

FACILITATOR GUIDE

Soft Skills



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Co-funded by
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A. Guide description

Welcome to the Soft Skills Facilitator Guides.

At DIBS we want to bring immigrants closer to the world of entrepreneurship and help them get their business idea off the ground. We thank you for your help to achieve this goal and we put in your hands this facilitator's guide for the "Soft Skills" module.

Although it seems contradictory, in this increasingly digitalised world, human skills are the most coveted and the ones that will allow a business to survive and stand out from its competitors.

Soft skills refer to the personal characteristics that enable an individual to interact effectively with others. These skills are not directly related to technical knowledge or task-specific training, but rather to the ability to communicate, collaborate and lead.

Soft skills are necessary for entrepreneurs for several reasons. First, soft skills enable entrepreneurs to establish effective relationships with customers, investors and collaborators. A good entrepreneur must know how to communicate with others, persuade them and build trusting relationships.

Secondly, soft skills are also important for leading teams. Entrepreneurs must be able to motivate and guide their employees to achieve business goals.

Finally, soft skills are key to problem solving and decision making. Entrepreneurs must be able to deal with difficult situations, adapt to change and make effective decisions in times of uncertainty.

This module consists of 8 lessons in each of which we will talk about one skill.

In this guide you have:

- The description, objectives and contents of the course.
- For each lesson, you have the outline as it is on the platform and some additional exercises that you can work on with the entrepreneurs.

We hope you find it useful. Thanks again for your collaboration, we hope to be able to help many immigrants to become entrepreneurs.

B. Course Learning Outcomes (LOs)

At the end of this course, participants will be able to:

- Generate novel and creative ideas, fundamental to differentiate themselves in the market and offer unique solutions to common challenges.
- Better manage their emotions and those of others, a key skill to lead with empathy and understanding, thus improving interpersonal relationships.
- Identify and solve problems effectively, an indispensable ability to navigate the challenges of entrepreneurship.
- Work efficiently in teams, understanding the importance of collaboration and synergy in achieving common goals.
- Improve their ability to communicate clearly and persuasively, both internally with their team and externally with clients and stakeholders.
- They will be able to apply effective negotiation techniques, fundamental to close beneficial agreements and build solid business relationships.
- Make informed and strategic decisions, essential for the success and sustainability of their business.
- Apply sales techniques, crucial to promote their product or service in the market.

C. Course outline

Course Outline	Learning Outcomes
Lesson 1 Creativity	<ul style="list-style-type: none"> • Generate solutions. • Critical thinking. • Encourage ideas.
Lesson 2 Emotional intelligence	<ul style="list-style-type: none"> • Define the concept of Emotional Intelligence and its importance in business. • Learn how to identify and manage your own emotions in business situations. • Develop skills for recognizing and responding to the emotions of others, such as customers and partners. • Apply Emotional Intelligence skills to enhance business relationships and make sound decisions.
Lesson 3 Problem-solving	<p>After completing this submodule, learners will:</p> <ul style="list-style-type: none"> • Know how a problem is defined and what problem-solving is • Be aware of the IDEA approach to problem-solving • Understand how to improve their problem-solving skills
Lesson 4 Teamwork	<p>After completing this submodule, you will be able to:</p> <ul style="list-style-type: none"> • Understand the concept of team work as a soft skill and why it is important • Be aware of strategies and exercises to foster their team working skills • Implement activities to build trust in new teams • Increase their team working skills as entrepreneurs

Course Outline	Learning Outcomes
Lesson 5 Communication	<p>After completing this submodule, you will be able to:</p> <ul style="list-style-type: none"> • Know what communication is and which the main types are • Have knowledge regarding the different skill sets needed to effectively communicate • Be aware of ways to increase their communication skills • Know what active listening is and how to foster it
Lesson 6 Negotiation	<p>After completing this submodule, learners will be able to:</p> <ul style="list-style-type: none"> • Understand what negotiation skills are and why they are useful • Be aware of the Haward Principle for Negotiation • Have gained knowledge regarding different negotiation tactics • Know how to use negotiation skills as entrepreneurs
Lesson 7 Decision-making and data analysis	<p>We will examine</p> <ul style="list-style-type: none"> • What decision making actually entails • What areas it covers.
Lesson 8 How to sell?	<ul style="list-style-type: none"> • Understand selling as an articulated process • Learn and apply sales techniques to your business • Uncovering client needs through open questions • Managing customer objections

D. Course structure

Lesson 1: Creativity

Unit name	Title/Source description	Notes for facilitators
Introduction	<p>The following lesson aims to support learners in developing their Creativity skills. In order to do so, the lesson has been divided into 6 sections that will include key concepts, exercises, and self-reflection activities.</p> <p>After completing this lesson, learners will:</p> <ul style="list-style-type: none"> • Understand the concepts of Creativity and Innovation. • Increase their creativity skills. • Be able to find innovative solutions to problems. 	<p>As you will see, at the end of the video there are 7 reflection questions. Creativity can be trained, but for that we need to know the starting situation.</p> <p>The entrepreneur may or may not share his answers with you. The important thing is that you make him/her reflect on whether he/she applies creativity or not.</p> <p>These are questions that have no right answer.</p>
	<p>YT Video - INTRO Lesson 1-Creativity</p>	<p>About the last question (what do you think is important to be creative?), we will answer in the session on the innovator's DNA.</p>
Lecture 1. Creativity	<p>YT Video - Lecture 1. Creativity</p>	<p>Key learnings:</p> <ul style="list-style-type: none"> - Creativity generates value. - Original is not the same as creative. <p>There is a question in this lesson which is, "What do a book, a bed and a beer have in common?"</p> <p>Let the entrepreneur think and write down his/her ideas. It is important for him/her to know how many ideas he/she can generate to answer this question. Encourage him/her to look for answers, if he/she only finds 3 or 4 to this simple question how many solutions will he/she find to a real problem? Get his/her creativity working.</p>

Unit name	Title/Source description	Notes for facilitators
		Later on you have possible answers.
The most creative jump	https://www.youtube.com/watch?v=CZsH46Ek2ao	<p>The biggest barrier to creativity and innovation is "we've always done it this way". From this video we can learn several things:</p> <ol style="list-style-type: none"> 1. It tells us how the technique for the high jump had been evolving with small innovations that improved it. 2. How Fosbury (referred to by the press as a "two-legged camel" before his jump) revolutionized the high jump. <p>Fosbury didn't have a crazy idea when he was going to jump, he had tested, he had failed, creativity and innovation take work.</p>
Discussion	Discussion question: What do a book, a bed, and a beer have in common?	<p>Most obvious answers:</p> <ul style="list-style-type: none"> - All are advertised - All have a manufacturing process. - All three are intended for human use. - All three are in the dictionary. - All three are common nouns. - All three are singular number words. - All three are words made up of vowels and consonants. <p>Some possible curious answers:</p> <ul style="list-style-type: none"> - All three are represented by words that, pronounced backwards, are meaningless. - All three induce sleep. - In general, fish do not need them. - They are sold in department stores.

Unit name	Title/Source description	Notes for facilitators
		<ul style="list-style-type: none"> - You can have a good time with any of them. - All three can be imagined. - All three can be stolen. - All three serve as gifts. - When you die, you can't take any of them with you. - All three have been used in the making of movies. - All three have created problems for more than one. - When frozen, all three are solid. <p>As you can see, the number of answers is unlimited.</p>
Lecture 2. Innovation	YT Video - Lecture 2. Innovation	<p>Key learnings:</p> <ul style="list-style-type: none"> - Innovation is a step further, we talk about innovation when we create something or improve something existing and it is useful (it is creative) but, in addition, it reaches the market, it is accepted by the market, it is commercialized. - The best way to innovate is to solve a problem or a need that the market has. <p>There are inventions that take time to become an innovation (the case of the selfie stick).</p>
Knowledge check	<p>We are all creative, even Pepe, who only makes tortilla de patatas.</p> <p>True False (correct answer: true)</p>	<p>True, we are all creatives, but some have developed that ability more than others. The good news is that you can develop it too.</p>
	<p>Creativity provides solutions only to complex problems</p> <p>True False (correct answer: false)</p>	<p>Creativity (and also Innovation) can solve very simple problems. Go back to the example of the mop.</p>
	<p>Creativity is the mixture of concepts, ideas, objects... to create a new one.</p> <p>True</p>	<p>True, creativity does not start from scratch, to be creative we have to have knowledge in different fields and mix and match.</p>

Unit name	Title/Source description	Notes for facilitators
	False (correct answer: true)	
	Although the barcode makes life easier for businesses and users, it is not an innovation because it is neither a product nor a service. True False (correct answer: false)	False, innovation does not only apply to products or services, we can innovate in processes, in the way of organizing the company, etc.
	The telephone was an invention of Graham Bell and accepted by the market, it is innovation True False (correct answer: true)	Exactly, in this case it was an invention and also innovation because it was commercialized.
Lecture 3. DNA	YT Video - Lecture 3. The Innovator's DNA	Key learnings: - To enhance creativity and innovation, we have to enhance other skills as well: Partnering, questioning, observing, experimenting and networking. Encourage entrepreneurs to leverage the five skills of the innovator's DNA.
Knowledge check	Association is a necessary skill for innovators because to innovate it is not enough for one person alone, it must be done in association with others. True False (correct answer: false)	False, associating refers to connecting dots. You may be interested in the first part of Steve Jobs' master class at Stanford (connecting dots): https://www.youtube.com/watch?v=W8lMfFsKSww
	Innovators have the necessary ability to experiment because they create prototypes to test their ideas. True False (correct answer: TRUE)	True, to innovate it is important to make the idea tangible and manual work helps to think and be creative.

Unit name	Title/Source description	Notes for facilitators
	<p>Networking is a necessary skill for innovators because it helps them to sell their ideas. True False (correct answer: false)</p>	<p>False, networking is a necessary skill because our ideas feed on those of others and we contribute ideas to the rest.</p>
	<p>Questioning is a necessary skill for innovators because innovation starts with understanding how to do better than the current status quo. True False (correct answer: true)</p>	<p>True, if we do not question what is happening around us and what we tend to take for granted, it is difficult to innovate.</p>
	<p>Observing is a necessary skill to innovate because innovators intentionally and constantly notice and pay attention to the small details of our behaviour. True False (correct answer: true)</p>	<p>Absolutely true, if we don't observe, we don't collect information and we are unable to question what is happening around us.</p>
Lecture 4. Thinking styles	<p>YT Video - Lecture 4. Thinking styles</p>	<p>Key learnings: - Differentiate between convergent and divergent thinking.</p>
	<p>https://www.youtube.com/watch?v=NTMnEs8BwnY</p>	<p>- Both seek to solve problems. - Both are necessary. - The principles of lateral thinking (in the youtube video below we go deeper). In addition, at this point the reflection questions that were asked at the beginning of the topic are taken up again and the entrepreneur is asked to reflect on how he/she uses the thinking styles.</p>
	<p>Forum for reflection on thinking styles</p>	<p>This section is for sharing in the forum (or with you) your reflections on thinking styles.</p>

Unit name	Title/Source description	Notes for facilitators
		It is important that we know how we think, if we don't, we will not be able to change our thinking.
Lecture 5. Exercising	DIBS-IO2-Module 3.1-Creativity 05 en.pdf	Here are some exercises that we recommend to entrepreneurs. In the document you have the solutions to the exercises.
Lecture 6. SCAMPER	YT Video - Lecture 6. SCAMPER	Key learnings: - Learn the Scamper methodology that improves the ideas we have already generated. At the end of this section, the last one of "Creativity", the entrepreneur must apply the Scamper methodology to his business idea, trying to use divergent and lateral thinking.
Want to know more?	Some blogs that can help you to improve your creativity and innovation: https://www.debono.com/ https://www.boardofinnovation.com/ https://singularityhub.com/ https://medium.com/enrique-dans	

Lesson 1. Additional exercises

Exercises to think big

Slowest wins:

An eccentric millionaire wants to leave his financial empire and personal fortune to one of his two sons and decides to have them compete in a horse race. The horse that comes in last, the slowest, will become the owner of everything today.

The two sons fear that the other will cheat by making his horse run less than it is capable of running and both turn to a wise old philosopher for advice.

The philosopher, without thinking too much about it, tells them 3 words what to do to make sure the race is clean. What are these 3 words?

Solution: Change your horses

Cats:

If 5 cats eat 5 mice in 5 minutes, how many cats can eat 100 mice in 100 minutes?

Solution: 5 cats. From the definition of the problem, it follows that each cat catches one mouse in five minutes. In 100 minutes, one cat can catch 20 mice, so it takes the same 5 cats to catch all 100 mice in 100 minutes

The criminal:

Following an anonymous call, the police enter a local by surprise. They only know that the criminal's name is Anthony.

They find four people in uniform playing poker and that they are a policeman, a psychiatrist, a receptionist and a marine. Without asking, they arrest the psychiatrist.

How did they know it was Anthony the criminal?

Solution: He was the only man in the group.

Stop it!

You are in your car at a steady speed. To your left is a cliff. A fire engine on your right and at the same speed as you. In front of you, a pig bigger than your car, behind you a helicopter flying low to the ground. Both at the same speed as you. How could you stop?

Solution: Don't worry, it will stop when the time is up, you are on a carousel!

SCAMPER

Apply the scamper methodology to the entrepreneur's project. Help him/her to write questions for each letter that he/she must then answer using divergent thinking.

Then ask him/her to reflect on his/her answers and provide you with some proposals for improving his/her business that have emerged from the exercise.

Random words

1. Take two random words (e.g. from <https://randomwordgenerator.com/>) and ask the entrepreneur how they could help his business, how he would incorporate them.
2. Take two random words and ask the entrepreneur how they could destroy his business.
3. Take three random words, ask the entrepreneur to discard one and ask him how they could help simplify his business.

Lesson 2: Emotional intelligence

(Subsection) Lesson or Activity title:	Title/Source description:	Notes
Introduction - Learning Objectives	INTRO Lesson 3.2 Emotional intelligence https://www.youtube.com/watch?v=nu1OO6asjDY&list=PLTNCKW4BdnkV7vYhrIkRKYtluyM4inEet&index=1	All types of learners, especially learners from different cultural backgrounds, as in our case, will be able to learn more effectively if you, as trainer, pay attention to creating a positive climate and energy in the classroom. It is very important to help your learners to explore the key concepts of emotional intelligence and provide practical strategies for developing and applying Emotional Intelligence skills in the field of business.

<p>Session 1 - What is Emotional Intelligence</p>	<p>Session 1 - What is Emotional Intelligence https://www.youtube.com/watch?v=D-JFFBV9EA0&list=PLTNCKW4BdnkV7vYhrIkRKyTIuyM4inEet&index=2</p>	<p>It is important to keep in mind that your role is not only to transmit knowledge to your learners, therefore you should not act as a "knowledge transmitter", but rather as a "facilitator" of the whole learning process, which involves knowledge, skills, values, attitudes and emotions.</p> <p>During this session the learners will be able to define the concept of Emotional Intelligence and its importance in business and entrepreneurship.</p>
<p>Questions for Session 1 - What is Emotional Intelligence</p>	<p>Question 1: Emotional intelligence is a person's ability to recognize, understand and manage their feelings and emotions, as well as those of others. True or False? (True)</p> <p>Question 2: Empathy is the ability to appreciate your own strengths and weaknesses, your feelings and moods and the effects these things have on your team's performance. True or False? (False)</p> <p>Question 3: Empathy is the ability to emotionally understand what other people feel, see things from their point of view, and imagine yourself in their place. True or False? (True)</p> <p>Question 4: Strong relationship management skills can enhance team dynamics, increase productivity and customer satisfaction, and improve organizational culture.</p>	<p>Feel free to use a variety of assessment techniques and don't focus too much on formal assessment.</p>

	True or False? (True)	
Session 2 - How to increase your Emotional Intelligence?	Session 2 - How to increase your Emotional Intelligence? https://www.youtube.com/watch?v=yrZseUVnxhI&list=PLTNCKW4BdnkV7vYhrIkRKYtIuyM4inEet&index=3	Through this module the trainers will also learn how to identify and manage their emotions in business situations. In addition, they will develop skills for recognizing and responding to the emotions of others, such as customers, employees, and partners.
Questions for Session 2 - How to increase your Emotional Intelligence?	<p>Question 1: Which of the following ways can help you increase your emotional intelligence?</p> <ol style="list-style-type: none"> 1. Active listening 2. Apologizing 3. Refusing to communicate <p>The correct answers are 1 and 2</p> <p>Question 2: Which practice encourages empathy and decreases defensiveness?</p> <ol style="list-style-type: none"> 1. Blaming 2. Hiding your emotions 3. Praise <p>The correct answer is 3</p> <p>Question 3: What are the benefits of apologizing?</p> <ol style="list-style-type: none"> 1. Shows compassion. 2. Builds trust. 3. Intensifies the conflicts 	Try to actively engage those participants who might be less motivated. It is very important to also promote self-assessment activities.

	<p>The correct answers are 1 and 2</p> <p>Question 4: What are the benefits of controlling your impulsive thoughts?</p> <ol style="list-style-type: none"> 1. Blame yourself. 2. Consider alternative explanations. 3. Think more broadly. <p>The correct answers are 2 and 3</p>	
Session 3 - Emotional Intelligence in Business	<p>Session 3 - Emotional Intelligence in Business</p> <p>https://www.youtube.com/watch?v=41O5CL5tMG4&list=PLTNCKW4BdnkV7vYhrIkRKYTluyM4inEet&index=4</p>	<p>The trainers can provide positive examples or role models and ask the learners to speak about successful entrepreneurs from their country of origin or host country that they admire, in order to commit them in the possess of learning. It's a good opportunity to speak about body language and communication.</p>
Questions for Session 3 - Emotional Intelligence in Business	<p>Question 1: Can high emotional intelligence help you better manage stress? Yes or no? (Yes)</p> <p>Question 2: Does the successful leader have emotional intelligence? Yes or No? (Yes)</p> <p>Question 3: Does emotional intelligence in the workplace improve working relationships? Yes or no? (Yes)</p>	<p>During this task it's important to offer all participants individual help whenever they need it to understand the structure and the content of the questions.</p>

	<p>Question 4: Does emotional intelligence help in managing complaints? Yes or no? (Yes)</p>	
<p>Session 4 - Application practices for emotional intelligence</p>	<p>Session 4 - Application practices for emotional intelligence https://www.youtube.com/watch?v=ZduzFFhgYxI&list=PLTNCKW4BdnkV7vYhrIkRKYtluyM4inEet&index=5</p>	<p>Here are some practical exercises that the trainers can use during the classroom training. They can apply Emotional Intelligence skills to enhance business relationships and make sound decisions through this session.</p>
<p>Want to know more</p>	<p>Want to know more about emotional intelligence?</p> <ul style="list-style-type: none"> • Emotional Intelligence 2.0: This website offers resources and tools to help you develop your emotional intelligence, including a free emotional intelligence assessment. • The Consortium for Research on Emotional Intelligence in Organizations: This organization offers research-based information on emotional intelligence and its impact on workplace performance. • Harvard Business Review: The Harvard Business Review offers a range of articles and resources on emotional intelligence, including tips for developing emotional intelligence and applying it in the workplace. • MindTools: MindTools offers a range of resources and tools for developing emotional intelligence, including articles, quizzes, and online courses. 	<p>Provide your learners with relevant resources and extra materials to use at their own pace or with your help in order to discover new knowledge and good practices.</p>

	<ul style="list-style-type: none"> • Yale Center for Emotional Intelligence: This center offers research-based resources on emotional intelligence, including free online courses, articles, and tools for educators and parents. • Daniel Goleman: Daniel Goleman is a psychologist and author who is known for his work on emotional intelligence. His website offers resources, articles, and books related to emotional intelligence. 	
References	<p>References:</p> <ul style="list-style-type: none"> • Harvard Business Review: https://hbr.org/topic/emotional-intelligence • Forbes: https://www.forbes.com/search/?q=emotional+intelligence • LinkedIn Learning: https://www.linkedin.com/learning/topics/emotional-intelligence • Six Seconds: https://www.6seconds.org/ • TalentSmart: https://www.talentsmart.com/ • ENTREPRISELEAGUE: https://enterpriseleague.com/blog/emotional-intelligence-in-business/ • Indeed: https://uk.indeed.com/career-advice/career-development/emotional-intelligence-examples • Photos: https://www.freepik.com/ 	Here is the bibliography of this module.

Additional Exercises

Here you can find the video of the **Application practices** (English version):

<https://www.youtube.com/watch?v=ZduzFFhgYxl&list=PLTNCKW4BdnkV7vYhrIkRKyTluyM4inEet&index=5>

Lesson 3: Problem-solving

Unit name	Title/Source description	Notes
Introduction	<p>The following lesson aims to support learners in the development of their problem-solving skills. In order to do so, the section will provide information on key concepts, self-reflection activities as well as practical exercises fostering the increase of this important transversal skill.</p> <ul style="list-style-type: none"> • After completing this submodule, learners will: • Know how a problem is defined and what problem-solving is • Be aware of the IDEA approach to problem-solving • Understand how to improve their problem-solving skills 	<p>Key learning:</p> <ul style="list-style-type: none"> – analytical skills – teamwork – resilience – innovative and critical thinking – creativity or flexibility <p>The trainer here will underline that relying on this set of skills is relevant in every aspect of life (life skills).</p>
	<p>YT Video - Intro Lesson 3: Problem-solving</p>	
Lecture 1 – The importance of problem-solving	<p>YT Video - Lecture 1 – The importance of problem-solving</p>	<p>In order to engage with his/her/their audience, the trainer could start asking the participants to try to define what a problem is and what makes them feel there is a problem. Then, the trainer will introduce the definition of the term “problem” by Oxford Learner’s Dictionary, which is “<i>a thing that is difficult to deal with or to understand</i>”. In addition with that, a problem... 1) Oftentimes requires a solution to be dealt with and resolved</p>

		2) For finding an adequate solution generally different skill sets are necessary.
IDEA problem-solving process	https://www.youtube.com/watch?v=QOjTJAFyNrU	
Practical Exercise	<p>Before continuing the module, please reflect on the following questions:</p> <ul style="list-style-type: none"> • What was the last problem you have encountered in your professional or private life (e.g., the bus being late, supermarket being out of milk, a co-worker not fulfilling their part of the work plan etc.)? • Reflect on how you faced it? How did your process of finding a solution look? Did you follow the steps from the problem-solving process? <p>You can also share your reflections with other learners in the forum.</p>	<p>The question is also at the end of lecture 1.</p> <p>The trainer can either split the participants in small group or encourage them to do it as an individual exercise. It would be ideal to create an opportunity to share reflections, scenarios and/or relevant insights coming from the exercise.</p> <p>In order to share, the trainer will have to work on creating trust and safe space.</p>
Knowledge check	<p>Problem-solving means using different skill sets, among which logic and imagination, in order to find a solution to a problem or challenge.</p> <p><input checked="" type="checkbox"/> True <input type="checkbox"/> False</p>	<p>The answer is true, and both logic and creativity are required skills to find a solution to a challenge or problem.</p> <p>The trainer will underline that the more open-minded will be our attitude, the more possibilities we have to find solutions and different perspectives.</p>
	<p>Choose all elements that are part of the IDEA problem-solving process:</p> <ul style="list-style-type: none"> • Ideate • <input checked="" type="checkbox"/> Identify • Destroy • <input checked="" type="checkbox"/> Develop • <input checked="" type="checkbox"/> Execute • Expire 	<p>To make Lesson 3 more practical, the trainer will introduce the IDEA methodology, which is a four-step problem-solving process that could be employed as a method to solve everyday problems in life. This methodology consists of first identify the problem, then develop solutions, execute a plan and finally assess your results.</p>

	<ul style="list-style-type: none"> Assess 	
Lecture 2 – How to increase your problem-solving skills	<p>YT Video - Lecture 2 – How to increase your problem-solving skills</p>	<p>Creative problem solving (CPS) is a process created by Sidney Parnes and Alex Faickney Osborn. It emphasises the following points:</p> <ul style="list-style-type: none"> Separate ideation from evaluation; Judging leads to shut down; Reformulate problems as questions; Formulating phrases as “Yes and...” will expand ideas;
Brain teaser “Rooster on the roof”	<ul style="list-style-type: none"> https://www.youtube.com/watch?v=m2eINI4WXkc 	<p>“A rooster is on a roof looking towards east. The wind is blowing towards west at 10 miles per hour and the rooster lays an egg. Which direction does the egg fall in?”</p> <p>The trainer could encourage the participants to guess the answer in group or on their own. A discussion can come up to reflect on the possible answers and then the answer will be shared and reflection will follow.</p>
Free soduko websites	<p>In the following websites, linked in your learners section, you can find free sudokus to accelerate your problem-solving and analytical skills:</p> <ul style="list-style-type: none"> https://sudoku.com/ https://sudoku.game/ https://soduko-online.com/ 	<p>The trainer will ask if participants have ever played Sudoku (or if they usually play this game) and if they liked it and what types of skills the game requires.</p> <p>For those who are not familiar with Sudoku, the trainer(s) will offer an explanation: Sudoku is a popular logic game in which you have to fill in boxes of a 9x9 grid with the numbers 1 to 9 without using any number twice neither in the lines nor columns.</p> <p>Examples of websites where to play sudokus for free will be offered and it will be explained</p>

		<p>that this game can accelerate participants' problem-solving and analytical skills in the learner section of the module.</p> <p>The trainer can encourage participants to practice some sudokus on their own or offer it as a group activity during the class.</p> <p>As brain teasers, these are also exercise to "stretch" the mind and develop a new mindset making it able to see things differently</p>
Free crossword puzzle websites	<p>Free crossword puzzle websites:</p> <ul style="list-style-type: none"> • https://www.dictionary.com/e/crossword/ • https://www.washingtonpost.com/crossword-puzzles/daily/ • https://www.boatloadpuzzles.com/playcrossword 	<p>The trainer(s) will ask if participants have ever played crossword puzzles (or if they usually play this game) and if they liked it and what types of skills the game requires.</p> <p>It will be explained that in this game:</p> <ul style="list-style-type: none"> -there are word games in which players need to fill words based on clues; -there are words that are interconnect; -players must think critically about the surrounding words to select the right phrase for the space. The trainer can encourage participants to practice some crossword puzzles on their own or offer it as a group activity during the class/at home when revising the module. <p>The trainer will highlight that these practical exercises aim to strengthen abilities to solve problems.</p>
Practical Exercise	Please go to one of the free websites for sodukos and/or crossword puzzles and solve at least three different ones.	

Exercise IV Aliens	<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=LKvjlsyYng8 	<p>Key learning:</p> <ul style="list-style-type: none"> -analytical thinking -smart use of your capabilities and/or options at disposal -logical structure <p>The trainer will play the video to show how from a problem they came up with a solution. It is very relevant for the trainer to highlight the importance of the process of finding a solution.</p>
Knowledge check	<p>Brain teasers and riddles are a good way to train problem-solving skills.</p> <p><input checked="" type="checkbox"/> True <input type="checkbox"/> False</p>	<p>True, they help to face difficulties from other perspectives and expand your knowledge of solutions.</p>
Lecture 3 – Problem-solving in the entrepreneurial sphere	<p>YT Video - Lecture 3 – Problem-solving in the entrepreneurial sphere</p>	<p>Key learning in entrepreneurship:</p> <ul style="list-style-type: none"> -Be on the look-out for problems to solve; -Find creative approaches to a common problem in your community and test them; -BE the solution.
Knowledge check	<p>Talk to a friend or someone to trust about a problem that they are having. Using the IDEA problem-solving process, support them in finding a solution.</p> <p>You can also share your thoughts in the forum.</p>	<p>Trainer(s) will stress out that problem solving is a life skill, meaning that it can be used to face problems in all kinds of situation and not only strictly related to work.</p>
	<p>Problem-solving is an important skill for entrepreneurs.</p> <p><input checked="" type="checkbox"/> True <input type="checkbox"/> False</p>	<p>The trainer will point out that in entrepreneurship many problems happen every day (relational-, financial-, market-related problems, etc.).</p>
Want to know more?	<p>The following contents will help you to deepen the concept and develop your problem-solving skills:</p> <ul style="list-style-type: none"> • Tour2Include e-learning platform Module 1: General soft skills <p>https://elearning.tour2include.eu/login/index.php</p>	<p>The trainer will encourage participants to have a look on these e-learning platforms as an additional tool to deepen their knowledge on problem-solving skills and practise.</p>

	<ul style="list-style-type: none"> • The problem-solving process: https://asq.org/quality-resources/problem-solving • Free course on problem-solving: https://www.university2business.it/formazione/nuove-competenze/cose-il-problem-solving-e-come-sviluppare-questa-competenza/ • More information on problem-solving: https://supeer.eu/media/supeer-io3-it.pdf 	
Reference Section	<p>If you want to go even deeper you can check out the following resources:</p> <ul style="list-style-type: none"> • Online programme “Complex problem-solving” • Online course “Solving Problems with Creative and Critical Thinking” • Online course “Creative Problem Solving” • Book “What’s our problem” by Tim Urban • Book “How to Think More Effectively” by The School of Life 	
Bibliography	<ul style="list-style-type: none"> • https://www.oxfordlearnersdictionaries.com/definition/american_english/problem_1#:~:text=%2F%CB%88pr%C9%91bl%C9%99m%2F,problems%20health%2Ffamily%2C%20etc. • https://www.wrike.com/blog/problem-solving-techniques/ • https://targetjobs.co.uk/careers-advice/skills-for-getting-a-job/problem-solving-mark-independent-employee • https://asq.org/quality-resources/problem-solving • https://instagantt.com/project-management/what-is-problem-solving-definition-and-examples • https://asq.org/quality-resources/problem-solving • https://www.youtube.com/watch?v=QOjTJAFyNrU 	

	<ul style="list-style-type: none"> • https://teambuilding.com/blog/problem-solving-games • https://www.forbes.com/sites/shamahyder/2021/08/27/how-to-become-an-entrepreneur-find-a-problem-and-be-the-solution/?sh=5e765d8a59ef • https://www.compassoffices.com/en/about-us/blogs/think-like-successful-entrepreneurs/ 	
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Lesson 3: Additional exercises

Exercise 1:

Before continuing the module, please reflect on the following questions:

- ❖ What was the last problem you have encountered in your professional or private life (e.g., the bus being late, supermarket being out of milk, a co-worker not fulfilling their part of the work plan etc.)?
- ❖ Reflect on how you faced it? How did your process of finding a solution look? Did you follow the steps from the problem-solving process?

You can also share your reflections with other learners in the forum.

Exercise 2:

Please go to one of the following free websites for sudokus and/or crossword puzzles and solve at least three different ones:

In the following websites, linked in your learners section, you can find free sudokus to accelerate your problem-solving and analytical skills:

- <https://sudoku.com/>
- <https://sudoku.game/>
- <https://soduko-online.com/>

Free crossword puzzle:

- <https://www.dictionary.com/e/crossword/>
- <https://www.washingtonpost.com/crossword-puzzles/daily/>
- <https://www.boatloadpuzzles.com/playcrossword>

Exercise 3:

Can you solve the “hardest logic puzzle ever”? = <https://www.youtube.com/watch?v=LKvjlsyYng8>

CAN YOU SOLVE THE THREE GODS RIDDLE?



Lesson 4: Teamwork

Unit name	Title/Source description	Notes
Introduction	<p>The following lesson aims to support learners in the development of their teamwork skills. In order to do so, the section will provide information on key concepts, self-reflection activities as well as practical exercises fostering the increase of this important transversal skill.</p> <p>After completing this submodule, learners will:</p> <ul style="list-style-type: none"> • Understand the concept of teamwork as a soft skill and why it is important • Be aware of strategies and exercises to foster their team working skills • Implement activities to build trust in new teams • Increase their team working skills as entrepreneurs 	<p>Key learning:</p> <ul style="list-style-type: none"> - definition of teamworking as a skill - increasing your competence to work in groups - teamwork in entrepreneurship
	<p>YT Video – Intro Lesson 4. Teamwork</p>	
Lecture 1 – The importance of teamwork	<p>YT Video – Lecture 1 – The importance of teamwork</p>	<p>The trainer will stress out the importance for everyone to strengthen teamwork's skills and the advantages of working in a genuine environment.</p>
Teamwork as a soft skill – What is it?	<p>https://youtu.be/N6oaCRlCnhA</p>	<p>The trainer will underline that collaborating with others fosters the</p>

		concept of diversity and innovation through collective brainstorming.
Knowledge check	Teamwork means that people in the team are all working singularly to achieve their individual goals. True False	False, teamwork aims to match different ideas and perspectives.
Practical Exercise	<p>Before continuing the module, please reflect on the following questions:</p> <ul style="list-style-type: none"> • Have you ever worked in teams in your professional or private life (e.g. playing team sports)? What were the success factors? • What elements foster efficient teamwork in your opinion? • How could you use this skill as an entrepreneur? <p>You can also share your reflections with other learners in the forum.</p>	<p>The question is also at the end of lecture 1.</p> <p>The trainer(s) can encourage participants to split into small groups or to do the activity on their own. It could be ideal to always find a space and time to share the answers and have a reflection moment to underline how teamwork can be a key element in most of everyday situations.</p>
Lecture 2 – How to improve your teamworking skills	YT Video – Lecture 2 – How to improve your teamworking skills	<p>The trainer will play this video, or he/she/they can select one of the 13 tips indicated in the video as practical tips to strengthen teamworking skills.</p> <p>Another tip for the trainer would be to ask participants to write down some practical tips they would give to people wishing to strengthen their teamworking skills. They could either do this activity on their own or in pairs/small groups.</p>
	<p>Elements of effective teamwork do NOT include:</p> <ul style="list-style-type: none"> • Active Listening • Supporting each other • Pursuing an individual agenda • Positive attitude 	The trainer(s) will stress out that individual decisions do not lead to good output when working in a team. You should always discuss with your peer before taking a

		decision that may impact the rest of the group.
Practical Exercise	In your working environment or with a group of friends, decide on one of the teamworking exercises presented in this module and try them out. Afterwards, reflect on how it went. Do you feel like the team worked better with time? Do members know each other better now? What could be improved the next time?	Within the section “Additional exercises” you will find some teambuilding activities that you as trainers can suggest doing with participants. Please, note that all the activities can be adapted based on the group’s specificities as well as to the local context.
Lecture 3 – Teamwork for entrepreneurs	YT Video – Lecture 3 – Teamwork for entrepreneurs	The trainer will underline that in entrepreneurship teamworking has a positive impact, as it increases the capacity to solve problems and strenghten listening skills. It can also contribute to creating a more genuine environment at work.
Teamwork as an entrepreneur	<ul style="list-style-type: none"> https://www.youtube.com/watch?v=IZ9nYRegAxI 	<p>Teamwork skills are relevant in entrepreneurs as they have the potential to:</p> <ul style="list-style-type: none"> - solve fights - strengthen mutual trust within the team -find time to focus on the group’s dynamic and related problems/opportunities.
Knowledge check	<p>Benefits of working in teams include:</p> <ul style="list-style-type: none"> • Less work • Higher motivation • Exchange of different points of view • Lower trust • Individualism 	The trainer will point out that efficient teamworking can help in dealing with stressful situations and broaden your horizons towards different ideas and perspectives useful also in your personal life. The trainer can also ask participants to give examples of situations in their daily lives or at work when teamworking skills were useful.

	<p>As an entrepreneur, how would you approach team work to set yourself up for success? You can write some ideas down or discuss it with a friend or with other learners in the forum.</p>	<p>The trainer(s) will split the participants in small groups or encourage them to do the activity on their own. It would be then ideal to find time and space to share the ideas coming up.</p>
<p>Want to know more?</p>	<p>The following contents will help you to deepen the concept and develop your teamworking skills:</p> <ul style="list-style-type: none"> • Have a look at the free course “Working in diverse teams”: https://www.open.edu/openlearn/money-business/working-diverse-teams/content-section-overview?active-tab=content-tab • Visit the Tour2Include e-learning platform Module 1: General soft skills https://elearning.tour2include.eu/login/index.php • Take a look at the Learning Contents and activities from the SUPEER project: https://supeer.eu/media/supeer-io3-it.pdf • TED Talk “Teamwork Reimagined”: https://www.ted.com/talks/kevin_cahill_teamwork_reimagined 	<p>The trainer(s) will share these links with the participants and encourage them to check on them on their own. The trainer can also select some of the links that he/she/they think are more relevant and explore it together with the participants.</p>
<p>Reference Section</p>	<p>If you want to go deeper into the theory behind successful teamwork, you might find the following books helpful:</p> <ul style="list-style-type: none"> • “Bringing Out the Best in People: How to Enjoy Helping Others” by Alan Loy McGinnis • “The Five Dysfunctions of a Team: A Leadership Fable” by Patrick Lencioni • “Who Not How: The Formula to Achieve Bigger Goals Through Accelerating Teamwork” by Dan Sullivan 	
<p>Bibliography</p>	<ul style="list-style-type: none"> • https://www.youthemployment.org.uk/tips-making-good-team-work/ • https://www.youthemployment.org.uk/young-professional-training/teamwork-skills-young-professional/ • https://www.liquidplanner.com/blog/13-tips-to-help-build-your-teamwork-skills/ • https://www.open.edu/openlearn/money-business/working-diverse-teams/content-section-overview?active-tab=content-tab 	

	<ul style="list-style-type: none"> • https://www.actioned.com/teamwork-makes-the-dreamwork/ • https://www.surfoffice.com/blog/teambuilding-activities-work • https://www.prnewsblog.com/news/business/11518/importance-of-teamwork-in-the-entrepreneurial-effort/ 	
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Lesson 4: Additional exercises

Exercise 1:

Before continuing the module, please reflect on the following questions:

- Have you ever worked in teams in your professional or private life (e.g. playing team sports)? What were the success factors?
- What elements foster efficient teamwork in your opinion?
- How could you use this skill as an entrepreneur?

You can also share your reflections with other learners in the forum.

Exercise 2:

Team building activities suggested for trainers are the following:

Countdown

- People are standing in a circle looking at each other;
- No verbal communication is allowed;
- Based on the number of team members a countdown is started (e.g. starting from 10-9-8... If there are 10 members);
- Every member has to say one number until 1 is reached, nobody can speak twice;

- If participants speak at the same time, the whole countdown starts over;

This activity aims to foster communication: the more established the team, the easier the process is completed.

Human knot

- An even number of participants is needed for this activity;
- People are standing in a circle looking at each other;
- Everybody joins right hand with someone standing in front of them (it cannot be someone directly besides them);
- In a second step, everybody joins the left hand with someone else standing in front of them;
- Now team members try to resolve the knot (twisting and turning) and return standing in a perfect circle without letting go of their hands in the process;

This activity aims to foster communication and collaboration.

Two truths, one lie

- Everybody states three things about themselves: two true ones and one false (e.g. “I was born in a different country”, “I speak three languages”, “I have three older brothers” etc.)
- Other team members guess, which statement is false

This activity is fun and light way to get to know each other better and break the ice.

Lesson 5: Communication

Unit name	Title/Source description	Notes
Introduction	The following lesson aims to support learners in the development of their communication skills. In order to do so, the section will provide information on	Key learnings:

	<p>key concepts, self-reflection activities as well as practical exercises fostering the increase of this important transversal skill.</p> <p>After completing this submodule, you will be able to:</p> <ul style="list-style-type: none"> • Know what communication is and which the main types are • Have knowledge regarding the different skill sets needed to effectively communicate • Be aware of ways to increase their communication skills • Know what active listening is and how to foster it 	<p>- different types of communication and ways to communicate and also listen</p> <p>- effective communication</p> <p>- tips to develop communication skills</p> <p>Together with other soft life skills, communication skills are fundamental to build strong relations and be more productive, especially in entrepreneurship.</p>
	<p>YT Video - Introduction Lesson 5: Communication</p>	
Lecture 1 – The importance of communication	<p>YT Video - Lecture 1 – The importance of communication</p>	
4 things all great listeners know	<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=i3ku5nx4tMU 	<p>This video aims to guide through different ways of communication, underlining positive aspects of increasing your communicative skills.</p>
Why are communication skills important?	<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=2Lkb7OSRdGE 	<p>This video also guides on communicational skills and why they matter in our daily lives.</p>
Knowledge check	<p>Based on what you have learned in this lesson, do you think you are a good listener? Which tips to become better at active listening could you apply in your life? Make an action plan and use these in your everyday encounters (with friends, family, at work etc.) over the next month. Afterwards, reflect on if those strategies changed something for you.</p> <p>You can also share your thoughts in the forum.</p>	
Practical Exercise	<p>Before continuing the module, please reflect on the following questions:</p> <ul style="list-style-type: none"> • Think of one example good example and one bad example of communication that you have experienced in your life. Try to remember who it was with, how the information was delivered and how it made you feel. 	<p>The question is also at the end of lecture 1.</p> <p>Check the “Additional exercises” section for tips.</p>

	<ul style="list-style-type: none"> • Make a list of reasons why you think one exchange went well and the other didn't. <p>You can also share your reflections with other learners in the forum.</p>	
Lecture 2 – How to increase your communication skills	YT Video - Lecture 2 – How to increase your communication skills	This video aims to function as a guide on specific communication skills sets helping you in developing a more effective communication in all aspects of every day life.
Knowledge check	<p>There is two main types of communication, verbal and spoken communication.</p> <p>True False</p>	<p>False, individuals can use different types of communication to share feelings or express an opinion.</p> <p>In order to engage the participants, the trainer(s) can ask participants to try and guess other types of communication and to give examples and situations.</p>
	<p>Active listening is an integral part of communication.</p> <p>True False</p>	<p>True, understanding clearly what you are listening helps in communicating better and makes the other person who is speaking feeling heard and seen.</p>
	<p>Based on the 7 Cs of effective communication, our communications should be:</p> <ul style="list-style-type: none"> • Clear • Censored • Correct • Concrete • Complete • Courteous • Cryptic <p>Chaotic</p>	
Lecture 3 – Communication for entrepreneurs	YT Video - Lecture 3 – Communication for entrepreneurs	

Practical Exercise	Based on the 7 Cs of effective communication, please write down different ways in which you would communication with costumers compared to employees.	
Want to know more?	<p>The following contents will help you to deepen the concept and develop your communication skills:</p> <ul style="list-style-type: none"> • Check out the Tour2Include e-learning platform Module 3: Communication skills https://elearning.tour2include.eu/login/index.php • Listen to the TED Talk “How to speak so that other want to listen”: https://www.youtube.com/watch?v=elho2S0Zahl • Learn about Communication and Conflict Resolution: https://cesie.org/media/io3_supplementary-module-communication-and-conflict-resolution_en.pdf 	<p>Suggestions, experienced and other tips on what communicational skills are and how to improve them to effectively communicate.</p> <p>Trainers can play these videos or encourage participants to watch them on their own. It is ideal to offer a sharing moment where participants can share what they think about what they have seen and/or if they can relate with what they have watched.</p>
Reference Section	<p>If you want to increase your communication skills even more, you can also consider taking one of the following courses or reading the recommended books:</p> <ul style="list-style-type: none"> • Participate in the full course on Communication in the work place by The Open University: https://www.open.edu/openlearn/mod/oucontent/view.php?id=87012&section=3 • Check out these top 10 free courses on Communication: https://www.udemy.com/topic/communication-skills/free/ • Book “Crucial Conversations: Tools for Talking When Stakes Are High” by Kerry Patterson, Joseph Grenny, Ron McMillan, and Al Switzler • Book “Simply Said: Communicating Better at Work and Beyond” by Jay Sullivan • Book “Words That Work: It’s Not What You Say, It’s What People Hear” by Dr. Frank Luntz 	
Bibliography	<ul style="list-style-type: none"> • https://www.skillsyouneed.com/ips/communication-skills.html 	

	<ul style="list-style-type: none"> • https://www.open.edu/openlearn/mod/oucontent/view.php?id=87012&section=2#:~:text=In%20the%20Oxford%20English%20Dictionary,%20(OED%2C%202019) • https://novoresume.com/career-blog/communication-skills • https://haiilo.com/blog/top-5-communication-skills-and-how-to-improve-them/ • https://www.udemy.com/topic/communication-skills/free/ • https://hbr.org/2021/12/how-to-become-a-better-listener • https://www.bhf.org.uk/informationsupport/heart-matters-magazine/wellbeing/how-to-talk-about-health-problems/active-listening 	
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Lesson 5: Additional exercises

Exercise 1:

Before continuing the module, please reflect on the following questions with the participants:

- Think of one example good example and one bad example of communication that you have experienced in your life. Try to remember who it was with, how the information was delivered and how it made you feel.
- Make a list of reasons why you think one exchange went well and the other didn't.

Tip for implementing you as trainer can either decide to split the participants into small groups or to encourage participants to take their space and time and do it on their own. However, it would be advisable to create a sharing moment where participants can start a dialogue and share their ideas/reflections.

The trainer can also encourage participants to share your reflections with other learners in the forum.

Lesson 6: Negotiation

Unit name	Title/Source description	Notes
Introduction	<p>The following lesson aims to support learners in the development of their negotiation skills. In order to do so, the section will provide information on key concepts, self-reflection activities as well as practical exercises fostering the increase of this important transversal skill.</p> <p>After completing this submodule, learners will be able to:</p> <ul style="list-style-type: none"> • Understand what negotiation skills are and why they are useful • Be aware of the Haward Principle for Negotiation • Have gained knowledge regarding different negotiation tactics • Know how to use negotiation skills as entrepreneurs 	<p>Key learning:</p> <ul style="list-style-type: none"> - definition of negotiation skills - benefit coming from negotiation - positive outcomes for both entrepreneurs and everyday life
	<p>YT Video – Intro Lesson 3: Negotiation</p>	
Lecture 1 – The importance of negotiation skills	<p>YT Video – Lecture 1 – The importance of negotiation skills</p>	<p>The trainer will stress out the relevance of negotiation skills in the workplace, private life, as it increase emotional intelligence/empathy in order to read others' feeling and increase the trust between people.</p>
What is negotiation?	<p>https://www.youtube.com/watch?v=1FeM6kp9Q80</p>	<p>This video uses animation as an innovative learning medium designed to present in an engaging format key communication concepts and principles.</p>

Negotiation skills you can benefit from	https://www.youtube.com/watch?v=BegeGTBWMgE	The trainer will underline the usefulness of negotiation skills in every work environment.
Practical Exercise	<p>Before continuing the module, please reflect on the following questions:</p> <ul style="list-style-type: none"> • Have you ever had to negotiate? In which context/ situation (market, contract negotiations, for an apartment etc.)? How did that go? • Write down a list of what you think you did well and another of what you think could have been handled better. <p>You can also share your reflections with other learners in the forum.</p>	The question is also at the end of lecture 1.
Lecture 2 – How to increase your negotiation skills	YT Video – Lecture 2 – How to increase your negotiation skills	Harvard principles are basic principles for successful negotiations. The video goes through them.
Harvard Principles of Negotiation	https://www.youtube.com/watch?v=RfTAlFEeKKE	Linked with the above video
Knowledge check	<p>Negotiation skills are only useful in the business environment. True False</p>	False, you need negotiating situation every day in your life.
	<p>Successful negotiation tactics can involve:</p> <ul style="list-style-type: none"> • Channel anxiety into excitement • Move your body • Impose your opinion • Project arrogance • Take a break • Use silence in your favour • Interrupt the other part 	
	<p>The best way to improve your negotiation skills is...</p> <ul style="list-style-type: none"> • Having someone else do it for you. • Practicing with someone else. • Avoiding challenging situations. 	Correct, in this way you can perceive yourself when negotiation is going to a positive outcome and understand that you have increased your level of negotiation skills.

Practical Exercise	Please choose one of the three presented exercises presented in this part of the module to practice your negotiation skills with a friend, employee or colleague.	
Lecture 3 – Negotiation for entrepreneurs	YT Video – Lecture 3 – Negotiation for entrepreneurs	Tips for businesses to increase negotiation skills. This is a relevant skill when you are in business as you can often face problems which can be solved only by deciding with the other how to proceed.
Knowledge check	Imagine you are a business owner managing a team of 10 employees. One of them comes to you asking for a raise. How would you navigate this situation creating a win-win situation for both ends? You can also share your thoughts in the forum.	The trainer can either split the participants into small groups or encourage them to do the activity on their own. It would be ideal at the end of the activity to share the ideas coming up and do a debriefing of the activity and what they learned from it.
Want to know more?	The following contents will help you to deepen the concept and develop your negotiation skills: <ul style="list-style-type: none"> • Free Special Report “Negotiate strong relationships at work and at home”: https://www.pon.harvard.edu/freemium/negotiate-strong-relationships-at-work-and-at-home/ • Further tips on successful negotiation: https://www.strayer.edu/buzz/10-tips-strengthening-negotiation-skills/ 	
Reference Section	If you want to deepen your understanding on successful negotiation, you can check out the following resources: <ul style="list-style-type: none"> • Harvard Law School Negotiation and Leadership Spring and Summer 2023 Program: https://www.pon.harvard.edu/freemium/negotiation-and-leadership-in-person-spring-2023-program-guide/ 	

	<ul style="list-style-type: none"> • Course Negotiations for Small Business Owners: https://www.udemy.com/course/negotiations-for-small-business-owners/ • List of Books on successful negotiation by Harvard University: https://www.pon.harvard.edu/daily/negotiation-training-daily/negotiation-books-a-negotiation-reading-list/ 	
Bibliography	<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=RfTalFEeKKE • https://www.youtube.com/watch?v=1FeM6kp9Q80 • https://www.pon.harvard.edu/tag/negotiation-skills/#:~:text=At%20the%20core%2C%20negotiation%20skills,p%20parties%20who%20are%20in%20conflict. • https://www.scu.edu/mobi/business-courses/business-expansion/session-5-develop-negotiating-skills/ • https://www.strayer.edu/buzz/10-tips-strengthening-negotiation-skills/ • https://online.hbs.edu/blog/post/negotiation-skills • https://canadianentrepreneurtraining.com/top-negotiation-skills-for-entrepreneurs/ • https://www.pon.harvard.edu/daily/teaching-negotiation-daily/ask-a-negotiation-expert-new-advice-for-entrepreneurs-nb/ • https://www.youtube.com/watch?v=bgz2vNMTpxQ • https://www.karrass.com/en/blog/negotiation-exercises • https://www.pon.harvard.edu/tag/importance-of-negotiation/#:~:text=Negotiation%20holds%20the%20key%20to,effort%20to%20save%20the%20relationship. • https://teachable.com/blog/business-negotiating-skills • https://www.youtube.com/watch?v=BegeGTBWMgE 	

Lesson 6: Additional exercises

Exercise 1

Before continuing the module, please reflect on the following questions:

- Have you ever had to negotiate? In which context/ situation (market, contract negotiations, for an apartment etc.)? How did that go?
- Write down a list of what you think you did well and another of what you think could have been handled better.

You can also share your reflections with other learners in the forum.

Exercise 2

Please choose one of the three presented exercises presented in this part of the module to practice your negotiation skills with a friend, employee or colleague.

Lesson 7: Decision-making and data analysis

Unit name	Title/Source description	Notes
INTRO	We will examine <ul style="list-style-type: none"> • What decision making actually entails • What areas it covers. 	Explore the significance of understanding decision-making and its wide-ranging impact on personal and professional life.
	YT Video – Intro Lesson 7: Decision making and data analysis	Begin by watching the introductory YouTube video on Decision Making and Data Analysis.

<p>Lecture 1: What is decision making</p>	<p>YT Video - Lecture 1: What is decision making</p>	<p>This video covers the fundamental definition of decision-making.</p> <ul style="list-style-type: none"> • Ensure clarity on the concept and its significance. • Include real-life examples or case studies to illustrate decision-making processes and outcomes. • Discuss different approaches or models of decision-making, touching upon intuitive decision-making, rational decision-making, and collaborative decision-making.
<p>Self-assessment questions - Lecture 1</p>	<p>Question 1: True or False</p> <p>A person will often think about their own interests ahead of the other members of a group.</p> <p>True</p> <p>False</p>	<p>This aligns with the concept of self-interest or individualism, where individuals may prioritize their own needs or preferences over the interests of a group.</p>

	<p>Answer: True</p> <p>Question 2: Multiple Choice:</p> <p>The definition of decision making according to Trewatha and Newport is,</p> <p>a) Decision-making involves the selection of a course of action from among two or more possible alternatives in order to arrive at a solution for a given problem.</p> <p>b) Decision-making involves solely pondering over a course of action from among two or more possible alternatives in order to arrive at a solution for a given problem.</p> <p>c) Decision-making involves putting off for another day the taking of action from among two or more possible alternatives in order to arrive at a solution for a given problem.</p> <p>Answer: a)</p> <p>Question 3: Fill in the Gaps:</p> <p>The decision-making process can be regarded as a check and balance system that keeps the organisation growing both in ___ and ___ directions. It means that decision making seeks a goal.</p> <p>Answer: vertical, linear</p>	<p>Delve into Trewatha and Newport's definition of decision making and discuss its relevance.</p> <p>Reflect on the importance of considering alternatives when making decisions.</p> <p>Answer A accurately reflects the essence of decision-making, involving the selection of a course of action from multiple alternatives to solve a problem.</p>
<p>Lecture 2: Steps of decision making</p>	<p>YT Video - Lecture 2: Steps of decision making</p>	<p>Emphasize that effective decision-making involves a systematic process, as this video will delve into its key steps.</p>

<p>Self-assessment questions - Lecture 2: Steps of decision making</p>	<p>Question 1: True or False</p> <p>Personal bias can negatively impact on the quality of our decision-making.</p> <p>True</p> <p>False</p> <p>Answer: True</p>	<p>Personal bias can introduce subjectivity and distort the decision-making process, potentially leading to decisions that are not based on objective analysis.</p>
	<p>Question 2: Multiple Choice:</p> <p>Which one of the following best describes critical thinking?</p> <p>a) Critical thinking is asking the people around you for their opinion on your situation and going with what the majority tells you</p> <p>b) Critical thinking is looking at every situation and issue with a negative mindset</p> <p>c) Critical thinking is the objective analysis and evaluation of an issue in order to form a judgement</p> <p>d) Critical thinking is using only your analysis of a situation to come to a decision about what course of action to take</p> <p>Answer: c)</p>	<p>Critical thinking involves objectively analyzing and evaluating information to form a well-considered judgment. It is not about seeking majority opinions or adopting a negative mindset.</p>
	<p>Question 3: Fill in the Gaps:</p> <p>It is important to explore all _____ before making an important decision.</p>	<p>Exploring different views and points ensures a comprehensive understanding of a situation, aiding in making more informed and well-rounded decisions.</p>

	Answer: view, points	
Lecture 3: Data Analysis	YT Video - Lecture 3: Data Analysis	<p>Emphasize that data analysis is a crucial tool for making informed and evidence-based decisions.</p> <p>You can use practical examples to illustrate how data analysis can provide valuable insights for entrepreneurs.</p>
Self-assessment questions - Lecture 3: Data Analysis	<p>Question 1: True or False</p> <p>When using a decision-making matrix, it is better to use qualitative factors over quantitative factors to arrive at a more complete decision.</p> <p>True</p> <p>False</p> <p>Answer: False</p>	<p><i>Reasoning behind the correct answer:</i> A balanced decision-making matrix considers both qualitative and quantitative factors to ensure a comprehensive evaluation of options.</p>
	<p>Question 2: Multiple Choice:</p> <p>The decision-making matrix can also incorporate a 'weighting' into the process. This method of weighting can best be described as,</p> <p>a) Because of how close the overall marks are, any decision must be postponed till a later time when more information is known</p> <p>b) The weighting adds either more or less importance to each criteria</p> <p>c) Some of the categories that are used to make a decision will automatically pull down the overall marks</p>	<p><i>Reasoning behind the correct answer:</i> Weighting allows for the prioritization of criteria based on their importance, ensuring that certain factors carry more influence in the decision-making process.</p>

	<p>d) The weighting attributes bonus points to one particular category</p> <p>Answer: b)</p> <p>Question 3: Fill in the Gaps:</p> <p>You can't control the _____ of your decisions, but you can control the process of your decisions.</p> <p>Answer: outcome</p>	<p><i>Reasoning behind the correct answer:</i> While the outcome of decisions may be uncertain, the process itself can be controlled through thoughtful analysis, planning, and consideration of available information.</p>
Lecture 4: Tools for decision making	<p>YT Video - Lecture 4: Tools for decision making</p>	<p>Provide clear explanations of each tool's purpose, benefits, and potential applications.</p> <p>Illustrate how these tools can be integrated into the decision-making process through real-world examples or case studies.</p>
Self-assessment questions - Lecture 4: Tools for decision making	<p>Question 1: True or False</p> <p>A SWOT analysis measures both internal and external influences and factors.</p> <p>True</p> <p>False</p> <p>Answer: True</p>	<p><i>Reasoning behind the correct answer:</i> SWOT analysis examines both internal (Strengths and Weaknesses) and external (Opportunities and Threats) factors, providing a comprehensive overview for decision-making.</p>

	<p>Question 2: Multiple Choice:</p> <p>The SWOT analysis looks at what 4 factors in order to give a business owner an overview of where they can do better and how friendly the market is to them at a current time. What does it stand for?</p> <p>a) Sanitation, Weaknesses, Opening times, Threats</p> <p>b) Strengths, Workers, Opportunities, Titles</p> <p>c) Stability, Weapons, Offshore accounts, Trust</p> <p>d) Strengths, Weakness, Opportunities, Threats</p> <p>Answer: d)</p> <p>Question 3: Fill in the Gaps:</p> <p>A SWOT analysis diagram helps you to _____ the pros and cons, clearly outlining the positives and negatives of a project or business decision.</p> <p>Answer: visualise</p>	<p><i>Reasoning behind the correct answer:</i> SWOT stands for Strengths, Weaknesses, Opportunities, and Threats, and analyzing these factors helps businesses understand their internal capabilities and external environment.</p>
<p>Lecture 5: Advice for decision making</p>	<p>YT Video - Lecture 5: Advice for decision making</p>	<p>Systematically present key advice and strategies for decision-making. Cover aspects such as risk tolerance, learning from mistakes, and staying adaptable.</p> <p>Use real-world examples or anecdotes to illustrate how applying these pieces of advice has led to</p>

		successful decision outcomes.
Self-assessment questions - Lecture 5: Advice for decision making	<p>Question 1: True or False</p> <p>There aren't any strategies that an entrepreneur can use to avoid pitfalls and develop decision-making skills?</p> <p>True</p> <p>False</p> <p>Answer: False</p>	<p><i>Reasoning behind the correct answer:</i> The statement is false because entrepreneurs can employ various strategies to avoid pitfalls and enhance their decision-making skills.</p>
	<p>Question 2: Multiple Choice:</p> <p>In order to bring your business to new heights and be able to exploit new opportunities, you should develop a tolerance for,</p> <p>a) Risk</p> <p>b) Equality</p> <p>c) Selling</p> <p>d) Bribing</p> <p>Answer: a)</p>	<p><i>Reasoning behind the correct answer:</i> Developing a tolerance for risk is crucial for exploring new opportunities and taking the necessary steps for business growth.</p>
	<p>Question 3: Fill in the Gaps:</p> <p>Rather than fixating on past business mistakes, we should _____ and _____ and move on as the context may have changed and the decision is no longer relevant.</p>	<p><i>Reasoning behind the correct answer:</i> Letting go of past mistakes allows for forward progress, as dwelling on them may hinder decision-making in the current context.</p>

	Answer: let them go	
Want to know more & References	<p>Want to know more section: Guide “What is decision making?” https://www.managementstudyguide.com/what-is-decision-making.htm https://www.managementstudyguide.com/individual-decision-making.htm</p> <p>Video “5 steps to better decision making” https://www.youtube.com/watch?v=uZO5x1u1l1A</p> <p>Video “Decision making tools.” https://www.youtube.com/watch?v=e8Jbb8btj4g</p> <p>Video “What is SWOT?” https://www.youtube.com/watch?v=JXXHqM6RzZQ</p> <p>Guide “Top 7 decision-making Tips for managers.” https://www.bdc.ca/en/articles-tools/entrepreneurial-skills/be-effective-leader/7-decision-making-tips-managers</p> <p>References Indeed. Exercises for critical thinking https://www.indeed.com/career-advice/career-development/critical-thinking-exercises</p> <p>BDA.CA. Tips for decision making https://www.bdc.ca/en/articles-tools/entrepreneurial-skills/be-effective-leader/7-decision-making-tips-managers</p>	You are encouraged to enrich your decision-making lessons by maintaining an up-to-date and diverse reference list, including foundational texts, academic journals, and clearly citing the sources of any multimedia content.

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Lesson 7: Additional exercises

Exercise 1:

Decision-making is an integral part of modern management. Every manager takes hundreds and hundreds of decisions subconsciously or consciously making it as the key component in the role of a manager.

In a management setting, decisions cannot be taken abruptly. According to this article, what are the **6 steps** that one should follow before making an important decision?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Exercise 2:

In the second article, we learn about the pros and cons when it comes to individual decision making over that of group decision making. Each one has certain drawbacks, and each one will include your opinion either to a greater degree or to a lesser degree.

- Make a list of the pros and cons of individual decision-making and write a short paragraph about which one would in your opinion *give better results* for a mid-size company based in the city and dealing with fast-paced change...

Exercise 3:

Critical thinking is a vastly important skill to be able to utilise when it comes to operating in the business world. It is often the difference between lasting success and failure. Because of this it is important for the entrepreneur to work on their competence for making important decisions.

In this exercise, you will attempt to *explain a current problem* that you have in your life or in your workplace to someone else...this can be a colleague, friend, or family member. It is also beneficial if you explain it in simple terms – in terms that even a child can understand.

By doing this, we can see how bias clouds an issue, but also by speaking a problem aloud it can shed new light (and inspiration) and make resolving it easier!

Exercise 4:



Traditionally, it is recognised that there are 5 main steps to **effective decision-making**. This applies to business but also real-world issues. It is also imperative to call upon critical thinking skills when deciding upon a relevant course of action.

- Use the listed 5 steps above to help **solve a problem** that you have in your own life. This can be a small issue or a larger problem – for instance, what to have for dinner tonight (you want a nice meal but don't particularly feel like putting in a lot of effort cooking), or your car is getting old, but you don't really have the cash right now to be able to buy a new one.
- **Writing down each step** will better help you visualise what you are trying to achieve.

Combine these steps with critical thinking – you can ask for outside advice if it's for a bigger issue – and see if you can take the power away from an old problem that's being bogging you down!

Exercise 4:

In this first exercise, you will use a **decision-making matrix** to help you make a fully thought-out decision. The matrix will help you to weigh-up your options by assigning points to each heading and the idea that scores highest in the end wins.

As this is a business-related exercise, we will use criteria like cost and difficulty.

- Think of some different ideas you have for either a type of business you could establish, or ideas for the expansion into new fields. Rate each of these under the applied heading to see which one makes the most sense!

	Cost	Difficulty	Sustainability	Total
Idea 1				
Idea 2				
Idea 3				
Idea 4				
Totals				

Exercise 5:

Like all the rest of the tools that are available to help us in our quest to make sound business decisions, there is also an element of *'feel'* that must also be incorporated into our results.

As much as we rely on sound quantitative analysis (as we should) to give us hints about which path to take, we must not ignore the **qualitative** element – personal experiences and observations – that comes into any decision-making strategy.

For example, two ideas may score similarly in the decision-making matrix, yet one will make more sense due to factors that can't be measured using data and numbers. Maybe the idea with the highest marks means that the entrepreneur spends much less time with his kids, despite making greater overall profit, or maybe he or she has tried something similar in the past and had failed.

- Think back to when you had a good idea (in business or in your life), but you passed on it because the sacrifice would have been too great or because at the time something was putting you off despite the promise of *'hard data'*.
- Why did you decide not to adopt it and what did you do in its place? Why was the idea that scored lower – and which would have been snubbed by many people in the same situation – chosen in the end? (Obviously when it comes to business we need an alternative option, something to fall back on).

Exercise 6:

Written below are a series of situations and traits that can be typically found in a SWOT analysis diagram. It is your job to match them to the correct category. To do this, put them under either the Strengths, Weaknesses, Opportunities or Threats headings.

<i>Situation or Trait</i>	Strength	Weakness	Opportunities	Threats
There is a gap in the market for your product				
Your workforce isn't experienced enough to handle a complicated new process				
New tax laws could see you being non-compliant and fined				
You have built a				

good reputation for yourself through quality				
A new competitor has just entered the market				
Your company training programme is no longer relevant				
New government funding has just become available for small firms like yours				
Potential powerful partners are queueing up to work with you				

Answers: 1-O, 2-W, 3-T, 4-S, 5-T, 6-W, 7-O, 8-S

Exercise 7:

Imagine that you want to move to a **different country**. You are unhappy with your current place of residence and need a change of scenery.

Develop a SWOT analysis (using the template below) to help you to figure out **where you should move**. This will be based on your own personality and situation and is a fun way to become more familiar with this type of analysis.

For example, if you choose to move to America, one of your strengths might be that you speak the native language, but one of the threats may be an increase in violence over the past couple of years. Do this for several countries and see which place fares best for you in the end! Remember, keep the points short and concise.

 STRENGTHS	 WEAKNESSES	 OPPORTUNITIES	 THREATS

Lesson 8: How to sell?

(Subsection) Lesson or Activity title:	Title/Source description:	Notes for facilitators
INTRO	<ul style="list-style-type: none"> • Understand selling as an articulated process • Learn and apply sales techniques to your business • Uncovering client needs through open questions • Managing customer objections <p>YT Video – Lesson 3.8 How to sell.</p>	
Lecture 1. Phases of the Sell Process	<p>YT Video - Lecture 1. Phases of the Sell Process</p>	
Phases of the Sell Process: Short quiz	<p style="text-align: center;">Short Quiz</p> <p>Question 1:</p> <p>Selling is a process of convincing the customer that they need what I am selling. True or False? False</p> <p>Selling is in fact a process the process of serving the client by understanding needs and offering a customized solution.</p> <p>Question 2:</p> <p>Selling services follows the same sales process as selling products. True or False? False</p> <p>Products and services follow different sales processes and required different selling techniques and skills</p>	<p>FYI self-evaluation questions are on 5. Self-assessment question - How to sell (questions for the 4 videos)-4.docx</p>

	<p>The correct answer is all of the above.</p> <p>Question 3:</p> <p>Which of these actions will not help you establishing rapport and getting closer to the customer?</p> <p>Create an atmosphere of trust. Sound scripted and over prepared. Give references.</p> <p>Number 2 is not right.</p> <p>Question 4</p> <p>Which of the following can help you better understand your clients' needs?</p> <ol style="list-style-type: none">1. Make the client talk2. Ask open questions3. Listen, listen, listen4. First try to understand5. Check that you have understood correctly6. Repeat back what you understood7. All of the above <p>The correct answer is: All of the above</p>	
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Lecture 2. Selling Techniques	YT Video - Lecture 2. Selling Techniques	
Selling Techniques: short quiz	<p style="text-align: center;">Short Quiz</p> <p>Question 1 A good salesperson is born, not made</p> <p>Some people are born with a special predisposition for selling.</p> <p>Some people can become great sales executives by learning sales techniques.</p> <p>Both above are correct.</p> <p>The correct answer is: Both above are correct</p> <p>Question 2 When interacting with a client for the first time, what should you not do?</p> <p>Calling very early in the morning</p> <p>Present your solution as soon as possible to overcome competition.</p> <p>Speaking 80% of the time</p> <p>Speaking from your own experience</p> <p>Promise things without being 100% sure that they can be done.</p> <p>All of the above</p> <p>The correct answer is: All of the above</p>	

	<p>Question 3 What are the benefits of preparing a sales meeting?</p> <p>Having an agenda allows you to have a common thread to the meeting.</p> <p>The client will notice our interest.</p> <p>We must stick to the meeting plan no matter what</p> <p>(The correct answers are: 1 and 3)</p>	
<p>Lecture 3. Open Questions for sale</p>	<p>YT Video - Lecture 3. Open Questions for sale</p>	
<p>Open Questions: short quiz</p>	<p style="text-align: center;">Short Quiz</p> <p>Question 1 Open questions are a very useful tool during the needs analysis phase. True or false? (True)</p> <p>Question 2 All open questions can be used in all situations and in all types of sales as they allow the customer to tell their needs. True or false? (False)</p> <p>Question 3</p>	

	<p>From the following questions, which one is not an open question?</p> <ul style="list-style-type: none"> I. Which criteria are important to you? II. How many units do you need? III. What do you think of the product? IV. From 1 to 10 how would you rate the product? V. What do you like about our product? VI. What do you expect to change in your company with our product? VII. All of the above <p>(Number 2 is NOT an open question)</p>	
<p>Lecture 4- Handling Sales Objections</p>	<p>YT Video - Lecture 4- Handling Sales Objections</p>	
<p>Handling Sales Objections</p>	<p>Question 1</p> <p>What is an objection in the sales process?</p> <ul style="list-style-type: none"> I. An obstacle during the sales period II. A doubt that the customer has. III. Showing no interested in the product or service. IV. All of the above <p>(All of the above)</p> <p>Question 2</p> <p>How would you handle the objection: The product is too expensive.</p> <ul style="list-style-type: none"> I. Position the value of the product or service. II. Strengthen the relationship of trust. III. Interrupt the customer and provide answers to their objection. 	

	<p>Only the first option is true.</p> <p>Question 3</p> <p>How can you elaborate on an open question after a sales objection?</p> <ul style="list-style-type: none"> I. Allow a few seconds of silence to reflect on what you have heard. II. Repeat back what you heard. III. Share a story of another client with a similar objection. IV. All of the above <p>All of the above are true.</p>	
<p>Reference + Want to know more</p>	<p>Suggestive Selling in Retail: 7 Easy Ways to Sell More at Your Store https://www.youtube.com/watch?v=BdB3Fn3SaDo</p> <p>3 WINNING Techniques to BOOST Your RETAIL SALES in 2022! https://www.youtube.com/watch?v=ByPPLQhdFsA</p> <p>Up selling Vs CrossSelling https://www.youtube.com/watch?v=g9cE9PHIcv8</p> <p>The Simple Secret to Craft Powerful Open Ended Questions https://www.youtube.com/watch?v=u5qCitoX478</p>	

	<p>The 7 most common sales objections</p> <p>https://www.youtube.com/watch?v=hziIigX8nHQ</p>	
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