You might really enjoy work, but are you willing to work overnight?

\_\_\_ \_\_\_ 11. Are you willing to work as long as it takes with little or no sleep to finish a job / a project?

\_\_\_ \_\_\_ 12. When you complete a project successfully, do you immediately start another?

\_\_\_ \_\_\_ 13. Are you willing to commit your savings to start your own business?

\_\_\_ \_\_\_ 14. Would you be willing to borrow from others?

\_\_\_ \_\_\_ 15. If your business should fail, would you immediately work on starting another?

\_\_\_ \_\_\_ 16. Or would you immediately start looking for a job with regular paycheck?

\_\_\_ \_\_\_ 17. Do you believe being an entrepreneur is risky?

\_\_\_ \_\_\_ 18. Do you put your long and short-term goals in writing?

\_\_\_ \_\_\_ 19. Do you believe you have the ability to manage your money well?

\_\_\_ \_\_\_ 20. Are you easily bored?

\_\_\_ \_\_\_ 21. Are you an optimist?

### How to calculate your score:

1. If yes, subtract four points; if no, add four.
2. If yes, subtract one point; if no, add one.
3. If yes, add one point; if no subtract one.
4. If yes, add two points; if no, subtract two.
5. If yes, add one point; if no, subtract one.
6. If yes, subtract four points; if no, add four.
7. If yes, add four points.
8. If yes, subtract one point; if no, add one.
9. If yes, add two points; if no, subtract two.
10. If yes, add two; if no, subtract six.
11. If yes, add four points.
12. If yes, add two points; if no, subtract two.
13. If yes, add two points; if no, subtract two.
14. If yes, add two points; if no, subtract two.
15. If yes, add four points; if no, subtract four.
16. If yes, subtract one point.
17. If yes, subtract two points; if no, add two.
18. If yes, add one point; if no, subtract one.
19. If yes, add two points; if no, subtract two.
20. If yes, add two points; if no, subtract two.
21. If yes, add two points; if no, subtract two.

### Results

A score of 35 or more: You have everything going for you. You have the potential to achieve spectacular entrepreneurial success.

A score of 15 to 34: Your background, skills and talents give you excellent chances for success in your own business. You should go far.

A score of zero to 14: You have a head start of ability and/or experience in running a business and should be successful in opening an enterprise of your own if you apply yourself and learn the skills to make it happen.

A score of -15 to -1: You might be able to make a go of it if you ventured out on your own, but you would have to work extra hard to compensate for a lack of built-in advantages and skills that give other entrepreneurs a leg up in beginning their own businesses.

A score of -16 to -43: Your talents probably lie elsewhere. You should consider whether building your own business is what you really want to do, because you may find yourself swimming against the tide. Working for a company or for someone else, developing a career in a profession, or achieving an area of technical expertise may be far more congenial to you and would allow you to enjoy a lifestyle appropriate to your abilities and interests.

### Interpretation:

If your score is high, it does not mean you will succeed in your own business, but you may have the qualities it takes to become successful. If your score is low, it does not mean you will not succeed. There are several other factors to consider before taking the plunge.

### Some background information about the questions from the quiz:

Successful entrepreneurs are not, as a rule, top achievers in school.

Entrepreneurs are not especially enthusiastic about participating in group activities in school.

Studies of entrepreneurs show that, as youngsters, they often preferred to be alone.

Enterprise usually can be traced to an early age.

Stubbornness as a child seems to translate into a determination to do things your own way—a hallmark of successful entrepreneurs.

Caution may involve an unwillingness to take risks, a handicap for those embarking on previously uncharted territory.

Entrepreneurs often have the faith to pursue different paths despite other's opinions.

Being tired of daily routine often precipitates an entrepreneur's decision to start an enterprise.

Entrepreneurs generally enjoy their work so much, they move from one project to another nonstop.

Successful entrepreneurs are willing to use their savings to finance a project.

Many entrepreneurs make a habit of putting their goals in writing.

Handling cash flow properly is critical to entrepreneurial success.

Entrepreneurial personalities generally seem to be easily bored.

Optimism can fuel the drive to press for success in uncharted waters.

# Appendix for 10.6 The Business Model Canvas - Plan Your Business On One Page!

<h2>The Business Model Canvas</h2>		Designed for:	Designed by:	Date:	Version:													
		<table border="1"> <tr> <td>Key Partners</td> <td>Key Activities</td> <td>Value Propositions</td> <td>Customer Relationships</td> <td>Customer Segments</td> </tr> <tr> <td></td> <td>Key Resources</td> <td></td> <td>Channels</td> <td></td> </tr> <tr> <td>Cost Structure</td> <td></td> <td></td> <td></td> <td>Revenue Streams</td> </tr> </table>		Key Partners	Key Activities	Value Propositions	Customer Relationships	Customer Segments		Key Resources		Channels		Cost Structure				Revenue Streams
Key Partners	Key Activities	Value Propositions	Customer Relationships	Customer Segments														
	Key Resources		Channels															
Cost Structure				Revenue Streams														

# Appendix for Scenario 10.7 Lead your organization with style

## Scenario A

You are a manager in a 250 employees company. The top management asked you to make suggestions for organizing the yearly party. This party is meant to celebrate the good results of the company where all the employees contributed. You and your team are involved in planning and organizing the party, so you must offer a large variety of activities in your proposal.

You have planned a brief meeting with your team. In the following 15 minutes you must collect as many ideas as possible and suggest a plan. All the information will be handed to HR that will make all the arrangements according to your suggestions.

At the end of the meeting a person will be nominated for presenting the result and answer questions.

Summary:

- Meeting's objective: Create a plan with activities for a „thank you“ party
- Timing: 15 minutes
- Logistic: Plan will be written on a flip-chart paper
- One person will be nominated to present the results

Try to play well the following behaviors:

- You prepare carefully and take notes about the basic ideas you want to contribute in the meeting.
- You are the only one that knows what's good for the team.
- You lead the discussion; give orders about what must be done.
- Immediately allocate duties for each person.
- Influence and dominate discussion up to the last detail.
- You talk the most.
- You don't really ask questions or listen; immediately interrupt if you feel the discussion is useless.
- Interrupt the others often.
- Criticize and praise directly, openly.
- Do not ask team members to present their ideas or suggestions.
- You expect excellent results and you judge your subordinates considering yourself as the best.
- In fact, the plan for the party is finished and you only have to explain it to your subordinates.
- You must present the results.

## Scenario B

You are a manager in a 250 employees company. The top management asked you to make suggestions for organizing the yearly party. This party is meant to celebrate the good results of the company where all the employees contributed. You and your team are involved in planning and organizing the party, so you must offer a large variety of activities in your proposal.

You have planned a brief meeting with your team. In the following 15 minutes you must collect as many ideas as possible and suggest a plan. All the information will be handed to HR that will make all the arrangements according to your suggestions.

At the end of the meeting a person will be nominated for presenting the result and answer questions.

### Summary:

- Meeting's objective: Create a plan with activities for a „thank you“ party
- Timing: 15 minutes
- Logistic: Plan will be written on a flip-chart paper
- One person will be nominated to present the results

Try to play well the following behaviors:

- From the beginning, you inform your team about the objectives of the meeting, what it is expected to obtain in the end and how to discuss.
- You reach an agreement about organizing the meeting and the individual duties.
- Ask team members to make specific suggestions and encourage all to be active.
- Ask questions for supporting and encouraging; listen well.
- You involve colleagues in all the decisions.
- Explain your own opinions.
- You involve the quiet ones and encourage all to contribute.
- Don't push nothing but support the activities for all employees.
- Control the discussion only when necessary and support individual initiatives or leading the meeting by team-members.



## Scenario C

You are a manager in a 250 employees company. The top management asked you to make suggestions for organizing the yearly party. This party is meant to celebrate the good results of the company where all the employees contributed. You and your team are involved in planning and organizing the party, so you must offer a large variety of activities in your proposal.

You have planned a brief meeting with your team. In the following 15 minutes you must collect as many ideas as possible and suggest a plan. All the information will be handed to HR that will make all the arrangements according to your suggestions. At the end of the meeting a person will be nominated for presenting the result and answer questions.

Summary:

- Meeting's objective: Create a plan with activities for a „thank you“ party
- Timing: 15 minutes
- Logistic: Plan will be written on a flip-chart paper
- One person will be nominated to present the results

Try to play well the following behaviors:

- Start by briefly informing the subordinates about the objective, without giving too many details; ask them to start working!
- Be more like an observer.
- Let them discuss among them and do not intervene.
- You are sure they are capable to perform, even without your involvement.
- Do not express your opinion.
- Do not attend discussion and avoid eye contact.
- Wait for the questions to be addressed to you directly.
- Reflect back the questions to the team.
- Do not criticize, do not praise.
- You have a neutral role; you are not a leader of the team.
- Another person should present the results.

# Appendix for Scenario 10.8 Build an ethical and responsible business

**Print out on separate sheets of paper the following companies profiles:**

- A. This company is involved in CSR only for the positive image and brand improvement.
- B. This company sells alcohol.
- C. This company sells tobacco.
- D. This company pays its employees poorly.
- E. This company does not pay its taxes to the state regularly.
- F. The CEO of this company is involved in a bribe/corruption scandal.
- G. The CEO of this company had some xenophobic discourses in the media.
- H. This company is the worst polluter in your community.
- I. This company exploits its employees, without paying them the extra time they work.
- J. This company openly refuse to hire people over 45 years old
- K. This company does not print two-sided the documents it uses.
- L. This company does not provide extra health benefits for its employees.
- M. This company uses child labor.
- N. This company has no woman in a leading position.
- O. This company works with suppliers that use child labor.

## **The Ten Principles UN Global Compact**

### **Human Rights**

Principle 1: Businesses should support and respect the protection of internationally proclaimed human rights; and

Principle 2: make sure that they are not complicit in human rights abuses.

### **Labour**

Principle 3: Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;

Principle 4: the elimination of all forms of forced and compulsory labour;

Principle 5: the effective abolition of child labour; and

Principle 6: the elimination of discrimination in respect of employment and occupation.

### **Environment**

Principle 7: Businesses should support a precautionary approach to environmental challenges;

Principle 8: undertake initiatives to promote greater environmental responsibility; and

Principle 9: encourage the development and diffusion of environmentally friendly technologies.

### **Anti-Corruption**

Principle 10: Businesses should work against corruption in all its forms, including extortion and bribery.

## Appendix for Scenario 11.3 What Is Out There For Me?

### Volunteering Roles

Choose the type of volunteering activity in each of the following pictures:



- Action volunteering
- One time or occasional volunteering
- Employee volunteering



- Action volunteering
- One time or occasional volunteering



- Disaster relief volunteering
- Skill volunteering
- Action volunteering



- Employee volunteering
- Action volunteering
- One time volunteering



- Knowledge volunteering
- Ongoing or occasional volunteering
- Formal volunteering
- Direct volunteering



- Knowledge volunteering
- Occasional or ongoing volunteering
- Employee volunteering
- Formal volunteering
- Advisory volunteering





- Online volunteering
- Formal volunteering
- Knowledge volunteering
- One-time, occasional and ongoing volunteering



- Event volunteering
- One time volunteering
- Action volunteering



- International volunteering
- Knowledge volunteering
- Ongoing volunteering for a certain period of time
- Formal volunteering



- Knowledge volunteering
- One time or occasional volunteering
- Formal volunteering
- Direct volunteering



- Disaster relief volunteering
- International volunteering
- Skill volunteering or action volunteering

# Appendix for Scenario 11.3 What Is Out There For Me?

## Self – assessment test:

The assessment will help you to determine how your personality and preferences might fit with different types of volunteer opportunities.

### Part 1A - Choose the answer that best suits your particular interests or outlook:

#### 1. In my spare time I enjoy...

- a. Working outside or gardening
- b. Walking, biking, playing sports
- c. Curling up with a good book
- d. Painting, listening to music

#### 2. When placed in a new situation I...

- a. Try to find someone I can relate to
- b. Strike up a conversation to get to know people
- c. Like to take time to become accustomed to my surroundings
- d. Try to take advantage of my exposure to new experiences

#### 3. I would describe my personality as...

- a. Outgoing
- b. A real people person
- c. Introverted
- d. Unique

#### 4. When working on a task I prefer to...

- a. Receive help from others
- b. Work as a member of a group
- c. Work as an individual
- d. Use my imagination and be creative

#### 5. I like to work...

- a. with my hands
- b. with other people or in a social environment
- c. one on one or alone
- d. with people or individually, I have no preference

#### 6. When volunteering I want to...

- a. Enhance my personal growth and build my independence
- b. Expand my circle of friends or increase my social awareness
- c. Gain self-confidence and support a cause I believe in
- d. Learn and discover my strengths and weaknesses

## Part 1B – Check off whether you agree or disagree with each statement:

- A. I enjoy working with my hands
- B. I enjoy working with people
- C. I like to be outside
- D. I like to be physically active
- E. I want to learn new skills
- F. I handle stress well and am fairly relaxed
- G. I am talkative
- H. I enjoy a fast paced environment
- I. I like to do something different each day
- J. I am good at public speaking
- K. I want to increase my social awareness
- L. I am a creative person
- M. I would like to expand my circle of friends/social connections
- N. I enjoy working with technology
- O. I would like to build my independence
- P. I am a detailed-oriented person
- Q. I enjoy going for walks
- R. I find it easy to stay on task
- S. I want to gain self-confidence
- T. I like to read in my spare time
- U. I am an efficient worker
- V. I like a routine
- W. I am an organized person
- X. I enjoy administrative tasks
- Y. I prefer to work individually
- Z. I prefer a quiet environment

## Scoring Section

### Part 1A Answer Key:

If you score mostly As you are a person who may enjoy volunteering with organizations that do a lot of hands on work in the community, such as affordable housing agencies or shelters.

If you score mostly Bs you are a person who may enjoy volunteering with agencies where you can interact with others, learn about your community and work as a member of a team. Examples include soup kitchens or volunteer tour guide groups.

If you score mostly Cs you are a person who may enjoy volunteering with an organization like a library or animal shelter where you can work individually or as a member of a small group on tasks. You may also enjoy doing administrative work.

If you score mostly Ds you may enjoy more creative volunteer opportunities, such as working with local theatre groups or community recreation departments.

### Part 1B Answer Key

For statements A to M, give yourself 2 points for every time you agreed with each, and 1 point for every time you disagreed.

For statements N to Z, give yourself 1 point for every time you agreed with each statement and 2 points for every time you disagreed.

### Add up your total points. If you score between:

40 – 52: You will likely enjoy a wide range of volunteer activities with various organizations. Because you like being around other people, consider work which involves dealing with the public either in an outdoor setting or a fast paced environment. Examples include: soup kitchens, homeless shelters, children's organizations, etc.

26 – 39: You will likely enjoy an environment with a normal routine or set tasks which you can complete at your own pace. Examples include: Animal shelters, libraries, museums. You may also enjoy working with technology.

# Appendix for Scenario 12.5 Quiz The labor Market

Note: The sample quiz presented below should be updated each time before the exercise and applied to the context of your labour market.

## QUESTION 1

In 2009, 34 thousand people replied to "the best job in the world" announcement. What was this job?

- a. an island caretaker
- b. Formula 1 car tester
- c. computer games consultant

Answer: Please play the movie illustrating the correct answer: <http://www.youtube.com/watch?v=BghpFtuMdYg>.

## QUESTION 2

Do the employers (in global overview) have problems with finding employees?

If so, what part of them?

- a. NO, there is a high level of unemployment
- b. YES, round 7% of employers
- c. YES, round 37% of employers

Answer: ManpowerGroup, 2015, „Talent Shortage 2015 Global Infographic“, <http://www.manpowergroup.com/wps/wcm/connect/manpowergroup-en/home/thought-leadership/research-insights/talent-shortage-2015>.

## QUESTION 3

How high is demand for ICT sector workers in Europe?

- a. up to 900 000 job vacancies
- b. very low or none
- c. it's not easy to find a job in ICT sector

Answer: An infographic made by Liberty Global together with Telecentre Europe: <http://getonlineweek.eu/ict-jobs/>.

Other sources: [http://europa.eu/rapid/press-release\\_MEX-13-0304\\_en.htm](http://europa.eu/rapid/press-release_MEX-13-0304_en.htm).

## QUESTION 4

The global HR company Manpower published the list of 10 professions affected the most by the talent shortage in Europe in 2015. Which of these professions wasn't on the list?

- a. teachers
- b. IT staff
- c. sales representatives

Answer: Manpower Group, "2015 Talent Shortage Survey" (Figure 4): <http://www.manpowergroup.com/wps/wcm/connect/manpowergroup-en/home/thought-leadership/research-insights/talent-shortage-2015/talent+shortage+results>.

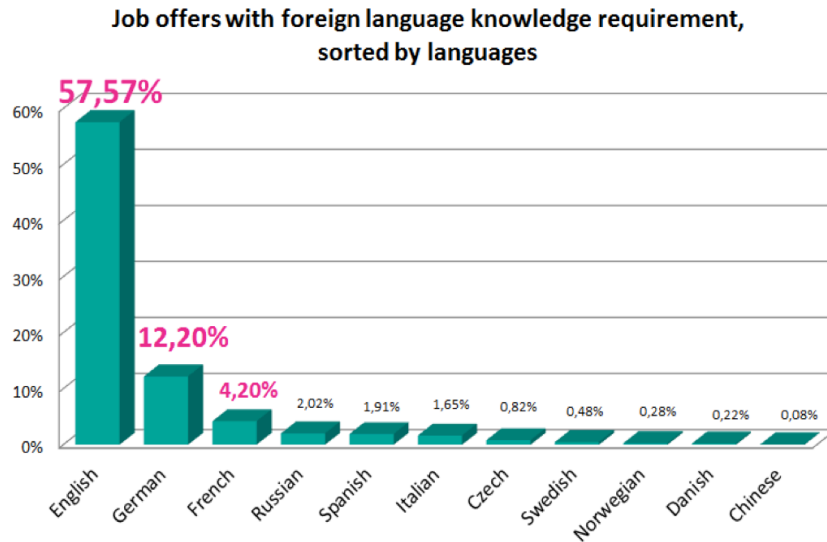
## QUESTION 5

Which foreign languages are required the most often in Polish job offers? Pick the most popular 3.

- a. German, English, Russian
- b. English, German, Chinese
- c. English, German, French

Additional question: In what percentage of job offers the most popular language is required?

Answer:



Source: Based on data from Praca.pl online portal, in period 01.01. 2012 – 24.02.2012

#### QUESTION 6

Does higher education reduce the risk of long-term unemployment?

- a. yes, significantly
- b. yes, but only by a few per cent
- c. no

Answer: According to data collected by OECD, people with higher level of education have almost 3 times lower risk of long-term unemployment. They find their job faster.

Source: OECD, „OECD launches Skills Strategy to boost jobs and growth”, <http://www.oecd.org/newsroom/oecdlaunches-skillsstrategytoboostjobsandgrowth.htm>.

#### QUESTION 7

What does the term “start-up” mean?

- a. Sort of a job position in ICT sector
- b. Sort of a small, dynamic company that works in ICT sector
- c. A term describing a young, promising employee

Answer: It doesn't take much money to set up a start-up. It's the idea, that counts! Looking for ideas, wondering where to get money from, for their realization? Take a look here: <http://www.europeanictchallenge.com/>.

#### QUESTION 8

How many times will a young, skilled American change a job?

- a. none
- b. around 5 times
- c. around 11 times

Answer: An average American (40 years of work, with at least 2 years spent on a higher education) will change a job 11 times. Our labor market is heading in this direction too!

Source: Richard Sennett, “The Corrosion of Character: The Personal Consequences of Work in the New Capitalism”, 1998.

#### QUESTION 9

What percent of job positions, in the next three years in Europe, will require basic or higher ICT skills?

- a. 50%
- b. 90%
- c. 100%

Answer: IDC/Microsoft, “New Study Reveals in 5 years 90 percent of jobs will require ICT skills”.



## QUESTION 10

What is the geoarbitrage?

- a. Imposing taxes on citizens
- b. Evaluation of employers' competencies
- c. Earning money in a country with higher salaries and living in the one with lower expenses

Answer: Geoarbitrage is the situation when being at your hometown you work for companies from other countries. It lets you earn money in the country where salaries are higher living in a country where expenses are lower. Geoarbitrage occurs in a micro-scale as well – live in your home town and earn money in another city in your country!

## RESULTS

Sum up your points! And the winners are...

