

E- Toolkit for Adult educators

“How to run "Creative Talent Factory"

Effective implementation of the E- training programme "Creative Talent Factory"

CTF partnership
2021-2022

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Objectives

- To introduce facilitators tools in the Toolkit
- To define course planning
- To provide practical hints on the face-to-face sessions conducting
- To introduce use and recommended supporting materials.

Learning Outcomes

After studying this tool adult educator-facilitator will:

- Know the structure of E-toolkit for Adult educators "How to run "Creative Talent Factory"
- Know how to plan the "Creative Entrepreneurial Local Workshop"
- Understand how to facilitate face-to-face session
- Be aware about possible usage of the practical exercises for the group work.

Facilitator's tools to successfully run "Creative Talent Factory" (CTF)

To run successfully "Creative Entrepreneurial Local Workshop" the following facilitators tools are created:

- Introduction to the "Creative Talent Factory" web-platform for Learners as a tool for adult educators for running "Creative Entrepreneurial Local Workshop"
- How to use Set of OERs "Creative entrepreneurial motivation and empowerment" (IO1) for marketing of the training course and pre-selection of the learners
- How to use Assessment tool and Digital badge to facilitate validation process of obtained within "Creative Talent Factory" training course competences and skills
- Effective implementation of the E- training programme "Creative Talent Factory"
- Methodology and the training plan for running the "Creative Entrepreneurial Local Workshop"

There is no pre-defined order of which tool to use first and which to follow, as they are inter-related. Any of these tools can be used as required and there are references to other tools that may be needed. However, the tools are numbered for internal use and quick reference.

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The facilitator should prepare his or her own work plan and schedule for the successful implementation and running of the local CTF workshop.

It is recommended to start by defining your target group of creative learners and your recruitment plan. More details on this topic can be found in the tool "How to use Set of OERs "Creative entrepreneurial motivation and empowerment" (IO1) for marketing of the training course and pre-selection of the learners".

Planning your course

The following planning steps are recommended:

1. Plan the timing of the project implementation, taking into account the following steps.
2. Select the groups and communicate with the learners before the motivational session. Allocation of the first self-study materials: Interactive readings and success stories.
3. Set the date, time and place for the motivational session, invite the participants.
4. Study the CTF MOODLE TRAINER MANUAL (Appendix 1) and discover how to enrol students into the course, organise communication with students, learner forums and other useful features.
5. Conduct the motivational session and select motivated students, collect their questionnaires, introduce them to the CTF MOODLE TRAINEE MANUAL (Appendix 2) and send them information on how to enrol on the course. Explain it briefly and ask them to complete the enrolment step only. Inform the learners of the GDPR conditions regarding the use of their personal data.
6. Set the date for the first face-to-face session and inform learners of the venue, duration and any other arrangements that may be required.
7. Conduct the first face-to-face session using the methodology tool with the lesson plan 'Methodology and training plan for running the Creative Entrepreneurial Local Workshop'. Explain how to use the Moodle platform according to the trainee manual. Encourage the learners to read the lesson materials and to study valuable additional documents and materials in the recommended links for a deeper analysis of the topic.
8. Set a date for the second session and continue until the final (fourth face-to-face) session.
9. Close the course by collecting feedback from the learners.

Please contact the project partner in your country or the project coordinator EINC (use contacts from the project website: [Who we are – Creative Talent Factory \(talentcreation.eu\)](https://talentcreation.eu) if you will have any questions or assistance is needed.

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Tips for facilitating group learning session

Facilitating group learning sessions for adults can be a challenging but rewarding experience. Here are some tips for successfully facilitating group learning sessions for adults:

1. **Understand your audience:** Before planning your session, it is important to understand your audience's needs, expectations, and learning style. You can do this by asking questions, conducting surveys or assessments, or gathering feedback.
2. **Set clear learning objectives:** Define clear learning objectives for your session that are measurable and achievable. This will help participants understand what they are expected to learn and how their progress will be assessed.
3. **Plan your session:** Develop a well-structured and engaging session plan that includes a variety of activities such as discussions, group work, and hands-on exercises. Make sure that the activities are relevant and aligned with the learning objectives.
4. **Create a positive learning environment:** Create a comfortable and safe learning environment that encourages participation, collaboration, and sharing. This can be achieved by using icebreakers, establishing ground rules, and providing opportunities for feedback and reflection.
5. **Use technology:** Utilize technology to enhance your session such as using interactive tools, visual aids, or online platforms for collaboration and communication.
6. **Provide effective feedback:** Provide constructive feedback that helps participants improve their skills and knowledge. Encourage them to reflect on their learning and share their experiences with the group.
7. **Evaluate the session:** After the session, evaluate the effectiveness of the session by collecting feedback from participants. This will help you identify areas for improvement and make necessary adjustments for future sessions.

Support materials for conducting of the face-to-face activities

In a blended reverse classroom, adult learners are expected to study course materials online before attending in-person class sessions where they engage in group exercises and activities. These group exercises can supplement and support the online materials in several ways:

- **Reinforcement of concepts:** group exercises provide an opportunity for adult learners to reinforce and apply the concepts they have learned online. Through group discussions, debates, and problem-solving activities, learners can clarify their understanding of the materials and gain deeper insights into how they can be applied in real-world scenarios.
- **Active learning:** group exercises promote active learning where adult learners are actively engaged in the learning process. This type of learning encourages learners to

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think critically and creatively, work collaboratively, and develop their communication and interpersonal skills.

- Social interaction: group exercises promote social interaction among adult learners, which is essential for building a sense of community and fostering a positive learning environment. This social interaction can also lead to the formation of study groups, peer mentoring, and support networks that can enhance the learning experience.
- Feedback and reflection: group exercises provide an opportunity for adult learners to receive feedback from their peers and instructors on their understanding of the materials and their performance in the exercises. This feedback can help learners identify areas where they need to improve and make necessary adjustments to their learning strategies. Group exercises also provide an opportunity for learners to reflect on their learning and identify areas where they have made progress and areas where they need further development.
- In summary, group exercises in a blended reverse classroom can supplement and support materials studied online by adult learners by reinforcing concepts, promoting active learning, fostering social interaction, and providing feedback and reflection.

For a successful face-to-face meeting, it is recommended to prepare and organise some practical exercises for the group to better assimilate the online learning material. Some exercises for face-to-face meetings can be found in Annex 3.

Annexes

Annex 1. CTF MOODLE TRAINER MANUAL

Annex 2. CTF MOODLE TRAINEE MANUAL

Annex 3. Recommended Practical Group Exercises

References

1. Knowles, M. S. (1984). *Andragogy in action: Applying modern principles of adult learning*. Jossey-Bass.
2. Gronlund, N. E., & Brookhart, S. M. (2009). *How to write and use instructional objectives*. Pearson.
3. Biech, E. (2014). *The art and science of training*. ASTD Press.
4. Brookfield, S. D. (2015). *The skillful teacher: On technique, trust, and responsiveness in the classroom*. Jossey-Bass.
5. King, K. P. (2015). 10 best practices for teaching online. *Faculty Focus*.
6. Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of educational research*, 77(1), 81-112.
7. Kirkpatrick, D. L., & Kirkpatrick, J. D. (2016). *Evaluating training programs: The four levels*. Berrett-Koehler Publishers.



MOODLE TRAINER MANUAL



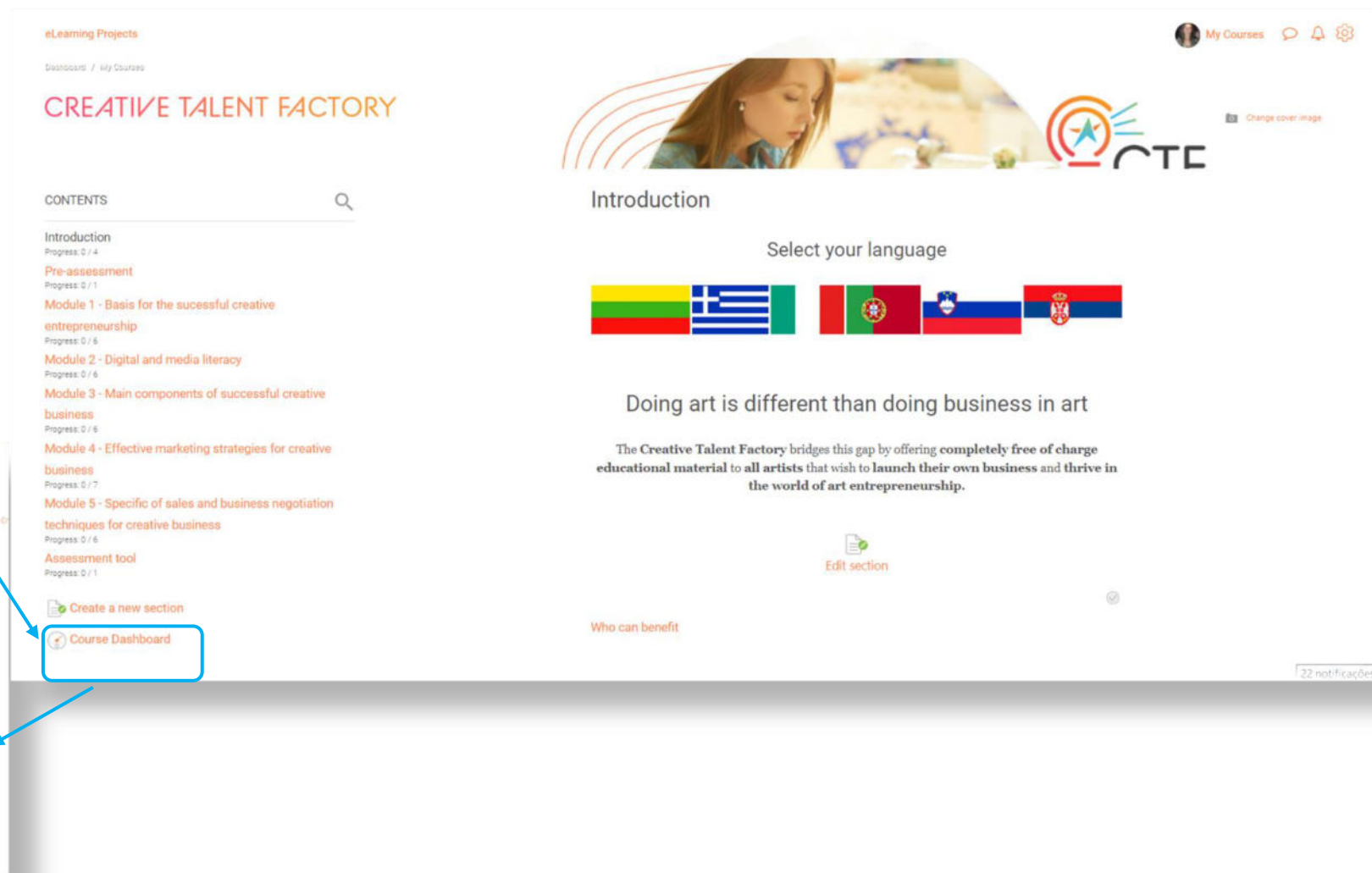
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Course Dashboard

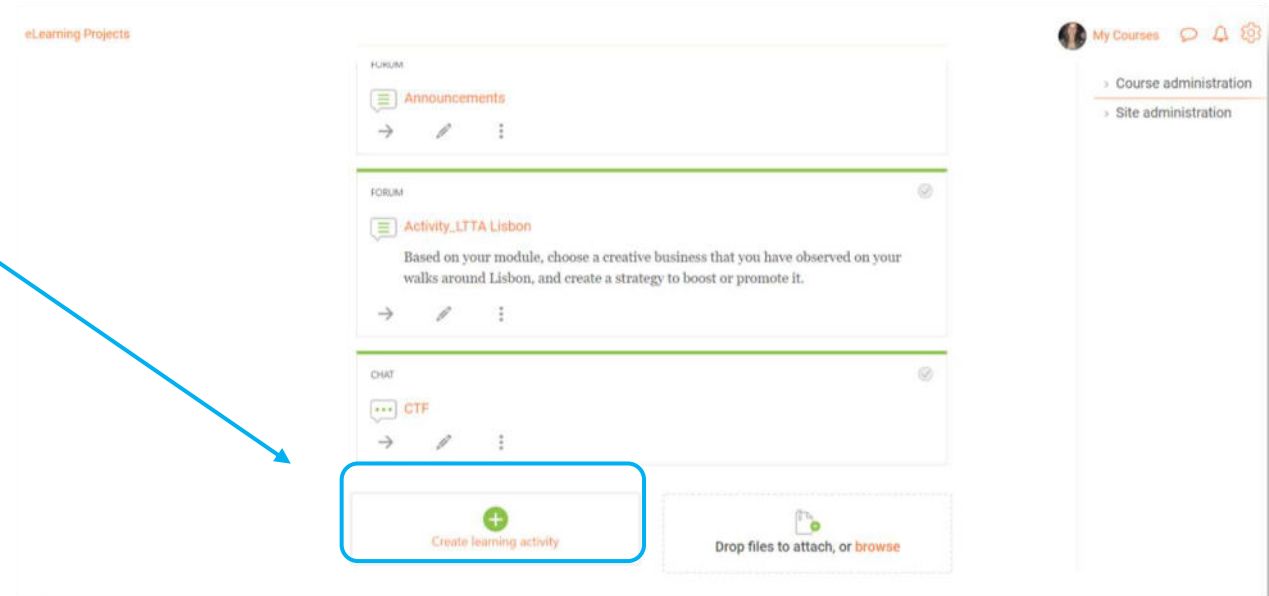
Click on the Course Dashboard on the bottom left to view the **participants** registered for the course, the **badges** awarded, the participant **evaluation report**,...



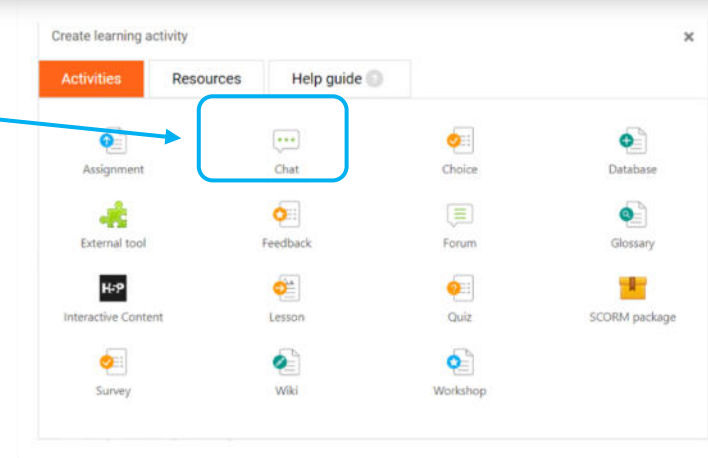
The screenshot shows the Moodle Course Dashboard for the 'CREATIVE TALENT FACTORY' course. The interface includes a top navigation bar with 'eLearning Projects', 'Dashboards / My Courses', and user profile links. The main content area features a search bar, a list of course sections with progress indicators, and a 'Course Dashboard' link highlighted with a blue box. The 'Course Dashboard' link is located at the bottom of the list of sections. The right sidebar shows the course title, a cover image, and a 'Select your language' section with flags for various countries. Below this, there is a section titled 'Doing art is different than doing business in art' with a brief description of the course's mission. At the bottom right, there is a 'Who can benefit' section and a notification bar indicating '22 notifications'.

Create a CHAT

1º At the bottom of the page, we click on the CREATE LEARNING ACTIVITY button.



2º Opens a window with all available activities and resources. Select **CHAT**.

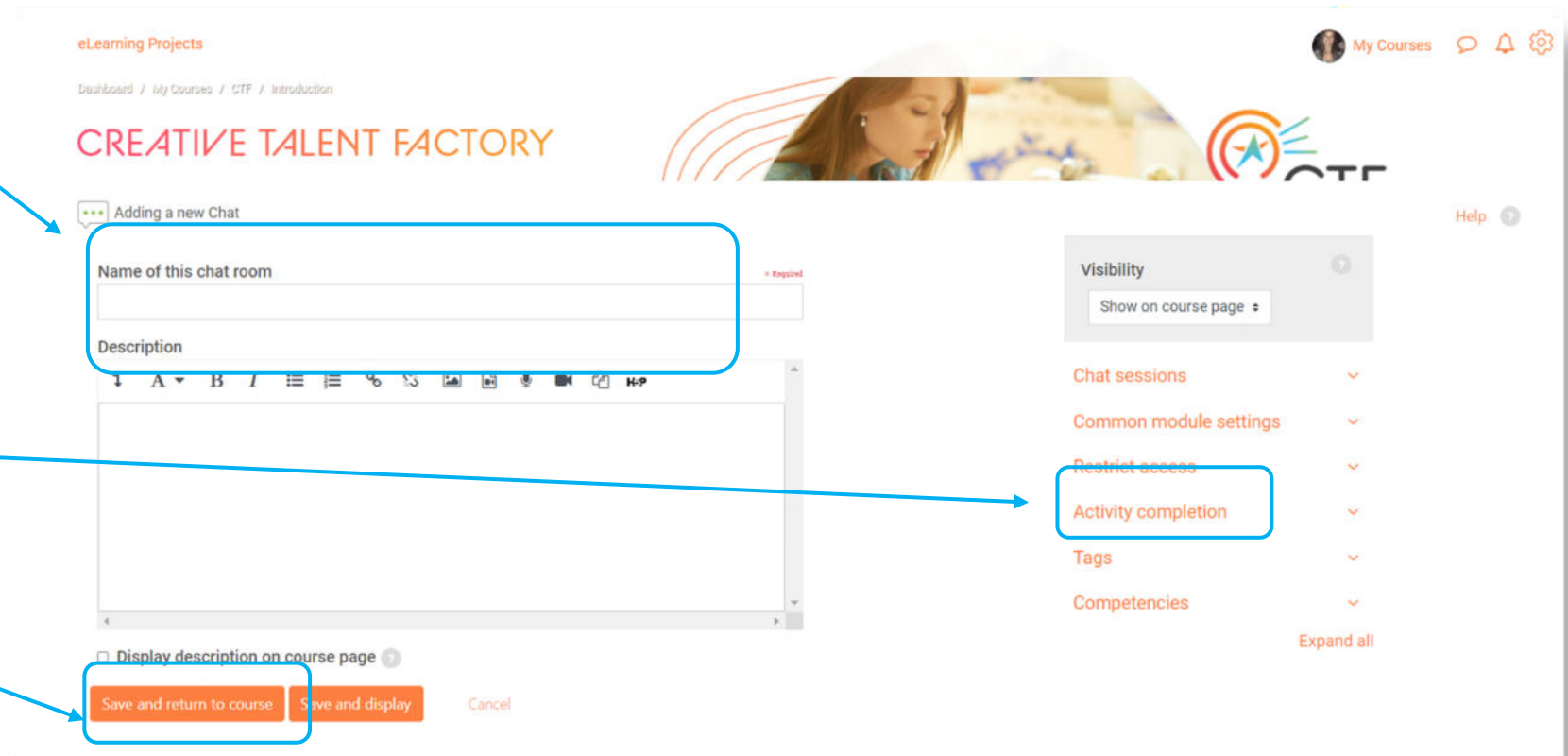


Create a CHAT

3º Enter the name of the chat and the description. This can be a topic or a discussion you want to start.

You can define when it starts or ends...

And click "Save and return to course" and the chat is created.



The screenshot shows the 'Adding a new Chat' form in Moodle. The form is titled 'Adding a new Chat' and is located within the 'CREATIVE TALENT FACTORY' course page. The form includes the following fields and options:

- Name of this chat room:** A text input field with a red asterisk indicating it is required.
- Description:** A rich text editor area with a toolbar containing various formatting options (bold, italic, link, etc.).
- Visibility:** A dropdown menu set to 'Show on course page'.
- Chat sessions:** A dropdown menu.
- Common module settings:** A dropdown menu.
- Restrict access:** A dropdown menu.
- Activity completion:** A dropdown menu, which is highlighted with a blue box.
- Tags:** A dropdown menu.
- Competencies:** A dropdown menu.
- Expand all:** A link to expand all dropdown menus.
- Display description on course page:** A checkbox.
- Save and return to course:** A button, highlighted with a blue box.
- Save and display:** A button.
- Cancel:** A button.

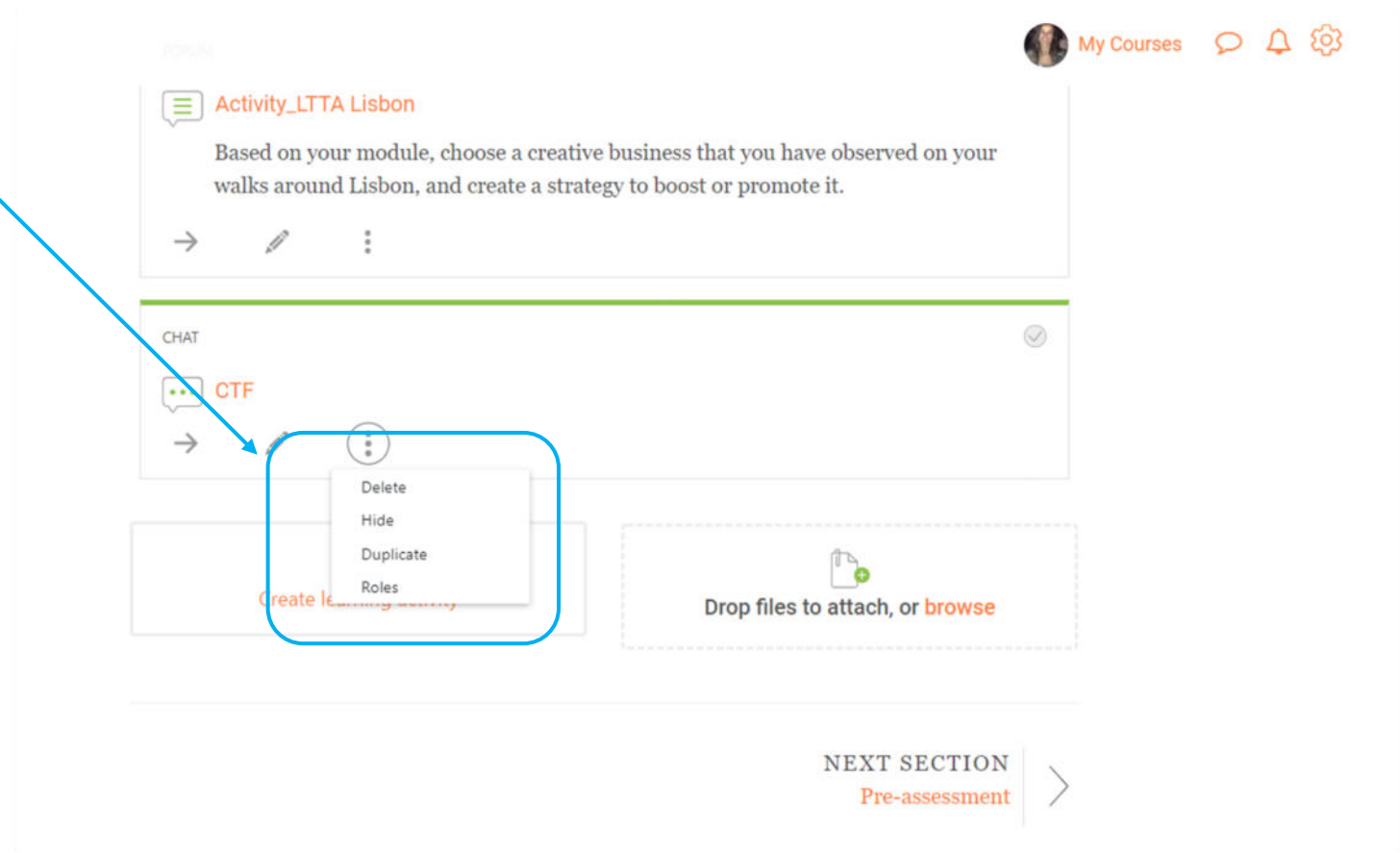
Blue arrows point from the text instructions to the corresponding form elements: the first arrow points to the 'Name of this chat room' and 'Description' fields; the second arrow points to the 'Activity completion' dropdown; and the third arrow points to the 'Save and return to course' button.

Create a CHAT

4º Once created, you can change or even delete it.

To edit, press the pen icon and to see more options click on the 3 dots.

And you can also hide this activity from students.



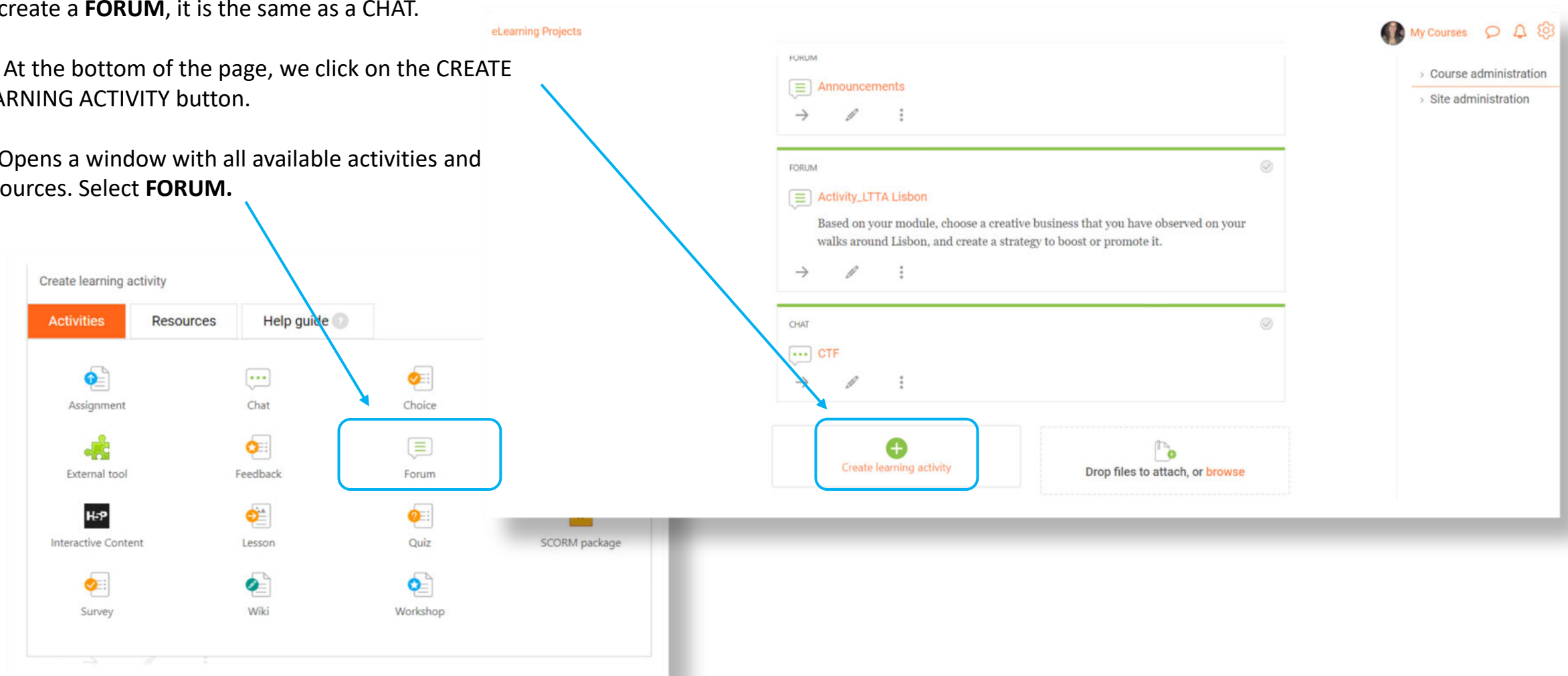
The screenshot shows the Moodle interface. At the top right, there is a user profile icon, 'My Courses', and icons for chat, notifications, and settings. Below this, there is a forum post titled 'Activity_LTTA Lisbon' with the text: 'Based on your module, choose a creative business that you have observed on your walks around Lisbon, and create a strategy to boost or promote it.' Below the forum post is a chat activity titled 'CTF'. A blue arrow points from the text 'on the 3 dots' to the three-dot menu of the chat activity. The menu is open, showing options: Delete, Hide, Duplicate, and Roles. Below the chat activity is a file upload area with the text 'Drop files to attach, or browse'. At the bottom right, there is a 'NEXT SECTION' link with the text 'Pre-assessment' and a right arrow.

Create a FORUM

To create a **FORUM**, it is the same as a CHAT.

1º At the bottom of the page, we click on the CREATE LEARNING ACTIVITY button.

2º Opens a window with all available activities and resources. Select **FORUM**.



The image shows two overlapping screenshots from the Moodle LMS interface. The background screenshot shows the 'eLearning Projects' page with a list of activities: 'Announcements', 'Activity_LTTA Lisbon' (a forum), and 'CTF' (a chat). The foreground screenshot shows the 'Create learning activity' window. This window has three tabs: 'Activities', 'Resources', and 'Help guide'. Under the 'Activities' tab, various activity types are listed in a grid: Assignment, External tool, Interactive Content, Survey, Chat, Feedback, Lesson, Wiki, Choice, Forum, Quiz, and Workshop. The 'Forum' activity is highlighted with a blue box. A blue arrow points from the 'Forum' icon in the foreground window to the 'Activity_LTTA Lisbon' forum entry in the background page. Another blue arrow points from the 'CTF' chat entry in the background page to the 'Create learning activity' button in the foreground window, which is also highlighted with a blue box. The 'Create learning activity' button is a green circle with a white plus sign and the text 'Create learning activity' below it. To the right of this button is a dashed box with the text 'Drop files to attach, or browse'.

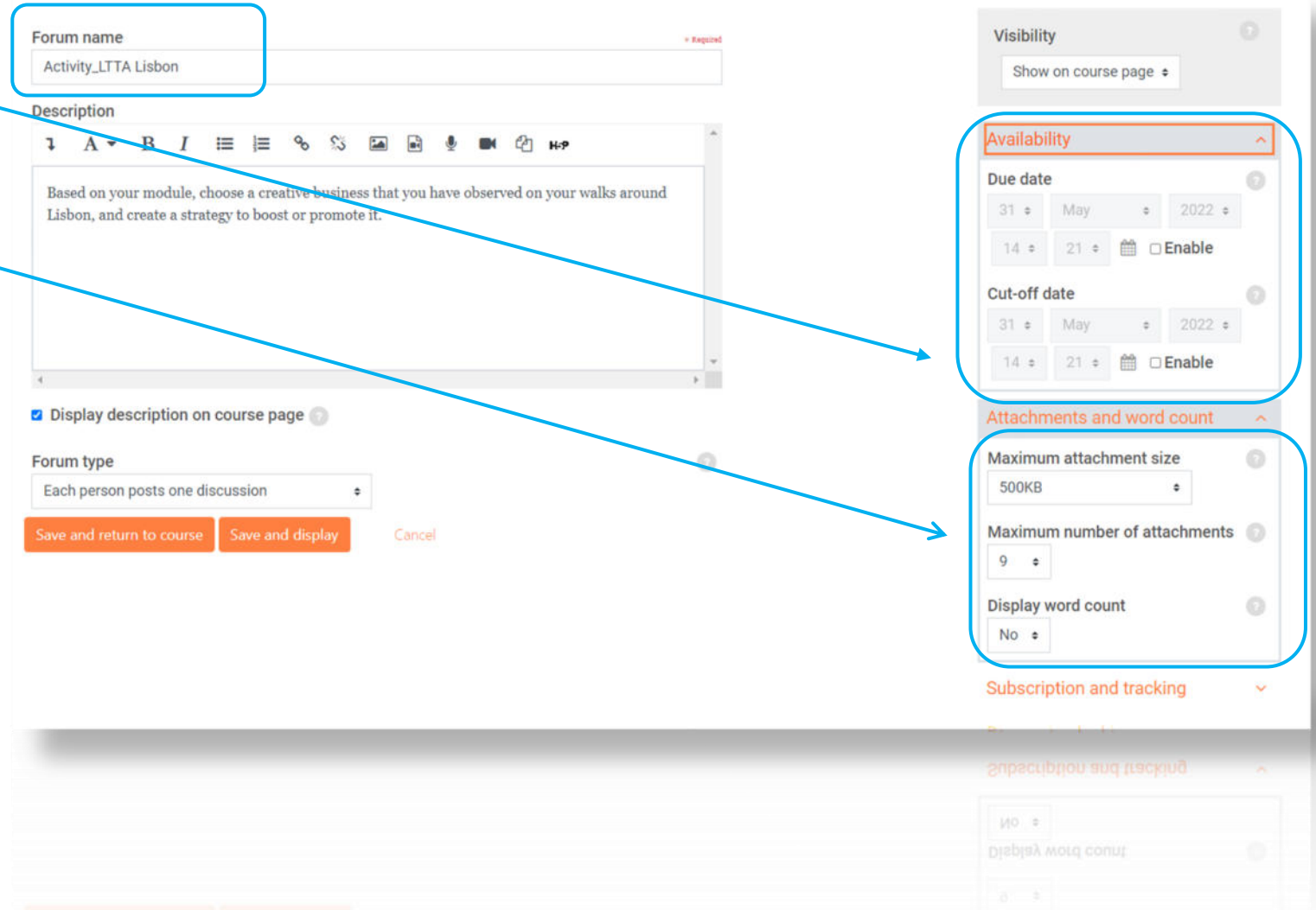
Create a FORUM

3º Enter the name of the FORUM and description.

You can also define when it starts or ends...

You can define the size of files that students can insert, the number of files and the number of words.

It is important to limit the number of files that each student can insert, 2 is enough, and not more than 500MB , to not make the platform too heavy.



The screenshot shows the Moodle forum creation interface. Blue arrows point from the instructional text to specific form fields:

- An arrow points from "Enter the name of the FORUM and description." to the **Forum name** field, which contains "Activity_LTTA Lisbon".
- An arrow points from "You can also define when it starts or ends..." to the **Availability** section, which includes **Due date** and **Cut-off date** selectors.
- An arrow points from "You can define the size of files that students can insert, the number of files and the number of words." to the **Attachments and word count** section.
- An arrow points from "It is important to limit the number of files that each student can insert, 2 is enough, and not more than 500MB..." to the **Maximum attachment size** field, which is set to "500KB".

Other visible form elements include:

- Description** text area: "Based on your module, choose a creative business that you have observed on your walks around Lisbon, and create a strategy to boost or promote it."
- ☒ **Display description on course page**
- Forum type** dropdown: "Each person posts one discussion"
- Buttons**: "Save and return to course", "Save and display", "Cancel"
- Visibility** dropdown: "Show on course page"
- Attachments and word count** section:
 - Maximum attachment size**: 500KB
 - Maximum number of attachments**: 9
 - Display word count**: No
- Subscription and tracking** section (partially visible at the bottom).

Create a FORUM

3º To insert files in the forum, you can insert them right when you create the forum or later.

Click the pen icon to edit.

4º Click on this arrow, to display all the functions.

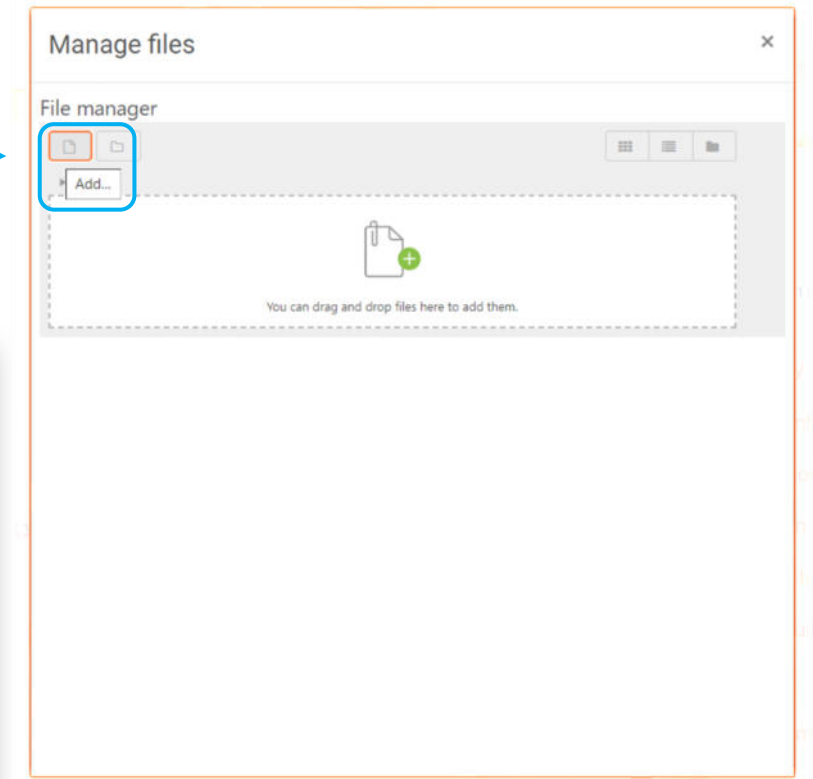
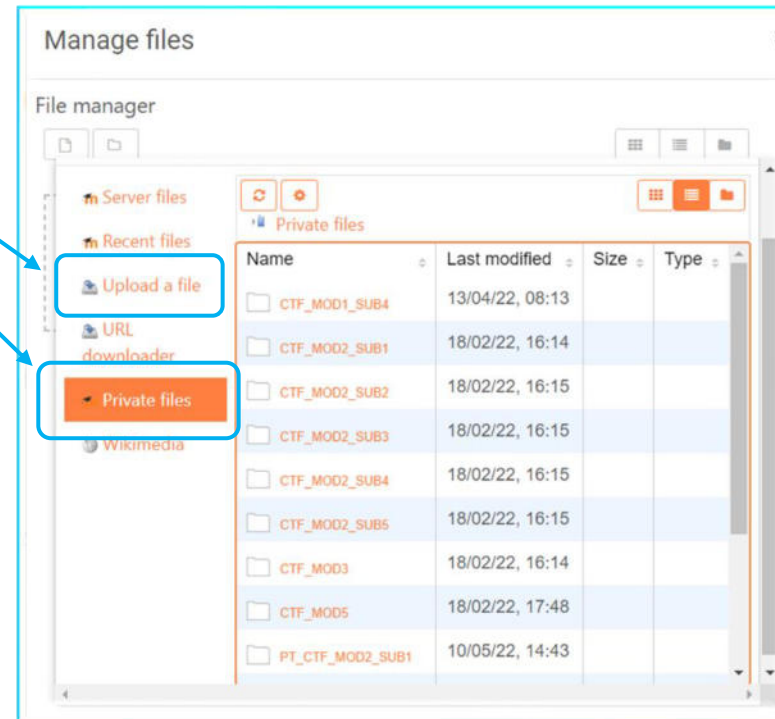
5º Click on "MANAGE FILES".

The screenshot shows the Moodle forum creation process. On the left, the 'CREATIVE TALENT FACTORY' forum is being updated. The 'Forum name' field contains 'Activity_LTTA Lisbon'. The 'Description' field contains the text: 'Based on your module, choose a creative business that you have observed on your walks around Lisbon, and create a strategy to boost or promote it.' The 'Display description on course page' checkbox is checked.

On the right, a preview of the forum shows the title 'Activity_LTTA Lisbon' and the description. A blue box highlights the 'Edit' button (pen icon) and the 'Manage files' button (document icon with a plus sign). A blue arrow points from the 'Click the pen icon to edit.' text to the 'Edit' button. Another blue arrow points from the 'Click on "MANAGE FILES"' text to the 'Manage files' button. A third blue arrow points from the 'Click on this arrow, to display all the functions.' text to the 'Show all functions' arrow (a small square with a downward arrow) in the rich text editor toolbar.

Create a FORUM

6º Click on "ADD" and choose the document, that you want to be on your computer or in PRIVATE FILES and click UPLOAD THIS FILE.



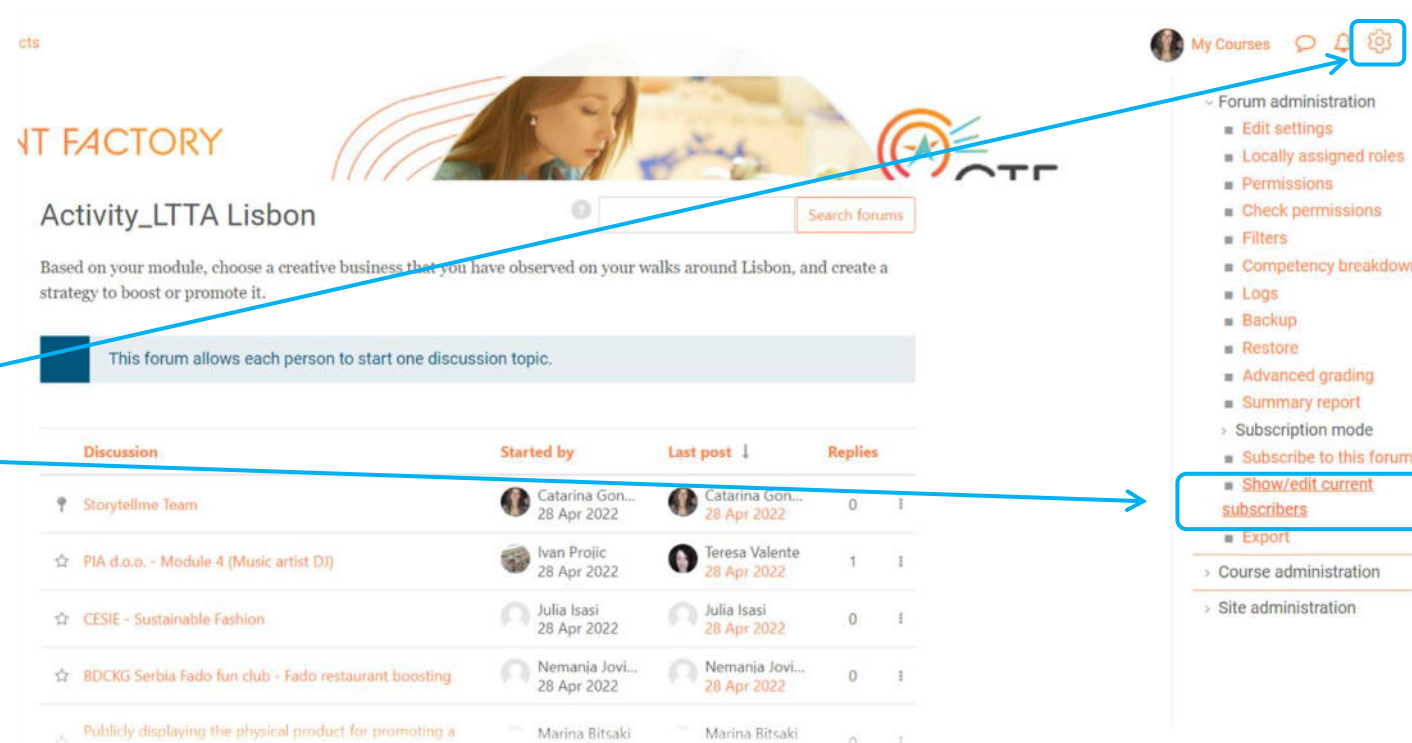
ENROL students in the FORUM

By default, all registered participants on the platform are registered in chats or forums.

Participants can unsubscribe from a Forum, but as teachers we can re-enroll them.

To enroll students:

1º Enter the FORUM. Click on the gearwheel in the top right corner and select SHOW/EDIT CURRENT SUBSCRIBERS.



Activity_LTTA Lisbon

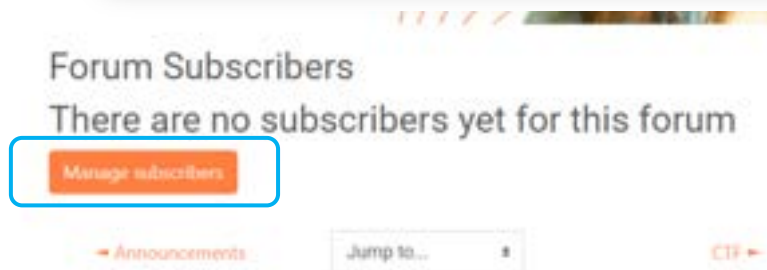
Based on your module, choose a creative business that you have observed on your walks around Lisbon, and create a strategy to boost or promote it.

This forum allows each person to start one discussion topic.

Discussion	Started by	Last post ↓	Replies
📌 Storytelling Team	Catarina Gon... 28 Apr 2022	Catarina Gon... 28 Apr 2022	0
☆ PIA d.o.o. - Module 4 (Music artist DJ)	Ivan Projić 28 Apr 2022	Teresa Valente 28 Apr 2022	1
☆ CESIE - Sustainable Fashion	Julia Isasi 28 Apr 2022	Julia Isasi 28 Apr 2022	0
☆ BDCKG Serbia Fado fun club - Fado restaurant boosting	Nemanja Jovi... 28 Apr 2022	Nemanja Jovi... 28 Apr 2022	0
Publicly displaying the physical product for promoting a	Marina Bitsaki	Marina Bitsaki	0

- Forum administration
 - Edit settings
 - Locally assigned roles
 - Permissions
 - Check permissions
 - Filters
 - Competency breakdown
 - Logs
 - Backup
 - Restore
 - Advanced grading
 - Summary report
 - Subscription mode
 - Subscribe to this forum
 - Show/edit current subscribers**
 - Export
- Course administration
- Site administration

2º Click on MANAGE SUBSCRIBERS and show all participants who can remove or add.



Forum Subscribers

There are no subscribers yet for this forum

[Manage subscribers](#)

Announcements

Jump to...

CTF

ENROL students in the FORUM

For example, if we want to add the Catarina Cabral, we select the student and click ADD.

And, finally, click on FINISH MANAGING SUBSCRIPTIONS.

The chat is more limited in user management. We can't re-enrol them.

The screenshot shows the 'Forum Subscribers' page in Moodle. The page header includes 'eLearning Projects' and a breadcrumb trail: 'Dashboard / My Courses / CTF / Introduction / Activity_LTTA Lisbon'. The main heading is 'CREATIVE TALENT FACTORY' and 'Forum Subscribers'. On the right, there's a 'My Course' link and a CTF logo.

The interface is divided into two main sections: 'Existing subscribers' on the left and 'Potential subscribers (25)' on the right. The 'Existing subscribers' section has a search bar and a 'Clear' button. The 'Potential subscribers' section has a list of 25 students with their names and email addresses. A blue arrow points from the text 'For example, if we want to add the Catarina Cabral, we select the student and click ADD.' to the 'Add' button in the 'Potential subscribers' section. Another blue arrow points from the text 'And, finally, click on FINISH MANAGING SUBSCRIPTIONS.' to the 'Finish managing subscriptions' button at the bottom of the page. A third blue arrow points from the text 'The chat is more limited in user management. We can't re-enrol them.' to the 'Finish managing subscriptions' button.

The 'Potential subscribers' list includes the following students (names and email addresses):

- Marina Bitsaki (ecbitsaki@gmail.com)
- Catarina Cabral (catarina.gonzalez@investors.pt)**
- Daiva Damuleviciene (ddamuleviciene1@gmail.com)
- Andrea Fritzsche (Andrea.Fritzsche@nds.aok.de)
- Elisa García (hola@eligarcia.me)
- Catarina Gonzalez (catarina.gonzalez@storytellm)
- Julia Isasi (juliaisasi@hotmail.com)
- Nemanja Jovicic (n.jovicic@rbcentar.org)
- Iveta Klimaviciute (ivetaklim@gmail.com)
- Tautvydas Mazeika (tautvydasmazeikis@gmail.com)
- Liudmila Mecajeva (mecajeva@gmail.com)
- Zorica Mitrovic (z.mitrovic@rbcentar.org)
- Vilma Musankoviene (vilma.musankoviene@gmail.com)
- Orestis Ntagiantas (orestis@idec.gr)
- Simona Palumbo (simona.palumbo@cesie.org)
- Ivan Projic (ivanprojic0@gmail.com)
- Borut Razbornik (borut.razbornik@gmail.com)
- Igor Razbornik (igor.razbornik@pia.si)

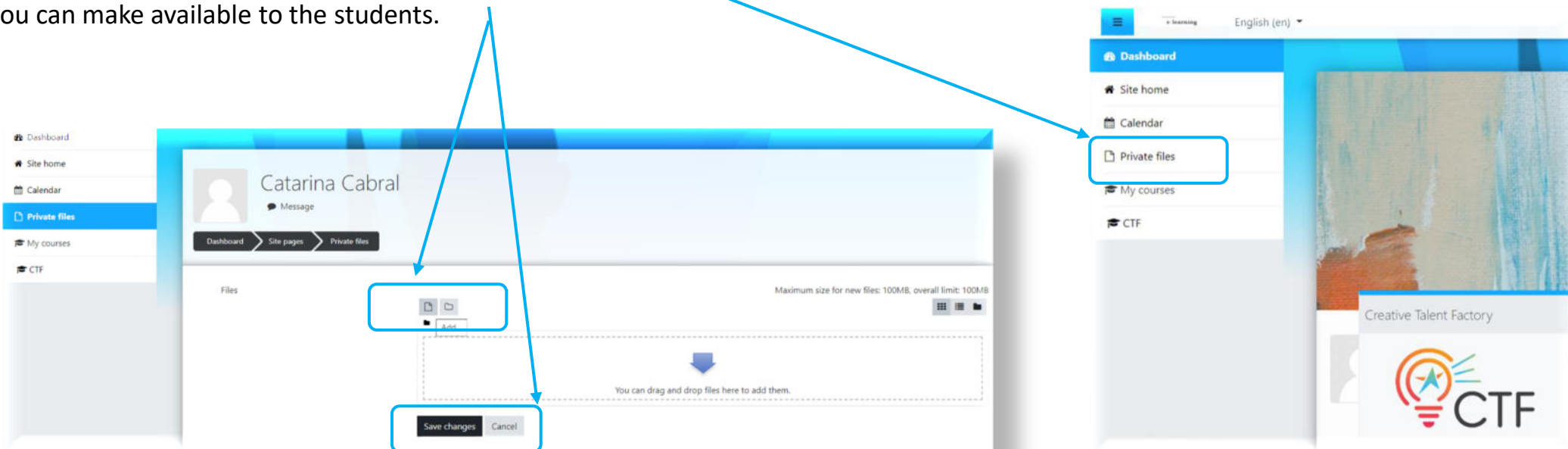
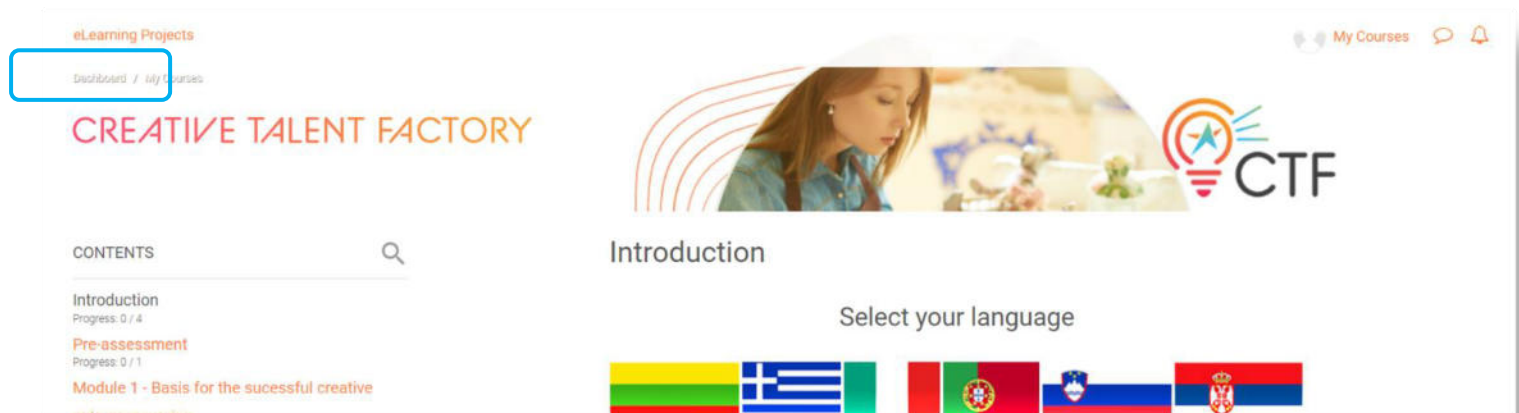
At the bottom of the page, there is a 'Search' bar and a 'Clear' button. Below the search bar, there is a 'Search options' dropdown menu and a 'Finish managing subscriptions' button.

PRIVATE FILES

1º To insert **PRIVATE FILES**, go on the left side of the screen, select **DASHBOARD**.

2º And select **PRIVATE FILES**.

3º Click on **ADD**, insert the file and **SAVE CHANGES** and whenever you need you have here the documents that you have entered and that you can make available to the students.

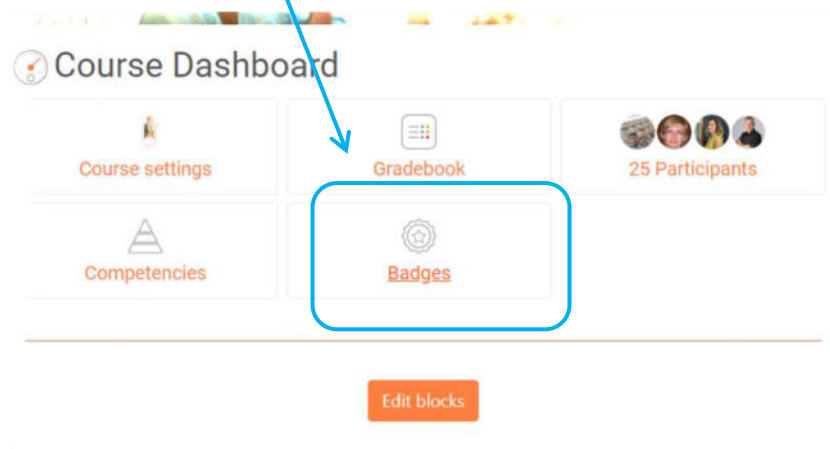


BADGES

To see the BADGES that have already been awarded.

1º Click on **COURSE DASHBOARD** on the left side of the screen.

2º Select **BADGES**, Then select **MANAGE BADGES**



Progress: 0 / 4
Pre-assessment
 Progress: 0 / 1
Module 1 - Basis for the successful creative entrepreneurship
 Progress: 0 / 6
Module 2 - Digital and media literacy
 Progress: 0 / 6
Module 3 - Main components of successful creative business
 Progress: 0 / 6
Module 4 - Effective marketing strategies for creative business
 Progress: 0 / 7
Module 5 - Specific of sales and business negotiation techniques for creative business
 Progress: 0 / 6
Assessment tool
 Progress: 0 / 1

Create a new section
Course Dashboard

Creative Talent Factory: Badges

Number of badges available: 1

Image	Name *	Description	Criteria	Issued to me
	Creative Entrepreneur	After completing the post-assessment successfully with a grade of at least 80% (20 correct from 25 tests) the Digital badge "Successful Creative Entrepreneur" is awarded. The owner of this Digital badge is possessing the following basic and specific competences important for the creative entrepreneur: Entrepreneurship, Digital, Understanding of main components of the creative business, Implementing effective marketing strategies for creative business, Applying sales and business negotiation techniques for creative business. Digital badge is displayed on the MOOC and has a meta-data to communicate details of the badge to anyone wishing to verify it or learn more about the context of the achievement it signifies.	Users are awarded this badge when they complete the following requirement: • The following activity has to be completed: ◦ "Quiz - Post-Assessment"	






Manage badges | Add a new badge


BADGES

3º And all the BADGES appear. Select one.

And then click on RECEPIENTS and all the BADGES that have already been awarded in this module appear.

[Add a new badge](#)

Name	Badge status	Criteria	Recipients	Actions
 Creative Entrepreneur	Available to users	• Complete: "Quiz - Post-Assessment"	1	   

 Creative Entrepreneur

This badge is currently available to users, and its criteria are locked. [Disable access](#)

[Overview](#) [Edit details](#) [Criteria](#) [Message](#) [Recipients \(1\)](#) [Endorsement](#)

[Related badges \(0\)](#) [Alignments \(0\)](#)

Badge details

Name Creative Entrepreneur

Version V1

Language English

Description After completing the post-assessment successfully with a grade of at least 80% (20 correct from 25 tests) the Digital badge "Successful Creative Entrepreneur" is awarded. The owner of this Digital badge is possessing the following basic and specific competences important for the creative entrepreneur: Entrepreneurship, Digital, Understanding of main components of the creative business, Implementing effective marketing strategies for creative business, Applying sales and business negotiation techniques for creative business. Digital badge is displayed on the MOOC and has a meta-data to communicate details of the badge to anyone wishing to verify it or learn more about the context of the achievement it signifies.

Created on Thursday, 21 April 2022, 7:37 AM



Image 

Image author's name

Image author's email

Image author's URL

Image caption

 Creative Entrepreneur

This badge is currently available to users, and its criteria are locked. [Disable access](#)

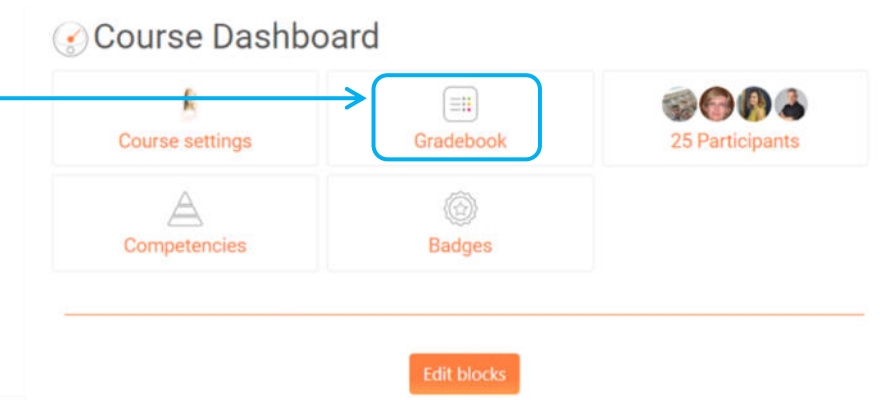
[Overview](#) [Edit details](#) [Criteria](#) [Message](#) [Recipients \(1\)](#) [Endorsement](#) [Related badges \(0\)](#)

[Alignments \(0\)](#)

First name	/ Surname	Date issued	
Vilma	Musankoviene	Thursday, 21 April 2022, 12:06 PM	View issued badge

EVALUATION

1º To see the evaluations assigned, Click on **COURSE DASHBOARD** on the left side of the screen and select **GRADEBOOK**, and it is possible to see the evaluations of all the people enrolled in the course.

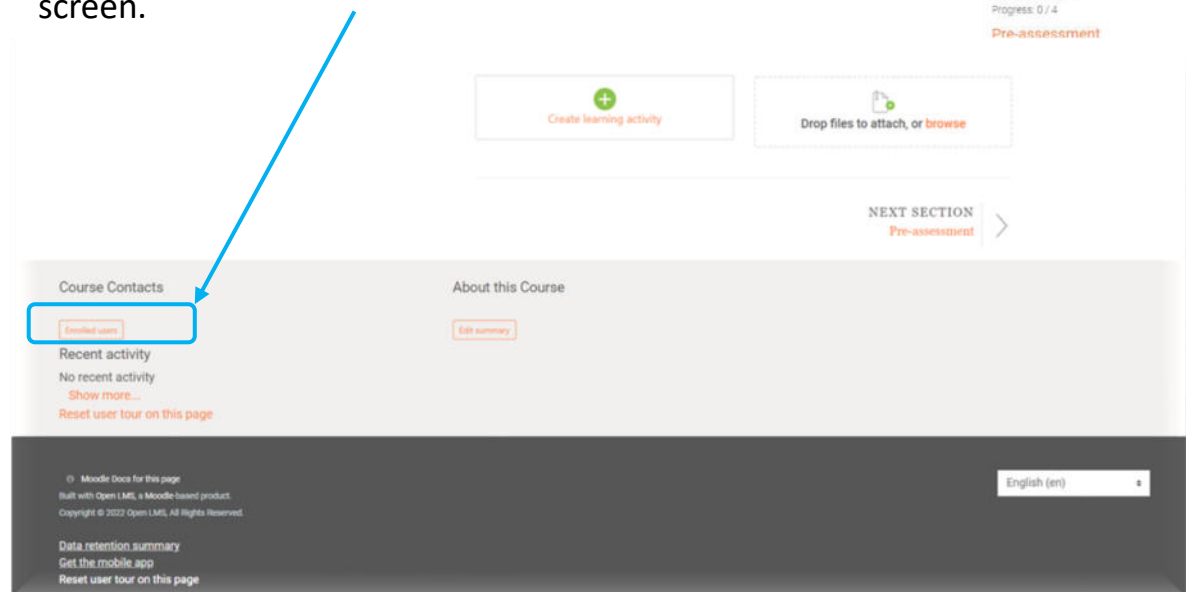


First name / Surname	Email address	[Deletion in progress] Pre-Ass...	Post-Assessment	Pre-Assessment	[Deletion in progress] 1: Und...	[Deletion in progress] Secto...	Course total
Marina Sitaki	ecbitsaki@gmail.com	-	-	-	-	-	-
Catarina Cabral	catarina.gonzalez@investors.pt	-	-	-	-	-	-
Andrea Fritzsche	Andrea.Fritzsche@nds.aok.de	-	-	-	-	-	-
Elisa Garcia	hola@eligarcia.me	-	-	-	-	-	-
Julia Iasi	juliaisasi@hotmail.com	-	-	-	-	-	-
Iveta Klimaviciute	ivetaklim@gmail.com	-	-	-	-	-	-
Tautvydas Mazeika	tautvydasmazeikis@gmail.com	-	-	62.00	-	-	62.00
Vilma Musankoviene	vilma.musankoviene@gmail.com	-	86.67	72.00	-	-	158.67
Ivan Proje	ivanprojic@gmail.com	-	-	80.67	-	-	80.67
Carolina São Marcos	carolinasaomarcos@storytelling.pt	-	-	87.67	-	-	87.67
Polina Stavrou	pstavrou@idep.org.cy	-	-	-	-	-	-
Claas Triebel	triebel@growth-academy.de	-	-	-	-	-	-
Kalliope Xirouchaki	popi.xirouchaki@yahoo.com	-	-	-	-	-	-
Tamara Zivadinovic	tamara.zivadinovic@gmail.com	-	-	77.67	-	-	77.67
Overall average		-	86.67	76.00	-	-	93.33

To obtain the report of completed activities per participant, click on the gear wheel in the top-right corner, select REPORT and then ACTIVITY COMPLETION and the activities completed per participant appears detailed.

ENROL USERS

1^o To enrol users (students, participants, teachers,...) who have already registered on the platform in other courses, first select the course you want to enrol the participants for and then at the bottom of the page select **ENROLLED USERS** on the left-hand side of the screen.



Course Contacts

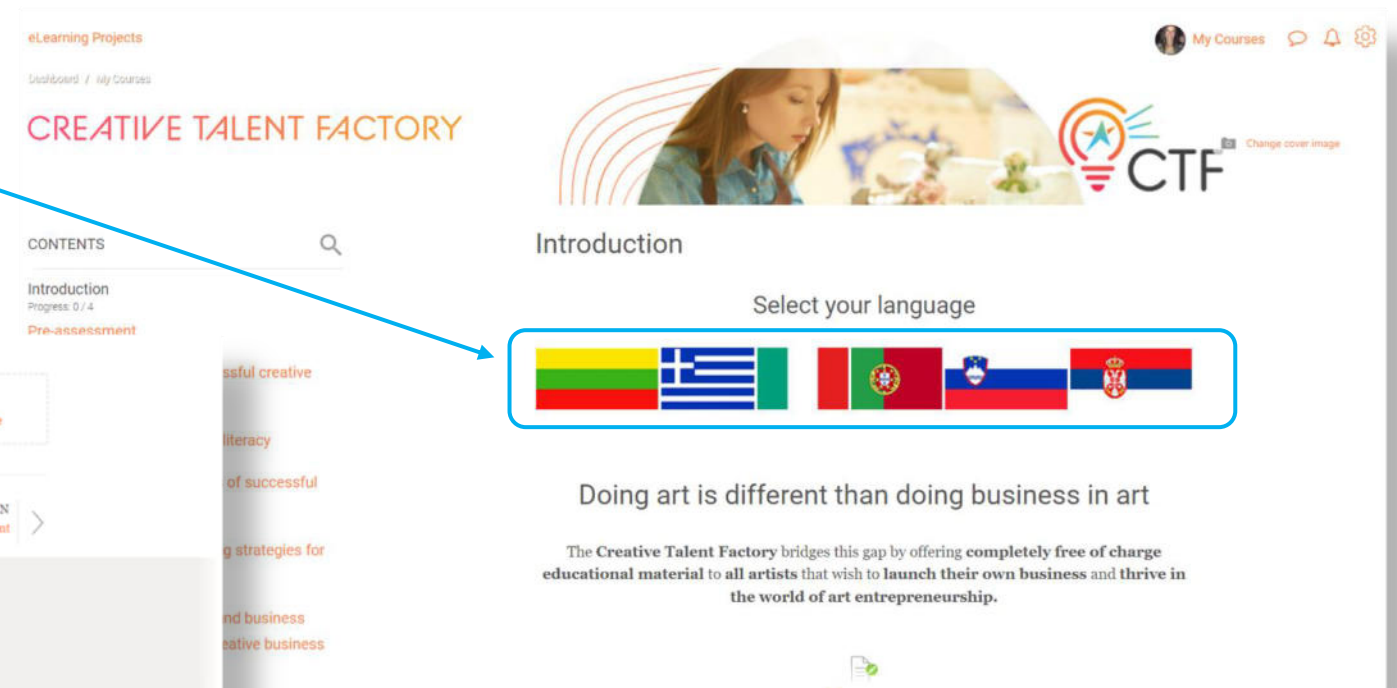
Enrolled users

Recent activity

No recent activity

Show more...

Reset user tour on this page



Introduction

Select your language

Doing art is different than doing business in art

The Creative Talent Factory bridges this gap by offering **completely free of charge educational material** to all artists that wish to **launch their own business** and thrive in the world of art entrepreneurship.

ENROL USERS

2º On the right side of the screen, click on ENROL USERS.

We select all the USERS we want to enrol in this course.

Enrol users

Enrolment options

Select users
No selection

Search

Assign role
Student

Show more...

Enrol users Cancel

CREATIVE TALENT FACTORY

Participants

No filters applied

Search keyword or select filter

Number of participants: 2

First name All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Surname All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

	First name / Surname	Email address	Roles	Groups	Last access to course	Status
<input type="checkbox"/>	Catarina Gonzalez	catarina.gonzalez@storytellme.pt	Manager, Course creator	No groups	now	Active
<input type="checkbox"/>	Teresa Valente	teresa.valente@storytellme.pt	Manager, Course creator	No groups	Never	Active

Enrol users

MOODLE TRAINER MANUAL

Edited by StoryTellme

Project Number

Project No. 2020-1-LT01-KA204-077959

<https://talentcreation.eu/>



MOODLE TRAINEE MANUAL



Co-funded by the
Erasmus+ Programme
of the European Union

Project No. 2020-1-LT01-KA204-077959

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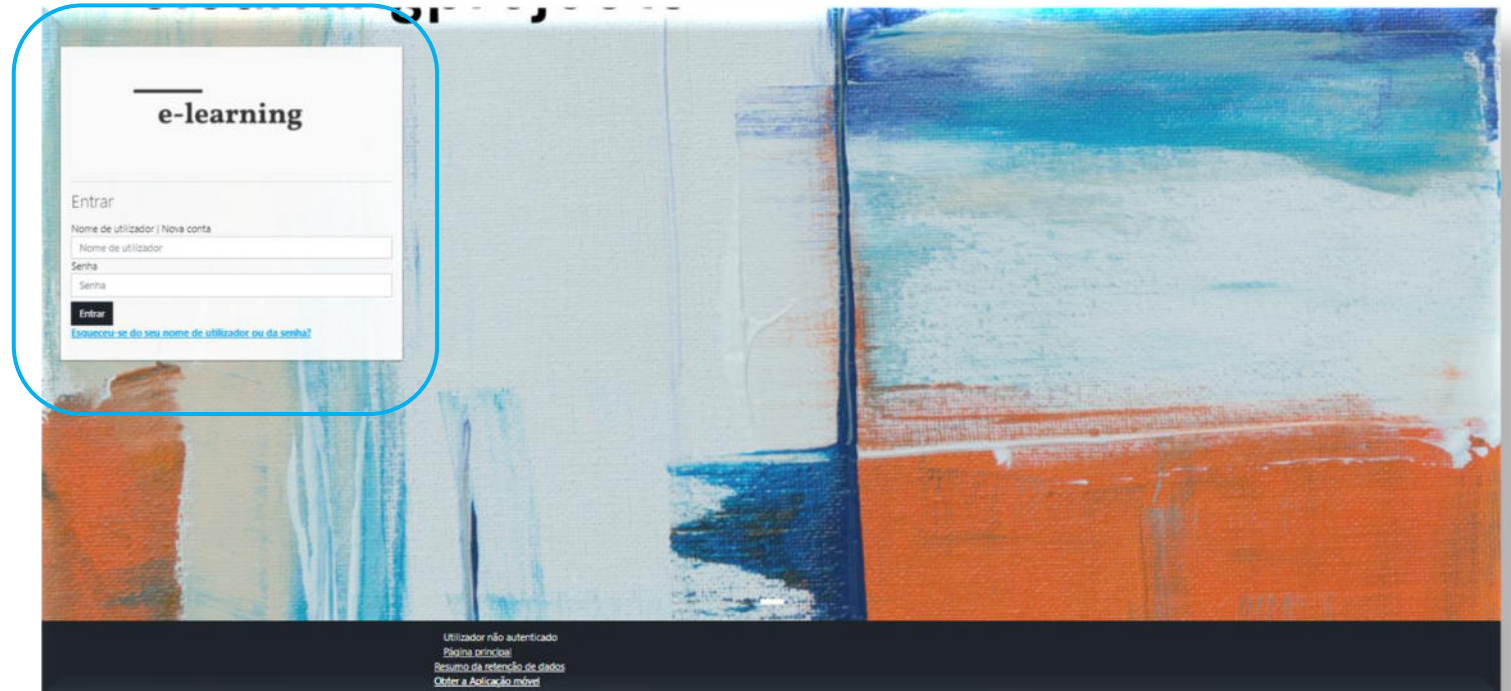
Login

1º Access the Moodle platform via the link

<http://elearningprojects.eu/course/view.php?id=13>

2º Log in through your email or enter your username and password (respecting the number of characters, uppercase, lowercase and alphanumeric).

3º Click "Entrar".



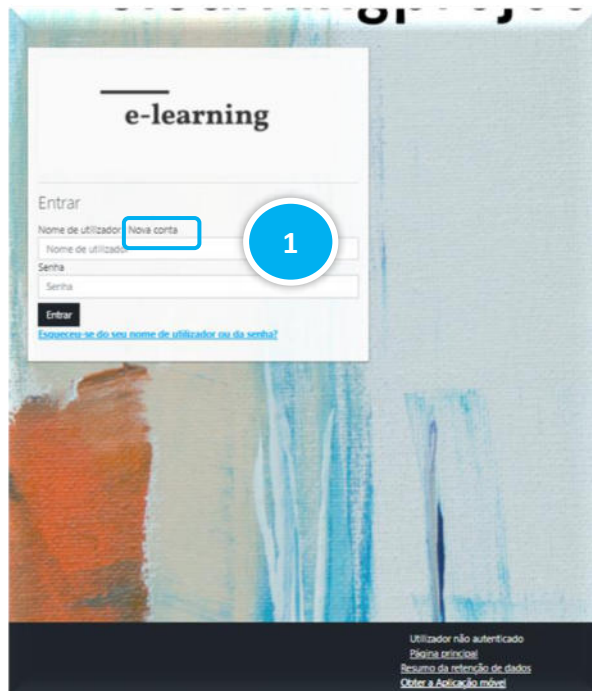
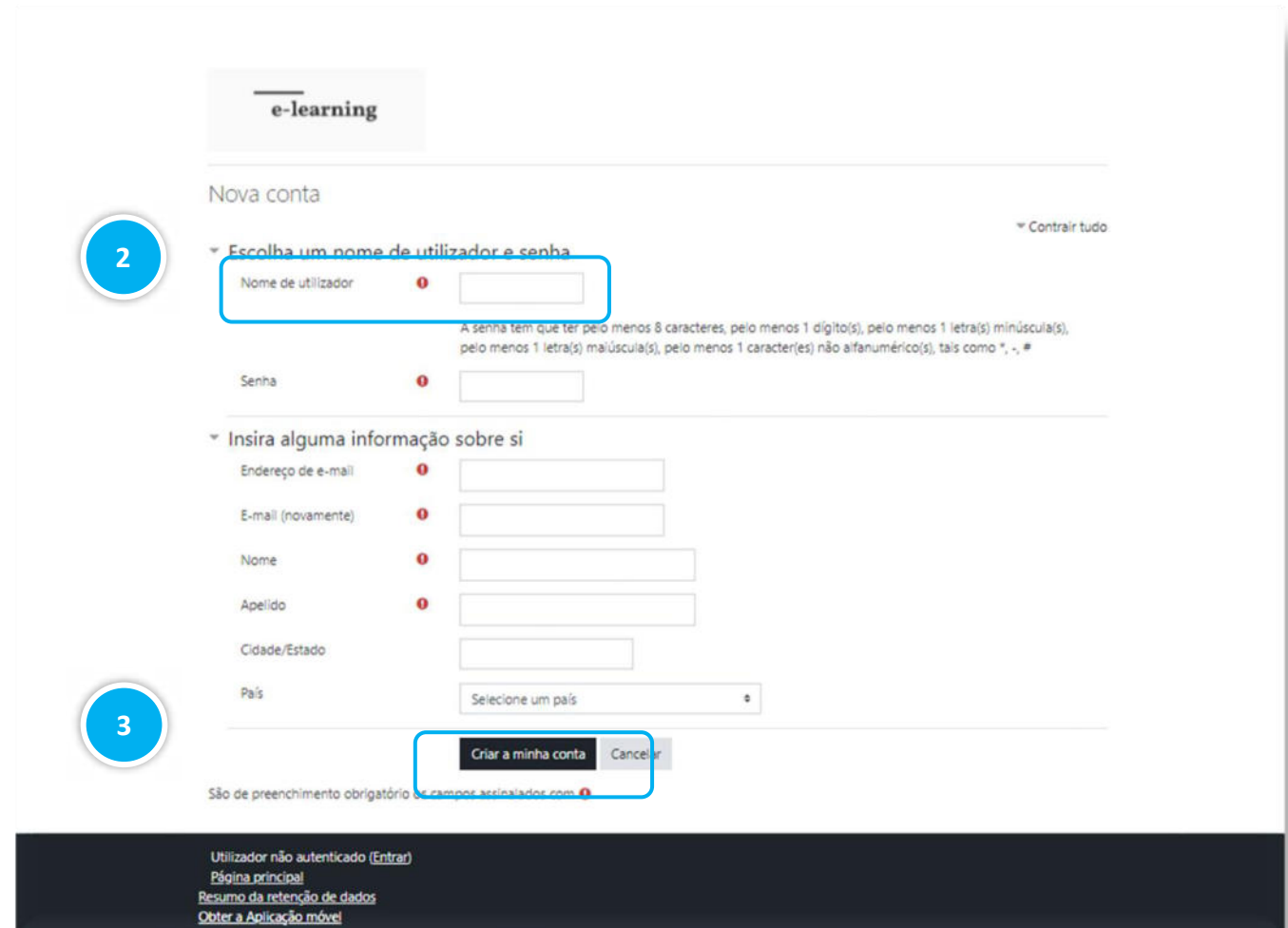
Register for a new account

To create a new account, you must follow these steps:

1º Click register for a new account.

2º Fill in the required fields.

3º Click create new account. You will receive a confirmation email and must click on the link

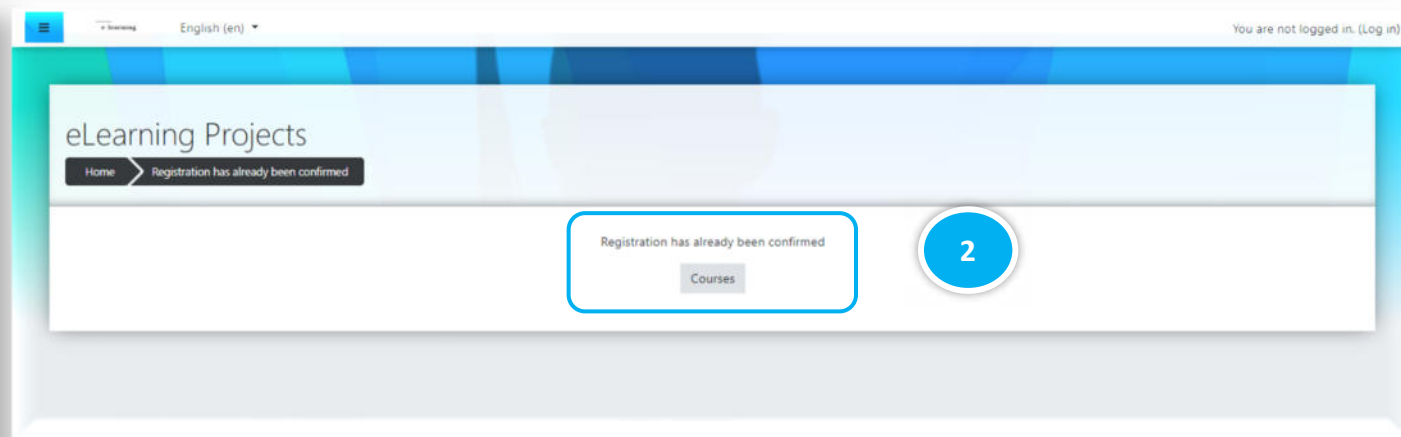
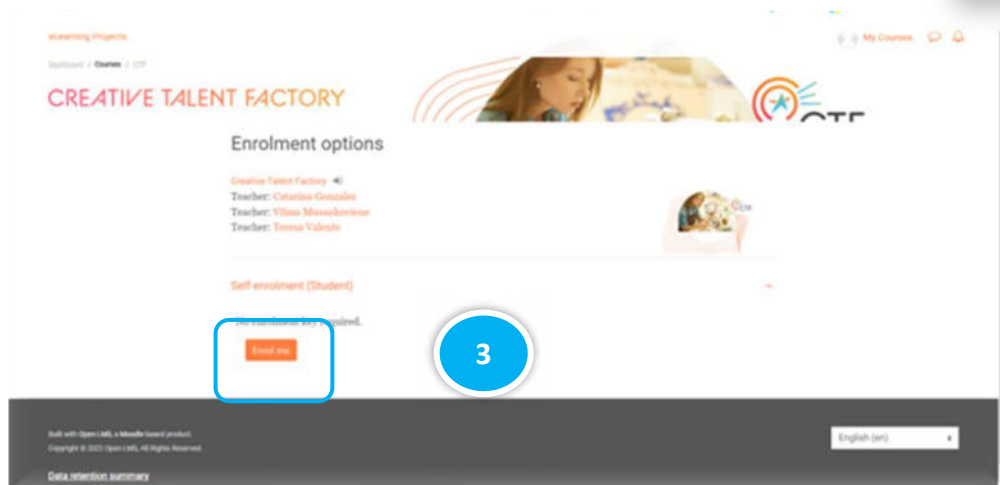
The screenshot shows the 'Nova conta' registration page. The 'e-learning' logo is at the top. Below it, there's a registration form. A blue circle with the number '2' highlights the 'Escolha um nome de utilizador e senha' section, which includes fields for 'Nome de utilizador' and 'Senha'. A blue circle with the number '3' highlights the 'Insira alguma informação sobre si' section, which includes fields for 'Endereço de e-mail', 'E-mail (novamente)', 'Nome', 'Apelido', 'Cidade/Estado', and 'País'. At the bottom, there's a 'Criar a minha conta' button. The footer contains links: 'Utilizador não autenticado', 'Página principal', 'Resumo da retenção de dados', and 'Obter a Aplicação móvel'.

Enrollment in the eLearning course

1º After receiving the confirmation email click on the link

2º Click on course and make the login

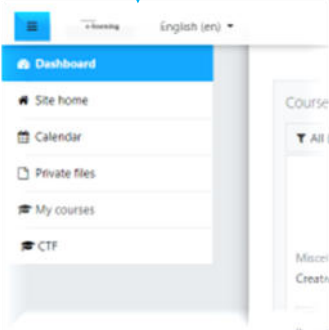
3º Make the enrollment in the eLearning course



Dashboard

Details and buttons on the main page.

On the dashboard you will find the courses you are enrolled in, the calendar, and the private files.



On the left bar you will find all the contents of the course.

eLearning Projects
Dashboard / My Courses

CREATIVE TALENT FACTORY

CONTENTS

- Introduction
Progress: 0 / 4
- Pre-assessment
Progress: 0 / 1
- Module 1 - Basis for the successful creative entrepreneurship
Progress: 0 / 6
- Module 2 - Digital and media literacy
Progress: 0 / 6
- Module 3 - Main components of successful creative business
Progress: 0 / 6
- Module 4 - Effective marketing strategies for creative business
Progress: 0 / 7
- Module 5 - Specific of sales and business negotiation techniques for creative business
Progress: 0 / 6
- Assessment tool
Progress: 0 / 1

Messages received.

Notifications received.



Introduction

Select your language



At the bottom of the page, on the right side, you can change the language of the panel.

Doing art is different than doing business in art

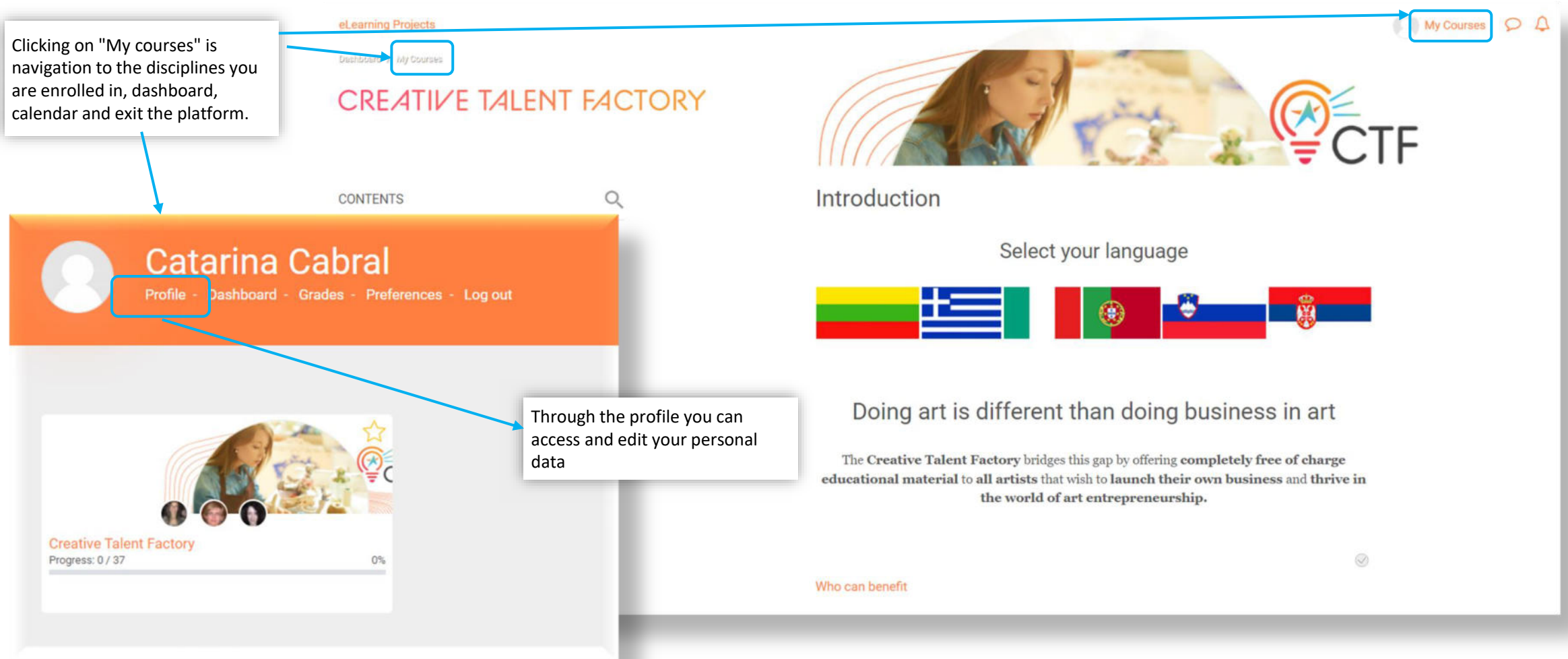
The Creative Talent Factory brings educational material to all artists in the world

Who can benefit



Dashboard

Details and buttons on the main page.



The screenshot displays the Moodle dashboard for a user named Catarina Cabral. The interface includes a top navigation bar with links for 'eLearning Projects', 'Dashboard', and 'My Courses'. A callout box explains that clicking 'My courses' leads to a page with disciplines, a dashboard, a calendar, and an exit button. The user's profile bar shows 'Catarina Cabral' with a 'Profile' link highlighted. A second callout box states that the profile page allows access and editing of personal data. Below the profile bar, a course card for 'Creative Talent Factory' is visible, showing a progress bar at 0% of 37 items. The main content area on the right features a banner for 'Introduction' with the CTF logo, a language selection section with flags for Myanmar, Greece, Portugal, Romania, and Serbia, and a text block about the factory's mission to support artists in business.

Clicking on "My courses" is navigation to the disciplines you are enrolled in, dashboard, calendar and exit the platform.

Through the profile you can access and edit your personal data

CREATIVE TALENT FACTORY

CONTENTS

Catarina Cabral
Profile - Dashboard - Grades - Preferences - Log out

Creative Talent Factory
Progress: 0 / 37 0%

Introduction

Select your language

Doing art is different than doing business in art

The **Creative Talent Factory** bridges this gap by offering **completely free of charge educational material** to **all artists** that wish to **launch their own business** and **thrive in the world of art entrepreneurship**.

Who can benefit

Contents of Disciplines

By accessing the disciplines where you are enrolled, you will have access to all the contents put by the teacher (for example, class support material, links, bibliography, etc.), to perform the activities proposed by the same (perform tests, submit papers, Participate in forums and chats, etc.), access the staff and list of participants in the discipline, medals and competencies.

Module 5 - Specific of sales and business negotiation techniques for creative business

Progress 0 / 8

Assessment tool

Progress 0 / 1

Course Dashboard

Submodule 1.1 - Awareness of main business principles

Being aware of the main business principles mean to know the exact steps that allow to transform a creative idea into a real business. It means to understand what entrepreneurship means, what an entrepreneur exactly does and needs and what the main features of a business are, starting for a preliminary SWOT analysis to develop an idea from scratch and start or to improve your creative enterprise.

Adult learners will be trained to obtain the following abilities: improve their knowledge on the basis and main aspects of entrepreneurship, use SWOT analysis for the development of their creative business idea, and apply main business principles for developing a creative enterprise.

Chapters

- Introduction
- SWOT Analysis
- How to Perform SWOT Analysis
- What knowledge do you need to become a creative entrepreneurship?

Submodule 1.2 - Creativity

Chapters

The Creative Talent Factory bridges this gap by offering completely free of charge educational material to all artists that wish to launch their own business and thrive in the world of art entrepreneurship.

Who can benefit

Read more >

Who we are

The Partners that are part of the consortium are:

CREATIVE TALENT FACTORY

Read more >

FORUM

Announcements

FORUM

Activity_LTTA Lisbon

Based on your module, choose a creative business that you have observed on your walks around Lisbon, and create a strategy to boost or promote it.

MOODLE TRAINEE MANUAL

Edited by StoryTellme

Project Number

Project No. 2020-1-LT01-KA204-077959

<https://talentcreation.eu/>

Annex 3. Recommended Practical Group Exercises

Exercise: Icebreaker Spider Web Game

Based on: Great At Training

Link: www.great-at.com

Aim of the exercise

- Introduction of participants (support workers) and their expectations for this training.
- Icebreaker is introduced and tested by participants (support workers).
- Create an environment that encourages everyone to work together.

Description

All participants introduce themselves and their creative talent.

Expected duration: 25 min.

Resources and materials: thread ball.

Steps for performing the exercise:

1. The first person holds the ball of the wool in the hand and introduces himself by telling name and the creative talent.
2. They then throw the ball of wool to any other person in the circle, while holding on to the beginning of the ball of wool.
3. The second person in turn holds the remaining of the ball of wool and performs similar self-introduction and throws the ball while holding on to part of the ball of wool.
4. A spider web is formed with the wool once every one has introduced themselves.
5. The web is unravelled by backtracking.
6. The person who throws the ball of wool back must call out the name of the person to whom the ball of wool is thrown back.

After the game is finished participants heard each other names and their experience, so the training session can start!

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Exercise: SMART Goals Setting

Based on: Yourcoach.be

Link: <http://www.yourcoach.be/en/coaching-tools/smart-goal-setting.php>

Aim of the exercise:

To show trainees, how to set realistic goals for the training or any other purpose or activities in their lives, because the SMART goal setting coaching trajectory can be used in all aspects of life. From the start of a business to refining existing processes; from finding the perfect partner to staying together. It brings clarity to your plans and free up energy for achieving your goals.

Description

Without setting goals or objectives, life becomes a series of chaotic happenings you don't control. You become the plaything of coincidence. Accomplishments like sending someone to the moon, inventing the iPod etcetera are the result of a goal that was set at some point. A vision that was charted and realised.

What is SMART goal setting?

SMART goal setting brings structure and trackability into your goals and objectives. Every goal or objective, from intermediary step to overarching objective, can be made S.M.A.R.T. and as such, brought closer to reality.

In corporate life, SMART goal setting is one of the most effective and yet least used tools for achieving goals.

What does S.M.A.R.T. goal setting stand for?

Why not think of a small goal you want to set right now, personal or professional. To make your goal S.M.A.R.T., it needs to conform to the following criteria: Specific, Measurable, Attainable, Relevant and Timely.

S.M.A.R.T. goal setting: Specific

What exactly do you want to achieve? The more specific your description, the bigger the chance you'll get exactly that. S.M.A.R.T. goal setting clarifies the difference between 'I want to be a millionaire' and 'I want to make €50.000 a month for the next ten years by creating a new software product'.

Questions you may ask yourself when setting your goals and objectives are:

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- What exactly do I want to achieve?
- Where?
- How?
- When?
- With whom?
- What are the conditions and limitations?
- Why exactly do I want to reach this goal? What are possible alternative ways of achieving the same?

S.M.A.R.T. goal setting: Measurable

Measurable goals means that you identify exactly what it is you will see, hear and feel when you reach your goal. It means breaking your goal down into measurable elements. You'll need concrete evidence. Being happier is not evidence; not smoking anymore because you adhere to a healthy lifestyle where you eat vegetables twice a day and fat only once a week, is.

Measurable goals can go a long way in refining what exactly it is that you want, too. Defining the physical manifestations of your goal or objective makes it clearer, and easier to reach

S.M.A.R.T. goal setting: Attainable

Is your goal attainable? That means investigating whether the goal really is acceptable to you. You weigh the effort, time and other costs your goal will take against the profits and the other obligations and priorities you have in life.

If you don't have the time, money or talent to reach a certain goal you'll certainly fail and be miserable. That doesn't mean that you can't take something that seems impossible and make it happen by planning smartly and going for it.

S.M.A.R.T. goal setting: Relevant

Is reaching your goal relevant to you? Do you actually want to run a multinational, be famous, have three children and a busy job? You decide for yourself whether you have the personality for it, or your team has the bandwidth.

If you're lacking certain skills, you can plan trainings. If you lack certain resources, you can look for ways of getting them.

The main questions, why do you want to reach this goal? What is the objective behind the goal, and will this goal really achieve that?

S.M.A.R.T. goal setting: Timely

Time is money! Make a tentative plan of everything you do. Everybody knows that deadlines are what makes most people switch to action. So install deadlines, for yourself and your team, and go after them. Keep the timeline realistic and flexible, that way you can keep morale high. Being

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too stringent on the timely aspect of your goal setting can have the perverse effect of making the learning path of achieving your goals and objectives into a hellish race against time – which is most likely not how you want to achieve anything.

SMART+ goals

Another thing that's very important when setting SMART goals, is formulating it **POSITIVELY**. Remember that what you focus on, increases. So when you focus on NOT doing something, all you think about is that thing. And it will increase. So don't 'stop procrastinating', but 'achieve a daily discipline'.

You as a coach can support your trainees in setting SMART goals and objectives, turning them into measurable goals and following up on their completion. That means training, helping, steering and cheering on the solution of their challenges.

Expected duration: 40 min.

Resources and materials:

- Worksheet: Smart Goals Setting
- Flipchart, pens

Steps for performing the task:

- Use provided worksheet and ask trainees to set the goals for the training. Ask them to write 2-3 goals and discuss, if they meet SMART goals setting criterias in all 5 aspects.

Worksheet: The SMART Goals Setting

Name: _____

Date: _____

GOALS: _____

S	Specific	<ul style="list-style-type: none"> • What do I want to accomplish? • Why do I want to accomplish this? • What are the requirements? • What are the constraints? 	
M	Measurable	<ul style="list-style-type: none"> • How will I measure my progress? • How will I know when the goal is accomplished? 	
A	Achievable	<ul style="list-style-type: none"> • How can the goal be accomplished? • What are the logical steps I should take? 	
R	Relevant	<ul style="list-style-type: none"> • Is this a worthwhile goal? • Is this the right time? • Do I have the necessary resources to accomplish this goal? • Is this goal in line with my long term objectives? 	
T	Time-Bound	<ul style="list-style-type: none"> • How long it will take to accomplish this goal? • When is the completion of this goal due? • When am I going to work on this goal? 	

1. Exercise. SWOT analysis

Aim of the exercise:

SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. The personal SWOT exercise will help identify trainee's own strengths and weaknesses, and analyze the opportunities and threats coming from them. This can help to determine opportunities that trainee may not have considered before and help to understand trainee's weaknesses, which can support you to manage and eliminate threats that may reduce trainee's ability to move forward in the life.

Description of exercise

SWOT analysis (alternatively **SWOT matrix**) is an [acronym](#) for *strengths*, *weaknesses*, *opportunities*, and *threats* and is a structured [planning](#) method that evaluates those four elements of a [project](#) or [business](#) venture. A SWOT analysis can be carried out for a company, product, place, industry, or person. It involves specifying the objective of the business venture or project and identifying the internal and external factors that are favorable and unfavorable to achieve that objective. Some authors credit SWOT to [Albert Humphrey](#), who led a convention at the Stanford Research Institute (now [SRI International](#)) in the 1960s and 1970s using data from [Fortune 500](#) companies. However, Humphrey himself did not claim the creation of SWOT, and the origins remain obscure. The degree to which the internal environment of the firm matches with the external environment is expressed by the concept of [strategic fit](#).

- Strengths: characteristics of the business or project that give it an advantage over others
- Weaknesses: characteristics of the business that place the business or project at a disadvantage relative to others
- Opportunities: elements in the environment that the business or project could exploit to its advantage
- Threats: elements in the environment that could cause trouble for the business or project

Identification of SWOTs is important because they can inform later steps in planning to achieve the objective. First, decision-makers should consider whether the objective is attainable, given the SWOTs. If the objective is *not* attainable, they must select a different objective and repeat the process.

Users of SWOT analysis must ask and answer questions that generate meaningful information for each category (strengths, weaknesses, opportunities, and threats) to make the analysis useful and find their competitive advantage.

Expected duration: 40 min.

Resources and materials:

- Worksheet: SWOT analysis
- Flipchart, pens

Steps for performing the task:

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- Ask trainees to list 3 personal strengths in the table below. Next, advise to consider how their strengths might be beneficial for them. Note possible opportunities which may emerge in the future
- Ask trainees to list 3 personal weaknesses. Next, advise to consider how they can manage these weaknesses to avoid threats. Note possible threats which may emerge in the future
- Ask participants to reflect the same way on their strengths, weaknesses and opportunities and threats accordingly when working with CTF training program.



Worksheet: SWOT analysis

<p>Strengths</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>Weaknesses</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p>Opportunities</p> <p>What opportunities have you identified?</p>	<p>Threats</p> <p>What threats have you identified?</p>

Exercise: Active/Effective Listening

Based on: “Active Listening Exercise” by Mary J. Gander - Winona State University
http://highered.mheducation.com/sites/dl/free/0070876940/91744/Active_Listening.pdf

Aim of the exercise:

This exercise is designed to help participants understand the dynamics of active listening in conversations and to develop active listening skills.

Expected duration: 10 minutes

Description:

can select one theme and ask participants to compose three statements that demonstrate active listening. Specifically, one statement will indicate that you show empathy for the situation; The second asks for clarification and detail in a nonjudgmental way; the third statement will provide non-evaluative feedback to the speaker. Here are details about each of these three types of responses:

Showing empathy – Acknowledge feelings. Sometimes it sounds like the speaker wants you to agree with him/her but, in reality, they mainly want you to understand how they feel. “Acknowledging feelings” involves taking in their statements, but looking at the “whole message” including body language, tone of voice, and level of arousal, and trying to determine what emotion they are conveying. Then you let them know that you realize they are feeling that emotion by just acknowledging it in a sentence.

Asking for clarification and detail while withholding your judgment and own opinions. This conveys that you are making a good effort to understand and not just trying to push your opinions onto them. To formulate a relevant question in asking for more clarification, you will have to listen carefully to what they say. Frame your question as someone trying to understand in more detail, often asking for a specific example is useful. This also helps the speaker evaluate their own opinions and perspective.

Providing non-evaluative feedback – feeding back the message you heard. This will allow the speaker to determine if he/she really got the message across to you and help prevent troublesome miscommunication. It will also help the speaker become more aware of how he/she is coming across to another person (self-evaluation). Just think about what the speaker is conveying and paraphrase it in your own words, and say it back to the speaker (without judging the correctness or merit of what they said), asking him/her if that is what they meant.

After teams have prepared the three statements for each theme, the will ask them to present their statements and explain how these statements satisfy the active listening criteria.

Examples of themes:

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Theme 1

A colleague stops by your desk and says, “I am tired of the lack of leadership around here. The boss is so wishy washy; he can’t get tough with some of the slackers around here. They just keep milking the company, living off the rest of us. Why doesn’t management do something about these guys? And YOU are always so supportive of the boss; he’s not as good as you make him out to be.”

Theme 2:

Your subordinate comes into your office in a state of agitation, and asks if she can talk to you. She is polite and sits down. She seems calm and does not have an angry look on her face. However, she says, “It seems like you consistently make up lousy schedules, you are unfair and unrealistic in the kinds of assignments you give certain people, me included. Everyone else is so intimidated they don’t complain but I think you need to know that this isn’t right and it’s got to change.”

Resources and materials:

- Worksheets
- Pens
- Flipcharts

Exercise: Active/Effective Listening Exercise – Follow all Instructions

Based on: “Follow all instructions” activity, taken from TrainingCourseMaterial.com.

Available at: <http://www.trainingcoursematerial.com/free-games-activities/communication-skills-activities/follow-all-instructions-activity>

Aim of the exercise:

- To practice and understand the active/ effective listening skill

Description:

This is a quick fun activity with a little trick to see how many of the participants will actively listen and follow the one single instruction you will give them "Read all instructions first" and how many will rush and start doing each instruction one by one.

Split participants into 3 or 4 teams and issue a list of the instructions below to each person. Give the teams one single instruction to read all instructions first and tell them that the first person in any of the teams to finish first will be declared the winner.

Expected duration: 10 minutes

Handout for participants

INSTRUCTIONS:

1. Write all of your teams initials at the top right hand corner of this sheet.
2. Pick one person from your team to write the rest of this sheet on one paper.
3. Write the total of $3 + 16 + 32 + 64$ here: _____
4. Underline instruction 1 above.
5. Check the time by your watch with that of one of your neighbour's.
6. Write down the difference in time between the two watches at the foot of this page.
7. Draw three circles in the left hand margin.
8. Put a tick in each of the circles mentioned in 6.
9. Sign your signature at the foot of the page.
10. On the back of the page, divide 50 by 12.5.
11. When you get to this point in the test, stand up, then sit down and continue with the next item.
12. If you have carefully followed all these instructions, call out 'I have'.

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13. On the reverse of this page, draw quickly what you think an upright bicycle looks like from overhead.
14. Check your answer to Item 9, multiply it by 5 and write the result in the left hand margin opposite this item.
15. Write the 5th, 10th, 9th and 20th letters of the alphabet here: _____
16. Punch three holes with your pen here: o o o
17. If you think you are the first person to get this far, call out 'I'm in the lead'.
18. Underline all the even digits on the left hand side of the page.
19. Draw triangles round the holes you punched in Item 15.
20. Now you've finished reading all the instructions, obey only 1, 2, 20 & 21.
21. Stand up and say, "We're the greatest team in the World!"

Resources and materials:

- Handouts
- Pens

Exercise: Non-verbal communication exercise

Based on: Nonverbal Communication Exercises, taken from Theatrefolk blog

Available at: <http://www.theatrefolk.com/blog/nonverbal-communication-exercises/>

Aim of the exercise:

This exercise is designed to help participants practice and understand the dynamics of nonverbal communication

Expected duration: 10 minutes

Description:

Give your participants a list of sentences and have them come up with a way to nonverbally communicate them. Encourage them to use many gestures.

List of sentences:

1. Go away!
2. Good job.
3. Will you marry me?
4. I have something to say!
5. Turn left.
6. Mister, can you help me?
7. You must be quiet.
8. Don't interrupt me!
9. I'm so excited!
10. This sucks.

Resources and materials:

- Flipcharts

Exercise : Business Canvas

Based on: “Business model innovation” activity, taken from Innovation Portal

<http://www.innovation-portal.info/wp-content/uploads/activity-business-model-innovation.pdf>

Aim of the exercise:

This exercise aims to practise on the Business Model Canvas

Expected duration: 30 minutes

Description:

The can ask participants to choose a product or service which they have consumed recently and try to set out the underlying business model. What value is created from whom, by whom and how?

Using the BM Canvas framework, the participants should map out how this value is created and captured ‘revenue stream’, cost structure, key networks, channels, etc.

- How have business models for your chosen product/service changed? How might they change?
- How could you provide different ways of creating the core value proposition?
- Could you change/expand the target market segments?
- Which new /alternative channels might you use to reach them?
- Which new technologies might you take advantage of?
- Which new partners might you link with to improve the way value is delivered?
- How can you cut costs?
- How can you add or improve revenue streams?

Using these and other questions the participants should try and develop a new business model which represents a better way of delivering value. The participants should prepare a short presentation to ‘pitch’ their idea to potential investors.

Resources and materials:

- Business Model Canvas
- Pens
- Flipcharts

Key Partners Who are our Key Partners? Who are our Key Suppliers? Which Key Resources are we acquiring from partners? Which Key Activities do partners perform?	Key Activities What Key Activities do our Value Propositions require? Our Distribution Channels? Customer Relationships? Revenue streams?	Value Proposition What value do we deliver to the customer? Which one of our customer’s problems are we helping to solve? What bundles of products and services are we offering to each Customer Segment? Which customer needs are we satisfying?	Customer Relationships What type of relationship does each of our Customer Segments expect us to establish and maintain with them? Which ones have we established? How are they integrated with the rest of our business model? How costly are they?	Customer Segments For whom are we creating value? Who are our most important customers?
	Key Resources What Key Resources do our Value Propositions require? Our Distribution Channels? Customer Relationships? Revenue Streams?		Channels Through which Channels do our Customer Segments want to be reached? How are we reaching them now? How are our Channels integrated? Which ones work best? Which ones are most cost-efficient? How are we integrating them with customer routines?	
Cost Structure			Revenue Streams	

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<p>What are the most important costs inherent in our business model?</p> <p>Which Key Resources are most expensive?</p> <p>Which Key Activities are most expensive?</p>	<p>For what value are our customers really willing to pay?</p> <p>For what do they currently pay?</p> <p>How are they currently paying?</p> <p>How would they prefer to pay?</p> <p>How much does each Revenue Stream contribute to overall revenues?</p>
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Taken from:

<http://www.serbiastartup.rs/wp-content/uploads/2016/08/Business-Model-Canvas-Template.docx>

Exercise: Decision Making – Lost at Sea Exercise

Based on: “Team-Building Exercises – Problem Solving and Decision Making –Fun Ways to Turn Problems Into Opportunities” by the Mind Tools Editorial Team

<https://www.mindtools.com/pages/article/team-building-problem-solving.htm>

Aim of the exercise:

This exercise is designed to work mainly to develop team building, cooperation, and decision making.

Expected duration: 30 minutes

Description:

A fire damages a ship while it's far from civilization, resulting in the survival of only 15 undamaged items. The group is tasked with coming up with a consensus based on ranking the items according to their importance to survival.

Instructions for the :

- Divide participants into their teams, and provide everyone with a "lost at sea" ranking chart:

Item	Step 1	Step 2	Step 3	Step 4	Step 5
	Your Individual Ranking	Your Group Ranking	Coast Guard Ranking	Difference Between Step 1 & 3	Difference Between Step 2 & 3
A mosquito net					
A can of petrol					
A water container					
A shaving mirror					
A sextant					
Emergency rations					
A sea chart					
A floating seat or cushion					
A rope					
Some chocolate bars					
A waterproof sheet					
A fishing rod					
Shark repellent					

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A bottle of rum					
A VHF radio					
			Totals	Your Score	Teams Score

- Ask team members to take 10 minutes on their own to rank the items in order of importance. They should do this in the second column of their sheet.
- Give the teams a further 10 minutes to confer and decide on their group rankings. Once agreed, they should list them in the third column of their sheets.
- Ask each group to compare their individual rankings with their collective ones, and consider why any scores differ. Did anyone change their mind about their own rankings during the team discussions? How much were people influenced by the group conversation?
- Now read out the "correct" order, collated by the experts at the US Coast Guard
 1. Shaving mirror. (One of your most powerful tools, because you can use it to signal your location by reflecting the sun.)
 2. Can of petrol. (Again, potentially vital for signalling as petrol floats on water and can be lit by your matches.)
 3. Water container. (Essential for collecting water to restore your lost fluids.)
 4. Emergency rations. (Valuable for basic food intake.)
 5. Plastic sheet. (Could be used for shelter, or to collect rainwater.)
 6. Chocolate bars. (A handy food supply.)
 7. Fishing rod. (Potentially useful, but there is no guarantee that you're able to catch fish. Could also feasibly double as a tent pole.)
 8. Rope. (Handy for tying equipment together, but not necessarily vital for survival.)
 9. Floating seat or cushion. (Useful as a life preserver.)
 10. Shark repellent. (Potentially important when in the water.)
 11. Bottle of rum. (Could be useful as an antiseptic for treating injuries, but will only dehydrate you if you drink it.)
 12. Radio. (Chances are that you're out of range of any signal, anyway.)
 13. Sea chart. (Worthless without navigational equipment.)
 14. Mosquito net. (Assuming that you've been shipwrecked in the Atlantic, where there are no mosquitoes, this is pretty much useless.)

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15. Sextant. (Impractical without relevant tables or a chronometer.)

- Facilitate a discussion on consensus and the benefits of group decision making.

Resources and materials:

- "Lost at sea" ranking chart
- Pens
- Flipcharts

Exercise: Visualize your future

Based on: Visualization

Link: http://www.huffingtonpost.com/frank-niles-phd/visualization-goals_b_878424.html

Task for participants: To use visualization for achieving goals

1. After working on long time goals, participants stand up and go to the other side of the room. Now close your eyes, and think of your long-time goal. Try to visualize it as clearly as possible. Where will you be after 5-10 years? What will you be doing? Where will you be? How will you feel? How will you be dressed?
2. Now, start to walk to the other side of the room, keeping your goal in mind, visualizing that you are walking towards you future and goal.
3. When you come to the other end of the room, stop and keep your eyes closed. Imagine that you are at that place you want to be. How does it feel?
4. Open your eyes now and let the feeling of the future flow!

Methodology

Seeing your future by visualization

This exercise is good to do after participants complete their long-term goals in the last session. In life and work, success begins with a goal. They give us purpose and keep us headed in the right direction. Many of us remain stuck at the goal stage, we start out with good intentions and a good plan, but then we can't seem to make it happen. There can be many reasons for this, we are busy, impatient, we fear something. So how can we make our goals happen?

Before we can believe in a goal, we first must have an idea of what it looks like. This is where visualization comes in, which is a technique for creating a mental image of a future event. When we visualize our desired outcome, we begin to "see" the possibility of achieving it. When this happens, we are motivated and prepared to pursue our goal.

Visualization is a well-developed method of performance improvement supported by substantial scientific evidence and used by successful people across a range of fields.

According to research using brain imagery, visualization works because neurons in our brains, those electrically excitable cells that transmit information, interpret imagery as equivalent to a real-life action. When we visualize an act, the brain generates an impulse that tells our neurons to "perform" the movement. This creates a new neural pathway — clusters of cells in our brain that work together to create memories or learned behaviours — that primes our body to act in a way consistent to what we imagined. All of this occurs without performing the physical activity, yet it achieves a similar result.

There are two types of visualization, each of which serves a distinct purpose, but for greatest effect, they should be used together. The first method is outcome visualization and involves

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envisioning yourself achieving your goal. To do this, create a detailed mental image of the desired outcome using all of your senses. For example, if your goal is to run your first marathon, visualize yourself crossing the finish line in the time you desire. Hold that mental image as long as possible. What does it feel like to pass under the finishing banner, looking at your watch, the cool air on your overheated body? Who is there to greet you as you finish? Your family? Friends? Other runners? Imagine the excitement, satisfaction, and thrill you will experience as you walk off the lactic acid and fall exhausted into their arms.

Some people find it useful to write their goal down, and then, in as much detail as possible, translate it into a visual representation. It could be a hand-drawn picture, a photograph or a diagram. The media doesn't matter, just as long as it helps you create a vivid mental image and stay motivated.

The second type of visualization is process visualization. It involves envisioning each of the actions necessary to achieve the outcome you want. Focus on completing each of the steps you need to achieve your goal, but not on the overall goal itself.

Back to the marathon example: Before the race, visualize yourself running well — legs pumping like pistons, arms relaxed, breathing controlled. In your mind, break the course into sections and visualize how you will run each part, your pace, gait and split time.

You can use the same principles to achieve any goal — create a vivid mental picture of yourself succeeding, envision what you must do during each step of the process and, like a runner pushing through "the wall," use positive mental imagery to stay focused and motivated when you experience obstacles or setbacks.

Visualization does not guarantee success. It also does not replace hard work and practice. But when combined with diligent effort it is a powerful way to achieve positive, behavioural change and create the life you desire.

Exercise: Exercise Work of art

Based on: Collage

Link: <http://www.wikihow.com/Make-a-Collage>

Aim of the exercise

- ✓ To increase your creativity and imagination
- ✓ To display your goals and future in a graphic way, using diverse materials

Description

A collage is a way to make an action plan graphic by using materials, such as paper, newsprint, photographs, ribbons or other objects attached to background support, which can be plain paper. A collage can be made with physical materials or electronic images, which are attached to a digital background. Originating from the French word "coller", meaning "to glue", the collage allows you to experiment with a wide range of materials to achieve amazing end results. This article provides a sample of the many possibilities limited only by your creativity and imagination.

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Expected total duration: 60 min

Steps for performing the exercise:

1. Facilitator introduces the exercise to the mentees and explains how to create by their magniations can help them reach their goals. Here support workers can prepare a collage to present.
2. Facilitator explains the aim of the exercise to the mentees, there are eleven steps in this exercise.
3. Facilitator gives the handouts to mentees
4. Facilitator show the mentees a sample of a Collage that he or someone else made
5. Facilitator introduces the website <http://www.wikihow.com/Make-a-Collage> to show the mentees some ideas of how you can make a collage

Handout for participants

Task for participants

1. **Choose a style of collage** By definition, a collage should be made up of several different pieces. Those pieces can be made of all sorts of items, such as paper, yarn, fabric, stamps, magazine cut-outs, plastic, raffia, foil, labels, lids, matchsticks, corks, natural items (bark, leaves, seeds, eggshells, seashells, twigs, etc.), buttons, and so forth. You can either choose one medium such as paper or fabric, or you can make an eclectic mix, such as paper, buttons and foil.
2. **Choose a suitable backing.** While a paper or cardboard backing is the usual choice, the backing can be anything you consider will work well. For example, a backing could be blotting paper, cardstock, fabric such as a piece of hessian (burlap), newspaper, old book covers, wood, smooth bark, plastic, etc. If the surface is usable and items can be stuck to it, you can probably use it for making a collage.
3. **Hoard the materials for future collages.** As you become more proficient at and enthused about making collages, you'll probably start seeing opportunities in all sorts of materials. Be sure to keep a special collage materials box for collecting the pieces in.
4. **Collect the materials needed for making a paper collage.** Here are some possible materials:
 - ✓ Use construction paper, copy paper, paper bags, tissue paper, marbled paper, handmade paper, etc. The paper can be either soft or hard, or a mixture of both.
 - ✓ Use cut-outs from magazines or newsprint. Fashion and news magazines can feature several collage-worthy images. Newsprint can add a fun texture to a collage, as well; just be aware that dyes may run sometimes.
 - ✓ Find old scraps of wallpaper. You might have some leftover in a closet, or you can buy small sample swatches from a wallpaper store.

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- ✓ Make use of different foils or tapes. Use the aluminium foil from the kitchen, or masking or duct tape.
- ✓ Use photographs. Cutting images from old photographs can lend your collage a retro feel. Just make sure you're not cutting up the only copy you have of a photo that you might need later.

5. Fold, cut or tear the paper into different shapes. You can use scissors or a craft knife to make different shapes. Alternatively, you can make rough tears on the ends of the paper pieces for more texture or a less controlled look.

- ✓ Cut out a whole picture, an identifiable part, or just enough to evoke texture, color, or feeling
- ✓ To make a word, cut out letters from sources which use differing fonts.

6. Develop a theme. You might have been assigned a theme, or maybe you came up with one as you collected materials. Either way, build your collage around a central idea or image.

7. Consider adding embellishments. While not essential, embellishments can take the collage up a notch by adding depth, interest and sparkle. Use ribbons, beads, string, feathers or fabric in the paper collage. Find these items around the house, or purchase them at a craft store.

8. Figure out what you're going to glue the collage onto. You can use a piece of paper, a large piece of cardstock or part of a cardboard box, for instance. Whatever you choose, make sure it's strong enough to handle several more layers of weight and that it will be easy to display.

9. Assemble the pieces before you glue them. Although optional, it's recommended that you try to assemble the pieces before you glue it to the material you chose. Once you have everything you want to put on your collage, spread it to design the collage before proceeding. Lay it out on a large surface like a table or floor. Build the items in layers, starting with the background and moving forward. This should give you a good idea of what your end product will look like before you commit to any gluing. If you want to remember it exactly, take a picture of your test run.

Ideas for collage designs include:

- ✓ A landscape or a seascape
- ✓ A fractal
- ✓ A person's image, such as a pop star or someone who wears highly identifiable clothes or head wear, such as a tiara
- ✓ Newspaper people - use the time-old tradition to make newspaper people and then design them into the collage

- ✓ Animals; for example, use small paper pieces or stamps to form a shape of an animal such as a cat, crocodile or bee. Draw the shape on the paper first and fill in the space by gluing the paper pieces inside the lines
- ✓ A mosaic or an eclectic jumble; the mosaic can follow a shape or it can simply be a pattern or a jumble
- ✓ The alphabet; cut letters out of the paper and either make the alphabet or words on the collage
- ✓ Patterns using only a single shape, such as circles, squares, etc.; repeated patterns are also very effective as a collage.

Glue the collage. Starting with the background and working forward, glue the pieces of the collage onto the base. Use regular white glue, a glue stick or rubber cement, and work with precision.

- ✓ Try to arrange the collage around one central piece that you think is striking or interesting.
- ✓ Remember that not every piece has to be glued flat. Try crumpling or folding to achieve a different texture.

Let the collage dry. Given that the collage might contain several layers of glue, allow it ample time to dry.

- ✓ For a small collage, an hour or so should be sufficient.
- ✓ For a larger piece, you might want to let it sit overnight or use a very low air blowing fan.

Link: <http://www.wikihow.com/Make-a-Collage>