

Success = initiative and entrepreneurship

*SUPPORTING MATERIALS FOR TRAINERS TO USE IN CLASSES FROM
ENTREPRENEURSHIP OR SOCIAL COMPETENCE WORKSHOPS*

The scenarios proposed in the publication were created as a result of the work of project teams and are in no way a valid indication or mandatory requirement for their use in formal education.

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1. Introduction to the issue of INITIATIVENESS:

The European Union has distinguished eight key competencies, i.e. the competencies most needed for life in modern Europe. Among them are competencies of initiative and entrepreneurship. From numerous documents show that the European Union attaches great importance to the training of these competencies. At the same time, there are many indications that students in Polish, Italian and Spanish schools do not have a real opportunity to develop competencies in the field of initiative and entrepreneurship as part of their schooling. While young people can acquire relevant knowledge in this area, while they do not have the opportunity to develop the skills and appropriate attitudes related to this. A barrier to the development of these competencies is the culture prevailing in educational institutions, the limitation of students' autonomy, and the way of teaching, which neglects the development of skills and attitudes.

Entrepreneurship is a phenomenon characterized by exceptional diversity, hence the concept of entrepreneurship is multidimensional and ambiguous. The European Union - for the purposes of its educational policy - defines the competences of initiative and entrepreneurship as a person's ability to put ideas into action. These competencies include creativity, innovation and risk-taking, as well as the ability to plan and conduct projects to achieve intended goals. The fact that the European Union attaches great importance to the development of entrepreneurial competences is evidenced by the fact that it is reflected in EU documents and programs. The educational program and guidelines assume that the framework for European cooperation in the field of education and training will be focused on four strategic goals. One of these goals is to increase creativity and innovation, including entrepreneurship, at all levels of education and training. According to the position of the European Union, entrepreneurship education has a positive impact on society by increasing the number of companies established, innovative ventures undertaken and the number of new jobs created. It also helps young people to be creative, confident and behave in a socially responsible way. Competencies of initiative and entrepreneurship are very important in the education process from an early age. Developing them prepares you to generate and implement ideas in all subjects throughout the education cycle, e.g. by initiating and implementing educational projects; and what's even more important - it allows you to use these skills in life. However, they are not always talked about and named. These competences are recognized all over the world as a factor of socio-economic development and should be developed at all educational stages. They should fit into the idea of lifelong learning, which gives the opportunity to appear on the labor market and achieve success in the modern world. The development of initiative and entrepreneurial attitude also contributes to personal and professional development, as well as active participation in social life.

Researchers point out that when it comes to the effectiveness of entrepreneurship education, the most important issue is the appropriate methodology based on a combination of knowledge and practice. For entrepreneurship education to be effective, it is necessary to use advanced, comprehensive methods that stimulate development on many levels, enabling the

overall development of the student. Development is to concern not only the student's knowledge, but also his personality and character. The latest trends in entrepreneurship education in the world are related to the idea of comprehensive education of the student, with the development of his character, attitudes and personality. Knowledge and skills are not enough to become an entrepreneur, create your own company or achieve success on the market. This also requires belief in one's own effectiveness. It is not only about general self-efficacy, but especially about belief in one's own entrepreneurial skills (entrepreneurial self-efficacy). Due to this specificity, teaching entrepreneurship should be significantly different from teaching other subjects. The specificity of this subject means that its teaching must include methods that will increase students' self-confidence, discover and deepen entrepreneurial skills, and help increase the awareness of their possession and the ability to use them.

Attitudes related to entrepreneurship are developed from the earliest years of education. Unfortunately, the observations of the authors of the partnership project in their daily work noticed that they are purely theoretical and relate to the transfer of general truths of economics and entrepreneurship and do not allow, or only to a negligible extent, to discover the potential of young people. Formal education in entrepreneurship classes does not help in understanding the definition, where: "Initiative and entrepreneurship mean a person's ability to put ideas into action. They include creativity, innovation and risk-taking, as well as the ability to plan and conduct projects to achieve intended goals. They support individuals not only in their everyday private and social lives, but also in their workplace, helping them become aware of the context of their work and able to seize opportunities; they are the basis for more specific skills and knowledge needed by those who undertake or participate in social or commercial endeavors. These should include awareness of ethical values and promote good governance."

The intention of the project partnership was to provide trainers of entrepreneurship-related issues with tools - lesson plans that could be used as a separate course for teaching competences such as sense of initiative and entrepreneurship or that would complement entrepreneurship lessons with elements requiring a look at the participants' own potential. Each of the proposed scenarios uses activating teaching methods and forms corresponding to them.

However, when planning and selecting teaching methods, trainers should pay attention to:

- the goals and objectives they set for themselves and the learners on a particular thematic unit
- the level of cognitive and psycho-physical development of learners,
- the organisational forms of education,
- the time allocated for the realisation of the given material, the premises and supporting facilities (space and materials),
- qualifications and experience of the trainer and his/her creative activity.

When selecting the appropriate methods for the planned activities, the trainer should use a checklist of questions necessary to plan future work based on the selected scenarios. These questions include:

- will the method used enable all participants in the workshop to be activated?
- Are the necessary resources available to use this method?
- Will working with this method enhance the atmosphere of trust and above all cooperation in the group?
- To what extent is the method analysed useful for the development of skills?
- how can the method, which is planned to be used, influence the formation of attitudes?
- Will the analysed method be effective in a team?

It might also be useful to conduct a survey among the potential participants of the classes, which could determine competence levels and beliefs in entrepreneurial attitudes.

Model questionnaire (training programme testing questionnaire) :

Metrics

1. COUNTRY OF RESIDENCE

- Poland
- Spain
- Italy

2. GENDER

- Male
- Female

3. AGE

- 15-18
- 19-21
- 22-25

4. PLACE OF RESIDENCE:

- City
- Village

5. LEVEL OF EDUCATION:

- Primary
- General secondary
- Secondary vocational
- Secondary economic
- Higher
- Higher economic

6. STATUS:

- Student
- University Student
- Unemployed
- Employed (position.....)
- Entrepreneur

Evaluation of general competences

Please rate on a scale from 1 to 6 the level of your general competences /1 means very low and 10 means very high.

ADAPTATION

1	2	3	4	5	6	7	8	9	10
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Justification:

.....

.....

COOPERATION

1	2	3	4	5	6	7	8	9	10
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Justification:

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BELIEVING IN YOURSELF

1	2	3	4	5	6	7	8	9	10
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Justification:

.....

.....

PROBLEM-SOLVING

1	2	3	4	5	6	7	8	9	10
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Justification:

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.....

PLANNING

1	2	3	4	5	6	7	8	9	10
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Justification:

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OPENNESS TO CHANGE

1	2	3	4	5	6	7	8	9	10
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Justification:

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COMMUNICATIVENESS

1	2	3	4	5	6	7	8	9	10
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Justification:

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RISK TAKING

1	2	3	4	5	6	7	8	9	10
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Justification:

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AUTONOMY IN DECISION-MAKING

1	2	3	4	5	6	7	8	9	10
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Justification:

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What factors do you think encourage entrepreneurial attitudes/initiative? (max. 5)

- upbringing in the family/community where the business is carried out
- place where the business is carried out
- analytical thinking skills, including mathematical and digital competences
- a working knowledge of the sector in which the business is being pursued
- formal (school) preparation: basics of economics, principles of preparing a business plan, awareness of market needs, including sectors of the future
- support from the environment
- knowledge of tax legislation and its predictability
- culture of local business
- level of technical infrastructure - state of roads, communication accessibility, etc.)
- potential of inhabitants - qualifications and cost of labour force and possibilities of purchasing power
- development of foreign and domestic investments favouring entrepreneurial culture
- competition from large and international companies and local entities
- support in the form of advice/subsidies/preferential conditions e.g. for renting workspace (economic zones)
- other - what?

What would help you make a decision about initiating new ideas / self-employment / in your own enterprise?

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2. Indications for the use of materials

Proposed by the project team, the series of scenarios for the development of competencies supporting initiative is intended for young people and students of the first years of studies within the broader field of economics. The set of scenarios is variant - you can use it as a whole, as well as implement separate scenarios or exercises. The recommended size of the training group is min. 8 max 12 people, while the time allocated for individual units depends both on the pace of work and the side threads introduced into the unit, the authors have determined the minimum time for implementation. The premises should provide sufficient space for the implementation of group activities

Preparation:

It seems necessary for those implementing the proposed scenarios to inquire what the developmental needs of the group are and plan how to organize the workshop before starting it. Subsequently, it is advisable for the facilitator to inform the group during the first meeting what the purpose of the entire training program is, determine the duration of the activities and briefly introduce the topics of the meetings. Another important element is to establish the rules of group work. During the implementation of already specific scenarios, classes are organized in three stages:

1. Introduction to the class: starting the class, the trainer introduces the team to the topic and purpose of the class, gives basic information related to the competence to be developed, distributes the necessary training materials, and encourages the students to start working.
2. Basic part, implementation of exercises: in the basic part we proceed to conduct practical activities. The main goal of the career counselor is to help students discover their own abilities and teach the process of independent competence development. When creating the scenarios, an effort was made to make them as universal as possible, so the trainer, when planning the classes, does not have to implement all the given exercises. Instead, he should select them according to the capabilities and needs of the team. He can choose individual tasks and use them, taking into account the time frame, specifics and dynamics

of the group. In order to plan workshops more easily and quickly, we encourage you to use the information that is included in each scenario:

- the topic, introduction, and objective informing what aspects of a given competence will be developed;
- the age group to which the scenario is addressed;
- materials necessary for the implementation of the activities;
- duration of individual exercises (approximate time);
- detailed descriptions of the course of individual exercises;
- appendices (additional materials) - tests, diagrams, other materials helpful in conducting the classes.

3. Summary of the class: During the debriefing of the class, the team should address the following questions: what important things did I discover for myself during the class?; what am I doing well (what I can do)?; what do I need to work on and how will I achieve it (where will I get the information)? The questions are used for self-assessment in terms of knowledge and acquired skills. In case the trainer organizes a training series, we recommend that the participants of the meeting after each workshop fill out an evaluation survey and keep it in the classroom materials. The questionnaire can be useful during subsequent individual consultations and in independent work. The experience gained by the team during the exercises and additional consultation meetings will be another factor supporting self-esteem and motivating further development.

SCENARIOS

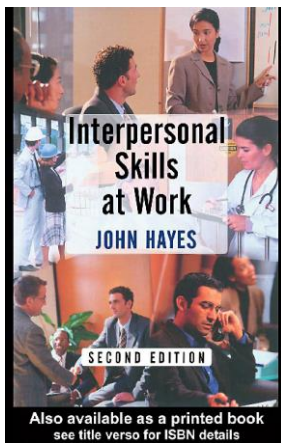
Course topic	1. INTRODUCTION TO INTERPERSONAL SKILLS
Language of the training	English Italian
Organisation	La SMANIA ADDOSSO
Target audience	Persons aged 15 and over
Aims of the training	<p>Main objective: To develop main interpersonal skills for success in life and in entrepreneurship, specifically but not limited to, empathy, team work and ability to listen and actively participate in a discussion.</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> - defines what interpersonal skills are, - can list key interpersonal skills and explain what they are, - is able to indicate their importance in social life - personal and professional(position in the classroom, school, peer group, family, professional work), - realises the need to develop interpersonal skills (volunteering, community service, paid work), - knows the rules of group work, accepts the jointly developed contract
Number of hours	45- 90 min
Teaching methods:	- Cooperative Learning, Role Play
Teaching tools used during the training	-Whiteboard and markers, Computers, Projectors and Flipcharts
Learning outcomes	<p><u>Knowledge - Knows and understands:</u></p> <ul style="list-style-type: none"> - Interpersonal skills needed to collaborate with others to accomplish goals and objectives. - Importance of communicating one's ideas in a clear and direct way. - Importance of listening. - Importance of empathy <p><u>Skills - Able to:</u></p> <ul style="list-style-type: none"> - Work effectively in a team - Apply interpersonal skills for the good of the entire group - Express one's ideas while considering other viewpoints. <p><u>Competence - is ready to:</u></p> <ul style="list-style-type: none"> - Participate in group initiatives with empathy. - Collaborate with the group towards the most positive outcome.
Method of verification	- Self assessment

Learning outcomes	- Interpersonal skills quiz www.txcte.org Interpersonal skills at the workplace
Selected primary and secondary literature	- “Emotional Intelligence” Daniel Goleman - “Interpersonal Skills at Work” pdf Second edition- John Hayes
Trainer	Vincenzo Triolo
Detailed programme	<p><u>Lead information for the trainer</u></p> <p>Interpersonal or social skills are employed in order to guide appropriate behaviour and create positive and meaningful relationships and connections to family members, peers, teachers, co-workers and anyone else with whom we may come into contact.</p> <p>Main interpersonal skills that we should try to master are empathy, ability to communicate and listen and sensitivity to the feelings and needs of others.</p> <p>By applying interpersonal skills the participants will be able to better interact with members of a group in order to obtain the best possible outcome regarding the aim of the group. This could be in the family, in friendships, in a classroom, in the workplace or in an entrepreneurial project.</p> <p>Course of action:</p> <ol style="list-style-type: none"> 1. The trainer presents the topic and asks participants what they think the most important interpersonal skills should be and why they help in daily relations. Then he asks what the effects of not using these skills could be during interaction in various social scenarios. 2. Exercise 1. Viewing of Youtube videos: “Social skills training for adults”, “Strategies to become more emotional intelligent” by Daniel Goleman, “Active listening: How to communicate effectively” and “All about social skills for kids”. <p>After viewing each video, the participants are asked to discuss what they have learned and if they tend to use these skills or if they might need improvement in one or more of the skills mentioned in the videos. The trainer notes if the participants are actually implementing the social skills, on which the videos are based, this is the moment during which the participants show their ability in active listening, clear communication and turn taking in speaking.</p> 3. Exercise 2.

	<p>The participants are divided into 5 small groups of 4. Each group is given the task to invent a 15-20 minute scene. 3 groups will invent a scene of positive interpersonal skills in action and 2 of negative ones.</p> <p>The scenes to be acted out are 1. Negative skills in a family situation. 2. Positive skills in a friendship, for example, a friend seems sad or upset lately..... 3. Negative skills in the workplace 4. Positive skills in a team project at work. 5. Positive skills in the role as a leader.</p> <p>Each group enacts their task and a discussion ensues. The outcomes are valued and then the entire group discusses the opposites of each scene, that is, how could the negative scenes have been corrected and which would have been the different outcomes and vice versa for the positive skills scenes.</p> <p>4. Exercise 3</p> <p>Role play in couples to demonstrate and practice positive interactions using interpersonal skills in various social situations or work environments. Listeners are asked to look for eventual points for improvement regarding body language and so on.</p> <p>5. Summary of the various social/interpersonal skills.</p> <p>Individual task: Self-assessment, each participant makes a list of the most important skills in order of importance for him/her and is asked to refer to the group why he/she put them in that order and how he/she intends to improve his/her social and professional activity by putting them into practice. No right or wrong answers this order is subjective.</p> <p>Quiz time: Interpersonal Skills 10 question multiple choice quiz.</p>
<p>Attachments</p> <p>Youtube videos: 1. Social Skills Training for Adults 2. Strategies to Become More Emotional Intelligent/Daniel Goleman 3. Active Listening: How to Communicate Effectively 4. All About Social Skills for Kids</p> <p>Interpersonal Skills Quiz</p> <p>1. Which of the following are desirable personal traits that help you do your job more effectively?</p>	

- a. Arrogance, prejudice, and negative attitude
 - b. Reliability, self-esteem, and sociability
 - c. Both a and b
 - d. None of the above
2. Attributes of sociability include
- a. Friendly and enthusiastic
 - b. Courteous and respectful of others
 - c. Having a sense of humor, even when the joke is on you
 - d. All of the above
3. Good self-awareness means that you
- a. Are aware of your own strengths and weaknesses
 - b. Use your knowledge of yourself to continue developing
 - c. Both a and b
 - d. None of the above
4. Being an effective coworker includes
- a. Respecting others
 - b. Making an effort to understand others
 - c. Communicating effectively
 - d. All of the above
5. You are showing respect to others if you
- a. Are courteous and tolerate differences
 - b. Express your opinion emphatically without listening to others
 - c. Talk about people only when they are not present
 - d. None of the above
6. You show understanding of others by
- a. Asking about others' interests
 - b. Trying to see things from their points of view
 - c. Being open to suggestions and change
 - d. All of the above
7. Regarding communication skills, it is important to remember that
- a. How well you listen is as important as what you say
 - b. If you do not communicate clearly, it may cause problems
 - c. Both a and b

- d. None of the above
8. Valuing diversity means
- a. Respecting differences in culture, religion, age, gender, and viewpoint
 - b. Looking beyond stereotypes
 - c. Both a and b
 - d. None of the above
9. Benefits of diversity include
- a. Opening people to considering new ideas; leads to new discoveries
 - b. The way things have always been done is how they will continue
 - c. Making groups less likely to rely on old assumptions that might be wrong
 - d. Both a and c
10. In today's increasingly diverse workforce, you will find all but which of the following?
- a. Departments made up of people who look, think, and act alike in most circumstances
 - b. Multiple cultures and generations represented
 - c. Gender distinctions
 - d. People from different countries and backgrounds



Course topic	2 BARRIERS TO INTERPERSONAL COMMUNICATION
Language of the training	English
Organisation	LA SMANIA ADDOSSO
Target audience	Persons aged 15 and over
Aims of the training	<p>Main objective: Identify barriers to interpersonal communication and take appropriate steps in overcoming them.</p> <p>Specific objectives:</p> <p>After the class the student :</p> <ul style="list-style-type: none"> - knows what communication barriers are, - is able to list them and give examples, - knows the principles of overcoming communication barriers, - knows the consequences that barriers cause,
Number of hours	45- 90 min
Teaching methods:	-Cooperative Learning, Role Play, Group Discussions (Circle Time)
Teaching tools used during the training	Whiteboard and markers, Flipchart, Computers and Projectors
Learning outcomes	<p><u>Knowledge - Knows and understands:</u></p> <ul style="list-style-type: none"> - What the barriers to interpersonal communication are. - How to apply methods for resolving and overcoming barriers <p><u>Skills - Able to:</u></p> <ul style="list-style-type: none"> - Detect barriers to communication - Implement actions to avoid or overcome them <p><u>Competence - is ready to:</u></p> <ul style="list-style-type: none"> - Apply notions and strategies learned in order to listen attentively and actively and then communicate opinions and proposals effectively.
Method of verification	- Competence accumulation questionnaires
Learning outcomes	- sanfoundry.com/professional-communication-questions-answers-barriers-communication/
Selected primary and secondary literature	<p>- “Barriers to Effective Communication” Dr. Radhika Kapur (Abstract) www.researchgate.net</p> <p>- “Communication Barriers” (PDF) (Abstract) Dr. K. Usha Rani www.researchgate.net</p>
Trainer	Vincenzo Triolo
Detailed programme	<p><u>Lead information for the trainer</u></p> <p>To communicate successfully in a team or with others, at work or in the community, we have to understand the communication</p>

environment and the barriers which prevent messages being sent and received successfully. A communication barrier is anything that prevents us from receiving and understanding the messages others use to convey their information, ideas and thoughts. There are five of these types of barriers to effective communication, including: Attitudinal Barriers, Behavioral Barriers, Cultural Barriers, Language Barriers and Environment Barriers. A common cause of communication breakdown in a workplace situation is people holding different attitudes, values and discrimination. Valuing people who are different allows us to draw on a broader range of insights, ideas, experience and knowledge. The behaviors like bias, generalizations and stereotyping can cause communication barriers. Empathy is important for overcoming barriers to communication based on culture. Language barriers occur when people do not speak the same language, or do not have the same level of ability in a language. There are many environmental factors affecting the communication process.

Course of action:

1. After the presentation of the topic the participants are asked to list some barriers to communication according to them. These are written down on the flipchart and others may be added.
2. Copies of "Communication Barriers" are handed out and the various points are discussed and confronted with the ones listed by the participants.
3. Attention now is focused on the tips for overcoming and avoiding barriers to communication
4. After reading and discussion in group the participants are divided in small groups of four and they will come up with scenarios dealing with the different types of barriers mentioned during the group discussion. These scenarios will be acted out in front of the class and a discussion will ensue regarding the different obstacles to communication and the positive outcomes when these are overcome.
5. Summary and final considerations and impressions of the participants. Each participant gives his/her impressions and states what he/she has learned and how he/she thinks the notions learned will be applied in their own personal social and professional contexts

Attachments

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/communicating-students/telling/effective-communication-barriers-and-strategies>

<https://www.youtube.com/watch?v=gCfzeONu3Mo>

<https://www.youtube.com/watch?v=tG9YHeZT2A>

Course topic	3 NON-VERBAL COMMUNICATION AS AN ELEMENT OF INTERPERSONAL COMMUNICATION
Language of the training	English
Organisation	LA SMANIA ADDOSSO
Target audience	Persons aged 15 and over
Aims of the training	<p>Main objective: After the training the participants are able to recognise the messages of non-verbal communication transmitted to them and are also able to use non-verbal communication in order to get their message across more clearly and confidently.</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> - realises the importance of nonverbal communication, - knows what is expressed through non-verbal communication, - knows how to read the messages of nonverbal communication, - knows the consequences of inconsistency between nonverbal communication and verbal communication, - recognizes that verbal and nonverbal communication complement each other perfectly, - Is able to list which parts of the body take the main part in nonverbal communication, - Understands that non-verbal communication can be received differently by different people, is ambiguous
Number of hours	45- 90 min
Teaching methods:	Cooperative learning, Role play
Teaching tools used during the training	Whiteboard, markers, computers, projectors and flipchart
Learning outcomes	<p><u>Knowledge - Knows and understands:</u></p> <ul style="list-style-type: none"> - The importance of non-verbal communication - How to decode non-verbal gestures <p><u>Skills - Able to:</u></p> <ul style="list-style-type: none"> - Read the messages of non-verbal communication - Use non-verbal communication for more confident and effective speaking. <ul style="list-style-type: none"> • - List at least three different non-verbal communication styles. • - Express the importance of recognizing different verbal and non-verbal communication styles during interactions with others

	<p><u>Competence - is ready to:</u></p> <p>- Use non-verbal and verbal communication together in all contexts of social and/or professional activities to get the message across in a clear effective way. Furthermore, the participant is ready to understand the messages transmitted through non-verbal communication.</p>
Method of verification Learning outcomes	Competence accumulation questionnaires, quizizz.com (see attachment)
Selected primary and secondary literature	- Non-verbal communication in attachments
Trainer	Vincenzo Triolo
Detailed programme	<p><u>Lead information for the trainer</u></p> <p>This training is designed for the participants to consider the many ways in which people communicate non-verbally, identify their own preferences, become more aware of non-verbal communication and begin to think about the importance of this concept when interacting with others considering the non verbal messages transmitted to them and the ones they send out to others.</p> <p>Course of action:</p> <ol style="list-style-type: none"> 1. After the presentation of the topic, the trainer asks the participants to suggest some ways in which people communicate non-verbally and which could be negative gestures and which could be positive. All the suggestions are written down on the flipchart. 2. The participants are divided in groups and each group comes up with a scene to be acted out where they will use non-verbal gestures in different conversations which they will decide. The participants will intermix positive and negative non-verbal gestures. 3. Each group in turn enacts the scenes they have come up with and the listeners take notes of the various non-verbal gestures they are able to capture. When all groups have finished a group discussion ensues, each conversation is analysed and the negative gestures are corrected in order to obtain a more positive outcome at the end of the conversation. 4. Summary of the lesson. Individually each participant will tell the class how this lesson will affect his/her way of conducting themselves in the various social or professional activities that

	they will encounter in the future, especially regarding their future endeavours in the world of entrepreneurship. 5. Each participant takes the quiz in attachments
<p>Attachments</p> <p>https://socialsci.libretexts.org/Bookshelves/Communication/Interpersonal_Communication/Interpersonal_Communication%3A_Context_and_Connection_(OERI)/05%3A</p> <p>https://quizizz.com/admin/quiz/5b8f544343691a001a0b6c48/non-verbal-communication</p>	

Course topic	4 ASSERTIVE BEHAVIOR
Language of the training	English
Organisation	LA SMANIA ADDOSSO
Target audience	Persons aged 15 and over
Aims of the training	<p>Main objective: To understand and develop assertive behaviour for self-discovery, problem solving and teamwork in social and professional contexts.</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> - recognizes areas of own assertiveness, - recognizes assertive behaviours, - knows the benefits of adopting assertive attitudes, - realizes own assertive rights and necessity of respecting rights of others, - knows how to deal with difficult interpersonal situations, e.g. how to accept criticism, express requests, say "no", and how to defend own opinions and beliefs
Number of hours	45- 90 min
Teaching methods:	- Cooperative Learning, role play, group discussion
Teaching tools used during the training	Whiteboard, markers, flipchart, computers, projectors.
Learning outcomes	<p><u>Knowledge - Knows and understands:</u></p> <ul style="list-style-type: none"> - Own areas of assertiveness - The benefits of an assertive attitude - How assertive behaviour can improve social interaction and also self-esteem <p><u>Skills - Able to:</u></p> <ul style="list-style-type: none"> - Use assertive behaviour when expressing an opinion in a team - Deal with difficult interpersonal situations - Accept that he/she always has more to learn <p><u>Competence - is ready to:</u></p> <ul style="list-style-type: none"> - Work in a team - Apply an assertive attitude to express points of view and opinions calmly and confidently during a team project
Method of verification Learning outcomes	- Competence accumulation questionnaires
Selected primary and secondary literature	- For this lesson the very useful link in attachment was used. Here we found lessons, videos, activities, exercises, suggested further readings and assessments.

Trainer	Vincenzo Triolo
Detailed programme	<p><u>Lead information for the trainer</u></p> <p>An assertive person makes a point clearly and calmly, with confidence.</p> <p>They accept that they may have more to learn and, therefore, fear neither challenge nor a difference in opinion.</p> <p>They consider their own needs as necessary, and while coming across as assured, they are definitely not aggressive. While communicating, such an individual is both respectful to themselves and those with whom they share thoughts and opinions.</p> <p>Being assertive is a crucial aspect of effective communication and requires you to be heard but not aggressive.</p> <p>Course of action:</p> <ol style="list-style-type: none"> 1. After presentation of the topic the participants are asked to reflect on the following phrase: “The aim of assertiveness is to make sure that you are heard and treated fairly.” The participants are asked to express their opinions on this statement and try to come up with expressions of assertive behaviour. The suggestions are all written down on the flipchart for further elaboration. 2. The various articles of the site are shown to the class with the projector and each paragraph and worksheet is discussed in group. 3. The helpful techniques and tips for overcoming assertiveness obstacles are analysed and put into practice through role play in the classroom. 4. The three videos are shown and discussed with the entire class in a group discussion. 5. Finally, the participants are asked to answer the questions on the Self-Evaluation for Assertiveness worksheet, at this point every participant will note their strong points and their weaker ones and regarding the latter they will express how they wish to overcome these weaknesses utilizing the tips learned during the lesson.
Attachments	<p>https://positivepsychology.com/assertive-communication-worksheets/</p>

Course topic	5 MY TEMPERAMENT- DOES IT HELP OR BOTHER IN BEING A LEADER?
Language of the training	English
Organisation	LA SMANIA ADDOSSO
Target audience	Persons aged 15 and over
Aims of the training	<p>Main objective: Develop the appropriate temperament in order to become a good leader.</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> - knows the typologies of temperaments according to Hippocrates; - can define the term "personality", "human need"; - knows what temperament is; - gets to know himself - temperament and personality traits; - recognizes human needs
Number of hours	45- 90 min
Teaching methods:	- Cooperative learning, role play
Teaching tools used during the training	Whiteboard, flipchart, markers, computer and projector
Learning outcomes	<p><u>Knowledge - Knows and understands:</u></p> <ul style="list-style-type: none"> - The types of temperaments - The importance of one's temperament in managing social relations <p><u>Skills - Able to:</u></p> <ul style="list-style-type: none"> - Use positive temperament in all social situations - Apply principles of positive temperament during group projects and initiatives taking the leadership role <p><u>Competence - is ready to:</u></p> <ul style="list-style-type: none"> - Use temperament skills to solve problems, lead the team towards its objectives
Method of verification	Quiz
Learning outcomes	-Writing task describing one's temperament and examples of how it has led to good outcomes and negative outcomes
Selected primary and secondary literature	-15 most important personality traits of effective leaders: web site attached - 4 typologies of temperaments according to Hippocrates; (pdf) attached
Trainer	Vincenzo Triolo
Detailed programme	<u>Lead information for the trainer</u>

Temperament can be defined as a person's nature, especially as it affects behaviour. As we are already aware our temperament influences everything we do in life. From how we behave in our small family unit to how we act in public and eventually how we'll lead others if given the opportunity to be at the helm of affairs. In fact, by just knowing a person's temperament, one could be able to predict correctly the kind of leader they'll be if they're given the opportunity, or the kind of policies they will initiate when leadership is placed on their shoulders.

Course of action:

1. After presentation the participants read the four temperaments according to Hippocrates.
2. The participants are brought to understanding their own and other people's different temperament styles. This will help the leader of the future projects to adjust his/her behaviour with awareness, acceptance and social-emotional skills.
3. The participants are divided in small groups and are asked to come up with a scene to be enacted regarding the behaviour of a leader during a staff meeting where they have to discuss the decrease in sales.
4. Summary of the lesson and self-evaluation: the activity ends with the question "What traits of my temperament would I like to improve"

Attachments

<https://online.jwu.edu/blog/MBA-personality-traits-effective-leaders>

Course topic	6 CONFLICTS IN THE TEAM
Language of the training	English
Organisation	INFODEF
Target audience	Persons aged 15 and over
Aims of the training	<p>Main objective: This team’s conflict resolution training program is designed to equip participants with the essential skills and techniques necessary to effectively manage and resolve conflicts within a team environment. This program focuses on promoting a positive and constructive team culture, fostering open communication, and developing strategies to address conflicts proactively.</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> - knows the causes of conflicts; - can list and characterize the phases of conflict; - characterizes the losses and benefits of conflict; - is able to solve conflicts in a constructive way; - knows the sources of conflicts. <p>By implementing this comprehensive conflict resolution Training program, participants will develop the skills and knowledge necessary to navigate conflicts effectively, promote a positive team culture, and foster collaboration within their teams.</p>
Number of hours	90 - 120 min
Teaching methods:	<ul style="list-style-type: none"> - Lecture: instructor presents information to students through spoken words. - Discussion: encouraging students to actively participate and engage in group discussions, sharing ideas and perspectives. - Cooperative learning: organizing students into groups to work together on projects, assignments, or problem-solving tasks.
Teaching tools used during the training	Multimedia Presentations: Using tools like PowerPoint, Prezi, or Google Slides to create visually engaging presentations with text, images, videos, and audio.
Learning outcomes	<p><u>Knowledge - Knows and understands:</u></p> <ul style="list-style-type: none"> - Understanding of conflict dynamics: have knowledge about the nature and causes of conflicts, different conflict resolution models, and the impact of conflicts on team dynamics and productivity. - Awareness of individual and cultural differences: understanding diverse perspectives, values, and cultural

	<p>backgrounds helps in recognizing potential sources of conflicts and facilitates effective communication.</p> <ul style="list-style-type: none"> - Knowledge of active listening: being aware of and employing active listening techniques enables team members to understand others' viewpoints and concerns more accurately. <p><u>Skills - Able to:</u></p> <ul style="list-style-type: none"> - express ideas, actively listening to others, and conveying thoughts and feelings in a constructive manner - recognize, understand, and manage one's emotions and the emotions of others is crucial for resolving conflicts. Emotional intelligence helps individuals respond empathetically and maintain a calm demeanor during conflicts. - identify underlying issues, generate creative solutions, and evaluate potential outcomes is vital for resolving conflicts effectively. <p><u>Competence - is ready to:</u></p> <ul style="list-style-type: none"> - be aware of one's own strengths, weaknesses, and triggers for managing personal biases and responding constructively during conflicts. - understand and appreciate others' perspectives to foster empathy, building rapport, and finding common ground. - work effectively in a team environment, valuing and respecting others' contributions, is crucial for resolving conflicts collaboratively. - be open to different approaches, adapting to changing circumstances, and considering alternative solutions contribute to resolving conflicts successfully. - be bounce back from setbacks, maintain composure, and persevere.
<p>Method of verification Learning outcomes</p>	<ul style="list-style-type: none"> - Inspection, Demonstration, Test, and Analysis.
<p>Selected primary and secondary literature</p>	<ul style="list-style-type: none"> - MindTools: MindTools (mindtools.com) is an online resource that provides practical tools and techniques for personal and professional development. They have a section dedicated to conflict resolution, where you can find articles, videos, and worksheets on resolving conflicts within a team. - LinkedIn Learning (formerly Lynda.com): LinkedIn Learning (linkedin.com/learning) provides a vast library of online courses on professional skills development. You can find courses

	specifically focused on conflict resolution and teamwork that offer practical strategies and techniques for resolving conflicts within a team setting.
Trainer	Remember to adapt the lecture structure to the time available and the specific needs of the audience. Including interactive elements, such as group activities or role-plays, can enhance participant engagement and reinforce learning outcomes.
Detailed programme	<p><u>Lead information for the trainer</u></p> <p>Team conflicts arise when there are disagreements over the goals, methods or needs of the team. Conflicts can also occur when there are differing personalities. At first, these conflicts may seem commonplace, but failing to resolve them could hurt productivity and overall morale.</p> <p>Conflict in teams can result in both positive and negative outcomes. The aim of this course is to discover ways to manage conflict within teams. While conflicts are inevitable, if they are left unresolved, conflicts can quickly impact employee morale and productivity. Learn the basic conflict management skills you'll need to resolve problems. Individuals who can resolve conflicts are often excellent mediators, rational, and able to manage difficult personalities from a place of empathy.</p> <p>What Is Conflict Resolution?</p> <ul style="list-style-type: none"> - Conflict resolution is the process by which two or more parties reach a peaceful resolution to a dispute. <p>In the workplace, there can be a variety of types of conflict:</p> <ul style="list-style-type: none"> - Conflict may occur between co-workers, supervisors and subordinates, or between service providers and their clients or customers. - Conflict can also occur between groups, such as management and the labour force, or between entire departments. <p>Program structure and topics:</p> <p>Module 1: Introduction to Conflict Resolution</p> <ul style="list-style-type: none"> • Understanding conflict in a team environment • Common sources and types of conflicts • The impact of conflicts on team dynamics and productivity

	<p>Module 2: Effective Communication for Conflict Resolution</p> <ul style="list-style-type: none"> ● Active listening and empathetic communication techniques ● Non-verbal communication and body language cues ● Constructive feedback and assertive communication <p>Module 3: Conflict Management Styles</p> <ul style="list-style-type: none"> ● Assessing personal conflict management styles ● Understanding different styles and their impact on team dynamics ● Adapting conflict management styles based on the situation <p>Module 4: Emotional Intelligence in Conflict Resolution</p> <ul style="list-style-type: none"> ● Recognizing and managing emotions during conflicts ● Promoting empathy and understanding ● Emotional self-regulation techniques <p>Module 5: Building a Collaborative Team Culture</p> <ul style="list-style-type: none"> ● Establishing team values and shared goals ● Promoting open communication and trust ● Fostering a culture of respect and inclusivity <p>Module 6: Problem-Solving and Negotiation Skills</p> <ul style="list-style-type: none"> ● Identifying underlying interests and needs ● Generating creative solutions and alternatives ● Principled negotiation techniques <p>Module 7: Conflict Prevention and Early Intervention</p> <ul style="list-style-type: none"> ● Recognizing early signs of conflicts ● Proactive conflict resolution strategies ● Mediation and facilitation techniques <p>Course of action:</p> <ol style="list-style-type: none"> 1. Introduction: <ul style="list-style-type: none"> ○ Briefly introduce the topic of conflict resolution in teams and its significance in fostering effective teamwork. ○ State the objectives of the lecture and what attendees can expect to learn. 2. Definition and types of team conflict: <ul style="list-style-type: none"> ○ Define conflict and provide an overview of the different types of conflicts that can arise within a team. ○ Discuss common sources of conflict, such as differences in values, goals, communication styles, or interpersonal dynamics.
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	<ol style="list-style-type: none">3. Understanding conflict resolution:<ul style="list-style-type: none">○ Explore the importance of conflict resolution in maintaining healthy team dynamics and achieving productive outcomes.○ Introduce the key principles and approaches to conflict resolution, such as collaboration, compromise, and problem-solving.4. Conflict resolution strategies:<ul style="list-style-type: none">○ Present a range of strategies and techniques that can be employed to effectively resolve conflicts within teams.○ Discuss active listening, open communication, empathy, and assertiveness as essential skills for conflict resolution.○ Explain the importance of understanding and managing emotions during conflict resolution.5. The conflict resolution process:<ul style="list-style-type: none">○ Outline a step-by-step process for resolving conflicts within teams, which may include the following stages:<ul style="list-style-type: none">▪ Identifying and acknowledging the conflict.▪ Gathering information and perspectives from all parties involved.▪ Generating potential solutions or alternatives.▪ Evaluating and selecting the best solution.▪ Implementing the chosen solution and monitoring its effectiveness.▪ Reflecting on lessons learned for future conflict resolution.6. Practical tips for conflict resolution in teams:<ul style="list-style-type: none">○ Provide practical tips and best practices for effectively managing conflicts within teams.○ Discuss the significance of creating a safe and respectful team environment that encourages open dialogue and constructive feedback.○ Highlight the importance of establishing clear communication channels and conflict resolution protocols within the team.7. Case studies and examples:
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	<ul style="list-style-type: none">○ Share relevant case studies or real-life examples to illustrate how conflict resolution strategies can be applied in team settings.○ Analyze successful conflict resolution scenarios and highlight the key factors that contributed to their positive outcomes. <p>8. Conclusion:</p> <ul style="list-style-type: none">○ Recap the main points covered in the lecture, emphasizing the importance of conflict resolution in team dynamics.○ Summarize key strategies and techniques for effectively resolving conflicts within teams.○ Encourage attendees to apply the knowledge gained in their own team environments. <p>9. Q&A and discussion:</p> <ul style="list-style-type: none">○ Allocate time for attendees to ask questions and engage in a discussion about conflict resolution in teams.○ Address specific concerns or challenges raised by the audience.
Attachments	

Course topic	7 NEGOTIATION THE KEY COMPETENCIES OF A LEADER
Language of the training	English
Organisation	INFODEF
Target audience	Persons aged 18 and over
Aims of the training	<p>Main objective: This training on negotiation skills will equip participants with a better comprehension of highly successful communication tactics and help them gain a deeper understanding of the mechanics of negotiation and to create efficient plans, tactics, and countermeasures for manipulative opponents.</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> - can use the terms: negotiation, negotiator; - is able to discuss the phases of the negotiation process; - knows the difference between hard, soft and factual negotiations; - knows how to list the factors that affect the negotiation process; - knows what role non-verbal communication plays in negotiations
Number of hours	120 - 180 min
Teaching methods:	- The course is taught through a mix of practical activities, theory, group works and case studies.
Teaching tools used during the training	- Training manuals and additional reference materials are provided to the participants.
Learning outcomes	<p><u>Knowledge - Knows and understands:</u> - Improve their effectiveness in negotiations by understanding key negotiation strategies and how to apply them in practice</p> <p><u>Skills - Able to:</u> - Develop the skills to influence people more effectively and to control the negotiation table - Plan and structure a win-win negotiation event</p> <p><u>Competence - is ready to:</u> - Close negotiations more professionally. - Enable better strategic planning and management of the negotiation process leading to the implementation of more stable and workable agreements that protect key relationships</p>
Method of verification Learning outcomes	- Competence accumulation questionnaires
Selected primary and secondary literature	- A training needs assessment will be done on the training participants to collect data on the existing skills, knowledge gaps, training expectations and tailor-made needs.

Trainer	Focus the course on both the knowledge necessary to understand the principles and strategies of negotiation but also be practical oriented in the acquisition of the personal skills involved on it. In the balance of these two aspects will be the engagement of the learners and the final achievement of the objectives of the training.
Detailed programme	<p><u>Lead information for the trainer</u></p> <p>Concept and Principles of Negotiating</p> <ul style="list-style-type: none"> • Definition of negotiating • Essential elements of negotiating • Principled positional negotiation <p>Communication and Active Listening</p> <ul style="list-style-type: none"> • Questioning • Active listening • Perception checks • Assertive communication • Initiating proposals • Interrupting and differing <p>The Basics of Negotiation</p> <ul style="list-style-type: none"> • Winning and losing situations • Negotiation techniques • Approach to negotiation • Force field analysis • Team negotiation – do’s and don’ts in teams <p>Negotiation Process</p> <ul style="list-style-type: none"> • Preparation and planning the negotiation • Discussing the problem • Proposing solutions • Negotiating a compromise • Finalizing an agreement <p>Desirable Characteristics in Skilled Negotiators</p> <ul style="list-style-type: none"> • Traits needed for success in your area • Negotiating motivation <p>Strategy and Tactics</p> <ul style="list-style-type: none"> • Hard and soft strategies and tactics • Counter strategies and tactics • Practice cases <p>Bargaining and Concession Making</p> <ul style="list-style-type: none"> • Assessing value and creating value in negotiations • Determining appropriate concessions and trade-offs • Developing effective counteroffers and proposals • Managing power dynamics and leverage in negotiations <p>Negotiating in Different Contexts</p> <ul style="list-style-type: none"> • Negotiating in a team or group setting

	<ul style="list-style-type: none"> • Cross-cultural negotiations and considerations • Multi-party negotiations and consensus-building • Virtual or online negotiations and their unique challenges <p>Conflict Management</p> <ul style="list-style-type: none"> • What constitutes conflict and being comfortable with it • Identifying your personal conflict management style • 5 methods of managing conflict • 5 key action steps in conflict resolution <p>Post-Negotiation Analysis and Follow-up</p> <ul style="list-style-type: none"> • Evaluating negotiation outcomes and performance • Learning from negotiation experiences and applying lessons learned • Establishing agreements and documenting terms • Managing ongoing relationships after negotiations <p>Course of action:</p> <ol style="list-style-type: none"> 1. Lectures and Discussions: Instructors will deliver lectures on negotiation theory and facilitate discussions on real-world case studies. 2. Role-Playing and Simulations: Participants will engage in negotiation role-play exercises to apply and practice their skills. 3. Group Projects: Participants will work on group projects to solve negotiation-related challenges and present their solutions. 4. Individual Assessments: Participants will complete individual assessments to evaluate their negotiation skills and track their progress. 5. Feedback and Coaching: Instructors will provide feedback and coaching to help participants improve their negotiation techniques. <p>Assessment and Grading: Participants will be assessed based on their active participation, individual assessments, group projects, and a final reflective essay on their negotiation journey.</p> <p>By the end of the "Negotiation: The Key Competencies of a Leader" course, participants will have gained the knowledge and practical skills required to become effective negotiators and leaders in their respective fields.</p>
Attachments	

Course topic	8 GROUP PROCESSES, GROUP AND SOCIAL ROLES
Language of the training	English
Organisation	INFODEF
Target audience	Persons aged 15 and over
Aims of the training	<p>Main objective: To provide participants with a comprehensive understanding of how individuals interact within groups, the dynamics that shape group behavior, and the roles people play in social settings.</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> - To list and characterize group leadership styles; - To list and characterize group roles; - To know what qualities an effective manager should have; - knows what cooperation in a group is
Number of hours	120- 180 min
Teaching methods:	Adapt your teaching methods based on the specific needs and preferences of your participants and the goals of your training session. Variety in teaching methods keeps participants engaged and enhances their understanding of group processes and social roles.
Teaching tools used during the training	<ul style="list-style-type: none"> - Lecture with visuals: start the session with a brief lecture to introduce key concepts, but complement it with visuals like slides, diagrams, and infographics to make the information more accessible and engaging. - Group discussions: encourage participants to engage in group discussions about various aspects of group processes and social roles. Pose thought-provoking questions and scenarios, and ask participants to share their perspectives and insights. - Case studies: present real-life case studies or scenarios where participants can analyze group dynamics, identify social roles, and discuss the outcomes. This promotes critical thinking and practical application of concepts. - Role-Playing: conduct role-playing exercises to allow participants to experience different social roles and group dynamics firsthand. This can be particularly effective in illustrating the impact of leadership styles and conflict resolution strategies.
Learning outcomes	<p><u>Knowledge - Knows and understands:</u></p> <ul style="list-style-type: none"> - To list and characterize group leadership styles - To list and characterize group roles <p><u>Skills - Able to:</u></p> <ul style="list-style-type: none"> - Define social roles and explain how they influence individual behavior within a group context. - Describe the stages of group formation, including forming, storming, norming, performing, and adjourning, and their impact on group behavior.

	<ul style="list-style-type: none"> - Examine the concepts of social influence and conformity and how they shape group decision-making and individual behavior. <p><u>Competence - is ready to:</u></p> <ul style="list-style-type: none"> - Provide strategies for identifying and managing conflicts within groups, promoting effective conflict resolution and problem-solving. - Explore team-building techniques and activities that promote cohesion, trust, and collaboration within groups. - Offer guidelines for planning and facilitating productive group meetings, including setting agendas and managing time.
Method of verification Learning outcomes	<ul style="list-style-type: none"> - Feedback questionnaires. - Group and individual evaluation sessions. - By the end of the training course, participants should have a solid understanding of group dynamics, social roles, and the skills necessary to navigate and contribute effectively within various group contexts.
Selected primary and secondary literature	<ul style="list-style-type: none"> - "The Psychology of Groups" by Donelson R. Forsyth - "Group Dynamics" by Donelson R. Forsyth - "Social Psychology" by Elliot Aronson, Timothy D. Wilson, and Robin M. Akert - "Leadership and Self-Deception: Getting Out of the Box" by The Arbinger Institute - "The Five Dysfunctions of a Team: A Leadership Fable" by Patrick Lencioni
Trainer	<ul style="list-style-type: none"> - Each lesson should incorporate interactive elements, discussions, and practical exercises to ensure participants grasp the concepts and can apply them in various group settings. - Remember that being an effective trainer goes beyond just delivering information—it involves inspiring and guiding participants to take meaningful action in their professional lives. Your passion for the topic and your ability to connect with and inspire your audience will greatly enhance the impact of the training course.
Detailed programme	<p><u>Lead information for the trainer</u></p> <p>Lesson 1: Introduction to Group Processes and Social Roles Objectives: Define group processes and social roles. Explain the relevance of understanding group dynamics.</p> <p>Topics: What are Group Processes? Types of Groups (Formal, Informal, Virtual). Introduction to Social Roles. Importance of Studying Group Processes and Social Roles.</p> <p>Lesson 2: Group Formation and Development Objectives: Describe the stages of group formation. Understand how group dynamics change over time.</p>

	<p>Topics: Stages of Group Formation (Forming, Storming, Norming, Performing, Adjourning). Impact of Group Development Stages on Behavior.</p> <p>Lesson 3: Communication and Interaction within Groups</p> <p>Objectives: Discuss the role of communication in group processes. Explore different communication styles within groups.</p> <p>Topics: Verbal and Non-Verbal Communication. Active Listening. Feedback Mechanisms. Overcoming Communication Barriers.</p> <p>Lesson 4: Diversity and Inclusion in Groups</p> <p>Objectives: Emphasize the importance of diversity and inclusion within groups. Discuss strategies for creating inclusive group environments.</p> <p>Topics: Benefits of Diversity in Groups. Addressing Bias and Stereotypes. Promoting Inclusivity and Equal Participation.</p> <p>Lesson 5: Ethical Behavior in Groups</p> <p>Objectives: Stress the significance of ethical behavior and decision-making within groups. Provide examples of ethical dilemmas in group contexts.</p> <p>Topics: Ethical Decision-Making Frameworks. Handling Ethical Conflicts within Groups. Ethical Leadership and Responsibility.</p> <p>Course of action:</p> <p>1. Introduction</p> <ul style="list-style-type: none"> • Welcome participants and provide an overview of the session's objectives. • Explain the importance of understanding group dynamics and social roles. <p>2. Icebreaker Activity</p> <ul style="list-style-type: none"> • Start with an engaging icebreaker or warm-up activity to build rapport among participants and introduce the theme of the session. For example, you can ask participants to share a memorable group experience. <p>3. Defining Group Processes</p> <ul style="list-style-type: none"> • Define and explain what group processes are.
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	<ul style="list-style-type: none"> • Provide examples of everyday group processes and their impact. <p>4. Types of Groups</p> <ul style="list-style-type: none"> • Discuss different types of groups, including formal work teams, informal social groups, virtual communities, and their characteristics. • Share examples to illustrate the diversity of groups. <p>5. Introduction to Social Roles Define social roles within groups and explain their significance.</p> <ul style="list-style-type: none"> • Offer examples of common social roles in various contexts. <p>6. Recap and Discussion</p> <ul style="list-style-type: none"> • Summarize key takeaways from the session. • Encourage participants to share insights, questions, or personal experiences related to group dynamics and social roles. <p>7. Conclusion and Next Steps</p> <ul style="list-style-type: none"> • Thank participants for their active participation. • Provide information about the next session in the training course or any follow-up activities. <p>8. Evaluation and Feedback</p> <ul style="list-style-type: none"> • Distribute feedback forms to collect participants' input on the session's content and delivery. • Encourage participants to share suggestions for improvement.
Attachments	

Course topic	9 CHARACTERISTICS OF PROFESSIONALLY SUCCESSFUL PEOPLE
Language of the training	English
Organisation	INFODEF
Target audience	Persons aged 15 and over
Aims of the training	<p>Main objective: The objective is to equip participants with the knowledge, skills, and mindset necessary to excel in their careers and achieve professional success.</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> - analyzes the course of the career of a person who, according to the principles of ethics - has succeeded in professional life, - explains the motives of a person's professional activity, - analyzes the influence of the social environment on professional career. - help participants understand that professional success is not limited to financial achievements but encompasses personal fulfillment, growth, and contributions to their field or community, - encourage self-reflection and self-assessment to help participants understand their strengths, weaknesses, values, and goals, which are crucial for aligning their careers with their personal aspirations.
Number of hours	45- 90 min
Teaching methods:	- Incorporate real-world scenarios, case studies, and hands-on exercises to apply the learned principles and characteristics in practical situations.
Teaching tools used during the training	- Access to resources, books, articles, case studies, and role models that exemplify professional success and can serve as inspiration and learning tools.
Learning outcomes	<p><u>Knowledge - Knows and understands:</u> - Identify and describe the essential characteristics and traits commonly found in successful professionals.</p> <p><u>Skills - Able to:</u> - set specific, measurable, achievable, relevant, and time-bound (SMART) goals to provide a clear roadmap for own professional journey.</p> <p><u>Competence - is ready to:</u> - Establish methods for participants to track their progress and evaluate their success over time, providing opportunities for adjustment and improvement.</p>
Method of verification	- Establish methods for participants to track their progress and evaluate their success over time, providing opportunities for adjustment and improvement.

Learning outcomes	<p>- By the end of the training course, participants should have a clear understanding of what it takes to be professionally successful and be equipped with the tools and mindset necessary to pursue and achieve their career goals.</p>
Selected primary and secondary literature	<p>"Mindset: The New Psychology of Success" by Carol S. Dweck - This book explores the concept of a growth mindset and how it influences success and achievement.</p> <p>"Grit: The Power of Passion and Perseverance" by Angela Duckworth - Angela Duckworth's work delves into the importance of perseverance and passion in achieving success.</p> <p>"The 7 Habits of Highly Effective People" by Stephen R. Covey - A classic in personal development, this book outlines seven habits that lead to effectiveness and success.</p> <p>"Leaders Eat Last" by Simon Sinek - Sinek discusses the characteristics of successful leaders and how they create environments conducive to success.</p> <p>"Emotional Intelligence" by Daniel Goleman - Understanding and managing emotions is critical for professional success, and this book provides valuable insights into emotional intelligence.</p> <p>"Drive: The Surprising Truth About What Motivates Us" by Daniel H. Pink - This book explores what motivates people and how motivation can impact professional success.</p> <p>"Lean In: Women, Work, and the Will to Lead" by Sheryl Sandberg - A book focused on empowering women in the workplace, it offers valuable insights into leadership and success.</p>
Trainer	<p>- Before the course begins, gather information about the participants' backgrounds, goals, and expectations. Tailor your content to meet their specific needs and experiences.</p> <p>- Clearly define what participants should be able to do or understand by the end of the training. These objectives will guide your content and activities.</p> <p>- Demonstrate the characteristics of professionally successful people in your own behavior and communication. Lead by example.</p>
Detailed programme	<p><u>Lead information for the trainer</u></p> <p>- Define Professional Success:</p> <ul style="list-style-type: none"> • Understand the concept of professional success and its various dimensions. • Identify personal goals and aspirations related to professional success.

	<p>- Self-Awareness and Personal Development:</p> <ul style="list-style-type: none"> • Explore the importance of self-awareness in professional growth. • Assess strengths, weaknesses, and areas for improvement. • Develop strategies for continuous personal and professional development. <p>Course of action:</p> <ol style="list-style-type: none"> 1. Welcome participants and provide a brief overview of the session. 2. Set clear learning objectives for the session. 3. Icebreaker activity to encourage participant engagement and interaction (e.g., a question or discussion related to success). 4. Present a list of key characteristics associated with professional success. These could include traits like resilience, adaptability, leadership, etc. 5. Discuss each characteristic in detail, providing examples and anecdotes. 6. Encourage participants to share their thoughts and experiences related to these characteristics. 7. Present real-life case studies or stories of individuals who exemplify the characteristics of professional success. 8. Analyze these cases with the participants, highlighting how these individuals demonstrated the discussed characteristics in their careers. 9. Divide participants into small groups and assign each group a specific characteristic of professional success to discuss. 10. Have each group share their insights, examples, and strategies related to that characteristic with the larger group. 11. Conduct interactive activities or role-playing exercises related to some of the characteristics. 12. Guide participants in setting SMART goals related to enhancing their characteristics of professional success. 13. Provide time for participants to create action plans outlining steps they will take after the training. 14. Summarize the key takeaways from the session. 15. Distribute feedback forms to gather participants' input on the session's content, delivery, and overall effectiveness. 16. Encourage participants to share any suggestions or comments.
Attachments	

Course topic	10 CREATIVITY THE FIRST STEP TO SUCCESS
Language of the training	Polish, English
Organisation	Fundacja Forum Edukacji

Target audience	Persons aged 15 and over
Aims of the training	<p>Main objective: To develop creative thinking in the areas of self-discovery, problem solving, teamwork.</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> - can define the term creativity - is able to notice the layers of his/her creativity. - knows how to apply creative thinking in the area of: self-discovery, problem solving, teamwork
Number of hours	90 min
Teaching methods:	<ul style="list-style-type: none"> - heuristic chat - brainstorming - teamwork
Teaching tools used during the training	whiteboard and chalk or flipchart and markers, sheets of paper, pens, ream of A4 paper, computer and screen/projector
Learning outcomes	<p><u>Knowledge - Knows and understands:</u></p> <ul style="list-style-type: none"> - the factors stimulating the development of own creativity and creativity in a team - knows the role of creativity and innovation in teamwork - methods of creative problem solving <p><u>Skills - Able to:</u></p> <ul style="list-style-type: none"> - cultivate their own creativity through intellectual exercises - apply the principles of creative group work - apply techniques which support creative problem solving appropriate to the type of problem - work conceptually on a task - present the results of their work in a synthetic manner <p><u>Competence - is ready to:</u></p> <ul style="list-style-type: none"> - analyse complex issues - identify and solve problems - empathise with/understand the needs of others - work in teams
Method of verification Learning outcomes	- Competence accumulation questionnaires
Selected primary and secondary literature	<ul style="list-style-type: none"> - "ABC of creativity", Krzysztof J. Szmidt - "Creativity training. Handbook for educators, psychologists and group trainers", Krzysztof J. Szmidt - "Creativity training", Aleksandra Gruszka, Edward Nęcka, Jarosław Orzechowski, Błażej Szymura

Trainer	Sylwester Karnas
Detailed programme	<p><u>Lead information for the trainer</u></p> <p>In colloquial terms, creativity is a creative attitude. An important feature of creativity is the freshness of ideas, the consideration of different points of view and the transcending of established patterns of thought. This scenario presents three aspects of creativity: self-discovery, problem solving and the importance of teamwork. By addressing them creatively, the student will be equipped with the knowledge and skills to better deal with the specific problems and challenges he or she encounters in everyday life.</p> <p>Course of action:</p> <ol style="list-style-type: none"> 1. After the presentation of the topic, the trainer introduces the topic with a question - <i>What do you associate creativity with? What qualities does a creative person have?</i> - write down suggestions from the audience on flipchart cards 2. Exercise 1. <i>"My name - creativity for self-knowledge"</i>. The workshop leader asks the listeners/participants to write their name vertically on a piece of paper and for each letter to come up with one characteristic term for their person. It is important in this exercise that participants avoid single words, e.g. instead of A - ambitious, better A – am I imaginative; N - nice, better N - not like Mondays. After completing the exercise, the trainer asks the audience: <i>What new things did they discover about themselves? Was the form of this exercise helpful in this?</i> 3. Exercise 2. <i>Paper tower - creativity in teamwork</i> The facilitator divides the workshop group into two teams and informs them that the task of each team is to build a tower of min. 1m. The only building material is half a risk of A4 size paper (per group). The use of any other material is forbidden. The task has a time limit of 20 minutes . The workshop leader emphasises that it is useful to plan the activities first and then start building.

It should be added that the tower must stand on its own for min. It should be added that the tower must stand on its own for at least 30 seconds (it cannot stand against a wall, for example) and that the base of the tower should be two sheets of A4 paper. The team whose tower comes closest to the intended height and stands on its own for the given time wins.

Discuss the exercise: *What surprised them during the task? Are they all satisfied with the task? Could this exercise have been done in a different way?*

4. Exercise 3

Disney's three chairs - creativity in problem solving

Instructor information: Walt Disney's original method applied to problem solving. The producer took on three roles: realist, dreamer and critic, which were symbolised by three chairs. Occupying the chair of one's choice meant adopting a particular perspective and way of thinking.

The dreamer's chair: here one can fantasise and create crazy and absurd ideas. It is used to set and imagine a goal and to consider a problem from a future perspective.

The realist's chair: common sense and regularity rule here. It is used to consider problems from the perspective of the present.

The critic's chair: here the ideas of the dreamer and the realist are critiqued. It assesses whether they can be put into practice or whether it is worthwhile and how beneficial it is. The problem is considered from the perspective of the past and the future.

The facilitator briefly tells participants about the problem-solving method used by Walter Disney. Write down two problem issues of their choice on the board. He informs the listeners that their task is to consider these problems from the point of view of Disney's three chairs. She asks each listener to individually consider and write down their suggestions on a piece of paper. They are given 5 minutes to complete this part of the exercise. In the meantime, the trainer sets up three chairs in the middle of the circle.

	<p>After all the participants have written down their suggestions, e.g. six people should be chosen. The task for each of them will be to take the role of the dreamer, the realist and the critic in turn (by occupying the corresponding chair) and present their solutions.</p> <p>It is important to show the solution to one problem from the point of view of several people (one issue is discussed by three people)</p> <p>Examples of problem issues:</p> <ul style="list-style-type: none"> - improving the rail and bus network in Europe - introducing compulsory creativity courses in the school curriculum. <p>Discussion of the exercise: ask the people who presented their solutions for their reflections on the respective roles. Also ask participants who were observers what surprised them, whether their ideas were similar. Request at the end for everyone to express their opinion on the consideration of the problems from the perspective of the three chairs.</p> <p>5. Summary</p> <p>The facilitator asks the audience , in which areas they used their creativity during this activity. The activity ends with a round of unfinished sentences: <i>The important thing I discovered today was....</i></p>
<p>https://www.google.com/search?q=3+KRZESLA+DISNEYA&sxsrf=ALiCzsbnr7ccpxULm0ujjUM2GHE0CRE6Ag:1671050853364&source=lnms&tbm=vid&sa=X&ved=2ahUKewjTtJDE fn 7AhVGilsKHfZNC kQ AUoBHoECAIQBg&biw=1536&bih=714&dpr=1.25#fpstate=ive&vld=cid:97db7154,vid:YkcHc9hP-LQ –Introductory material for exercise 3 (trainer shows a video to the audience) POLISH YOU CAN CHOOSE ENGLISH OR ITALIAN SUBTITLES</p> <p>https://www.youtube.com/watch?v=hE2fZYTdlqA Introductory material for exercise 3 (trainer shows a video to the audience) ENGLISH</p>	

Course topic	11 Positive thinking
Language of the training	Polish, English
Organisation	Fundacja Forum Edukacji
Target audience	Persons aged 15 and over
Aims of the training	Main objective:

	<ul style="list-style-type: none"> - the listener will be able to define the concept of positive thinking. - the learner will learn to realistically and constructively evaluate a situation from different points of view, to look for new perspectives to solve tasks. - The learner will be able to responsibly analyse the motives of their own actions, realising the freedom of their own choice and self-esteem. - To be able to realistically assess their own competences and resources, focusing on their strengths
Number of hours	90 min
Teaching methods:	<ul style="list-style-type: none"> - heuristic chat - brainstorming - team work
Teaching tools used during the training	whiteboard or flipchart, chalk or markers, pens; Annex 1, Annex 2, Annex 3, Annex 4.
Learning outcomes	<p><u>Knowledge - Knows and understands:</u></p> <ul style="list-style-type: none"> -factors stimulating the development of positive thinking - knows the role of positive thinking in teamwork <p><u>Skills - Able to:</u></p> <ul style="list-style-type: none"> - - develop positive thinking through intellectual exercises - apply the principles of creative group work - use techniques which support positive thinking appropriate to the type of problem - work conceptually on a task - present the results of their work in a synthetic manner <p><u>Competence - is ready to:</u></p> <ul style="list-style-type: none"> -analyse complex issues - identify and solve problems - empathetic analysis of the needs/understanding of others - working in teams
Method of verification Learning outcomes	- Competence accumulation questionnaires
Selected primary and secondary literature	-
Trainer	Sylwester Karnas
Detailed programme	<p><u>Leading information for the trainer</u></p> <p>The scenario aims at the development of positive thinking understood as consisting in the fact that, in solving life's</p>

problems, one sees primarily the advantages and not the disadvantages; goals and objectives and not the problems; opportunities and not the obstacles. Positive thinking is a prerequisite for the consistent realisation of set goals. We may not realise it, but our brain automatically tries to realise the states we desire. If you are ill, have a fever and a sore throat, you can react to this condition in three ways:

- The burly man: Oh dear, I'm dying!
- Positive thinker: Ok, I need to go to the doctor;
- The gaggle: I'm fine, I'm not going to take any medication.

The way of the positive thinker is by far the most beneficial for physical and mental health.

Positive thinking combines three elements:

- realism (the ability to assess a difficult situation realistically, bearing in mind one's own strengths and resources, i.e. based on confidence in one's own abilities),
- constructiveness (the ability to set oneself goals and tasks to be accomplished),
- responsibility (ability to implement accepted goals and tasks in everyday life),
- developing a positive attitude.

1. introduction

The trainer asks the audience to answer the following questions:

- What is positive thinking for you?

What is the difference between your approach to solving problems:

- a burly man (a man who is always dissatisfied and sees only downsides in every situation);
- Gaggot (a person who is happy all the time and does not think about others or the consequences of their actions),
- A positive thinker?

What is the difference between positive thinking and so-called success propaganda?

- Are you able to maintain positive thinking in difficult situations?
- Do you always believe that you will be able to overcome difficulties?
- How does your attitude affect the end result of your actions?

Summarising the exercise, the trainer recalls the characteristics of positive thinking, namely: realistic, constructive, responsible. Write them down on the board so that students have them in front of them during the whole class. Explain that the objective of the class will be to develop these three qualities.

Exercise 1 (10 min) : Unfinished sentence: I am happy that today....

The trainer explains to the listeners that in order to reinforce positive thinking skills, it is important to be able to see simple positive things and situations that we encounter in our daily life. The trainer asks each listener in turn to think about everything that has happened to them that day and to complete the task: I am happy that today ... Take care that the students' answers are not repeated. Start the chain of answers with yourself.

Summarising the exercise, the trainer asks:

- What feeling did you have when you could tell about an event that made you happy today?
- How do you feel about the fact that so many positive events took place in this one day?

Exercise 2 (20 min.) : Analysis of the parable of the five wise men using the coordinate system method

The trainer divides the audience into 5 groups. He distributes to each group Part I of the parable of the five wise men and an appendix with a description of the coordinate system method. He informs the students that he will read the parable of the 5 wise men (only the first part of the parable at this stage) and then each group will have the task of analysing, using the Coordinate Arrangement Method, the decision of one of the 5 wise men (the first group the first wise man, the second group the second wise man, etc.) and its possible consequences, i.e. the continuation of the story (what positive and what negative could happen if the wise man sticks to his decision consistently, and what if he changes it?). The group has 5 minutes to complete the task. The trainer will then ask the group to briefly (about 1 minute) present the results of their work. When all groups have presented the results of their work, the trainer will read the second part of the parable of the wise men and the moral of the parable.

The trainer encourages the audience to discuss by asking the question: Which moral is the most unexpected for you and why?

Exercise 3 (20 min): Sic volo technique

The trainer hands out a Sic volo technique card to each listener. Explain that sic volo translated from Latin means: I prefer it this way. Informs them that the task will be based on individual work. Adds that the listeners' task is to write on the card received in the first column the 5 activities they have done today. He emphasises that the work listed must be real, simple and concrete (e.g.: I washed up in the morning; I ate breakfast; I came to school, etc.).

He then asks the listeners to write in the second column, next to the arrow leading to the indicated work, why they did the activity (e.g.: I want to look pretty; I was hungry; this is what my parents told me to do, etc.). In the third column, for them to write why it is important to them the reason given earlier for doing the activity (e.g.: I want to please the girls; I need to have the energy to do the work; I don't want my parents to bother me, etc.), until all columns are filled or they run out of ideas.

The trainer explains that this will provide the audience with a chain of reasons for doing the activity. Participants have 10 minutes to complete the task. If some of them don't manage to complete their task in this time, encourage them to do it themselves at home.

After completing the task, the trainer invites the audience to a discussion by asking questions:

- Is there anyone willing to read one of the chains of causes? Ask those willing to present their examples.

Do you now have a better understanding of the reasons (motives) for your own actions?

What was easy or difficult about the task?

- Were there jobs you did for the same reason?

Exercise 4 (20 min): Burly, Gaggy and Positively Thinking

The trainer divides the audience into 3 groups: Burcymuchy, Gagatek and Positively Thinking. He hands out a Story Card to each group. The trainer then asks each listener to describe a few (2-3) life situations that cause stress or other types of difficulties (e.g. I eat 3 large chocolates every day, which I spend a lot of

	<p>money on, then I get a stomach ache and am plagued by remorse).</p> <p>The trainer chooses one such situation with the listeners. Explain that it is now the objective of each group to come up with a further development of the selected situation, taking into account the emotional context (what we like about the situation, what annoys us) and information describing a possible plan of action from the point of view of the character assigned to the group, i.e. from the point of view of the Burroczymucha, Gagatka, Positively Thinking. Students have 8 minutes to complete the task.</p> <p>After completing the task, each group reads out their version of the situation (additionally they can try to imitate the tone of voice, the way of speaking and behaving that they associate with the character).</p> <ul style="list-style-type: none"> ● How did the development of the situation differ according to the role played and the attitude? ● Which version carries the most prospects for a positive solution? Why? <p>Summary (15 min)</p> <p>The trainer asks the participants to share their reflections and answer the question: What did you discover important for you during the activity?</p>
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Annexes

Annex 1 The Parable of the Five Wise Men

I PART

Five wise men were lost in the forest.

The first one said: "I will go to the left - my intuition says so".

The second said: "I will go to the right - not surprisingly, in old Polish the word right had the meaning of true (truthful)".

The third said: "I'll go back - we came from there, so on my way back I'll definitely come out of the forest".

The fourth said: "I will go forward - we have to go on, the forest will surely end and we will find something new".

A fifth said: "You are wrong. There is a better way. Wait for me..."

He found the tallest tree in the forest and climbed it. As he climbed, the rest of the wise men dispersed - each went in his own direction. Meanwhile, he saw from above which way to go in order to get out of the forest the fastest. He also knew in what order the other sages

would get out of the forest. He stood above the problem and solved the task better than anyone else. He thought he had done everything right and the others had not. They were stubborn and did not listen to him, and he was the only one who was really WISE.

PART II

But that's not all - because... he was wrong.

All the wise men behaved well and wisely.

The one who went to the left ended up in the scrub. He had to starve and fight wild animals, but he learned how to survive in the forest. He became part of it and could now share his experiences with others.

The one who went to the right - met robbers. They robbed him and forced him to steal and rob with them. On the other hand, after some time he gradually awoke in the robbers what they had forgotten - humanity and compassion. The repentance and change in some of them was so profound that after his death they also decided to become wise men.

The one who returned paved a path through the forest, which soon became a path for all who wanted to enjoy the delights of the forest without the risk of getting lost.

The one who went forward became a pioneer. He was the one who managed to get to places that no human had ever seen before and found wonderful opportunities, amazing medicinal plants and animals.

The one who climbed the tree became a specialist in finding the shortest path. To him all those who wanted a quick solution to their problems turned - even if this path did not lead to development.

All the wise men thus found their destiny in life.

MORAL OF THE PARABLES:

1. rise higher and see the shortest path.
2. Let others go their own way.
3. Recognise the wise man in everyone - every way of being is important and worthy of respect.
4. and more... be able to look beyond the end of the story - there is always a continuation.

Appendix 2 Coordinate system method sheet

-+

What bad things will happen if the wise man follows his chosen path?

- 1
- 2
- 3

++

what positive thing will happen if the wise man follows the path he has chosen?

- 1
- 2
- 3

—
 what bad thing will happen if the wise man does not take the path he has chosen?

- 1
- 2
- 3

+—
 what positive thing will happen if the wise man does not take the path he has chosen?

- 1
- 2
- 3

Annex 3: VOLO SIC TECHNICAL SHEET

Made action	Why did you do it?	Why is it important for you to do it?	Why is it important for you to do it?	Why is it important for you to do it?	Why is it important for you to do it?	Why is it important for you to do it?	Why is it important for you to do it?
1							
2							

3							
4							
5							

Annex 4 The story of the burly, the gaggy and the positively minded

Group name:

1. Description of the situation (facts):

2. what annoys me most about this situation is:

3. I like the fact that:

4. When I am in this situation again, I:

Course topic	12 Decision-making and how to deal with difficulties in the decision-making process
Language of the training	Polish, English
Organisation	Fundacja Forum Edukacji
Target audience	Persons aged 15 and over
Aims of the training	<p>Main objective: To develop skills to support the decision-making process.</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> - The learner can define and understand the sources of the most common difficulties in the decision-making process. - The learner is able to define and understand the effect of factors influencing the decision-making process. - The learner is able to use techniques to facilitate decision making (decision tree).
Number of hours	45 min
Teaching methods:	<ul style="list-style-type: none"> - heuristic chat - brainstorming - teamwork
Teaching tools used during the training	Board or flipchart, chalk or markers, pens; supplementary material
Learning outcomes	<p><u>Knowledge - Knows and understands:</u></p> <p><u>Skills - Able to:</u> making decisions deal with difficulties in the decision-making process</p> <p><u>Competence - is ready to:</u></p>
Method of verification Learning outcomes	- Competence accumulation questionnaires
Selected primary and secondary literature	-
Trainer	Sylwester Karnas
Detailed programme	<p>Introduction:</p> <p>Theoretical introduction to the topic -information for the trainer Decision - is the choice of one possibility among at least two options. Just making a choice does not yet mean taking an action,</p>

as effective motivation and objective possibilities to implement the decision are needed. Decision-making is a complex cognitive process influenced by cognitive, emotional and motivational elements as well as the knowledge and experience of the decision-maker and contextual factors. Individual variables such as the temperament or personality of the decision-maker also play a special role. We postpone decisions because choices cost us money. By the same token, we avoid making decisions by trying, as far as possible, to shift the burden off us and put the responsibility for the choice onto someone else. It is not easy to make a personal and independent decision, nor is it easy to express it. The depth of the person seeks to hide in the anonymity of the group. It costs money to make a decision because it costs us to self-define ourselves.

Workshop

To begin with, the facilitator asks the question: What makes a person make responsible, good decisions in a difficult situation? He/she writes the given suggestions on the board. The facilitator should moderate the discussion in such a way as to include such determinants as self-efficacy, positive self-esteem, knowledge and communication skills.

I. Exercise

The facilitator divides the participants into two groups. The first group is instructed: Write down all the possible ideas, behaviours, words you would use to stop your friend from driving in a situation where the sick person: has a high temperature above 38°C, is dizzy, can't keep his balance, breathes hard and has a high pulse rate.

Group two is instructed: Write down all the possible ideas, behaviours, words you would use to stop your friend from driving in a situation where he is under the influence of alcohol. The facilitator asks the leader of each group to present their work, the group helps the leader.

The facilitator then summarises the exercise. He or she asks: Which of the tasks is easier to do, what facilitated or hindered the task. What makes it so, that we take care of a sick person and are concerned about their safety? What hinders such behaviour towards a person under

the influence of alcohol? What factors favour the decision to intervene towards a person under the influence of alcohol?

II. Exercise

The trainer asks each participant to write down his/her answers according to the instructions: between the instructions time should be given to the participants to respond

1. Recall a situation or event from the past that was unfavourable to you (for ease of reference give it a title).

2. Make a note of what you thought of yourself during the event.

3. Answer the questions:

a. was it helpful to you in this situation?

b. Did it have a positive effect on your feelings, stress levels, self-esteem, behaviour, relationships with others?

4. If it didn't help you, why did the person think that way?

5. Try to formulate an alternative message-counter to the ones you gave yourself-that would be helpful in this situation.

Conclusion:

The way of thinking about oneself, self-evaluation, experiencing in different, difficult situations, looking at one's own strategies, fosters the formation of decision-making skills.

III. Exercise The trainer asks each participant to listen to the instructions and write down on a piece of paper: 1. Make a list of things you want. Try to write down at least 15 statements. Don't think, don't censor what you write. If negative thoughts come to mind, such as: "I can't afford it" or "it's impossible", make a note of it but continue with your list.

2. Read through your list and think about what one small step you would need to take today to move you closer to achieving your plans and desires - write down next to each desire

3. Then on a scale of 1 to 5, identify how realistic this step is.

The facilitator writes the scale on the board.

1. 20% realistic

2. 40% realistic

3. 60% realistic

4. 80% realistic

5. 100% realistic

He then asks the listeners, who are willing, to share their chosen desires.

The facilitator discusses the 'small steps' with them, e.g.:

Desire: "I would like to ride a horse" The steps would be: find a stud farm close by (internet)-realistic out of 5, check the price-realistic out of 5, go and see it-realistic out of 3. (The facilitator can ask questions such as: How will you do it, when is it possible, who will you call, will you go alone or with someone? If with someone, why?)

If the desire is formulated in too general terms, e.g. "I want to be happy", the facilitator should ask, "And what is being happy for you. How do you know when you are happy?"

Conclusion:

General, unspecific goals have little chance of being realised. It is difficult to have a sense of self-efficacy in achieving them. We underestimate the importance of 'small steps' and it is these that can be the source of success and drive further action. Listeners take their list of desires with them, planning to take one step that will bring them closer to realising one of their written desires.

Discussion and summary of the workshop

The facilitator asks the group. What were the exercises for? He writes on the board: What do we gain, what do we lose by making individual, difficult, risky decisions? He writes down the gains and losses of making decisions. It is worth discussing with the participants the feeling of fear and time pressure as a factor influencing decision-making. Fear of commitment, fear of defining oneself, fear of being wrong, fear of showing face, fear of acting, fear of choosing, fear of being oneself. Fear makes blind the channels of discernment, immobilises the mechanism of decision-making. Under the influence of fear, the gaze, the heartbeat, the balance cease to be what they should be, cease to act as they should act. The environment is disrupted and choice is wasted. Perhaps it is courage that matters most when making a good choice, perhaps our decisions are not the best ones because we lacked the courage to make them. Courage to commit to something and courage to get it wrong (this is the best guarantee of not getting it wrong), courage to choose, courage to live. Fear paralyses the soul. On the contrary, the courage to choose decisively and clearly is what marks man as such, gives him dignity and personality. There is no better school for becoming human than the ability to choose. Choices must be

	<p>made. Every choice contains within it an element of the clock mechanism, a limited time, which marks the end of a stage. When we hesitate, we stop, we postpone the decision. We let time run away. We let life run away. The clock, on the other hand, goes forward and so does life. The last opportune moment for a decision draws nearer, arrives, passes. The clock strikes time and we lose the ability to choose.</p> <p>Once the task is completed, each group reads out their version of the situation (in addition, they can try to imitate the tone of voice, manner of speaking and behaviour they associate with the character).</p> <p>In conclusion, encourage the audience to discuss by asking questions:</p> <ul style="list-style-type: none"> ● How did the development of the situation differ according to the role played and the setting? ● Which version carries the most prospects for a positive solution? Why?

Course topic	13 RISK MANAGEMENT
Language of the training	Polish, English
Organisation	Fundacja Forum Edukacji
Target audience	Persons aged 15 and over
Aims of the training	<p>Main Objective: Developing skills to support the process of anticipating and minimizing risk.</p> <p>Specific goals: - the student is able to define, analyze and react to potential threats in the project that have not yet happened</p>
Number of hours	90 min

Teaching methods:	<ul style="list-style-type: none"> - heuristic chat - brainstorm - teamwork
Teaching tools used during the training	blackboard or flipchart, chalk or markers, pens; additional materials
Learning outcomes	<ul style="list-style-type: none"> - competence growth surveys
Trainer	Sylwester Karnas
Detailed programme	<p>Introduction:</p> <p>Theoretical introduction to the topic - information for the lecturer</p> <p>The risk management plan is a document that details how your team identifies, analyzes and responds to potential project risks that have not yet occurred.</p> <p>A risk in a project is anything that can hinder its implementation by: delaying the project timeline, going over budget, or degrading project performance in any other way.</p> <p>A problem in a project is something that already interferes with its implementation. Problem solving is a reactive approach, not a proactive one.</p> <p>An effective risk management plan will allow you to respond to any potential threat that may arise during the project life cycle and minimize its effects so that the project stays on track, stays on budget and stays on target.</p> <p>A good project risk management plan is not reactive but proactive. It is best to create it in the project planning phase. You can then most accurately identify any hazards and their potential impact, and monitor hazards throughout the project. Instead of getting caught unprepared, you'll notice these threats when they start to cause trouble.</p> <p>If, on the other hand, you want to address risks in a project that has already started, consider using the theory of constraints, which helps identify the weakest link in a project or process and deal with the effects of the threat.</p> <p>Project management is about identifying, planning and monitoring potential threats. Not everything will go wrong, and it's even possible that everything will go right.</p> <p>Risk minimization plan:</p>

1. Identification

To identify risks, create a project risk management plan by gathering all potential risks to the project. A threat is anything that may have a negative impact on the schedule, budget, or success of the project.

There are a number of different ways to start the hazard identification process, including:

Project stakeholder interview: The best way to identify project risks is to ask stakeholders, management and subject matter experts. If they have carried out similar projects in the past, ask what threats they have encountered and how you can protect yourself against them. Even if they have not carried out similar projects, remember to talk to the project's key stakeholders in order not to overlook any of the important risks in the project.

Brainstorm potential risks with your project team: Your project team is the people you will be working with on a project every day. Before starting its implementation, ask each other what they consider to be potential threats and consider conducting a brainstorming session to identify serious threats that may affect your Project. Assumptions are all your beliefs about the design that are not proven facts. You can base design decisions on your assumptions, even unconsciously. However, by doing so, i.e. without documenting and validating assumptions, you put the project at risk. If your assumptions turn out to be untrue, the foundations of your project may lose stability, and thus threaten the successful implementation of the project.

Checklist Checklists: Make sure your team or department has a checklist of general hazards. If not, start creating it yourself to make it easier for you to carry out projects in the future.

Create a Risk Matrix: The risk assessment matrix divides the threat severity level into four categories: catastrophic, critical, marginal and minor. This helps determine which threats need to be addressed first.

Once you have identified important risks, record them in the risk log. As the name suggests, the Threat Log is a list of all the hazards in your project. Your hazard record should answer a number of questions about identified, known hazards, including:

- What are the chances of this threat occurring?

- What is the likelihood of this hazard occurring?
- What will be the impact and severity of this threat?
- What is our response plan to this threat?
- Who is responsible for this threat?

2. Analysis

For each identified threat, analyze the probability of its occurrence, the degree of significance and the response plan. Depending on the complexity of the threats in your project, consider conducting a risk analysis together with the project team or key stakeholders. To determine severity, consider how the threat will affect the achievement of the project's objectives. Will it delay the schedule, jeopardize the budget, or reduce the impact of the project's end products? Then, for each threat, develop a response plan. This isn't necessarily something you need to do now, but rather something your team will do to quickly make changes and address the threat.

3. Defining priorities

To prioritize your threats, ask yourself the following question: "Based on the threat record and analysis, which threat is most likely to occur and is the most likely to threaten the success of your project?" Threats that should be addressed first are those that have a high probability of occurrence and a high degree of severity. You should monitor and respond to all potential threats, but it is these threats that should be given the most attention and checked as often as possible.

4. Determination of responsibility

This step is optional, but recommended. Even though the threats you have identified have not yet occurred, it is a good idea to designate a person responsible for the threat in advance so that team members are prepared. Such a person should not only monitor a given threat, but also develop a plan to mitigate it

5. Monitoring

At this stage, the implementation of your project has already started and is happily moving towards the final goals of the project. However, remember to actively monitor threats to avoid unpleasant surprises. For this purpose:

Send regular status updates to keep the team and project stakeholders up to date. Remember: risk management should be proactive, not reactive.

	<p>Randomly contact people managing individual threats. Every responsible person should monitor their hazard for dangerous signals. As a project manager or team leader, talk to them regularly to make sure things are going well.</p> <p>Check the threat log for changes. When the probability of a given hazard changes, the hazard register is updated and the change should be marked accordingly in the register. Like most components of project management, your risk management plan should be a dynamic document that your team members use to keep you up-to-date.</p> <p>Collaboration is very important in the risk monitoring process. Quite often there are potential issues or new risks that a team member has spotted but didn't feel comfortable reporting right away. You must remember that you are building a culture of team cooperation, openness and honesty.</p> <p>6. Reaction</p> <p>When the threat materializes, it's time to react. With a hazard record and risk management plan in place, you have a great contingency plan for this eventuality.</p> <p>Remember: risk management is not meant to prevent a threat from occurring (although it helps). Rather, it is preparing for potential risks and developing a good plan for such an eventuality so as not to be caught off guard.</p> <p>Exercise:</p> <ol style="list-style-type: none">1. Divide into 2 groups of 6 people and write down a risk management plan in any way according to the instructions above <p>Summary:</p> <p>A round and discussion about how thinking about possible risks affects the quality of team work?</p>
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Course topic	14 Planning - the essence and importance of planning
Language of the training	English
Organisation	Fundacja Forum Edukacji
Target audience	Persons over the age of 15
Aims of the training	<p>Main Objective:</p> <ul style="list-style-type: none"> - To raise awareness of the importance of scheduling activities to facilitate their implementation - presenting techniques to help organize one's own time - to improve the ability to plan and organize one's day - forming a responsible attitude in one's life - improving the ability to respond to unforeseen situations - perfecting the skill of building a weekly plan - the listener knows the phenomenon of control
Number of hours	45 min
Teaching methods:	<ul style="list-style-type: none"> - brainstorming - action planning - teaching conversation - basket and suitcase
Teaching tools used during the training	<ul style="list-style-type: none"> - kartki A4 - arkusze papieru A3 - flamastry, markery - kolorowe karteczki samoprzylepne - flipchart
Learning outcomes	<p>- competence building surveys</p> <p>Introduction:</p> <p>During the class, the trainer proposes to get out of the class system and create a free conversation environment</p> <ul style="list-style-type: none"> - circle class arrangement. If the trainer is a stranger, he or she and the whole group pin up cards with the names of the participants. The trainer introduces the purpose of the activity in learner language and makes sure that all elements are well understood.

"Nowadays it is a common occurrence to do many things at the same time. Each of us, whether a student or a working person, has certain responsibilities that we have to fulfil for the sake of our lives. Therefore, we must try to manage our own time skilfully. Strategic thinking and careful planning are essential here. Real commitment and positive energy will result in us saving a few spare hours just for ourselves through planning. Our commitment will also improve many aspects of our lives, e.g. effective academic performance, self-development - attending extra-curricular activities to develop our skills and interests, family relationships, etc. An important issue in this matter is control, i.e. managing oneself, setting one's own path and directing it. By controlling our own behaviour, we develop the ability to react calmly to everything that occurs in our lives. However, we must remember that we cannot influence all the situations that arise in our lives. After all, we cannot do everything. Therefore, it is worth focusing on what we want to do and what we need to do.

"Course of action

A / Brainstorming: What activities help to plan the day? Participants sit in a circle. The facilitator distributes one sticky note to each participant.

on which each participant lists one activity which is important from his/her point of view to facilitate the planning of the day. Participants then place the sticky notes on the board. The trainer discusses their findings with them.

B / Exercise "a page from the calendar".

The trainer divides the group into teams of 3-4 participants (depending on the size of the group). Each group then prepares a daily calendar sheet on which they write: date, day of the week, main tasks, additional tasks. The essence of the exercise is to learn how to manage one's own calendar properly.

Participants without specific rules write down their own plans or important events planned for that day (who's birthday, who should I meet, who should I send emails to, what subject should I study, what extracurricular activities do I have). After the presentation of the task, the trainer discusses with the

participants the universal principles for creating a good diary, which will allow better time management.

Rule No. 1:

If you make an appointment with someone write this information down straight away. Memory can be unreliable and the meeting may not take place.

-

Rule No. 2:

Write down the most important duties, events in clear e.g. red colour.

-

Rule no. 3:

Keep a handy calendar with you at all times.

-

Rule no. 4:

Don't take shortcuts in writing down.

-

Rule #5:

Establish a single, fixed system for recording events in your calendar: e.g. meeting time, person, place and a brief description of the event.

-

Rule No. 6:

A wall calendar should preferably indicate two months

C / Planning activities.

After discussing with the participants the principles of creating a good calendar, the trainer draws up a "WEEKLY PLAN OF MY CLASSROOM". - The listeners prepare the plan and its form themselves. Participants freely list the important events concerning their class for the next week. The facilitator writes down the events (the most important are written in red). The facilitator then divides the group into five teams (number of working days) and distributes A4 sheets of paper to the students. Each team is allocated one working day of the week. The team's task will be to plan a specific day rationally and efficiently. The weekly plan should include a time frame and the definition of free time. After presenting the results of each

	<p>group's work, the facilitator discusses the conclusions of proper planning:</p> <ul style="list-style-type: none"> - do not leave an assignment to the last minute - regularity in learning has a positive effect - good organisation increases productivity - good organisation allows you to have more free time - planning allows you to pursue your interests to a greater extent <p>D / Bin and case:</p> <p>Does perfectionism help you manage your time?</p> <p>The trainer prepares two sheets of A3 paper. One participant draws a basket on one and a suitcase on the other.</p> <p>Participants receive sticky notes in two colours. They write positive associations on one and negative associations on the other. They stick their sticky notes on the posters: positive on the suitcase poster and negative on the basket poster. A selected participant reads out the captions of the cards, after which everyone expresses their opinions, comments on the results of their work.</p> <p>Summary:</p> <p>The facilitator summarises the activity in a few sentences. Thank you for the activity, if there is time, the trainer thanks everyone by name by shaking their hand.</p>
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Course topic	15 DESIGN THINKING
Language of the training	English
Organisation	Fundacja Forum Edukacji
Target audience	Persons aged 15 and over
Aims of the training	<p>Main objective:</p> <ul style="list-style-type: none"> - possible solution to the problem and solution to the problem - the participant works as a team when a problem occurs

	<ul style="list-style-type: none"> - development of creativity and empathy - participation in the initiative - participant knows the design think method and its individual stages
Number of hours	90 min
Teaching methods:	<ul style="list-style-type: none"> - heuristic talk - brainstorm - teamwork
Teaching tools used during the training	<ul style="list-style-type: none"> - blackboard or flipchart, chalk or markers, pens; additional materials - access to the video: https://www.youtube.com/watch?v=Gd-k-395KtA.
learning outcomes	<ul style="list-style-type: none"> - competence growth surveys
Bibliography	<p>Tom Kelley, David Kelley, Creative Courage. Open up to Design Thinking, ed. MT Business, 2019.</p> <ul style="list-style-type: none"> • Joseph Campbell, The Hero with a Thousand Faces, ed. Nomos Publishing House, 2013. • Joseph Campbell, The Power of Myth, ed. Znak Social Publishing Institute, 2019.
Detailed program	<p>Introduction:</p> <p>As an introduction to the classes, participants think and write on a piece of paper the answer to the question "Who is an entrepreneur" in three sentences?</p> <p>After 10 minutes, the teacher asks you to put the papers aside and introduces the design thinking method: a short historical outline, etc. The following information can be used:</p> <p>Mini-lecture:</p> <p>Design Thinking is the process of creating innovative products (goods and services) based on a deep understanding of the problems and needs of their users. Of course, the word "creation" also includes the process of development. This method also allows you to see new and adequate directions of development of existing products. The method was divided into several specific stages. They organize the work of people who want to apply the Design Thinking philosophy in their own work on innovative solutions:</p> <p>I. Empathy</p> <p>At this stage, you meet with customers or recipients of a given product. You immerse yourself in their world to understand and, above all, feel their dreams, ambitions, limitations and difficulties.</p> <p>II. Definition</p>

Here you wonder what results from a series of meetings with the product's recipients. You try to somehow name the most important observations and define the main challenge for your project. Correctly defining the problem is key to generating ideas for the proper solution to the challenge.

III. Ideation (solution generation stage)

Time to get creative! In this stage, you work on generating as many possible solutions to the customer's request. If the previous two phases have been carried out well, there will be no shortage of ideas for solutions. Learn more about one type of brainstorming - the 6-3-5 technique.

IV. Prototyping

After all, you turn your best ideas into functional prototypes.

V. Testing

At the end, you meet with the users again and check what they think about the prototypes you have built. You use the knowledge acquired at this stage to conduct another round of creating new prototypes and bring the product or service closer to the final version. The next step will be to implement the solution.

Design Thinking, due to its universal nature, has a wide range of applications wherever we deal with the so-called "wicked problems", i.e. problems that do not have one obvious solution or rigid framework. These are complex issues that require an integrated approach that combines competences in the field of technology, psychology, design, ergonomics, business, etc. The aim of the method is to create and implement innovative solutions, including: in the form of new products, services, events, processes, educational programs or business models. Regardless of whether we operate in business, industry, education or administration, Design Thinking supports the development of innovation and guarantees non-standard solutions.

Listeners' own work

The classes begin with a conversation about whether the participants had difficulty describing an entrepreneurial person. It is worth making them realize what difficulties these were. What did they result from? Then the teacher points out that anyone who is thinking about starting their own business may experience similar difficulties.

The leader hands out a work card to each participant (Appendix No. 1). Please write the name or nickname of the entrepreneur you have invented in the central part of the honeycomb.

Then, in the fields surrounding the central hexagon, participants should enter six characteristics that describe the character they invented. This may take the form of one-sentence descriptions or just epithets describing the character.

At this stage of work, the gray fields remain unfilled. Later in the classes, they will be expected to develop his character and consider building a plot around him. The trainer should explain at this point that students will now work with the Design Thinking method, popular among the greatest designers of modern solutions around the world, including: Google and Facebook. The first stage of design thinking is empathization. In the course of these classes, she relies on understanding her hero as best as possible. Now that the participants have already created a sketch of the hero of their text, it's time to start working on its development. This can best be done by having a good understanding of the hero. That is why the participants have to show empathy and try to understand who and what their hero is, what he needs, what his life priorities are, what he wants, what his passions are, who he is or who he wants to be in life, etc. Workshop participants they return to the already partially completed worksheets. Their task is to empathize with the character and understand it as best as possible. Conclusions from empathization, i.e. additional information, are entered in the gray fields of the worksheet.

The second stage of the Design Thinking method is an attempt to define the problems that the created hero may have. Based on the specific characteristics and the description that the participants made in the previous work, they are now asked to think about what problems their character might have. This stage can be carried out both in the form of independent reflection and may be supported by a worksheet (Appendix No. 2). Once we have a hero confronted with the problem identified at the previous stage, we can move on to creating the story. Of course, for now this will only be an outline. We assume that it will be a story about the possibilities and methods of dealing with a selected problem. However, before the participants get to work, it is worth finding a solution to the problem first. You can use the honeycomb method again (Appendix No. 3). In the middle field, participants write the problem of their choice. Then they write possible solutions in the six surrounding fields.

The second stage of the Design Thinking method is an attempt to define the problems that the created hero may have. Based on the specific characteristics and the description that the participants made in the previous work, they are now asked to think about what problems their character might have. This stage can be carried out both in the form of independent reflection and may be supported by a worksheet (Appendix No. 2). Once we have a hero confronted with the problem identified at the previous stage, we can move on to creating the story. Of course, for now this will only be an outline. We assume that it will be a story about the

possibilities and methods of dealing with a selected problem. However, before the participants get to work, it is worth finding a solution to the problem first. You can use the honeycomb method again (Appendix No. 3). Once they have done this, it is worth returning to the shortened characteristics created in the initial part of the classes (Appendix No. 1) and considering which solution, taking into account the character's characteristics, the hero-entrepreneur created by the participants would choose. The next step is to write down this idea in the form of an interesting story. Taking into account the characteristics of the hero, participants write a story about how their hero dealt with the problem they identified. They have a lot of data. They already know who he is, what his problem is and what solution he has chosen. Therefore, they describe the story that they themselves created on previously prepared diagrams. They should also focus on the conclusions that the hero drew from the situation and how it influenced his life. Or maybe dealing with the problem has somehow changed the hero? In the field, participants enter the problem of their choice. Then they write possible solutions in the six surrounding fields.

Załącznik 1



Załącznik 2

What problems might your hero face? could these be personal or professional/school problems? consider different aspects of his life. Consider the following questions. Note, you can also choose any other ones that come to your mind.

HEALTH, FAMILY, MONEY, LOVE, SCHOOL/WORK, FRIENDSHIP, TIME, DESIRES, PASSION, AGGRESSION, GENDER, MEDIA, TRUST, CHOICE, FAITH

list at least five that seem important to you for some reason

Now choose one that is absolutely most important in your opinion and which you will deal with in the story you are creating

Załącznik 3



CLASS EVALUATION SURVEY

First name and last name:.....

Date of participation in classes:.....

Lesson topic:.....

What was most valuable and revealing for me in these classes?

What am I good at? (in relation to the content of classes)

Where do I see room for work in terms of my own behavior and capabilities? (in relation to the content of classes)

Summary In conclusion and referring to the introduction, it should be remembered that in the "European Reference Framework" initiative and entrepreneurship are jointly defined as a

person's ability to turn ideas into action. They include creativity, innovation and risk-taking, as well as the ability to plan and conduct projects to achieve intended goals. They provide support for individuals in their everyday private and social life and in the workplace. They help citizens become aware of the context of their work and able to seize opportunities; they are the basis for specific skills and knowledge needed by those who undertake or participate in various endeavors. They should also increase awareness of ethical values and promote good governance.

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