



RIECE



Erasmus+

RAISING INCLUSION INTO THE
LABOUR MARKET OF
REFUGEES, ASYLUM-SEEKERS
AND MIGRANTS, ON THE
BASE OF ENTREPRENEURIAL
COMPETENCIES
DEVELOPMENT

RIECE



Project No: 2017-1-LT01-KA204-035194

**„Raising inclusion into the labor market of refugees,
asylum-seekers and migrants, on the base of
entrepreneurial competencies development“**

STRATEGIC PARTNERSHIP FOR ADULT EDUCATION

Contributions from the partners:

Asociacija “Kūrybinės ateities idėjos” (Lithuania)

Asociatia Everest (Romania)

EMPRENDE EMPLEO EUROPEAN NETWORK (Spain)

SSM Global training services LTD (Cyprus)

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CONTENT

<i>I MODULE LIFELONG LEARNING</i>	4
Description.....	4
1. Topic: Definition of lifelong learning. Educational facts	5
2. Topic: Advantages of lifelong learning.....	6
3. Topic: Ways to engage in lifelong learning	10
4. Topic: Learning resources for migrant people successful integration	12
5. Topic: Collaborative and cooperative learning	19
6. Topic: Learning styles.....	21
7. Topic: Practices fostering lifelong learning	23
8. Topic: How to draw an individual lifelong learning action plan.....	25
9. Topic: Barriers to learning.....	27
<i>II MODULE REQUIREMENTS AND NEEDS OF LABOUR MARKET</i>	31
Description.....	31
1. Topic: Introduction to labour market	32
2. Topic: Labour market information	34
3. Topic: Interpreting Labour Market Statistics	38
4. Topic: Employment policies	43
5. Topic: Working and the requirements that requires for a full time employment.....	47
6. Topic: New concept in the employment sector. Experience vs knowledge	48
7. Topic: Financial profitability in the process of creation of enterprises	48
8. Topic: Communication, Motivation, Planning and achievement of objectives, Time management Commercial vision Marketing reflections, Creativity, Ability for negotiation, Emotional intelligence, Steps to take the first step, Reflections on Yourself.....	49
9. Topic: Planning to indentify requirements in person part of a Project	50
<i>III MODULE DIFFERENT SITUATIONS IN LABOUR MARKET</i>	52
Description.....	52
1. Topic: How to come from an idea to business idea in hosting country context	53
2. Topic: Strategic Approach for Business Idea.....	59
2.1. Introduction to Strategic Approach	60
2.2. Analysis SWOT	63
2.3. Market research.....	65
2.4. Economic forecast	70

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3. Topic: Starting a business in Europe	71
4. Topic: How to come from an idea to business idea in hosting country context.	80
5. Topic: Introducing your business idea	81
<i>IV MODULE CULTURAL SURROUNDINGS</i>	84
Description	84
1. Topic: Cultural Awareness	85
2. Topic: Cultural Competence.....	89
3. Topic: Equality, Diversity and Social Inclusion	94
4. Topic: Multimedia Advantages for Cultural Exchange.....	98
5. Topic: Snapshot of Me	104
6. Topic: Autobiography:.....	105
7. Topic: Hidden bias test and a video about diversity:.....	106
8. Topic: Business & ways of reaching the customers	107
<i>V MODULE WORKING CULTURE</i>	111
Description	111
1. Topic: Concept of working culture. A peculiarity of the country’s working culture.....	111
2. Topic: Most popular selection ways.	115
3. Topic: Working Etiquette: Clothing, Behavior, Punctuality, etc.	121
4. Topic: Basic CV requirements, cover letter	127

I MODULE LIFELONG LEARNING

Description

Basic concepts:	Lifelong learning, learning techniques, creativity, adaptation
Structure:	Online training – 8 hours Face to face - 4 hours
Annotation	This module will raise the students awareness on the importance of lifelong learning, will empower them with knowledge on the mechanisms, techniques and tools of lifelong learning in order to enhance the improvement of their life skills, to facilitate the success of their professional projects, as well as their social and cultural integration.
General goal	To provide a general understanding of the lifelong learning concept, of its advantages at individual and society level, as well as to provide the skills, practices and tools that will develop thinking, communication, decision making, creativity and technology usage.
Objectives	To introduce the concept of lifelong learning and its advantages Reveal the ways to engage in lifelong learning Provide resources for migrant people successful integration Facilitate the development of a lifelong learning action plan Be able to recognize and overcome learning barriers Exercise strategies and techniques of efficient lifelong learning Compare and self-evaluate learning styles

1. Topic: Definition of lifelong learning. Educational facts

Description of 1 topic

Motto: ``Unless you try to do something beyond what you have already mastered, you will never grow.`` (Ralph Waldo Emerson)

Time – 15 minutes

Method – on-line

Knowledge -at the end of the unit the learner will be able to:

- Understand the lifelong learning concept
- Describe different typologies of lifelong learning

Skills - at the end of the unit the learner will be able to:

- Explain some educational facts that Classify learning purposes
- Distinguish between the traditional education system and lifelong learning

Competencies– at the end of the unit the learner will be able to:

- Compare some educational facts in different countries of the world

Theory

Learning is a complex issue.

Globalization and the growth of the fast-changing knowledge economy mean that people require upgrading their skills throughout their adult lives to cope with modern life, both in their work and in their private lives. This is why there is an important increase of basic skill in ever-changing technological universe: ability to learn and adapt to the needed new skills and training. On the other hand in 21th century society there are recognized opportunities for learning for every person wherever they are and however old they should be.

Lifelong learning can be defined as the ongoing, voluntary, and self-motivated pursuit of knowledge. LLL is a term coined by Edgar Faure in 1972, in his UNESCO report titled learning to be. Faure used the concepts of lifelong education and the learning society as the cornerstone of what he hoped would be an international education policy.

It is not about school, teachers, test scores, or goals. It is about love of learning, for personal reasons. The concept of lifelong learning recognizes that knowledge is not confined to a classroom but takes place throughout life and in a range of situations.

There are several ways to learn more of what individuals want to know, once they have graduated from the traditional education system: Among these there are:

- **Adult education** - the acquisition of formal qualifications or work and leisure skills when formal education ends.
- **Continuing education** - often describes extension or not-for-credit courses offered by higher-education institutions.
- **Knowledge work** - includes professional development and on-the-job training.
- **Personal learning environments** – that is self-directed learning using a range of sources and tools.

Lifelong learning can also be:

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Formal - learning that occurs within an organized and structured context and that is designed as learning. It may lead to formal recognition validated by a diploma or certificate;

Non-formal -learning embedded in planned activities that are not explicitly designated as learning, but which contain an important learning element such as vocational skills acquired at the workplace;

Informal learning is defined as learning resulting from daily life activities related to family, work or leisure and it is often referred to as experiential learning.

Activity: Please watch the following video about lifelong in order to better understand the concept:

<https://www.youtube.com/watch?v=fZmt2EmBqBU>

Self evaluation question:

How can LLL improve your life?

2. Topic: Advantages of lifelong learning

Description of 2 topic

Time – 1 hour 30 min

Method – on-line

Knowledge -at the end of the unit the learner will be able to:

- Know the advantages of lifelong learning for individuals and societies
- Understand the benefits lifelong learning in developed societies

Skills - at the end of the unit the learner will be able to:

- Recognize how lifelong learning can make job transitions easier, can foster creativity and enhance technology usage
- Discuss the lifelong learning advantages in their own life

Competencies– at the end of the unit the learner will be able to:

- Analyze the need to acquire new skills, including technology usage

Theory

Lifelong learning provides tremendous benefits in five key areas:

1. Economic Benefits of Lifelong Learning. Jobs that require relatively static knowledge – from assembly line work to book keeping – continue to shift to machine. Nowadays most individuals switching jobs numerous times. Many of us switch careers at least once. And even those to stay in the same job over a long period of time almost certainly see the nature of the work they do shift rapidly. In order to thrive economically, you simply have to keep learning.

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- 2. Intellectual Benefits of Lifelong Learning.** It increases your knowledge and ability to use knowledge in diverse and meaningful ways. It opens up and enhances your mind, helping you to see and appreciate new opportunities. It fuels creativity and innovation.
- 3. Cognitive Benefits of Lifelong Learning.** The process of lifelong learning helps to keep your brain working well, and individuals live longer.
- 4. Social Benefits of Lifelong Learning.** A huge percentage of what you know came from watching and listening to your parents, experimenting with and testing out new ideas or skills on friends, family, colleagues, and strangers, taking risks and failing or succeeding in front of others, gauging reactions, adjusting and adapting. There are numerous personal benefits to all of this socializing. People with strong social connections proved to be happier and live longer. Better connected organizations that learn and adapt are more sustainable over time.
- 5. Spiritual Benefits of Lifelong Learning.** It gives us purpose, it gives us focus, it fuels our sense of fulfillment.

Activity 1

Please watch the following video about advantages of lifelong learning and make a list about the advantages lifelong learning may bring in your personal life.

<https://www.youtube.com/watch?v=5VniVQT1gPo>

➤ **Making big transitions on the job easier to process**

The business writer Tom Peters mentioned that “A career is a portfolio of projects that teach you new skills, gain you new expertise, develop new capabilities, grow your colleague set, and constantly reinvent you as a brand.”

As a migrant you could be in the situation of a job change or of a career transition. Let`s analyze the difference among the two situations. When you leave one job and take another doing pretty much the same things in the same industry, you are making a job change. When you leave a job for another that involves performing a different function or performing the same function but in a different industry, you are making a career transition. Job changes are usually easier and straight forward, with little disruption to the rest of your life, while career transitions can be challenging and often impact your personal and family life. Migration situation usually involves a career transition which can be a complex process with many variables.

Lifelong learning skills can definitely help you overcome such challenge. Here are some steps that can help you improve your professional situation:

- 1. First, identify what you want to do and what you`re qualified to do:** become aware of your “transferable skills” – all those jobs you`ve done that define your skill sets.
- 2. Do not rush change, trust your process:** opportunities will present themselves, but they may not be all the right or best decisions to make. Select the opportunities, based on your situation.
- 3. Be prepared and honest when presenting yourself** when creating a resume. You know what your strong assets are and lead with them. Also do not hide your liabilities, but don`t lead with them. We all have skills that should be improved
- 4. Evaluate your current skill levels and update them if needed:** the economical context, as well as the business world can be different from what you know or expect. Hiring expectances can be very different. You should start by reviewing your personal, professional, technology, and

social networking proficiency. For sure you will need to upgrade some things. Take some local courses through local chambers, schools, professional organizations, or online.

5. Know that personal branding and your image sets you apart: personality, mindset, energy, attitude, image are all important today to stand out and get noticed. Again, evaluate where you are with regard to your professional image, online and offline networking, sales, communication skills, emotional intelligence, and being a part of your community. Upgrade, improve, tweak, grow whenever and wherever you can. Take risks.

You also have to know that career transition is happening all the time, even when you are working and employed. You are not the only one to whom it happens.

The Bureau of Labour Statistics in Sept 2010 stated in a report people aged 18-44 changed careers on average 11 times. If a person is switching jobs that often, they must have skills that are easily transferable or be taking a lot of classes outside of work before each switch in order to remain attractive to future employers.

➤ **Fostering creativity**

Knowledge and innovation are the main sources of progress in modern knowledge-based economies. Traditionally, creativity is often seen as a special ability that some people have and some do not. It seems to relate to artistic self-expression through arts, music, drama and dance in which some of us are naturally talented. This is, however, a narrow view of creativity. Any activity that engages intelligence can be creative because intelligence itself has multiple dimensions and is indeed creative. Imagination feeds creativity and creative ideas give meaning to our life. Therefore, everyone has creative abilities and talent of some kind. The challenge is that we are not always aware what our creative capacities are, or how to use them in situations that are not directly related to particular creative processes.

Innovative societies value creative people with original ideas, therefore developing your creativity can increase your chances of employability.

Here are four facets of creativity that can be improved through lifelong learning:

- To be creative means to design and make something new that is meaningful in any context of activity. It is about having original ideas that have value. These original ideas may be related to poetry, physics, economics or, for example, to practical aspects of cleaning the house. Different intelligences are related to different forms of creativity but the basic nature of the process is the same. Creativity includes many different ways of thinking, communicating, doing and behaving that are equally important.
- Creativity can be part of both individual and collective thinking and action. Building creative communities has become an important aspect of learning organisations and institutions that are operating at the edge of creative businesses and innovation industries. Creativity is always collaborative – even when we are alone. But there needs to be a systematic plan to do this and also adequate feedback systems that reward good creative performances.
- Creative processes that aim at generating original ideas that have value should involve deliberate application of earlier learned knowledge, skills and attitudes. Any new idea is not necessarily a product of creative thinking. Wild solutions to a complicated problem are not necessarily creative either. They need to be based on valid knowledge and crafted using proper skills. Everyone has some creative abilities, people just need to find their own creative passion to learn and do things.

- People who have the opportunity to develop their natural talent and creative skills will be better prepared for life and work. The world is complex and changing rapidly. There was a time when a good academic qualification guaranteed a job for a lifetime, but not anymore. Most people will have to learn for new professions and adapt to several careers in the course of their lifetimes. Most employers today – and certainly in the future – want to recruit people who can work with ideas and see connections, are innovative, communicate and work well with others, and are good problem-solvers. Although the inflation of formal qualifications and degrees will continue, confident and creative individuals will always be in demand in the future.

However, there is no creativity without trust that allows people to try new ways of thinking and working, in other words, taking risks. Furthermore, there is no innovation without an environment in which people can come up with original ideas that have value, in other words, where they can be creative.

- **Enhancing technology usage**

21st century is “so fast that technologies and skills to use them become obsolete within 5-10 years”, prophetically said Professor Gerhard Fischer. Technological change has advanced at a rapid rate, doubling computer power every 18-24 months (Moore’s Law) for over 20 years. Now, there is more than enough computing power currently to automate large numbers of existing jobs. However, looking back over the last 20 years, technological change has created more new jobs than it has displaced. The issue is being addressed by developing support mechanisms for reskilling and up skilling staff, and providing lifelong learning support through continuing professional development (CPD) to maintain currency with technology change, through competency-based training initiatives.

Fortunately, people who adopt a lifelong learning mind-set are not intimidated by technology. They are willing to learn about technology online, from their family and friends and adapt their practices to meet the demands of their 21st century labour market. Moreover, digital literacy is a critical component of education today. The bottom line: Being prepared to work in the 21st century automatically equates to being a lifelong learner.

Activity 2.

Watch the following video about how to rapidly acquire new skills.

https://www.youtube.com/watch?v=dK2quHgLI_0

Make a list of 3 new skills you would need to acquire for a successful professional life.

3. Topic: Ways to engage in lifelong learning

Description of 3 topic

Time – 1 hour 30 minutes

Method – on-line

Knowledge -at the end of the unit the learner will be able to:

- Know main ways to engage in lifelong learning
- Describe ways to engage in lifelong learning

Skills - at the end of the unit the learner will be able to:

- Choose the most appropriate ways of engaging in lifelong learning to one`s self
- Discuss the role of lifelong learning techniques in specific career pathways

Competencies– at the end of the unit the learner will be able to:

- Demonstrate how specific lifelong learning techniques can provide career boost

Theory

Here are some simple ways to engage in lifelong learning which can enhance your employment:

1. Reading widely and often

Buy newspapers, search for things online you want to know more about, ask your friends for books they found helpful; above all else, be curious. If you want to find research on a topic, use Google Scholar to find academic research. Delve into a topic and don't stop until you have exhausted it!

2. Keeping smart company

Reach out to contacts that you admire. Get talking to some influencers on Twitter and organise to meet up to explore some ideas and learning topics. Make sure to keep in touch with people you have come into contact with who have inspired you to learn on your journey.

3. Teaching others

Teaching others what you know will also help ensure that you really understand something; it's a real test of your knowledge.

4. Keeping a list of things you want to explore

Before you jump right into an area, spend some time researching topics and keeping notes. Once you have developed a list then you can decide what the best option to follow for you is.

5. Starting your own project

Plan out your own projects starting with goals and objectives. This will help you cultivate an idea of how you would be able to follow this process in the future which could be applied to various scenarios.

6. Using a personal learning environment

Understanding how to learn is an invaluable skill. Using personal learning environments such as **GoConqr.com** can help you adopt proven learning techniques which you can use throughout your journey to discovering new knowledge.

7. Experimenting with new ways to learn

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Trying a variety of ways to learn will help you to find the way that sticks. Drawing diagrams, watching documentaries, creating mind maps and using music to study are some alternative ways students can approach learning.

8. Joining a study group

Find virtual study groups online where you can collaborate and learn from people with varying experiences. Take insight on board from a variety of sources and apply it to your own knowledge search.

9. Finding a job that encourages learning and collaboration

Most professional job change include some degree of learning whether it's on the job training, workshops or other educational encouragement. Pursuing a career in a new area will ensure that you are constantly learning and developing your skillset.

10. Making it a priority!

Don't just keep saying 'one day'. Make today that day. Make learning a priority in your life. If you wait for it to find you, you will limit the amount of information you know plus your ability to attain this knowledge over the long-term.

Case study 1

Watch Jamil's story in the following video: <https://www.youtube.com/watch?v=8LKulMLQe50>

Reflection task: Identify in the video and reflect upon the following issues

- What difficulties Jamil encountered in the employment process?
- What support did he have?
- What helped him get a job?
- What do you have in common with Jamil?

Case study 2

Watch Jesse's story in the following video:
<https://www.youtube.com/watch?v=VmQomvRf3ek>

Reflection task: What have been the determinant factors for Jesse's success? What is inspiring for you in Jesse's story?

Case study 3

Watch the following video carefully:
https://www.youtube.com/watch?v=RixMB8Vp_Rk

- Choose 3 main characteristics of a successful lifelong learner mentioned in the film from the following:

.....,,

Reflection task

Recognize in yourself the lifelong learners' characteristics you already have and those you want to develop.

4. Topic: Learning resources for migrant people successful integration

Description of 4 topic

Time – 1 hour

Method – on-line

Knowledge -at the end of the unit the learner will be able to:

- List some efficient resources for successful integration
- Know some digital resources for language learning, life skills, financial terminology, health communication, assistive technology

Skills - at the end of the unit the learner will be able to:

- Be capable to identify digital resources useful for your own integration
- Be able to analyze the resources you encounter
- Discuss the role of the work culture in professional activity
- Understand the traditions of the country's work culture and their correspondence in the postmodern society.

Competencies– at the end of the unit the learner will be able to:

- Evaluate your career opportunities by responding to the peculiarities of a particular country's work culture.

Theory

Migrants, refugees and asylum seekers face multiple challenges to swift and successful integration into local labour markets. Obstacles generally include language barriers, difficulties getting recognition for qualifications and skills previously acquired and limited social and professional networks in the areas which help them find a job. They usually are not familiar with local business or workplace norms and face competition from native-born applicants or discrimination from the employers.

Already in most European countries and big cities there have been launched an array of pilot programmes and structures that support migrants integration, especially from social, cultural and employment point of view.

Initiatives improving labour market integration of migrants consist in:

- Introduction programme
- Language training
- Recognition of qualification and experience
- Vocational training and internship support (involving employers and or civil society)
- Entrepreneurship support
- Mentoring support
- Job seeking services
- Supporting and sustaining integration initiatives

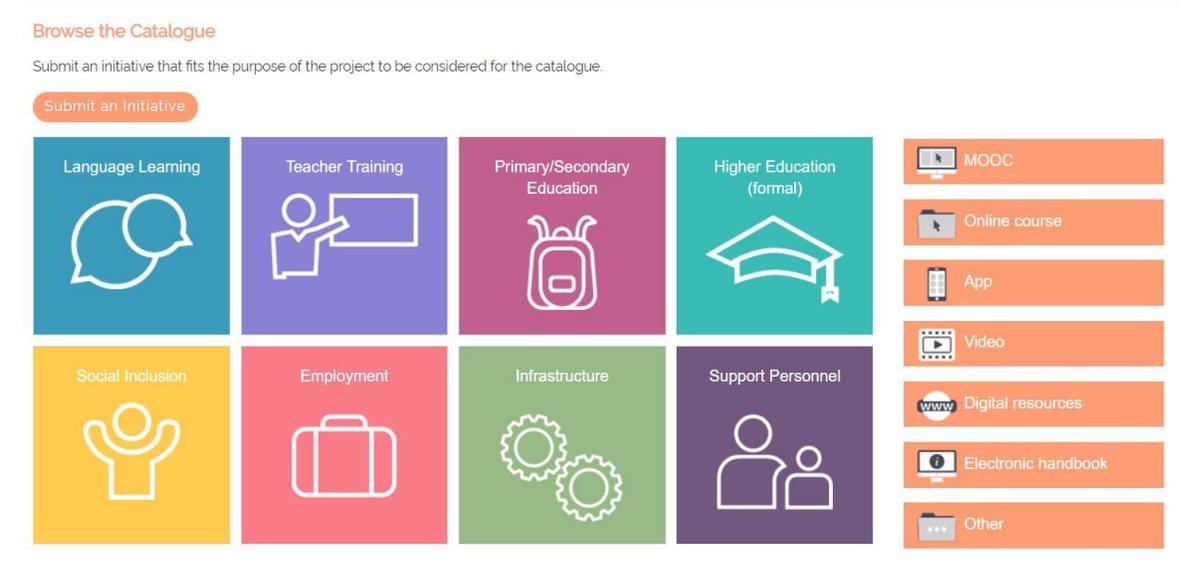
Search for these structures and programmes is usually the success key for newly arrived migrants, refugees and asylum seekers.

- In 2016, European Commission through the Directorate General Joint Research Centre (DG JRC) commissioned the “**Study on MOOCs and free digital learning for inclusion of migrants and refugees.**” In this study you can find a catalogue of free

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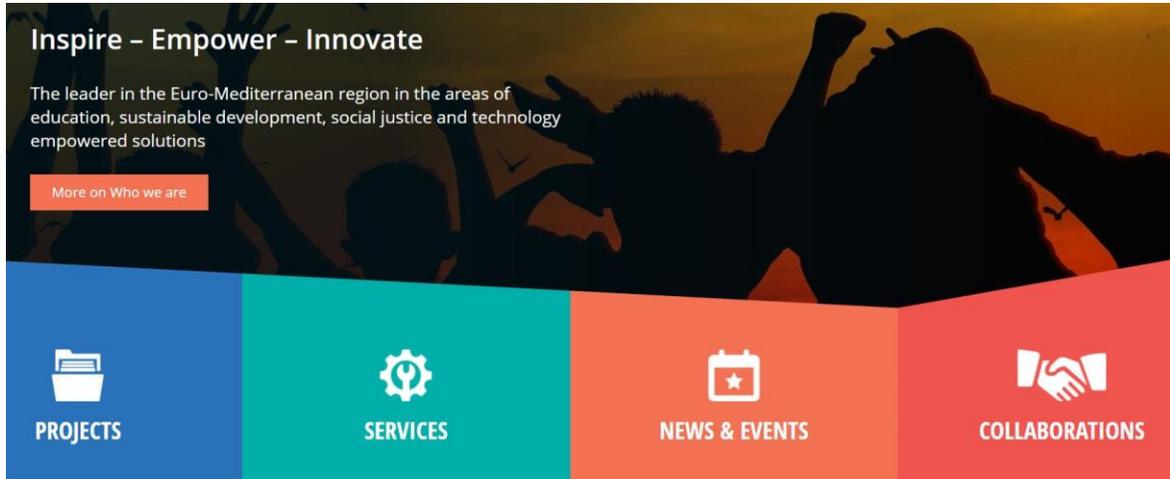
digital learning initiatives targeted to develop the skills needed by migrants and refugees in EU countries: **moocs4inclusion.org**.

Here you can access the resources: <http://moocs4inclusion.org/index.php/resources>



The digital resources been grouped according to the following categories:

- ✓ Resources useful for integration and employment purposes
 - ✓ Other open, online language learning resources
 - ✓ Information-related Apps and Homepages
 - ✓ Platforms and portals
 - ✓ Competitions and funding programmes
- Updated free digital learning catalogue (e.g. MOOCs, online courses, online handbooks, mobile apps, games, or other digital resources) for **helping refugees and migrants develop their skills and support their integration is available at:** <https://cardet.org/>.



Here is a snapshot of what you can find under the Services & Sector page:

Services & Sectors

One of our strengths is our interdisciplinary approach and ability to bring together sectors and disciplines in ways that are meaningful to achieve long-term impact. We serve clients representing a variety of sectors and stakeholders including public authorities, private organizations, civil society, non-profit organizations, large enterprises and SMEs.

Sectors

 Education & learning Serving the full range of the education sector including early childhood, primary, secondary, higher, vocational (VET) and professional education.	 E-learning & digital solutions Core expertise in developing e-learning, mobile learning, and gamified solutions across disciplines.	
 Social justice & migration Addressing inclusion, migration, integration of marginalized groups, gender equality, peace education, disabilities, and development education.	 Innovation & entrepreneurship Inspiring creativity, innovation and strategic visioning; infusing innovation across sectors; and supporting entrepreneurship.	 Sustainable development Serving the health and environment sectors, focusing on sustainable consumption, environmental education, clean energy, smart cities, and sustainable communities.

- A JRC Science for Policy Report from 2017 "Free Digital Learning Opportunities for Migrants and Refugees" also mentions in Table 1 (p.13-14) a list of interesting and innovative free digital learning (FDL) initiatives to refugees and migrants.

Edraak www.edraak.org http://www.moocs4inclusion.org/index.php/catalogue/30-edraak	A platform for MOOCs in Arabic, aiming to further enrich Arab education and give Arab learners free access to courses developed in cooperation with international higher education institutions.	Higher education, professional education, lifelong learning	MOOC platform
Funzi www.funzi.fi http://www.moocs4inclusion.org/index.php/catalogue/53-funzi	A Finnish based start-up that provides mobile learning to refugees in Europe and migrants in countries in the Global South in their own languages. Language learning, information on integration and employment services are all incorporated.	Language learning/mobile learning	Mobile Learning application
Information Sweden www.informationsverige.se http://www.moocs4inclusion.org/index.php/catalogue/36-information-sweden	A platform that provides migrants and refugees an easy overview of Swedish society and how to navigate it. It contains both information on Swedish society and digital learning content.	Civic integration	Portal aggregating FDL resources
InZone – (UNHCR Learn Lab) www.inzone.unige.ch http://www.moocs4inclusion.org/index.php/catalogue/56-inzone	Provides a targeted, culturally-sensitive pedagogical and mentored blended learning model to refugees in camps or neighboring countries. InZone has a number of different FDL offers. Particular focus has been placed on an initiative for the vocational training of interpreters.	Higher education, vocational training	Delivered in refugee camps + blended approach

<http://publications.jrc.ec.europa.eu/repository/bitstream/JRC106146/jrc106146.pdf>

- A special section Education and migrants is dedicated on the webpage of the European Commission under the section **Education and training**, named **Education and migrants**:

Education and migrants

Overview

Higher education for migrants and refugees

School education for migrants

Adult education for migrants

Language learning for migrants

What is it about?

Education plays a crucial role in helping migrants and refugees settle in new countries and environments. From language learning to the recognition of qualifications, education is a part of the solution throughout the integration process. Equally, education institutions and organisations can benefit from guidance and good practices on how to tailor the provision of education for migrants.

What is being done?

The European Commission facilitates the exchange of good practices on the integration of migrants and funds relevant projects across the different levels of education:

- Higher Education
- Schools education and migrants; multilingual classrooms
- Vocational education and Training
- Adult education
- Dealing with multilingualism
- Joint ET 2020 seminar in March 2017 on integrating migrants and children of migrant background in education ([Background Paper](#) and [Report](#) available)

https://ec.europa.eu/education/policy/migration_en

- European Commission through the Erasmus+ Programme has provided a database which gives you access to descriptions, results and contact information of all projects funded under this programme in the field of education, training, youth and sports, which you can find useful or inspiring for your social, cultural and employment integration: **Erasmus+ Project Results Platform**: <https://ec.europa.eu/programmes/erasmus-plus/projects/>.

On this platform you can find **Language learning resources**:

EDUCATION AND EMPLOYMENT PATHWAYS FOR SPEAKERS OF OTHER LANGUAGES

7 Participating countries: 

★ SUCCESS STORY  GOOD PRACTICE EXAMPLE [DOWNLOAD AS PDF](#)

 Project Reference: UK/11/LLP-LdV/TOI-474
 Website: <http://www.eepsol.eu>

Part of:
 Education and training ▶ Life long learning (2007-2013) ▶ LEONARDO DA VINCI ▶ Multilateral projects on Innovation

Topics:

[Adult education and learning](#) [Language learning](#) [Equal opportunities](#) [Disadvantaged people](#)
[Guidance and counselling](#) [Information and Communication Technologies](#) [Sustainable development](#)
[Intercultural dialogue](#) [Employment](#)

 **Coordinator**

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 **Partners**

-  **Bridges Programme** ▼
-  **C.O.N.E.C.T- CO-operation Network for Active CiTizenship** ▼
-  **Translex (t/a The Granary Learning Centre)** ▼
-  **Associazione NET – Networking Education and Training** ▼
-  **GRETA SUD NORMANDIE** ▼
-  **36.6 Competence Centre** ▼
-  **Wisamar Bildungsgesellschaft mbH**

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<http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/ad5ea2c3-910d-46bd-abcc-d2e150ed98d7>

Language learning for migrants

Overview

Higher education for migrants and refugees

School education for migrants

Adult education for migrants

Language learning for migrants

Multilingual Families is a project aiming to preserve the linguistic treasure of immigrants living in the European Union and families with linguistically diverse parents. The project provides support by answering the questions: Why should we support continuing use of the family language? What can we do to support them and how? The project provides support materials to teachers, immigrant groups and all relevant stakeholders. Many of the resources produced are available in more than 20 languages so as to allow the widest possible dissemination.

MERIDIUM

Multilingualism in Europe as a resource for immigration – dialogue initiative among the universities of the Mediterranean:

The MERIDIUM network studies and promotes multilingualism as a resource for social cohesion and active citizenship related to immigration issues in Mediterranean Europe. The results of MERIDIUM provide a reference point for the scientific community, for institutional agencies at local and national levels, for NGO agencies and migrants associations, for schools and for teachers. The Study and Documentation Centre helps teachers and school leaders implement intercultural activities in primary school classes.

https://ec.europa.eu/education/policy/migration/multilingualism_en

- A healthcare Language guide for migrants, including a Phrase Book divided into 12 topics, a Word Fan providing words from each topic translated into 17 languages, a Medical Route with information about healthcare systems, a basic language emergency kit: <http://www.takecareproject.eu/>

Life skills approach resources, tools, goog practice and learning framework you can find at: <https://eaea.org/project/life-skills-for-europe-lse/?pid=10220>

- **Financial terminology**

http://www.simplyput.ie/downloads/plain_english_guide_to_financial_terms.pdf

- Financial Education for Migrants and their families:
 - http://www.migration4development.org/sites/default/files/financial_education_for_migrants_and_their_families.pdf
- Financial Education in Europe:

file:///C:/Users/Silvia/Downloads/Vedlegg2OECD(2016)Report-FinancialEducationinEurope.pdf

- **Health communication**

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Mig-HealthCare: Strengthen Community Based Care is a project aiming to support the inclusion and participation of migrants and refugees in European communities, as well as the health and wellbeing of local communities, and the sustainability of health care systems.

<http://mighealthcare.eu/news/13-mig-healthcare-project-improve-the-integration-of-vulnerable-migrants-and-refugees-into-local-communities>

www.prolepsis.gr

MyHealth is another project that will develop and implement models to engage vulnerable migrants and refugees in their health through community empowerment and learning.

<http://mighealthcare.eu/news/12-myhealth-and-mig-healthcare>

- **Assistive technology**

Computer skills online lessons you can find at:

<https://therefugeecenter.org/resources/computer-skills/>

Other important resources:

EU Immigration portal:

<http://ec.europa.eu/immigration/>

Migrant integration information and good practice:

<https://ec.europa.eu/migrant-integration/home>

Self-assessment:

Are you a lifelong learner? Self evaluate lifelong learning skills:

True/False

1. You like routine.
2. You tend to question what you hear on TV or read in the newspapers.
3. When you come across something you do not know, you quickly search for it online.
4. Generally, you try to avoid complicated things that you don't understand.
5. You like to experiment and try new things.
6. You get bored with ordinary things.
7. You don't just want something good, you want it perfect.
8. When you find something out, you always want to go further and understand why.
9. You prefer to work for other people rather than owning your own business.
10. You enjoy working in the same place throughout your career.

5. Topic: Collaborative and cooperative learning

Description of 5 topic

Time – 30 min.

Method – face to face

Knowledge -at the end of the unit the learner will be able to:

- Know about collaborative and cooperative learning

Skills - at the end of the unit the learner will be able to:

- Be capable to identify how lifelong learning contributes to the construction of the self
- Be capable to use collaborative and cooperative learning

Competencies– at the end of the unit the learner will be able to:

- Evaluate lifelong learning social and economic impact for your own person

Theory

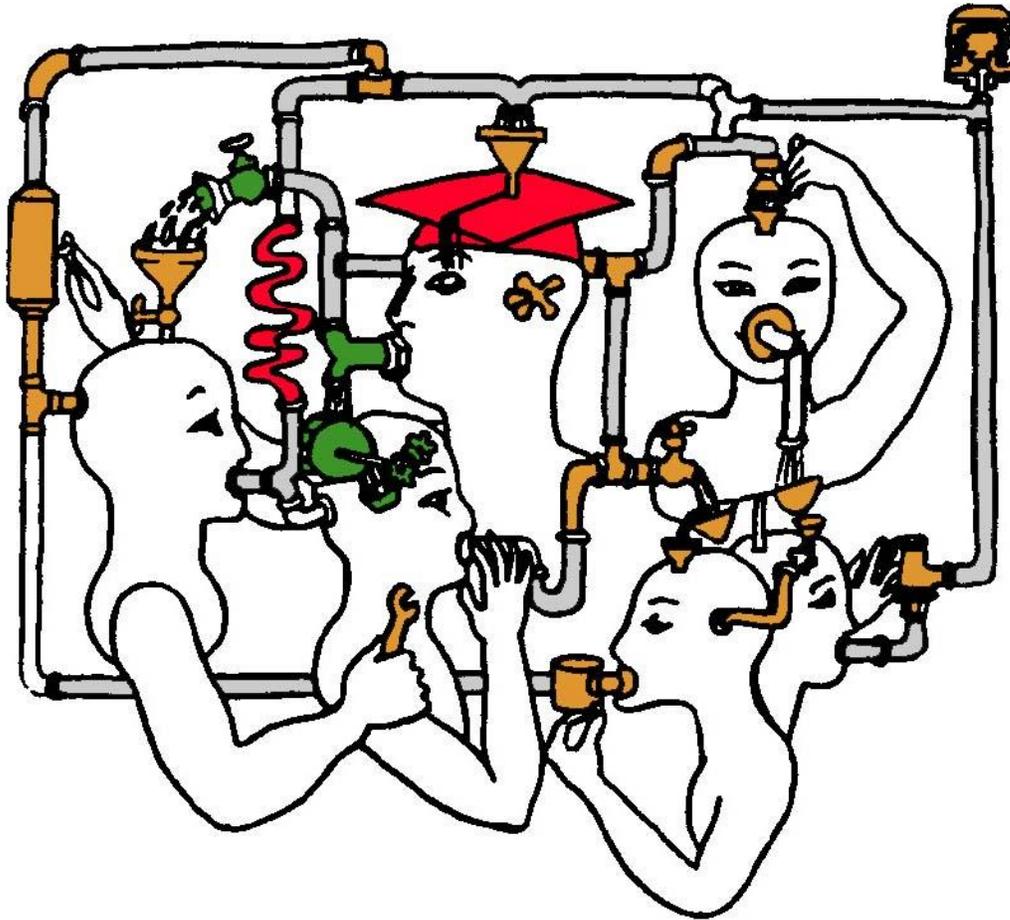
Traditional teaching



Cartoons courtesy of Karl Smith

Collaborative Learning

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Cartoons courtesy of Karl Smith

Cooperative/Collaborative Learning: “Students work together to maximize their own and each others’ learning” (Johnson et al., 1990)

Collaborative Learning

- Qualitative learning method
- Student centered
- Respects and highlights team abilities and contributions
- Focused on the process of working together
- Student talk is stressed as a means of working together, sharing of authority, and group consensus

Cooperative Learning

- Quantitative learning method
- End product is content specific
- Teacher controlled and centered
- Tasks are divided and students are only responsible for his or her own piece
- Involves competition, usually between team members
- An “I” mentality instead of “we”

Panitz, T. (1996). A definition of collaborative vs cooperative learning. Retrieved January 24, 2007, from Deliberations Web site: <http://www.londonmet.ac.uk/deliberations/collaborative-learning/panitz-paper.cfm>

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Differences and Similarities between Cooperation and Collaboration

Similarities

- Both are used as a learning tool in today's society to facilitate learning
- Both acquire knowledge and social skills.
- These methods involve the placing of individuals into teams

Differences

- Cooperative learning is more teacher oriented
- In collaborative learning the students are in control of their own learning
- Cooperative learning tends to facilitate competition between members

Excercises:

Time – 15 minutes

Aim – to understand the impact of lifelong learning social and economic impact using cooperative learning

Proceeds:

The task is carried out in small groups. One participant in each group is an observer of the collaboration process which has the role to take notes about it. Participants are asked to list the effects of lifelong learning on the self and society and find arguments for each of them. Each group will present the conclusions in maximum 3 minutes. All observers will presents observations on group dynamic. Facilitator will draw conclusions.

6. Topic: Learning styles

Description of 6 topic

Time – 30 min.

Method – face to face

Knowledge -at the end of the unit the learner will be able to:

- List some efficient learning styles

Skills - at the end of the unit the learner will be able to:

- e capable to use some efficient learning styles
- Choose the most appropriate learning strategy in a given learning context

Competencies– at the end of the unit the learner will be able to:

- Evaluate your learning results according to the styles used.
-

Theory

According to some theorists there are 8 learning styles:

- **The Linguistic Learner**

The linguistic learner is one who learns best through linguistic skills including reading, writing, listening, or speaking.

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Sometimes, it is a combination of these methods . If a linguistic learner wanted to tackle a new skill, their best method of learning would be to read about it, then listen to an audio recording and take notes on it. Finally, concretizing it would require speaking about it and, possibly, writing about it extensively.

Some of the best teachers and professors are linguistic learners. It's in the nature of the profession.

- **The Naturalist**

The naturalist learns by working with, and experiencing, nature.

If this sounds a lot like a scientist, it's because that's how scientists learn. The naturalist loves experiences, loves observing the world around them, and captures the best information or knowledge through experimentation.

- **The Musical or Rhythmic Learner**

The musical or rhythmic learner is one who learns using melody or rhythm.

This would be like a musician learning how to play by listening to a piece of music or a drummer who hears beats in his head and on the street from arbitrary sources before putting it together in the studio. But it can also be a person who learns best while humming, whistling, toe-tapping, tapping their pencil on the desk, wiggling, or listening to music in the background. For this person, music isn't a distraction but instead actually helps the learning process.

- **The Kinesthetic Learner**

The Kinesthetic learner is a person that learns best by actually doing something.

These people are also scientific in nature and must interact with objects in order to learn about them (or learn about them in the best way possible). Some of the most common kinesthetic-based jobs are those in the arts, manufacturing or creative fields like physical therapy, dancing, acting, farming, carpentry, surgery, and jewelry-making. None of these careers could be done without "hands-on experience." Many of these jobs, are also trade professions that require an apprenticeship or shadowing.

- **The Visual or Spatial Learner**

A visual or spatial learner is a person who learns best if there are visual aids around to guide the learning process. Someone who can learn best from diagrams, pictures, graphs would be a visual or spatial learner. These people tend to be technically-oriented and enter engineering fields.

An example of this type of learner would be a person who becomes a computer engineer or programmer. But, the best students are those that are visual or spatial learners. Why? Because being proficient in programming and IT requires that you be a strong visual or spatial learner. Almost everything having to do with computers is conceptual and so it relies on graphical or visual representations of components that can't actually be seen (e.g. bytes).

- **The Logical or Mathematical Learner**

The logical or mathematical learner must classify or categorize things. They also tend to understand relationships or patterns, numbers and equations, better than others. These are obviously engineers, scientists, mathematicians, and other technical professions.

- **The Interpersonal Learner**

The interpersonal learner is someone who learns by relating to others. Often, these people share stories, work best in teams, and compare their ideas to the ideas of others. In a sense, others help them think of new ideas of their own. They are often naturally good leaders as well as team players. You often see these people in various fields of psychology or social sciences.

- **The Intrapersonal Learner**

The intrapersonal, as opposed to interpersonal, learner is someone who works and learns best when they are alone. They set individual goals that are challenging, but not impossible. They are also motivated by internal forces, rather than external ones. They are often introverted individuals, but not always. These people often enter creative fields, become entrepreneurs, and sometimes small business owners. But, they are usually in fields or industries that allow them to work without direct supervision.

Exercise:

Time – 15 minutes

Aim – to recognize the own learning style

Proceeds:

The task is carried out individually. Trainees are invited to assess their own learning style using the following test:

<http://vark-learn.com/the-vark-questionnaire/>

Results to the test will be read at:

<http://vark-learn.com/the-vark-questionnaire/?p=results>

Facilitator will discuss the results and draw conclusions.

7. Topic: Practices fostering lifelong learning

Description of 7 topic

Time – 1 hour 30 min.

Method – face to face

Knowledge -at the end of the unit the learner will be able to:

- List some practices that foster lifelong learning

Skills - at the end of the unit the learner will be able to:

- Choose most appropriate lifelong learning techniques for one`s self

Competencies– at the end of the unit the learner will be able to:

- Analyze the benefits of these practices

Exercise:

Time – 20 minutes

Aim – to understand how adults learn according to their learning style

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Proceeds:

Trainees are invited to watch the following educational video about how adults learning:

<https://www.youtube.com/watch?v=3LdEwYDDJBg&t=11s>

They are invited to discuss if what they found out applies to them and in what degree.

Teaching activity:

Here are some practices fostering lifelong learning according to the 3 main learning styles

Auditory Strategies:

- Provide as much auditory stimuli as possible
- Provide verbal reinforcement
- Provide group activities and class discussions
- Have students read aloud and put information into a rhythmic pattern

Visual Strategies:

- Provide as many visual clues as possible
- Use videos, charts and pictures
- Provide assignments in writing
- Use bright colors
- Encourage students to take notes and draw pictures

Tactile Strategies:

- Provide many activities allowing students to participate in learning
- Use hands-on activities and include physical movement
- Provide stories filled with action
- Encourage many stand up and stretch breaks
- Allow students to participate by touching and practicing

Including all of these strategies into an online course, or offline course, for that matter may seem like a tall order. However, newer technologies now allow for the use of multi-media content and collaboration within the online learning environment.

Exercise:

Time – 1 hour

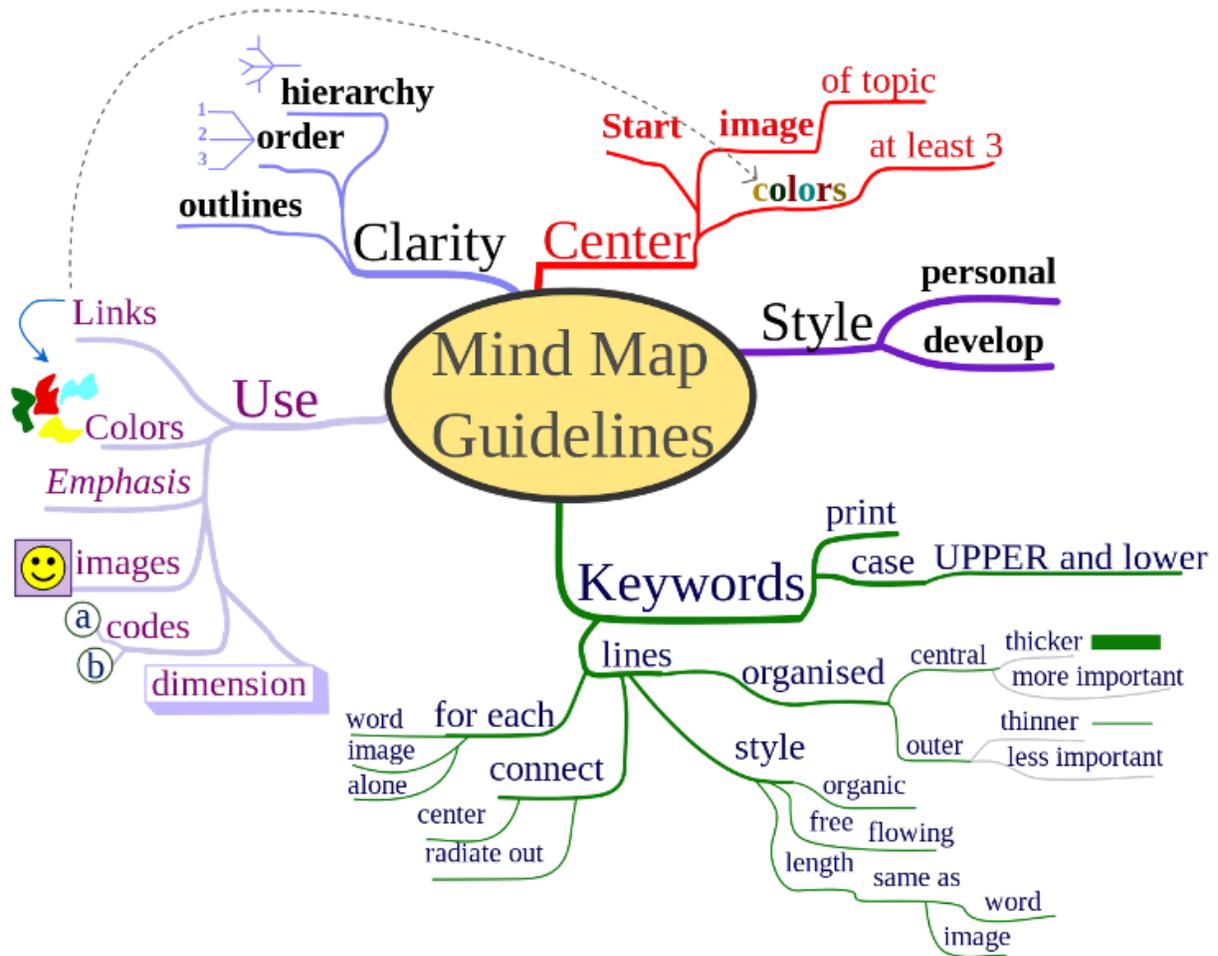
Aim – to provide a variety of learning strategies and to select the most appropriate lifelong learning techniques

Proceeds:

Trainees are invited to watch the following educational video about how adults learning:

<https://www.youtube.com/watch?v=ZtG38G8dMBI>

The facilitator explains how to draw a mind map, using the following illustration:



Afterwards, trainees are invited to brainstorm around learning strategies and techniques they have used or heard. They are invited to participate in drawing a mind map `` learning strategies and techniques`` on the flipchart or whiteboard. Facilitator will draw conclusions.

8. Topic: How to draw an individual lifelong learning action plan

Description of 8 topic

Time – 1 hour

Method – face to face

Knowledge -at the end of the unit the learner will be able to:

- Become aware of owns lifelong learning abilities and competences

Skills - at the end of the unit the learner will be able to:

- Be capable to Elaborate own action directions for lifelong learning

Competencies– at the end of the unit the learner will be able to:

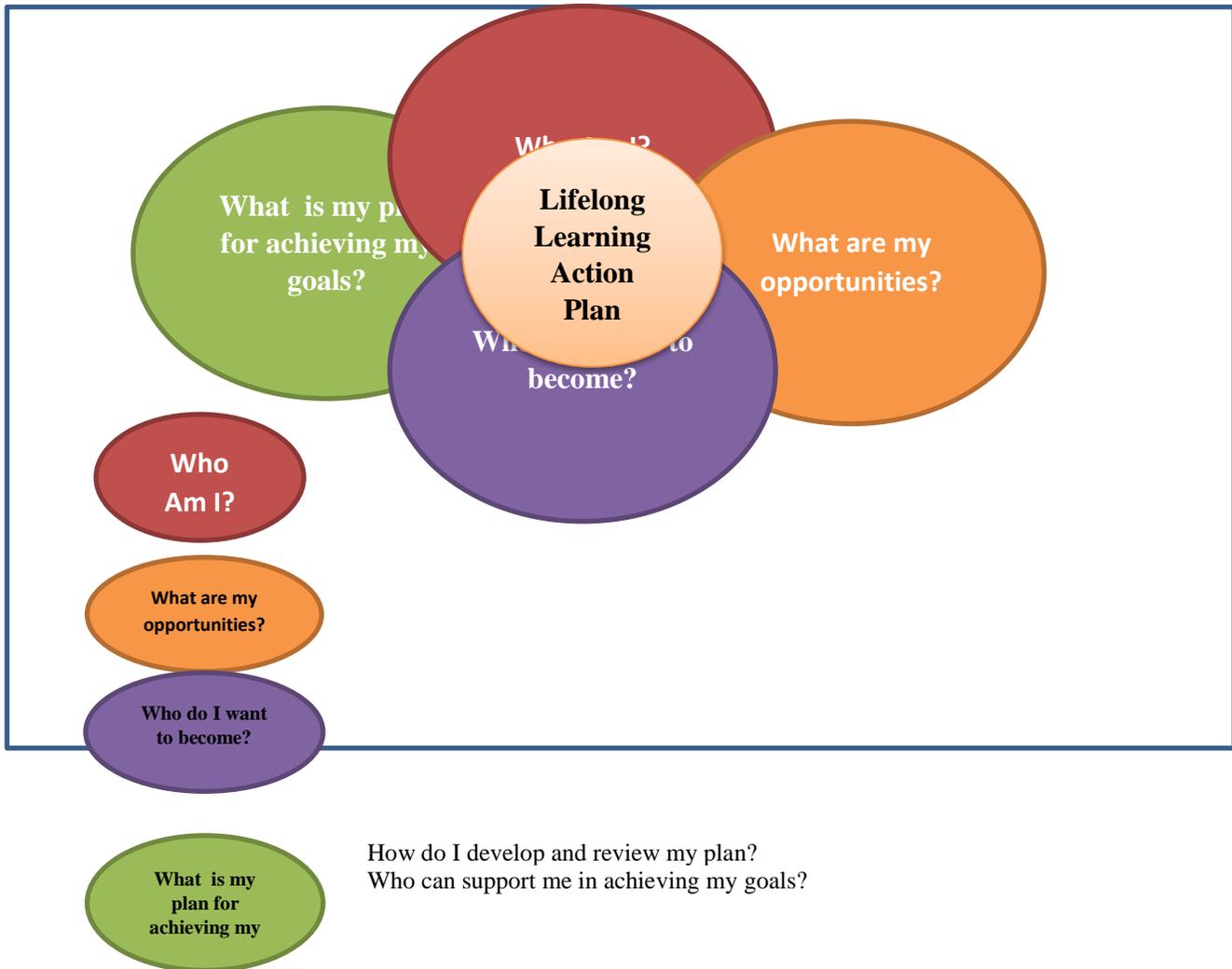
- Analyze lifelong learning abilities and competences

Theory

A Lifelong Learning Action Plan may rely on the following recordings:

- what you have learned about yourself
- opportunities available to you
- your goals
- plans to achieve your goals

The Lifelong Learning Action Plan is based on four questions to help you plan your destination.



Exercise:

Time – 50 min.

Aim – to be able to elaborate an Individual Lifelong Learning Action Plan

Proceeds:

Trainees work individually. Their task is to draw an Individual Lifelong Learning Action Plan. After finishing it they will present it to the whole group and ask for feedback from the facilitator and other trainees. Facilitator will draw conclusions.

9. Topic: Barriers to learning

Description of 9 topic

Time – 30 min.

Method – face to face

Knowledge -at the end of the unit the learner will be able to:

- List some learning barriers
- Describe modalities of overcoming one`s learning barriers

Skills - at the end of the unit the learner will be able to:

- Recognize one`s learning barriers
- Describe modalities of overcoming one`s learning barriers

Competencies– at the end of the unit the learner will be able to:

- Compare modalities of overcoming one`s learning barriers
-

Theory

Barriers to Adult Learners

Even though, the number adult learners are increasing day by day there are many barriers for them to learn and to become successful in their life.

The barriers to adult learning can be described as follows.

- Situational barriers
- Institutional barriers
- Dispositional barriers
- Academic barriers
- Employment training barriers
- Cultural barriers
- Situational barriers

These barriers are mostly working related to family conditions. There may be a huge number of responsibilities that one has to carry out at the same time. These responsibilities may be more important than going to an educational institute. Due to these unfavourable situations the opportunity to learn and to educate will be very much narrowed for those learners.

This barrier may include:

-Busy work schedule

-Family and children: This barrier mainly may face to women.

-Financial problems:

- Lack of child care services: Child care centres will help people to move to jobs and as well as to study if time allows for them.

-Transportation:

In addition to above mentioned situational conditions, some other situations that put a barrier to learn are **sensory or learning disability, lack of support from others** like from family or employer.

Institutional barriers

Institutional barriers are the inconveniences faced from the educational institutions. This difficulty may be either the **design of the course, method of delivering lectures** or even sometimes **administrative difficulties**. Institutional barriers happen intentionally or unintentionally.

Some of the institutional barriers include:

- Difficulty in paying tuition fees**
- Inconveniences faced due to improper scheduling of the programs**
- No courses are available to meet learners' needs**
- Lack of necessary qualification to enter the programme**
- **Location:**

Dispositional barriers

Dispositional barriers are connected with the internal or personal factors that put a barrier to learn for adults. This barrier mainly talks about the **learners' attitude to learn**. Many adult learners may have **negative attitude** towards learning. This may be due to age factor and/or may be fewer results are made in the past studies.

The age factor is also an important dispositional factor that can be described as a dispositional factor. People might think they are too old to go for an educational institute. They might ignore the fact that, "learning is a lifelong process".

Academic barriers

This barrier includes the **needed skills for future learning**, the lack of **language skills** which are very much important in learning process. This skill actually helps to access the information of any form. If the learners cannot access the information, how they can learn. The ability to play with the numbers is also an important factor. **Numerical skills** are important for further studies. **Basic skill in information technology** will be very important also.

Employment training barrier

These are the barrier in the work place. This may include the factor like not supporting from the employer for adult learners. Moreover, the employer will give much preference to well educated workers for giving / sending for seminars, workshops and/or any other training programmes. The less educated workers will be left over most of the times.

Cultural and socio-economic barriers

Cultural barriers are basically the barriers due to culture. In some cultures, it believe that women don't have to go for work and as well as for higher study. The belief that girls should marry at an earlier age will almost stop the girls to go for higher studies.

Overcoming Barriers to Adult Learning

Helping adult learners to overcome the barriers is not an easy work or even not possible in some cases. The barriers that adult learners' face will not be able to fix in overnight. To overcome the barriers, learners need long term support and working environment must need a change. Moreover educational institutes require changes in their administrative and curriculum issues.

The adult learners and employers need to create close relationship. With this relationship, the employers can help the learners to learn and create a positive environment for the learners. They

may provide some more free time, and also can provide study leave for the adult learners. This will encourage them to participate more in learning process.

The institutions must be more flexible and understanding. The rule and regulations must be flexible enough to meet the requirements of the adult learners. Some flexibility with the adult learners may include, developing flexible policies on punctuality, attendance and schedule that are best suit for the learners so that adult learners can cater for their work and for their family.

As mentioned above, the demography is a great barrier for adult learners to participate in learning process. To overcome this, introduction of **distance learning** with the technological advances can be best used. In this way, the busy adult learners do not have to attend the institute.

Exercise:

Time – 20 min.

Aim – to be able to discuss a case of serious learning barrier that was overcome using a given structure of case analysis

Proceeds:

Trainees work in small groups. They are provided by the facilitator the following structure of case analysis.



They are required to provide a case of serious learning barrier that was overcome/can be overcome and present it to the entire group. Presentations will be structured according to the given model. Best argumentation will be rewarded. Facilitator will draw conclusions.

Resources:

1. <https://www.opencolleges.edu.au/informed/features/lifelong-learning/>
2. <https://www.sciencedirect.com/science/article/pii/S1877042812019751>
3. <https://www.younglives.org.uk/sites/www.younglives.org.uk/files/YL-WP43-Crivello-BecomingSomebody.pdf>
4. <https://99u.adobe.com/articles/29995/never-stop-learning-how-self-education-creates-a-bullet-proof-career>
5. <https://www.workitdaily.com/career-transition-skills/>

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6. <https://www.workforce50.com/content/articles/kh1-process-of-career-transition.html>
7. <https://pasisahlberg.com/wp-content/uploads/2013/01/Creativity-and-innovation-in-LLL-2009.pdf>
8. https://www.researchgate.net/publication/280320335_Creativity_Essential_for_the_Adult_Education_Instructor_and_Learner
(PDF) *Lifelong Learning: What does it Mean?*. Available from:
https://www.researchgate.net/publication/224767020_Lifelong_Learning_What_does_it_Mean [accessed Aug 13 2018].
(PDF) *Lifelong Learning: What does it Mean?*. Available from:
https://www.researchgate.net/publication/224767020_Lifelong_Learning_What_does_it_Mean [accessed Aug 13 2018].
9. <https://www.missiontolearn.com/benefits-of-lifelong-learning/>
10. https://www.researchgate.net/publication/224767020_Lifelong_Learning_What_does_it_Mean
11. <http://mighealthcare.eu/news/26-updated-catalogue-of-free-digital-resources-for-migrants>
12. http://www.migration4development.org/sites/default/files/financial_education_for_migrants_and_their_families.pdf
13. <https://www.sciencedirect.com/science/article/pii/S1877042811025559>

II MODULE REQUIREMENTS AND NEEDS OF LABOUR MARKET

Description

Basic concepts:

Teach and help refugees, asylum seekers and migrants at all levels, provide all requirements they need to be incorporated into labour market.

Structure: Online training – 6 hours
 Face to face – 4,5hours

Annotation

Looking at the environment where employers requirements or companies are able to work with refugees, asylum seekers and migrants young people in the areas of new environment learning ; special schools; colleges and independent training providers; third sector providers, social work, and community learning and development; and other specialist learning providers, including secure settings Given student labour market information and regulations as well as labour market policies.

General goal

To cover wage setting institutions, mandatory social benefits, the unemployment insurance system, as well as different aspects of labour legislation Including labour market regulations. Looking into different aspects of labour market needs employment protection. Labour market policies , regulative policies that influence the interaction between labour supply and demand.

Objectives

Provide income replacement with labour market information and requirements using labour market policies, as well as labour market integration measures available to unemployed or those threatened by unemployment

1. Topic: Introduction to labour market

Description of 1 topic

Time – 1 hour

Method – online

Knowledge -at the end of the unit the learner will be able to:

- Know description of work availability
- Identify the specificities of a particular country's or EU work market.

Skills - at the end of the unit the learner will be able to:

- Recognize type of work able to apply according to experience knowledge and availability
- Discuss the role of the work availability in professional matter
- Understand the concepts of time and work experienced of the individual country according to law for labour market.

Competencies– at the end of the unit the learner will be able to:

- Evaluate career opportunities by responding to the peculiarities of a particular country's labour market.

Materials and equipment Computer with network and also Wi-Fi with connection to internet

Theory

Information and introduction to resource that can be used within your context and contribute to your personal knowledge and levels of understanding.

Labour market information can be overwhelming and confusing. Learning what it is and how to use it can help you find a job.

Labour market information tells you:

- What jobs and skills employers are looking for
- Which industries are hiring and where they are located
- Where to find employers who are hiring
- What working conditions are like for specific industries
- What education and training you need for specific jobs
- What factors can stop you from getting a job
- Which job areas are growing in the future and other statistics

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- Which job areas are growing in the future and other statistics

Working environment and experience evaluation for labour market

An organization is formed to achieve certain goals and objectives by bringing individuals together on a common platform and motivating them to deliver their level best. It is essential for the employees to enjoy at the workplace for them to develop a sense of loyalty towards it.

Working Labour market plays an important role in extracting the best out of employees and making them stick to the organization for a longer duration. The organization must offer a positive ambience to the employees for them to concentrate on their work rather than interfering in each other's work.

What is work Labour market?

Work Labour market is a concept which deals in the study of:

- Availability of work in a country of residence
- Processes and different attitudes of the employers.
- Ideologies and principles of the organization.
- Ideologies and principles of management
- Identifications of work process

It is the work Labour market which decides the way employers interests for new employees or new position within the organization.

The needs of an organization decisions whether or not that will be availability for employment for specific experienced employees. The adds or advertisement to local or regional media.

Employment market availability and environmental concepts of interviews when requirements meet the needs of an individual

- Availability and whether or not the job is suitable for employees (new employee) expertise.
- Before contacting for employment is required to be polite and very well aware of the employment is all about.

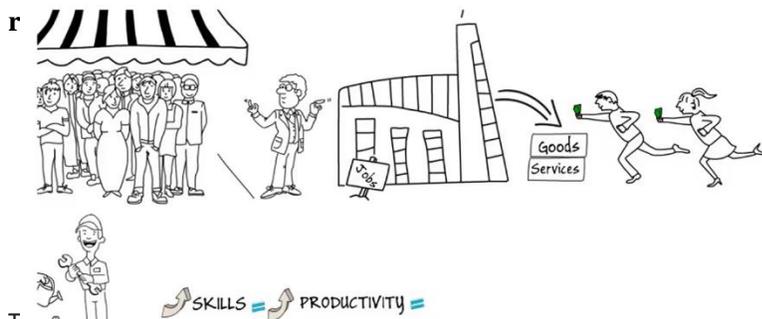
More information

Check the following link:

<https://www.youtube.com/watch?v=H894hRwJ1PE>

Exercise:

Give some information of what you see on the icons:



T
O For the right job
used.

ility of the authors and the National Agency
er in which the content of the information is

Self-assessment:

1. Do I recognise any of these trends in my own career to date?
2. Identifying growth sectors and new opportunities, in your new country of residence.
3. Identifying challenges of access to resources
4. Identifying skills gaps that act as barriers to labour

2. Topic: Labour market information

Description of 2 topic

Time – 2 hours

Method – online

Knowledge -at the end of the unit the learner will be able to:

- Understand EU and regional data on employment, unemployment, hours worked and industrial production;
- Forecasts of economic activity, including the supply and demand for certain groups of workers and commodities

Skills - at the end of the unit the learner will be able to:

- Recognize the economic impact studies of industries, policies and programs;
- Formal and informal wage and benefit surveys and data on average wages by occupation type of work able to apply according to experience knowledge and availability

Competencies– at the end of the unit the learner will be able to:

- Evaluate Job descriptions and statements of work;
- Job postings and employment advertising;
- Educational and skill requirements and comparisons between jobs.

Materials and equipment Computer with network and also Wi-Fi with connection to internet

Theory

Description of the working-age population, the labour force, and participation rate.

- **Working-age population** – all those aged 15 to 64 years, whether or not they are part of the labour force. These individuals are all considered to be part of the potential labour force.
- **Labour force** – all those aged 15 or older who are currently employed or actively looking for work. This number does not include those who are unemployed but not looking for work, those who are unable to work, or those who are retired.
- **Participation rate** – the labour force divided by the working-age population, expressed as a percentage. Variations include the participation rate by sex or for various age groups (e.g., youth, those aged 25-44; older adults, etc.).

Unemployment rate – the number of unemployed workers divided by the number of workers in the labour force. The result is converted into a percentage that is used as a barometer of economic and workforce conditions. This calculation, performed and published on a monthly basis, is the most widely-known and oft-cited labour statistic. Information and introduction to resource that can be used within your context and contribute to your personal knowledge and levels of understanding.

Emphasis Of Labour Market Information) give information of some technical and complex uniform of LMI. This may seem technical and complex, but many individuals and organizations already use it without realizing that they are doing so.

For example,

- the manager or director who makes informal inquiries about pay rates in other organizations is collecting LMI (LABOUR MARKET INFORMATION) .
- Similarly, the worker who searches job listings to look for similar work with greater compensation is using LMI (LABOUR MARKET INFORMATION) .
- While these examples may seem informal or anecdotal, they also highlight the everyday ways that many people and organizations already integrate LMI into their lives and operations

Some examples of LMI

- EU and regional data on employment, unemployment, hours worked and industrial production;
- Forecasts of economic activity, including the supply and demand for certain groups of workers and commodities;
- Economic impact studies of industries, policies and programs;
- Formal and informal wage and benefit surveys and data on average wages by occupation;
- Job descriptions and statements of work;
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- While these examples may seem informal or anecdotal, they also highlight the everyday ways that many people and organizations already integrate LMI into their lives and operations

Key Labour Statistics

What they are: These calculations and figures, including the working age population, labour force, participation rate, and unemployment rate, underpin major labour statistics.

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Why are these statistics important? They are considered the key measures of overall economic performance. These statistics are often referenced in media reports, official government documents, and by employment boards and funding organizations.

How to use them: Consulting macro-level economic statistics (i.e. statistics that pertain to an entire industry, province, or the nation) helps individuals and organizations understand the current economic climate. While macro-level statistics may have little bearing on the day-to-day workings of an organization, they are important for contextualizing local data and in identifying economic trends that impact employers and employees.

More information and what exactly is Labour information !!
check the Labor Market Information on the following link

1. <https://www.youtube.com/watch?v=8wXXI0uJZMQ>
2. <https://www.youtube.com/watch?v=ILJ1OhLAKbI>



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Exercise

Exercises to see whether or not that this was understandable and usable.

1. What have I learnt from the information / data I have discovered?
2. How can I use this information when planning my job hunting concerning learning and teaching?
3. What other information do I require in order to make links within my area of work?
4. Are there some simple steps I can take to begin to take account of my newly gained insights?

Self-assessment:

1. Identify pre-crisis existing labour opportunities for expansion
2. Identify entirely new potential growth sector (potentially as a result of crisis) opportunities and matching labour needs .
3. Identifying access to resource challenges and barriers to work

3. Topic: Interpreting Labour Market Statistics

Description of 3 topic

Time – 1 hour

Method – online

Knowledge -at the end of the unit the learner will be able to:

- Understand personal qualities Intelligence – the ability to analyse situations and solve problems, think things through and use common sense;
- Understand of „basic principles“ rather than a lot of specialist knowledge;

Skills - at the end of the unit the learner will be able to:

- The willingness to learn – the ability and desire to learn, and to keep learning new things and new ways of doing things

Competencies– at the end of the unit the learner will be able to:

- Evaluate Job the skills and qualities of the job and its requirements. A brief descriptions and statements of work and evaluate the job before applying.

Materials and equipment Computer with network and also Wi-Fi with connection to internet

Theory

Learn and give briefer on the statistics that underpin LMI which can be e very helpful in conducting staffing actions, setting policy, or long-term planning. As an example, the participation rate by sex. Information available it seems that workforce has changed dramatically in the last 35 years. While just 46% of women compared to 78% of men were employed in 1976, this gap narrowed to 10% by 2017, with 62% of women and 72% of men employed.

The data are useful for strategic planning as they offer insight into possible future labour trends. For example, the trends tell us that the future workforce will likely include nearly equal numbers of men and women, a key fact to consider for an organization’s recruitment strategies and long-term planning. Important Acronyms Two primary classification systems are used to organize labour market information and statistics. Knowing the meanings of these systems is helpful in finding relevant information quickly

National Occupational Classification (NOC)

What is it: The system covering workers is known as the National Occupational Classification, or NOC. The system uses 4-digit codes to classify workers based on the type of occupation and the education and skills generally required to hold the position. For example, NOC code 4212 is used to denote community and social service workers.

The code works as shown in the following figure, **with numbers denoting**

- 1. the type of occupation,**
- 2. education required,**
and a code for the specific occupation

While Statistics key labour statistics offer a timely picture of what is happening in the economy at a EU level, the numbers are not always as straightforward as one might think. The data that are released on a monthly basis are designed to provide a snapshot of what is happening in the EU economy. Therefore, they do not necessarily reflect the economic conditions in individual countries, regions or communities. Due to the large populations of some EU countries, employment trends in these Countries tend to skew employment statistics, masking trends and conditions occurring in the smaller countries, or even in regions within the larger countries.

Statistics can also be misleading if one simply looks at the headline numbers instead of digging deeper to find their context. For example, a declining unemployment rate is often a sign of increased job growth and prosperity. However, it is not uncommon to see the unemployment rate decline when the economy is at its worst. An increase in discouraged workers (i.e., those who remain unemployed but stop looking for work and thus leave the labour force) can have the same effect on the unemployment rate as a surge in job growth. Similarly, unemployment may increase when the economy is at its strongest as more individuals who were not previously part of the labour force start looking for work. Thus, the trends behind the numbers can be best understood if one examines a variety of statistics, including changes in the participation rate in addition to the unemployment rate, to gain a full picture of economic activity.

While these types of analyses and insights are helpful in understanding the labour market as a whole, they generally do not meet the day-to-day LMI needs of individuals and organizations. If one simply wants to find a worker to fill a position or determine the appropriate rate of pay, other less-well-known LMI sources, generally prove more useful.

LMI in Action

The statistics that underpin LMI can be very helpful in conducting staffing actions, setting policy, or long-term planning. As an example, the participation rate by sex. Information available it seems that workforce has changed dramatically in the last 35 years. While just 46% of women compared to 78% of men were employed in 1976, this gap narrowed to 10% by 2017, with 62% of women and 72% of men employed. The data are useful for strategic planning as they offer insight into possible future labour trends. For example, the trends tell us that the future workforce will likely include nearly equal numbers of men and women, a key fact to consider for an organization's recruitment strategies and long-term planning. Important Acronyms Two primary classification systems are used to organize labour market information and statistics. Knowing the meanings of these systems is helpful in finding relevant information quickly

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- 4. education required,**
- 5. and a code for the specific occupation.**

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NOC 4212 – Community and Social Service Workers

4 — Occupations in education, law and social, community and government services

2 — College or apprenticeship training required

12 — Position code for C

Short note 1 LMI Resources

1. What is it: <https://ec.europa.eu/eures/public/en/homepage> The European Job Mobility Porta EURES online LMI portal (<https://ec.europa.eu/eures/public/homepage>) is designed to share worker-based data with a broad audience, including those who are new to LMI.
2. Why is it important? The web portal contains a significant amount of EU and local data, by occupation, in a searchable and easy-to-understand-and-use format. The information is available free of charge to all searchers.
3. How it is used: The site can be searched by job description and region. Once these fields are selected, one can access job descriptions, education and skill requirements, regional average wage data, employment forecasts, job postings, and other data that are useful to both employers and prospective workers. These data may be helpful to organizations that are attempting to fill a position, negotiate pay and benefits, or updating their job descriptions to match workers' skills and education.

Self-study:

1. How to best match skills with a foreign job vacancy

Typical answer

jobseekers in general and, more particularly, those people with fewer opportunities in the labour market, should be flexible with job opportunities. Consider personal competencies and your openness to learn new skills – think of your self-belief, and have faith in your abilities! Employers are often not as interested in your diplomas or fields of study as they are in your ability to take responsibility and do a job well

2. Will my academic and professional qualifications be recognised?

Typical answer

One of the most important elements is finding out how to get your qualifications recognised in the 'host' country and also whether the profession is regulated or not. Regulated professions The regulated professions are those professions that are restricted to persons holding certain qualifications (lawyers, accountants, teachers, engineers, paramedics, doctors, dentists,

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veterinary surgeons, pharmacists, and architects, for example). In some of these professions, a list of recognised and equivalent qualifications has been established. Non-regulated professions in some other professions only the employer decides if a candidate will be able to do the job. The equivalence is judged on a case-by-case basis, taking into account the course length and content. In this case, you may start practicing as soon as you get a job, but you must observe any necessary procedures applicable to that profession in the host country - which may be different from what you are used to. A Recommendation establishing the European Qualifications Framework for lifelong learning (EQF) was formally co-signed in April 2008 by the European Parliament and the Council. The European Qualifications Framework (EQF) acts as a translation device to make national qualifications more readable across Europe, promoting workers' and learners' mobility between countries and facilitating their lifelong learning. From 2012, all new qualifications should bear a reference to the EQF, so that employers and institutions can identify a candidate's skills knowledge, skills or competences.

Note Find out more about the recognition of academic qualifications - see the 'NARIC' link, within 'Related topics' in the section "Are you a graduate?" and the **EQF section on the Europa portal**.

3. Is language a problem?

Typical answer

When looking for a job in another country, speaking the local language is of course an advantage (and sometimes a necessity). Basic English language skills are often highly beneficial. Yet, the required language skills can differ from job to job or country to country and there is no general rule. However, do consider registering for a language course to improve your knowledge or level of proficiency.

4. Can I keep my unemployment benefit rights in my country of origin while in another EEA Member State and looking for a job?

Typical answer

If you are currently out of work and you want to look for a job in another EEA country, you may transfer your unemployment benefits for 3 months. However, there are strict rules and conditions concerning the transfer of benefits. Contact your local employment service or the appropriate benefits agency before taking any action. If you have not found a job after 3 months, you may be asked to leave, though the authorities may be lenient if you can prove that your chances of finding a job are good. The "Living and Working" section on the EURES portal contains further useful information on this.

5. What legal documents are usually required to move abroad?

Typical answer

Check well in advance that you have a valid ID card or passport to move within the EEA. Look for clear information on visa and/or work permit requirements if ... - transitional measures to the right of free movement of workers apply to your country.

For more details consult the section "Living & Working" on the EURES portal, or your local EURES Adviser; - you would like to work outside the EEA (contact the relevant non-EEA member country Embassy in your home country for details of the application process).

6. What if I am a non-EU citizen?

Typical answer

The EURES on-line services are freely available for any user with access to the web. If you already live and work in the EEA territory or Switzerland, you can contact a local or regional EURES Adviser to get advice. However, finding a job via EURES does not change the legal obligations and administrative procedures that may apply to non-EU citizens. If you intend to move from a non-EEA country (except Switzerland) to live and work in the European Economic Area or Switzerland, often your own Ministry of Foreign Affairs can provide you with information on legal requirements to move abroad or refer you to useful information centers.

Exercises

Exercises to see whether or not that this was understandable and usable.

Self evaluation Questions before and after labour market information

1. What skills training providers, job search support providers and systems existed before and after labour market information?
2. What categories of opportunities exist (apprenticeships, production, self-employment, wage jobs, etc.)?
3. How do the interests/aspirations/desires, existing skills, perceptions and constraints to accessing training and work differ for men, women and youth?

4. Topic: Employment policies

Description of 4 topic

Time – 1 hour

Method – online

Knowledge -at the end of the unit the learner will be able to:

- Learn about Employment policies for each European country

Skills - at the end of the unit the learner will be able to:

- to understand the concept of policies and employment procedures

Competencies– at the end of the unit the learner will be able to:

- to create a list of possible employees' selection.

Materials and equipment Computer with network and also Wi-Fi with connection to internet

Theory

Commercial awareness - an appreciation of the business environment and what individuals need to do to survive and thrive.

Communication skills – the ability to communicate, formally and informally, verbally and in writing, using ICT and other media, with a wide range of people both inside and outside the organisation

Relate relevant learning experiences and skills development to the labour market and employment opportunities including entrepreneurship and self-employment;

Facilitate these people refugees especially young people's learning and their ability to engage with a rapidly developing landscape of career and learning opportunities to share business plans and ideas

Full employment: Achieving full employment, and reducing unemployment and inactivity, by increasing the demand for and supply of labour, is vital to sustain economic growth and reinforce social cohesion.

Improving quality and productivity at work: Efforts to raise employment rates go hand in hand with improving the attractiveness of jobs, quality at work and labour productivity growth, and reducing the proportion of working poor. Synergies between quality at work, productivity and employment should be fully exploited.

Strengthening social and territorial cohesion: Determined action is needed to strengthen social inclusion, prevent exclusion from the labour market and support integration in employment of people at a disadvantage, and to reduce regional disparities in terms of employment, unemployment and labour productivity, especially in regions lagging behind..

European Employment Policy In the 1990s, Europe was facing serious structural challenges in the labour market with low employment and high unemployment rates. In order to address these challenges the European Council launched the European Employment Strategy (EES) at the

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Luxembourg Jobs Summit in November 1997. This provided a tool for the Member States and the Commission, to reach common targets and objectives for more and better jobs in Europe through cooperation and sharing of experience. At the Lisbon European Council in March 2000 the European Union set a new strategic goal for the following decade: to become the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion. The focus of the EES shifted from reducing unemployment to regaining the conditions of full employment. In 2005, the European Council and Commission agreed that the Lisbon Strategy needed to be amended and focussed on growth and jobs. This led to the presentation of an integrated package of Employment and Broad Economic Policy Guidelines, which encouraged the Member States to plan their policies with a view to implementing the following objectives and priorities for action:

Full employment: Achieving full employment, and reducing unemployment and inactivity, by increasing the demand for and supply of labour, is vital to sustain economic growth and reinforce social cohesion.

Improving quality and productivity at work: Efforts to raise employment rates go hand in hand with improving the attractiveness of jobs, quality at work and labour productivity growth, and reducing the proportion of working poor. Synergies between quality at work, productivity and employment should be fully exploited.

Strengthening social and territorial cohesion: Determined action is needed to strengthen social inclusion, prevent exclusion from the labour market and support integration in employment of people at a disadvantage, and to reduce regional disparities in terms of employment, unemployment and labour productivity, especially in regions lagging behind..

First of all, employers are looking for the right candidate inside their company, because they have direct evidence of the suitability of a candidate, this employee does not need to adapt to the organizational Labour market. The second most commonly used method of recruiting employees is recognition of the acquaintances, as it ensures the credibility of the information about the candidate. If the organization does not find the right candidate in these ways, then it will contact the recruitment and selection agencies. And only in the last case is an advertisement published on the internet or in the press.

Equal opportunities and combating discrimination are essential for progress. Gender mainstreaming and the promotion of gender equality should be ensured in all actions taken. Moreover, as part of a new intergenerational approach, particular attention should be paid to the situation of young people, implementing the European Youth Pact, and to 10 promoting access to employment throughout working life. Particular attention must also be paid to significantly reducing employment gaps for people at a disadvantage, including disabled people, as well as between third-country nationals and EU citizens, in line with any national targets. In addressing these objectives, action should concentrate on the following priorities: - attract and retain more people in employment, increase labour supply and modernize social protection systems - improve adaptability of workers and enterprises - increase investment in human capital through better education and skills. In 2008 a revision of the current European Employment Strategy was

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performed and it was decided that Member States should continue to make every effort to address the above priority areas. Therefore, it was decided that the Employment Guidelines will remain valid for the next three years until the end of 2010 but the focus now should be on the effective and timely implementation, but also on strengthening the social dimension of the Lisbon Strategy. The potential employee behaves the opposite of the employer. Only some of them create a contact network, ask for guidance, send targeted posters directly to decision-makers. In other words, looking actively, applying active search strategies.

National Employment Policy.

Objectives and Challenges

The main objectives of the employment policy in Cyprus, in line with the European Employment Strategy, are enhancing the conditions of full employment, improving quality and productivity at work and strengthening social cohesion.

The achievement of these objectives requires an effective tackling of the major challenges confronting Europe which are:

1. Maintaining high rates of increase of labour supply, particularly by raising old-aged and female participation rates and reducing gender inequality.
2. Increasing the flexibility of the labour market.
3. Orderly management of foreign workers issues to serve the economic and social needs of the country.
4. Further development of human capital.
5. Further enhancement of the conditions of social cohesion.

Policy Priorities and Implementation of Measures

In addressing the challenges faced by the labour market the following policy priorities and measures were set out in the Renewed National Lisbon Reform Programme for the period October 2008 - October 2010, which continues and enhances the previous National Reform Programme that covered the period October 2005 – October 2008, and it has been prepared with the maximum possible social consensus.

Improve matching of labour market needs POLICY PRIORITIES

- 1) Modernisation and strengthening of labour market institutions.
- 2) Better anticipation of skill needs, labour market shortages and bottlenecks.

MEASURES PROMOTED

- Modernisation and strengthening of labour market institutions
 - Further enhancement and modernisation of the Public Employment Services.
 - Upgrading of IT tools for monitoring labour market developments.
- Better anticipation of skill needs, labour market shortages and bottlenecks
 - The strengthening and reinforcement of the Employment Observatory of the PES.

- Annual investigations for the identification of initial training needs, with the involvement of the social partners.

Self study

<https://www.youtube.com/watch?v=S1ucmfPOBV8>

Additional reading/case study:

A. Check the following you tube videos

<https://www.youtube.com/watch?v=xmuFBlhLZqk>

discuss the ability to be able to get your dream job

B. An overview of why developing skills is important to the individual, industry and the economy

Discuss the above statement using the following video

<https://www.youtube.com/watch?v=H894hRwJIPE>

C. The concept of labor covers many aspects.

Discover the labor market in a fictional country where an industry is faced with a shock of innovation.

- What then makes the adjustment of supply and demand work?
- What are the different types of public policies most often considered?
- What are the consequences of this ?

Use the following video and discuss the above concerns

<https://www.youtube.com/watch?v=jSDd6re92TY>

- D. This video explains how Labour Markets reach equilibrium wage levels and touches upon related issues such as the National Minimum Wage and wage elasticities

<https://www.youtube.com/watch?v=pm0MuXh1COs>

Self-assessment:

Self evaluation Questions before and after labour market information

1. Would you consider the potential employment opportunities identified by the labour market information to be an accurate representation of employment opportunities found within industry?
2. Please explain if there are employment opportunities identified by the Labour market information which you feel are not representative of typical jobs within the industry.

5. Topic: Working and the requirements that requires for a full time employment

Description of 5 topic

Time – 1 hour

Method – face to face

Knowledge -at the end of the unit the learner will be able to:

By the end of this practice material students will be able to:

- Know guidelines of needs to labour market information
- Recognize and understanding the concept of what the employer requires

Skills - at the end of the unit the learner will be able to:

Understanding the concept of evaluation, requirements, specific needs of organizations and business within the country of residency.

Competencies– at the end of the unit the learner will be able to:

- To know and use guidelines for using to search for individual job.

Materials and equipment Computer with network and also Wi-Fi with connection to internet

Activity

Understanding the concept of evaluation, requirements, specific needs of organizations and business within the country of residency.

In this activity students will join in groups of 2 ! maximum of 5 groups total of 10 students.

Sample of this (Self-assessment)

Know how

1. I am able to evaluate the requirements of specific needs of organizations and business within the country of residency
2. I can identify for employer necessary to accept me with confidence competencies and present them in
3. I am able to use information form labour market to find myself work
4. I am able prepare and look for a job related to my skills

Resourses

<http://www.anahernandezserena.com/app-test-del-algodon>

6. Topic: New concept in the employment sector. Experience vs knowledge

Description of 6 topic

Time – 0,5 hour

Method – face to face

Knowledge -at the end of the unit the learner will be able to:

- Learn about Employment policies for each European country

Skills - at the end of the unit the learner will be able to:

- to understand the concept of policies and employment procedures

Competencies– at the end of the unit the learner will be able to:

- to create a list of possible employees' selection.

Materials and equipment Computer with network and also Wi-Fi with connection to internet

Activity

Statistics and Employment and Social Development in EU are the major sources of government labour market information. Both departments have labour information at the national, regional and local levels. Statistics watches unemployment numbers by:

- Region
- Age
- Sex
- Education level
- Unemployment rates by job type

7. Topic: Financial profitability in the process of creation of enterprises

Description of 7 topic

Time – 1 hour

Method – face to face

Knowledge -at the end of the unit the learner will be able to:

- Learn about Employment policies for each European country

Skills - at the end of the unit the learner will be able to:

- to understand the concept of policies and employment procedures

Competencies– at the end of the unit the learner will be able to:

- to create a list of possible employees' selection.

Materials and equipment Computer with network and also Wi-Fi with connection to internet

Theory

It is important to know how to effectively analyze the financial statements of an enterprise/firm.

This requires an understanding of three key areas:

1. The structure of the financial statements
2. The economic characteristics of the industry in which the firm operates and
3. The strategies the enterprise/firm pursues to differentiate itself from its competitors.

The steps to developing an effective analysis of financial statements are:

1. First of all to identify the industry economic characteristics.
2. Identify company strategies.
3. Analyze current profitability and risk.
4. Prepare forecasted financial statements
5. Value the firm

8. Topic: Communication, Motivation, Planning and achievement of objectives, Time management Commercial vision Marketing reflections, Creativity, Ability for negotiation, Emotional intelligence, Steps to take the first step, Reflections on Yourself

Description of 8 topic

Time – 1 hour

Method – face to face

Knowledge -at the end of the unit the learner will be able to:

To provide access to a website and advice each individual with contents related to career search and needs of labour market.

Skills - at the end of the unit the learner will be able to:

- will be able to discuss and ask **questions related to information found on the internet for the needs and understanding of labour**

Competencies– at the end of the unit the learner will be able to:

- to search websites for job hunting according to labour market.

Materials and equipment ...

Computer with network and also Wi-Fi with connection to internet

Activity

Students with the help of a teacher will have access to a website advice each individual with contents related to career search and needs of labour market.

Each individual student will then discuss questions and answers from visiting a specific web site. Maximum time period for each student will be 15 minutes using a group of 4. Total hour for this session will 1 hour and 30 minutes, maximum 3 groups

Sample of this session
Visit the following web site and try to answer the questions

Typical answers are given to each question Please comment

<https://www.reed.co.uk/career-advice/cvs/>

Why do I need this information on labour market survey?

Typical answer

Labour market information can help you make a good decision when you want to change jobs or move to a new place. It can help you find out what the labour market is like for that job or that city. For example, if you are a machinist and you move to a town with no factories, you will have a hard time finding a job. Looking at labour market information before you move can help you make a good decision.

9. Topic: Planning to identify requirements in person part of a Project

Description of 9 topic

Time – 1 hour

Method – face to face

Knowledge -at the end of the unit the learner will be able to:

identify certain areas for on labour market definitions, unemployment and operations of labour market exchange .

Skills - at the end of the unit the learner will be able to:

- concepts of labour market definitions

Competencies– at the end of the unit the learner will be able to:

- create identifications and definitions on labour market

Materials and equipment ...

Computer with network and also Wi-Fi with connection to internet

Theory

Spend quality time to IDENTIFY REQUIREMENTS by planning for a project!

- Reduce long term unbudgeted costs
- Increase visibility to project status and obstacles
- Have an identified plan
- Focus on completing projects on time (no time risking)
- Ensure you make efficient use of resources.

The added benefit is often unknown – a Company and Stakeholders that feel good about the project. Positivity comes from collaboration and each Stakeholder feeling as if their requirements have not only been stated, but heard.

One thing to remember: “ Requirements: Just Identify them.”

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Activity

All groups of no more than 8 students to identify certain areas for on labour market definitions used by European countries, ethics, unemployment and operations of labour market exchange total of 30 minutes.

Sample of session and questions with related concerns on labour market.

Labour Market Definitions

Labour market information covers the principal elements of the labour market and its operations. The principal elements are the demand for labour and the supply of labour. Demand means the number of jobs available. Supply tells you the number of people who are able work. This information is organized by:

- Time periods
- Sector
- Industries
- Geographic areas

The labour force is the number of people available to work. These numbers are broken down by:

- Age
- Gender
- Ethnic background
- Education level and skills

Unemployment happens when there are more people (who want to work) than jobs.

The operations of the labour market include:

- Labour exchange –searching for workers, offering people jobs, hiring activities, and separations (lay offs, firings, quitting)
- Government policies and activities – created to help reduce the number of people who do not have jobs.

References:

1. <https://ec.europa.eu/eures/public/homepage>
2. <https://www.reed.co.uk/career-advice/cvs/>
3. <http://www.anahernandezserena.com/app-test-del-algodon>

III MODULE DIFFERENT SITUATIONS IN LABOUR MARKET

Description

Basic concepts:	Labour market, Feasibility of business, Strategic Approach, SWOT, Business plan, Financial Profitability, Networking
Structure:	Online training –8 hours Face to face - 4 hours
Annotation	This module is intended to evaluate own business ideas and introduce students to business plan. Students will be introduced to entrepreneurship concepts during the course in order to integrate into the labor market. Students' attention is paid to the importance of evaluating own competencies, skills , attitudes and resources, and understand this information in the context of labor market.
General goal	To provide the necessary knowledge and skills to understand the complexion of the process of creating a business, personal effort and competences required and develop the ability to apply the most relevant aspects in successful entrepreneurship.
Objectives	To evaluate the feasibility of ideas in order to become a business. To identify and analyse Strengths, Weakness, Opportunities and Threats. Provide guidelines for preparing Business Plan. Introduce to other entrepreneurs own business idea in order to create networking and synergies.

1. Topic: How to come from an idea to business idea in hosting country context

Description of 1 topic

Time – 1 hours

Method – on-line

Knowledge -at the end of the unit the learner will be able to:

- Identify relevant aspects to have in consideration since first entrepreneur step.
- Principles for validating business ideas and initiatives to be developed by migrants, asylees and refugees

Skills - at the end of the unit the learner will be able to:

- Evaluate own attitude in professional activity. Personal analysis.
- Be able to analyse and take conclusions of information collected about own idea, product, client, economical issues.
- Be able to test if business idea can become a viable project.
- Be aware of strengths and weakness
- Develop a training pathway for improving skills.

Competencies– at the end of the unit the learner will be able to:

- Create a reflexion environment for awareness about relevant different aspects related to creation of new business, in an easy and non formal way.
- Evaluate your general business idea in the context of hosting country and globalization opportunities
-

Reflexion before starting:

The Startup Entrepreneur Guide To Starting A Business

<https://www.youtube.com/watch?v=UktKFmMFBZA>

After watching the presentation, please answer following questions:

Have you clearly defining the products or services that you offer?

Have you decided have are you going to promote your products or services ? (Networking , social media...)

What is your opinion about failing and learning, in order to create a new business?

25 Common Characteristics of Successful Entrepreneurs

<https://www.youtube.com/watch?v=e5sbQpq1VGg>

Regardless of your definition of success, there area great number of common characteristics that are shared by successful businesspeople. You can place a check beside each characteristic that you feel that you possess. Please, select 3 of them and explain why is it important in your opinion to develop this characteristics in order to be a Successful Entrepreneur.

- 1.-
- 2.-
- 3.-

And please, take in consideration that most of them can be learned with practice and by developing a winning attitude, especially if you set goals and apply yourself, through strategic planning, to reach those goals in incremental and measurable stages.

Excercises:

<https://research-methodology.net/critical-analysis-of-skills-and-competencies-as-an-entrepreneur/>

Read about Personal analysis in entrepreneurship and try to find as many as you can how to deal with them taking in consideration differences between your hosting country and your home country. What kind of problems for you may be caused by these differences? How to solve them?

Entrepreneurship elements	In EU	In your home country	Problem	Solutions
Personal Strengths and Competencies				
Willingness to take Risk and Responsibility				
Advanced Level of Communication Skills				
Passion				
Areas Needed to be Further Developed				
Developing the Level of Personal Creativity				
Increasing the Level of Tolerance for Ambiguity				
Development of Leadership Skills				

Theory:

Before starting a business or social entrepreneurship project, every person needs to make a personal analysis and analysis of the idea, the market, the product, the client and make and economic analysis.

These are some of the required conditions:

- Have an entrepreneurial character and what this entails
- That the idea is interesting and arrives at the right time
- That there is a market for that idea
- That we have a clear product or service to offer
- That we know who our clients are and how to access them
- That we can arrange or seek the necessary capital and the income is enough
- That we understand and interact with the peculiarities of the host country

This reflexion activity is a tool that serves to take a first step in the path of entrepreneurship, and does not solve problems, does not carry out the business plan, does not conduct a feasibility study, that is not its objective.

Its objective is that you reflect on your idea, on whether that idea is adapted to the market you are targeting, if your products or services are adequate, if there are clients willing to pay for those products or services, if you have an entrepreneurial character and financing suitable to launch the project.

Inspiring Entrepreneurship

12 Mistakes I Made My First Year as an Entrepreneur

Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep. -Scott Adams

Please:

Whatch the video https://www.youtube.com/watch?v=qgc89GEO_nE

Read the reflection of the speker bellow

Finnally, reflect about these mistakes often committed by entrepreneurs and give your oppinions about your personal position in every case

I Almost Quit	
Trying to Become CEO Too Early	
Trying to Take Advice from Too Many People	
Not Knowing How to Ask for Advice	
Forcing Vs. Influencing	
Living the Dream Too Early	
Listen in here for one of my biggest temptations	

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my first year in business	
Thinking I Knew it All	
Listen in here to learn what I did too hard	
Acting Like a Boss Instead of an Employee	
Not Having a Schedule	
Not Knowing the Value of a Business Plan	

1: I Almost Quit

https://www.youtube.com/watch?v=qgc89GEO_nE&feature=youtu.be&t=22s

The dumbest mistake I almost made my first year as an entrepreneur was that I almost quit.

I almost believed that I couldn't do this.

I almost believed that being an entrepreneur wasn't for me.

I almost believed it when everyone that said, "Pat, you don't have what it takes to be an entrepreneur."

I almost believed it and I almost gave up.

I almost quit my first year as an entrepreneur. That would have been above everything else, the dumbest mistake I would have made as an entrepreneur

2: Trying to Become CEO Too Early

https://www.youtube.com/watch?v=qgc89GEO_nE&feature=youtu.be&t=49s

I tried to become a CEO/President too early. Let me explain to you what I mean. I tried to organize too much, too soon.

So my biggest mistake my first year as an entrepreneur was that I tried to be too much of a business owner when I instead should have learned how to sell first and survive based on my selling abilities and making money as a salesperson instead of a CEO.

Please, listen the conversation in podcast.

<http://patrickbetdavid.kinsta.com/phone-call-starving-entrepreneurs-patrick-bet-david/>

The message of that video is very simple. As an entrepreneur, the most important thing you need to do is sell, sell, sell. In fact, when I hear the word, "entrepreneur," the first thing that comes to mind is sales and numbers.

Zuckerberg sells. Bezos sells. Elon Musk sells. They are salesmen first. Before you graduate to being a CEO, you first must sell.

Do you share Patrick's opinion?

What are your plan for selling, please include 5 main actions in short time (1 year).

- 1.-
- 2.-
- 3.-
- 4.-

3: Trying to Take Advice from Too Many People

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https://www.youtube.com/watch?v=qgc89GEO_nE&feature=youtu.be&t=3m16s

If you're not pregnant yet or haven't been a man with a pregnant wife, when that does happen, just know that everybody wants to give you advice.

Whatever they say to you, they're doing so because that's what they did. The same thing happens regarding raising children.

Everyone has an opinion! And by the way, it doesn't mean they're wrong. And it doesn't mean they're right – It's just their opinion!

The problem with this is that it's easy to take way too much advice from too many people, which is exactly what I did my first year as an entrepreneur. When I took advice from too many people, my brain was going all over the place, and it wasn't helpful. I also got advice from some of the wrong people.

For example, when I was 20-years-old, my first mentor was in nine different sales companies at the same time, selling nine different products. He told me that was the way to do it (you know, multiple streams of income and all). I realized that's not the way to do it! It's still not working for him!

Instead of getting advice from a lot of different people, find people with the life you want, and get input from them on what they did at the phase **that you are currently in in your business**.

4: Not Knowing How to Ask for Advice

https://www.youtube.com/watch?v=qgc89GEO_nE&feature=youtu.be&t=5m22s

One of the challenging aspects of going from employee to entrepreneur is that employees don't typically ask for advice; they're told what to do and they go do it. Very few employees ask how they can improve; if they don't like a job, they just quit!

So when you go from being an employee to an entrepreneur, your mind hasn't yet shifted from being told what to do to asking for advice. And as an entrepreneur, you have to learn how to ask for advice from the right people. (But don't forget what you just read in point #3 – make sure you're asking for advice from the right people.)

5: Forcing Vs. Influencing

https://www.youtube.com/watch?v=qgc89GEO_nE&feature=youtu.be&t=7m8s

During my first year, I forced too much on my clients, on my staff members, and on my sales force. I was way too much about forcing people to become successful. I used force instead of influence. I tried to manage everyone's success instead of leading them.

6: Living the Dream Too Early

https://www.youtube.com/watch?v=qgc89GEO_nE&feature=youtu.be&t=8m21s

After I started my business and started making money, I went out and bought a brand spanking new car – with a big car payment. I went out and bought drinks for everyone. I partied. I went to Vegas and blew \$10K in a weekend – even though I didn't have \$10,000. I spent based on money that I expected to come in through future sales, and then BOOM. I lost everything – money, girls, cars – everything was gone, wiped out. My credit score was 484. Debt collectors were calling. All of this happened because I tried to live the dream too early.

At the end of the day, the number one rule of being in business is to stay in business. you have to make sure you're staying in business to be able to have a shot at growing your business and living the dream too early can backfire on you.

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7: Listen in here for one of my biggest temptations my first year in business

https://www.youtube.com/watch?v=qgc89GEO_nE&feature=youtu.be&t=9m54s

I see people making this mistake all the time.

8: Thinking I Knew it All

https://www.youtube.com/watch?v=qgc89GEO_nE&feature=youtu.be&t=14m1s

When I started my business, I was a 21-year-old knucklehead. I thought I knew it all! But then I hit rock bottom – and that was the best thing that ever happened to me.

I believe that all men need to experience two big things: major heartbreak, and a very big failure early on in business.

Socrates said, All I know is that I know nothing.

If the greatest minds on their deathbed say that type of thing, then who are we to think we know everything?

Quite frankly, everything I say on Valuetainment may be inaccurate. You may come back and feel that my opinions are wrong – even though everything I teach has worked for me.

It's important to be coachable and learn from others.

9: Listen in here to learn what I did too hard.

https://www.youtube.com/watch?v=qgc89GEO_nE&feature=youtu.be&t=16m7s

10: Acting Like a Boss Instead of an Employee

https://www.youtube.com/watch?v=qgc89GEO_nE&feature=youtu.be&t=18m49s

You may have heard entrepreneurs say, “I’m an entrepreneur now, I can do whatever I want.” That’s a big mistake.

If you have that attitude, you’ll fail. When a person goes from being an employee to being an entrepreneur, they’re missing one thing, and that is a boss. If you weren’t a boss at your job, you may find it difficult to be a boss as an entrepreneur because you’ve never done it before.

Many entrepreneurs fail if they don’t either have someone else to hold them accountable or learn to hold themselves accountable.

11: Not Having a Schedule

https://www.youtube.com/watch?v=qgc89GEO_nE&feature=youtu.be&t=20m16s

It’s important to create a schedule and stick to it, and punish yourself if you don’t. At the beginning, I didn’t have a schedule. I just showed up whenever I wanted. As an entrepreneur, you need a schedule, and instead of working from 9:00 a.m. – 5:00 p.m., you can expect to work from 7:00 a.m. – 10:00 p.m.!

12: Not Knowing the Value of a Business Plan

https://www.youtube.com/watch?v=qgc89GEO_nE&feature=youtu.be&t=20m59s

Early on I had no idea what a business plan was, much less how to write one, and at the time, you couldn’t do a Google search to find out!

Now in your first year of business, you don't need a traditional business plan, but you do need a plan. Your plan should include actionable items such as:

- I'm going to make 250 calls today.
- I'm going to give away 50 business cards today.
- I'm going to network and connect with 50 people on social media today.
- I'm going to read an hour a day
- I'm going to study my trade an hour per day.

As you can see, these all have to do with disciplines, and developing skills, and it's important to have a plan for those.

Those were the 12 dumbest mistakes I made my first year as an entrepreneur. There were a lot more! Comment at the bottom to let me know the biggest mistakes you've made in your business. And if you haven't already subscribed to my YouTube channel, be sure to click on the button below to subscribe.

Additional material:

Theories of Entrepreneurship; Preparation of Business Plan

https://www.youtube.com/watch?v=m_2lo_XRu7c

Innovación Inteligente para acelerar tu negocio

https://www.youtube.com/watch?v=t2kL0qjnPH8&fbclid=IwAR2x-R3NPPWTJX-LgPxd_3iuIPTw6Ggij5si8HKHPijnUUOz0pZ9Zprwiw0

2. Topic: Strategic Approach for Business Idea

Description of 2 Topic

Time – 5 hours,

Method – on-line.

Knowledge -at the end of the unit the learner will be able to:

- Define strategic approach
- Identify strategic points for development of business plan
- Acquire knowledge about SWOT analysis, concepts and how to concrete these issues in our business plan in a practical way.
- Identify strategic points for development of business plan
- Identify steps and progress of business plan

Skills - at the end of the unit the learner will be able to:

- Increase ability to understand business strategy in a practical way
- Acquire tools for maturing a bussiness idea.
- Be able to describe the business idea that we want to launch, and what is specifically what we intend to sell, the activity and the sector where our activity is located.
- Be able to decide what are the products / services and customers that in principle seem more interesting to us.
- Market Environment

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- Be able to make a first approach to our sector
- Competencies**– at the end of the unit the learner will be able to:
- Develop entrepreneurship spirit
 - Identify Information resources about the market and competences

2.1. Introduction to Strategic Approach

Time – 1 hour.

Method – on-line.

Theory

▶▶ Introduction

How To Write a Business Plan To Start Your Own Business

<https://youtu.be/Fqch5OrUPvA>

These all Steps are very important while you are writing a business plan for starting your own business.

Please:

Watch the video about required Steps to Write a Business Plan for your company or service
 Reflect your impression and difficulties in each of these 9 Steps For Writing a Business Plan.

Step 1 - Define your vision	
Step 2 - Set your goals and objectives for the business	
Step 3 - Define your Unique Selling Proposition	
Step 4 - Know your market	
Step 5 - Know your customer	
Step 6 - Research the demand for your business	
Step 7 - Set your marketing goals	
Step 8 - Define your marketing strategy	
Step 9 - Take Action!	

▶▶ Business idea

1.- We are describing here the business idea that we want to launch, and what is specifically what we intend to sell.

2.- Activity where it fits.

3.- We will also describe how works the sector where our activity is located.

▪ Reasons:

- How did the idea was originated?
- Why have we decided to start a business, and specifically based in this idea?
- How long that has elapsed since its origin, and actions that have been carried out till now.
- How have the different team members been met and integrated?
- Contacts and investigations carried out.
- Main problems raised. Opportunities and dangers that we see initially.

▪ Profile and experience:

- Who we are? Our interest in the project, training and experience of each one.
- Who takes part in the promoter team? Interest of each one in the project.
- Education and professional preparation.
- Experience in this and other activities.
- Other knowledge and skills: languages, computer management, manual skills, social relationship capacity, managerial skills, economic resources.

▪ Objectives:

We should reflect on them in the following terms:

- Objectives of the entrepreneur-partners for themselves.
- Future in three years ahead.
- How do we see our company within the sector where it is located.
- What are our objectives facing the competition.

▪ Innovative aspects:

If there are any:

- What is innovative in our project? What makes us to be different?
- Is our product unique? How will we protect its exclusivity?

Other data about our idea:

- Name:
Name the project, even if it is provisional or generic.

- Product, service or need to be covered:
What need (s) does it solve our product or service?

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With what type of product or service does it compete?

- Typology of the client:

Characteristics of the clients.

On what market would you act?

- Location:

Name if possible the population, street, polygon, etc, where we will settle

- Geographical scope of action:

Cite our potential market, for example: Zaragoza, Aragón, Spain, etc.

Matrix of products/services-clients

This point is about knowing what are the products / services and customers that in principle seem more interesting to us, as entrepreneurs.

The task consists of detailing as different as possible the different sales approaches, in order to obtain as a conclusion what we really want to sell at the birth of the company, and in the short, medium and long term.

Once we have established what we intend to sell, we can already do the same work of imagination with market segmentation, that is, the different types of customers to whom we can offer it. And once the grids are established, the coincidences of products and clients are marked.

The task is about knowing what are the products / services and customers that in principle seem more interesting to us. In this first impression we can not advance conclusions that translate into sales forecasts, but we can anticipate inclusions or exclusions that we had not previously considered.

So we will develop a picture like the following, for example in the case of entrepreneurs of an illustration or graphic design business:

So we will develop a picture like the following, for example in the case of “Entrepreneurs of graphic design business”:

CLIENTS/ PRODS/SERVS	ENTERPRISES GENERAL	ENTERPRISES SPECIALIZ.	MEANS OF COMUNICA TION	PUBLIC ORGS &NGO's	TRAINING CENTERS
CORPORATE IMAGE	X	X		X	
ADVERTISING MEDIA	X	X		X	
WEB PAGES	X	X		X	

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ADVISORY IMAGE OWN EDITION	X	X	X
SUBCONTRACTED JOB		x	
TRAINING	X		X

Finally we will write the conclusions of the table, explaining reasonably towards which products / services and clients we are interested in orienting our business preferably. **What we want to sell and to whom**, with greater chances of success.

2.2. Analysis SWOT

Time – 1 hour.
Method – on-line.



Please, watch carefully this video explain SWOT Analysis
https://www.youtube.com/watch?v=ciue_fhmUt8

For analyzing our position before starting a business or social project, we follow these steps: SWOT >>CRITICAL POINTS>>ESTRATEGIES>>ACTIONS

And we define our position from two points of view:

A) THE INTERNAL: What we call WEAKNESSES AND STRENGTHS, which we have as entrepreneurs, and about the business and about the idea itself.

B) THE EXTERNAL: What we call OPPORTUNITIES AND THREATS, which are presented to us from outside.

To do it systematically, we relate them in a table such as the following example:

<u>STRENGTHS</u>	<u>WEAKNESSES</u>
<ul style="list-style-type: none"> • Strong motivation • Decisive contacts • Networking abilities • Adequate training • Previous work experience • Knowledge about sector state 	<ul style="list-style-type: none"> • Business inexperience • Limited own resources • High risk project • Unclear demand

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<p>of the art</p> <ul style="list-style-type: none"> • Deferrable investment 	
<p><u>OPPORTUNITIES</u></p> <ul style="list-style-type: none"> • Growing market • Unsatisfied demand • Subsidies and grants • Training possibilities • Potencial partners 	<p><u>THREATS</u></p> <ul style="list-style-type: none"> • Strong competition • Legal restrictions • Economic crisis •

Please make a list of the things you have for and against to be able to start the business, following the example. (Add as many rows as you need).

<p><u>STRENGTHS</u></p> <ul style="list-style-type: none"> • . • . • . • . • . • . 	<p><u>WEAKNESSES</u></p> <ul style="list-style-type: none"> • . • . • . • . • . • .
<p><u>OPPORTUNITIES</u></p> <ul style="list-style-type: none"> • . • . • . • . • . • . 	<p><u>THREATS</u></p> <ul style="list-style-type: none"> • . • . • . • . • . • .

To finish the work with the SWOT and this first area of work we will have to specify the strategies that we intend to use, to solve or take advantage of the critical points detected.

In other words, we will follow a scheme as in the following example (the strategic plan should be based on weak points / threats as well as strengths / opportunities):

<i>CRITICAL POINTS</i>	<i>ESTRATEGIES</i>	<i>ACTIONS</i>
Economic crisis	Products with good relation quality/prize. Many small clients.	Reduce materials cost. Marketing philosophy reduce expenses, honesty image.
Scarce own resources.	Reduce investments.	Buy Second hand.
Strong Direct competition.	Differentiate Good value for money.	Distribute brochure explaining our advantages to clients.

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Please make a list of strategie that you intend to use, to solve or take advantage of the critical points detected, following the example. (Add as many rows as you need).

<i>CRITICAL POINTS</i>	<i>ESTRATEGIES</i>	<i>ACTIONS</i>

2.3. Market research

Time – 2 hours,
Method – on-line.

Start Point

1. Our business will produce a certain amount of products or services.
2. These products or services have to be bought by someone.

For this it is necessary that the product / service:

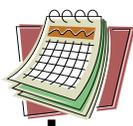
- Respond to the needs or expectations of the potential client.
- Have an adequate price.
- Contribute something equal or better than competitors.
- Be known by the prospective buyer.
- Be on sale in the right place or carry out the necessary commercial management.



Reflect about your product or service, and the profile of our clients, and please, fill these tables related about the sector in which we are going to work and about what we need to know about this sector.

Additionally, to finish a good planification, most probably is that we dont have all the information that we need so, how are we getting this information?

Please fill the tables bellow with your reflexions about this topic.



A first approach to the knowledge of our sector

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What do we want to sell ?:
To whoM?
Where?
How much?
Do clients need this product / service?
Why are clients going to buy from us?
Do I know business experiences that have triumphed in this sector?

Point 1: What we already know about the sector and what we need to know:

How is the market, customers, product / services, competition: distribution channel, communication in the sector



How is the market:

Scope and size	
Economic, technological, cultural environment	
Structure: Suppliers, prescribers, intermediaries	
Evolution	
Seasonality	
Regulatory regulation	
Barriers	
Cycle	



How are the clients:

Who are they? (consumer and buyer)	
How many?	
Where are they?	
Habits	
Expectations	
Potential Consumption	
Are there different segments?	
Are there databases with information?	



How is the product/service:

What is bought	
Why is it bought?	
When is it bought and how often?	
How much is purchased?	
What is our added value?	



How is the competency:

Who are they?	
How are they?	
Strengths points	
Weak points	
Products or services that offer	
Prices offered	
Level of service provided (after-sales, form of payment ...)	
Data (billing, personnel costs, profitability ...)	



How is distribution channel:

Where do you buy? Why?	
Channels used (wholesalers, retailers, sales networks ...)	
Alternative channels	
Costs of each intermediary	

Commercial customs (formats, delivery, payments ...)	
Are there prescribers?	
Are there intermediary databases directories?	
Is there an Internet channel?	



How is communication in the sector:

Advertising	
Promotion	
Messages, Image, Positioning that transmit	
Methods used	
Presence of brands	
Packaging, packaging	

Point 2: Where we look for what we do not know

▪ **Direct sources to use:**

- Ask the competitors
- Visit establishments
- Interviews with suppliers, users, customers
- Group dynamics
- Surveys



▪ **Indirect sources to use:**

- Magazines and websites of the sector
- Yearly reports from Banks, ministries, NGO's
- Business and workers associations
- Statistics: By country, European Union
- Fairs
- Web commercial information
- Internet

Calendar for information search. Please, write the actions you have planned for market research.



Additional material

17 Tips to Run a Small Business & PREVENT Business Failure

<https://www.youtube.com/watch?v=9xzMf89u2vM>

TOP 10 TIPS Before Starting Your OWN BUSINESS:

<https://www.youtube.com/watch?v=wxyGeUkPYFM>



2.4. Economic forecast



Time – 1 hour.
Method – on-line.

Financial Planning/Budgeting - Entrepreneurship 101 2012/13

<https://www.youtube.com/watch?v=ah0JNx8IYc0>

Andrew Graham, Senior Director, Insurance, President's Choice Financial, emphasizes the importance of a startup's financial planning. He advises entrepreneurs on how to efficiently use three financial tools—the income statement, the cash flow forecast and the balance sheet.

Theory

In the following sections you have to describe in broad strokes the economic aspects of your project.

Expected investment

INSTALLATIONS, MACHINERY, FURNITURE, ETC. NECESSARY FOR BUSINESS

Describe or list briefly the material means necessary for your business. Which ones at the beginning, and which ones later. Do you have your current prices, VAT included? Are they 1st or 2nd hand?

(For example: it is a rented place, premises of how many square meters, this or that kind of reform, machinery, equipment, furniture, computer equipment, some stock from the beginning, etc.)

Expected investment

Briefly describe the means of financing you have foreseen: Own funds, grants, loans and / or bank credit accounts, leasing, etc. Terms and interest rates, monthly fee. Comment if you have already had conversations with banking entities, if they ask you for guarantees, problems that you found, etc.

Please , fill the table according to previous detail.

Type of Investment INSTALLATIONS, MACHINERY, FURNITURE, ETC.	Price	Means of financing

Product or service card

Design and fill in a file of each of your products or services and describe how they are made: what procedure, human and material means required. What characterizes them and distinguishes from other products or services and those of the competitors. What kind of clients are you basically targeting?

You can complete this file with other commercial materials (messages, photos), that can be used to present them to potential clients.

As a conclusion, you will know more about its elaboration process and you will get a more accurate idea of the necessary means and of its unit costs.

Please, fill this table with every product or service part of your business idea.

Product or service	How is it made?	Human and material means required

Additional material

No money to start a business
<https://youtu.be/dbl9H-JjIQc>

Options to start a business without money

You might be limited to a strict budget when you want to start a business, but that doesn't mean you don't have any options. It is possible to start a business with very little money, if you have the right combination of skills, work ethic and marketing know-how.

Please, comment each of the options

3. Topic: Starting a business in Europe.

Description of 3 Topic

Time – 2 hours,
Method – on-line.

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Knowledge -at the end of the unit the learner will be able to:

- Obtain an idea about [Starting a Business in Europe: Financial, Legal, and Visa Requirements for Setting Up a Business in Europe](#)
- Analyse the chances of obtaining a residency permit for the purpose of starting a business

Skills - at the end of the unit the learner will be able to:

- Increase ability to understand requirements to start a business in Europe
- Learning to take in consideration the global business environment and competition

Competencies– at the end of the unit the learner will be able to:

- Be able to find and analyse sources of information

Introduction

Starting a business in Europe

A portal for business owners and entrepreneurs who want to start-up and expand in other European countries. Jargon-free, user-friendly, available in 24 languages.

<https://www.youtube.com/watch?v=WqTLqnhu8Lo>

Practical guide of doing business in Europe:

https://europa.eu/youreurope/business/index_en.htm

Theory

An introduction to starting a business in Europe for non-European investors, entrepreneurs, and the self-employed

Under the current economic conditions in Europe, such as slow growth, government spending cuts, etc., this is not the best time to set up a business in Europe. But with most of Europe notorious for its slow growth even during good economic times, this might be as good a time as any to establish your business in Europe.

One of the most important things to know is the fact that each European country has its own unique rules and laws regarding foreigners from outside the EU who want to set up a business. Although the European Union has a joint immigration policy, known as the *Schengen* agreement, there are as many different laws relating to working and setting up a business as there are member countries. Some countries make it fairly easy to obtain a residency permit and open a business, while others make it virtually impossible for non-Europeans to establish residency and start a business.

Requirements for Setting up a Business in Europe

Despite the different laws regarding business permits for foreigners, there is one regulation most European countries share: foreigners intending to open a business do not need a work permit or any other type of visa. They simply need a residency permit in the country they intend to establish their business in. These residency permits are temporary at first, but after few years, depending on the success of your business venture, you might be able to obtain long-term residency permit. There are several types of businesses you can set up to qualify for a residency permit. You can set up your business as a sole trader, a partnership, a branch or office of a foreign company, or a company registered in your host country.

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To determine if your application for residency is truly with the intent to start a business, each country's national and economic interests are taken into consideration, in addition to other factors. Unless your self-employment or business activity is likely to make a significant contribution to the, economy, culture, and/or sciences of your chosen destination, there is only a slim chance that your business proposal will be approved and that you will be granted a residency permit. To be able to obtain a residency permit for the purpose of starting a business, some countries require a business plan, which is then examined by labor and immigration authorities to determine if it suits the economic needs of the country. In essence, your business plan needs to show that you will make investments and provide services for which there is a need in the country of your interest.

Some countries require that you to have a certain amount of money available to fund your start-up. If you want to set up a business in the UK, for example, you need to have at least 200,000 pounds to invest in your business, as well as additional funds to support yourself and your family until your business is profitable. Laws in most European countries also require that you have a controlling or equal interest in your business (in the case of a partnership), that you have to be involved full-time, and that you cannot seek public assistance or take on employment while operating your business.

Some countries do not specify how many jobs your business needs to create to be allowed to operate, while others require a certain amount of jobs created. The UK, for example, requires that two new full-time jobs for UK residents or citizens be created by your business.

In addition to legal requirements to be able to set up a business as a foreigner from outside Europe, each country as its own regulations regarding business permits, registrations, etc. To operate your business, you must register your business with the local authorities (the jurisdictions and responsible government agencies vary from country to country), get a business tax identification number, and register with the respective social security administration. Some countries also require business owners to be registered members of a chamber of commerce or other governing business organization. In many countries chambers of commerce are not just regulatory institutions but also provide useful information, business plan advice, training, support, and resources for business start-ups.

What are your chances of obtaining a residency permit for the purpose of starting a business?

With the ongoing expansion of the European Union is it becoming increasingly difficult for citizens of countries outside Europe to obtain a residency permit to start a business. This is in part related to the fact that the EU requires that all citizens of member countries be treated the same way as nationals. This means that for example, a Greek entrepreneur starting a business in France is entitled to the same support, services, training, and loans, as a French citizen. Consequently, there is much less demand for entrepreneurs and business people from outside Europe to introduce innovative ideas, services, and products. Although the overall business climate is not particularly friendly toward non-Europeans, each EU member country has its own laws governing residency permits for business purposes. Below I am offer an overview of the residency requirements for Europe's most popular destinations for expatriates.

Belgium

Foreigners wishing to set up a business or work self-employed need to obtain a professional card, which entitles them to carry out their economic activity in Belgium. You may have to prove your qualifications (relevant education, knowledge and experience) and demonstrate success in your professional field to obtain the card. It may also be necessary to show that you have sufficient

capital to fund your business start-up and support yourself. To set up a business or pursue self-employment in Belgium you have to register with the Banque-Carrefour des Entreprises (BCE), a government business registry for small enterprises and the self-employed. All across Belgium there are numerous *guichets d'entreprises* (business centers), which are private government-approved consulting firms that will help you register your business with the BCE, obtain the necessary permits and tax numbers, and help you with any other needs you may have to open a business or start your self-employment activity.

Denmark

Foreigners from outside Europe can open a business or pursue self-employment activities in Denmark, provided that they meet certain conditions. There must be particular Danish business interests related to the establishment of your business in Denmark, and you must present documentation that you have access to sufficient financial means to run your business. As a self-employed person you will normally be granted a residence permit for one year with a possibility for extension. After two years' residence, you may be granted a residence permit for a longer period of time.

France

To facilitate the residency permit process for foreign self-employed professionals, the French government has created the "Skills and Talents" permit (*Compétences et Talents*), a new program for people that can make a considerable cultural, scientific, artistic or economic contribution to the country. The "Skills and Talents Card" for the self-employed allows foreigners from outside Europe to open a business or work as a highly skilled self-employed professional. If you fall under this category, you don't need a job offer. All you need is to demonstrate exceptional professional skills and enough funds to get started. Here are some examples of eligible applicants: University graduates, qualified professionals regardless of their academic level, investors in an economic project, independent professionals such as artists, authors, athletes, etc., senior managers, and high-level executives.

Ireland

If you would like to open a business in Ireland, you need business permission from the Department of Justice, Equality and Law Reform. To be approved you need to invest at least 300,000 Euros and employ at least two people from the European Economic Area (EU countries plus Switzerland, Iceland, Norway, Liechtenstein). You also have to prove your skill level to run your business and submit a business plan that is endorsed by an accounting firm. As outlined in the conditions, your business also "must add to the commercial activity and competitiveness of the State" and provide you with sufficient income to support yourself and your family.

Germany

Foreigners intending to open a business in Germany can obtain a residence permit if there is an overriding economic interest or a regional demand, if the activity can be expected to have a positive impact on the economy and if the funding is ensured. The Immigration Act of 2005 reduced the required investment amount to 500,000 Euros and the required number of created jobs to five. Foreign entrepreneurs may be granted a settlement permit after three years if their business is successful and their livelihood is assured.

The Netherlands

The self-employed and entrepreneurs do not need a work permit for the Netherlands, but they need a residence permit to work as a self-employed person (*verblijf voor het verrichten van arbeid als zelfstandige*). To obtain this permit you need to show that your business activity makes a positive contribution to Dutch society and/or the Dutch economy.

Instead of a work permit you need to apply for a residency permit and provide documentation that outlines your qualifications, business plan, start-up capital, and intended self-employed activity. To determine your eligibility for a residency permit as a self-employed person or entrepreneur, the Dutch immigration service uses a point system that takes into account the benefits of your activity to the Netherlands. As a self-employed person or entrepreneur you are required to register as a business with the Netherlands Chamber of Commerce (Kamer van Koophandel).

Spain

Citizens of countries outside the EU who want to pursue self-employment or establish a business need to obtain a residence card before being able to legally live and work in Spain. Your residency application may be approved if you can show that you have enough capital to get started and that the business will be able to support you. You also need to show that you have the qualifications required to operate your business.

Sweden

Foreigners from outside the EU/EEA who would like to establish a business or a business partnership in Sweden first must get a residency permit to be able to legally stay in Sweden. As with all other EU countries, a work permit is not required in this case. To have your residency permit approved you need to own at least 50% of the business, and you need to show that the business will be profitable and that it will support you and your family. You also need to show that you are experienced, that you are qualified to run your business, and that you have enough capital to get started. You need to submit a detailed business plan to be reviewed by the Migration Board. If approved you will be granted a probationary residency permit for two years.

The United Kingdom

If you want to set up a business in the UK, you need to have at least 200,000 pounds to invest in your business, as well as additional funds to support yourself and your family until your business is profitable. Furthermore, you have to have a controlling or equal interest in your business (in the case of a partnership), that you have to be involved full-time and that you cannot seek public assistance or take on employment while operating your business. The UK also requires that two new full-time jobs for UK residents or citizens be created by your business.

For links to embassy/consulate websites and other resources that provide visa information, please visit our [Living Abroad in Europe](#) section and go to the “Embassies, Consulates, and Immigration” sections on the pages of the country of your interest.

More ABOUT: Living Abroad in Europe: The Essential Expatriate Resources

https://www.transitionsabroad.com/listings/living/living_abroad/living_in_europe.shtml

How Easy is it to Set Up a Business?

There are a number of surveys by large international organizations such as the World Bank that regularly evaluate the business-friendly economic environment of countries worldwide. The World Bank’s [Ease of Doing Business Index](#) project provides objective measures of business regulations and their enforcement across 190 economies and selected cities around the world. The report includes several criteria important for doing business, such as starting a business, dealing with construction, employing workers, registering property, getting credit, paying taxes, trading across borders, enforcing contracts, etc.

More about: [Ease of Doing Business Index](#)

<http://www.doingbusiness.org/rankings>

According to World Bank report, the highest ranked European countries are:

- Denmark (#3)

- UK (#7)
- Norway (#8)
- Sweden (#10)

Europe's other large economies are ranked quite a bit lower:

- Ireland (#17)
- Germany (#20)
- Spain (#28)
- France (#31)
- Netherlands (#32)
- Switzerland (#33)
- Italy (#46)
-

How Competitive is the Business Environment?

Another frequently used indicator is the [Global Competitiveness Report](#), published annually by the World Economic Forum. According to its own definition, the Global Competitiveness Report “identifies impediments to growth and thereby helps stimulate the development of relevant strategies to achieve sustained economic progress...It is the most comprehensive and authoritative assessment of the comparative strengths and weaknesses of national economies, used by governments, academics and business leaders.” Since the report is published annually it correctly reflects the current economic environment in Europe affected by the global economic downturn, which makes it a very useful tool to assess the economic conditions in the country of your interest. *Of the top ten countries discussed in the report, six are from Europe: Switzerland (#1), Netherlands (#4), Germany (#5), Sweden (#6), United Kingdom (#7), and Finland (#10).* Although European countries generally rank high in this report, not all countries are able to maintain their positions from one year to the next. It is also notable that Switzerland overtook the U.S.A. as number one, mostly due to the fact that the Swiss economy remained very stable during the global financial crisis, whereas the United States was severely affected by the downturn. The report's Country Profile Highlights provides a summary of the strong qualities of each country's economy. Sweden, Finland, and Denmark, for example, are all ranked among the top 15 countries with regard to macroeconomic stability with healthy budget surpluses and low levels of public indebtedness. Germany, on the other hand, is ranked 1st for the quality of its infrastructure, especially transportation and communications. France is also lauded for its excellent infrastructure especially in regard to transportation, communications, and energy.

More about: [Global Competitiveness Report](#)

http://reports.weforum.org/global-competitiveness-index-2017-2018/?doing_wp_cron=1535962855.8572309017181396484375

Economic Freedom

The [Index of Economic Freedom](#) is a series of 10 economic measurements published annually by The Heritage Foundation and The Wall Street Journal. The index states that “the highest form of economic freedom provides an absolute right of property ownership, fully realized freedoms of movement for labor, capital, and goods, and an absolute absence of coercion or constraint of economic liberty beyond the extent necessary for citizens to protect and maintain liberty itself.” Based on this definition from which it derives its ten major criteria (i.e. business freedom, trade freedom, monetary freedom, property rights, etc.), the report ranks 179 countries worldwide. Surprisingly, the highest ranked European country is Ireland (#5), followed by Switzerland (#6), and Denmark (#9), the only European countries among the top ten.

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More about: [Index of Economic Freedom](#)

<https://www.heritage.org/index/>

Corruption, Cronyism, Organized Crime, and other Woes

Corruption is an inherent part of doing business in a number of European countries, especially in Eastern and Southern Europe. Italy is famous for the Mafia, whose illicit activities permeate all layers of society, including politics and business. With the exception of Italy and Greece, most other European countries have either a very low or moderate level of corruption, which does not significantly interfere with conducting a successful business.

[Transparency International's](#) Corruption Perceptions Index (CPI), an annually published survey of corruption worldwide, is a useful tool to determine how much corruption affects the daily life, politics, and economy in 180 countries worldwide. The Corruption Perceptions Index (CPI) is a "survey of surveys", based on 13 different expert and business surveys.

The 2016 ranking shows that Scandinavian and Central European countries have very low corruption, among them:

- Denmark (#1)
- Finland (#3)
- Sweden (#4)
- Switzerland (#5)
- Norway (#6)
- Netherlands (#8)
- UK (#10-tie)
- Germany(#10-tie)
- Iceland (#14)
- Austria(#17)
- Ireland, (#19)

In southern European countries on the other hand, corruption is much more wide-spread, such as in:

- Portugal (#29)
- Spain (#41)
- Italy #60)

Eastern and Southeastern European countries also rank fairly low, with Greece, Romania, and Bulgaria having the highest perceived corruption in the entire European Union:

- Estonia (#22)
- Poland (#29)
- Slovenia (#31)
- Lithuania (#38)
- Latvia (#44)
- Czech Republic (#47)
- Slovakia (#54)
- Romania (#57-tie)
- Hungary (#57-tie)
- Greece (#69)
- Bulgaria (#72)
- Bulgaria (#75)

It is also interesting to note that the former Soviet Republics in Eastern Europe have one of the highest corruption indices in the world:

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- Belarus (#79)
- Russia (#131-tie)
- Ukraine (#131-tie)

More about: [Transparency International's](https://www.transparency.org/country)
<https://www.transparency.org/country>

Europe's Leading Business Cities

Cushman & Wakefield, a privately held commercial real estate services firm, publishes the [European Cities Monitor](#), an annual survey of Europe's major business centers, based on data and assessments from 500 leading European companies. The survey focuses on the main topics of "best for business" and the "best city in which to locate a business today," but the survey also includes a number of other criteria such as quality of life, telecommunications, access to markets, availability and quality of staff, cost of office space and transportation. London has maintained its first position ever since the beginning of the survey in 1990. Here are the top ten European leading business cities cited:

- London (#1)
- Paris (#2)
- Amsterdam (#3)
- Berlin (#4)
- Frankfurt (#5)
- Copenhagen (#6)
- Munich (#7)
- Dublin (#8)
- Milan (#9)
- Vienna (#10)

It is notable that Prague and Warsaw have consistently climbed the ranking since joining the EU and in the last survey they reached 21st and 23rd places respectively. According to Cushman & Wakefield, Warsaw can expect the biggest influx of companies in the next five years, replacing Moscow in popularity. But it is not only the overall ranking that is important, but also the individual categories that are part of it. Warsaw ranks high among European capitals in terms of cost of qualified staff, low cost and availability of office space, and a positive business climate created by the government. London, on the other hand, although still ranked as Europe's number one business city by the European Cities Monitor, ranks low on the cost of staff, the cost of office space and levels of pollution.

More about: Europe's Leading Business Cities

<http://www.cushmanwakefield.co.uk/>

Small Businesses vs. Startup Businesses in Europe

But keep in mind that what makes London, Paris, and Frankfurt attractive for Europe's leading businesses may not necessarily be as important for small businesses or start-ups. It is very important to determine the needs of your business or business start-up before putting your faith in any of the surveys and studies mentioned in this article.

For more information about individual countries, visit the website of the [U.S. Commercial Service](#), where you will find individual country sections that also offer Country Commercial Guides, with detailed information about the business and investment climate in each European country. These guides are an invaluable resource for anyone interested in opening a business, challenges, market opportunities, and market entry strategies.

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More about: Individual countries

<https://www.export.gov/welcome>

If you need further country analysis and information and don't mind paying for it, check out the website of the [Economist Intelligence Unit](#) (EIU). The EIU is a research and advisory company providing country, industry, and management analysis worldwide. It provides monthly country reports, 5-year country economic forecasts, country risk service reports, and industry reports. EIU also provides in-depth research for businesses that require analysis of particular markets or business sectors.

More about: Individual countries

<http://www.eiu.com/home.aspx>

Self-reflection:

What is your impression and feelings about requirements for Setting up a Business in Europe?

What do you think about your chances of obtaining a residency permit for the purpose of starting a business?

How Easy is it to Set Up a Business in your perception? Please, explain your reasons.

How Competitive is the Business Environment in your perception? Please, explain your reasons.

What do you think about Economic Freedom? (“the highest form of economic freedom provides an absolute right of property ownership, fully realized freedoms of movement for labor, capital, and goods, and an absolute absence of coercion or constraint of economic liberty beyond the extent necessary for citizens to protect and maintain liberty itself.”)

What do you think about Corruption in your own country?

What do you think about Corruption in your hosting country?

4. Topic: How to come from an idea to business idea in hosting country context.

Description of 4 Topic

Time – 1 hours

Method – Face to face

Knowledge -at the end of the unit the learner will be able to:

- Review relevant aspects to have in consideration since first entrepreneur step.
- Principles for validating business ideas and initiatives to be developed by migrants, asylees and refugees.
- Give knowledge about tools for improvement entrepreneurs' business idea.

Skills - at the end of the unit the learner will be able to:

- Improve capacity of evaluation of needs and requirements for creation a new business.
Be able to analyse and take conclusions of information collected.

Competencies– at the end of the unit the learner will be able to:

- Proporcionate information about relevant different aspects related to creation of new business, in an easy and non formal way.

Practical introduction

Trainer presentation

How To Evaluate Business Opportunity and Idea

<https://www.youtube.com/watch?v=tM9h1oUEzuw>

Self-reflection:

Please watch the presentation carefull and write the main points about your idea and main takeaways are to ask yourslef daily.

Name (provisional) of my idea:

Short description:

1. What could go wrong?
2. What don't I know?
3. What don't I see?
- 4.- How do I feel after this reflection?

Individual Work

Aim - to develop the ability to prepare an effective business model canva

Proceeds:

Watch presentation carefully.

The Business Model Canva

<https://www.youtube.com/watch?v=IP0cUBWTgpY>

Students work individual, use paper and pen, for preparing a draft a Business Model Canva. The objective of the activity is understanding the topic and learning by doing .After students will present them, discuss about .

Please watch the presentation carefull and write the main points about your idea and answer this questions:

1. What must be reflected in to Business Model Canva?
2. What information in not unnecessary for Business Model Canva?
3. If you would be staff manager, to what points you will pay attention?
4. What are main mistakes in your Business Model Canva?

Debate and Interaction from students

5. Topic: Introducing your business idea

Description of 5 Topic

Time – 3 hours

Method – face to face

Knowledge -at the end of the unit the learner will be able to:

- Identify and explain to others relevant aspects to have in consideration since first entrepreneur step.
- Introducing business ideas and initiatives to be developped by migrants, asylees and refugees.

Skills - at the end of the unit the learner will be able to:

- Be able to defend and introduce business ideas to protencial partners or promoters.

Competencies– at the end of the unit the learner will be able to:

- Arise consciousness about risks and advantages of entrepreneurship and own bussines idea Support entrepreneurs collective spirit, creating an environment for Empathy, networking and cooperation with other participants

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-Evaluate your general business idea in the context of hosting country and globalization opportunities

Introduction:

How to present your IDEA

<https://www.youtube.com/watch?v=n0bW3-jqMuM>

The 3 Most Important Things Investors Look For in a Winning Business Plan

<https://www.youtube.com/watch?v=hludN2e33TY>

Group work:

Social and business brainstorming and Entrepreneurs fair

Tool aim : Encourage people to think like entrepreneurs in a problem solving/need satisfying way.

Number of participants : 5- 30 participants divided in smaller groups.

Materials needed : post-its,
pens, paper sheets.

Selection of most attractive business ideas

Development selected idea in groups

Presentation of business idea to co-participants.

Description :

The task of each group is to think of certain problems they can see/find in their societies and find possible business solutions to them.

1. The participants should divide themselves in groups of four. Each group should spend 15 minutes brainstorming ideas between each other, thinking of situations, problems, needs (of the society, nation, local community, clients or any other they should think of) that could be solved by an entrepreneurship (money generating idea). They put ideas on paper or flipchart. As many as possible.

2. After brainstorming, each group should choose 3-4 most suitable ideas that could fit in the idea of a business or a social business or a business with a social component based on these criteria: resources (both human and material) needed for solving the problem/situation, the product they come up with, the buyer/user/customers of the product or the financial component.

3. Every group prepare a presentation of their idea.

4.-Analysing the ideas. All the groups should sit together in a circle and present ideas they chose. They should discuss/debate the problems and the possible solutions and decide which one would be the best option to choose and proceed with. The chosen option should

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be based on the best arguments contributed by groups (both from the social and the business point of view), considering the resources they would have to solve the problem, the necessity of the product, who the buyers/users will be and the finances they can use.

Additional material

<https://www.youtube.com/watch?v=Iv7SgvuYEc4>

<https://www.youtube.com/watch?v=Srd8fja2U78>

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IV MODULE CULTURAL SURROUNDINGS

Description

Basic concepts	Cultural Awareness, cultural competence, equality, diversity, social inclusion, multimedia / social media advantages in working life.
Structure	Online training 4 hours Face to face 4 hours
General Goal	To provide knowledge to understand the meaning and importance of cultural awareness and the diversity of cultures. To learn about the advantages and disadvantages in social media, especially in working life.
Objectives	To acknowledge, understand and respect different cultural backgrounds and heritage To learn culturally appropriate behavior and self-expression To enhance the ability to work better in multinational teams To understand equality, diversity and social inclusion and to promote these values To get familiar with different kinds of social media channels To learn how to use social media in connection to working life To learn about communication in social media regarding culture and employment

1. Topic: Cultural Awareness

Description of 1 Topic

Time: 1 hour

Method: on-line

Knowledge: at the end of this unit the learner will be able to

- Understand the definition and degrees of cultural awareness
- Know the basics of Hofstede's theory of cultural dimensions

Skills: at the end of this unit the learner will be able to

- Build his or her cultural awareness
- Understand better his or her colleagues from other cultures

Competencies: at the end of this unit the learner will be able to:

- Compare countries based on the theory of cultural dimensions

Theory

Questions to be answered when aiming to achieve cultural awareness

- Why do we do things in some way when some others do it completely differently?
- Why do we see the world as we do?
- Why do we react in a particular way?

Definition of Cultural Awareness

- Ability of standing for ourselves and becoming aware of our own and others' cultural values, beliefs and perceptions.
- Cultural awareness becomes central when we interact with people from other cultures.
- People see, interpret and evaluate things in different ways; what is considered an "appropriate behavior" in one culture is frequently inappropriate in another.
- We have learned to see and do things at an unconscious level since we are born.
- Our experiences, values and cultural background lead us to see and do things in a certain way.
- Step outside of your cultural boundaries in order to realize the impact, which our culture has on our behavior.
- When interacting and communicating with other people, especially those with different cultural background, you have to be aware of their norms, values and beliefs.
- Culturally aware people recognize that *our cultural background influences how we interpret the world around us, perceive ourselves and relate to other people*
- You don't need to be an expert in every culture to be culturally aware: rather, cultural awareness helps you to explore cultural issues more sensitively.
- Information about specific cultural practices will help to increase your cultural knowledge by providing an overview of cultural characteristics and issues.
- It is important to identify individual needs and preferences and remember that *no individual can be reduced to a set of cultural norms*.

Degrees of Cultural Awareness

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1. **My way is the only way.** At the first level, people are aware of their way of doing things, and think that their way is the only way. At this stage, they ignore the impact of cultural differences. (Parochial stage)
2. **I know their way, but my way is better.** At the second level, people are aware of other ways of doing things, but still consider their way as the best one. In this stage, cultural differences are perceived as a source of problems and people tend to ignore them or reduce their significance. (Ethnocentric stage)
3. **My Way and Their Way.** At this level, people are aware of their own way of doing things and others' ways of doing things, and they chose the best way according to the situation. At this stage, people realize that cultural differences can lead both to problems and to benefits and are willing to use cultural diversity to create new solutions and alternatives. (Synergistic stage)
4. **Our Way.** This fourth and final stage brings people from different cultural backgrounds together for the creation of a culture of shared meanings. People have dialogue with others; create new meanings and new rules to meet the needs of a particular situation. (Participatory Third culture stage)

How to build Cultural Awareness? -Culturocity

We need to increase both self-awareness and cross-cultural awareness. These attitudes will help you:

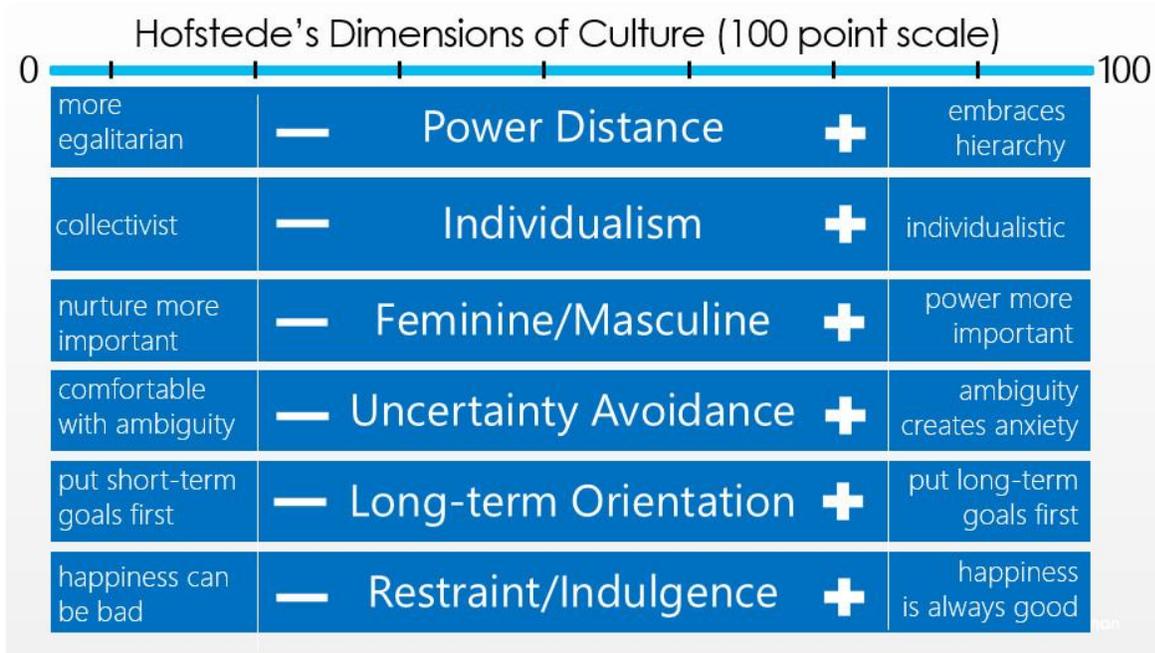
1. **Admit that you do not know.** Knowing that we do not know everything, that a situation does not make sense, that our assumptions may be wrong is part of the process of becoming culturally aware.
2. **Suspend judgments.** Collect as much information as possible so you can describe the situation accurately before evaluating it.
3. **Empathy.** In order to understand another person, we need to try standing in his/her shoes. Through empathy, we learn of how other people would like to be treated by us.
4. **Systematically check your assumptions.** Ask your colleagues for feedback and constantly check your assumptions to make sure that you clearly understand the situation.
5. **Become comfortable with ambiguity.** The more complicated and uncertain life is, the more we tend to seek control. Assume that other people are as resourceful as we are and that their way will add to what we know. "If you do what you've always done, you'll get what you've always gotten" (Tony Robbins).
6. **Celebrate diversity.** As a company, find ways of sharing the cultures of your diverse workforce

Cultural Dimensions - Hofstede

Geert Hofstede developed a theory of cultural dimensions: it assigns values to six cultural dimensions. This theory provides a systematic framework for evaluating the differences between nations and cultures.

Watch a video about Hofstede's theory: <https://www.youtube.com/watch?v=eV04Msn-1GY>

- How does this theory help you to understand different cultures?
- Do you think these dimensions are accurate? Would you add or remove something?



- **Try comparing countries:** <https://www.hofstede-insights.com/product/compare-countries/>
 - What is the biggest difference between your country of origin and your new home country? Do you agree with that?
- How would you pose yourself in these dimensions according to Hofstede? Which steps would you follow to balance them a bit more?

Culture Awareness in the Workplace (by Mitchell Holt)

With the globalization of business, increased diversity in the workplace and multicultural emphasis in society, cultural awareness has become one of the most important business tools in almost every industry. Understanding the cultures of those around you will enhance communication, productivity and unity in the workplace. Formal cross-cultural awareness training might be helpful for problem solving on multicultural business teams, but there are several cultural awareness techniques, which you can use in the meantime.



Cultural Knowledge

- One of the easiest ways to understand your multicultural coworkers is by researching cultures and increasing your cultural knowledge. Reading books and searching the Internet are the most accessible sources of relevant information (keep in mind that there are also plenty of false information in the Internet).

Put Cultural Knowledge to Use

- If you learn something interesting about a coworker's culture, ask about it or mention it in a relevant situation. This might seem uncomfortable at first, but your coworkers will recognize your effort to educate yourself.
- Using acquired information as it comes up will serve to break down multicultural barriers, help everyone on your team to be more comfortable and teach others about different cultures

Watch a video about cultural awareness in a workplace:
<https://www.youtube.com/watch?v=4Gwgl50J30>

- What do you need to consider, when there are people from different cultural backgrounds in your workplace?
- What are the benefits of a multicultural work atmosphere?
- What kind of experiences you have from different cultural backgrounds in a workplace?

Business Speaker Erin Meyer: How Cultural Differences Affect Business
<https://www.youtube.com/watch?v=zQvqDv4vbEg>

- What is to be learned from this video?

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- Have you had similar misunderstandings?

Self-evaluate your cultural awareness skills:

- Are you aware of the effect the culture around you is having on your values and norms?
- Do you recognize how your cultural background affects you: how you see the world, yourself and how you relate to other people?
- Are you aware of your co-workers' cultural background, their norms, values and beliefs?
- Do you often think "your" culture is better than others?
- Is it easy for you to admit the things you don't know?
- Are you prone to make judgements about others?
- How often you check your assumptions?

2. Topic: Cultural Competence

Description of 2 Topic

Time: 1 hour

Method: on-line

Knowledge: at the end of this unit the learner will be able to

- Understand the meaning and importance of cultural competence
- Know which parts cultural competence consists of and what kind of abilities a culturally competent person has

Skills: at the end of this unit the learner will be able to

- Develop his or her cultural competence

Competencies: at the end of this unit the learner will be able to:

- Evaluate the degree of cultural competence he or she, other individuals and organizations have

Theory

Culture is everywhere where people are, and it is an important aspect, which connects people with the same social heritage. In every culture, there are different patterns of norms, values, beliefs and attitudes, which guide people's actions. Sometimes cultures are very different from one another and may cause gaps, which prevents mutual understanding. The confusion may be caused by customs, language or behaviors in general. When encountering a foreign cultural environment, some may experience a cultural shock, which can appear as discomfort and disorientation.

To help adapting into the new culture environment and thriving in work life, it is important to improve one's cultural competence. Cultural competence has many names; it can be called global competence (in social work), cultural intelligence, international mindedness, multicultural competence, global citizenship and even global learning. It consists of *knowledge, skills, behaviors, policies and attitudes, which are effective and appropriate in intercultural interactions*, and help cross-cultural groups and individuals to work more professionally in various situations. Cultural competence is also *sensitivity to cultural differences*, it refers to the content of the present material represents the exclusive responsibility of the authors and the National Agency or the European Commission will not be held responsible for the manner in which the content of the information is used.

ability to honor and respect the beliefs, language, interpersonal styles and behaviors of individuals and families.

At the individual level, the focus needs to be in one's own values and attitudes, but also in acquiring the needed knowledge and skills, which help to work appropriately in cross-cultural situations. At organizational level, it is essential to value and adapt to diversity and the cultural contexts of communities they serve, and conduct self-assessment regarding the skills around cultural competence. In addition, organizations need to have defined set of values, principles and policies to carry out in practice.

What does Cultural Competence include?

1. Knowledge

When encountering intercultural context and cultural competence, knowledge can be about other cultures and languages. It is understanding foreign vocabulary and grammar, and how the language is used, but also having deeper understanding about specific cultures, and how the values and attitudes affect when thinking about a status of a certain group of people. Knowledge can also be contextual, in which case it is about the cultures history, politic and economic systems, religion, and particular interactions when, for example, using health care. The last important aspect is to have cultural self-knowledge and awareness, meaning one understands how people with different cultural backgrounds are “built” to behave and communicate.



2. Skills

Culturally competent person is skilled in listening the interaction that happens between individuals, observing and paying attention to the nonverbal communication. He or she is aware of various communication styles and able to see things from other perspectives. The skills are not only focused on other people's actions, but toward the person themselves too; reflecting own thoughts and actions is just as important.

3. Attitudes

Attitudes towards other people have remarkable impacts on getting along with one another. Curiosity to learn more about other cultures and open-mindedness, not judging beforehand or The content of the present material represents the exclusive responsibility of the authors and the National Agency or the European Commission will not be held responsible for the manner in which the content of the information is used.

making any assumptions, are remarkable strength when thinking about cultural competence. Most importantly, respecting and valuing other peoples' worth and existence is essential. Without respect and understanding, one cannot be competent to work in intercultural environment. Every person is different, and therefore it is important to have tolerance regarding ambiguity, diversity and constantly changing situations.

Exercise:

Watch this video: Weird or just different?

<https://www.youtube.com/watch?v=1K5SycZjGhI&index=2&list=PL8dAHDi9iPOmMrTrdTCzn4WTO0ZMP8d-j>

- What is the message in this video?
- What kind of self-evident assumptions do you have?

How to improve your Cultural Competence?

Cultural competence is not the end itself or something that will last forever. It is rather an *ongoing, developmental and dynamic process*, which requires commitment. The core elements gaining better cultural competence are *understanding one's own culture, respecting diversity and people with different backgrounds*.



Culturally competent person has:

- **Cultural Awareness** – understanding the role cultural difference and diversity plays
- **Commitment** self-determination to build respectful partnerships with people from different cultures
- **Cultural respect** – valuing people and their cultures
- **Cultural responsiveness** – having the ability and skills to assist people from different cultures

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- **Cultural safety** – creating a service environment that is safe and welcoming for people from different cultures
- **Cross-cultural practice and care** – being able to relate and provide services to all
- **Self-reflection** – being able to see how your culture and dominant culture generally impacts on people from different cultures.

When developing cultural competence, it is important to understand *how personal views and opinions might affect the interactions*, but also to comprehend *how much values and beliefs influence communication abilities and patterns*.

Culturally competent person has many roles and responsibilities, especially in working life or being an entrepreneur. Here are few of them:

- Self-assessment to consider the influence of own biases and beliefs, and the potential impact on own actions
- Identifying and acknowledging limitations in education, training and knowledge, and seeking additional resources and education to develop cultural competence via continuing education and networking with community members
- Demonstrating respect for an individual's age, disability, ethnicity, gender identity, national/regional origin, race, religion, sex, sexual orientation, and veteran status
- Integrating peoples' traditions, customs, values, and beliefs in one's actions and interactions
- Identifying the impact of assimilation and acculturation on communication patterns during assessing and managing a communication problems
- Treating each person or client as an individual and responding to their unique needs
- Consulting with others with appropriate cultural and linguistic proficiency, including using a cultural informant or broker, when needed

It is often thought that treating people with diverse cultural backgrounds equally means the same thing as not seeing their “colors.” This is, however, one sort of color blindness, which leads into ignoring peoples' cultural heritage, history and identity. Treating everyone the same way means that no one is getting what he or she needs as individuals. Culturally competent person acknowledges the “colors” and what is behind them and can take them into account when interacting in different situations.



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Cultural competence mandates that organizations, programs and individuals must have the ability to:

1. value diversity and similarities among all peoples
2. understand and effectively respond to cultural differences
3. engage in cultural self-assessment at the individual and organizational levels
4. make adaptations to the delivery of services and enabling supports
5. institutionalize cultural knowledge

Cultural competence is about being aware of the nature of other cultures. It means realizing what is considered acceptable or unacceptable, right and wrong. It is also seeing what kind of things are valued and important in the society and what, on the other hand, are not.

Developing *cultural competence* is a lifelong process, which requires ongoing self-assessment and continuous expansion of one's cultural knowledge. It evolves over time. If you want to improve your cultural competence, you need to be aware of the diversity around you and your own biases, but most importantly demonstrate your attitudes and appropriate approach in working multiculturally.

The development of *Cultural Competence* can be thought as steps:

1. Promote a caring attitude. Respect others and be patient, open-minded to their ideas and thoughts, and perceive their perspectives.
2. Be aware of cultures. Be aware about what is appropriate to do and what is not (eye contact, body position, discussion topics etc.), and about the roles in that situation.
3. Obtain background information. Search information about the culture's typical concerns, values, social etiquette and what does certain nonverbal communications mean.
4. Preserve, accommodate and restructure. Strive towards preserving other person's cultural habits, adapt your own cultural habits to neutral context, and if the other does not want to understand your views, try to find a way to explain your conception in their perspective.
5. Do not be defensive. Everyone makes mistakes, so apologize and express regret when needed, and be ready and willing to learn more about the situations.

Self-evaluate your cultural competence

- Is it easier for you to find similarities or differences between people from different cultural backgrounds?
- How easy it is for you to value diversity amongst people from different backgrounds?
- How aware you are about the norms, values and appropriate behavior in the culture you are currently living in?
- How culturally competent the people surrounding you are?
- What kind of cultural conflicts have you had? How did you try to solve them? What would you now consider as the best solution?
- Which parts of your cultural competence you think needs improving? What are your strengths?

3. Topic: Equality, Diversity and Social Inclusion

Description of 3 Topic:

Time: 1 hour

Method: on-line

Knowledge: at the end of this unit the learner will be able to

- Understand the meaning and importance of equality, diversity and social inclusion
- Know what is discrimination, why does it occur and why is it so harmful

Skills: at the end of this unit the learner will be able to

- Find solutions to cope with discrimination

Competencies: at the end of this unit the learner will be able to:

- Know the basics of the theoretical base of social inclusion and discrimination

Theory

Equality, diversity and social are important aspects of life in the modern world. Dividing people onto groups and categorizing things is a natural thing for humans to do as it helps us to make sense of the world. It is important to *question our own beliefs and attitudes towards others as well as learn ways on how to handle discrimination when it happens to us*. This material will determine the meaning of equality, diversity and social inclusion and help to reflect on these subjects to create greater self-awareness.

Equality

Social equality, in which all people within a group have the same status.

Social equality concerns the distribution of social goods and burdens, such as income, wealth, opportunity, education, and health care. Social equality occurs when some good, like income or happiness, is equally attained. However, this not an easy question: how do we define the “goods” and the units to which they are distributed.

Gender equality

Is the act of treating women and men equally: gender equality does not imply that women and men are the same, but that they have equal value and should be treated equally.

Gender equality is not just women’s issue but should concern and fully engage men as well. Equality between women and men is seen as both a human rights issue and a precondition for and an indicator of sustainable, people-centered development.

Racial equality

Racial equality is about individuals, regardless of their racial characteristics, being morally, politically, and legally equal and treating them as such. Furthermore, it is about thinking that different racial groups are equal, with none being inherently superior or inferior. The term is commonly linked to the idea of equal treatment under the law as well as equal opportunity.

Diversity

Cultural/ethnic diversity is the mixture of races and religions, which makes up a group of people.

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Diversity is any dimension that can be used to differentiate groups and people from one another. Briefly, it is about empowering people by respecting and appreciating what makes them different, in terms of e.g. age, gender, ethnicity, religion, disability, sexual orientation, education or national origin.

Diversity allows for the *exploration of these differences in safe, positive, and nurturing environment*. It means understanding one another by surpassing simple tolerance to ensure people truly value their differences. This allows us both to embrace and to celebrate the rich dimensions of diversity contained within each individual and place a positive value on diversity in the community and in the workforce.

Social inclusion

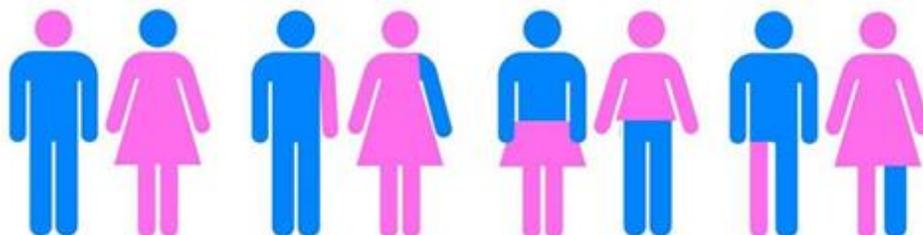
Inclusion is an organizational effort and practice, in which different groups or individuals having different backgrounds are culturally and socially accepted and welcomed, and equally treated. These differences could be self-evident, such as national origin, age, race and ethnicity, religion, gender, and socioeconomic status, or they could be more inherent, such as educational background, training, sector experience, organizational tenure; even personality, such as introverts and extroverts.

Inclusion is a *sense of belonging*. Inclusive cultures make people feel respected and valued for who they are as individuals or groups. People feel a level of supportive energy and commitment from others so that they are able to do their best at work. Inclusion often means a shift in an organizations mindset and culture and has visible effects, such as participation in meetings, how offices are physically organized or access to particular facilities or information.

In simple terms, *diversity is the mix and inclusion is getting the mix to work well together*. In addition, without equality there is less diversity and at the same time, less people included in the society.

In a cohesive community, there is a *common vision and a sense of belonging* for all. The relationships between group members are strong and positive, and they develop in various environments, between people with various different backgrounds. The cohesion helps appreciating and valuing diversity, but also makes possible for all people to have similar opportunities when it comes situations and choices in life.

The community cohesion is therefore based on extensive contacts between numerous groups, equality of opportunity and positive acceptance of diversity. Most of the time, the strong bond between the groups and group members move people from strong identifications of religious, ethnic or other tension causing groups that are linked to hatred and wrong kind of solidarities.



Discrimination

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Discrimination means *unequal or different treatment or harassment that causes harm*. Discrimination is the unfair or prejudicial treatment of people and groups based on characteristics such as race, gender, age or sexual orientation.

The human brain naturally puts things in categories to make sense of the world. For instance, very young children quickly learn the difference between boys and girls. However, the values we place on different categories are learned – from our parents, our peers and the observations we make about how the world works. Discrimination often stems from fear and misunderstanding.

Discrimination can be damaging even if you haven't been a direct target of overt acts of bias. Regardless of your personal experiences, it can be stressful just being a member of a group that is often discriminated against, such as racial minorities.

The anticipation of discrimination creates its own chronic stress. People might even avoid situations, where they expect poor treatment, thus even missing educational and job opportunities.

Finding healthy ways to deal with discrimination is important, for one's physical health as well as mental well-being. Here is some useful advice on how to deal with discrimination:

- **Focus on your strengths.** Focusing on your core values, beliefs and perceived strengths can motivate people to succeed, and may even buffer the negative effects of bias. Overcoming hardship can also make people more resilient and better able to face future challenges.
- **Seek support systems.** One problem with discrimination is that people can internalize others' negative beliefs. You may start to believe you are not good enough. Family and friends can remind you of your worth and help you to reframe faulty beliefs.
- **Family and friends** can also help counteract the toll that microaggressions and other examples of daily discrimination can take. In a world that regularly invalidates your experiences and feelings, members of your support network can reassure you that you are not imagining those experiences of discrimination. Still, it is sometimes painful to talk about discrimination. It can be helpful to ask friends and family, how they handle such events.
- Your family and friends can also be helpful if you feel you have been a victim of discrimination in areas such as housing, employment or education. Often, people don't report such experiences. One reason for this is that people often doubt themselves: Was I actually discriminated or am I being oversensitive? Will I be judged negatively if I push the issue? Your support network can provide a reality check and a sounding board to help you decide if your claims are valid and worth pursuing.



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- **Get involved.** Support doesn't have to come from people in your family or circle of friends. You can get involved with like-minded groups and organizations, whether locally or online. It can help to know that there are others, who have had similar experiences. Connecting with those people might help you figure out how to address situations and respond to experiences of discrimination in ways you haven't thought of.
- **Help yourself to think clearly.** Being a target of discrimination can stir up many emotions including anger, sadness and embarrassment. Such experiences often trigger a physiological response, too; they can increase your blood pressure, heart rate and body temperature.
- **Try to check in with your body before reacting.** Slow your breathing or use other relaxation exercises to calm your body's stress response. Then you will be able to think more clearly about how you want to respond.
- **There are plenty of relaxation exercises in Internet. Try one:**
<https://www.youtube.com/watch?v=xUVrkJsFNCU>
 - How does the exercise make you feel?
 - What would you gain doing relaxation exercises?
- **Don't dwell.** When you have experienced discrimination, it may not be possible to just "shake it off". You might want to say speak out or complain, but you are not sure how to do it, or are afraid of the backlash. So instead, you may end up thinking over and over about what you should have been done. However, rumination can make things worse. Researchers have found that while traumatic experiences are a significant cause of anxiety and depression, people who dwell on negative experiences, report more about stress and anxiety.
- When you have calmed down, it might be helpful **to talk over** the ways you can cope with similar experiences in the future. Try to come up with a plan for how you might act next time. Once you have determined how to respond, try to leave the incident behind you as you go on with your day.
- **Seek professional help.** Discrimination is difficult to deal with, and is often associated with symptoms of depression.

Self-reflection

- Why is it good to promote equality, diversity and inclusion?
- How to promote these values in your own life?
- Have you felt included in your host country? Why/why not?
- Where can you freely express your feelings?

4. Topic: Multimedia Advantages for Cultural Exchange

Description of 4 Topic:

Time: 1 hour

Method: on-line

Knowledge: at the end of this unit the learner will be able to

- Know more about different social media channels and how to utilize them in general and especially related to working life
- Be more aware about the possible risks in social media in general and in working life

Skills: at the end of this unit the learner will be able to

- Use social media in a productive way
- Utilize social media in job search

Competencies: at the end of this unit the learner will be able to:

- Consider his or her social media usage more accurately

Theory

What is happening in social networks?

- Social networks allow people to gather for social, cultural, and civic purposes and share their thoughts, emotions and news, without being face-to-face with others
- Social networks help people to connect with the world beyond their close friends and family despite their geographic location, physical distances or time.
 - Gain knowledge and learn about different opinions and perspectives of issues, topics, and events
 - Communicate, exchange messages, share knowledge, and interact with people from all the world
 - Social media is a great way to become more integrated into the host culture during the adaptation period and to maintain connections to one's own home country

Social networking sites can also be used to

- Create opportunities for community engagement, e.g. raising money for charity or volunteering for local events, including political and philanthropic events
- Enhance individual and collective creativity through development and sharing of artistic and musical endeavors.
- Facilitate the growth of ideas from the creation of blogs, podcasts, videos, and gaming sites. Experiment with other forms of content creation
- Expand online connections through shared interests to include others from diverse backgrounds
- Foster individual identity and unique social skills
- Provide feedback on ongoing projects
- Enable to document school research
- Inform and empower individuals to develop themselves and their communities



As we can see, social networks have many advantages and they may serve cultures and communities as well as businesses to spread and to become widely known. Social networks create a dynamic ecosystem, which nurtures cultural exchange between people and the content they create and share. It has given us the ability to learn about other cultures through the eyes of locals without actually having to leave home.

15 most used social networking sites

1. Facebook
2. YouTube
3. Instagram
4. Twitter
5. Reddit
6. Pinterest
7. Vine
8. Ask.fm
9. Tumblr
10. Flickr
11. Google+
12. LinkedIn
13. VK
14. ClassMates
15. Meetup

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Occurring risks in using social media

Social Detriments:

- Social media simultaneously draws us nearer and distances us. We live in an age, where time often is lacking and because of that, many people tend to connect with friends and family through social media rather than spend time socializing face to face. This may be handy but not all the people think that web-based connections are the same as the ones happening in real life.
- Extensive online engagement is correlated with personality and brain disorders like poor social skills, ADHD, narcissistic tendencies, a need for instant gratification, addictive behaviors and other emotional distress like depression, anxiety, and loneliness

Lack of Privacy:

- Most people do not read privacy policies and may be unaware that their information may be used by third parties
- Online advertising policies are an invasion of privacy. If you "like" a brand, you are giving that company access to your personal information

Users Vulnerable to Crime:

- Social networking sites allow hate groups to recruit and distribute propaganda online
- Unauthorized sharing and copyright infringement threatens intellectual property and causes loss of income
- Security attacks such as hacking, identity theft, phishing scams and viruses are common online

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- Criminals use social media to commit crimes, e.g. robbers might know when you are away from home and stalkers might get information about your whereabouts. Also sexual predators find, stalk, and assault victims through social media

Misinformation:

- Enables the spread of fake news, false rumors and unreliable information
- Encourages amateur medical advice and self-diagnosis of health problems

Advertising:

- Studies have shown that sites such as Facebook influence you, via advertisements, to spend more money
- Advertisers gain personal information about you via your social media, which they use to persuade you to buy their product

A Waste of Time:

- **When alerted to a new mail or tweet, it takes about 20 to 25 minutes for the average user to return to their original task.**

Social media opportunities in working life

- Internet is full of useful information e.g. about labor privileges and rights and laws concerning working life.
- There are more demand for jobs than there are jobs available in many professions. It may be hard to get yourself noticed so it is good to find new ways to demonstrate your abilities. Using social media is a great way to stand out from the crowd, with a video CV for example.
- Nowadays employers find employees increasingly through networks and social media.
- Social media sites have created thousands of jobs and new avenues of income. For example Kickstarter, which is a website, where small startup businesses can try to convince people to invest to their product.



- Social media is a great way for marketing, connecting, and finding business opportunities. Marketing in social media is cheaper than in the traditional media.
- Business can share content faster and easier, with easily accessed customer feedback.
- Social media gives the firms the opportunity to interact and communicate.
- Many firms are using social media in particular to build customer relationships: social media can allow customers to engage and post opinions and facilitating interactivity.
- Social media can help companies to measure their performance by increasing revenue.

Possible risks in social media in work life

- Social media sites can harm employees' productivity, if he or she frequently checks personal social media accounts at work.
- Using social media can also harm employment and prospects. Job recruiters may check applicants' social media accounts, and things like profanity, poor spelling or grammar, racism, sexism, poor health, references to alcohol or drugs can all count against an applicant.

Self-evaluation:

how skillful social media user you are?

- In what purpose you use social media channels?
- What productive have you done or could do in social media?
- How often you check your social media accounts? Do you always react, when there's a new message in some of them?
- Do you act differently in conversations, which you have in social media, compared to face-to-face? If so, how and why?
- Think about the possible affects that your culture has to your social media usage. Does it have an effect? If so, why?
- What do you think about the social media risks? Are they present in your life?

5. Topic: Snapshot of Me

Description of 5 Topic

Time: 45 minutes

Method: face to face

Knowledge: at the end of the unit the learner will be able to:

- Understand better the meaning of one's cultural background

Skills: at the end of the unit the learner will be able to:

- Find one way to build relationships with people from different cultures

Competencies: at the end of the unit the learner will be able to:

- Evaluate the importance of cultural identity

Group work:

Timeframe

- Each member of the group selects one picture about their cultural identity: 10 minutes
 - After that discussion in smaller groups (4-6 persons/group):
 - o 30 minutes to go through all pictures and discuss about them
 - o 15 minutes to discuss about the findings in the whole group
1. Select one aspect of your cultural identity that you want others to know about. You can show pictures (preferable) or tell about something that is typical to your culture. Be prepared to explain to others, why you selected to share this particular snapshot of your cultural identity versus others you might have selected to share.
 2. Group discussion
 1. What surprised you about other people's snapshots?
 2. Did anything you learned about other people's cultural identities challenge or reinforce any stereotypes you have? Why or why not?
 3. What can you learn about the concepts of identity and culture from this activity?
 4. In what ways can sharing your snapshot engender connections or community building among your colleagues?
 5. What aspects of one's cultural identity are and are not appropriate to share publicly in your school and community?

6. Topic: Autobiography:

Description of 6 Topic

Time: 1 hour

Method: face to face

Knowledge: at the end of the unit the learner will be able to:

- Understand better his or her cultural identity
- Understand better others' cultural identities

Skills: at the end of the unit the learner will be able to:

- Write a cultural autobiography

Competencies: at the end of the unit the learner will be able to:

- Perceive himself or herself in relation to aspects of culture
- Explore his or her own cultural assumptions

Cultural autobiographies are designed to reveal one's identity as a cultural being based on personal assumptions and remembrances. If written thoughtfully, cultural autobiographies can reveal assumptions relative to various microcultures or subgroups, which makes up one's cultural identity and perceived place in society.

Writing a cultural autobiography may allow you not only to understand your deeper self but also the roles of others within the society. In such a multicultural world, understanding your own cultural identity as well as being more open to others is extremely important both in the workplace and at home.

Group work

Timeframe

Time to do self-reflection: 30 minutes. Time for discussion in small groups: 15 minutes. Time to share small groups' discussions to the whole group: 15 minutes

1. Think and write about how you identify with each of the following aspects of these nine micro-cultures. Consider yourself now and as a child and a teenager.

- gender/sexual orientation
- ethnicity, race
- class, socioeconomic status
- geography
- age
- exceptionality (mentally or physically disabled or gifted)
- religion
- language

Begin with the aspect of culture that currently has the most impact on you, and work down to what you perceive to be the least influential aspect of culture influencing you. Take each aspect of culture one at a time, explain how your membership in a particular subgroup has helped create the kind of person you are now or want to become.

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2. After writing a short cultural biography, discuss about in a small group (4-6 participants)
 - Which aspect did you choose as most important? Why?
 - How do you think this has affected you: e.g., how you perceive yourself and others and how you act in different situations?
 - In what ways you think your experiences with various cultural subgroups have influenced you?
 - In what ways you think sharing these experiences will influence how others may think about you?

7. Topic: Hidden bias test and a video about diversity:

Description of 7 Topic

Time: 1 hour 15 minutes

Method: face to face

Knowledge: at the end of the unit the learner will be able to:

- Learn about the Hidden Bias test
- Know more about the versatile nature of diversity and discrimination

Skills: at the end of the unit the learner will be able to:

- Know more about his or her unconscious biases

Competencies: at the end of the unit the learner will be able to:

- Understand better the roots of stereotypes and prejudice in the society

Group work I:

Test your bias and discuss

Time: 1 hour

Instructions

1. Do one of the test categories. Each category will take about ten minutes.

<https://implicit.harvard.edu/implicit/uk/takeatest.html>

2. Divide into groups of about 4-5 people (preferably, everyone in the group does the same category) and discuss:

- Did the result surprise you?
- What about the test was surprising and why?
- What do you think is the reason for your result being the way it is?

Repeat the test with one more category and discuss again in groups.

Group work II:

Videos

Time: 15 minutes

Instructions

1. Watch this video together:

<https://www.youtube.com/watch?v=Q6eqOBOqESM>

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2. Discuss in small groups (4-6 participants).
 - What thoughts did the video raise?
 - What do you think was the message of the video?
 - Were you surprised about anything?
 - How does the video relate to the theoretical material (discuss all aspects; equality, diversity, inclusion)?

8. Topic: Business & ways of reaching the customers

Description of 8 Topic

Time: 1 hour

Method: face to face

Knowledge: at the end of the unit the learner will be able to:

- Know more about the different social media channels and how to use them in when reaching customers

Skills: at the end of the unit the learner will be able to:

- Figure out, which social media channels should be used in different kind of businesses

Competencies: at the end of the unit the learner will be able to:

- Think of a social media strategy to his or her possible future firm

Objective: Participants get ideas and information about which social media programs work best when reaching specific groups of customers

Group work:

Instructions

Timeframe

- Thinking about a business idea and social media usage in small groups: 40 minutes
- Go over all ideas together with the larger group: 20 minutes

1. The whole class is divided into small groups of 3-4 persons. Groups are given a task:

- to come up with a business idea (it can also be an existing firm, e.g. a firm they would like to work at)
- figure out what kind of people their consumer group would consist of.
- think what kind of social media programs their customers would likely use and what would be the best way to reach them.
- Think, which ways their business would try to maintain the customer relationship (websites, competitions... and so on)

2. After this, the groups will go over their creations together with whole class and discuss them.

Main point of the practical work is not the business idea but figuring out all the possible ways to reach to different customer groups from different social media channels.

Student's self-assessment form to the face to face assignments

Student's name and surname:

Academic group:

Date:

Presentation of completed task:

.....

Strengths I perceived while completing the task:

.....

Weaknesses I perceived while completing the task:

.....

Challenges I faced while completing the task:

.....

Challenges I solved while completing the task:

.....

What I learned completing this task and how could I apply my experience in further learning process and daily life?

.....

Other important notices and comments:

.....

Resources and recommended literature:

Topic 1, Cultural awareness:

1. Stephanie Quappe and Giovanna Cantatore
<http://www.culturoosity.com/articles/whatis-cultural-awareness.htm>
2. Soul bus E-Coach <https://oppimateriaalit.jamk.fi/soulbusecoach/1-introduction-to-multiculturalism/1-3-cultural-awareness>
3. Hofstede Insight <https://www.hofstede-insights.com/product/compare-countries/>
4. Jewell E. Cooper, Ye He, Barbara B. Levin: Developing Critical Cultural Competence - A Guide for 21 St Century Educators
5. Michel Holt <http://smallbusiness.chron.com/culture-awareness-workplace-737.html>
6. YouTube: Hofstede's theory <https://www.youtube.com/watch?v=eV04Msn-1GY>
7. YouTube: Business Speaker Erin Meyer
<https://www.youtube.com/watch?v=zQvqDv4vbEg>
8. YouTube: Cultural Awareness in workplace, <https://www.youtube.com/watch?v=4GwglS50J30>

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9. YouTube: Brainyquote Tony Robbins,
https://www.brainyquote.com/quotes/tony_robbins_130551

Topic 2, Cultural competence:

10. Rosemary Lubinski and Mary A. Matteliano: A Guide to Cultural Competence in the Curriculum. Speech-Language Pathology.
<http://cirrie-sphhp.webapps.buffalo.edu/culture/curriculum/guides/speech.pdf#page49>
11. American speech-language-hearing Association.
<https://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935230§ion=Overview>
12. YouTube: Cultural Competence , https://www.youtube.com/watch?v=_JNUxwHh7j8
13. YouTube: Intercultural Competence, <https://www.youtube.com/watch?v=ToOiAiqEvrE>
14. Janet M. Bennett (Edited): The SAGE Encyclopedia of Intercultural Competence.
15. Jewell E. Cooper, Ye He, Barbara B. Levin: Developing Critical Cultural Competence - A Guide for 21st-Century Educators.
16. What does it mean to be culturally competent?
<http://rapworkers.com/wp-content/uploads/2017/08/what-does-it-mean-to-be-culturally-competent-1.pdf>
17. Martin Gannon: Working across Cultures: Applications and Exercises.

Topic 3, Equality, Diversity and Social Inclusion

18. Journal of Socialomics, article about social equality
<https://www.omicsonline.org/scholarly/social-equality-journals-articles-ppts-list.php>
19. Global Diversitypractise: What is diversity and inclusion?
<http://www.globaldiversitypractice.co.uk/what-is-diversity-inclusion/>
20. American Psychological association; Discrimination. What it is and how to cope
<http://www.apa.org/helpcenter/discrimination.aspx>
21. Teaching tolerance; a site about teaching tolerance at schools
<https://www.tolerance.org/professional-development/test-yourself-for-hidden-bias>
22. Paula Caligiuri: Cultural agility - building a pipeline of successful global professionals
23. Merlin Schaeffer: Ethnic diversity and social cohesion - immigration, ethnic fractionalization and potentials for civic action
24. Sally Witcher: Inclusive equality - towards a vision for social justice
25. Judith Roosblad, Karen Kraal, John Wrench: Equal opportunities and ethnic inequality in European labour markets - discrimination, gender, and policies of diversity
26. Mike Noon, Emmanuel Ogbonna: Equality, diversity and disadvantage in employment
27. Neil Thompson, Jo Campling: Promoting equality - working with diversity and difference
28. Michelynn Laflèche, Robert Berkeley, Margaret Wetherell: Identity, ethnic diversity and community cohesion

Topic 4, Multimedia advantages for cultural exchange

29. Liana Li Evans: Social media marketing - strategies for engaging in Facebook, Twitter & other social media.
30. J. J. A. van Dijk: The network society - social aspects of new media.
31. Blog: Social networks & Cultural exchange
<http://socialmediaculture.blogspot.fi/2016/01/social-networks-cultural-exchange.html>
32. YouTube: 25 ADVANTAGES of SOCIAL MEDIA that are good to keep in mind
<https://www.youtube.com/watch?v=3zQtfnCdcNw>
33. CORDIS: Dipping into the cultural barriers to 'social' media
<https://phys.org/news/2015-04-dipping-cultural-barriers-social-media.html>
34. Rebecca Sawyer: The Impact of New Social Media on Intercultural Adaptation
<http://digitalcommons.uri.edu/cgi/viewcontent.cgi?article=1230&context=srhonorsprog>
35. Advantages of Using Social Media in Business Essay
<https://www.bartleby.com/essay/Advantages-of-Using-Social-Media-in-Business-PKXY36YTJ>

The content of the present material represents the exclusive responsibility of the authors and the National Agency or the European Commission will not be held responsible for the manner in which the content of the information is used.

36. Blog: Emily Copp: 10 Benefits of Social Media for Business
<https://blog.hootsuite.com/social-media-for-business/>
37. Gwenn Schurgin O'Keeffe, Kathleen Clarke-Pearson: The Impact of Social Media on Children, Adolescents, and Families
<http://pediatrics.aappublications.org/content/127/4/800>
38. Nick McGillivray: What Are the Effects of Social Media on Youth?
<https://turbofuture.com/internet/effects-of-social-media-on-our-youth>
39. All the photos from Pixabay.com

V MODULE WORKING CULTURE

Description

Basic concepts:	Working culture, work etiquette, employee
Structure:	Online training – 8 hours Face to face - 4 hours
Annotation	This module is intended to introduce students to the work culture. Students will be introduced to the essence and importance of the work culture during the course in order to integrate into the labor market. Students' attention is paid to the importance of knowing the nuances of work culture, to understand the current situation in the local labor market.
General goal	To provide the necessary knowledge and skills to understand the working culture and its peculiarities and develop the ability to apply the main aspects of the work culture in practice
Objectives	To reveal the concept of work culture. Provide guidelines for preparing CV and motivation letter. Deliver the most popular employee selection methods. To examine the work etiquette Explain the peculiarities of the EU work culture

1. Topic: Concept of working culture. A peculiarity of the country's working culture.

Description of 1 Topic

Time – 1 hour

Method – on-line

Knowledge -at the end of the unit the learner will be able to:

- Know description of work culture
- Identify the specificities of a particular country's work culture.

Skills - at the end of the unit the learner will be able to:

- Recognize and set work culture as a social phenomenon
- Discuss the role of the work culture in professional activity
- Understand the traditions of the country's work culture and their correspondence in the postmodern society.

Competencies– at the end of the unit the learner will be able to:

- Evaluate your career opportunities by responding to the peculiarities of a particular country's work culture.

Theory

Working culture

An organization is formed to achieve certain goals and objectives by bringing individuals together on a common platform and motivating them to deliver their level best. It is essential for the employees to enjoy at the workplace for them to develop a sense of loyalty towards it.

Working culture plays an important role in extracting the best out of employees and making them stick to the organization for a longer duration. The organization must offer a positive ambience to the employees for them to concentrate on their work rather than interfering in each other's work.

What is work culture?

Work culture is a concept which deals in the study of:

- Beliefs, thought processes, attitudes of the employees.
- Ideologies and principles of the organization.

It is the work culture which decides the way employees interact with each other and how an organization functions.

In layman's language work culture refers to the mentality of the employees which further decides the ambience of the organization.

An organization is said to have a strong work culture when the employees follow the organization's rules and regulations and adhere to the existing guidelines. However, there are certain organizations where employees are reluctant to follow the instructions and are made to work only by strict procedures. Such organizations have a weak culture.

Characteristics of a Healthy Working Culture

- **A healthy work culture leads to satisfied employees and an increased productivity.**
- **Employees must be cordial with each other.** One must respect his fellow worker. Backbiting is considered strictly unprofessional and must be avoided for a healthy work culture. One gains nothing out of conflicts and nasty politics at work.
- **Each employee should be treated as one.** Partiality leads to demotivated employees and eventually an unhealthy work culture. Employees should be judged only by their work and nothing else. Personal relationships should take a backseat at the workplace. Don't favour anyone just because he is your relative.
- **Appreciating the top performers is important.** Praise the employees to expect good work from them every time. Give them a pat on their back. Let them feel indispensable for their organization. Don't criticize the ones who have not performed well, instead ask them to pull up their socks for the next time. Give them one more opportunity rather than firing them immediately.
- **Encourage discussions at the workplace.** Employees must discuss issues among themselves to reach to better conclusions. Each one should have the liberty to express his views. The team leaders and managers must interact with the subordinates frequently. Transparency is essential at all levels for better relationships among employees and a healthy work culture. Manipulating information and data tampering is a strict no no at the workplace. Let information flow in its desired form.
- **Organization must have employee friendly policies and practical guidelines.** Expecting an employee to work till late night on his birthday is simply impractical. Rules and regulations should be made to benefit the employees. Employees must maintain the decorum of the organization. Discipline is important at the workplace.
- **The "Hitler approach" does not fit in the current scenario.** Bosses should be more like mentors to the employees. The team leaders should be a source of inspiration for the

subordinates. The superiors are expected to provide a sense of direction to the employees and guide them whenever needed. The team members should have an easy access to their boss's cabin.

- **Promote team building activities to bind the employees together.** Conduct training programs, workshops, seminars and presentations to upgrade the existing skills of the employees. Prepare them for the tough times. They should be ready under any odd circumstances or change in the work culture.

4 elements that make great company culture:

1. **Hiring people who fit your culture.** If you meet someone and they tell you where they work, your perception of that place will change based on your opinion of the person. If they're nice, you'll view the company in a positive light. If they're a jerk, you won't view the company favorably. This effect can be even greater when it's a company you've never heard of and didn't previously have any opinion of. If the person is helpful, you'll view the company as helpful. This is why it's important to hire people who share your company's values. One bad hire can affect an entire department and possibly dozens of customers. And it can happen quickly, acting like a virus that spreads. The employees will talk about the bad hire; and if action isn't taken, it can get much worse. But the good thing is that any damage can be reversed. And more than that, your values can be reinforced at the same time. If you release that toxic employee (the vampire), it'll show other employees that you appreciate them and are serious about your culture.

2. **Having employees know the values and the mission of the company.** There's a question that often gets asked in job interviews:

3. **Why do you want to work here?** The purpose of the question is to provide the interviewer with a sense of what the interviewee knows about the company. If the interviewee can provide a specific, pointed reason for why they want to join that company, it shows the interviewer they've done research on the company and may be a fit for the position. At Facebook, it's about making the world more open and connected. These drive the employees, guide the product, and energize the entire company. If an employee isn't committed to the mission, it just becomes another job. And when it's just another job, it usually means the employee isn't happy. On the other hand, when the employee is on board with the mission, they're engaged in the job and want to help the mission succeed, thus helping the company succeed.

4. **Knowing that good decisions can come from anywhere.** Employees want to have a voice and a meaningful impact on the company and its direction. They know that anyone can win a debate with the most senior person at a company. They also know they can create tools for the company without the need for management approval. For instance, the Google News tool was created by a research scientist at Google named Krishna Bharat. Creating Google News wasn't something that came from a management meeting and descended upon Bharat. He invented it after the September 11 attacks because he figured "it would be useful to see news reporting from multiple sources on a given topic assembled in one place." It came from a problem that he was having; he wasn't instructed to create it. Companies have greater success when employees are given this type of freedom that isn't ruled by a hierarchy, assuming they're talented employees who fit the culture. Knowing that good decisions can come from anywhere and expanding employee freedom are cornerstones of attracting talented individuals who will fit into the culture if you let them.

5. **Realizing you're a team and not a bunch of individuals**

The difference between being a team and just a bunch of individuals is that the individuals see themselves as separate from each other. Helping others is forced because you normally operate on your own projects, or your own part in a larger project.

Teams work together on all work related projects and help where necessary. It doesn't matter who gets credit for what because you accomplish everything together. You're knit together, not separated.

If you watch sports, you see how teams function. They work together (in the form of passes and assists), encourage each other, and communicate regularly (communication on the sidelines when they're not playing).

Teams work best when everyone is on board, feeding off each other, and playing together. If you have a bunch of individuals, they'll break down from conflicts, become ineffective, and then irrelevant. Teams are the best and most efficient way to get things done.

The Norwegian work culture

is characterized by flat structure and empowered employees. For a newcomer it may be difficult to distinguish the boss from the rest of the employees. Decision-making is often by consensus. There is a high degree of autonomy in both what employees do and how they do it, and there is generally a high level of trust that everyone contributes to the common goals and objectives. Dress code is informal in most businesses.

Norwegians are usually motivated by personal development, a good working environment and friendly colleagues, rather than financial or other quantitative rewards. Employees are to a large extent expected to work for the common good, and to a lesser extent for personal fame and fortune. However, you will still find work cultures where personal achievement is valued, especially in sales and financial services.

A characteristic of Norwegian professional life is the important work/life balance. There is a general notion that people work to live rather than live to work. Norwegian lifestyle focuses on family values, sports and outdoor life. Norwegians have a close relation to nature, and many families have "hytter" (cabins) close to the coast or in the mountains. So don't be surprised if you find your colleagues leaving work early on Fridays to go to their "hytte".

Children are highly valued in society and this also influences work culture. It is acceptable for families with young children to leave work early to pick up their children from kindergarten.

Western Europe is more practical and less holistic. The West is more rational, the **East** is more spiritual.

It's a very old difference, we can trace it back to ancient times. Eastern Europe is a descendent of the Thracian and the Greek civilizations and later on of Byzantine. Western Europe is a descendent of ancient Rome. The West is extrovert, expanding on the seas, it colonized the world. The East is introvert and expanded on land.

Lithuanians tend to be intelligent and very hard working. They take pride in their jobs and won't easily tolerate other members of their team that don't.

They are very sociable, often dining out together at lunchtime and drinking in the evening. This means that teams tend to be quite tightly bound and if one leaves you can expect others to follow in time.

They are very respectful and often won't speak out of turn about another colleague. Similarly they will be very unassuming about their own accomplishments.

They can get dispirited if neglected and so you need to make an effort to keep them engaged and spend time with them to keep them enthusiastic. The job market in Vilnius is very competitive and good people won't stick around for long if they're unhappy.

Excercises:

Read about Work culture in EU and try to find as many as you can work culture differences between EU and your home country. What kind of problems for you may be caused by these differences? How to solve them?

Work culture elements	In EU	In your home country	Problem	Solutions

Self-assessment:

1. What is working culture?
 - beliefs, thought processes, attitudes of the employees.
 - Ideologies and principles of the organization
 - the way employees interact with each other and how an organization functions.
 - the mentality of the employees which further decides the ambience of the organization.
 - all answers are correct
2. An organization have a strong work culture when:
 - employees follow the organization's rules and regulations;
 - employees adhere to the existing guidelines;
 - employees are reluctant to follow the instructions;
 - employees are made to work only by strict procedures;
3. Main characteristics of a Healthy Working Culture:
 - employees are cordial with each other;
 - employees are judged only by their work;
 - employees conflict with each other;
 - the team leaders and managers criticizes employees, who have not performed well;
 - employees discuss issues among themselves;
 - the team leaders and managers interact with the subordinates rarely;
 - employees daily work till late night;
 - the team members have an easy access to their boss's cabin;

2. Topic: Most popular selection ways.

Description of Topic

Time – 4 hours,

Method – on-line.

Knowledge -at the end of the unit the learner will be able to:

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- Know employees' selection criteria.

Skills - at the end of the unit the learner will be able to:

- to explain the relevance of the available competences to the employee selection criteria applied in a specific case.

Competencies– at the end of the unit the learner will be able to:

- to create employees' selection criteria

Theory

Job search strategies

People are looking for jobs in the job market, looking for advertisements in the press, on the internet, to the labor exchange. but only a part (about 20%) of the job information is made public. So job seekers should know how and where organizations are looking for employees.

How do the workers and potential employees think and what they can see in the 1 table.

1 table. Behavioral strategies for employers and potential employees

How employers are looking for employees	Motives of employer	Motives for a potential employee	How potential employees are looking for a job
No. 1. Inside of the organization	I want a worker who is checked - I have proved my job, I can prove that I liked the organization's work culture and team	They only choose their own, so I do not even have to try	No. 6. Inside of the organization
No. 2. contact network, recommendations	I want to recruit a candidate who I have been advised by a trusted person	Seek job through acquaintances and ask for their recommendations is a little effective and unethical method	No. 5. Contact network, recommendations
No. 3. Direct search, "head hunting."	I need a highly skilled worker who has a part in a specific field of activity (usually working with competitors). I am ready to pay the appropriate price	I can not influence the "head hunters" as they are looking for. the best way is to wait until they find me	No 4. Direct search, "head hunting."
No. 4. databases, usually looking for ordinary employees	I need an employee's "simple" duties and I'm reluctant to invest a lot of my time and money in the search for this employee. I will hire a candidate from the list that I will be prepared by the recruitment company or our staff department	The more databases I will put in my CV, the more likely I will be offered to any employer	No. 3. Databases, usually looking for ordinary employees

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No. 5. CV sent to the organization by job seekers	Because I did not find the right employee in other ways, I will still review the CV that is being sent to me by the jobseekers - perhaps it will be appropriate ..	The more organizations I will send my CV, the more likely it is that I will be interested in any of them	No. 2. CV sent to the organization by job seekers
No. 6. Ads on the Internet and in the press	Because I did not find the right employee in other ways, I will try to place an advertisement on the Internet (in the press), maybe among the many responded to the ad, and one other suitable	As many ads as possible will be able to respond (I will send my CV), the greater the chance that I will be invited to the interview and I will get work	No. 1. Ads on the Internet and in the press
No.1. means the most applicable, No.6 - east applicable			

First of all, employers are looking for the right candidate inside their company, because they have direct evidence of the suitability of a candidate, this employee does not need to adapt to the organizational culture. The second most commonly used method of recruiting employees is recognition of the acquaintances, as it ensures the credibility of the information about the candidate. If the organization does not find the right candidate in these ways, then it will contact the recruitment and selection agencies. And only in the last case is an advertisement published on the internet or in the press.

The potential employee behaves the opposite of the employer. Only some of them create a contact network, ask for guidance, send targeted posters directly to decision-makers. In other words, looking actively, applying active search strategies.

There are two types of job search strategies: active and passive (2 table).

2 table. Job searching strategies

Active way	Passive way
Creating a contact network (calls, meetings with individuals who can provide support in the job search process)	Job search on organizations' websites
Targeted introductory letters and calls (when the candidate rightfully addresses the person who is responsible for recruiting)	Registration of employee recruitment and selection organizations
	Response to job advertisements
	Practice
	Temporary work

About active way

Creating a contacts network

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Establishing a contact network is the goal of establishing and maintaining relationships with acquaintances and strangers in order to obtain information on job opportunities. It's the most effective job search strategy (about 74%). This strategy ensures that you quickly reach people who have information about publicly available jobs, know the right people, and can recommend you to a prospective employer.

First of all, when you create a contact network, you seek common information on the world of work, advice, ideas, referrals. These contacts usually lead to other people who can guide you further where you will find your job.

Targeted introductory letters

Letters that are directly addressed to decision-makers - business branches, heads of departments, directors-general, directors, heads of associations, etc. (these individuals are usually responsible for making a final decision on recruitment).

In these letters, you will consistently present your experience, the abilities that may be useful in carrying out the projects of these important people.

The purpose of this letter is to prove to the person reading this letter that you are competent in a specific activity and you know how you can benefit from this particular company, so you are worthy of attention and seek to be invited to a job interview.

These target letters are more effective when sent together and CV, because responsible persons want to get all the information immediately

Situations when it comes to sending the following emails:

- The person you are contacting with is inaccessible by phone
- You have purposefully met the organization in which you would like to work, but you've come to find out who can recommend you to the responsible person.
- You have not been able to identify an important person and you are sending a letter to another person

About passive way

Job search on organizations' websites

Most organizations provide job vacancy information on their websites. So it's a good idea to visit the websites of the organizations you are interested in.

First step - create a list of potential employers, select those employers who fit your criteria. You can identify these employers using the following methods:

- use your social networks
- "from lips to lips - when contacting people in your contact network ask the question "Who is the best employer in the X area and why?"
- ask your school counselors, they have information about good employers
- visit the associations, conferences, unions and their websites that interest you. Here you can find organization names, contacts
- read professional journals in your area of interest, other literature, where you will find information about your area of interest

In the second step, when you create a list, visit a potential employer's website, you can find job offers in the "Career" section, and then fill out a profile that will be received by the responsible person in the organization.

Step three: Get as much information about your organization as possible, find out the guide you are potentially working with and send it directly to CV (not just the staff department)

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Registration of employee recruitment and selection organizations

When registering employee recruitment and selection organizations, it's important to know:

- There are many such organizations, they compete with each other, focusing more on the potential employer's fee for the employee found. This means that a potential employee is indirectly competing with many competitors.
- not all such organizations inform jobseekers about which organizations are being offered their candidacy.
- If you leave your CV database and do not remember yourself, you will not be interested in ongoing searches for 6-12 months, usually your CV will be forgotten or destroyed.

If you are looking for a job as a registered in employee recruitment and selection organizations, you must:

- Choose a reliable and successful organization
- When you register your cv, take an active interest in the actions that the organization is doing on your part.
- Ask for feedback on each of their orders for you.

Response to job advertisements

You can look for a job by reading job vacancies. There are two types of ads:

1. Open - looking for an employee organization in the ad indicates its name. in this case you can collect information about your organization yourself; such organizations occasionally provide feedback to CV senders.

2. Closed - An employee looking for an organization is not name ad in the ad, because organization wants to save time, does not want to talk to the many candidates who sent their CV.

If you decide to look for job advertisements:

- Choose a web search engine or local press
- Learn how to quickly read your ads and find the ones that fit your criteria
- focus on the employer's requirements, select "key words" and use them when writing your CV, cover letter, then submitting to the interview interview
- register all ads where you sent your cv

Other search strategies

- Registration in electronic databases. It is a convenient, time-saving and money-saving way; 24-hour information is only needed for a well-functioning internet.

- Practice. Usually you not get incomes for the practice, but during the practice you create the opportunity to show the employer what you can, how quickly you learn, get acquainted with the work culture of the organization, colleagues, expand the network of contacts.

- Temporary work. It is possible to have at least the minimum financial income for a job search period, to accumulate experience, to cultivate competences, to become acquainted with the requirements of the organization, to establish yourself and maybe get a job offer for permanent work.

Examples of job searching, cover letters, introduction and etc.:

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- <https://www.youtube.com/watch?v=AbA3YWBuWXA> (how to make the job search successful)
- https://www.youtube.com/watch?v=rGwN_Plooas (job search resolutions)
- <https://www.youtube.com/watch?v=Uwybsq4OkY4> (introduction)
- <https://www.youtube.com/watch?v=jHg0b7Nai6c> (cover letter)
- <https://www.youtube.com/watch?v=kdUafTx82OM> (how to write cover letter)
- <https://www.youtube.com/watch?v=UEioCkY0E3Y> (signs a job posting is fake)
-
- After selection of job and getting ready for job interviews:
- <https://www.youtube.com/watch?v=JrbnTZPjg0k> (First impression immediately)
- <https://www.youtube.com/watch?v=hQxaxt2hrk8> (Interview question)
- <https://www.youtube.com/watch?v=Dr1O2lzD6nI> (Hiring you over the other candidates)
- <https://www.youtube.com/watch?v=S1ucmfPOBV8> (Interview dos and don't)
- <https://www.youtube.com/watch?v=t0fM8sCZZes> (what your clothes says about you?)

Individual Work

Time – 1 hour

Aim - to develop the ability to prepare an effective letter of introduction

Proceeds:

Students work individual (30 min), use paper and pen. Give to students example letter of introduction and ask them to write them own letters. After students will present them letters, discuss about mistakes (30 min).

Questions for analysis:

1. What must be reflected in to letter of introduction?
2. What information in not unnecessary for letter of introduction?
3. If you would be staff manager, to what points you will pay attention?
4. What are main mistakes in letter of introduction?

Individual work

Time – 2 hour

Aim - to develop the ability to find information on vacancies in organizations and the ability to expand the contact network

Proceeds:

On beginning students work individual on internet. Participants are asked to create a list of five specific organizations that are most likely to seek employment. Then everyone places a list on the wall, everyone reads the names and found a company that has known people and to sign their name on. Students are taking their own lists and asking colleagues to identify the contacts of those people who know in this company. Then a summary of the work of all participants.

Questions for analysis:

1. according to what criteria you have made a list of organizations

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2. how many contacts you have collected
3. how did you get contacts

3. Topic: Working Etiquette: Clothing, Behavior, Punctuality, etc.

Description of 3 Topic

Time – 2 hours,

Method – face to face.

Knowledge -at the end of the unit the learner will be able to:

- Know the existing work ethic expression diversity.

Skills - at the end of the unit the learner will be able to:

- Compare the differences in work ethic between different countries.

Competencies– at the end of the unit the learner will be able to:

- Explain the peculiarities of etiquette in a particular country.

Group Work I



It is worth remembering that the greatest impression for another person is made in the first 17 seconds, researchers state. So the appearance and outfit in job interview should be tidy, avoiding bright colours (pastel colours would be the best choice), other concentration-defocusing wearing details should be avoided as well. Of course, some consideration should also be given to the nature of the future job or you should simply find out whether a particular clothing exists in the future workplace. It is worth to consider the length of your fingernails and avoid the strong perfume aroma; some people find spicy aroma annoying.

Before entering the office room, it is necessary to take off an outer garment, as it is required in the etiquette; and in general, it is not great if you have to shake your employer’s hand having a lot of clothes in your hands. The place for clothes is usually found somewhere in the reception or you can simply leave your clothes on the chair in the corridor. In addition, it is necessary to take care of the smell of the mouth.



“Clothing for a job interview”

Time – 0,5 hour

Aim – to understand the meaning of clothing when communicating with a potential employer.

Proceeds:

The task is carried out in pairs. Both members of pairs are company executives (the type of the company is determined by the couple themselves, such as a logistics company or bank, etc.) who are looking for a new employee and will invite candidates to a job interview in the near future. "Executives", realizing that the first impression of candidates is important, make a list of candidates neat and practical



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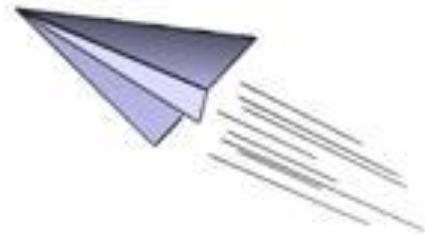
clothing and appearance, as well as the evaluation scale for each element.

Make a table of the evaluation of clothing and appearance.

Clothing and appearance elements	Evaluation scale				
Clothes					
.....					
.....					
.....					
Footwear					
.....					
.....					
.....					
Accessories					
....					
....					
....					
Appearance					
.....					
.....					
.....					
Other					
....					
....					

Questions for analysis:

1. Why did you distinguish these criteria?
2. Are these criteria suitable only for the employee you are looking for? Justify the answer.
3. Do you think that people often think of their clothing and appearance when preparing for a job interview?
4. What personal insights did you make for yourself in this task?
5. How to match your personal clothing and appearance with your “self” when going to a job interview and especially if they are against each other?



Group Work II

“The appropriate behavior at work”

Time – 1 hour

Aim – to analyze the variety of good behavior at work.

Proceeds:

Each person writes down one inappropriate trait of the employee's behavior in the workplace, which makes the director, other colleagues or clients to be dissatisfied (e.g., the employee is constantly coming back late to the workplace after the lunch break or the employee comes to work wearing inappropriate clothing, and so on). Then the sheet of paper is passed on to other colleagues and everyone writes one or more solutions to solve the above mentioned problem. When everyone writes down possible solutions of the mentioned problem, the sheet goes back to the person who came up with this problem and the most suitable solution to the problem is

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chosen. Then person comments on the decision, tells what conditions are necessary for the implementation of the decision, how would the situation of an employee change at work, its relationship with the director, colleagues, clients.

Or other

Every person writes down the classic elements of proper behavior on a sheet of paper and presents them with the righteous elements of a contemporary, modern enterprise, e.g.:

To be on time at work

- The work is done not at the office, but at home
- The results of the work are more important than the time spent at work
- Arriving later to work is only allowed for persons whose children go to school and parents need to accompany them.

The workplace is strictly formalized → Pets at work are allowed.

After having this task individually performed, the leader of the group writes all the proposed variants on the board and presents them as a general group list. The discrepancy between these two positions is noticeable, and this leads to a debate:

1. Is it always possible to change the classical elements of proper behavior into modern ones?
2. Which behavior is more acceptable to the participants in the discussion. Why?
3. Would they like to work in the modern, contemporary enterprise applying the appropriate elements of behavior (the answer needs to be discussed)
4. Are classical elements of the appropriate behavior equally comprehensible in all countries and can they be influenced by different cultures, traditions, etc.?

The results of the discussion are summarized by the leader of the group.

Group Work III

„ The comprehension of different roles at work “

Time – 0,5 hour

Aim – to analyze the peculiarities of different roles at work.

Proceeds:

Six volunteers are selected from the group. Three of them are employers of one company looking for new employees, while the other three are individuals who come to a job interview, in which they receive a non-standard task (they cannot prepare in advance). For example, employers are three women, and job seekers are three men who are given the task to introduce a new eyelash mascara intended exclusively for women (preparation time 5 minutes, time of a performance - 3 minutes). The presentation must be professional, original and forcing women to purchase a new product.

After the task, both groups (employers and jobseekers) speak out how they felt during the task, what was successful and what failed, what challenges they encountered and how they overcame them, what they did not expect in this task, and so on. Later, all the people who monitored the

situation start up the discussion and express their opinion on the situation observed: what they liked and what they did not, what could be learned from a particular situation, what should not be repeated in the future, what mistakes or weaknesses were noticed, etc.

The results of the discussion are summarized by the leader of the group.

More.....

https://www.youtube.com/watch?v=I8emh3KK_Bg

<https://www.youtube.com/watch?v=S1ucmfPOBV8>

7 body language tips to impress at your next job interview:

<https://www.youtube.com/watch?v=PCWVi5pAa30>

Additional reading:

Business etiquette in EU

Business gifts

Business partners do not expect presents at the first meeting, but small gifts to business associates are generally acceptable and you might be expected to bring a souvenir from your own country, something small and unique that represents your country or your company. Gifts appropriate for a business meeting are items for the office, such as pens that are engraved with your company logo. In the course of developing a business relationship, gift giving is a standard practice. Corporate gifts can include a bottle of wine, high quality chocolates, or a basket of tea and biscuits. It is traditional to bring something for the host when visiting a Lithuanian home. An appropriate gift is a bottle of wine or liquor or a box of sweets or chocolates. It is recommended to avoid giving white flowers that are reserved for weddings and chrysanthemums that are typical at funerals. The family is the central unit in the social structure of EU society. Therefore, a family gift should be accompanied with small gifts for the children or grandparents..

Business Dress Code

In business, conservative/classical clothing is common. Men tend to wear a dark suit with a tie, while women might wear a trouser suit, or jacket and skirt. For business meetings, choosing a dark suit to wear is always appropriate for men and women should also wear a suit or something elegant. EU businessman expects their foreign business associates to be well dressed and business attire is appropriate for almost all formal occasions. During normal working hours, there is a less formal code. Men take off their jackets and usually wear short sleeved shirts. In small and medium sized companies, there is often no dress code. Dressing is business casual, unless they have some sort of business meeting or formal event to attend.

Business Meeting Etiquette

EU firms are very hierarchical and all the major decisions are made from the top down. During a first meeting, EU businessman will try to be formal and polite, listening very diligently. They like to ask questions to be sure that they understand what you are saying. Usually, EU businessman likes to build a personal relationship with potential partners before moving the conversation to business. It is essential that you try to speed up this process, as it is critical to the success of the discussion and doing business in



EU. EU businessman prefers to discuss business with someone of equal status so, it is a good idea to let your partner know your position in your company and ask to meet someone at the same level. The best way to contact someone in EU is to call them on the phone, because if you send an email, the reply might take some time to reach you. In EU, it is still very common to send letters in business communications, but you should expect a reply to take about 10 days. Small companies operating in technological areas or providing consulting or legal services may prefer to communicate through email. The best advice if you are dealing with modern company with a young manager is to first write an email and then follow-up with a phone call if you don't receive a response within a reasonable timeframe. In many cases, when small companies get a call from a foreign company for the first time, they respond with the answer: "Ok. Write me an email". If you really expect results, it is important that you dedicate time and effort for frequent and continued personal communication. Arriving on time for a meeting is also very important as punctuality is highly valued.

Business Meeting planning

When you propose a meeting, it is a good idea to offer several dates in order to give your partner a choice of dates. A meeting request should include the topics you would like to discuss, the reason for the meeting and the people you would like to meet. Given that decisions are generally made at the top, it is advisable to ask senior management to take part in the discussions, if you want decisions to be made quickly. Meeting between companies are generally attended by people of similar status and seniority. Therefore, it is essential that you provide a list of the people attending the meeting from your company, including brief biographical information which can help your partner select meeting attendees from their side. It is best to ask for confirmation in writing of the people going to be present, including their name and position as well as the time and place of the meeting. If you are not able to attend a meeting, you should notify whoever is organizing the meeting and postpone or cancel the meeting. The most appropriate time for a business meeting is between 9am and 1pm, allowing for the option of a business lunch after 12:30 pm. The host is responsible for choosing and booking the venue, as well as the meeting room and refreshments.

Meeting language

You should decide on the language of the meeting together with your partner beforehand and inform your host if you will be accompanied by an interpreter or would like your partner to arrange one. Your business partner will know where to find a professional translator with industry-specific knowledge. In the unlikely event that they do not know your business or the products you are selling, bring along some brochures, sample products or other informative materials. Business meetings tend to be very structured, formal affairs that begin and end with some form of small talk. It is advisable that you let your host take the lead on the subject matter and periods of silence are to be expected. It is important to avoid interrupting someone while they are speaking. Usually the meetings are set to begin on the hour and if a meeting is proposed at a quarter past the hour, it usually means a short or rushed meeting.

Negotiation process

Decisions tend to be made from the top down. Avoid hard selling tactics and any sort of conflict or confrontational approach. It is always helpful to know a few words in the native language as a sign of respect and this will undoubtedly generate a friendlier response. Many foreign business partners might think of EU businessman as reserved and bureaucratic at first. They prefer face-to-face meetings and do not give their trust easily. So, you have to build some trust first, if you want to do business in EU. EU businessman expects that any unsolicited approach is an attempt

to sell them something and they expect the worst scenario. So, “American style” sales techniques can have the exact opposite to the desired effect. Business managers who do business with Russia, Ukraine, and Eastern Europe make personal relationships first, business comes later.

Meeting protocol

Greetings depend on the time of the day. You can say “Good morning” or “Good day” if you meet during the day and “Good evening” in the evening. When leaving, you can use “Good bye” to mean ‘see you later’. To greet your partner look them straight in the eyes, give a firm handshake, state your name clearly and present your business card. Your EU partner will do the same and will have their business cards written in both local and English. Listen intently when your associate pronounces their name, so that you have an idea of how to pronounce it later. Place their business card in front of you, so that you can refer to it if you have to address the person. You will have to shake hands with everyone present at both the beginning and end of the meeting. When introduced, refer to your counterparts using their academic title and family name. This is very important, because EU businessman is very proud of their titles and great status attached to them. At the beginning of a business relationship, it is advisable to be formal. EU has a formal society and it is a good idea to wait for your partner to propose any informal terms.

How to Run a Business Meeting

Although entrepreneurs prefer less formality, it is still important to adopt a formal approach to older workers and government officials. The best tactic is to let the host take the lead on the level of formality. In EU business is quite hierarchical; the chair of a meeting is probably the most senior participant. This person will determine the pace at which the meeting precedes and who may speak at any given time. In addition, they will open the meeting and introduce participants in order of seniority. You will observe that less junior members only talk to their direct counterparts unless replying to questions asked by more senior employees. Thus it is essential that you do the same, so as not to breach the level of etiquette. Business meetings tend to be highly structured and formal affairs that follow a pre-written agenda. Periods of silence are to be expected and you should avoid interrupting someone while they are speaking. EU businessmen do not like long meetings and expect you to be well prepared for a meeting with all the relevant information available immediately. You should be ready to answer questions, directly after the presentation. It is usual to give a small gift when the meeting ends, so it is good to have a small corporate gift that can be given in return. After the formal close of the meeting, you are likely to be invited to take part in some form of entertainment activity during the evening. You should not decline this invitation, as it will give you an opportunity to develop your relationship with the company. At meetings, coffee, tea, water, soft drinks will usually be offered and there may be a sandwich lunch depending on the timing

Follow up letter after meeting with client

The minutes of a meeting are usually sent a few days after the meeting, summarizing the main points of discussion, the decisions that were taken and the methods by which the desired results may be achieved. The minutes are normally sent by the people hosting the meeting. Ensure that all agreements and decisions are written in both languages, so as to avoid misunderstanding. If you would like to make certain that everything is done properly, you should include fixed deadlines and guidelines on how tasks should be accomplished, together with who is responsible for each task. Irrespective of the outcome of the meeting, it is always advisable to write to your hosts and express thanks for their time and effort. Sending a follow-up email shows that you care and are prepared to make the effort required to form a good business relationship.

Business meals

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At the beginning of a business relationship, it is safe to say that EU businessman will prefer to invite their guests to lunch or dinner in a restaurant, rather than into their homes. But, perhaps after a successful business deal and a few visits to EU, when the business relationship has matured into a friendship, then an invitation to dinner at home, might be forthcoming. Getting invitation to someone's home shows that your business partner considers you as very important to them, as they are willing to introduce you to their family as a friend. It is not common to have breakfast meetings and they would usually take place only if a company guest requests them. The venue would then probably be at the restaurant in the hotel where the visitor is staying. Although business lunches happen often.

EU businessman prefers business dinners, where they can become better acquainted with their associates in a more relaxed environment. Business lunches and dinners are usually fairly formal. Therefore, formal dress is advisable, especially on a first meeting (men should wear a suit with a tie and women should wear a suit or a smart dress). If a business dinner is more for the purposes of entertainment and getting to know each other, casual dress is more appropriate.

Business Meeting tips

You should show expertise in the subject of your negotiations and should not talk down or be arrogant to your EU partners. EU businessman is sensitive about being underrated. They are proud and expect to be treated as equal partners. Do not show your emotions in public, it will be taken as weakness and remember to maintain eye contact. EU businessman is a well-educated and very hard working people. Give them time and space, ask for their opinion about any problems and you will be surprised at the number of ideas they may come up with. Trust is very important in EU. Once they feel they can trust you, they may be prepared to introduce more EU companies to work with you. It is recommended for foreigners not to criticize EU. If your partners, during discussions, use critical words about EU, then your positive comments will help to create a friendly atmosphere.

4. Topic: Basic CV requirements, cover letter

Description of 4 Topic

Time - 2 hours,

Method – face to face.

Knowledge -at the end of the unit the learner will be able to:

- Know guidelines for preparing good CV and cover letter

Skills - at the end of the unit the learner will be able to:

- Prepare CV and cover letter as own delivery tool

Competencies– at the end of the unit the learner will be able to:

- Prepare CV and cover letter under employer's needs.

Theory

CV – curriculum vitae means "course of life" in Latin. A CV is a concise document which summarizes your past, existing professional skills, proficiency and experiences. The purpose of this document is to demonstrate that you have the necessary skills (and some complementary

ones) to do the job for which you are applying. Literally you are selling your talents, skills, proficiencies etc.

Writing a good CV can be one of the toughest challenges of job seeking. Most employers spend just a few seconds scanning each CV before sticking it in the 'Yes' or 'No'

1. Know general information for CV: your personal information, your education and qualifications, your work experience, your interests and achievements, your skills, and references.
2. Consider the job you are applying for. A good CV is tailored to the specific job and company you are applying for.
3. Check the company's website for extra information for your CV.
4. Make a list of jobs you have held.
5. Brainstorm your hobbies and interests. Reading can be good hobby, if you applying for a job at a publishing house or library
6. Make a list of your relevant skills. These skills often include computing skills, languages you speak, or specific things the company is looking for, such as targeted skills.
7. Check your spelling and grammar.
8. Read your CV as if you were the company you are applying to.
9. Get someone else to read your CV.

Read more: <https://www.reed.co.uk/career-advice/how-to-write-a-cv/>

Group Work I

“High quality and non-quality CV”

Time – 1 hour

Aim - to develop the ability to determine qualitative cv criteria

Proceeds:

Divide students in to groups (4 students in each). Give to each group CV example (ANEX) and ask them to correct the mistakes. Instruction for students: “Read this CV, found main mistakes and please specify how to correct them”. After group leader must present discussions result.

Questions for analysis:

5. Who indicates CV quality?
6. What must be reflected in to CV?
7. What information in not unnecessary for CV?
8. If you would be staff manager, to what points you will pay attention?
9. What are main mistakes in CV?
10. What are requirements for “excellent” CV?

Group Work II

“Preparing motivation letter”

Time – 1 hour

Aim - to develop students ability write motivation letter.

Proceeds:

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Divide students in to groups (4 students in each). Give to each group job offer example (ANEX) and ask them to write motivation letter. Instruction for students: “Read this job offer and write motivation letter. Main aim of this letter - be invited to a job interview”. After group leader must present motivation letter to all class.

Questions for analysis:

1. What was most difficulty in writing process?
2. Which letter is most suggestive?
3. What information in not unnecessary in motivation letter?
4. In which way motivation letter can be improved?

Group Work III

„The elevator pitch“

The reason it's called an elevator speech is because you should be able to present it during a brief elevator ride. Done right, this short speech helps you introduce yourself to career connections in a compelling way.

This speech is all about you: who you are, what you do, and what you want to do (if you're job hunting). Your elevator pitch is a way to share your expertise and credentials quickly and effectively with people who don't know you.

Time – 1 hour

Aim - to develop students ability present themselves in a short time.

Proceeds:

Students divided in to 2 groups: job seekers and personal managers. Job seeker must present himself for job manager in 45 seconds, until the elevator rises. After manager have 2 minutes to discuss and say comments.

After 20 minutes you must change positions and start again.

After game students will discuss about game:

Self-assessment:

Evaluate your abilities from 1 to 10 points. 1 - I'm completely unable to... 10 – perfectly able to....

	Skills	Evaluation
1.	I am able to evaluate the requirements indicated in the job ad	
2.	I can identify for employer necessary competencies and present them in CV	
3.	I am able to use CV and motivation letter as own delivery tool	
4.	I am able prepare good CV and motivation letter	

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