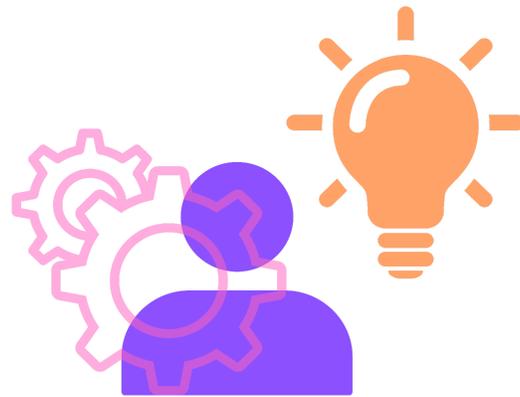




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Youngpreneurs

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Preface

The *Youngpreneurs* project is a collaborative initiative launched across four EU countries—Sweden, Ireland, Italy, and Greece—aimed at empowering young women by enhancing their entrepreneurial and professional skills. Born from the need to bridge the gap in traditional training approaches, the project focuses on developing critical competencies in personal branding, digital marketing, intercultural management, and leadership. These skills are crucial in today's fast-evolving labor market, especially for young women aged 20 to 29, including those from vulnerable backgrounds or immigrant communities.

Personal branding is central to the program, providing participants with tools to establish a distinctive and professional identity. In parallel, digital marketing training underscores the importance of leveraging online platforms to boost communication and visibility in the digital economy. Intercultural management reflects the globalized nature of the modern workplace, fostering cultural awareness and inclusion, while leadership development nurtures the innovative leaders of tomorrow.

Recognizing the evolving employment landscape—characterized by flexible work structures, remote working, and rapid technological advances—the *Youngpreneurs* project aims to build resilience and adaptability among young women. The program responds to the shifting dynamics of the labor market by offering personalized learning pathways, ensuring participants can navigate their unique career journeys with confidence. It also aligns with the European Commission's *Strategic Engagement for Gender Equality 2020-2025*, which emphasizes closing gender gaps, achieving equal participation across sectors, and promoting gender balance in decision-making roles.

The project's approach acknowledges the persistent barriers young women face in the workforce, particularly in entrepreneurship. Gender inequalities, lack of customized training, limited professional networks, and insufficient government support are key obstacles to their advancement. In response, *Youngpreneurs* seeks to create a supportive ecosystem by engaging a diverse network of stakeholders from public, private, and third sectors, including local governments, training organizations, and professional development trainers.

Through activities such as a gap analysis of female employment trends, development of a comprehensive training curriculum, and the establishment of transnational mentoring forums, the project delivers practical solutions for improving young women's employability and leadership skills. By fostering direct communication with local communities and offering tailored guidance, *Youngpreneurs* aims to inspire young women to pursue entrepreneurial careers, equipping them with innovative abilities and the confidence to thrive in an ever-changing business environment.



In summary, the Youngpreneurs initiative is not only a response to current labor market challenges but also a forward-looking project that seeks to redefine the role of young women in entrepreneurship by providing them with the necessary skills, resources, and opportunities to succeed.



Introduction

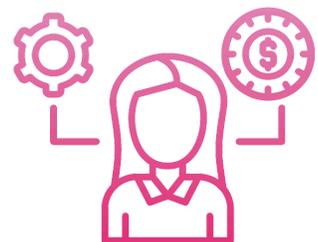
The Youngpreneurs handbook is an essential tool for youth workers and leaders who are responsible for guiding young women on their entrepreneurial journey. Designed as an extension of the training approach within the Youngpreneurs project, this online handbook offers a structured, practical resource that complements formal training programs by providing ongoing support and guidance.

One of the key reasons this handbook is both helpful and needed is its role in bridging the gap between training sessions and real-world application. It provides youth workers and leaders with ready-to-use frameworks, strategies, and tools that they can integrate into their work with young women. This empowers them to deliver more tailored, impactful learning experiences, whether they are focusing on personal branding, digital marketing, intercultural management, or leadership skills.

Furthermore, the handbook recognizes the evolving nature of the labor market and offers up-to-date guidance on modern work structures, such as flexible and remote working. By equipping youth workers and leaders with this knowledge, the handbook ensures that they can better prepare young women to adapt to these new realities, fostering resilience and readiness for both entrepreneurial and professional environments.

In addition, this handbook addresses the persistent barriers that young women face, such as gender inequality, lack of customized training, and limited access to professional networks. By providing youth workers and leaders with insights and resources to tackle these issues head-on, the handbook supports efforts to close gender gaps and promote inclusive opportunities for young aspiring entrepreneurs.

In conclusion, the Youngpreneurs handbook is a much-needed resource, not only for young women seeking to develop their entrepreneurial skills but also for the youth workers and leaders who support them. By offering a practical addition to existing training methods, the handbook empowers both trainers and participants to achieve more effective and lasting results in today's rapidly evolving labor market.





Structure of the Handbook and how to use it

This handbook has been created to support trainers, educators and youth leaders working on enhancing the entrepreneurial skills of young women, with a focus on building personal branding, digital marketing, intercultural management and leadership development.

All those working in the field of youth training, including vocational training organisations, NGOs and community organisations, are encouraged to take the time to read and fully understand the content of this manual. The aim is to provide a clear framework and practical tools for structuring training programmes that can be adapted to the specific needs of young women in local, national and international contexts.

Much of the work involves carefully preparing training sessions and adapting methodologies to meet the real needs of participants. This manual serves as a practical guide for trainers in the entrepreneurial sector, enabling them to organise targeted courses that help young female entrepreneurs face the challenges of the labour market and develop skills that are crucial to their success.

Trainers will be able to perform activities with increased awareness and competence by utilizing this guidebook, and they will be able to cope with unanticipated circumstances with appropriate solutions. Each topic area is covered in full in the handbook along with useful exercises that may be utilized in training sessions. Topics including the benefits of peer education, the significance of forming support networks among young female entrepreneurs, and the encouragement of teamwork and experience sharing will also be covered.

This handbook aims to assist trainers in the implementation of high quality learning projects based on European best practices. Thanks to its modular structure, trainers will be able to use the tools and resources provided to plan and customise their training interventions, adapting them to the different cultural and educational contexts of the participants.

The handbook is organised in several thematic sections, each dedicated to a crucial aspect of the entrepreneurial journey:

- **Introduction to the Youngpreneurs project:** Provides an overview of the context and main objectives of the project, highlighting the need to develop entrepreneurial skills in a changing labour market.





- **Pedagogical methodologies and resources:** This section presents interactive teaching methodologies based on experiential learning, favouring an active and participative approach on the part of the participants.
- **Practical activities:** Each module includes practical exercises, case studies and workshops that can be integrated into the training sessions to help participants consolidate the skills learnt.
- **Digital skills and leadership support:** Provides tools to build skills in digital marketing, personal branding and team management.
- **Evaluation and feedback:** Guidelines on how to evaluate the participants' progress and provide constructive feedback to foster their personal and professional development.

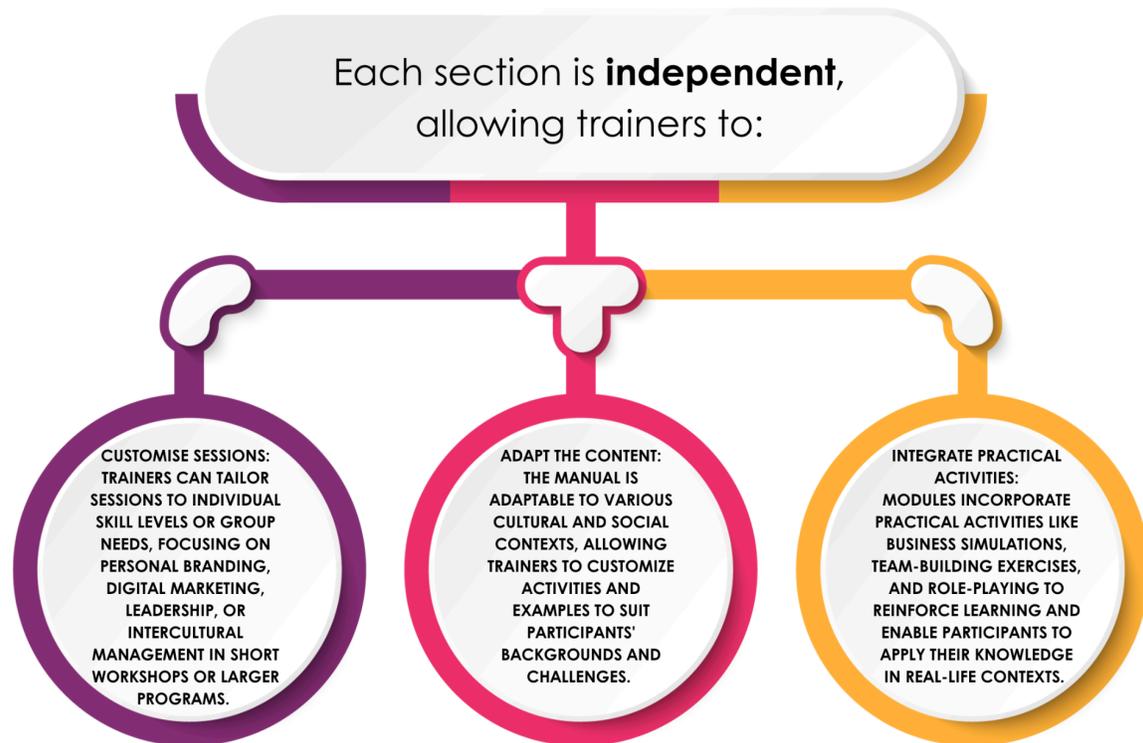


The handbook is designed to be used as a modular and flexible resource. Trainers can choose to follow it step-by-step or use specific sections according to the needs of their team. Each section is enriched with practical tools, guided activities, real case examples and tips to facilitate training. In this way, trainers will be able to adapt the content and methodologies to their specific audience, ensuring a personalised and engaging training experience.



Furthermore, the manual can be used as a long-term support, providing educators with a reference tool to improve their facilitation skills and to effectively respond to the challenges encountered during the learning journey of young women entrepreneurs.

The manual is designed to be a flexible tool that can be used in group training as well as in individual training.



Target Audience and Intended Use

The handbook is designed primarily for youth workers and trainers working with young women aged between 20 and 29 from different backgrounds, including migrant women or women with fewer opportunities.

It offers tools to facilitate the development of entrepreneurial skills, but can also be used in broader training contexts, such as group workshops, individual sessions, or mentoring activities.

Trainers will find within it detailed guidelines on how to conduct training sessions, customising content and activities according to the needs of participants.



This manual is suitable for those working in both the public and private sectors, working with local, regional and international organisations. It is particularly useful in learning contexts that promote **women's empowerment, social inclusion** and the **development of digital entrepreneurship skills**.

Teaching Resources

The effectiveness of a training programme depends not only on the content, but also on the methodologies used to actively involve the participants. In the training of young women entrepreneurs, it is crucial to adopt pedagogical approaches that foster participative learning and the practical application of acquired skills.

1. **Active and Participative Learning.** One of the key approaches is active learning, which encourages participants to become protagonists of their own learning process. Practical activities, such as group problem-solving, role-playing and simulations of real situations, allow the young women to put what they learn into practice in a safe and stimulating environment.

PRACTICAL TIP: USE TECHNIQUES SUCH AS CONSTRUCTIVE FEEDBACK AND COLLECTIVE REFLECTION SESSIONS TO CREATE A LEARNING ENVIRONMENT WHERE PARTICIPANTS CAN GROW THROUGH DIALOGUE AND DISCUSSION.



This type of learning makes it easier to transfer skills from the training context to the business reality.

2. **Creating a Positive and Stimulating Learning Environment.** A crucial aspect of successful training is the creation of a learning environment that is inclusive, positive and stimulating. Trainers should foster a culture of mutual support, where participants feel encouraged to express their ideas, take risks and learn from their mistakes. Creating safe spaces where young women can develop self-confidence is essential to enable them to overcome personal and professional barriers, such as the fear of failure.
3. **Involvement of Participants in the Training Process.** To foster autonomy and empowerment, it is important that participants are actively involved in the learning process. This means giving them the opportunity to contribute to decisions about the learning pathway, e.g. by choosing practical activities or setting personal learning goals. The participant-centred approach enhances individual experiences and encourages personalised learning that meets the specific needs of each young entrepreneur.
4. **Peer Education and Collective Learning.** The peer education method has proven to be particularly effective in the training of young female entrepreneurs. Encouraging the sharing of experiences among peers allows participants to learn from each other, creating an environment of mutual support and knowledge exchange. This method can be applied during group discussions, collaborative workshops and other activities that encourage open dialogue between participants.

PRACTICAL TIP: CREATE WORKING GROUPS THAT ARE MIXED IN TERMS OF AGE, BACKGROUND AND EXPERIENCE IN ORDER TO FOSTER A DIVERSITY OF PERSPECTIVES AND INTERACTIVE LEARNING BETWEEN PARTICIPANTS WITH DIFFERENT SKILLS.

5. **Use of Digital Resources and Interactive Tools.** The role of technology is crucial in the training of young women entrepreneurs. The integration of digital tools, such as e-learning platforms, video tutorials and interactive quizzes, enriches the training experience and makes personalised learning



possible. Through the use of tools such as demonstration videos or online simulations, participants can access resources that complement classroom training and facilitate their professional development.

Modules discovery

Module 1 - Entrepreneurial Fundamentals	
Module Description (Description of the main contents of the module)	This module introduces participants to the core principles of entrepreneurship, focusing on foundational skills necessary for starting and growing a business.
Teaching activity (The proposed activities should be interactive and hands-on in order to actively involve participants and allow them to concretely apply the concepts learned)	Activity objective The objective of this activity is to provide youth workers with practical tools to support young entrepreneurs in developing the essential components of a successful business. Participants will gain insights into how to identify opportunities, validate business ideas, and develop a sustainable business plan.
	Activity description Youth workers will guide participants through an ideation workshop to help them generate and validate business ideas. The activity consists of three main steps: <ul style="list-style-type: none"> • Step 1 - Problem Identification and Brainstorming: Participants will brainstorm real-world problems or gaps in the market they have observed. Youth workers will facilitate a discussion on how



	<p>these problems present opportunities for business creation. A digital tool such as Jamboard can be used to capture ideas visually.</p> <ul style="list-style-type: none"> • Step 2 - Idea Validation: Participants will learn how to validate their business ideas by researching the target market, competitors, and potential customers. They will then present their findings to the group for feedback. • Step 3 - Value Proposition Creation: In small groups, participants will craft a value proposition for their business idea, ensuring that it is clear, compelling, and addresses the problem they identified. They will present their value propositions to the group for further discussion and refinement.
<p>Trainer Skills (The skills should reflect both the specific knowledge of the subject matter and the teaching skills required to effectively convey that knowledge)</p>	<p>Youth workers must possess key competences in entrepreneurship and facilitation to effectively guide participants through the process of understanding and applying fundamental entrepreneurial concepts. Competences include:</p> <ul style="list-style-type: none"> • Knowledge of Entrepreneurship: In-depth understanding of key entrepreneurial concepts, including ideation, market validation, and business modeling.



	<ul style="list-style-type: none"> ● Facilitation Skills: Ability to conduct hands-on workshops that encourage creativity and critical thinking around business fundamentals. ● Business Acumen: Ability to provide constructive and practical feedback on business ideas and models. ● Analytical Skills: Capability to help participants break down complex concepts like financial planning and market research into actionable steps.
<p>Additional resources for trainers (Links, images, video..)</p>	<p>Business Model Canvas Guide - Strategyzer How to Validate Your Business Idea - HubSpot Blog Lean Startup Principles - Eric Ries</p>

<p>Module 2 – Financial Literacy and Access to Funding</p>	
<p>Module Description (Description of the main contents of the module)</p>	<p>This module introduces young female entrepreneurs to the essential concepts of financial management, and helps them to explore funding options. It emphasises the importance of financial planning, budgeting, and evaluating different</p>



	funding sources to support the startup process.
<p>Teaching activity</p> <p>(The proposed activities should be interactive and hands-on in order to actively involve participants and allow them to concretely apply the concepts learned)</p>	<p>Activity objective</p> <ol style="list-style-type: none"> 1. Financial Planning <ul style="list-style-type: none"> • To provide participants with the skills and knowledge to create a financial plan, including budgeting, cash flow management, and projecting financial needs for their startup business. 0. Funding Source Comparison <ul style="list-style-type: none"> • To help participants research and evaluate different funding options (e.g., grants, loans, crowdfunding) and compare their suitability for their specific business needs. <p>Activity description</p> <ol style="list-style-type: none"> 1. Financial Planning <p>Step 1: Provide participants with the financial planning template, that can be found in the accompanying PowerPoint presentation.</p> <p>Step 2: Introduce key financial concepts, such as income, expenses, budgeting, and cash flow. Show an example of a basic financial plan.</p> <p>Step 3: Ask participants to scan the QR code on slide 23 of the presentation, to begin planning their monthly budget. Instruct them to list their expenses, income, categories, and descriptions, and track any debt they might owe.</p>



Step 4: Instruct participants to track their progress over the next few months, making any adjustments needed to stay on course.

Step 5: Encourage participants to share their monthly budget plan with you for feedback and suggestions for improvements.

0. Funding Source Comparison

Step 1: Introduce participants to different types of funding options (e.g., grants, loans, crowdfunding, personal investments). Discuss the advantages and disadvantages of each.

Step 2: Provide participants with a comparison template for evaluating funding sources. Ask them to research and choose at least two funding options suitable for their business idea.

Step 3: Guide participants to complete the comparison table, considering factors such as eligibility criteria, application process, advantages and disadvantages, and repayment terms.

Step 4: Facilitate a group discussion where participants present their findings and debate the best funding options for different types of businesses.

Step 5: Reflect on the importance of choosing the right funding source and the impact of financial risk on business success.



<p>Trainer Skills</p> <p>(The skills should reflect both the specific knowledge of the subject matter and the teaching skills required to effectively convey that knowledge)</p>	<p>Financial Management Expertise: Trainers should have strong knowledge of financial planning, budgeting, and cash flow management.</p> <p>Funding Knowledge: Trainers need to understand the different funding sources available to startups and be able to guide participants in evaluating and selecting appropriate options.</p> <p>Guidance in Financial Decision-Making: Trainers should help participants make informed financial decisions and understand the implications of various funding methods.</p>
<p>Additional resources for trainers</p> <p>(Links, images, video..)</p>	<p>Grant and Loan Information (EU)</p> <p>European Investment Fund: https://www.eif.org/index.htm</p> <p>European Commission: Funding and Tenders Portal: https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/home</p> <p>Financial Planning Tools</p> <p>Mint - Budget Tracker & Planner: https://www.mint.com</p> <p>QuickBooks - Small Business Accounting: https://quickbooks.intuit.com</p>

Module 3 – **Business Idea Development and Viability**



<p>Module Description</p> <p>(Description of the main contents of the module)</p>	<p>This module focuses on helping young women develop business ideas through creative brainstorming and market analysis. Participants will go through the process of generating business ideas and performing a SWOT analysis to evaluate the strengths, weaknesses, opportunities, and threats of their concepts.</p>
<p>Teaching activity</p> <p>(The proposed activities should be interactive and hands-on in order to actively involve participants and allow them to concretely apply the concepts learned)</p>	<p>Activity objective</p> <ol style="list-style-type: none"> 1. Business Idea <ul style="list-style-type: none"> • To help participants generate and refine innovative business ideas by identifying opportunities and gaps in the market, and to develop a basic business plan based on their idea. 0. SWOT Analysis <ul style="list-style-type: none"> • To teach participants how to critically evaluate their business ideas by identifying strengths, weaknesses, opportunities, and threats through the use of a SWOT analysis framework. <hr/> <p>Activity description</p> <ol style="list-style-type: none"> 0. Business Idea <p>Step 1: Introduce the concept of entrepreneurship and discuss what makes a successful business idea.</p> <p>Step 2: Have participants brainstorm potential business ideas, starting by</p>



	<p>identifying community problems or market gaps.</p> <p>Step 3: Guide participants to create a business model for their idea, including details such as target market, customer needs, and business objectives.</p> <p>Step 4: Ask participants to present their business ideas to the group and gather feedback from their peers and the trainer.</p> <p>Step 5: Encourage participants to revise their ideas based on the feedback received and finalise their business plan for further development.</p> <p style="text-align: center;">0. SWOT Analysis</p> <p>Step 1: Explain the SWOT analysis framework (Strengths, Weaknesses, Opportunities, Threats) and its importance in evaluating business ideas.</p> <p>Step 2: Provide participants with a SWOT analysis template. Have them identify the strengths and weaknesses of their business idea, considering factors like skills, resources, and product uniqueness.</p> <p>Step 3: Guide participants to identify opportunities (e.g., market trends, unmet needs) and threats (e.g., competitors, financial risks) that might impact their business.</p>
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	<p>Step 4: Ask participants to fill in the SWOT matrix and present their analysis to the group.</p> <p>Step 5: Facilitate a discussion on how participants can leverage their strengths and opportunities while addressing weaknesses and mitigating threats.</p>
<p>Trainer Skills</p> <p>(The skills should reflect both the specific knowledge of the subject matter and the teaching skills required to effectively convey that knowledge)</p>	<p>Business Idea Development: Trainers should have expertise in guiding participants through the business idea development process and providing constructive feedback.</p> <p>SWOT Analysis Knowledge: Trainers need to be proficient in conducting SWOT analyses and helping participants apply this tool to their business ideas.</p> <p>Facilitation: Trainers should be able to facilitate brainstorming sessions and encourage critical thinking during the analysis phase.</p>
<p>Additional resources for trainers</p> <p>(Links, images, video..)</p>	<p>Mind-Mapping Tools</p> <p>MindMeister: https://www.mindmeister.com</p> <p>Coggle: https://coggle.it</p> <p>SWOT Analysis</p> <p>Guide for beginners: https://www.investopedia.com/terms/s/swot.asp</p> <p>Idea Generation Technique</p>



	<p>SCAMPER Brainstorming Method: https://www.mindtools.com/pages/article/newCT_02.htm</p> <p>Solution Analysis Method</p> <p>Problem Tree: https://evaluationtoolbox.net.au/index.php?option=com_content&view=article&id=28&Itemid=134#:~:text=Conducting%20a%20problem%20tree%2Fsolution,leading%20to%20the%20core%20problem.</p>
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<p>Module 4 - Overcoming self-doubt and fear of failure</p>	
<p>Module Description (Description of the main contents of the module)</p>	<p>This module focuses on helping participants develop resilience and self-confidence by overcoming internal barriers such as self-doubt and fear of failure. It emphasizes practical strategies like reframing negative thoughts, goal setting, and learning to view failure as a stepping stone for growth. By building these skills, participants will gain the confidence needed to face entrepreneurial challenges head-on.</p>
<p>Teaching activity (The proposed activities should be interactive and hands-on in order to actively involve participants and allow them to concretely apply the concepts learned)</p>	<p>Activity objective</p> <p>The activity aims to provide youth workers with tools to help young entrepreneurs overcome self-doubt and fear of failure.</p>



	<p>Participants will practice identifying fears and transforming them into opportunities for growth, while learning techniques to manage self-doubt effectively.</p>
	<p>Activity description</p> <p>Activity description 1 (Fear to Fuel: Transforming Challenges into Opportunities)</p> <p>Youth workers will guide participants through an exercise designed to help them recognize and reframe their fears. The activity consists of three main steps:</p> <ul style="list-style-type: none">• Step 1 - Identifying Fears: Participants write down three specific fears related to their entrepreneurial journey on sticky notes or index cards (e.g., fear of public speaking, financial risk, or fear of failure).• Step 2 - Categorizing and Sharing Fears: In small groups, participants share their fears and categorize them into broader themes (e.g., financial fears, social fears, performance fears). These are posted on a board for the entire group to see.• Step 3 - Reframing Fears into Opportunities: Groups select one fear from each category and brainstorm strategies to transform that fear into a motivating factor or opportunity for growth. These strategies are shared with the group for feedback and reflection.



<p>Trainer Skills (The skills should reflect both the specific knowledge of the subject matter and the teaching skills required to effectively convey that knowledge)</p>	<p>Youth workers should be skilled in both managing discussions on sensitive topics and facilitating practical problem-solving. Key competences include:</p> <ul style="list-style-type: none"> ● Resilience and Mindset Training: Understanding of psychological strategies, such as Cognitive Behavioral Therapy (CBT) and mindfulness, to help participants manage fears and self-doubt. ● Facilitation Skills: Ability to create a safe environment for participants to share their fears and learn from each other. ● Constructive Feedback: Ability to guide participants through the process of transforming their fears into positive actions and provide supportive feedback. ● Empathy and Active Listening: Critical for understanding participants' personal fears and helping them feel validated and supported.
<p>Additional resources for trainers (Links, images, video..)</p>	<ul style="list-style-type: none"> ● Fear of Failure - How to Overcome It (Mind Tools) ● Cognitive Behavioral Therapy Techniques for Entrepreneurs ● Building Resilience (American Psychological Association)



Module 5 - Leadership and Team Management	
Module Description	Exploring key leadership and team management skills, focusing on strategic decision-making, planning, and goal setting. Participants will learn to develop actionable plans, navigate gender-based stereotypes, and lead effectively by applying different leadership styles and communication techniques in various business contexts.
Teaching activity <i>Leadership styles simulation with SWOT analysis (5-minute role-play)</i>	Activity objective Develop understanding and application of diverse leadership styles and conduct a comprehensive SWOT analysis.
	Activity description <ol style="list-style-type: none"> 1. Introduce the scenario of launching a new sustainable product line with limited resources and high competition. 2. Round 1 – Autocratic Leadership: Assign one participant as an autocratic leader; they make decisions independently. 3. Round 2 – Democratic Leadership: Assign a new leader who involves the team in decision-making. 4. Round 3 – Laissez-Faire Leadership: Assign a new leader who delegates tasks with minimal guidance. 5. Spend 2-3 minutes after each round discussing leadership effectiveness, team dynamics,



	<p>and decision-making outcomes, using SWOT analysis.</p>
<p>Trainer Skills</p>	<p>Cultural Competence and Sensitivity: Ability to understand and address gender-based stereotypes in leadership, fostering an inclusive learning environment that respects diverse perspectives.</p> <p>Versatile Leadership and Communication: Expertise in various leadership styles and effective communication techniques to teach participants how to adapt their approach and engage teams effectively.</p> <p>Strategic Thinking and Planning: Proficiency in strategic decision-making, goal setting, and action planning, enabling trainers to guide participants in formulating and achieving SMART business goals.</p> <p>Facilitation and Feedback Skills: Capability to lead engaging sessions and provide constructive feedback, helping participants refine their leadership abilities and strategic skills.</p>
<p>Additional resources for trainers</p>	<p>How to prevent gender stereotypes in your workplace? https://www.linkedin.com/pulse/how-prevent-gender-stereotypes-your-workplace-ungender-9i0tc</p>



	<p>Intercultural Management: Challenges and Strategies for Global Organizations https://www.linkedin.com/pulse/intercultural-management-challenges-strategies-global-socratica-books</p> <p>Common Leadership Styles — and How to Decide Which to Use When https://hbr.org/2024/04/6-common-leadership-styles-and-how-to-decide-which-to-use-when</p> <p>The Science of Women's Leadership Alexis Kanda-Olmstead TEDxCSU https://www.youtube.com/watch?v=FVzHBWoIGew</p>
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Module 6 - Personal Branding and Authenticity	
<p>Module Description (Description of the main contents of the module)</p>	<p>Helping participants in developing a personal brand while recognizing the difficulties brought to light by the study project. Consistency and self-worth will be prioritized, with a focus on integrating personal values and preserving authenticity in branding endeavors.</p>



Teaching activity

(The proposed activities should be interactive and hands-on in order to actively involve participants and allow them to concretely apply the concepts learned)

Activity objective

The objective of the activity is to provide youth workers with practical tools to support young entrepreneurs in the process of defining and building an authentic personal brand, encouraging reflection on personal values and how to integrate them into branding strategies.

Activity description 1 (personal branding values)

Youth workers will conduct an interactive workshop in which they will guide young people to reflect on their personal and professional values. The activity consists of three main steps:

Step 1 - Introduction and Brainstorming:

The youth workers introduce the concepts of personal branding and authenticity. They then invite participants to reflect on their personal values and aspirations. A digital whiteboard (e.g. Miro or Jamboard) can be used to collect the key words that emerged.

Step 2 - Defining Unique Value:

participants identify the unique value that distinguishes them in their professional field. In small groups, youth workers facilitate the discussion on how these values can be integrated into a coherent personal brand.

Step 3 - Creating an Authentic Elevator Pitch:

Each participant creates a short 'elevator pitch' describing their personal brand, highlighting how their values are



	<p>reflected in their entrepreneurial work. Youth workers will provide feedback on how to improve consistency and authenticity.</p> <p>Activity description 2 (role-playing)</p> <p>In this activity, youth workers put themselves in the shoes of a branding coach and work with a partner in simulated counselling sessions. Each youth worker has to guide the partner in defining his/her personal branding strategy, ensuring that it is authentic and in line with his/her values.</p> <p>Part 1 - Values Analysis: The coach explores with the 'customer' the personal values that need to be represented in the brand.</p> <p>Part 2 - Feedback and Improvement: The coach provides feedback on how to improve the brand presentation while maintaining authenticity and transparency.</p>
<p>Trainer Skills (The skills should reflect both the specific knowledge of the subject matter and the teaching skills required to effectively convey that knowledge)</p>	<p>Youth workers must possess key competences both in personal branding and in facilitating the personal reflection process. Competences include:</p> <ul style="list-style-type: none"> ● Knowledge of personal branding: In-depth understanding of branding strategies and the importance of authenticity. ● Facilitation skills: Ability to conduct interactive workshops and facilitate discussions on personal and professional values.



	<ul style="list-style-type: none"> ● Constructive feedback: Ability to provide targeted and constructive feedback to enhance participants' personal branding strategies. ● Empathy and active listening: Essential for guiding discussions on personal topics such as values and identity.
<p>Additional resources for trainers (Links, images, video..)</p>	<ul style="list-style-type: none"> ● Canva's Personal Branding Guide - Canva offers an excellent visual guide to building your brand. : https://www.canva.com/learn/personal-branding/ ● https://brandyourself.com/definitive-guide-to-personal-branding ● https://blog.hubspot.com/sales/the-ultimate-guide-to-personal-branding

<p>Module 7 - Digital marketing strategies</p>	
<p>Module Description</p>	<p>Exploring the world of digital marketing to achieve and maintain consistency on social media. It covers effective strategies on platforms such as Instagram, TikTok and Facebook.</p>
<p>Teaching activity <i>Social media campaign creation and management simulation</i></p>	<p>Activity objective Provide practical experience in creating and managing a social media campaign, from planning to reviewing</p>



	<p>success metrics</p> <p>Activity description</p> <ol style="list-style-type: none"> 1. Trainers guide participants in the creation of a simulated campaign, including setting objectives, choosing target audiences, and planning content; 2. Monitoring and analysis of simulated data to evaluate the effectiveness of the campaign; 3. Group reflection on what works, what does not work, and how strategies could be adapted.
<p>Trainer Skills</p>	<p>Digital Marketing knowledge: Deep understanding of different digital marketing strategies, including paid advertising, audience engagement and the use of analytics.</p> <p>Data analysis skills: Ability to collect and interpret data to optimise marketing campaigns.</p> <p>Creativity in content marketing: Ability to create content that attracts and keeps the attention of target audiences.</p> <p>Experience with social platforms: In-depth knowledge of the specific features of platforms such as Instagram, TikTok and Facebook and how these can be exploited for effective marketing campaigns.</p>



<p>Additional resources for trainers</p>	<ul style="list-style-type: none"> • Video: 'Digital Marketing Basics' - Introductory video covering the basic concepts of digital marketing and the main social platforms. https://skillshop.exceedlms.com/student/collection/654330-digital-marketing?locale=en-GB • Tool to track traffic and campaign engagement https://developers.google.com/analytics • Platform for social media analysis and performance management https://sproutsocial.com/it/
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<p>Module 8 - Intercultural Management Skills</p>	
<p>Module Description</p>	<p>This module aims to enhance intercultural management skills by addressing challenges like stereotyping and bias. Participants will learn to navigate diverse business environments, promote inclusivity, and understand varying communication styles, equipping them to effectively manage and succeed in culturally diverse settings.</p>
<p>Teaching activity <i>Enhancing intercultural communication</i></p>	<p>Activity objective To reflect on a real-life scenario involving cultural misalignment in business communication and brainstorm alternative approaches for improved intercultural understanding.</p>



	<p>Activity description</p> <ol style="list-style-type: none"> 1. Present the scenario of a CEO travelled abroad having a clash with local executives due to differing communication styles. 2. Divide into two groups: <u>CEO's Perspective:</u> Reflect on her direct communication style, brainstorm alternative strategies, and discuss how adapting could improve future interactions. <u>Other Executives' Perspective:</u> Discuss the impact of CEO's approach, reflect on overlooked cultural values, and brainstorm ways to bridge the communication gap or provide feedback. 0. Debrief and share insights from both perspectives, highlighting strategies for improved intercultural communication.
<p>Trainer Skills</p>	<p>Cultural Awareness and Sensitivity: Reflects deep knowledge of cultural norms and communication styles, essential for teaching intercultural management. This also includes the ability to convey this knowledge effectively to learners.</p> <p>Diversity and Inclusion Expertise: Demonstrates an understanding of diversity and inclusion principles, which is crucial for teaching how these concepts apply in business contexts. It also involves</p>



	<p>the ability to communicate these principles clearly and practically.</p> <p>Strategic Intercultural Management: Shows proficiency in applying strategies for managing intercultural challenges, necessary for teaching practical solutions and strategies. This skill also includes the ability to teach these strategies in an engaging manner.</p> <p>Facilitation and Conflict Resolution: Involves both the knowledge of conflict resolution techniques and the teaching skill to facilitate discussions and manage conflicts effectively in a learning environment.</p>
<p>Additional resources for trainers</p>	<p>Managing Intercultural Teams https://www.modul.ac.at/uploads/files/Theses/Bachelor/Undergrad_2020/BSC_2020/1721007_CHAPLIK_Kristina_Thesis_BSc.pdf</p> <p>Managing Intercultural Teams https://hbr.org/2006/11/managing-multicultural-teams</p> <p>The surprising paradox of intercultural communication TEDxNelson https://youtu.be/JzJNA-3b6NA?feature=shared</p> <p>How Cultural Differences Affect Business https://youtu.be/zQvqDv4vbEg?feature=shared</p>



Evaluation tools

The manual also includes tools to measure participants' progress, such as quizzes and questionnaires designed to assess the level of understanding of the concepts covered. Trainers can use these tools to identify areas where participants need further support or clarification. In addition, guidance is provided on how to offer constructive feedback, a crucial aspect in fostering continuous improvement and personal growth.

Evaluation is a crucial aspect of the learning process as it enables trainers to monitor participants' progress and adapt the training to their needs. This handbook provides a number of practical tools, as well as evaluation and feedback techniques, to ensure effective and measurable learning.

One of the main tools are **quizzes** and **questionnaires**, which can be used at the end of each module or as part of an ongoing learning experience. Quizzes can include multiple-choice, true/false or open-ended questions and are useful to check understanding of the concepts covered. Self-assessment questionnaires, on the other hand, are an excellent tool to allow participants to reflect on the skills they have acquired and to assess their confidence in applying what they have learnt in practice. These tools can be implemented in paper or digital format using interactive platforms such as **Google Forms** or **Typeform**, which make the process of data collection and analysis simple and efficient.

Assessable practical exercises, such **role-playing** and **group projects**, provide instructors a chance to gauge how well participants apply their theoretical knowledge to real-world situations. Through performance-based evaluation made possible by these hands-on exercises, trainers may assess participants' skills in **problem-solving**, **leadership**, and **team management** in realistic settings. This kind of assessment gives you the chance to give quick, helpful comments.

The handbook also recommends using final projects and portfolios as a general assessment technique. Examples of the work that participants completed throughout the course, such as **business ideas**, **marketing strategies**, or **personal reflections**, may be included in a training portfolio. This method not only allows for the evaluation of the acquired abilities but also gives participants an area for personal development and creativity. The development of a thorough business strategy or the modeling of an



online marketing campaign as a capstone project are useful instruments for evaluating the real-world application of the knowledge gained.

A key aspect of evaluation is **constructive feedback**. Providing regular and positive feedback is essential to promote continuous improvement. Feedback must be clear, specific and aimed at strengthening areas of weakness, but without demotivating participants. The manual also encourages the use of peer feedback, i.e. mutual evaluation between participants. This method not only promotes a collaborative learning environment, but also teaches participants to give and receive constructive criticism in a positive manner.

The handbook suggests long-term reviews in addition to quick assessments. Trainers may track participants' application of newly acquired skills in their working life using follow-up surveys, regardless of whether they are launching a new venture or enhancing their abilities in already-existing professional settings. As an alternative, trainers can continue to help participants as they embark on their business adventure by serving as mentors.

In order to make improvements to the training program, a study of the course results is required. Trainers can see patterns in the data they get from **practice exercises, surveys, and quizzes** and use that information to modify course material for next sessions. While platforms like Kahoot! or Mentimeter may be used to make evaluation sessions more engaging, tools like Google Sheets and Excel can help with the analysis and visualization of data.