



# WOWIT

COURSE BOOK



European  
Commission



Co-funded by  
the European Union

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Co-financed by the European Union within the Erasmus+ program, grant number Erasmus+2021-1-SK01-KA210-ADU-000034089.

OZ FutuReg



Rovnovážka, o.s.



Društvo NOVUS



# INTRODUCTION

This Course Book was compiled within the Erasmus+ (KA210-ADU) project “WOWIT - Women’s Opportunities at Workmarket by Inclusive Techniques”. It represents a compendium<sup>1</sup> of different techniques and tools that can be used by trainers as well as women themselves to empower, enhance and enrich their skills and competences for an improved inclusion in the workmarket. Each technique and tool was not only applied several times by the trainer in their respective organisation, but also tested and discussed in the “Train the trainers”<sup>2</sup> workshop of WOWIT.

The Course Book covers several different areas that aim at different skills and fields: Communication Techniques, followed by Mediation and Facilitation Skills, and Economic Legislation and HR Issues. This system of topics is reflected in the layout of the course book and each course presented within the publication is assigned labels based on which topic(s) it is related to. Besides marking which area each contribution applies to, the contents of the course also specify if the particular technique included within can be utilised in any other areas.

The first area, Communication Techniques, aims at facilitating communication, fostering creativity, and emphasising the relevance of nonverbal communication. Next, techniques and tools in the area of Mediation and Facilitation Skills encourage participants and trainers to elevate their networking skills and to devote themselves to self-reflection, self-love and consequently into higher appreciations of own accomplishments and value. While the preceding two areas predominantly fall within the field of soft skills, the third area, Economic Legislation and HR Issues, focuses more on hard skills, such as writing proposals, coping with business challenges in the EU, etc. All the courses and techniques contained within this course book touch on one overarching theme: the variety of HR issues which women can be faced with on the work market, especially if they are re-entering it or reshaping their business. Not only are the presented methods valuable and useful for trainers and women alike, they can also be utilised by employers who would like to enhance their skills as well as the skills of their (potential) employees.

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1

The initial intention was to write a comparative document which techniques and tools are applied in different participating countries, although we would rather provide a multifaceted tool-box that can be easily adopted in practical terms regardless of the country.

2

This multiple-day workshop was conducted in Dunajska Streda in October, 2022. All contributors of the Course Book were participating in the workshop by presenting their own technique and tool and reflecting as well as discussing other trainer’s contributions.

The WOWIT-Team, Futureg from Slovakia, Društvo Novus from Slovenia, and Rovnovážka from the Czech Republic, cooperated on several events and worked on documents that are aiming to become an inspiration not only for participants and the team members but also for other organisations and entities at national and international levels.

The WOWIT project goal is to inform and educate about equal opportunities for women by organising events that will promote the idea and bring together the community, women of all ages, mothers and experts.

The WOWIT-Team and all its contributors wish you lots of successful implementation within your individual organisation and context.

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# TOPICS - ICONS

Mediation and facilitation skills	
Communication techniques	
Economic legislation and HR	

12021-1-SK01-KA210-ADU-000034089



# CREATIVITY TECHNIQUES: MARSHMALLOW CHALLENGE

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Društvo NOVUS

[Website](#)

Lecture

Hands-on-workshop

Reflection

## COURSE PREPARATION

### PREREQUISITES

This method does not require any preceding experience. Depending on the context, an introduction to creativity or/and teamwork is suggested as it allows “rules of behaviour” within this setting to be explained.

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### TRAINING GOALS

- ↪ Raising awareness of a wide range of impulses and their importance for thinking outside the box
- ↪ Strengthening of social competences and teamwork
- ↪ Encouraging the ability to cope with changes and strengthening flexibility
- ↪ Reflection on prejudice and its consequences
- ↪ Dealing with failure and coping with consequences of strategy (positive and negative); dealing with set-backs (trial-and-error): “fail quick to succeed soon”
- ↪ Enhancing problem solving skills
- ↪ Strengthening communication skills
- ↪ Become acquainted with the field of creativity
- ↪ Experiencing the potential role of leadership or memberships

### TARGET GROUP

Children, youth, adults – regardless of their current life situation and background, this method can be used to reflect different topics related to the specific goals the training is aimed at. In particular, the target group of unemployed women would gain new

insights, self-value, and competition and collaboration prospects. This method may not be suitable for people with lowered dexterity or severe visual impairments.

#### REQUIRED EQUIPMENT

##### GENERAL EQUIPMENT

- ↪ Table/Working area
  - (e.g. a clean desk along which group members can easily move)
- ↪ Presenter/Whiteboard/Flipchart:
- ↪ Cards/items for grouping
  - (participants who pick the same card/fruit/colour join in the same group)
- ↪ Flipchart paper for results
- ↪ Speakers for video & music if possible
- ↪ Background music within the exercise (optional)
- ↪ Measuring tape

##### CHALLENGE EQUIPMENT

- ↪ Spaghetti (20 pieces)
- ↪ Tape (1m)
- ↪ String (1m)
- ↪ Scissors (1)
- ↪ Marshmallow (1)

#### DOMAIN OF APPLICATION

Familiarity with this method and in particular the reflection of it gives the participant new insights on their assumptions of how they perceive themselves and what their perception of the job market is (i.e., which position is applicable for me) and might open further possibilities so far neglected. Moreover, the participants will be trained in practical social skills that can be valuable for a wide variety of employment positions. The aspect of flexibility can be used as a trigger for action and enjoyment in particular for those participants who face long-term unemployment and thus phase of inertia.

#### COURSE CONTENTS

##### INTRODUCTION TO CREATIVITY

- ↪ Describe the definition of creativity, its key components, and the importance of motivation, elaborate on the concepts of novel and useful ideas

- ↪ Summarise the development of creativity in history
  - Guilford, 1950, APA inauguration speech
  - USA, 1957, Sputnik shock
- ↪ Describe different creativity techniques
  - Systematic: breaking down a problem into as many independent sub-problems as possible and solving each one individually. Through combination there is then an overall solution.
  - Systematic development of ideas in the foreground.
    - Intuitive: overcoming usual thought patterns; spontaneously produce ideas that are as different and unusual as possible

#### GROUPING

Groups can be pre-formed or assigned randomly depending on the setting. There should be at least two groups of 3-6 members, but one team will likewise work if absolutely necessary.

#### GIVING INSTRUCTIONS

In this phase, participants will be introduced to the challenge equipment and the task that they will be working on together. This step can also be done prior to grouping. The task is as follows:

- ↪ Participants are to build the tallest free-standing structure using the challenge equipment (listed above).
- ↪ The marshmallow must be on top of the structure and must not be torn or divided.
- ↪ Participants are free to use as much or as little of the equipment as they wish.
- ↪ The spaghetti, string and tape can be cut or broken.
- ↪ There is a time limit of 18 minutes for the challenge.
- ↪ Use additional materials to clarify the instructions (such as a flipchart). Each group must be provided with adequate space for completing the task. This space can be detached from the general class.

Some trainers allow taping the structure itself to the surface it is built on, whereas some prefer it to be a completely free-standing structure with no attachment to the table. This issue does not need to be addressed unless participants explicitly inquire about it.

#### EXECUTION (18 MINUTES)

While the groups work on building their towers, walk around the room and inspect the current state of their project. Make sure to encourage and motivate them or elevate the tension by commenting on their tower's height.

#### RESULTS (MEASUREMENT AND COMPARISON - 3 MINUTES)

Results should be written on a flipchart for easy visual comparison.

## REFLECTION AND DEBRIEF

To reflect on their efforts, participants can watch the '[Build a tower, build a team](#)' talk given by Tom Wujec (from Autodesk) at TED. Furthermore, participants should reflect on the take-aways from this exercise and feedback regarding individuals' roles, group roles, their results, the process itself, or any other insights they might have.

It may happen, especially among groups who do not manage to get a free-standing structure at all, that there will be complaints about feasibility and height. Should this occur, the trainer can show a variety of photos of previously built towers from other instances of this challenge, which can be found [here](#).

2021-1-SK01-KA210-ADU-000034089

# “MIRROR, MIRROR, WHAT CAN YOU SEE?”



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Creativity

Communication

Work in groups

## INTRODUCTION

There is no single definition of what creativity is and of how we can be creative. Different authors differ slightly in their definitions of communication depending on the field of study in question. Nevertheless, at their core, their definitions more or less match. In general, we can summarise that communication is the transmission of messages from the transmitter to the receiver via a communication channel. The transmission of a message only makes sense if the understanding of its content is the same on the part of the sender and the receiver, so the message must be coded appropriately or changed into a format that is understandable to both. In doing so, we encounter the challenges of the task, which require additional techniques of creative thinking, active listening, visualisation, collaboration, spatial integration and orientation in relation to the object, image or photograph, as well as orientation in relation to the final goal.

When it comes to communication, it definitely includes playing with different media, forms and different ways.

In order to boost our creativity, we can always do different exercises. The key part is not being (overly) afraid to try new things and to make sure you have the opportunity to track the results.

Based on an example from practice, we pay attention to the usefulness of the model according to Hartley (Hartley, Bruckmann, 2002, page 15) and colleagues, which is based on the communication triangle (definition of the process, interpretation of meanings, activity plan) and the sequence of processes. Depending on the target group, it is important to consider the social, linguistic and cultural connections of the participants in the communication process. When choosing didactic aids (pictures, photos...) we take into account the possibility of disruptions and obstacles to the communication process (misunderstanding of messages).

According to Kotler (1996, page 598), these possibilities include:

- ↪ Selective attention (the addressee does not detect all messages)
- ↪ Selective distortion - distortion of messages (addressee hears what he wants)
- ↪ Selective retention (the addressee keeps only part of the messages that have reached it)

## COURSE PREPARATION

### PREREQUISITES

This method does not require any preceding experience.

### TRAINING GOALS

- ↪ Illustrating how difficult it is to give clear instructions as well as how challenging it is to actively listen and focus on them
- ↪ Demonstrating how easily a message may be misunderstood or misinterpreted
- ↪ Developing and improving social skills
- ↪ Empowering women for an easier transition to the labour market
- ↪ Developing the following skills:
  - Active listening
  - Communication
  - Problem-solving
  - Creative thinking
  - Fine motor skills

### TARGET GROUP

Children, youth, adults – regardless of their current life situation and background, this method can be used to reflect different topics related to the specific goals the training is aimed at. In particular, the target group of unemployed women would gain new insights, self-value, and competition and collaboration prospects. This method may not be suitable for people with lowered dexterity or severe visual impairments.

### REQUIRED EQUIPMENT

#### MATERIALS

- ↪ Cards with images (at least 1 per 2 participants)
  - Simple line-drawn pictures, e.g. a kite, a house, a face, a worker, a landscape, a TV, a car, a wine glass, etc.
- ↪ Flipchart / Paper / Pens

- ↪ Image projector and laptop (optional tool for instruction/reflection)

### **PARTICIPANTS**

- ↪ Two group members will participate in the exercise
- ↪ The rest of the group remain observers

## **COURSE CONTENTS**

### EXERCISE OVERVIEW

- ↪ The team forms a circle (or a similar shape better suited for different group sizes) with the members at equal distances from each other.
- ↪ The team members will form pairs with other members they do not yet know very well.
- ↪ Each pair takes two chairs, puts the backs of the chairs against each other, and sits down. Each pair then receives a paper (or flipchart) and pen.
- ↪ The duos decide who out of them is the Narrator (person A) and who is the Artist (person B).
- ↪ The Narrator randomly selects or creates an image and prepares to describe it to the Artist.
- ↪ The Artist will carefully listen to the Narrator and will then create an image based on the description they are given. Their goal is to match the image the Narrator has chosen based on description alone.
- ↪ The Artist will describe the drawing they made.
- ↪ Afterwards, the participants turn around and compare the newly created drawing to the original picture. They exchange feedback about not only the image but also the way its description was communicated.
- ↪ After feedback is exchanged, the participants switch roles. They may now choose if they prefer to draw abstract shapes or an object.
- ↪ After multiple turns of drawing, the entire team will once again form a circle and evaluate what they experienced during the exercise. More feedback will be shared.

### METHODS USED IN THE EXERCISE

This exercise uses the methods of interpretation, projection or display, observation, working with images, roleplay (Narrator/Artist), and discussion/reflection.

## EXECUTION

This section covers instructions for organising the exercise in question:

- ↪ Divide the participants into pairs.
- ↪ Provide the Narrator of the pair with a picture that the Artist cannot see until they are done.
- ↪ The person with the image will then provide instructions to their partner so that they can draw it, but they must be instructed **not** to explicitly mention what the item the person is drawing is (e.g. the object must be broken down into geometric shapes).
- ↪ The drawing will then be compared to the original and the process will repeat as detailed above.

## DISCUSSION

The participants should be asked where they think communication first broke down, what they would have done differently, and what they were missing in the directions they were given. Some starting questions include:

- ↪ Why don't many of the pictures look like the original?
  - Interpretation: everyone has a different interpretation, directions were not clear, not able to give or get feedback.
- ↪ What were your frustrations as the source of the message (giving instructions), as the receiver of the message?
- ↪ Would it help to be able to watch the Artist draw, to be able to ask the Narrator questions, or to simply know what the object in question was?
- ↪ Did both participants in each pair understand each other well during the exercise?

## DURATION

The exercise should take roughly 5-8 minutes.

*"Creativity is intelligence having fun."*

- Albert Einstein

2021-1-SK01-KA210-ADU-000034089

# PERCEPTION AND COMMUNICATION

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Lecture

Hands-on-workshop

Visualisation

Reflection

## COURSE PREPARATION

### PREREQUISITES

This method is suitable for a target group that is open to reflect on the individual and their own communication style. Hence, matureness in terms of mutual respect must be given, experience in conflict resolution techniques can enhance the experience.

### TRAINING GOALS

- ↪ Enhancing communication skills
  - Approaching others openly
  - Showing appreciation for interlocutors
  - Careful listening
  - User-friendly expressions, clear speaking
  - Overcoming communication gaps
- ↪ Base-building in negotiation
- ↪ Raising awareness of different opinions
- ↪ Reflection on prejudice and its consequences
- ↪ Enhancing observation competence

### TARGET GROUP

Adults in professional, corporate and/or private/leisure context that would like to improve their communication skills and the communication skills within their environment. Unemployed women would gain by being able to recognize exactly how the person themselves understands and implements communication impulses and how her/his communication impulses are understood and implemented by others.

## REQUIRED EQUIPMENT

**GENERAL EQUIPMENT**

- ↪ Pad for paper
  - (Optional: Projector / Whiteboard / Flipchart: for instructions)
- ↪ White blank paper (size A4)
- ↪ Coloured pencils
- ↪ Bulletin board/white board/empty wall for comparison of results
- ↪ Duct tape
- ↪ Slides/presentation with reflection and theory, image projector, laptop for the presentation

**DOMAIN OF APPLICATION**

Participants applying this method are more aware of their own communications skills as well as the perception by others. Moreover, the sensibility of the comprehension of the counterpart (i.e., potential employer, expert, instructor, co-worker) is higher which enables easier and faster communication flows as well as responsiveness. In a practical sense, the participant can improve their personal written as well as oral presentation when entering the job-market (e.g., motivational letter, job interview, etc.).

**COURSE CONTENTS**

## GIVING INSTRUCTIONS (3 MINUTES)

- ↪ Individual work
- ↪ Each person gets a blank paper and coloured pencils
- ↪ The assignment is: "draw a tree"
- ↪ The instruction regarding the item to be drawn is up to the instructors (e.g., house, bird, flower).

Make sure that you have enough coloured pencils of the same colour so the drawings can be realistic/truthful – if the participant wants it to be like that. We recommend a rather brief section on instructions in order not to interfere in the drawing itself too much. Do not explain how the item has to be (e.g., green tree, tree in nature, tree related to seasons). Try to make it as free as possible without any further explanation, just: "draw a tree". If participants raise questions about the item, the response should be open and reflected on the author (i.e., Draw the tree as you see/perceive it. If your tree has "xy" then you should draw it like that. It is your tree; you are the artist.).

Avoid discussion on how the tree should look at this point of the exercise.

#### EXECUTION (3-5 MINUTES)

Time given for drawing should not be too long as it is all about first comprehension and impulses translated into the drawing.

If you see some of participants finishing while others are still very much involved in their drawing it is recommended to engage those who are done with e.g., further drawings, small talk, support in cleaning up the coloured pencils because otherwise they might start to compare their actually finished drawings with the ones who are still working and then changing their own drawings because of that (i.e., altering their product in order to be more similar to other's drawings). Do your best to prevent this from happening.

#### VISUALISATION (7-10 MINUTES)

- ↪ Compile the art work and display it next to each other, preferably on a bulletin board with pins.
- ↪ Give participants time to take in all the different drawings. Their own and others.

You might ask the participants to sign their drawing so you have later on the respective author. However, it is recommended that the signature is at the back side so introverts do not feel too exposed.

#### REFLECTION AND DEBRIEF (15-30 MINUTES)

##### **ASK PARTICIPANTS WHAT THEY SEE**

Mostly they will start with a bunch of trees, however soon the conversation turns into comparison (e.g., you have done it like that, I did it like that, etc.). Let them release their stimuli.

##### **ASK PARTICIPANTS WHAT THE EXERCISE WAS**

Sometimes discussion goes into how the individual participant perceived the instruction, yet relevant is only the sole bare content "draw a tree". As the instructor, you might go to each individual drawing and ask repetitively "Is this a tree?".

##### **TAKE-AWAY/FEEDBACK:**

- ↪ All participants had the same job, but it was executed so differently (see sample figure 1).
- ↪ All of the drawings are correct – there are no wrong trees!
- ↪ Normally none of the drawings look the same. This is because of perception: how each one perceives an item, in our case a tree, yet it does not change the item itself.

However, if the perception of the item differs among sender and recipient communication gaps can evolve.

- ↪ Normative of the item: who is the person that can decide what a tree should look like? This can be applied to a specific work task, e.g., supervisor vs. employee and what to be aware of in such communication flows.

#### THEORETICAL GROUNDS AND PRACTICAL IMPLICATIONS

Results should be written on a flipchart for easy visual comparison.

#### REFLECTION AND DEBRIEF

Depending on the time available, you may go into selected topics below or address them in a step-wise approach.

- ↪ Communication process (source e.g., Greene, Jennifer C. Handbook of communication and social interaction skills. Psychology Press, 2003; Hargie, Owen, ed. The handbook of communication skills. London: Croom Helm, 1986)
  - The communication process refers to a two-way process wherein the message in the form of ideas, thoughts, feelings, opinions is transmitted between two or more persons with the intent of creating a shared understanding. The overall goal of the communication process is to present an individual or party with information and have them understand it. The sender must choose the most appropriate medium in order for the communication process to have worked
  - successfully.
  - Communication is a dynamic process that begins with the conceptualization of ideas by the sender who then transmits the message through a channel to the receiver, who in turn gives the feedback in the form of some message or signal within the given time frame. Thus, there are Seven major elements of communication process:
    - ↳ **Sender:** The sender or the communicator is the person who initiates the conversation and has conceptualised the idea that he intends to convey it to others.
    - ↳ **Encoding:** The sender begins with the encoding process wherein he uses certain words or non-verbal methods such as symbols, signs, body gestures, etc. to translate the information into a message. The sender's knowledge, skills, perception, background, competencies, etc. has a great impact on the success of the message.
    - ↳ **Message:** Once the encoding is finished, the sender gets the message that he intends to convey. The message can be written, oral, symbolic or non-verbal such as body gestures, silence, sights, sounds, etc. or any other signal that triggers the response of a receiver.
    - ↳ **Communication Channel:** The Sender chooses the medium through which he wants to convey his message to the recipient. It must be

selected carefully in order to make the message effective and correctly interpreted by the recipient. The choice of medium depends on the interpersonal relationships between the sender and the receiver and also on the urgency of the message being sent. Oral, virtual, written, sound, gesture, etc. are some of the commonly used communication mediums.

- ↳ **Receiver:** The receiver is the person for whom the message is intended or targeted. He tries to comprehend it in the best possible manner such that the communication objective is attained. The degree to which the receiver decodes the message depends on his knowledge of the subject matter, experience, trust and relationship with the sender.
- ↳ **Decoding:** Here, the receiver interprets the sender's message and tries to understand it in the best possible manner. An effective communication occurs only if the receiver understands the message in exactly the same way as it was intended by the sender.
- ↳ **Feedback:** The Feedback is the final step of the process that ensures the receiver has received the message and interpreted it correctly as it was intended by the sender. It increases the effectiveness of the communication as it permits the sender to know the efficacy of his message. The response of the receiver can be verbal or non-verbal.
- ↳ **Note:** There are chances when the message sent by the sender is not received by the recipient because of noise/barriers in the communication.

↪ 4-sided model of communication/communication square (Schulz von Thun; source: Schulz von Thun, Friedemann. 2010. Miteinander reden 1: Störungen und Klärungen: Allgemeine Psychologie der Kommunikation.):

- The four-sides-model consists of the four sides: factual information, self-revelation, relationship and appeal, which all belong to a message.
- The idea is that messages can be sent and interpreted many-sided and that the recipient might not always understand what the sender intended to communicate.
- The classic example Schulz von Thun uses is a man telling his wife that "the traffic light is green", while waiting at a junction. Factual information: The green sign is on. Self-revelation: I want to get going. Relationship: You need my help. Appeal: Go!
- Class example (we recommend to use a picture of the dish, e.g., figure 3): two people are eating a home-cooked meal together. The one who did not cook says; Sender: "There is something green in the soup."

Sender's potential intention	Recipient's/Receiver's perception
<p><b>Factual information:</b> There is something green.</p> <p><b>Appeal layer:</b> Tell me what it is!</p> <p><b>Relationship layer:</b> You should know what it is.</p> <p><b>Self-revealing layer:</b> I don't like greens in my food.</p>	<p><b>Factual Information:</b> There is something green.</p> <p><b>Appeal layer:</b> I should only cook what you know in the future!</p> <p><b>Relationship layer:</b> You think my cooking is questionable.</p> <p><b>Self-revealing layer:</b> You do not know what the green item is, and that makes you feel uncomfortable.</p>

↪ Because of the perceived intention of the message, the receiver might answer; Receiver: "If you don't like the taste, you can cook it yourself!", »Yes, it is.«, »It is caper!.«

↪ Types of communication: There are several different ways we share information with one another.

→ Verbal communication is the use of language to transfer information through speaking or sign language. It is one of the most common types, often used during presentations, video conferences and phone calls, meetings and one-on-one conversations. Verbal communication is important because it is efficient. It can be helpful to support verbal communication with both nonverbal and written communication.

→ Nonverbal communication is the use of body language, gestures and facial expressions to convey information to others. It can be used both intentionally and unintentionally. Nonverbal communication is helpful when trying to understand others' thoughts and feelings.

↳ Proxemics

↳ Bodylanguage

↳ Gestures

↳ Facialexpressions

↳ Haptics

↳ Voice

→ Visual communication is the act of using photographs, art, drawings, sketches, charts and graphs to convey information. Visuals are often used as an aid during presentations to provide helpful context alongside written and/or verbal communication. Because people have different learning styles, visual

communication might be more helpful for some to consume ideas and information.

- Written communication is the act of writing, typing or printing symbols like letters and numbers to convey information. It is helpful because it provides a record of information for reference. Writing is commonly used to share information through books, pamphlets, blogs, letters, memos and more. Emails and chats are common forms of written communication in the workplace.
- Listening is one of the most important parts of communication as it helps to understand the perspective of the communicator and effectively engage with them. The process of any communication takes a crucial value at listening correctly and responding appropriately.
- **Note:** relevance of informal communication; what affects the message (itself)
  - ↳ 7% immediate meaning of the word
  - ↳ 38% colour, rhythm, volume, pitch
  - ↳ 55% of the message is affected by non-verbal communication

12021-1-SK01-KA210-ADU-000034089



# NETWORKING SKILLS



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Non-formal education

Communication

Group discussion

Lecture

## COURSE PREPARATION

### PREREQUISITES

This method does not require any preceding experience.

### TRAINING GOALS

- ↪ Enhancing social skills
- ↪ Strengthening teamwork
- ↪ Recognising and working with and around stereotypes

### TARGET GROUP

This method is suitable for women of all ages as well as children.

### REQUIRED EQUIPMENT

#### GENERAL EQUIPMENT

- ↪ Cards
- ↪ Stickers
- ↪ Charts
- ↪ Pictures of animals

### DOMAIN OF APPLICATION

The main domains of application of this method are deep interviews, HR selections, tolerance and working with differences at a workplace or at school, and team work.

## COURSE CONTENTS

### THE STICKERS

The task is to get to know each other. Sometimes the first impression is deceiving and sometimes it is right. The participants randomly choose another participant and guess their preference on sticky notes. Finally, they read out loud who they had and what they guessed, the given participant comments on whether the guess is correct or not.

### HOW DO YOU FEEL?

At the beginning of each training, it is important to find out the expectations and what the participants bring or how they feel. Cards will help us with this, e.g., animals in different situations.

### LINING UP

We can use this activity to boost the training or as a form of team building. The participants should line up based on the alphabetical order of the last name or on the order of arrival of the participants to the company, to the training and so on.

### THE CHAIR

What connects us? How many of us are the same? This can be seen, for example, with the chair activity.

The participants should be given instructions to change their chairs if they meet a certain criterion, e.g. "Those who are looking forward to today's training". The criteria can be adjusted depending on the topic at hand.

### GET TO KNOW EACH OTHER

Each participant writes on a piece of paper what makes them special and what others don't know about them.

For example: I am a dancer, I know how to knit, I have a dog...then random participants exchange cards (mixed) and guess who it could be. Often, even a team that works together for a longer period of time discovers new information about its members.

### THE EUROTRAIN

From previously prepared cards with different passengers, they choose 3 passengers with whom they would like to share 7 nights in one compartment (cupé) on the train from Lisbon to Moscow and 3 with whom they would not travel under any circumstances. Then they are given 10 minutes for individual decisions.

After this timer runs out, create working groups and ask the participants to comment on the order order and also the reasons that influenced this group decision. After 20

minutes, ask the players about their order and reasons why they decided as they did. Using this information, you can evaluate the outcome of this game.

Rating: We use stereotypes a lot more than just in this game. We don't really know any of the people we chose or rejected in advance. It is important not to look at a person as a member of a nation or group, but as an individual who can be exactly like us. Or entirely different from us.

#### THE CARDS

This game shall practise cooperation and communication in a team. Throw a pile of cards on the ground but keep one on you without informing the participants which card you chose. Their task is then to tell which card is missing from the pile. The first attempt is without a time limit. Then they can consult for 1 minute and improve their time, and in the third attempt, the consultation will not have a time limit and their time should see further improvements.

After that what is important is feedback: what helped you improve your time, what was important? What was your strategy, tactics?

#### WHO WOULD YOU WANT TO LIVE NEXT DOOR TO?

This is an on-line quiz for the participants to fill out. It can be found [here](#).

#### THE MOVEMENT GAME

Sometimes, a good way to boost your training can be to get moving. This is a game for connecting the hemispheres. The participants will stand... but they will also jump. The first variant of the game is simple in that participants are given instructions to either stand or jump, but in the second variant the instructions are reversed.

#### THE COLLAGE

The participants have to create a collage for a certain group of people: Roma, teachers, priests. Others in the group will guess which group it is based on the objects used in the collage.

12021-1-SK01-KA210-ADU-000034089



ICDP

# INDIVIDUAL CAREER DEVELOPMENT PLAN



**Helena Felicijan, mag. manag.**

Društvo NOVUS

[Website](#)

Interpretation method

Discussion

Practical work

## COURSE PREPARATION

### PREREQUISITES

This method does not require any preceding experience.

### TRAINING GOALS

With the example of creating an individual career plan, we want to present the key areas that are good to know when planning a career and that help us to understand the field more easily, as well as individual help for counsellors/participants/vulnerable target groups/individuals in need of help. Above all, highlight the importance of communication in the case of individual career counselling.

- ↪ Developing social skills
- ↪ Developing active listening and communication skills
- ↪ Developing problem solving skills
- ↪ Improving participants' planning abilities
- ↪ Improving literacy and computer skills
- ↪ Empowering women for an easier transition to the labour market

### TARGET GROUP

Young people, adults - regardless of their current life situation and background, the method can be used to reflect on various topics, i.e. related to the specific goals for which the training is intended. Especially the target group of unemployed women would gain new knowledge, self-evaluation, cooperation and opportunities for cooperation, education and individual career planning.

## REQUIRED EQUIPMENT

### MATERIALS

- ↪ Individual career development plan (form) for each of the participants
- ↪ Flipchart / Paper/ Pens
- ↪ Projector and laptop if slides are used for instruction

### PARTICIPANTS

- ↪ Plenary part of the lecture, individual participant for the subsequent sections

## COURSE CONTENTS

### INTRODUCTION

Careers are those paths in life on which an individual acquires or uses competences (abilities). The term refers to both formal (education, work) and informal (home, community) life experiences.

We can plan and direct a career - we lead it with a series of different activities that an individual needs at a specific age and in a specific period of life (lifelong dimension) to determine his ability, skills and interests. So that you can make the right decision about your education, training, profession, employment, and at the same time plan and direct your individual life path in learning, work and in other environments in which these skills and abilities can be learned and/or used (in all areas of life). Planning and managing a career means increasing competence, knowledge and abilities for future work and life.

Career development is the acquisition of various skills, experience and knowledge. It is an active process, its integral part is various forms of learning and work. It includes formal, informal and informal forms of learning. In addition to various forms of employment, all informal forms of work, such as: work at home, voluntary work in the community and others. Career development therefore depends on each individual individually and takes place throughout life.

### INDIVIDUAL CAREER PLAN

In order for the participants to be able to plan their career, their knowledge, skills, competences, etc. they use the Individual career plan.

This is a personal education plan more closely related to careers and career paths, and which, through career pages, means more energy, strength and motivation for the individual to achieve the set educational, learning and career goals.

The concept of career sites is based on an individual's self-image and his system of values, beliefs and actual abilities. Much has already been written about the differences between career anchors in terms of an individual's motives, values and beliefs that guide him on his career path. A little known fact is that today, career development can be made possible through the development of an educational path. The educational path, just like career choices, is greatly influenced by career anchors. Therefore, on the basis of career pages, we foresee educational activities that are common to people "anchored" in the same career anchor.

The creation of an individual career plan is required for the participants, so prepare for the completion of the implementation in the form of group coaching, later individually. It is expected to be carried out in 5 hours, depending on the group) with the option of optional inclusion in the process of individual counselling.

The career planning of an individual takes place in various stages and is most often used according to Schein's (Schein, 1985, page 17) theory. According to his theory, an individual's career path begins with the choice of a profession, which can happen during the regular education process or later. It is influenced by many factors, social, professional, primary environment, social status and labour market conditions.

We divide it into the following phases:

- ↪ **Step 1:** Analysing the interior of the individual
- ↪ **Step 2:** Environmental Analysis
- ↪ **Step 3:** Analysing the options

The steps help us with individual guidance and goal planning and are a key part of an individual career plan. They enable the mentor to track and plan, and the advisor/participant to plan and realise goals more easily.

#### PRESENTATION OF THE PARTICIPANTS

The individual participants introduce themselves (name and surname, work experience, special skills, talents, hobbies, previous activities - job search/education, job search abroad)

- ↪ Self-image/self-esteem/self-confidence in practice and importance in career planning
- ↪ Beliefs/coping with change
- ↪ Competences (career path analysis)
- ↪ Career anchors
- ↪ Goal setting (S.M.A.R.T.) method
- ↪ Creation of an individual career plan:

- Personal data
- Data on education and knowledge obtained
- Educational opportunities and career goals
- **Part 1**

- ↳ Educational opportunities and career goals - What are your current short-term and long-term career goals; Previous experience and current attitudes related to education and learning, learning habits and potential problems; Current knowledge and competences.

- **Part 2**

- ↳ Job/profile specification - Description of typical work and tasks at the workplace, selection of competences that the individual wants to strengthen, selected training, assessment of implementation and success of the plan, feedback between the participant and mentor

### EXECUTION (3 HOURS)

We present the substantive part to the participants, showing a sample of a completed career plan using a practice example (group part, duration 2 hours); In the second part, participants individually complete a career plan in cooperation with a mentor. The mentor directs, guides and advises them (3 hours).

### DISCUSSION

Discuss with the delegates where they felt the communication first broke down, what they would have done differently and what they missed, what they did not understand.

#### **Starting questions:**

- ↪ What is a career?
- ↪ What is important in career planning?
- ↪ Why is knowledge important today?
- ↪ Why do we need to plan a career?
- ↪ Who can help you with career planning?
- ↪ How have you planned your career so far/did you have help with planning?
- ↪ What importance did you place on communication when planning your career?

### DURATION

The overall duration of this exercise is 5 hours.

2021-1-SK01-KA210-ADU-000034089



# BALANCE WHEEL OF LIFE

## WORK-LIFE BALANCE



Mgr. Hana Kaniová

[Website](#)

Presentation

Group coaching

Reflection

### COURSE PREPARATION

#### PREREQUISITES

This method does not require any preceding experience with coaching. Depending on the clients, an explanation of the technique and reassurance of confidentiality can be useful.

#### TRAINING GOALS

- ↪ Mapping and clarifying priorities
- ↪ Measuring the level of satisfaction in different areas of life
- ↪ Deciding between two or more possibilities
- ↪ Motivating clients to take action
- ↪ Enhancing responsibility for their life
- ↪ When a client is unsure of what they want
- ↪ Work-life balance, time management, projects, relationships, studies...

#### TARGET GROUP

In connection with the project, the technique is especially useful for women in different stages of their lives e.g. looking for a job (unemployed, after maternity leave), thinking about changing their job, as well as for trainers to use it with a variety of their clients.

#### REQUIRED EQUIPMENT

##### GENERAL EQUIPMENT

- ↪ Presentation with step-by-step visual instructions
- ↪ Printed balance wheel (see below)

- ↳ A set of visual coaching cards
- ↳ A set of Internal sources coaching cards
- ↳ Crayons

## DOMAIN OF APPLICATION

Using this technique with clients and in particular the reflection at the end helps the participants clarify their priorities, measure the level of satisfaction in different areas of life and work. It also motivates them to take action and responsibility to change the area of life where necessary. It is especially useful for women looking for a job or thinking of changing their job as it clearly shows them what exactly they need to change and how they can achieve their goals.

## COURSE CONTENTS

### INTRODUCTION TO THE ACTIVITY (3 MINUTES)

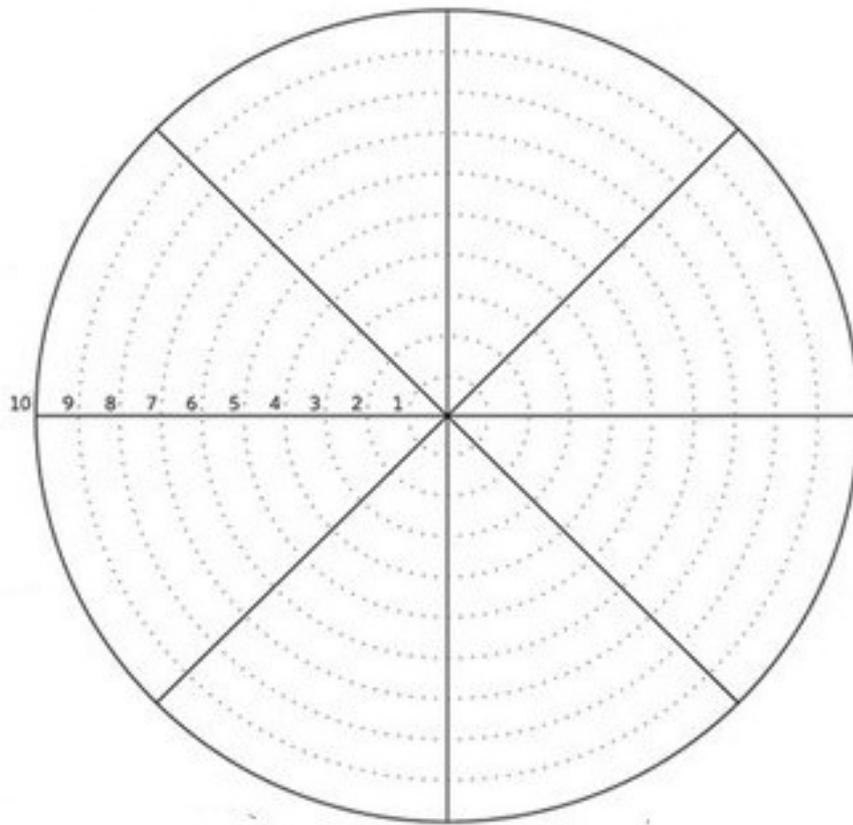
A short introduction to what the participants are going to be doing and handing out printed balance wheels.

### GROUP COACHING (45 MIN)

- ↳ Participants look at the slide with areas of life that are most important for the majority of people and they choose 8 areas that are most important for them.
- ↳ They write down the 8 areas into their balance wheel.
- ↳ They evaluate the satisfaction in each area within 1-10, where 1 means complete dissatisfaction and 10 means complete satisfaction.
- ↳ They join all the points in their balance wheel and colour the outcome image / shape with one colour.
- ↳ They describe their current situation in each area, answering these questions:
  - Where am I currently?
  - What does it look like there?
  - How and thanks to what was I able to get to this point?
  - What skills and abilities am I using in this area and how can I use them in the future?
- ↳ Then, they choose 2 or more cards that describe their **internal resources**
- ↳ They think about the completed balance wheel and answer these questions:
  - How does it affect me?
  - What did I learn about myself?
  - What does it tell me about my satisfaction with my life? Which area affects other parts of my life the most?

- ↪ They choose a card from a set of **visual coaching cards** that describes their life now
- ↪ Having chosen the card, they think about where they would like to move in individual parts of their life in 6 months. Again, they mark their values in the balance wheel, with a different colour this time.
- ↪ Then they describe their goal by answering these questions:
  - What specifically does my goal mean?
  - How will I recognize that I have reached the goal? What will change? How much will do I have to achieve my goal? (min 80%)
  - How realistic is it for me to achieve my goal?
  - When do I want to reach my goal?
  - What influence do I have to reach the goal? (min 80%)
  - What minimal change can I make to make the maximum progress?
- ↪ Afterwards, they choose another **visual coaching card** which they think will describe their life after they have reached their goals.
- ↪ After they have set areas they want to improve, the participants plan **specific action steps** and procedures. They answer these questions:
  - What specific steps will I take to progress?
  - How will I do it? When? Who can help me?
  - What is the smallest step I can do in this area?
  - What can I do to further my progress today?
  - This week? This month?

Lastly, participants may voluntarily share their AHA-moments and personal commitments to inspire others.



*Fig.1, Balance Wheel Template*

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# HARNESS YOUR TALENTS



**Ing. Mgr. Petra Laktišová, MBA**

[Website](#)

Communication

Lecture

Lumina Spark innovative  
psychometrics

## COURSE PREPARATION

### PREREQUISITES

Generally, there are no prerequisites needed.

### TRAINING GOALS

- ↪ Enhancing self-knowledge
- ↪ Recognising individual talents and preferences as well as each participant's complex personality
- ↪ Enhancing performance of social skills
- ↪ Enabling clear communication
- ↪ Recognising the personality traits of others and building rapport with them
- ↪ Supporting effective teamwork

## TARGET GROUP

This method is suitable for any target group, in connection with a goal that is to be reached by the target group.

This method can be used in connection with various goals/topics, e.g.:

- ↪ Soft skills
- ↪ Relationships
- ↪ New entrepreneurs
- ↪ Seeking of new job
- ↪ Collaboration
- ↪ Communication

- ↪ Change management
- ↪ Leadership
- ↪ Crisis management and resilience

#### REQUIRED EQUIPMENT

##### GENERAL EQUIPMENT

- ↪ Questionnaire of the respective personality test
  - (e.g. Lumina Learning, DISC, Insights, etc.)
- ↪ Worksheets

#### DOMAIN OF APPLICATION

This method can help with salary negotiation, interviews, HR selection, writing application forms, and writing CVs.

#### COURSE CONTENTS

##### ACTIVITY CONTENTS

Before starting using this method, it is recommended to learn more about BIG5 psychological theories, so that you understand the tool that you work with and be able to interpret all the traits and bring specific examples for every trait, so that the participant understands well.

The theory of Big five personality traits identified five factors:

- ↪ Openness to experience (inventive/curious vs. consistent/cautious)
- ↪ Conscientiousness (efficient/organised vs. extravagant/careless)
- ↪ Extraversion (outgoing/energetic vs. solitary/reserved)
- ↪ Agreeableness (friendly/compassionate vs. critical/rational)
- ↪ Neuroticism (sensitive/nervous vs. resilient/confident)

Based on BIG5 psychological theories, there are various methods of personality tests that help people to enhance their self awareness and self knowledge. Some tests are for free (e.g. [here](#) and [here](#)), some are only available via certified consultants (as is Lumina Spark methodology, which was the method utilised in this WOWIT workshop).

These methods work with **4 basic colours of personality types**:

- ↪ **RED** are the extravert thinkers. Their strengths are thinking objectively, being able to separate tasks from the person, and they are competitive. Their motto is: Let's do it

now, and on a good day, red people are determined to achieve results. They are good at managing a team based on instruction.

Stress situations for red people arise due to a lack of focus or when it takes a while before a decision is made. When red people experience stress, they get impatient, annoyed or even aggressive. It is important to give them control when this happens by taking a decision (or even letting them take it) or calling a timeout.

↳ **YELLOW** people are the extravert feelers. Compared to red people, they are more personally involved in the decisions they take and are good at motivating others. Their motto is: Let's do it together, and on a good day they know how to motivate others with their enthusiasm.

Yellow people experience stress when they are restricted in their flexibility, when there is no interaction, or the possibility to have fun. Yellow people respond to stress by being over-responsive, or by trying to push their thoughts with many arguments. To get out of this situation, yellow people need to get space to move, save their face or you can simply distract them by changing the topic.

↳ **GREEN** people are introverted feelers. They thrive in an informal setting and they are the colleagues that make sure relationships between team members are ok. Their motto is: Let's do it with care, and on a good day, they are patient, relaxed, encouraging and like to share information.

Green people experience stress when people are treated unfairly, when values are at stake or when they are on time pressure. They respond to stress by being stubborn, resistant or by retreating from the conversation. To help green people get out of the stressful situation you need to bring back interpersonal trust using personal contact.

↳ **BLUE** people, the fourth and final personality type, are the task oriented introvert thinkers. They are strong in following processes and standards, and are usually strong in analytics, having an eye for the details. Their motto is: Let's do it correctly, and on a good day, blue people are formal, precise, careful and ask a lot of questions. Blue people experience stress when they think bad work is going to be delivered, information is missing or when tasks are being rushed. They respond to this stress by keeping on asking more questions, which can lead to discussions about a lot of minor details. To help a blue person getting out of a stressful situation, it is important to ask him or her for advice, and offer emotional support.

**NOTE:** If you want to work with this method without the need to be certified by an innovative structured tool provider, it is recommended to find the best appropriate free tool via internet (above are mentioned two examples via link to website), try it and learn to work with it on workshops, learn as much as possible about the four colour types + find examples for every type of behaviour in order to be able to explain to participants

and discuss with them, how they can make use of their dominant traits and how they can communicate effectively with people who are dominant in different traits than them.

#### LUMINA SPARK

When speaking of **Lumina Spark** - a tool that we were working with during our WOWIT workshop - Lumina divides 4 basic colours into greater details and works with 8 aspects and 24 qualities. These are the characteristics of 8 aspects:

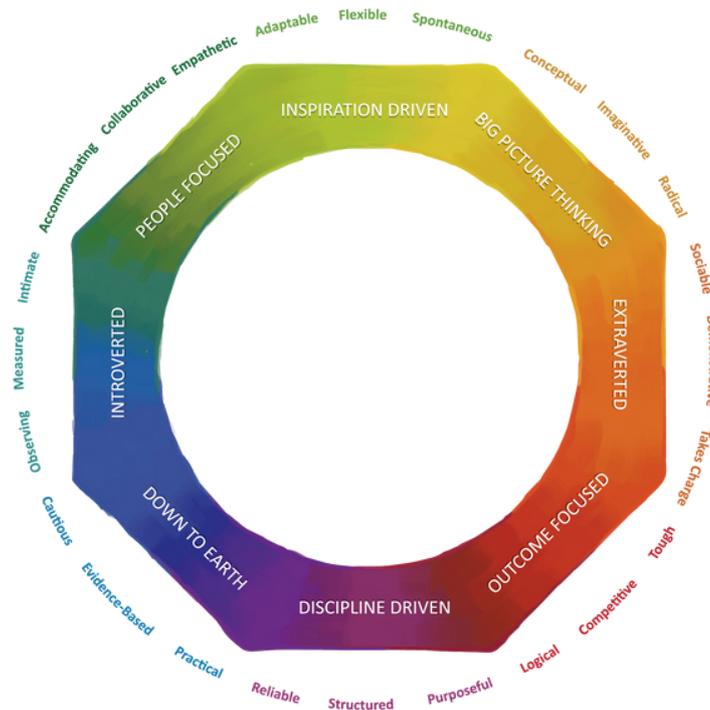


Fig.1, Lumina Spark Chart

**The Big Picture Thinking Aspect** is about creativity. Looking at things in a unique way, people with a high score are often visionaries. They look beyond the reality of “what is” towards “what could be”. They want to make improvements and shake up the status quo. These individuals will champion their ideas, even if it means introducing changes of dramatic proportions. In addition, they are not afraid to speak up even if others may consider their ideas odd or strange.

**The Down to Earth Aspect** is about having a firm grip on reality and knowing how to make projects manageable. People who are strong in this aspect dissect projects into smaller pieces and focus on the details. This attention to details makes them very skilful at producing consistent and accurate work. They assess things in the light of their experience, preferring to utilise approaches that have worked for them in the past. They can be very level-headed and careful when accepting change initiatives and are likely to have a reputation for being more traditional in their methods.

**The Extraverted Aspect** is about enjoying working alongside other people. Individuals who are strong in this aspect have no trouble approaching new people and telling them about their thoughts and ideas. When they are thinking about something they like to voice their opinion and know that their voice is heard. People high on this aspect enjoy having new conversations just to see where they might lead. They can be sentimental in the sense that when they are happy everyone will notice and they often display their feelings openly. They can be seen as the life of the party, exuding enthusiasm and always confident enough to speak up in a group.

Somebody high in the **Introverted Aspect** is likely to be seen as private and level-headed, with a desire to keep their feelings under wraps. This can make them appear quiet and serious. They will think before they voice their opinions or act upon ideas, specially when they are in a group setting. They are measured and take a serious approach to work, controlling any display of excitement. They produce great results when they can work independently, as they often do not find the opportunity to speak up in a crowd. They are listeners who take into consideration other people's ideas and input before offering their own opinions.

**The People Focused Aspect** is visible in someone who is willing to adapt their stance to accommodate others. They are not overly outspoken and avoid opportunities to express negative feedback. They are trustworthy and like to trust others. They seek harmony and approval from others - they may be known as peacemakers. They acknowledge others in a team, and appreciate their contributions. They value other people's ideas but may be modest and uncomfortable with receiving praise themselves. They readily see the world from other people's perspectives, making them appear considerate and courteous.

**The Outcome Focused Aspect** can apply to someone who is objective, rational, views themselves as successful and enjoys striving to outperform their colleagues. When faced with a challenge they take a logical route and a direct approach to communication which is very to the point. They are not afraid of conflict and can be tough negotiators. They are good at arguing their point in order to share their opinions. When others communicate with them, they will value their well-considered ideas. They dislike aimless talk.

**The Discipline Driven Aspect** is evident in someone who utilises self-discipline and demonstrates precision and punctuality. They tend to start work early and avoid last-minute deadlines. They take time management seriously - both their own and that of others. They think carefully before taking action and they take their commitments very seriously. They are very consistent in the application of their work ethic. They like to establish clear written objectives and work purposefully towards goals they have set. They are very organised and methodical, enjoying planning and scheduling what needs to be completed. They prefer to work in an ordered and structured environment.

**The Inspiration Driven Aspect** is present in someone who is flexible and lets things emerge. They let the work pace develop naturally until a final objective becomes clear. They like to let the direction emerge from an evolving situation. They are easy-going and are able to work loosely with processes. They use their gut instinct to make quick choices, using the pressure of approaching deadlines to push them into action. They take risks by bending rules and traditions, in order to achieve something that will be unique.

2021-1-SK01-KA210-ADU-000034089

# PRACTICAL IT SKILLS FOR WOMEN: A SMART WOMAN'S DAY

**Mgr. Markéta Ubíková**[Website](#)

Lecture

PC Workshop

## COURSE PREPARATION

### PREREQUISITES

Prerequisites of the course include elementary digital skills (basic computer skills and the ability to use an internet browser) and access to a PC or mobile phone as well as the creation of a free Gmail account.

### TRAINING GOALS

- ↪ Developing a healthy relationship with digital tools (without fear on one hand, without naïve or frivolous attitude on the other)
- ↪ Understanding basic principles of the internet and digital world as a whole
- ↪ Learning about digital minimalism
- ↪ Improving digital skills (Gmail)

### TARGET GROUP

This method is intended for all women regardless of experience or age.

### REQUIRED EQUIPMENT

#### GENERAL EQUIPMENT

- ↪ Computer (1 for each participant and 1 for the trainer)
- ↪ Stable internet connection

### DOMAIN OF APPLICATION

This method can be used for working with computers, using digital tools for collaboration and productivity, using the Google Workspace apps, cyber security, applying health-related skills and competences, maintaining psychological well-being,

safely using digital technologies, and developing self-management skills and competences.

## COURSE CONTENTS

### WHO IS A SMART WOMAN?

- ↪ A smart woman has a healthy relationship with IT as well as a conscious attitude towards the digital tools she uses.
- ↪ She understands the digital world and practises digital minimalism.

### BASIC PRINCIPLES OF THE DIGITAL WORLD

- ↪ Everything is stored in the cloud
- ↪ Development (features, licences, names, etc.) is fast and constant
- ↪ Large volumes of content are available for a small recurring fee or for free (but are they really? Are your attention, time, and data not a currency?)
- ↪ Tools are more compatible

### DIGITAL MINIMALISM

- ↪ The basic principle of digital minimalism is that digital devices should serve us, not vice versa.
- ↪ Digital minimalism includes:
  - Being careful about your energy, time, and attention.
  - Being aware of how available/accessible you are due to your on-line connection and evaluating your feelings on it.
  - Being aware that social media can be addictive.

### TOOLS

#### Devices

- ↪ PC - how many per household/business?
- ↪ Mobile phone - private or work phone?
- ↪ Tablets
- ↪ Smart watches

#### Software

- ↪ What kind of apps do you use in day-to-day life?
- ↪ Are they compatible?

↳ Do they work on both your PC and your phone?

CYBER SECURITY

- ↳ Strong passwords (Capital letters, numbers, symbols, unpredictable combinations)
- ↳ Unique passwords for each app or service
- ↳ Password manager use
- ↳ Two-step verification
- ↳ Verification (PIN/Password/Fingerprint) for PC and mobile or other devices

A SMART WOMAN'S DAY

These rules aren't mandatory, but can be used as inspiration for your own day-to-day schedule.

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TIME	A REGULAR WOMAN'S DAY	A SMART WOMAN'S DAY
06:00	<ul style="list-style-type: none"> <li>* Wakes up with phone alarm</li> <li>* Checks Messenger, WhatsApp, SMS, emails, etc.</li> <li>* Reads news at breakfast</li> <li>* Listens to radio during breakfast</li> </ul>	<ul style="list-style-type: none"> <li>* Wakes up to an analog or digital alarm</li> <li>* Mobile phone is placed out of reach</li> <li>* Slow and relaxed morning</li> <li>* Breakfast without any digital devices</li> <li>* Only checks her phone for the most urgent matters after breakfast</li> </ul>
08:00	<ul style="list-style-type: none"> <li>* Checks emails, works on projects</li> <li>* Checks social media and news periodically</li> <li>* Has a never-ending to-do list</li> <li>* Does routine tasks</li> <li>* Is interrupted by notifications</li> </ul>	<ul style="list-style-type: none"> <li>* Has notifications turned off</li> <li>* Completes tasks based on her energy level</li> <li>* Has her own agenda!</li> <li>* Google Calendar, <a href="#">ZEN TO DONE</a></li> <li>* E-mails in 5 minutes (INBOX ZERO)</li> <li>* Uses productivity hacks (Social media blockers, etc).</li> </ul>
13:00	<ul style="list-style-type: none"> <li>* Feels exhausted</li> <li>* Tries to have done at least something off her task list</li> </ul>	<ul style="list-style-type: none"> <li>* Has completed tasks based on her energy level</li> <li>* Knows that her energy may vary depending on her menstrual cycle</li> </ul>

		* Checks tasks in her Google Calendar
16:00	<ul style="list-style-type: none"> <li>* Goes shopping for groceries</li> <li>* Spends time with family</li> <li>* Relaxes, watches Youtube, etc.</li> </ul>	<ul style="list-style-type: none"> <li>* Shops using Google Keep</li> <li>* Spends time with family</li> <li>* Relaxes, keeps a diary</li> </ul>
21:00	<ul style="list-style-type: none"> <li>* Feels tired</li> <li>* Checks social media, YouTube, Netflix, etc.</li> <li>* Still feels bored</li> <li>* Falls asleep next to her phone</li> </ul>	<ul style="list-style-type: none"> <li>* Uses a blue light blocker and bedtime mode on her devices</li> <li>* Focuses on her hobbies</li> <li>* Places all devices into an “unplugged box”</li> </ul>

For more information and inspiration, you can use [this website](#) or [this website](#).

2021-1-SK01-KA210-ADU-000034089

# HOW TO APPLY FOR GRANTS AND GET SOURCES?



**Bc. Klára Tidrichová**

Rovnovážka

[Website](#)

Case study

Lecture

Presentation

## COURSE PREPARATION

### PREREQUISITES

- ↪ Ability to use the internet for information searching.
- ↪ Good reading skills/orientation in text.
- ↪ Writing skills (to be able to formulate clear sentences).
- ↪ Elementary financial literacy.
- ↪ Basic creative abilities.

**Requirements for the trainer's knowledge:** Besides good presentation and facilitation skills, the trainer should have own experience with applying for the grants and ideally in project management.

### TRAINING GOALS

Enhancing knowledge and skills in:

- ↪ Searching for external financial sources for running a business
- ↪ Preparation of grant applications.
- ↪ Budget preparation and financial management
- ↪ Orientation in grant sources and calls

### TARGET GROUP

Women running or establishing their own business or an NGO willing to get external sources for its support. Possibly also wider TGs with the same background can benefit from the training.

## REQUIRED EQUIPMENT

**GENERAL EQUIPMENT**

- ↪ PPT file
- ↪ PC/Laptop
- ↪ Image projector
- ↪ Screen
- ↪ Laptops / PCs / Smartphones for the participants
- ↪ Flipchart
- ↪ Printed texts - text of an imaginary call + text of task assignments (individual tasks can be distributed among trainees according to their number).

**DOMAIN OF APPLICATION**

This method can prove useful in orientation in grant opportunities or calls' texts, preparation of project applications, and basics of project and financial management.

**COURSE CONTENTS**

## COLOUR-CODING

- ↪ Text to be used in the presentation or handouts is in **black**.
- ↪ Guidelines for the trainer are in **blue**.

## WHERE TO LOOK FOR SOURCES?

- ↪ Local sources (municipalities, local enterprises)
- ↪ Regional sources (regional council, regional agencies, chambers of commerce, action groups, foundations)
- ↪ National sources (foundations, funds, ministries, agencies and other national authorities)
- ↪ European sources (Erasmus projects, European Solidarity Corps, Norway Funds, Interreg, AKTION, and more)

The trainer will go through the sources and show examples. They might involve participants by asking for sources they know.

## TASK 1 - ASSIGNMENT

**Find at least one programme where your organisation could apply for a grant.** You can work with an imaginary organisation: an NGO running a family centre (activities for parents and small children).

Individual/pair or group work - searching on the internet - 30 minutes + following feedback/discussion. The trainer poses questions (which might be displayed on the screen):

- ↳ How did you proceed? What did you type into the search engine?
- ↳ Have you found any "umbrella sites" gathering more types of grant opportunities? (examples for CZ: [DotaceEU](#), [Dotační noviny](#), [Bruselská linka](#), [DotaceOnline](#))
- ↳ If you found any interesting sources, have you saved it?

**Trainer's recommendation:** Add yourself to the subscription/ mailing list of any interesting dotation sites you find!

#### BEFORE YOU APPLY

Consider the following:

- ↳ Do we know what we want to achieve with the project?
- ↳ Do we have sufficient personal capacities or financial sources to prepare the application form?
- ↳ Are we ready to cope with a huge administrative work-load, if the project is approved? Do we have capacities for this? Are we ready to undertake monitoring visits and audits from the side of the provider and/or other bodies (financial offices etc.).
- ↳ Do we have any other (easier) options on how to finance our project (by donations, paid services ...)?

The trainer should present the positives as well as the negatives of getting external sources. Discussion would also be welcome.

#### PREPARATORY STEPS

Before you start to elaborate on the application process, read the call carefully and check the following:

- ↳ Is the deadline for submission of application form feasible? Is the call still open? What is the period for project realisation?
- ↳ Is our organisation eligible to apply (legal form, history, financial capacity)?
- ↳ Can we fulfil legal/administrative requirements for application submission (typically having e-signature, data-box registration, bank-account contract, annual report, having registration in various systems – organisation codes, registration in a system for application submission).
- ↳ Does your initial objective go well in hand with the aims and supported activities and target groups defined by the call?

- ↳ What are the financial conditions (how much we can apply, what is the overall allocation => success rate; co-financing)?
- ↳ How does the evaluation process work (time / quality)?
- ↳ Are there any requirements concerning partnership?

The above described points can be displayed on screen. It is recommended to divide them into at least two PPT slides for best legibility.

## TASK 2 - ASSIGNMENT

Find out if you can apply!

Call For Proposals of Gotham City was opened on (enter a date preceding the current date by approx. 3 months) and is open till (enter a date approx. 3 weeks after the current one).

### **“Will you help save the city?”**

The assignment text above can be displayed on the screen and can be supported by a picture of Batman (but be careful about using licenced pictures - when searching a picture on Google, you can use the tool “creative common licence”).

The trainer then distributes the following printed text of an imaginary call published by Gotham City:

The dates in the call should be changed accordingly (see recommendation above):

Text of the call in black to be printed out and distributed to the participants:

### **Municipality of Gotham City issues Call for Proposals: “Family-Friendly City”**

1st August 2022 (date shall be adjusted)

**Call Objectives:** to prevent or to diminish the current huge wave of emigration of young families from Gotham City by improving local childcare and educational services and thus become a family-friendly place.

**Target groups:** parents of children (up to 15 years of age), children (up to 15 years of age).

**Eligible applicants:** SMEs, NGOs, foundations, self-employed persons. Applicants must prove working in the field of childcare services in Gotham Region at least for 2 years (proven by last two financial statements).

**Ineligible applicants:** Organisations financed by the City, local authorities, labour offices.

**Date of publication of the call:** 1st August 2022 (shall be adjusted - equal to the date in the heading of the call)

**Opening reception of applications:** 1st September 2022 (shall be adjusted)

**Deadline for application submission:** 4th November 2022 (shall be adjusted)

**Project Length:** 12 – 24 months.

**Project start date:** 1st August 2022 – 1st June 2023.

**Way of submitting application:** through system: [www.gothamcitygrants.cz](http://www.gothamcitygrants.cz) (this is imaginary address, it does not work)

To be able to register in the system, the applicant needs to:

- ↪ Have organisation identification number,
- ↪ E-signature of the statutory representative,
- ↪ Provide a bank-account contract,
- ↪ Provide last two yearly-closing financial statements,
- ↪ Provide a full listing of beneficial owners – it can take up to 30 working days to get this listing from the court. Organisations having a national data-box can apply online and get it immediately.

**Supported Activities:**

PART A)

- ↪ Innovative educational programmes for parents,
- ↪ Innovative educational programmes for children,
- ↪ Innovative educational programmes for parents and children,
- ↪ Educational equipment purchase,
- ↪ Small-extent premises reconstructions (furniture purchase, painting of rooms...),

**Eligible Grant Part A):** 10.000 – 30.000 €

PART B)

- ↪ Reconstruction of buildings for realisation of educational premises,
- ↪ Building of natural gardens, play-grounds, and spaces for outdoor educational activities.

**Eligible Grant Part B):** 10.000 – 250.000 €

**Eligible Grant for Combination A) + B) =** 280.000 €

Each organisation can apply for 1 project to part A, to part B or to both parts combining all activities.

**Total Call Allocation:** 400.000 €

To be able to apply for investments (Part B), organisation must:

- ↪ Prove to be the owner of the building and land (by list of ownership from Land Register).
- ↪ Submit building project documentation and/or project for the garden together with the project application.

### **Eligible costs:**

- ↪ Staff costs (coordinator, lecturers, childcare providers), services: project documentation for investments (part B), realisation of investments, material for building/gardening.
- ↪ Indirect costs: 25 % of direct costs (overheads = internet, phone, energy, printing, administration and accountancy).
- ↪ Eligible costs period: 1st August 2022 – 31st May 2025.
- ↪ Reporting period: each 6 months – report on realisation + financial report with supporting documents of all direct costs.
- ↪ Financing: 20 % pre-financing, interim payments covering real expenditures on basis of reports' approval up to 80 % of total grant, final payment - 20 % after approval of the final report.
- ↪ Co-financing: NGOs – 0 %
- ↪ Private companies and self-employed – 15 %.
- ↪ Way of evaluation: successive (on basis of date of submission of the application form).
- ↪ Partnership is not supported.
- ↪ Subcontracting is eligible up to 40 % of the grant in part A) and up to 80 % of the grant in part B).

Together with the above written text of the Call, participants will get in a printed form one or more assignments (from the list 1 - 7 below) describing the type of organisation and further conditions together with the 3 following questions. Individual or pair-work is recommended.

Participants are asked to work with the text of the call + the assignment(s) and questions. Time: cca 10 minutes/each assignment.

**Text of the assignments:** (it is recommended to cut the individual assignments as the participants will get only those that they should deal with).

**You've found the Call for proposals today, on 13th October 2022** (date should be adjusted - see above).

**Look at its details, and find out if you could apply:**

1. NGO based in Gotham. Working with families since 2015. Having rented premises, willing to build a new playground in the garden and running innovative outdoor educational programmes for citizens of all generations.
2. A private English teacher based in Gotham having its own premises for teaching school-children English. Having registration since 2015 but running courses since 09/2021. Willing to create new programmes for the youngest children, to paint the rooms, and buying new books.
3. A kindergarten run by a city-district "Gotham-West" willing to build an outdoor classroom and a natural playground.
4. An NGO based in Gotham working with children since 2015, having its own premises, willing to re-build a garden to natural-style and building an outdoor classroom where new educational programmes for children and parents will run. It does have a building project ready. It does not have a data-box.
5. An NGO based in Gotham working with children since 2015, having its own premises, willing to re-build a garden to natural-style and building an outdoor classroom where new educational programmes for children and parents will run. It has a data-box. It does not have a building project ready. The expected costs for the project realisation are about 260.000 €.
6. An NGO based in Gotham working with children since 2015, having its own premises, willing to re-build a garden to natural-style and building an outdoor classroom where new educational programmes for children and parents will run. It has a data-box. It has a building project ready. The expected costs for the project realisation are 300.000 €.
7. An SME based in Gotham working with children since 2015, having its own premises, willing to re-build a garden to natural-style and building an outdoor classroom where new educational programmes for children and parents will run. It has its own data-box. It has a building project ready. The expected costs for the project realisation are 150.000 €.

**Questions for participants:**

- ↪ Is your organisation and its project eligible to apply?
  - If not, why?
  - If yes, what are the main risks you can see? Would you decide to apply?

When the participants are ready, the trainer asks them to read out their assignment and to reply. The trainer checks if their answers are correct, and provides feedback.

See the list of correct answers below:

**Correct answers for the trainer:**

1. Ineligible: rent premises, programmes – not for all generations!
2. Ineligible: registration but no activities for 2 years. Should think of co-financing as well (15 %).
3. Ineligible – run by a city-district = financed by the city
4. Eligible. However, it does not have a data-box and issuing of the full listing of beneficial owners at the court can take up to 30 working days and there are only 11 working days left.
5. Eligible. However, as it does not have a building project ready, it would be extremely difficult to make it till the deadline and to prepare the application form in time. Moreover, the expected budget is quite high and as the applications are evaluated successively, there is a big risk that there will not be enough sources left to finance the project.
6. Eligible. However, the project exceeds the total eligible grant (280.000). Thus, the organisation would have to co-finance it or to diminish the budget.
7. Eligible. Be careful about 15 % of co-financing! 22.500 €

As soon as the discussion is completed, and all questions are clarified, the training continues with the next task.

The following text should be displayed on screen:

**TASK 3 - ASSIGNMENT**

Elaborate on your own project!

Main principles of project elaboration:

1. Project objectives must respond to the call's objectives;
2. The project must respond to TGs needs;
3. Objectives must be SMART (specific, measurable, achievable, realistic, timed);
4. Each activity must lead to a measurable outcome;
5. Activities must be clearly defined, and logically interconnected;
6. The budget must be clearly defined.

Participants will receive the following assignment in printed form and will work with the conditions given by the call they've already received:

### **Elaborate your own project!**

Imagine an ideal situation:

It is July 1st (the date should be adjusted to the Call of Gotham City above - it should be 1 month prior the date the Call is published) and you know there will be a call for proposals published on August 1st (the date should be adjusted so as it is equal to the date of publishing of the Call), as you have been informed by your Gotham City Council on "getting news" from its websites. The city council has already organised a seminar for future applicants where you have found out what activities are going to be supported, and what requirements have to be fulfilled.

You are a management board of an NGO based in Gotham working with children since 2015, having its own premises, willing to re-build a garden to natural-style and building an outdoor playground and outdoor classroom where new educational programmes (supported by the project) for children and parents will run. You fulfil all administrative requirements. You are starting to prepare the project:

#### PART 1:

You know you will have to submit a building project that can be paid from the project costs.

a) Can you already ask an architect/designer to start working on that?

Correct answer: Yes, you can start working with the architect or designer, and it is recommended to, so that you are able to submit the application as soon as possible after the opening of the call, i.e. on 1st September in ideal case.

b) When can you pay him/her for it?

You cannot pay the architect/designer earlier than on 1st August 2022 when the eligibility period for project costs starts. However, you must know that if the project is not approved, you would have to cover these costs on your own. Secondly, you must be aware that you would receive the first payment in the amount of 20 % of the total project budget. So anyway, some kind of pre-financing from your own sources (or i.e. by means of a loan) will be necessary, which can be problematic for an NGO.

c) What will be the maximum amount you can invest in part B)?

You can invest up to 250.000 € to part B but be careful, the total allocation of the call is only 400.000 €, so, if you apply for the maximum amount, i.e. 280.000 € for part A + B, you would have to submit the application as one of the first organisations to have a

chance to succeed. Moreover, again, be careful with your financial capacity - you would have to pre-finance a huge amount of money until the project is finished and the balance payment is made.

## PART 2:

Answer these questions for the Application Form:

Group or pair work is recommended. Each project outline should be elaborated in a scope of 30 - 60 minutes. Participants are then asked to present their project to the others. The trainer takes notices on the flipchart, checks if the rules of the call were fulfilled, and provides feedback.

### 1.) What are the objectives of your project?

The objectives should be related to the objectives of the call with using the same or similar wording - i.e.:

“The project aims at preventing or diminishing the current huge wave of emigration of young families from Gotham City by improving local childcare and educational services to become a family-friendly place.”

Then, the objectives should be defined clearly with using SMART method (Specific, Measurable, Achievable, Realistic, Timely) - i.e. they should contain the concrete number of supported people (parents + children) by both parts of activities; number, type and duration of planned educational courses + number of their participants. Square metres of the rebuilt garden + number of pieces and types of the equipment + description of its usage and necessity for the purpose of the project.

### 2.) What are its target groups and their needs?

The target groups again must correspond to those specified in the Call. I.e. parents of children (up to 15 years of age), children (up to 15 years of age); however, the TGs can be narrowed here (i.e. children up to 7 years of age and their parents). Then, clear needs to be defined and supported by some statistical data, if possible. I.e.: a research done by ... published on ... showed that children learning outdoors are less likely to be ill, or... families having good playgrounds /and or courses well accessible in their district tend not to move from their towns ... or whatever like this. Then, it is necessary to specify how big the TG is and to how many people will benefit from the project.

### 3.) Why should it be funded by Gotham city?

Here you need to find arguments why it is beneficial for the city to finance your project - i.e. by running the programmes and reconstruction of the playground you will attract XY families and prevent their emigration out of the city.

#### 4.) What activities will you plan? What will be their outcomes?

It is recommended to number the activities for better orientation. The activities should reflect the supported activities defined in the call but might be divided into more parts.

Example:

**Activity A1** - Innovative educational programmes for parents - Latin language courses with native speakers. Each course XY hours, XY participants.

**Activity A2** - Innovative educational programmes for children - environmental activities in a dirty city - XY hours, XY children in the age ...

**Activity A3** - Innovative educational programmes for parents and children - dancing of parents and their children in the age XY in the mud, XY hours, XY parents, XY children. Remember, that each activity should have its defined outcome and way of proving (documentation) - i.e. list of participants, photos ...

Be careful, the call states innovative courses, so even if you want to realise some regular courses that already exist, you need to find a way to describe them to be seen as innovative.

#### 5.) Time-schedule

It is recommended to involve time information to the parts above (objectives and activities). In this part, it is good to insert information to an attachment - creating a Gantt Chart. Thus, in this part of the application, you will only insert a sentence that a time schedule is enclosed as an Attachment XY.

#### 6.) Budget

Budget must reflect each project activity and its details. It must be clear how the numbers were counted.

I.e.: staff costs: project coordinator = Gross salary x number of months worked on the project.

Trainers: number of hours of the training + hours for preparation x hourly rate.

Garden reconstruction: project development, material (soil, stones, wood ... weights x prices), equipment purchase - each type - number of pieces x price...).

Indirect costs usually do not have to be described in detail but it is necessary to count them to the total amount of budget. Indirect costs typically cover administration, internet, phone, copying, accountancy...). In this case they will be calculated like 25 % of the total direct costs.

Final recommendation: generally, the project must be clear, well-structured, and must reflect well the conditions stated in the Call. Length of texts is usually limited by the

system, so it is necessary to be brief. It is not a problem, if some substantial information is mentioned several times in different parts of the application.

In the end, for finalising in a good mood after the demanding training, the trainer might congratulate the participants and support them i.e. by displaying a screen with Batman picture and a title: "YOU ARE A PROJECT SUPERHERO!" :-)

2021-1-SK01-KA210-ADU-000034089



# WOMEN IN BUSINESS WITHIN THE EU



**Katarína Serinová**

[Website](#)

Presentation

Group discussion

Business plan

## COURSE PREPARATION

### PREREQUISITES

This method is suitable for participants with basic economics knowledge, basic legal knowledge, and basic analytical skills.

### TRAINING GOALS

- ↪ Sharing basic information about business types and learning how to set up a new business

### TARGET GROUP

This method is intended for mothers on maternity leave, unemployed participants, as well as the general public.

### REQUIRED EQUIPMENT

#### GENERAL EQUIPMENT

- ↪ Laptop
- ↪ Stable internet connection
- ↪ Questionnaire

## COURSE CONTENTS

### WHAT IS BUSINESS ABOUT?

- ↪ **What is business really about? Many will answer unequivocally: "About money".**

I don't think it's just about money. Opening your own business or company means accepting a certain lifestyle, taking full responsibility for yourself and your actions, and getting satisfaction from a job well done. At the end of the effort, the entrepreneur has money to live on and satisfied clients who bought your product or received your service. This is what business is all about: self-fulfilment, freedom of decision-making, work done with joy, and yes, money.

↳ **What the legislation says about business:**

Entrepreneurship is understood as continuous activity carried out independently by an entrepreneur in his own name and on his own responsibility for the purpose of making a profit.

WOULD I BE A GOOD BUSINESSWOMAN?

Everybody thinks that anyone can start a business and that success awaits everyone. It's not like that. Entrepreneurship requires a lot of effort, the ability to make decisions with a lack of information, in the uncertainty of whether the decision is correct or not. Test yourself to see if you have the prerequisites to become a successful entrepreneur. Of course, this is not a scientific test, but it can show you the areas that need to be improved to make the business enjoyable and not a pain for you.

<b>1</b>	<p><b>What is my attitude towards risk? Can I take the risk?</b></p> <p>a) Under no circumstances. I always try to avoid risk.                      b) If it is necessary, then yes, but I don't feel good about it and I will avoid the risk.                      c) I bear the risk without any problems, it does not bother me at all.                      d) Risk? That's my middle name. Without risk there is no profit.</p>	<p>1 2 3 4</p>
<b>2</b>	<p><b>What role does your intuition play in decision-making? Do you trust your intuition?</b></p> <p>a) Never. My intuition is wrong and I don't rely on it.                      b) Sometimes I rely on intuition, but it is not a rule.                      c) In most cases, my intuition helps me well and I rely on it.                      d) I always rely on my intuition.</p>	<p>1 2 3 4</p>
<b>3</b>	<p><b>How do you manage your finances?</b></p> <p>a) I have a perfect overview of my expenses and I always know how much I have in my account.                      b) I have a good overview of my expenses.                      c) I try to manage my money, but sometimes I don't know if my finances will cover all my expenses.                      d) I spend money continuously as it comes and goes.</p>	<p>4 3 2 1</p>
<b>4</b>	<p><b>Are you a competitive type regardless of whether it is at work or private life?</b></p> <p>a) Clearly, I always have to stand out.                      b) Mostly yes, I do everything possible to win.                      c) Occasionally. It depends on whether I really care or not.                      d) I don't care at all whether I win or lose.</p>	<p>4 3 2 1</p>

5	<p><b>Things don't go as you expected, what will you do?</b></p> <p>a) I carefully think about the situation, consider the causes and consequences and find a way out. b) I try to gather my strength and will try again. c) I fall into depression, I get angry with myself, other people or the whole world. d) I feel defeated and leave it like that. I'll give up.</p>	4 3 2 1
6	<p><b>How do you deal with obstacles and problems?</b></p> <p>a) I choose a path without obstacles and problems. b) I will think about the solution only if I have no other way out. c) I usually face obstacles and problems head on and find a solution. d) Problems and obstacles do not exist, they are just stops on the way to success.</p>	1 2 3 4
7	<p><b>I fulfil my goal ...</b></p> <p>a) I mark even the small steps that lead to the fulfilment of my goal. b) I imagine in my mind a series of steps by which I will reach my goal. c) I imagine how to achieve my goal, but if I don't reach it at the end of the day, I don't worry about it. d) I've been trying for a while, but I've always known that achieving goals is not one of my strengths.</p>	4 3 2 1
8	<p><b>I can organise my time...</b></p> <p>a) perfectly, I always do what I have planned. b) very well, even if some days are not 100%. c) quite badly. It annoys me to plan how to spend my time. d) not at all. I always do something different than I originally wanted.</p>	4 3 2 1
9	<p><b>Success or failure is...</b></p> <p>a) a matter of luck and is completely beyond me. b) a thing that depends more on circumstances and luck than on me. c) partly in my hands, but if I'm not lucky, I can't do anything. d) completely in my hands.</p>	1 2 3 4
10	<p><b>When faced with a difficult choice...</b></p> <p>a) I consider all options and make a decision. b) I consult with colleagues or friends and then make a decision. c) I decide quickly without considering the options. I'll do whatever comes to my mind first. d) I hesitate until circumstances force me to make a decision.</p>	4 3 2 1
11	<p><b>I've been in business for six months and still can't make money. What will I do?</b></p> <p>a) I will definitely not give up and continue because I believe in my product. b) I will still try, but I will also try to get money from other sources. c) I will give up and rather get a job. d) Nothing. I will be depressed.</p>	4 3 2 1
12	<p><b>I definitely have the prerequisites for business, because...</b></p> <p>a) I have already started activities that were successful in the past. b) I found out that in my area there will be interest in my product. c) I knew how to manage other people well in my job. d) my mother says that I should start a business.</p>	4 3 2 1

## TEST SCALE

↪ **(37-48 points) It would be a shame not to start building your own company**

It is clear that you will fulfil your potential in business, you will cope in any situation, and your skills, time management and positive attitude are prerequisites for successful business. Hard work and developing your strengths is what counts in business. Surround yourself with people who balance your weaknesses and success is almost guaranteed.

↪ **(25-36 points) The pre-requisites are here, but something is still missing**

You definitely have several skills and qualities that can make you a successful entrepreneur. However, it will not work without discipline, that is, without improving your discipline. Look at the answers where you got the least points and think about how you could improve your attitudes or skills.

↪ **(12-24 points) Entrepreneurship will not bring you satisfaction**

Not everyone can be an entrepreneur, just like not everyone can be a manager or a scientist. If you really want to start a business, first work on your discipline, skills and abilities. Get inspired by the stories of successful entrepreneurs or visit business courses. There are many options, but clearly, unless you want to bear the risk of earnings uncertainty, remain an excellent employee.

Would you be a successful entrepreneur? 😊

## FORMS OF BUSINESS

**Licence to carry on a business (živnost) – on your own name**

- ↪ Registered in an office, always on your own name, on your address, can be set up in one day
- ↪ It is a free licence or you have to be certified or educated in specific skills e.g. to open own bakery you need be educated as a baker
- ↪ No required capital as a basic capital at the beginning of business
- ↪ Income is private money of the entrepreneur and can be spent on personal consumption
- ↪ Flat-rate expenses and a possibility to choose the form of bookkeeping
- ↪ Guarantee for obligations with all property, including personal
- ↪ In case of higher incomes, relatively high burden of social (33,15%) and health insurance (14%)
- ↪ Social and health insurance must be paid throughout the year, regardless of the success of the business

↳ Liability for debts until death or bankruptcy

### **Freelancer**

↳ Usually has temporary contracts in specific jobs e.g. IT, in Slovakia it is not form mentioned in legislative

### **Limited Liability company (s.r.o.)**

↳ Very favoured form of businesses, quite easy to set up, more complicated to cancel the business

↳ Limited/no liability for company obligations to partners/owners

↳ The possibility of optimising the tax and tax burden - dividends

↳ Relatively low basic capital of € 5000,- (stock company € 25 000,-)

↳ Even one person can establish Limited liability company

↳ Necessary to draw up a high-quality Memorandum of Association

↳ More complicated company dissolution

↳ Company's money does not belong to owner/partner or managers

↳ Obligation to have double-entry bookkeeping

### **Joint stock company (a.s.)**

↳ Basic capital is 25 000€, for beginners in business it is not a suitable form

### **Non-profit organisation**

↳ Possible to make business in non-profit organisation, but it can't be a main goal

↳ Profit must be used for main activities

## HOW TO PREPARE MY NEW BUSINESS

A business plan is an excellent tool for clarifying the idea of your business. It doesn't have to be graphically illustrated, unless you want to present it to a potential investor, but it has to meet certain criteria to be informative. Likewise, you do not have to devote yourself intensively to all its parts, perhaps some are not essential for your type of business, e. g. if you want to open a consulting company, you do not need to list in detail computer equipment or the price of chairs, but the calculation of the price for your services, the location of the office and the style of work will be important. So, what information does a useful business plan contain?

**Parts of a Business plan:**

1. Summary
2. History of company
3. Product
4. Market and competitors
5. Marketing and sale
6. Organisation plan
7. Financial plan
8. Documents and additional information

**1. Summary** – contains the main ideas and essential information from the entire business plan, provides a basic picture of the business. It is always written as the last part when the whole plan is finished. If you are writing a plan for a potential investor or bank, the summary is the most important part of the plan and will decide whether the investor will look at the plan in more detail or not. If you do not have such an intention, the summary can be drawn up in bullet points, so that you have an overview of the basic questions and needs of the new business, or you can process it into a "TO DO LETTER", that is, "TO BE FIXED". And happily, check off individual equipped items in the new company.

**2. History of the company** - at first glance, it may seem like a strange part, since you're starting a new business, but it is good to clarify why you want to start a business and what was the impulse, the motivation to start thinking about your own company in the first place. After a while, it might be fun, but more likely, when overcoming obstacles, it will remind you why you are doing it all. It is good to mention here which key people the business will depend on. Don't forget about yourself and list here your prerequisites for business, strengths, and skills.

**3. Product (what)** – a very important part of the plan in which you describe WHAT you are going to do. What product will you sell? What service will you provide? How exactly is your product different from that of the competition? Why should customers buy your services? How much will it cost? Who will benefit? After working out this part, you should be very clear about what you will be offering to customers. Now you know exactly what you will sell. Will you need to deliver material? Do you know who will supply it to you and at what prices? Are the suppliers from abroad? Can you stock up or do supplies have to be continuous? Will it endanger your business, e.g., closing the borders for a longer period? What will the delivery times be? You also need to think about logistics and be specific. You should know your future customer: WHO is the product intended for (age under 30, women or men, retirees, etc.). Statistics on customer behaviour and customer consumption in a certain area can help you with this, e.g., via [www.statistics.sk](http://www.statistics.sk), where you can find information about the overall purchasing behaviour of consumers.

Or you can do a small poll among friends and acquaintances on a social network, how they would like a potential new product or service. Imagine what your ideal customer looks like, when he buys, how he perceives the price (e.g., a price that is too low is suspicious for a certain group of customers who might think it is not a quality product) and especially where you can find it. Is the ideal customer a mother with children under 7 years old? Or a single childless man in his thirties? Where are your customers and where can you reach them with a business offer? When is the right time to approach them with an offer? These are the key questions that will help you set the right sales strategy from the start. Personally, I consider this part of the business plan, apart from the part about finances, to be crucial.

**4. Market environment and competition** - it is true that if two are doing the same thing, it is never the same. To know who offers similar services or products to you, it is necessary to do market research and find out who your competition is. Don't panic, market research doesn't have to be a statistical sample of 1,000 respondents and it doesn't have to cost thousands. If you are considering opening e.g., hair salons in the area where you live, you need to find out how many hair salons there are in your neighbourhood. It's quite possible that the third hair salon on the same street won't make a living, but maybe there isn't one five streets away that would be a good fit. I believe that if you have been thinking about your business for some time, you have our competitors mapped out, and you have already visited them and done "mystery shopping", that is, in Slovak, "you looked at how John does it". And you decided to do it little differently and better. That's the magic of competition.

**5. Marketing and sales** - whoever doesn't sell, doesn't make money, that's a basic rule in business. In the Product section, you clarified WHAT you are going to sell and WHO your customer is, and in this section, you need to clarify HOW you will sell. How will your customer find out about your product? Flyers, radio advertising, recommendations from acquaintances, social networks, interest associations focused on networking, or own databases with contacts? What is the price of your product? Will you provide volume or other discounts? Do not go down the path of low prices, or don't try to compete only on price, that has no long-term perspective. You can try to offer a second item at a discount or bundle products with a discounted price or set up a "happy hour" for buyers or give them a coupon with a discount for their next purchase. Everything that encourages the customer to buy is welcome. At this point, you also need to clarify how you will receive and process orders, how you will distribute your product to the customer, how it will reach him, what the delivery times will be.

**6. Organisational plan** - simply outline how you will organise your business. Do you need a specialist or a responsible person? Who will it be? How will you communicate, who will have decision-making powers. Will you have a store? What will be the opening hours? How will you get to the store? Imagine that your business already exists. What will a typical business day look like?

**7. Financial plan** - a very important part of the business plan. You need to have an overview of how much money you need to start and run your business: whether you provide services or products, you won't lose anything. You should make a list of everything you need to start your business by item such as machinery, material (type and quantity), auxiliary material, website and domain, computers, a printer, office supplies, etc. Then you must estimate the items that you will have to pay every month such as rent, wages of employees if you have them, stock of material, possibly any licence fees, etc. Recalculate annual items for one month. This way, you can very easily find out how much you need to earn to cover the minimum expenses. Of course, you also need to earn something, that is, the volume of costs after conversion per unit of your product should be the limit below which you must not drop the price of your product under any circumstances. When you sell products at this marginal price, you only pay costs. You really don't have to start a business, rather get a job, and develop the activity as a hobby.

In the next part, plan your sales, i.e., how many units of your product you have to sell per unit of time, e.g., per month in order to pay the costs and make money, that is, you calculate the profit margin (e.g., 5-10%-15%) to the costs. In the Product section, you have defined the price of your products. In this part, you need to clarify how much you must sell, that is, you divide the cost amount increased by the profit margin by the price of the product.

You must also not forget about cash flow. As we said earlier, issuing an invoice does not automatically equal receipt in your account or in the cash register. There is always a time lag between the issuing of the invoice and the actual payment of the invoice. You must consider expenses such as wages, payments to customers and payment of taxes, whether VAT or income taxes, or other taxes that are related to your business. And you pay them over time. That is, you must realistically have the money for their payment at the time of payment of wages, as well as for the payment of invoices from suppliers at least by the time they are due.

**8. Documents and attachments** - is a part that contains additional information about the business. It is essential if you are not making your plan for yourself, but want to present the plan to an investor, bank, or other institution that you are applying for an

investment. It contains financial statements, certificates, or surveys, studies, price offers and other documents that should convince the investor of the reality of your intention.

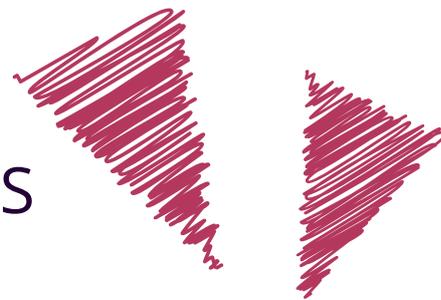
If you have made it this far, you have an idea of your business, WHAT you want to sell, WHO your potential customer is and HOW you will sell your product. The good feeling of a job well done fills the soul, but not the stomach, so you have recalculated HOW MUCH you need to sell to earn and support yourself. Congratulations! Now all you must do is choose the right business form and a new success story is born.



2021-1-SK01-KA210-ADU-000034089



# CONFLICTS WITH SOLUTIONS AT THE WORKPLACE



**PhDr. Lívia Bott Domonkos, PhD.**

[Website](#)

Round table

Group discussion

Lecture

Case study

## COURSE PREPARATION

### PREREQUISITES

This method is best suited for participants with skills in the fields of economy and financial literacy. Basic numeric and digital skills are also needed.

### TRAINING GOALS

- ↪ Enhancing social skills
- ↪ Improving conflict management, crisis intervention
- ↪ Enriching communication skills and situation analysis
- ↪ Implementing skills through assertive communication techniques

### TARGET GROUP

This method is suitable for any and all target groups.

### REQUIRED EQUIPMENT

#### GENERAL EQUIPMENT

- ↪ Flipchart
- ↪ MS PowerPoint or similar software
- ↪ A pair of participants for conflict demonstration
- ↪ Video

## DOMAIN OF APPLICATION

This method can be used for salary negotiation, deep interviews, HR selection, developing better tolerance, and realising and understanding differences at the workplace.

## COURSE CONTENTS

### CONFLICT MEDIATION IN THE WORKPLACE

There are a handful of basic steps to mediating conflict in the workplace:

1. Stay calm.
2. Listen to understand.
3. Be tactful.
4. Focus on the future, not on the past.
5. Ask the right kinds of questions.
6. Pick your battles.
7. Offer multiple solutions.
8. Be creative and confident.

### Activities/workflow - timeline:

- ↪ Example how to prepare fighting models, select participants based on group flow and group dynamics.
- ↪ Explaining process of mediation through the scene and roleplay

### A STEP-BY-STEP GUIDE TO MEDIATION

Mediators act as a go-between and an enabler in a conversation between the people involved in the conflict. They help them to come to a mutually satisfactory agreement, and to avoid getting derailed or stuck in an argument.

It's important that they reserve their own judgement and guide people toward their own resolution, rather than suggesting or ruling on the outcome themselves. However, they must ensure a fair solution, guarding against the effects of any imbalance of power between the participants.

Use these six steps to help you to mediate successfully:

#### 1. Establish the Ground Rules

First, meet with each participant separately, to outline what they can expect from you and from the process. Make sure that they are both willing to participate – mediation won't work if you try to impose it!

Agree some ground rules for the next stage of the process. These might include asking each person to come prepared with some solutions or ideas, listening with an open mind, and avoiding interruptions. It's important that you build trust with both participants, and make them feel safe enough to talk openly and truthfully with you and with one another.

↳ **Tip:**

Mediation is confidential for everyone involved, unless they all agree to share their actions and comments with others. Be sure to remind participants of this regularly, to make sure that they are comfortable with and adhere to the process.

## **2. Have a Full and Frank Discussion With Each Person, Individually**

Find a quiet room in a neutral location where you won't be disturbed, away from the rest of the team.

Meeting with the participants individually will allow them to share their side of the story with you openly and honestly. Useful methods are [active listening](#) skills and [open questions](#) to get to the root of the problem. Reflect upon and paraphrase what your team members tell you, to show that you understand their points of view. Use your [emotional intelligence](#) to identify the underlying cause of the conflict, and pay attention to each participant's [body language](#) to help you to get a better sense of their state of mind.

The participant should be prepared to encounter a range of strong feelings, from fear and distress to anger, and even a wish for revenge. But avoid shutting these feelings down – this might be the first time the work environment your team members have fully

expressed the impact of the conflict, and it will likely give you valuable clues to its cause. It should be asked from each person what they hope to gain from the mediation. Remind them that it's not about winning, but about finding a practical resolution that suits everyone who's involved.

↳ **Tip:**

You may want to leave some time between individual and joint meetings, so that each participant has time to reflect on the discussion that they've had with you and to consider their position in what might be a fresh light.

## **3. Explore the Issues Together**

Once both sides have had time to reflect, arrange a joint meeting. Open the session on a positive note, by thanking them for being open to resolving the conflict. Remind them of the ground rules, summarise the situation, and then set out the main areas of agreement and disagreement.

Explore every issue in turn, and encourage the participants to express how they feel to one another. Make sure that they have equal time to talk, and that they can express themselves fully and without interruption. If they become defensive or aggressive, look for ways to bring the conversation back to the main problem at hand. Encourage parts to emphasise with one another, and to improve their understanding of one another's point of view by asking questions themselves.

↳ **Tip 1:**

Make sure that there's an empty room close by, where people can go to have some time away from the discussion if it starts to stall or become heated. You may also want to speak with each person separately to move the discussion along. Either way, your aim is, eventually, to bring them back together again!

↳ **Tip 2:**

Working remotely can facilitate the mediation process by allowing the participants to choose a space they feel comfortable in, and avoiding the risk of a participant feeling uncomfortable in the physical presence of the other. Before you start, agree on a platform to use, remind the participants that the process is confidential, and that they should not record the meeting or take screenshots.

#### **4. Negotiate and Compromise**

Once both sides have given their views, shift their attention from the past to the future. Go over the points that were raised in your meetings, and try to identify areas where they have at least some shared opinions. Resolve these issues first, as a “quick win” will help to build positive momentum, and bolster both sides' confidence that a workable solution can be found.

Ask participants to [brainstorm](#) solutions and encourage [win-win negotiation](#) to make sure that they reach a solution that they're happy with. If a suggestion is unreasonable, ask the initiator what he would consider to be reasonable, and whether he thinks that the other party would agree.

#### **5. Create a Written Agreement**

Take notes during all of the meetings that you mediate and, once the participants have reached a solution, write that up as a formal agreement. Make sure that the agreement is easy to understand and that actions are [SMART](#) (Specific, Measurable, Achievable, Relevant, and Time-bound).

Help to avoid any confusion or further disagreement by checking that your language is neutral, free from jargon, and clear for all. One should read the agreement back to both parties to make sure that they fully understand what will be expected from them, and to

clarify any points that they do not understand or that are too general or vague. Mediator might even consider getting each person to sign the agreement. This can add weight and finality to the outcome, and help to increase accountability.

Mediation is designed to be a relatively informal process, and you could undermine this by pushing too hard.

↳ **Tip:**

Bear in mind that mediation might not always result in an agreement, despite the mediator's best efforts. In these situations, you'll likely need to use a more formal procedure.

## 6. Get Some Closure / Agreement of Mediation

It's time to bring the mediation to a close. Participants were given copies of the agreed statement, and clearly explained what will be expected from them once they're back in the workplace.

Take some time to prepare, together, how to overcome obstacles to implementing the agreement, and to explore options for dealing with them. Summarise the next steps, offer your continued support as a mediator, and thank both parties for their help and cooperation.

↳ **Tip:**

Consider checking in with the participants informally at a later date, to make sure that they are on track with their agreement.

### Techniques used in mediation for inclusive groups:

↳ Active listening

↳ Open questioning

↳ Reflecting

↳ Paraphrasing techniques

**Note:** Mediation skills aren't limited to the workplace – they can be applied into personal life, too. It helps by tensions rising between friends or family, consider using active listening, open questioning, reflecting, and paraphrasing techniques to get to the root of the problem. Encourage couples/colleagues to talk through their issues together, and it is good to offer to sit in on the discussion to help them to reach a solution.

#### KEY POINTS

Mediation is often a more productive approach to resolving conflict in the workplace than more formal methods. It can help to improve trust and team relationships, especially if it is used to deal with conflicts promptly, as soon as they arise.

It is confidential, and needs to be facilitated by a manager or another team member who both sides can trust to be objective, unbiased and non-judgmental. However, mediation is not appropriate if a more serious matter is involved, such as bullying or harassment. If this is the case, it is important to follow a more formal procedure, with support and advice from the HR department.

1. Beginning mediation by listening to each person's story separately.
2. Next, it is inevitable to bring them together to meet face-to-face.
3. Mediator should allow the sides an equal chance to speak and to explain their perspective.
4. Conflicting parts should brainstorm mutually beneficial solutions
5. Once both parties settle on one, the mediator should summarise the agreement.
6. Finally, it should be clarified what steps each participant needs to take and what the expectations are for the future.

#### METHODOLOGY

Situational analysis of 2 accountants from the Financial Department arguing about different approaches on accounting.

#### CONCLUSION

Feedback of the participants.

#### SOURCES

- [1] [HR Magazine UK](#)
- [2] Mindtools emotional Intelligence [https://www.mindtools.com/pages/articlenewCDV\\_59.htm](https://www.mindtools.com/pages/articlenewCDV_59.htm)
- [3] [https://www.rchss.sinica.edu.tw/...upstream\\_effects\\_mediation.pdf](https://www.rchss.sinica.edu.tw/...upstream_effects_mediation.pdf)
- [4] <https://www.eeoc.gov/eeoc/mediation/report/>
- [5] <https://www.mindtools.com/pages/article/mediation.htm>



2021-1-SK01-KA210-ADU-000034089



# SELF-MARKETING

**Mgr. Krisztina Mészáros**[Website](#)

Group discussion

Presentation

Brainstorming

## COURSE PREPARATION

### PREREQUISITES

The already found field of activity, in which the person who starts the business has acquired adequate practical experience, is a prerequisite for starting self-marketing.

### TRAINING GOALS

- ↪ Increasing the participants' self-esteem
- ↪ Taking into account individual differences
- ↪ Increasing self-marketing and self-identity
- ↪ Encouraging women to start self-promotion at the right level

### TARGET GROUP

Creative women after maternity leave who, as sole entrepreneurs, would like to market a product produced by creative activity.

### REQUIRED EQUIPMENT

#### GENERAL EQUIPMENT

- ↪ Image projector
- ↪ Laptop

### DOMAIN OF APPLICATION

Website, social media sites, short video reels, about the activity itself and the person who invented it. Production of appropriate content for the appropriate target audience, differentiation of generations on online platforms.

## COURSE CONTENTS

### SELF-MARKETING IN 5 STEPS

The question is: how do you show yourself, what you have achieved in your own style, in the most characteristic way of yourself - in other words: how do you build your self-brand?

#### ↳ **Take an inventory!**

Taking into account your professional and personal qualities, your achievements and your weaknesses, or even your quirks. After all, in many cases it turns out that this is what distinguishes you from others. Nevertheless, it might be useful to take other people's feedback into account in order to create a real picture.

#### ↳ **Look around for others too**

After the inventory, it is time to get to know your competitors, since you want to differentiate yourself from them. Everyone who provides a similar product, knowledge, service or offers a solution to a similar problem is considered as a competition. In such cases, we are looking for an answer to the question: why do clients, employers or their customers choose them?

It is also worth taking a look at those competitors who regularly annoy you. What exactly do you find unpleasant about them? It is recommended to think about this if only so that you do not accidentally make the same mistakes that you dislike about them.

#### ↳ **Who are those whose problems you solve, who are your current or potential clients?**

Focus not only on their age, gender and occupation, but also on their inner qualities and habits. After all, knowing your target group is essential for effective communication. Based on this, you will be able to decide where, what and how you should communicate.

#### ↳ **Only one sentence!**

This single sentence can be the basis, the essence of your brand (and your communication). The information collected previously also helps in formulating this particular sentence. And this sentence should give an answer to the question, why is it worth working with you, choosing you, buying your service or product?

#### ↳ **Take your time!**

Where and how will you show yourself and with what regularity? What steps and pace do you want to progress? And while implementing it, don't forget that personal branding is not a sprint, but rather a marathon.

## 3 SIMPLE TIPS TO MAKE YOUR INTRODUCTION A SUCCESS

The rule system used by Andrea Wojnicki consists of three parts, and with its help we do not have to think about what to say about ourselves

↳ **Present**

Let's start the introduction with a statement in the present tense.

Of course, what we share about ourselves also depends on the situation and the audience. If you do not know what to say about yourself, the name and position are great places to start. If there is room for detail, we may share other information, such as a current project, our field of expertise, or where we work.

↳ **Past**

The second part of our introduction is the past tense. Here we can add two or three points from which people can learn relevant details about our background. This is also an opportunity to create credibility too. Consider our education, previous projects, our jobs and results.

↳ **Future**

The third and last part of the rules system is aimed at the future. This is an opportunity to show enthusiasm for the tasks and projects ahead of us. If we are at a job interview, we can express our enthusiasm about the opportunities offered by the company. When we are in a meeting, we can share our interest in the topic of the meeting. When starting a project with a new team, we can talk about how excited we are or share our goals for the project.

# ADDITIONAL MATERIALS

## CREATIVITY TECHNIQUES: MARSHMALLOW CHALLENGE

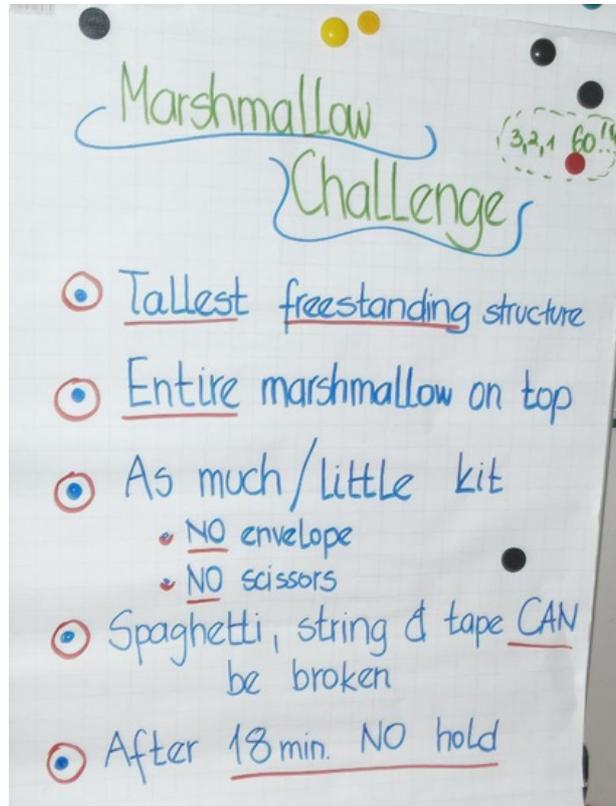


Figure 1: Visualisation of instructions for the Marshmallow challenge



Figure 2: Tallest structure (2020)

PERCEPTION AND COMMUNICATION



Figure 1: Different results same task

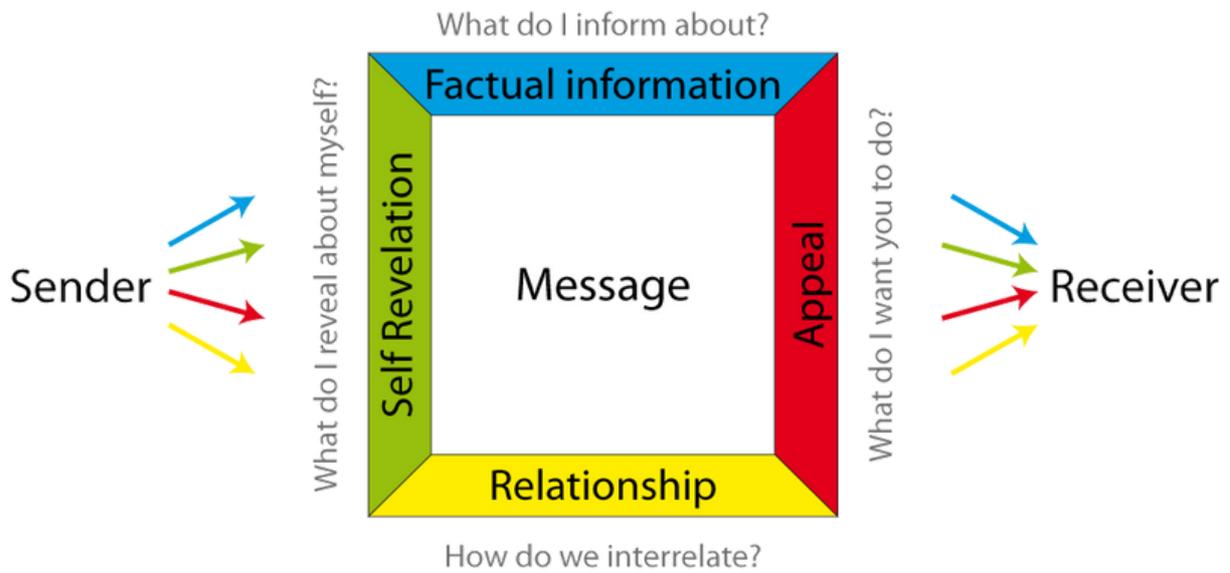


Figure 2: Communication square (source)



Figure 3: Picture for example 4-sides of communication

# ICDP: INDIVIDUAL CAREER DEVELOPMENT PLAN



## INDIVIDUAL CAREER DEVELOPMENT PLAN

Name and surname:

**PERSONAL DATA**

Surname and first name: \_\_\_\_\_

Address of permanent residence: \_\_\_\_\_

Telephone: \_\_\_\_\_ E-mail address: \_\_\_\_\_

Gender:  M  F

**Current employee status (check):**  
 employed for an indefinite period  
 employed for a certain period of time  
 employed part-time

**Expected employee status (tick):**  
 planned new job  
 maintaining employment in the same position with a changed job description  
 a job seeker in accordance with point 5 of Article 5 of the ZUFD

**DATA ON EDUCATION AND KNOWLEDGE OBTAINED**

**1. Complete anaeducation:**  
 Tick and write all titles of professional/professional education you have obtained through education and enter the year of completion of education.

<input type="checkbox"/> elementary school	_____	_____
<input type="checkbox"/> lower professional	_____	_____
<input type="checkbox"/> middle (3 years)	_____	_____
<input type="checkbox"/> middle (4 or 5 years)	_____	_____
<input type="checkbox"/> high school	_____	_____
<input type="checkbox"/> college/university	_____	_____
<input type="checkbox"/> master's degree/doctorate	_____	_____

(name of educational institution) (year of completion)

Completed education - title: \_\_\_\_\_

**2. Incomplete education:**  
 Enter the name of the school and professional/vocational education for which you were educated and which year you completed.

Name of the school	Vocational/professional education	Completed year	I intend to conclude
			CHYES / LINO
			CHYES / LINO

**3. Passed professional exams, obtained licenses, certificates and other informal education:**  
 In addition to professional exams, licenses and certificates, also write down other acquired informal knowledge that you have acquired through training at various courses and seminars or through self-education (e.g.: Italian course, ten-finger blind typing, bookkeeping basics, knowledge of labor legislation, preparation of analyses, operation of various machines, use of tools...).

Title/name of passed professional exam/acquired license/national professional qualification - NPK	Year of Completion

**4. Driving tests:**  
 Tick the appropriate category:  A  B  C  D  E  F  G  H

### INDIVIDUAL CAREER PLAN - Part 1

#### EDUCATIONAL OPPORTUNITIES / CAREER GOALS

What are your current short-term and long-term career goals (multiple answers are possible):

- maintaining employment with the same employer
- promotion with the same employer
- employment with a new employer
- self-employment/development of an independent entrepreneurial path
- work in the energy sector
- work in mechanicals/maintenance/electrical profession
- machine control
- work in the production of
- working with people/social work (management, helping others)
- office work/accounting/human resources services
- sales/commercial
- tourism/hospitality/hotel industry
- horticulture/agriculture/forestry
- arts/culture/media
- other: \_\_\_\_\_

Previous experience and current attitudes related to education and learning, learning habits and potential problems (optional):

\_\_\_\_\_

Current knowledge and competences (multiple answers are possible):

- manual skills
- technical skills: \_\_\_\_\_
- working with machines/tools: \_\_\_\_\_
- knowledge of specific laws, regulations and instructions related to the workplace
- administration
- general computer skills
- specific computer skills/work in specific programs: \_\_\_\_\_
- foreign languages: \_\_\_\_\_

### INDIVIDUAL CAREER PLAN - Part 2

#### JOB/PROFILE SPECIFICATION

Description of typical work and tasks at the workplace:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### SELECTION OF COMPETENCES THAT I WANT TO STRENGTHEN - SELECTED TRAINING

- LANGUAGE SPIN (Slovenian language, English language, German language, Russian language, Spanish language...)
- COMPUTER SPIN (MS Office programs, programming, design, creation of websites, AutoCAD, Photoshop...)
- CAREER SPIN (effective performance on the labor market, information about employers, job interviews, the labor market and modern sources of information...)
- COMMUNICATION SPIN (business communication, creative communication, soft skills of working with people, non-verbal communication, office productivity, basics of lean production, creative problem solving...)
- MARKETING SPIN (digital marketing, marketing, networking, online promotion...)
- ENTREPRENEURIAL SPIN (basics of entrepreneurship, application for tenders, business planning, management skills, mentoring...)
- QUALIFICATION SPIN (preparations for professional exams, preparations for obtaining certificates, other preparations for obtaining qualifications...)
- VIDEO PRODUCTION SPIN (projection mapping, 3D creation, film video production...)
- TECHNICAL TRAINING (work and process-specific competences...)
- OTHER TRAINING: \_\_\_\_\_

#### ASSESSMENT OF IMPLEMENTATION AND SUCCESS OF THE PLAN

Participant's opinion (optional):

\_\_\_\_\_

\_\_\_\_\_

Figure 1: Example of an individual career plan form (©: NOVUS)

BALANCE WHEEL OF LIFE, WORK-LIFE BALANCE



Figure 1: Examples of course materials

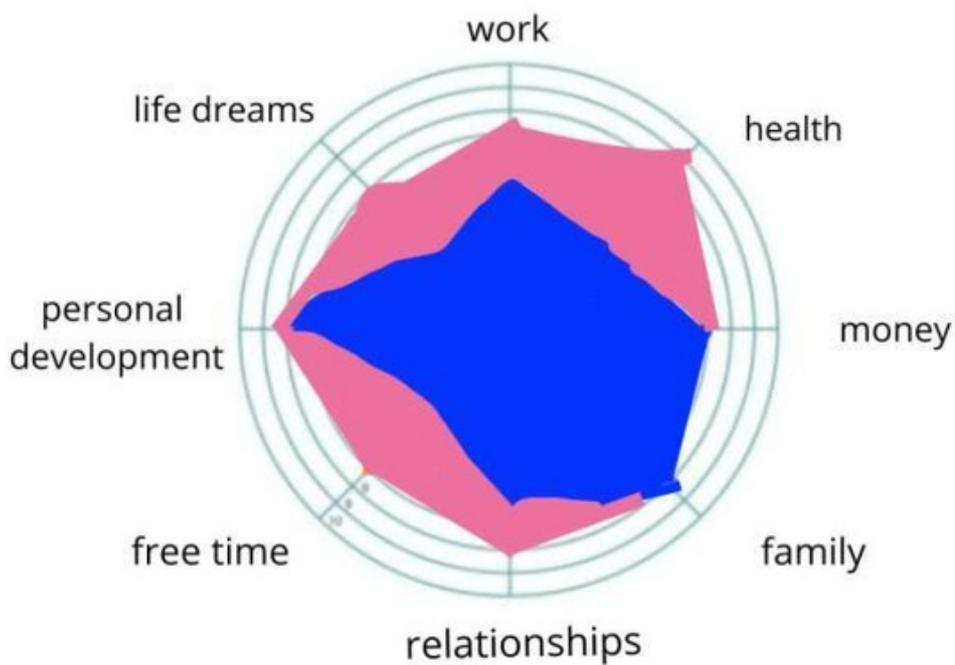


Figure 2: Example of course materials



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