



**Empowering Culture through Business:**  
Introducing Business Academies for Culture  
and Creative Young Professionals (CCYPs) in  
rural and remote areas



Project number 2021-1-CY02-KA220-YOU-000028987

## **Business Academies for CCYPs**

### **Training Curriculum & Methodology guidebook**

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## I. INTRODUCTION

### 1. About the Project

The European Union takes actions to provide young people, including vulnerable young people across the EU, with a variety of employment opportunities. In 2018 the Council of the European Union proposed the 2019-2022 work plan for culture which acknowledges the boosting of jobs and growth in the cultural and creative sectors. This is planned to be mainly achieved by fostering arts and culture in education, promoting the relevant skills, encouraging innovation in culture and the importance of synergies with all relevant EU programmes and funds, especially in the fields of culture, education, research, digitalisation, and regional and urban development, in order to promote cultural policies in Europe. This package or in other words, this bridge to jobs, creates outreach to more vulnerable groups including the young people who live in rural areas, while avoiding any form of discrimination.

The reality shows that CCYPs are facing numerous challenges. One significant challenge faced is low employment rate especially during periods of economic crisis. CCYPs are forced to practise their profession as a part time job as they have to get another job in order to afford a decent way of living. This issue gets worse for CCYPs living in rural and/or remote areas such as in the mountains, small islands etc. Nowadays, high inflation and insufficient financing are enforcing this issue, making it even more difficult for CCYPs to cope with it.

Research also shows that limited availability of jobs and lack of strong professional qualities and skills are also important factors affecting young people in the culture and creative sector. Job opportunities in the cultural sector are limited and if available, usually employers do not have the necessary skills or time to mentor and guide the young professionals. Often the employers employ CCYPs in part time positions and thus, make it difficult for young people to live off a part time job. Additionally, there is a noticeable lack of cultural agents that will be able to guide and manage the career of the young professions. Often times, CCYPs are left alone to cope with the difficulties and uncertainty this situation brings.

Another challenge this group faces is the common belief in many countries that the cultural/art professions are not "real professions" and thus, CCYPs are often not recognised for their work or even encouraged to pursue this endeavour. Due to this fact, even when employed as CCYPs, they are not paid well enough. In some areas, making art requires significant investment by the young professionals in order to work in the field. This kind of a barrier causes even more uncertainty and stress as it limits their option to enter the job market and practise the craft they have studied for years.



Another common issue is the lack of support by the Local Authorities. As the Local Authorities have the responsibility to support the cultural sector through stable cultural policy including seasonable events, initiative and projects, very often they are incapable of well-organising such activities to include young people – most commonly due to lack of sufficient budget, as already mentioned, this industry is often neglected by states and societies.

This is where the project Empowering Culture through Business sees an important intervention field for CCYPs education. It is a collaborative Erasmus+ project which started in January 2022 and brings together 6 partners from 5 different countries: Bulgaria, Cyprus, Greece, Italy and Poland. It aims to fill the gap of support provision by strengthening the position of CCYPs from rural and remote areas through creating business and innovation academies, which offer an innovative training programme designed to address young professionals' specific needs. The project's main objective is to improve the employability skills and work opportunities for CCYPs, and thus to reduce the existing gap between the educational world and labour market by diversification of career paths and skills recognition.

## 2. About this Methodology guidebook

This methodology guidebook is intended for trainers, youth workers and educators who work with and facilitate the competence development of cultural and creative young professionals. It covers the Empowering-culture-through-business blended training, which consists of **online self-study exercises** as well as **face-to-face group activities** to be implemented in a classroom setting with facilitators. The guidebook provides an overview per module of the training curriculum, learning objectives, resources, activities, emphasizing the parts of the training that require an intervention of a trainer.

The Empowering-culture-through-business training consists of **three training modules with two thematic units each**. Each unit includes self-paced, individual online learning on the project platform, which can be further supplemented by 13 + hours of face-to-face workshops or webinars with a group. Each unit section of the guidebook contains **at least one group activity**, which can be delivered in a face-to-face or online format (depending on how feasible this is due to the framework conditions and mobility of the participants).

The training modules are the **main learning resource** for the target group of CCYPs. They cover different topics relevant to the needs of the group, which were carefully researched via online survey and focus groups conducted within the first project output. As time flexibility and mobility (persons living in rural areas) are critical factors for the participants, the scope and extent of face-to face training offers is oriented towards the needs of the participants:





- **Flexible** - designed as blended learning or possibility to convert to online;
- **Concise** and short to limit the time investment necessary;
- **Modular**, so participants can pick the elements relevant to their own needs.

The training modules aim to promote the following skills and competences among the learners (culture and creative young professionals):

- strengthen their **basic business understanding** by introducing concepts such as how to develop a business plan, e-commerce, digitalization in marketing;
- getting familiar with EU programmes and relevant **funding opportunities**, competences on writing project proposals and budget planning;
- knowledge on **leadership and effective communication skills** as the basis for entrepreneurship and running a business/team.

The Methodology guidebook is to be further complemented by the other outputs, developed under the Empowering culture through business project. All training materials will be uploaded on the e-Learning platform (IO4), where Culture and Creative Young Professionals will be able to follow the whole course online individually at their own pace. With the help of IO3 - Guidelines for the creation of culture and creativity hubs in a rural or remote area - will be established a prototype hub in a rural area in Cyprus, which essentially will give the opportunity to Cyprus to exchange best-practices and know-how, and at the same time connect with business partners and cultural and artistic institutions on a national or European level.



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## II. THE BUSINESS ACADEMIES TRAINING MODULES

### Module 1 Basic business understanding

In today's competitive and rapidly evolving business landscape, individuals seeking success must equip themselves with a diverse set of **hard business skills**, which are highly valued in diverse professional settings. These skills, often technical and quantifiable in nature, are crucial for navigating complex challenges, making informed decisions, and driving sustainable growth. This module provides a basic understanding of the world of business by focusing on some of the most valuable hard business skills such as developing a business model, conducting a market research, strategic and financial management, accounting, e-commerce and puts a special emphasis on business marketing. By understanding and mastering these skills, CCYPs can enhance their prospects for success in the dynamic world of business.

The aim of Module 1 is to provide participants with a fundamental knowledge and comprehension of the essential concepts, principles, and practices in the field of business. Both units are designed in a way to lay a strong foundation for understanding the various aspects of business operations and management.



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## Unit 1 Hard business skills & concepts

### learning objectives

- get familiar with the business concept
- be able to describe what elements a business plan should consist of & develop one
- be able to analyse how business plan can help launching a business



- get familiar with the concept of e-commerce
- get familiar with business models in e-commerce
- be able to identify the advantages of e-commerce and decide if it is the right concept for you

#### 1 Hard business skills – overview



ppt slides + online quiz on the platform





30 min

#### 2 Business concepts and key terms – overview



ppt slides + online quiz on the platform





30 min

#### 3 Developing a business plan



ppt slides + projector + video + smart sheet template + flipchart + pens + laptop with Wi-Fi





1 hour

Check out detailed instructions for the group activity  
on the next page.





### Module 1 Unit 1 Group activity

Activity Name	<b>Developing a business plan</b>
Activity Type	<i>Presentation + work in small groups + plenary discussion</i>
Estimated duration	<i>1 h</i>
Number of participants	<i>No limit</i>
Learning objectives	<ul style="list-style-type: none"> <li>▪ To get familiar with entrepreneurship concept</li> <li>▪ To be able to describe what elements a business plan should consists of</li> <li>▪ To be able to analyse how business plan can help launching a business</li> <li>▪ To be able to develop a business plan</li> </ul>
Equipment	<i>PPT presentations named M1U1A1_Hard business skills &amp; M1U1A2_Business concepts and key terms, <a href="#">Video</a> about business plan, a <a href="#">sample of business plan</a>, flipchart, papers and pens, screen, laptop with strong WiFi connection</i>

### Description

Step 1: Present the theory from the two presentations and then project the above video about business plan.

Step 2: Then introduce the concept of entrepreneurship and a sample business plan as an example.

Step 3: Split the group in pairs and give them some time to reflect on what they heard about the business plan concept. Then brainstorm with them and ask them to share their insights – write down their ideas about what a business plan should contain on a flipchart.

Step 4: Split the participants in smaller groups of 4 people and ask them to develop their own business plan about an idea they all agree on.

Step 5: The small groups present their business plans in plenary and share any questions or hesitations they had. Don't forget to have a debrief where you ask participants how the group work experience was for them, what was most difficult for them and whether they feel more confident in drafting a business plan.



## A wide-angle photograph of a vast vineyard. Rows of grapevines stretch across the field, leading towards a distant horizon. The sky is clear and bright. The image is presented in a split format: the left half is in black and white, and the right half is in a warm, sepia-toned color.

Check out detailed instructions for the group activities  
on the next pages.



### Module 1 Unit 2 Group activity 1

Activity Name	<b>The 4p's in the marketing mix: case study</b>
Activity Type	Presentation + work in small groups + plenary discussion
Estimated duration	1 h 30 min
Number of participants	No limit
Learning objectives	<ul style="list-style-type: none"> <li>To be able to understand the importance of the 4Ps in the marketing mix</li> </ul>
Equipment	Article/Video of a case (e.g.: <a href="https://www.youtube.com/watch?v=M8nC4dgKB9g">https://www.youtube.com/watch?v=M8nC4dgKB9g</a> ), PPT presentation named M1U2A1_4Ps of Marketing and Additional read on Business Marketing fundamentals
Remarks	<i>This is a great activity for individuals or groups of students to work on the practical applications of more theoretical or abstract course material. For example, students can come up with pros and cons for two possible options or solutions to a case, utilizing two different perspectives presented in the class to attempt to solve an issue.</i>

### Description

Step 1: Provide the participants with suitable educational material, plus a use case for them to study (e.g., a news article, account of a decision or procedure, video, etc.). You can use the provided ppt presentation or develop your own using the provided additional read.

Step 2: Individually, or in small groups, have participants analyze the case using a framework provided by the instructor (you can prepare some guiding questions in advance).

Step 3: Then have the small groups choose from different real-life examples of business or think of one of their own and ask them to create a marketing strategy using the 4Ps.

Step 4: Have participants present their analysis and marketing strategy in plenary. Try to facilitate a group discussion in a way that people connect the case with what you presented in the beginning of the activity.

Step 5: After the group presentations, don't forget to hold a debrief asking participants how the experience has been for them, whether they feel they could apply the concept in real etc.



### Module 1 Unit 2 Group activity 2

Activity Name	<b>Traditional vs Digital Marketing: the Debate</b>
Activity Type	<i>Presentation + debate in two groups + debrief in plenary</i>
Estimated duration	<i>1 h</i>
Number of participants	<i>No limit</i>
Learning objectives	<ul style="list-style-type: none"> <li>▪ to get to know the different types of Digital and Traditional Marketing – their benefits, applications and tools</li> <li>▪ to be able to decide which approach is more suitable for their business idea</li> <li>▪ to encourage critical thinking, research, and persuasive communication skills while exploring different perspectives on the marketing topic</li> </ul>
Equipment	<i>PPT presentation named M1U2A2_Digital vs Traditional Marketing and Additional read on Business Marketing fundamentals, flipchart, cards with arguments</i>

#### Description

Step 1: Present some theory on Traditional and Digital Marketing methods and tools. You can use the provided PPT presentation and Additional read or prepare your own inputs. You can write down on the flipchart some key ideas that can serve as reminders during the debate.

Step 2: Split the group in two. Participants need to have a debate on the following topic: Traditional Marketing vs. Digital Marketing: Which is More Effective for Small Businesses? The debate will focus on the effectiveness of traditional marketing methods versus digital marketing methods specifically for small businesses. Each team will present arguments supporting their stance and counterarguments against the opposing viewpoint. You can prepare some ready arguments on cards that participants can use as starting points such as:







## Description

### *Team 1: Advocates for Traditional Marketing*

**Argument 1:** Traditional marketing methods, such as print advertisements, billboards, and direct mail, have a tangible presence that can create a lasting impact. They allow businesses to reach local audiences effectively and build brand recognition within their communities.

**Argument 2:** Traditional marketing methods are often more accessible and affordable for small businesses with limited budgets. Local newspapers, radio stations, and community events provide cost-effective advertising opportunities that can reach target audiences effectively.

**Argument 3:** Traditional marketing methods are familiar to a wide range of consumers, including older demographics who may be less digitally inclined. By utilizing traditional marketing channels, small businesses can ensure they are reaching the entire spectrum of their target market.

### *Team 2: Advocates for Digital Marketing*

**Argument 1:** Digital marketing methods, such as social media advertising, search engine optimization (SEO), and email marketing, offer precise targeting options that allow small businesses to reach their ideal customers. The ability to segment audiences based on demographics, interests, and behaviors ensures more efficient and effective marketing campaigns.

**Argument 2:** Digital marketing provides valuable analytics and tracking tools, allowing small businesses to measure the success of their marketing efforts accurately. They can track metrics such as click-through rates, conversions, and return on investment (ROI) to optimize their strategies and allocate resources more effectively.

**Argument 3:** Digital marketing offers higher flexibility and scalability compared to traditional methods. Small businesses can easily adjust their campaigns, test different approaches, and refine their messaging in real-time, ensuring their marketing efforts remain agile and adaptable in an ever-changing digital landscape.

Step 3: After presenting their arguments, invite both teams to share their closing statements. In the closing statements, each team can summarize their key arguments, reiterate the importance of their chosen marketing approach for small businesses, and address any remaining points made by the opposing team. They can also provide examples of successful case studies or statistics that support their stance.

Step 4: Ask people to come back to plenary and hold a short debrief of the activity.



### Module 1 Unit 2 Group activity 3

Activity Name	<b>Snowball</b>
Activity Type	<i>Presentation + work in small groups + plenary discussion</i>
Estimated duration	<i>1 h</i>
Number of participants	<i>No limit</i>
Learning objectives	<ul style="list-style-type: none"> <li>▪ To familiarize participants with the SWOT analysis framework and enable them to analyze and evaluate the factors that impact an organization's strategic planning</li> </ul>
Equipment	<i>PPT presentation named M1U2A3_SWOT analysis and Additional read on Business Marketing fundamentals; flipchart</i>
Remarks	<i>This learning activity provides participants with a hands-on experience of applying the SWOT analysis framework. By analyzing real or hypothetical organizations, participants can gain a deeper understanding of the internal and external factors that influence an organization's strategic position. Additionally, the group discussions foster collaboration, critical thinking, and the ability to evaluate business environments effectively.</i>

#### Description

Step 1: Present to the group the concept about SWOT analysis, using the provided presentation, including the video at the end of it (case study on ZARA).

Step 2: Divide participants into small groups (3-5 members per group).

Step 3: Provide each group with a case study or scenario related to a specific organization or industry. Alternatively, they can choose their own organization to analyze.

Step 4: Instruct each group to conduct a SWOT analysis for the organization based on the provided case study or their chosen organization. They should identify and list the strengths, weaknesses, opportunities, and threats relevant to the organization.





## Description

Step 5: Allocate a sufficient amount of time for the groups to brainstorm and discuss each element of the SWOT analysis. Encourage them to consider both internal and external factors that affect the organization.

Step 6: Once the SWOT analysis is completed, ask each group to present their findings to the rest of the participants. Each group should explain the rationale behind their identified strengths, weaknesses, opportunities, and threats. They can use visuals, charts, or examples to support their analysis.

Step 7: After each presentation, facilitate a discussion by asking questions such as:

- Did different groups identify similar or different factors in their SWOT analysis? Why?
- How do the identified strengths and weaknesses align with the opportunities and threats?
- What strategic implications can be derived from the SWOT analysis findings?
- How can the organization leverage its strengths and opportunities while mitigating its weaknesses and threats?

Step 8: Encourage participants to engage in a constructive dialogue, share insights, and provide feedback on the SWOT analysis of each group.

Step 9: Conclude the activity by summarizing the key takeaways from the SWOT analysis exercise. Discuss the importance of conducting a comprehensive analysis to inform strategic decision-making and identify areas for improvement.



## Module 2 Participation in EU-funded programmes

In this module participants will get familiar with **EU funding programmes and policies in relation to culture and creativity** and learn which are the most important aspects to consider when **writing a project proposal** under these programmes.

Participation in EU funding programmes provides an individual or an organisation with the opportunity to gain access to funding which can be beneficial for them as an artist or their organisation to continue their work. At the same time, participation in a consortium can be a great opportunity for networking, forging future collaborations and achieving greater goals in more than one place.

Through participation in EU funding programmes, one also gets the chance to deal with issues which are within their area of interest and are priorities of the EU at the same time, which provides a sense of belonging and being part of something bigger. Sharing know-how and benefiting from the exchange of experiences and good practices when participating in a consortium of like-minded organisations is an essential learning experience and brings a sense of empowerment. In this way one not only promotes their own work but showcases that culture and creativity can be catalysts for solving societal and economic problems.



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## Unit 1 EU policies and programmes

### learning objectives

- Know some EU funding programmes and the relevant calls for proposals
- Be aware of EU policies, so you can incorporate them in your project proposals
- Be able to search and find the most suitable funding tool based on your project idea

1

### EU policies and programmes – overview



ppt slides + online quiz on the platform + further reading material





30 min

2

### Searching for the “right” Funding tool



ppt slides + a jar or a box + papers and pens + laptops with strong WiFi connection





1 hour  
30 min

3

### Searching for the “right” Funding tool



ppt slides + online quiz on the platform





30 min

Check out detailed instructions for the group activity  
on the next page.



### Module 2 Unit 1 Group activity

Activity Name	<b>Searching for the “right” Funding tool</b>
Activity Type	<i>Presentation + work in small groups + plenary discussion</i>
Estimated duration	<i>1 h 30 min</i>
Number of participants	<i>Appx. 20 people</i>
Learning objectives	<ul style="list-style-type: none"> <li>▪ Become acquainted with tools/websites and networks where you can look for funding opportunities</li> <li>▪ To be able to find the most suitable funding tool based on the project idea.</li> <li>▪ To understand that there are sometimes more than one suitable funding tools.</li> </ul>
Equipment	<i>PPT presentation named M2U1A2_Tools and networks, a jar or a box, papers and pens, laptops with strong WiFi connection</i>

### Description

Step 1: Present some of the most popular and relevant funding tools and networks to the participants by using the PPT presentation named M2U1A2\_Tools and networks.

Step 2: Ask participants to think of their own project ideas in the culture and creative sector. Ask them to write them down on pieces of paper (anonymously) and put them in a jar.

Step 3: Split the group in small groups of 4 to 5 people. Ask each group to pick randomly 3 to 5 project ideas from the jar.

Step 4: Make sure each small group has a laptop - ask them to go online and check the priorities of the funding tools presented earlier. Then, each group needs to decide which funding tool is most suitable for the respective project ideas they have picked.

Step 5: The small groups present their research in plenary and share any questions or hesitations they had. Don't forget to have a debrief where you ask participants how the group work experience was for them, what was most difficult for them and whether they feel more confident in identifying suitable funding tools for their project ideas.

## Unit 2 Project proposal writing

### learning objectives

- Learn how a project proposal is developed
- Know what aspects should be considered while developing a project proposal

1

#### Developing a project proposal – the basics



ppt slides + online quiz on the platform





30 min

2

#### Match the deliverable with the stakeholder group



online activity on the platform





15 min

3

#### Developing a project concept note



ppt slides + projector + flipchart papers and pens + laptops with Wi-Fi if needed





1 hour  
30 min

Check out detailed instructions for the group activity  
on the next page.



Module 2 Unit 2 Group activity	
Activity name	<b>Developing a project concept note</b>
Activity Type	<i>Presentation, work in small groups and plenary discussion</i>
Estimated duration	<i>1 hour 30 min</i>
Number of participants	<i>No limit but min. 8</i>
Learning objective	<ul style="list-style-type: none"> <li>To familiarise with the process on how a concept note should be developed</li> </ul>
Equipment	<i>PPT presentation named M2U2A3_Concept note, projector, flipchart papers and pens, laptops with Wi-Fi if needed</i>

### Description

Step 1: Explain to the group what a concept note is and what it is used for. You can use the PPT presentation if you wish.

Concept note: "A concept note is a short outline of the project (2-3 pages long) that includes an introduction, a background, proposed objectives and results and a budget overview."

Step 2: Split the participants in small groups of 4-5 people. Ask each group to come up with one common project idea.

Step 3: Then the small groups should start working on drafting a concept note (1 page long) that should include the objectives of the project, the results and a short description.

Step 4: Each small group shall then present their concept note in plenary. The other participants can vote in the end for the concept note, which is most attractive to them, and they would join a potential consortium working on such a proposal. Don't forget to do a debrief in the end, asking participants how the group work experience was for them, if they faced any difficulties and whether they feel more confident in developing a concept note for their project ideas.





### Module 3 The human side of business

In this module participants will get familiar with the **soft skills** required for developing an entrepreneurial mindset such as **leadership skills** and **effective communication skills**.

Leadership incorporates several personality traits and communication abilities that anyone can learn and practice. It embraces all the abilities to motivate teams, delegate responsibilities, respond to feedback and solve problems. These competences could be very important for culture and creative young professionals that live in rural and remote areas (but not only) helping them to transfer cultural and creative content into economic activities outside the strictly relevant sectors.

Communication is essential in all fields of our lives – not only personally (in our private relationships) but also professionally (in our career relationships). Communicating effectively means simply to understand and to be understood - to get your message across in a way that you are understood in the right way and to be able to understand the other person correctly. This is a skill, which can be constantly developed over the course of our life and comprises a lot of other skills such as being able to clearly express your thoughts, being able to communicate non-verbally (using your body language), active listening, giving and receiving feedback.



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## Unit 1 Leadership and entrepreneurship

### learning objectives


- Recognise the difference between social, cultural and economic value
- Be able to get and manage the necessary resources to turn an idea into action
- Prioritise the basic steps in a value-creating activity
- Be aware of your own mindset



- Be able to critically analyse a general situation
- Understand who is a leader and the different types of leadership
- Be able to use different types of leadership in different situations and with different groups
- Be aware of type of mindset used and incorporating growth mindset into activities to improve personal areas

1

#### NABC



videos + ppt slides + NABC scheme template + handout with questions



1 hour  
30 min

2

#### Building a growth mindset




ppt slides + video + further reading material on growth mindset



30 min

3

#### Leadership coat of arms



videos + ppt slides + coat of arms template + further reading material on leadership (styles)



1 hour

Check out detailed instructions for the group activities  
on the next pages.



Module 3 Unit 1 Group activity 1	
Activity Name	<b>NABC (Need, Approach, Benefit, Constraint and Cooperation)</b>
Activity Type	<i>Work in small groups and plenary discussion</i>
Estimated duration	1 hour 30 min
Number of participants	No limit
Learning objectives	<ul style="list-style-type: none"> <li>▪ be able to critically see and analyse the situation</li> <li>▪ allow us to take a more thoughtful choice</li> <li>▪ recognise the difference between social, cultural and economic value</li> <li>▪ be able to get and manage the necessary resources to turn an idea into action</li> <li>▪ prioritise the basic steps in a value-creating activity</li> </ul>
Equipment	NABC scheme template, NABC questions, PPT presentation M3_U1_ Entrepreneurship mindset, <a href="#">video 1</a> , <a href="#">video 2</a> , flipchart, markers, screen

## Description

Step 1 - Introduction: PPT presentation M3\_U1\_ Entrepreneurship mindset.

Step 2 - Define the objective of the activity: Consider different aspects to plan and develop a solution or a service in the rural and internal area. Divide the participants in small groups (5-6 people).

Step 3 - Give the questions to guide the reflection:

**Need:** Who needs my service/product? Do they know their own needs? How do they describe their needs? How do I understand their needs? How big are their needs?

**Approach:** What is my solution based on? What is specific about my solution? In what way does it meet the users' needs? Why are you the right one to provide the solution?

**Benefit:** What concrete advantages does your solution provide? In answering this, the attendees need to be as concrete and quantitative as possible. Does the solution enable the user to save time or money?

**Constraint and Cooperation:** What are the constraints and limits in the area? What other organisations or associations could be interested to collaborate? What are the alternatives to your solution (what the user normally does)? Why is your solution better than the alternatives?

Step 4 - All groups compare their NABC schemes and discuss the aspects more difficult to analyse.





Module 3 Unit 1 Group activity 2	
Activity Name	<b>Leadership coat of arms</b>
Activity Type	<i>Individual task and discussion in plenary</i>
Estimated duration	<i>1 hour</i>
Number of participants	<i>20 participants</i>
Learning objectives	<ul style="list-style-type: none"> <li>▪ help participants reflect on their leadership philosophy and identify their main leadership values</li> <li>▪ be able to understand who a leader is and know the different types of leadership</li> <li>▪ be able to use different types of leadership in different situations with different groups</li> </ul>
Equipment	<i>papers, pencils, colours, screen, ppt slides</i>

### Description

Step 1 - Introduction: Share the PPT presentation M3\_U1\_Leadership with participants.

Step 2 - Explain the meaning of the coat of arms in the past. Explain briefly through an example the importance of consistent values in leadership and ask them to reflect on what beliefs and values they find important as a leader.

Step 3 - Assign 15 minutes of time for them individually to draw their coat of arms, representing the 4 most important items they value in leadership. Encourage participants not to be concerned about how nice their drawing is, the main thing is expressing what they think is important for a leader.

Step 4 - Participants share their drawings with the group – they show each other their coat of arms and reflect about their drawing and choice. You can guide the discussion using these questions:

- What items did you add to your Leadership Coat of Arms?
- Why are they important for you?
- What kind of leader do you want to be?





## Unit 2 Effective communication skills

### learning objectives

- Get to know the principles of communication
- Get to know different communication styles
- Reflect on own communication behaviour
- Become aware of the importance of visuals when communicating



- Become aware of the importance of clear instructions and messages
- Develop active listening skills
- Get to know different feedback techniques and become aware which fits which situation

1	<b>Communication axioms</b>	 <p>ppt slides + online quiz</p>	  <b>15 min</b>
2	<b>Communication styles</b>	 <p>ppt slides + reflection questions + discussion questions + flipchart + markers</p>	   <b>30 min</b>
3	<b>Back-to-back</b>	 <p>Any type of material that can be used for building something (sort of a sculpture): paper, tape, pens, paper cubes, empty bottles, books etc.</p>	  <b>30 min</b>
4	<b>Active listening – mission impossible?</b>	 <p>Flipchart and markers</p>	   <b>45 min</b>
5	<b>The subtle art of giving feedback</b>	 <p>Flipchart and markers; Cards with different feedback techniques including explanations</p>	  <b>1 hour</b>

Check out detailed instructions for the group activities  
on the next pages.



### Module 3 Unit 2 Group activity 1

Activity Name:	<b>Communication styles</b>
Activity Type	<i>Work in pairs and plenary discussion</i>
Estimated duration	<i>30 min</i>
Number of participants	<i>No limit but min 4</i>
Learning objectives	<ul style="list-style-type: none"> <li>▪ Get to know different communication styles</li> <li>▪ Reflect on your own communication behaviour</li> </ul>
Equipment	<i>PPT presentation named M3U2A2_Communication styles, flipchart and markers</i>
Important remarks for implementation	<i>If the venue allows that and if done in a big group, people can also go find a quieter place for the 10 min conversation.</i> <i>This activity could be done online by splitting the pairs in break-out rooms.</i>
Links & Sources	<i>This exercise was adapted from an activity developed under a former Erasmus+ project called <a href="#">COMPASS</a>.</i>

#### Description

Step 1: Split the group in pairs and ask each partner of each couple to think of a topic they can talk about for 5 min.

Step 2: Ask both partners of each couple to try telling the other about their topic. Key thing is both partners need to speak at the same time for 5 min. Keep the time and after the 5 min pass, stop the group.





## Description

Step 3: Reflection round 1 - Ask people to come back to plenary and start a discussion by asking how this experience was for them. Ask people to reflect on the following questions:

- o How great was my persuasiveness?
- o How convincing were my arguments?
- o How did I experience my own position?
- o Was there a turnaround in the conversation and how long did it take until the turnaround?
- o What was decisive for the change?

Step 4: Introduce the 4 main communication styles using either the slides embedded on the platform or in another more engaging way, using the flipchart.

Step 5: Reflection round 2 - The group shall discuss what different communication styles they tried to use to convince their partner and if they recognised certain communication patterns they often use or what their habitual communication style is.

Wrap-up the discussion highlighting that knowing your own communication style is an important requirement to develop good communication skills. Here are some questions that the participants can ask themselves:

- o Do I seek out other people's opinions, or just share my own?
- o Am I upset if others do not agree with me?
- o Do I talk over people or interrupt frequently?
- o Do I check-in with people to see if they are comfortable, or do I force my own agenda?
- o Do I put people down?
- o Do I know how to stand up for myself?
- o Do I know how to disagree without being disagreeable?
- o Do I know how to get my needs met without violating the needs of others?



### Module 3 Unit 2 Group activity 2

Activity Name	<b>Back-to-back</b>
Activity Type	<i>Work in pairs and plenary discussion</i>
Estimated duration	<i>30 min</i>
Number of participants	<i>No limit but min 4</i>
Learning objectives	<ul style="list-style-type: none"> <li>▪ Become aware of the importance of visual aspects when communicating</li> <li>▪ Become aware of the importance of giving clear instructions and messages</li> </ul>
Equipment	<i>Any type of material that can be used for building something (sort of a sculpture): paper, tape, pens, paper cubes, empty bottles, books etc.</i>
Remarks	<i>The same exercise could be done with drawing instead of building a sculpture.</i>
Links & Sources	<i>This exercise was developed under a former Erasmus+ project called <a href="#">COMPASS</a>.</i>

#### Description

Step 1: Split the participants in pairs and arrange the room in a way, so they can sit back-to-back to each other and have a free space (or a table) in front of them. Make sure each person of the pair has exactly the same building materials in front.

Step 2: The task of partner 1 is to start building a „sculpture“ with the materials and explain at the same time to partner 2 what they are doing. The task of partner 2 is to build a sculpture, following the instructions of partner 1, as they understand them, without asking any questions.

Step 3: Give them about 10 min and then invite the pairs to see their works of art.







## Description

*Step 4:* Ask the pairs to go back to plenary and start a reflection round. Ask the participants to reflect on how their experience in the pair was and what the end result was. You can ask the following questions to facilitate a discussion:

- o How well did this exercise work?
- o Was there anything missing to be able to build exactly? What?
- o How do you make instructions clear and understandable?
- o What did you learn about everyday talking to one another?

*Step 5:* Wrap up the discussion by drawing the main conclusions and purpose of the exercise. As a hint, you can go in the lines of verbal and non-verbal communication and the role of visuals when communicating. People perceive a large part of their surroundings visually as the primary sensorium of humans is the sense of sight. Even when we speak, we use visual communication in the form of facial expressions and gestures to clarify and support the statements. One advantage of visual communication is the immediate "perceptual proximity": Accordingly, a structure of visual abstract signs does not have to be translated into an image in the head – therefore the visual representation of an object, an idea or a message is usually recognised and recorded faster. In addition, visual impressions stay in the memory longer and convey important information.



### Module 3 Unit 2 Group activity 3

Activity Name	<b>Active listening – mission impossible?</b>
Activity Type	<i>Work in small groups and plenary discussion</i>
Estimated duration	<i>45 min</i>
Number of participants	<i>No limit but min 4</i>
Learning objectives	<ul style="list-style-type: none"> <li>▪ Get familiar with the principles of active listening</li> <li>▪ Learn to clearly reformulate ideas</li> <li>▪ Learn to synthesise the content of a conversation</li> </ul>
Equipment	<i>Flipchart and markers</i>
Remarks	<i>The same exercise could be done online in break-out rooms. You should have good time management – if done F2F, you could use music to indicate when time is up, so people stop talking.</i>
Links & Sources	<i>This exercise was adapted from a former Erasmus+ project called <a href="#">COMPASS</a>.</i>

#### Description

Step 1: Start with a brainstorming on active listening. Ask participants to share what they think active listening includes. Write their ideas on the flipchart. You can then synthesise the inputs from the group, summarise the principles of active listening and make a bridge to the exercise by introducing some active listening techniques /tips such as mirroring and paraphrasing.

Step 2: The exercise has 2 rounds. In round 1 (15 min) split the group in pairs. People should think of a topic they can speak about for 2 min without interruption. Then partner 1 has 2 min to speak, while partner 2 listens without asking any questions or interrupting the other. Then partner 2 has 1 min to summarise what partner 1 said. After 3 min the pair changes their roles. Try to be strict with the time.





## Description

Step 3: Reflection round 1 - hold a brief reflection about the experience the participants had. What they found easy, what they found hard, were there any mistakes in the summaries done by the listeners and highlight the necessity to listen to hear as opposed to listen to speak (as many of us, sometimes unintentionally, do).

Step 4: In round 2 (20 min) split the group in threesomes (make sure they mingle so as to work with different people). Participant A is the sender, he has to tell the others of an experience/story. Participant B is the recipient and has to apply the principles of active listening during the conversation. Participant C is the observer who can't speak but takes note of the behaviour of the others. This needs to happen in 3 min – afterwards the participants change their role, so each can play each role.

Step 5: After the 9 min are up, the three group members discuss how they experienced the situation, what was noted by the observer and what could be improved. They should have about 10 min to do the small reflection within the threesomes.

Step 6: Reflection round 2 - ask everyone to return to plenary and debrief the exercise together with the participants. Ask them how the experience was for them, what they learnt about themselves during this exercise, were they surprised by something (in a positive and negative way) etc.



### Module 3 Unit 2 Group activity 4

Activity Name	<b>The subtle art of giving feedback</b>
Activity Type	Role-play
Estimated duration	1 hour
Number of participants	No limit
Learning objectives	<ul style="list-style-type: none"> <li>▪ Get to know different feedback rules</li> <li>▪ Learn how to focus on observable behaviour</li> <li>▪ Learn different feedback techniques and how to apply them in different situations</li> </ul>
Equipment	Flipchart and markers; Cards with different feedback techniques including explanations; Handout named M3U2A5
Remarks	<p>You can write the feedback rules from Step 1 beforehand on a flipchart, show it at the end of the brainstorming and leave it on show during the role play for people to keep them in mind.</p> <p>You should have good time management and make sure to leave enough time for the debrief and reflection at the end.</p>
Links & Sources	This exercise was adapted from a former Erasmus+ project called <a href="#">COMPASS</a> .

### Description

Step 1: Start with a brainstorming on feedback rules – you can make a bridge with the previous exercise and the role of the observer as well as refer to some insights that were shared by the group during the debriefing. Ask participants what they believe is acceptable and not acceptable to do when giving and receiving feedback. Write their ideas on the flipchart.

You can then synthesise the inputs from the group and draw some main feedback rules such as:

- o Feedback should be about behaviour not personality
- o Feedback should describe the effect of the person's behaviour on you
- o Feedback should be as specific as possible
- o Feedback should be timely
- o Pick a suitable moment

Don't forget to give examples, when speaking about the observation of the behaviour (from handout M2U2A5).







## Description

Step 2: Make sure to prepare cards with different feedback techniques + specifications about how to apply these techniques.  
Use the descriptions from the handout.

Step 3: Split the group in pairs and ask each pair to pick a card. Tell the teams they have 20 min to prepare a role play where they present the feedback technique they have selected. E.g.: a boss and his employee, where the boss wants to give feedback about coming late every day. Other constellations could be parent/kid, teacher/pupil, colleague/colleague. You could also distribute the roles if the group is more passive (write the roles on pieces of paper and participants pick a role together with the card).

Step 4: The teams present their role plays in front of the whole group and reveal at the end of each play the name of the technique presented. Then have a debrief and plenary discussion to reflect on the experience and what the others observed. Ask participants if they thought the techniques of the other teams were played out well and if they were adequate to the situation they chose to present. What feedback technique do they prefer/not prefer and why? In which situations can these techniques be used? What are their own experiences with feedback?

Step 5: At the end of the exercise make sure to give people the handout with the feedback rules + appropriate examples and the feedback techniques + the explanations.



### III. THE e-LEARNING PLATFORM

This is an e-community platform and an e-learning tool, where you can find all training materials developed under IO2. The e-learning platform forms part of the whole training course and as a meaningful learning tool offers the created interactive online contents, which can be directly used by the users (CCYPs) as self-study.

All developed training materials, which can be used by trainers and facilitators in the group activities described herein can be found as downloadable content on the platform in the **Trainers section**.



#### ACCESSING THE PLATFORM AS A TRAINER/FACILITATOR IN 3 SIMPLE STEPS

STEP 1: Go to the [project website](#) and choose the platform from the main menu.

STEP 2: Create an account to have full access to all training materials.

STEP 3: Once you log-in, you can follow the full course online or go to the Trainers section to download all accompanying materials (such as PPT presentations, handouts, etc.), which you can directly use for your workshops along with the instructions in this Guidebook.



## IV. REFERENCES & FURTHER READING

### Module 1

- <https://www.wallstreetmojo.com/strategic-management/>
- <https://www.techtarget.com/searchcio/definition/strategic-management>
- <https://www.investopedia.com/terms/s/strategic-management.asp#toc-the-5-phases-of-strategic-management>
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- <https://www.feedough.com/traditional-marketing/>
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- <https://bench.co/blog/accounting/how-to-read-and-analyze-financial-statements/>
- <https://www.nerdwallet.com/article/small-business/how-to-create-a-business-budget>
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- <https://www.springboard.com/resources/learning-paths/learn-digital-marketing/>
- <https://www.superheuristics.com/understanding-rural-marketing-and-rural-marketing-strategy/#t-1609348533928>
- <https://eclass.emt.ihu.gr/modules/document/file.php/OEN115/dianomh%201.pdf>
- <https://www.seoptimizer.com/blog/4-ps-of-marketing/>





- <https://intographics.gr/what-is-digital-marketing/>
- **Analyzing the Marketing Environment:** Identification of the environmental affecting firms Demography and economic environments in marketing decisions. Trends in the firm's natural and technological environments. The political and cultural environments. PESTLE and SWOT Analysis
- **Communicating, Advertising and Public Relations:** The promotion mix tool for communicating customer value Integrated marketing communications Developing an advertising program. Public relations to communicate with their publics.
- **Direct, Online, Social Media, and Mobile Marketing:** Direct and digital marketing Forms of direct and digital marketing The Internet and the digital age Online marketing strategies. Social media and mobile marketing to engage consumers Traditional direct marketing
- Kotler, P & Keller, P (2008) Marketing management: international edition (13th ed.). Harlow: Pearson Education Ltd.
- HOOLEY, G., SAUNDERS, J. AND PIERCY, N., 2004. Marketing strategy and competitive positioning. 3rd ed. Harlow: Prentice Hall-Financial Times.
- ZEITHAML, V.A. AND BITNER, M. J., 2003. Services marketing. 3rd ed. Boston: McGraw-Hill.

## Module 2

- CulturEU funding guide: <https://culture.ec.europa.eu/funding/cultureu-funding-guide/booklet>
- Culture funding opportunities: <https://culture.ec.europa.eu/funding/cultureu-funding-guide/discover-funding-opportunities-for-the-cultural-and-creative-sectors>
- Important links for searching a funding tool:
- <https://education.ec.europa.eu/funding?>
- [https://commission.europa.eu/funding-tenders/find-funding/eu-funding-programmes\\_en](https://commission.europa.eu/funding-tenders/find-funding/eu-funding-programmes_en)
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- A Quick Guide on How to Write Powerful Concept Notes, FundforNGOs.org, June 2023: <https://www2.fundsforngos.org/featured/quick-guide-write-powerful-concept-notes/>







### Module 3

- [Communicating effectively](#) – Business Queensland
- [Effective communication is key to your business' success](#) – Melissa Jones, breather.com
- Paul Watzlawick, Pragmatics of Human Communication: A Study of Interactional Patterns, Pathologies and Paradoxes, 1967
- Dawn Braithwaite, Engaging Theories in Interpersonal Communication: Multiple Perspectives, 2014
- Paul Endress, The Magic of Communication Styles: Understanding yourself and those around you, 2016
- [7 tips on how to give clear, understandable instructions to staff](#), Alice Dartnell, lifehack.org
- Nixaly Leonardo, Active Listening Techniques: 30 Practical Tools to Hone Your Communication Skills, 2020
- [What Is Active Listening?](#), Arlin Cuncic, verywellmind.com
- Douglas Stone, Thanks for the Feedback: The Science and Art of Receiving Feedback Well, 2015
- John Hattie, Visible Learning: Feedback, 2018
- [Defining the Entrepreneurial Mindset](#)
- Robinson, P.B., & Gough, V. (2020). The right stuff: Defining and influencing the entrepreneurial mindset. Journal of Entrepreneurship Education, 23(2)
- [Evolution View of Entrepreneurial Mindset Theory](#)
- [4 Essential Characteristics of an Entrepreneurial Mindset - Incentius](#)
- [The quality every leader should have to succeed in today's world, revealed](#)
- [The 8 key leadership skills you need to know in 2023](#)
- [Leadership Creativity and Innovation](#)
- **Leadership and design thinking:** [Exploring the Application of Design Thinking in the Leadership - Development of Creative Industry Business](#)
- **Growth mindset:** [27 Growth Mindset Examples](#)
- [The Impact of a Growth Mindset in Business](#)
- [Growth Mindset in Business and How to Develop One](#)

