

Menkora S[↗]EAM



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MENTORASTEAM
EMPLOYABILITY BOOSTER
TRAINING PROGRAMME

Facilitators' Guide



Project Title

MentoraSTEAM - Boosting Migrant Women's Employability in the STEAM Sector

Project Acronym

MentoraSTEAM

Programme

ERASMUS+

Strategic partnership – Adult Education

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Dear Trainer

This Facilitators' Guide will assist you to implement ***MentoraSTEAM Employability Booster Training Programme*** which aims to strengthen and build the self-efficacy, self-belief, confidence and subsequently the employability of highly skilled migrant women with a STEAM background. STEAM stands for science, technology, engineering, arts and mathematics.

The training programme includes four modules:

- **Module 1** – Confidence Building and Self Efficacy
- **Module 2** – Innovation in Personal Branding and Networking
- **Module 3** – Adaptation of One's Own Skills to the Working Culture of the Host Country
- **Module 4** – Exploring the Benefits of Entrepreneurship and Self-Employment

The Facilitators' Guide is for all employment trainers and facilitators who support the employability of highly skilled migrant women in STEAM sectors, including higher education institutions and career counsellors, continuing education and vocational and employment training organisers, and other actors in employment, migration and integration areas.

This guide will provide you with learning content, materials, lesson plans and recommendations for organising face-to-face and online training sessions. Additionally, it is recommended that you read the Learners' Pack for highly skilled migrant women in STEAM. Download the Facilitators' Guide, activity templates and training presentations at: [website address to find the materials].




STRUCTURE OF THE **FACILITATORS' GUIDE**

The Facilitators' Guide is divided into three main parts:

- The first part “Training Delivery” provides information about the competencies addressed in the MentoraSTEAM Employability Booster Training Programme, what to consider when delivering the training face-to-face and online, and how to assess learners.
- The second part “Training Sessions” focuses on the four MentoraSTEAM training modules, their content, activities and materials used. Recommendations on how to facilitate the sessions are also provided whether it is online or face to face training.
- The last part includes the activity templates used in the training sessions and the session evaluation form to obtain the opinions of learners.

The Facilitators' Guide is for all employment trainers and facilitators who support the employability of highly skilled migrant women in STEAM sectors, including higher education institutions and career counsellors, continuing education and vocational and employment training organisers, actors in employment, migration and integration



TRAINING DELIVERY

The MentoraSTEAM training programme can be delivered as face-to-face or online learning according to the aim, situation and needs of the participants. For instance, in order to allow learners from different locations to participate in the training or under special conditions, such as the COVID-19 pandemic, online learning can be selected. This section of the Facilitators' Guide provides information for both training delivery methods. Each module written in this guide contains lesson plans, materials and activity instructions to be adapted in two methods.



1

LIST OF COMPETENCIES ADDRESSED IN MODULES

The MentoraSTEAM training programme consists of four training modules that address different competencies and skills. A list of competences for each module and the training is available in the table below:

Module 1 – Confidence Building and Self Efficacy	<ul style="list-style-type: none">✔ Communication✔ Confidence✔ Creative✔ Emotional intelligence✔ Reflection✔ Resilience✔ Self-awareness✔ Self-efficacy✔ Teamwork✔ Time management
Module 2 – Innovation in Personal Branding and Networking	<ul style="list-style-type: none">✔ Communication✔ Confidence✔ Decision-making✔ Leadership✔ Networking✔ Self-awareness✔ Strategic thinking
Module 3 – Adaptation of Own Skills to the Working Culture of the Host Country	<ul style="list-style-type: none">✔ Adaptability✔ Analysing✔ Communication✔ Confidence✔ Creative✔ Critical thinking✔ Conflict resolution and management✔ Cross-cultural understanding

	<ul style="list-style-type: none"> ✔ Emotional intelligence ✔ Empathy ✔ Leadership ✔ Negotiation skills ✔ Openness ✔ Problem solving ✔ Researching ✔ Resilience ✔ Self-awareness ✔ Self-efficacy ✔ Strategic thinking ✔ Teamwork
<p>Module 4 – Exploring the Benefits of Entrepreneurship and Self-Employment</p>	<ul style="list-style-type: none"> ✔ Adaptability ✔ Communication ✔ Confidence ✔ Creative ✔ Decision-making ✔ Leadership ✔ Negotiating skills ✔ Networking ✔ Problem-solving ✔ Resilience ✔ Self-awareness ✔ Self-efficacy ✔ Teamwork ✔ Time management

2

FACE-TO-FACE LEARNING

Face-to-face learning provides an engaging, interactive, and informative learning environment. This encourages the exchange of experiences and viewpoints between the learners, extra in-class activities and workshops. As a trainer, you will be able to adapt your training style and methods to meet participants' needs and behaviours, as well as facilitate discussions in a way that enhances the learning experience and deepens participants' understanding.

Here are some useful ideas training delivery:

1. Plan the training sessions in advance

It is recommended that you get to know the learners' background before the training starts. This will help you to understand what challenges and needs they have in common and establish a connection with them in advance. If this is not possible, you can create different learners' portfolios to understand different learning needs. Have a detailed plan for how the training sessions will be delivered, what possible unexpected situations could be and how to handle them. As a trainer, you should get acquainted with the topic, the theories and activities. Research may be needed to strengthen your facilitating skills.

2. Read the room

Every group of participants is different. The way you facilitate the sessions should be tailored to their learning preference and needs. Therefore, it is necessary to read the room in order to observe how active learners are or how they would like to get to know other individuals. For instance, if participants keep a large distance from others and are shy to stand up and move around, you should avoid being pushy and too energetic.



3. Leave time for discussions

It is recommended that you arrange enough space and time for discussions, sharing experiences and opinions, which allow learners to reflect on the activities and what they have learned together. Not every participant finds it easy to start offering their opinions, however it is essential that everyone is given a chance. As a trainer, you can consider checking on their learning experience during the training sessions, for instance, when switching from one activity to another activity.

4. Open and close a module during a face-to-face session

Use face-to-face sessions to introduce a new module to learners, discuss the content with them and accomplish activities together to open their minds and present new perspectives. Use the theories and activities presented in this Guide to help learners deepen their understanding. If the duration is limited, you can use parts of activities as homework.

At the beginning of the next session, talk about the homework, what the learners have learned and what difficulties they have faced. Then, introduce the next module.



3

ONLINE LEARNING

The training can also be delivered online. This enables participation regardless of the locations of learners. The delivery method is cost-effective to the learners as they do not need to travel or pay for accommodations. However, the commitment of participants can vary during the training sessions and throughout the training programme. It is important that the trainer keeps inspiring and encouraging the learners to join the online sessions, and is ready to offer help when the learners need it.

Here are useful suggestions for adapting the training for a fully online delivery:

1. Plan the training sessions in advance

It is recommended that you get to know the learners' background information prior to the training sessions. This helps you to understand what challenges and needs they have in common and improve their engagement. If this is not possible, create different learners' portfolios to understand different learning needs. Have a detailed plan how the training sessions are delivered, and what online platform should be used (e.g. Zoom, Teams or Google Meet). To maintain the flexibility and efficiency of the delivery mode, the choice of platform and technology should not be complex because that could demotivate the learners.

2. Consider the training time

A long training duration can be exhausting to learners, especially with the online sessions. The choice of training date and time should be thoroughly considered. Getting to know your participants in advance is therefore important. If your group of participants is mostly underemployed, morning or mid-day training sessions may not be the best choice. If most of them have families, long sessions on weekends might not be appealing.

3. Keep online sessions interactive and inspiring

Leave space and time for discussions, sharing experiences and other issues. As maintaining attention and keeping learners online involved might be challenging, especially with a large group of participants, different techniques can be applied, such as:

- Ask questions – especially open-ended questions
- Use participant names
- Ask participants to write in the chat
- Use the interactive digital whiteboard
- Minimise texts and use more images
- Keep the training sessions shorter and less effort-consuming

4. Open and close a module during an online session

Use online sessions to introduce a new module to learners, discuss the content with them and accomplish activities together and present new perspectives for the module. If the duration is limited, you can use parts of activities as homework.

At the beginning of the next session, talk about the last session's topic and homework, what the learners have learned and what difficulties they have faced. Then, introduce the next module.

5. Follow-ups

Carry out online follow up sessions where discussions take place. Use social media channels, chats and email to support learners in their journey and provide them with an opportunity to share ideas outside of the online sessions.

4

EVALUATING LEARNERS' PROGRESS

It is important for trainers to make sure learners' make progress in either method of training delivery. The trainer can look for signs of how engaged the participants are, what and how well they absorb the material, and where they struggle. For the MentoraSTEAM training programme, evaluation is qualitative and focuses on whether the learning objectives are met and what training areas can be improved. Here are some techniques that can be used to support engagement and progress.

OBSERVATION

Observing the level at which learners participate and contribute to the activities, throughout the training sessions can give important insight into their learning needs and progress. You can keep track of learners' strengths and needs by collecting data in notes, checklists, sticky notes, and audio notes. Body language, such as eye contact, can provide information about the learning experience of participants, how much they have enjoyed the sessions and what parts of the training are most efficient for them.

LEARNING DIARY

Learners are encouraged to keep a learning diary of their development, ideas, insights, understanding, and attitudes towards the training topics and their practical applications. Trainers can discuss their progress and findings with the learners inside or outside of the sessions, e.g. through emails. Learning diaries should be updated regularly during the training sessions, or when reviewing the activities and getting an idea or insight.

SELF-ASSESSMENT OR REFLECTION

Give learners an opportunity to assess their own learning and reflect on the progress they are making within a set of reflective and open-ended questions. They can identify their own gaps in skills or knowledge, revise completed tasks and adjust learning objectives. Some reflective questions are:

- What was the most important thing you learned today? Why was it important to you?
- What do you want to learn more about the topic?
- When were you the most productive and inspired?
- What made you curious today?
- What made your learning feel progressive and promising?
- How will you apply what you learned in your life?



TRAINING SESSIONS



1

MODULE 1 Confidence Building and Self Efficacy

This module focuses on the importance of being confident for everyday life, personal life and work. Confidence impacts on life choices and happiness. Self-efficacy is enhanced through good confidence levels and allows a person to be happy in their own skill, to value oneself, have self-respect and recognise their own needs. It encourages self-nurturing, motivation levels, positivity and success. It is also important in job hunting or career progression.

During this module participants will assess their current confidence levels and explore tried and tested tips and ways to increase their self-confidence and self-efficacy.

They will participate in a range of activities and additional activities will be provided for them to try at in their own time and to keep the momentum going. In addition, participants will explore the importance of reflection and how this helps them grow personally, academically and professionally.

Learning Outcomes

At the end of this module participants will:

- explore and research new ways to improve their confidence and self esteem
- complete a soft skills assessment and based on this create an Action Plan for their own development (links to later activity – where they can go back to their skills audit)
- understand the importance of self-efficacy and learn about research in this area
- engage in group discussion on the topic to apply their learning and boost confidence



Lesson Plan

TOPIC	DURATION		MATERIALS	COMMENTS
	Face-to-face learning	Online learning		
Introduction to the training	5 minutes	5 minutes	PPT	
Confidence Collage	15 minutes	15 minutes	Worksheet or online version, coloured pen and paper	Need to introduce the course first followed by individual Activity, then group discussion
Soft Skills Assessment	15 minutes	15 minutes	Skills assessment worksheet or online version	Individual activity
What I Want from A Job Exercise - My Wheel of Work Expectations. Feedback to group on the My wheel of work activity	35 minutes	35 minutes	Activity instructions A4 paper and pens Learners present their work	Learners complete individually before going into pairs for next part Pairs then whole group discussion
What is Self-efficacy?	10 minutes	10 minutes	Theory with PPT support and video	Listening exercise followed by Q&A
BREAK	10 minutes	10 minutes		

Activity on Self Efficacy and Action Planning- linking it all together with a "STEAM" theme	20 minutes	20 minutes	Break out rooms or group work if face to face delivery	Bring in STEAM stats with regards migrant women working in host country (PPT)
Becoming a Reflective Practitioner	20 minutes	20 minutes	What is a Reflective Practitioner? Realism – what are your current STEAM skills?	What can you do? What can't you do? Narrowing down job search. also touch on resilience (PPT)
Session evaluation and closure	20 minutes	20 minutes	Session evaluation form or link	
Homework	60 minutes	60 minutes		



Learning Content

Confidence is necessary for happiness and for achieving goals. Having good confidence increases positivity and opportunities. It also encourages good self-esteem and self-efficacy and supports participants to achieve their dreams and goals. Investing in confidence is also important for job hunting and for career progression.

People can improve their confidence by investing in themselves and committing to do so. This will help them achieve their goals, whether personal, professional or both. Confidence and self-esteem are strongly linked but are not the same thing. Self-esteem is about how people feel about themselves in general whilst confidence is ever changing in that we can all be confident in some things and not in others.

“

If people have good self-esteem, it will help them to be more confident when trying new things – it will help them to be brave enough to step out of their comfort zone and handle challenges and new situations (e.g., moving to a new country, working in a male-dominated environment).

Continually trying new things and building confidence is something people should all commit to. First, understanding themselves and their current confidence levels is important for putting building blocks in place. Exploring ways to maintain confidence is equally important.

Generally, people can identify someone who is a really confident person, just as they can identify someone who really lacks confidence. Reading a person's body language, how they speak, and their persona help them do this. People also need to be aware of cultural differences and norms. Body language can be culturally sensitive.



Traits of someone who really lacks confidence:

- Fidgeting
- Nervous
- Biting nails
- Poor communication skills
- Unable to communicate own needs
- Negative body language
- Negative facial expressions (e.g., frowning)
- Disorganised
- Often self-critical
- Less willing to try new things (e.g., stepping out of comfort zone)

Traits of someone who is really confident:

- Attentive
- Relaxed
- Good body language
- Happy/Smiley
- Positive facial expressions
- Positive body language
- Positive vibes
- Voices own opinions whilst respecting opinions of others
- Clear and calm voice
- Organised
- Good communication skills
- Good problem solving
- Self-aware
- Good interpersonal skills
- Good listener
- Motivated
- Happy to try new things/ challenges

Participants can reflect on the above lists during the training sessions. Encourage them to explore the many things they can do to improve their confidence, and this will help them reach their goals. Questions you might want to use during the session:

- Think of the people you know that are confident and those who are not confident. What are the differences between them?
- Can you see some of the traits that are mentioned in the previous lists? Think about the situations you regularly find yourself in – do you stay in your comfort zone?
- Do you try to avoid situations where you are less confident?
- Do you procrastinate?
- Think about a situation that you found difficult. Reflect on it and see if you can identify some changes you would make in that situation came around another time. What would you do differently?
- Reflect on your experience and think of a time when you faced a setback, made a mistake or experienced a sense of 'failure'. How did you react?
- What did you learn about yourself? Could you summarise the lessons you learned that you have assimilated into your views now?
- What are the benefits of being confident in a male-dominated environment?

IMPROVING CONFIDENCE

People can always improve their confidence and there are many tips and tricks out there to help them do so. Investing in confidence building is particularly important for job hunting. Many factors can impact on confidence going up or down so being realistic about what is holding someone back and exploring the options that are available to help them stay confident and achieve their goals will be important in the training.

So, how do participants stay positive and confident if they keep applying for jobs and are unsuccessful. Encourage them to see each job application and each interview as a positive experience and if unsuccessful ask for feedback and ask the organisation if they can keep the applicants' details on file for future vacancies. See every moment as an opportunity to impress.

Below is a list of some ways to stay positive and confident and participants can come up with some of their own ways too. A group discussion can take place to have shared suggestions. Examples:

- Remind yourself of your goals and work towards them
- We all have inner chatter – make sure yours is positive and block out negative chatter

SELF-EFFICACY

Self-efficacy was first introduced by Bandura (1977). According to Bandura, individuals have a self-system that enables them to have control over their thoughts, feelings, motivations and actions. This can help them influence their own thoughts and cognitive processes (Pajares, 1996). Studies have shown that self-efficacy can improve performance in sport, education, workplace and other personal and professional areas (Bühren and Krabel, 2019; Honicke and Broadbent, 2016; Vealey, 2009).

Self-efficacy can impact every part of our lives. Psychologist Bandura (1997) refers to four sources, as follows:

- **Mastery Experiences** – mastering an experience, becoming good or excelling at something builds self-esteem and self-efficacy whilst failing at something knocks our confidence. Being resilient supports you to overcome obstacles, challenges or failure and increases determination to succeed.
- **Vicarious Experiences** – watching other people succeed can be positive if they are seen as positive role models, so instead of feeling inadequate - observing and mirroring can help us “fake it till we make it” and help us try harder.
- **Verbal Persuasion** – Just like role models, having an awareness of the positive, booster people in our lives can help us with our own goals.
- **Emotional States** – If you can stay positive, even in difficult situations, you will boost your own confidence and improve self-efficacy.

“

Your beliefs become your thoughts. Your thoughts become your words. Your words become your actions. Your actions become your habits. Your habits become your values. Your values become your destiny.

- Gandhi





REFLECTION AND ACTION PLANNING

Many career professionals use reflective practice to enhance their performance and to achieve their goals. However, it is more than just goal setting as the reflection part is where participants really assess how they are doing and whether they need to make changes to their plans. Setting regular slots to be reflective will help participants to achieve their goals, set new goals and to really reach for the sky.

When setting goals, encourage participants to set SMART goals:

- SPECIFIC
- MEASURABLE
- ACHIEVABLE
- REALISTIC
- TIME

Learning Activities

This module comprises the following activities:

- Complete a soft skills assessment task and confidence collage to determine current strengths and weaknesses and confidence level.
- Complete “What I want from a job exercise – my wheel of work expectations” to explore participants’ dreams and how they can turn their dreams into reality.
- In a group activity, attendees engage in discussion to answer given questions from their tutor to further explore and debate these topics.
- STEAM – become more realistic about their own skills in this field and areas for development. Applying for the right jobs. Give some background to STEAM and stats to migrant gender and employment.
- Complete a self-reflection activity to help set an Action Plan to improve confidence and self-efficacy.



INTRODUCTION TO THE TRAINING



AIMS OF THE ACTIVITY

The aim of this activity is to introduce the training in order for participants to have a clear understanding of the training's structure and content. The trainer will use PowerPoint slides to summarise the main points.



SKILLS ADDRESSED IN THE ACTIVITY

Strategic thinking
Communication



DURATION

Face-to-face learning: 5 minutes.
Online learning: 5 minutes.



MATERIALS NEEDED

Face-to-face learning: PowerPoint presentation.
Online learning: PowerPoint presentation.

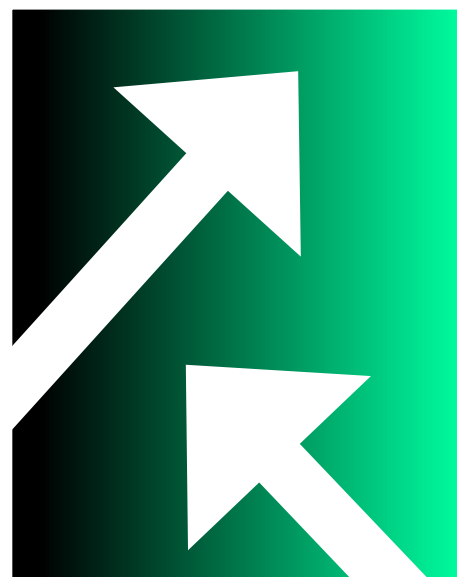
INSTRUCTIONS

Face-to-face learning

- Step 1: Projection of the PowerPoint slides.
- Step 2: Explanation of the content.

Online learning

- Step 1: Sharing the screen of the facilitator with the PowerPoint slides.
- Step 2: Explanation of the content.



CONFIDENCE COLLAGE



AIMS OF THE ACTIVITY

The aim of this activity is to understand participants' current confidence level at this moment in time and to then explore it through finding pictures, text and photos that express two points on a journey- now and the future. The use of images and photos enables us to tap into effect and mood and unspoken ideas as they often serve as metaphors for the way we are feeling and transmit early intentions and interests.



SKILLS ADDRESSED IN THE ACTIVITY

Adaptability
Communication
Confidence
Critical thinking
Curiosity
Emotional intelligence
Problem-solving
Strategic thinking



DURATION

Face-to-face learning: 15 minutes.
Online learning: 15 minutes.



MATERIALS NEEDED

Face-to-face learning:

- A4 paper, pen, magazines
- "Confidence Collage" template

Online learning:

- A plain Word or PowerPoint document or Paint, access to stock free photos/drawings online
- "Confidence Collage" template

INSTRUCTIONS

Step 1

The trainer introduces the activity – a fun activity which aims for self-assessment of one's own confidence levels (e.g., trainer can ask the learner “How confident are you in everyday life? How confident are you in progressing your goals around work? How confident are you today – joining this training?). If training is online the learners can see the activity on screen and will have been sent information beforehand to prepare and have websites open for images.

Step 2

Learner looks at the printed worksheet which has a line continuum showing NOW and FUTURE. They then collect text and images which express how they feel about their confidence **now** and what they are aiming for in the **future**.

Step 3

The trainer and peers can question participants about the images chosen and what they represent to explore feelings, goals, intentions, interests, and concerns.

- Are the Now and Future images different or similar; how?
- What colours are used and what do they represent? Think of vitality, zest, motivation, movement, stasis.
- Do images suggest certain moods, low confidence or high confidence?
- Are metaphors obvious in the pictures? What ideas could they be hinting at that you could explore in conversation?

Step 4

When all learners have completed the task, and chosen images, it is followed by sharing with the group, their choice and reason for choice followed by a whole group discussion. Trainers can use open questions to encourage the discussion to open up further to explore the subject of confidence and how different factors impact it. Explore in particular interpretations of the images. Peers can comment on what they notice and check their understanding. Often other people notice things that we may not yet have become conscious of ourselves.

Step 5

Trainers can encourage evaluation and reflection as part of the discussion with a range of set questions.

- How did the activity make you feel?
- What insights have you had about yourself now and the journey into the future?
- How did it feel to listen to others talk about their confidence?
- How did you feel talking about yourself?
- What one thing could you do today to start to improve your confidence?

SOFT SKILLS ASSESSMENT



AIMS OF THE ACTIVITY

This activity helps learners assess current soft skills and strengths to help develop an action plan for improving skills set in readiness for career progression.



SKILLS ADDRESSED IN THE ACTIVITY

Adaptability	Networking
Communication	Problem-solving
Confidence	Resilience
Creative	Self-awareness
Critical thinking	Self-efficacy
Curiosity	Strategic thinking
Decision-making	Teamwork
Emotional intelligence	Time management
Leadership	
Negotiating skills	



DURATION

Face-to-face learning: 15 minutes.

Online learning: 15 minutes.



MATERIALS NEEDED

Face-to-face learning: "Soft Skills Assessment" worksheet (paper version)

Online learning: "Soft Skills Assessment" online in a Google Form

INSTRUCTIONS

Step 1

Learners are given a worksheet (paper version or a Google Form link is shared via the chat) which has a list of soft skills (the same 18 soft skills that are listed in the introduction) with a scoring system (1 being poor, 5 being excellent).

Step 2

Learners have to think about their own skills set and identify their own strengths and weaknesses. This will feed into their Action Plan later in the training session.

Step 3

At the end, the trainer asks how learners felt doing the activity to encourage additional reflection based on the additional questions included in the worksheet.

WHAT I WANT FROM A JOB EXERCISE

- MY WHEEL OF WORK EXPECTATIONS



AIMS OF THE ACTIVITY

This activity helps learners know themselves. Thinking hard to explore expectations and ambitions before entering into situations can help with confidence and help to communicate expectations especially in work situations. Whether in work, looking for work or looking to step up into a more advanced role, this exercise can help learners identify what they need from work.



SKILLS ADDRESSED IN THE ACTIVITY

Creativity
Critical thinking skills
Improving determination
Motivation
Confidence



DURATION

Face-to-face learning: 35 minutes in total (20 minutes individual followed by 15 minutes group activity and discussion)

Online learning: 35 minutes in total (20 minutes individual followed by 15 minutes group activity and discussion)



MATERIALS NEEDED

Face-to-face learning:

- PowerPoint presentation, A3 or A4 paper, coloured pens, post-it notes
- “My wheel of work expectations” worksheet

Online learning:

- PowerPoint presentation, A3 or A4 paper, coloured pens, post-it notes
- “My wheel of work expectations” worksheet (they need to be notified prior to the session, so they can prepare)

INSTRUCTIONS

Face-to-face learning

Step 1

Learners are given a A4 paper handout and coloured pens.

Step 2

Instructions for the learners: Explore the domains on the wheel of work to explore your scores (you could score what you have now and what your job ideal would be). The domains to consider are:

- How I am valued
- Use of my skills
- Sense of belonging
- Autonomy
- Prospects, career development, learning
- Relationship with manager/ self-management
- Bringing my whole self to work
- Fairness and equity

Step 3

This will help learners understand what needs they need to meet in a job in STEAM.

Example questions: Are you someone who is sociable, so you need to meet people frequently at work? In that case relationships will be important to you. If your main priority is learning, you may need a job that will provide lots of training and development and more experienced staff who can pass on knowledge. You could add post-it notes or handwritten notes to explore ideas that are important to you.

Exploring these domains should lead participants to be able to express what their ideal job in STEAM could be.

Questions:

- What are you doing now?
- What is missing?
- What are you seeking?
- Who would you like to work with?
- What environment or team would suit you?
- How much do you want to earn?
- What level of happiness/satisfaction do you feel on these domains on a scale of 1-5 (with 1 being low and 10 being high)?

Encourage use of coloured pens, add text, smaller images represent things that are happening currently.

Step 4

When everyone has finished with their “Wheel analysis” task, bring it back to allow each learner to share their own ideas with the rest of the group. Encourage insights and self-knowledge.

After the activity the trainer asks how learners felt doing this activity to encourage further reflection.

Online learning

Step 1

Learners are given the worksheet via email and coloured pens (if online you can ask for them to have these available, prior to the training) You may also wish to email the handout prior to the event so anyone without a printer can do a rough drawing to add their comments to.

Step 2

Instructions for the learners: Explore the domains on the wheel of work to explore your scores (you could score what you have now and what your job ideal would be). The domains to consider are:

- How I am valued
- Use of my skills
- Sense of belonging
- Autonomy
- Prospects, career development, learning
- Relationship with manager/ self-management
- Bringing my whole self to work
- Fairness and equity

Step 3

This will help learners understand what needs they need to meet in a job in STEAM.

Example questions: Are you someone who is sociable, so you need to meet people frequently at work? In that case relationships will be important to you. If your main priority is learning, you may need a job that will provide lots of training and development and more experienced staff who can pass on knowledge. You could add notes to a Jamboard online or a Mentimeter slide.

Exploring these domains should lead participants to be able to express what their ideal job in STEAM could be.

Questions:

- What are you doing now?
- What is missing?
- What are you seeking?
- Who would you like to work with?
- What environment or team would suit you?
- How much do you want to earn?
- What level of happiness/satisfaction do you feel on these domains on a scale of 1-5 (with 1 being low and 10 being high)?

Step 4

Encourage use of coloured pens, add text, smaller images represent things that are happening currently.

When everyone has finished with their “Wheel analysis” task, bring it back to allow each learner to share their own ideas with the rest of the group. Encourage insights and self-knowledge.

After the activity the trainer asks how learners felt doing this activity to encourage further reflection.

WHAT IS SELF-EFFICACY?



AIMS OF THE ACTIVITY

Introduce the theory and in particular Bandura, followed by reflection of own levels of self-efficacy and how this can be increased and improved.



SKILLS ADDRESSED IN THE ACTIVITY

Listening skills

Reflection

Group work

Realism and exploration of resilience



DURATION

Face-to-face learning: 30 minutes.

Online learning: 30 minutes.



MATERIALS NEEDED

Face-to-face learning: PowerPoint presentation and YouTube video

Online learning: PowerPoint presentation and YouTube video

INSTRUCTIONS

Step 1

First introduce the theory of self-efficacy to the participants (projecting slides or sharing screen with slides).

Self-efficacy was first introduced by Bandura (1977). Since the introduction of this theory, the concept has been widely tested and continues to be popular to this day.

According to Bandura, individuals have a self-system that enables them to have control over their thoughts, feelings, motivations and actions. This can help them influence their own thoughts and cognitive processes (Pajares, 1996).

Bandura (1986) argued that the beliefs individuals hold about oneself regarding their capabilities are a good indicator of the ways in which a person may behave. Our belief in being able to achieve something can encourage and increase our chances of reaching our desired outcome (Maddux, 1995).

Studies have shown that self-efficacy can improve performance in sport, education, workplace and other personal and professional areas (Bühren and Krabel, 2019; Honicke and Broadbent, 2016; Vealey, 2009).

Step 2

After explaining the theory, watch this video with participants: <https://www.youtube.com/watch?v=XjJQBjWYDTs>.

Step 3

Have a group discussion about the video (approx. 8-10 minutes).

For example, you might like to explore how assumptions about male/ female behaviours emerge and are reinforced through schooling.

If you are a parent, perhaps reflect on whether you unwittingly reinforce gender stereotypes in your own home. How confident are you to voice your needs in a work setting?

SMART ACTION PLANNING

★ AIMS OF THE ACTIVITY

This activity helps learners understand the importance of S.M.A.R.T. planning and create own individual Action Plan.

👤 SKILLS ADDRESSED IN THE ACTIVITY

Organisation
Planning
Being realistic

🕒 DURATION

Face-to-face learning: 20 minutes.
Online learning: 20 minutes.

📎 MATERIALS NEEDED

Face-to-face learning:

- “SMART Goals, Action Plan” handout
- Pens

Online learning:

- “SMART Goals, Action Plan” handout
- Pens

INSTRUCTIONS

Step 1

Introduce SMART goals: Specific, Measurable, Achievable, Realistic and Time-Bound based on the slides.

Step 2

Ask learners to create a mini action plan they can commit to with 3 steps to take before the next training module.

Show them an example below.



Step 1 – Research the STEAM employers in my local area

Step 2 – Update my CV and ask someone I trust to give me productive feedback

Step 3 – Deliver or email my updated CV to the organisations I have identified and would like to work for

Step 3

Give the SMART goals worksheet to learners to complete to ensure that their goals are SMART.

HOMEWORK

AIMS OF THE ACTIVITY

Implementation of activities in between the sessions.

DURATION

60 minutes

MATERIALS NEEDED

YouTube link

INSTRUCTIONS

- Watch the following video about self-efficacy: <https://www.youtube.com/watch?v=HnACsrdGZAI>.

- Action plan:

Ask participants to create a mini weekly action plan and reflect on this daily for one week (diary), prior to the next session. Write at least one reflective sentence per task (perhaps give some examples of possible goals)

When completed, ask them to answer the following:

Did you achieve your daily goals?

If not, why not? What were the barriers?

If you did achieve your daily goals how did this make you feel?

Have you set yourself some new goals for next week?

On reflection were your goals SMART?

BECOME A REFLECTIVE PRACTITIONER

REFLECTIVE CYCLE



AIMS OF THE ACTIVITY

This activity helps trainers to understand the importance of reflection and how it supports confidence and self-efficacy and how to set “Me” time and do this as a regular routine.



SKILLS ADDRESSED IN THE ACTIVITY

Reflection
Realism
Self-awareness



DURATION

Face-to-face learning: 20 minutes.
Online learning: 20 minutes.



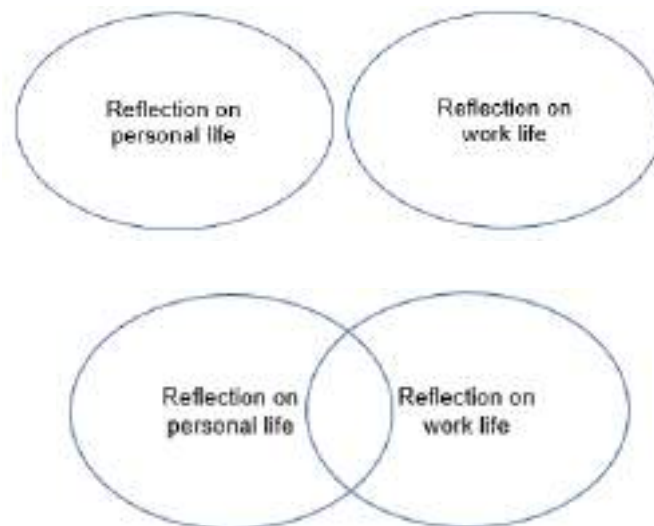
MATERIALS NEEDED

Face-to-face learning: pen/paper
Online learning: pen/paper that participants need to provide

INSTRUCTIONS

Step 1

To ensure goals are being met and to establish if participants' confidence and self-efficacy are developing, it is important to be reflective. This involves looking at what they are doing at regular stages to assess if they are achieving and whether there is room for improvement or a need for change of tactics. This becomes a reflective cycle and can be used in their personal and professional life. Participants could do this activity in 1, 2 or 3 stages depending on the learners. So, the first circle is work, second circle is personal life, and third activity is where the 2 overlap to see if there is something in their personal life impacting work or something in their professional life impacting on their personal life.



Step 2

Participants draw the circles (if online, then participants provide the pen and paper) and they complete them with their reflection on their personal and professional lives. They can reflect on their goals and actions.

Step 3

Use questions to support learners to complete this task:

- What did I do?
- How did it go?
- How do I feel about it?
- Do I need to make any changes now?

SESSION EVALUATION AND CLOSURE



AIMS OF THE ACTIVITY

The aim of this activity is to understand how learners experience the training session and how the session can be improved.



SKILLS ADDRESSED IN THE ACTIVITY

No skills addressed.



DURATION

Face-to-face learning: 20 minutes.

Online learning: 20 minutes.



MATERIALS NEEDED

Face-to-face learning:

- Session evaluation form
- A pen or pencil

Online learning:

- Session evaluation link
- A laptop or tablet

INSTRUCTIONS

Participants are provided with the session evaluation form or link, for instance, to Google form.

TIPS:

- It is suggested to have learners' feedback in the training session.
- Trainer can choose to collect the evaluation virtually for both methods or physically with the face-to-face sessions. If virtually, the link to the evaluation form can be sent via email



Additional Materials and Resources

What is Self-Efficacy Theory in Psychology?

<https://positivepsychology.com/self-efficacy/>

Self-efficacy, desirability, feasibility... key concepts for entrepreneurship

<http://theconversation.com/self-efficacy-desirability-feasibility-key-concepts-for-entrepreneurship-75269>

More Than Just Self-confidence - Self-efficacy

<https://www.thecoachingroom.com.au/blog/more-than-just-self-confidence-self-efficacy>

4 Ways To Boost Confidence In Yourself And Others

<https://www.inc.com/todd-nordstrom/the-1-thing-that-could-make-you-better-at-your-job-according-to-psychologists.html?cid=search>

This Journaling Habit Will Unearth New Layers of Self-Confidence Within You.

<https://entrepreneurshandbook.co/this-journaling-habit-will-unearth-new-layers-of-self-confidence-within-you-c5ef4156e16a>

2

MODULE 2 Innovation in Personal Branding and Networking

The objective of this module is to provide a practical and current overview of innovative networking and personal branding in the light of the digital transformation. During the module, participants will be provided with specific tools and ways of thinking to help them build the confidence and competence to respond effectively to one of the greatest challenges of our time: to be present in the digital era!

The session will be based on interactive workshops, guest speakers and case studies' discussion. Active participation is a key ingredient to this module. It can take the form of oral responses as well as the voluntary presentation of new ideas, concepts, and questions.

Learning Outcomes

At the end of this module participants will:

- be able to define their unique promise of value, then turning it into a bio as a basis of how they will talk about themselves online.
- be able to identify their own communities and networks and how to reach them. These include people like HR managers, decision makers, influencers, peers, etc.
- be aware about main strategies to reinforce their social media presence and networks as keys to access new jobs and professional opportunities in the digital era.
- be able to design their own social media editorial plan and measure its impact, to enlarge their networks and reinforce their presence in the labour market. They will learn how to be visible, available, and valuable to their brand community.
- be aware about new job and professional opportunities offered by the digital transformation and how they impact the STEAM field so as to intercept new opportunities.
- be able to recognize the digital transformation trajectories and potentialities for their job fields.

Lesson Plan

TOPIC	DURATION		MATERIALS	COMMENTS
	Face-to-face learning	Online learning		
Introduction to the training session	10 minutes	10 minutes	PPT	
Branding Yourself	30 minutes	30 minutes	Papers, personal business model canvas template, laptop	Pair/team and Individual activity
Networking Self-assessment	20 minutes	20 minutes	Papers, pen, post-it, laptop	Pair/team activity
Basics of Digital Networking Strategies	30 minutes	30 minutes	Papers, pen, post-it, social media audit template and calendar template, laptop	Individual activity
BREAK	15 minutes	15 minutes		
Digital Landscapes	50 minutes	50 minutes	PPT, papers, pen, post-it, laptop	Pair or team activity; trainer can choose to deliver the alternative activity
Session evaluation and closure	10 minutes	10 minutes	Session evaluation form or link	
Homework	60 minutes	60 minutes		

Learning Content



The information about a person that is accessible online and on paper gives potential employers a picture of who they are as a person and a potential employee. This module will help participants to better understand their own unique qualities to thoughtfully and intentionally craft their image not only in professional materials such as resumes and portfolios and on professional websites, and networking platforms such as LinkedIn, but also on general social media sites such as Instagram, TikTok, Twitter, YouTube and Facebook.

The pandemic has drastically accelerated the presence of the digital in our daily lives as well as in work environments, including education, culture, industries and societies, allowing us to experiment with virtual participation and collaboration. The digital acceleration boosted by the pandemic affected the labour market in two main ways:

- by influencing job seeking and the recruitment processes (candidates are assessed online, including their social media channels),
- by opening new professional and job opportunities that are digital-related.

Considering both perspectives, this learning path focuses on innovative personal branding and networking for employability - in light of the digital transformation.

PERSONAL BRANDING AND NETWORKING

One's personal brand—one's unique qualities, strengths and skills communicated in a coherent, consistent way—and network—professional and personal connections with people inside of, and also beyond, one's own profession or sector, in person, online or via other modes such as written correspondence--provide a foundation for job seeking and professional life.

Jeff Bezos, former CEO of Amazon, famously said, "Your personal brand is what people say about you when you're not in the room." In this digital age, one should audit her presence online to see what would come up when prospects search for her name. Developing a personal brand will be one tool to help migrant women in STEAM fields gain confidence and build their networks. Networking in person and online is essential to establishing oneself in professional life and is even more so when entering a new sector or location where one does not yet have an established presence and reputation. Personal branding and networking work together to establish a person's visibility and reputation.

"Your personal brand is what people say about you when you're not in the room."

- Jeff Bezos



The development of one's brand and networking strategies starts with:

1 Evaluating one's own skills and identifying their unique qualities

One must be clear about who they are, what separates them from their peers, and what their message is, being aware that visibility has no value without clarity and that a good bio is the basis of how they will talk about themselves online.

2 Defining one's own brand audience and messages

One then needs to be aware of their existing online communities and networks and how to improve them to create a stronger presence in the labour market.

3 Selecting suitable platforms and developing one's own strategies

A clear social media strategy needs to be defined, taking in considerations one's own preferences. For example, people who like visuals, may consider Instagram; for people that like to be in front of the camera, YouTube can be their best friend as the most valuable tool for expressing one's thought-leadership.

One should take into account their host country and sectoral contexts when thinking about how and where to present themselves online. In developing a unique brand identity and networking strategy, they can consider the following:

- *How do natives do it?*
- *What are the norms in the host country?*
- *Is LinkedIn the preferred platform, for example?*
- *Is it common to include a professional photograph on a resume?*
- *Do host country natives include information about their hobbies and outside interests on their professional profiles?*

4 Implementing strategies and following up

Participants are instructed to design a proper editorial plan and how to measure their efforts on social media, which supports their real-life implementation. Scheduling for communicating with their own community is crucial to reinforce one's own brand. For example, commenting on others' contributions and sharing could be a great way to stay engaged with people.



DEVELOPING PERSONAL BRANDING AND NETWORKING STRATEGIES

To develop a personal brand and network efficiently, one must know one's added values. Added values are skills and attributes that individuals can offer to set themselves apart. For example, hard skills that one has learned through education or work experience, awards and accolades, and also soft skills such as conscientiousness and flexibility are added values but also personal values and core beliefs—aspects that make a person who she truly is.

Creating a unique promise of value begins with knowing one's audience and what that audience wants. The audience is a person's current, and desired, networks, including employers and customers, for those who sell goods and services. Therefore, one needs to identify the qualities that they can develop into their own "unique promise of value" as part of their personal brand identity.

Personal branding also involves defining a clear presentation. In person, this involves being aware of body language and choice of clothing. Online and on paper, building a brand identity may entail

choosing a brand voice, typography/ font, colour palette, imagery (form and shape), depending on the platform. One may want to consider having professional photography and/or hiring a designer to create a professional website, resume or other materials. To create for oneself, one could use a mood board, for example, to form a visual concept around their brand vision. The way the brand elements look impart the message the brand conveys. The message given by the visual elements needs to match the qualities the individual wants to emphasise.

Individuals can formulate the message for their brand once they have evaluated their soft and hard skills, core values and personal fit with their professional sector. A next step is to craft a brand or mission statement that sums up how the one presents oneself to the world. These statements are generally placed directly below a person's name on platforms such as Twitter, Instagram and LinkedIn, making them a crucial element in one's personal branding.



DIGITAL INNOVATION

Recent accelerations connected to big data, artificial intelligence, and blockchains are revolutionising our place in the world and in the job market, being aware of risks and potentialities is something we cannot ignore, especially people working in the STEAM sectors.

The examples that will be used are about emerging technologies/digital transformation and current issues such as:

- Free and Fair Voting using blockchain technology
- Managing people in the Covid era (smart working and smart education)
- The challenge of sustainability and the development of circular economies through the digital
- Business opportunities in home energy management and healthcare

➤ Ubiquitous robotics

The second part of the module focuses on the job and professional opportunities related to the digital transformation, of which our participants – women with a STEAM background – need to be aware while shaping their presence in the labour market and while connecting with new communities and networks. Personal branding is a self-awareness process that involves seeing how to reinforce ones' presence in the market in light of the digital era. The need to highlight some special competences, or to do a specific training, or follow a specific conference on AI or blockchain makes the brand more competitive.

Learning Activities

This module comprises the following activities:

- “Branding yourself” helps learners define their unique “promise of value” and translate it into a bio;
- “Networking self-assessment” helps learners identify relevant communities and networks and how to reach them;
- “Basics of digital networking strategies” encourages learners to design a social media editorial plan and measure its impact in the digital landscape;
- “Digital landscapes” helps learners intercept new ideas, job and professional opportunities, with a specific focus on digital transformation.



INTRODUCTION TO THE TRAINING SESSION



AIMS OF THE ACTIVITY

The aim of this activity is to introduce participants to the module, its objectives and contents, as well as map the participants' needs and expectations.



SKILLS ADDRESSED IN THE ACTIVITY

Communication



DURATION

Face-to-face learning: 10 minutes.

Online learning: 10 minutes.



MATERIALS NEEDED

Face-to-face learning: PowerPoint presentation.

Online learning: PowerPoint presentation.

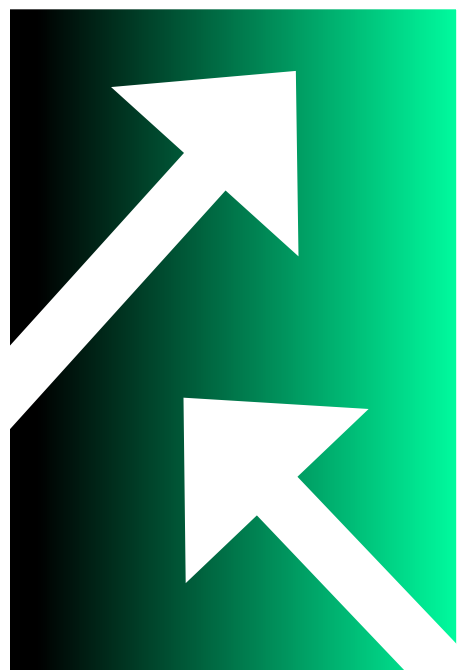
INSTRUCTIONS

Participants are welcomed and registered (if applicable).

Present to participants:

- the module concept and underpinnings;
- the training session objectives and contents; the module timeline

The trainer collects participants' expectations so as to intercept specific needs.



BRANDING YOURSELF



AIMS OF THE ACTIVITY

This activity aims to help participants define their own personal business value in order to position or reposition themselves in the digital-era -labour market.

In particular participants will:

- become aware of one's own unique promise of value
- revisit professional life directions
- become aware of needs to align personal and career aspirations
- adjust or reinvent one's own work life
- create the basis of your own digital presence/digital twinning
- define your own brand community



SKILLS ADDRESSED IN THE ACTIVITY

Communication

Confidence

Self-awareness



DURATION

Face-to-face learning: 30 minutes.

Online learning: 30 minutes.



MATERIALS NEEDED

Face-to-face learning:

- PowerPoint presentation, pen, papers, laptop
- A personal business model canvas template

Online learning:

- PowerPoint presentation and laptop
- A personal business model canvas template

INSTRUCTIONS

After a short presentation by the trainer, the activity will be implemented practically through a guided exercise where participants – working in pair - will be asked in turn to answer to the following questions:

- What do you do better than anyone else?
- If you were to receive an award, what would it be for?
- What words do people use to describe you when they introduce you to others?
- What unique ingredient do you contribute to everything you do? Without you, what would be missing?
- What makes you lose track of time when you do it?
- What makes you feel most confident?
- What would not be like it is if you had not been a part of it?
- What do people come to you for?
- What are you most proud of?
- What's the most unusual or quirkiest thing about you?
- What would you do if you knew you could not fail?

At the end of the module the trainer does a quick turn around the table asking participants what they discovered.

HOMEWORK:

Duration: 60 minutes

Instruction:

- Watch the suggested TED Talks:
 - Powerful Personal Branding | Ann Bastianelli | TEDxWabashCollege <https://www.youtube.com/watch?v=hcr3MshYe3g>
 - Want to sound like a leader? Start by saying your name right | Laura Sicola | TEDxPenn <https://www.youtube.com/watch?v=02EJ1ldC6tE>
 - The Future of Branding is Personal | Talaya Waller | TEDxPSU - <https://www.youtube.com/watch?v=qEHL8eLJCkc>
 - Defining the ROI of Social | Adam Biddle | TEDxSquareMile https://www.ted.com/talks/adam_biddle_defining_the_roi_of_social_media
 - Top TED Talks on Digital Transformation <https://www.bmc.com/blogs/top-ted-talks-on-digital-transformation/#>
- Practice with the personal business model canvas “Business model you” by Tim Clark, in collaboration with Alexander Osterwalder and Yves Pigneur http://businessmodelyou.com/wp-content/uploads/2014/05/Business_Model_You_Preview.pdf

NETWORKING SELF-ASSESSMENT



AIMS OF THE ACTIVITY

The aim of this activity is to make participants aware of their existing social networks across work-contacts and social media, in order to understand how to reinforce and enlarge the existing networks and boost the presence on the labour market. In particular participants will:

- become self-aware about their own networks
- understand the importance of networking
- understand how people from existent networks perceive us
- know tools and strategies to improve networks and communities



SKILLS ADDRESSED IN THE ACTIVITY

Communication
Networking
Self-awareness
Strategic thinking



DURATION

Face-to-face learning: 20 minutes.
Online learning: 20 minutes.



MATERIALS NEEDED

Face-to-face learning: A4 paper, pen, post-it, laptop
Online learning: Laptop

INSTRUCTIONS

The activity consists of an exercise in pair guided by the teacher through the following steps:

- Introduction about main people's networks
- Participants are asked to work in pairs
- Each participant answer in turn to the following questions:
 - Who is in my network?*
 - How extended is my network? (numbers)*
 - Who needs to be in my network?*
 - How do you perceive me through my social networks?*
 - Which is my target network?*
 - What kind of resources can I tap into that could be useful to improve my job position?*
- The trainer asks the participants what they learned.

These instructions apply to both delivery methods (in case of online sessions the trainer will create breakout rooms to allow participants to work in pairs/small groups).

BASICS OF DIGITAL NETWORKING STRATEGIES

★ AIMS OF THE ACTIVITY

The aim of this module is to teach participants how to reinforce their presence on social media for professional purposes, learning the importance of preparing a personal editorial plan. In particular participants will be able to:

- know social media job potentials (LinkedIn, Instagram, Facebook, Youtube, etc.)
- build the LinkedIn profile (headline, headshot, and summary, etc)
- know one's own social media preferences
- prepare a social media plan and schedule
- measure the impact with one's own community (metrics)

👤 SKILLS ADDRESSED IN THE ACTIVITY

Communication
Decision-making
Leadership
Networking
Strategic thinking

🕒 DURATION

Face-to-face learning: 30 minutes.

Online learning: 30 minutes.

📎 MATERIALS NEEDED

Face-to-face learning:

- PowerPoint presentation, pen, papers, laptop and post-it
- A social media audit template and a calendar template

Online learning:

- PowerPoint presentation and laptop
- A social media audit template and a calendar template

INSTRUCTIONS

The activity consists of a short 15-minutes presentation that includes some success cases and the guideline for creating the editorial plan.

Face-to-face learning

After the presentation, the trainer will choose one participant to design together her editorial plan for a social media of her choice, following these steps:

- 1) Social media audit** – As first step a template to assess the current presence on social media will be provided and filled out by the participant;
- 2) Defining measurable objectives** – The second step is to define measurable objectives (e.g. contacts, website traffic, opinions aroused);
- 3) Defining the strategic map** – Preparing the social media map with a specific mission for each social media;
- 4) Designing contents and calendar** – Define a calendar with posts and related contents (a template is provided)
- 5) Measuring** – Measure the impact using metrics like: number of followers, connections, views of the LinkedIn profile, social action, views, comments, and shares of the materials posted.

At the end of the lesson the trainer does a quick turn of the table asking participants what they learned so as to improve the general awareness of the session.

Practical instructions are provided by the trainer to allow participants to exercise at home, building their own editorial plan.

Online learning

After the presentation, the trainer will invite all participants to design their editorial plan for a social media of their choice, following these steps:

1) Social media audit – As first step a template to assess the current presence on social media will be provided and filled out by each participant;

2) Defining measurable objectives – The second step is to define measurable objectives (e.g. contacts, website traffic, opinions aroused);

3) Defining the strategic map – Preparing the social media map with a specific mission for each social media;

4) Designing contents and calendar – Define a calendar with posts and related contents (a template is provided)

5) Measuring – Measure the impact using metrics like: number of followers, connections, views of the LinkedIn profile, social action, views, comments, and shares of the materials posted.

At the end of the lesson the trainer asks participants what they learned to improve the general awareness of the session.

Practical instructions are provided by the trainer to allow participants to exercise at home, building their own editorial plan.

DIGITAL LANDSCAPES



AIMS OF THE ACTIVITY

The aim of this activity is to make participants able to discover new ideas, job and professional opportunities, with a specific focus on digital transformation (e.g. Artificial Intelligence, robotics, blockchain, etc). In particular participants will be able to:

- become aware about job and professional opportunities linked to the digital era
- know digital transformation trajectories and potentialities for different fields (economic, cultural and social innovation)
- draft new ideas/ initiatives focused on the digital economy



SKILLS ADDRESSED IN THE ACTIVITY

Decision-making
Leadership
Strategic thinking



DURATION

Face-to-face learning: 50 minutes.
Online learning: 50 minutes.



MATERIALS NEEDED

Face-to-face learning: PowerPoint presentation, pencils, papers, post-it, laptop
Online learning: PowerPoint presentation, laptop

INSTRUCTIONS

The activity is a theoretical lesson that includes practical examples.

The trainer will discuss how to leverage the digital transformation to improve professional and business opportunities, showing main digital trends.

The trainer will provide examples to help participants recognize possible job opportunities in the current digital acceleration, to evaluate and prioritise them, and translate these opportunities into viable ideas and insights.

After the theoretical part, participants will be invited, guided by the trainer, to work in groups to brainstorm about new jobs and ideas related to a specific digital trend (e.g. AI, big data, blockchain, etc.)

At the end of the lesson the teacher does a quick turn of the table asking participants what they learned so as to improve the general awareness of the session.

These instructions apply to both delivery methods.

CREATING YOUR PERSONAL BRAND

Alternate for the activity "Digital landscapes"



AIMS OF THE ACTIVITY

This activity aims to help participants to better understand what personal branding and networking are and how they would benefit from using them utilizing case study examples and then defining the qualities of their own personal brands. By evaluating case study examples, learners will be prepared to develop their own personal brand.



SKILLS ADDRESSED IN THE ACTIVITY

Adaptability
Communication
Confidence
Critical thinking
Decision-making
Emotional intelligence
Networking
Self-awareness
Self-efficiency
Strategic thinking



DURATION

Face-to-face learning: 50 minutes.
Online learning: 50 minutes.



MATERIALS NEEDED

Face-to-face learning:

- PowerPoint presentation, pen, papers
- A "Personal Branding" template printed on large format paper if possible (one for each individual plus enough for small groups)

Online learning:

- PowerPoint presentation and laptop
- A "Personal Branding" template

INSTRUCTIONS

Step 1

Using one or more case studies, the trainer leads the group or has small groups evaluate an example with prompt questions given in the template. Be sure to point out mission/purpose statements that people use to describe themselves.

Step 2

Trainer walks the group through the template activity using one case study example. Participants help identify the following.

- “purpose” (the person’s mission statement)
- “core values”
- “soft skills” and “hard skills”
- “achievements and successes”
- “brand elements” (These include visual elements such as typography, graphics and colours)

Step 3

Participants use the template to turn their own unique qualities into a personal brand plan. Participants may work in pairs or individually. Trainers may choose to skip the brand elements section for this exercise.

- Encourage participants to consider what they value as individuals and professionals in their fields.
- It is okay if some skills and achievements are not specific to their STEAM field.
- Using the core values, skills and successes, participants can brainstorm possible purpose statements.

Step 4

Allow participants time to reflect and share what they have learned.

TIPS:

Participants can take the templates to finish as homework, using the answers they have generated as a starting point.

Participants should be encouraged to consider their own core values as individuals and professionals in their field.

Throughout the modules, they have been asked to examine their soft skills, they can list them here along with their hard skills (education, work experience, etc.) and successes and achievements. It is okay if some of the skills and achievements are not specific to their STEAM field.

Participants may find it easier to work on crafting a statement of purpose once they have listed their values, skills and successes.

Trainers may choose to skip the brand elements section for the purpose of this exercise. It can be suggested to participants that if they would like to work on this later, they could use a moodboard as one way to generate a look for a webpage, resume, etc. Trainers can also mention that if someone wants a professional website, they can hire a designer if they would rather not tackle creating their own.

SESSION EVALUATION AND CLOSURE



AIMS OF THE ACTIVITY

The aim of this activity is to understand how learners experience the training session and how the session can be improved.



SKILLS ADDRESSED IN THE ACTIVITY

No skills addressed.



DURATION

Face-to-face learning: 10 minutes.
Online learning: 10 minutes.



MATERIALS NEEDED

Face-to-face learning:

- Session evaluation form
- A pen or pencil

Online learning:

- Session evaluation link
- A laptop or tablet

INSTRUCTIONS

Participants are provided with the session evaluation form or link, for instance, to Google form.

TIPS:

- It is suggested to have learners' feedback in the training session.
- Trainer can choose to collect the evaluation virtually for both methods or physically with the face-to-face sessions. If virtually, the link to the evaluation form can be sent via email

3

MODULE 3

Adaptation of One's Own Skills to the Working Culture of the Host Country

Module 3 focuses on the adaptation of one's own skills to the host country and its working culture. This helps highly-skilled migrant women enhance their feelings of inclusion in the host country, efficiently showcase their abilities in job searches and at work, and thereby increase their employability potential and performance. The adaptation process starts with understanding their own skills and competences, understanding the host culture, the acquisition and application of skills in that context, and the handling of potential conflicts that result from cultural differences.

This module includes four main activities, following the described adaptation process. These activities serve as guidelines that participants can apply later in their lives.

Learning Outcomes



At the end of this module participants will:

- understand and know the process to adapt their own skills to the host culture and its working culture
- understand the importance of knowing themselves for learning and adapting into the host country contexts
- learn to spot cultural similarities and differences and be able to explain them
- be able to notice the gaps between one's own capabilities and employment demands
- be able to assess the level of conflicts and learn different approaches to solve them
- be able to apply the introduced practises in their own lives

Lesson Plan

TOPIC	DURATION		MATERIALS	COMMENTS
	Face-to-face learning	Online learning		
Introduction to the training session	5 minutes	5 minutes	PPT	
Only One! (Icebreaker)	10 minutes	10 minutes	A paper (A4 paper or notebook); pen or pencil	Group activity
Explore Your Soft Skills	30 minutes	25 minutes	A “The Way Your Soft Skills Are Shown” template; pen or a device (laptop or tablet)	Individual activity
Your Culture, My Culture	30 minutes	25 minutes	A “Your Culture, My Culture” template; a pen or a device (laptop or tablet)	Individual activity
BREAK	15 minutes	15 minutes		
Towards Your Career	40 minutes	30 minutes	A “Towards Your Career” template; a pen or a device (laptop or tablet)	Pair or team activity
The Way We Handle Conflicts	40 minutes	30 minutes	A “The Way We Handle Conflicts” template; a pen or a device (laptop or tablet)	Pair or team activity
Session evaluation and closure	10 minutes	10 minutes	Session evaluation form or link	
Homework		30 minutes		

Learning Content



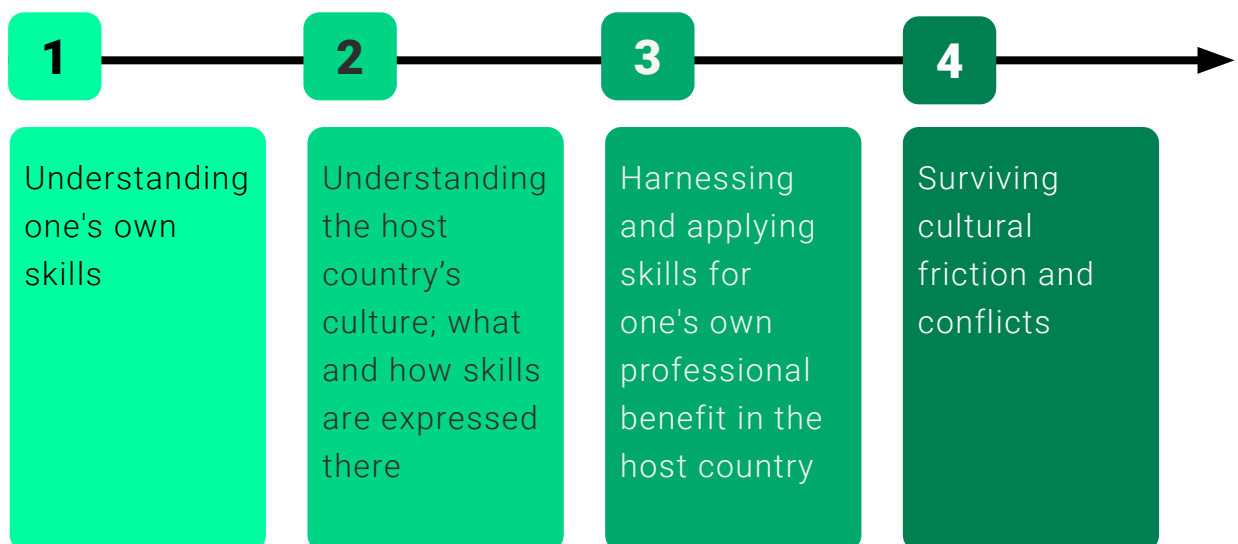
INTRODUCTION

Everybody has had moments where they have done something embarrassing, strange or inappropriate. This also happens in work life and applies to work-life and transferable soft skills, such as problem-solving, communication or decision-making, that help to deliver the work and make one's hard skills stand out. Soft skills can help one win the position and succeed in the workplace. Take for example, an engineer that only has theories. He or she will not be able to come up with technical solutions without having good problem-solving skills. Hence, understanding how soft skills work is essential.

“
***Soft skills
can help
one win the
position
and succeed
in the
workplace.***”

Each culture has its own habits, taboos, systems and ways of doing things. These are strongly connected to and expressed through soft skills. For instance, in one country the problem-solving style might be very democratic and informal, while in another country formal and hierarchical. The point is how to understand them within oneself, adapt them to the workplace and

the surrounding culture, harness them to get hired and utilise them to stand out in the work one does. For this purpose, the starting point is to (1) understand one's own soft skills and (2) understand the host culture, then (3) think how to apply and harness one's own skills in the local cultural contexts and (4) learn how to manage cultural friction and conflicts.



UNDERSTANDING ONE'S OWN SKILLS

One starts by understanding one's own skills before adapting to the new culture and knowing what to offer to host-country companies. Soft skills have been increasingly important in work life as hard skills alone are not enough. For example, when two foreign female scientists work in male-dominated teams and they know how to communicate their ideas well and convincingly, they will be able to showcase their own competences and

gain respect from other colleagues. Similarly, an international technician will get along well with other employees when she learns from others the ways they are performing a task and offering up their opinions. Thus, soft skills help people demonstrate hard skills and deliver work assignments and enhance feelings of belonging in the country of residence and at work.

In order to understand one's own skills, people first need to know and recognise their own experiences, successes, failures, personalities, histories, reactions and behaviours. Analysing and reflecting on, for instance, how they respond to unexpected deadlines or how they process their feelings in stressful situations, helps people to spot strengths and points for development as well as how and where they manifest. There are two main ways to recognise soft skills: self-reflection and others' reflection.

Here are some ways to detect one's own soft skills:

- 1 Current job or prior work experience**
What tasks you have completed; how you have managed to complete all urgent tasks; how you have collaborated with others; what techniques you have used to handle challenging situations.
- 2 Own history, events and life experience**
What major changes you have been through; how you have coped with them; how you have overcome difficulties?
- 3 Hobbies and interests**
What do you like doing; what you can do; what do you learn and develop from these activities?
- 4 Feedback from others**
What traits do your friends notice about you; what weaknesses have your family members spotted in you; what feedback have you had from colleagues and managers?
- 5 Emotions, reactions and personality**
How do you react to unexpected situations; how you behave when you are angry and sad; how you cope with criticism?

UNDERSTANDING THE HOST COUNTRY'S CULTURE; **HOW AND WHAT SKILLS ARE EXPRESSED THERE**



Moving to a new country and living in a different culture is very challenging at times, especially when we are not acquainted yet with how things work and how people behave. In daily life, one can get confused when trying to understand what the street signs mean or frustrated at the unexpectedly changing temperature. People may also struggle to get a job because of a lack of language skills or a poor understanding of how the recruitment process proceeds. At work, internationals can feel isolated as they may have different working styles. For instance, they may have gotten used to being told what to do but now need to proactively ask for tasks and information. Moreover, men and women often have different approaches in conveying ideas: while men may go straight to points, women may take a gentler approach. This may lead to misunderstandings between male and female employees.

Migrants can research the behaviours and ways of native host-country people and how they differ from those of their homeland. They can spend time observing patterns, such as, how natives answer emails and how ideas are presented, or ask a friend or a colleague about cultural norms. Foreign workers should gain a good knowledge of their companies or companies that they apply to as international organisations may have their own policies and initiatives towards diversity and inclusion.

Here are some ways to research about the host culture:

1

Hofstede's cultural dimensions show cultural differences across countries within 5 dimensions: power distance, individualism, masculinity, uncertainty avoidance, long-term orientation, and indulgence. For example, employees that are from the low power distance country are more comfortable in suggesting improved ideas to managers than employees from high power distance country. Read more at: <https://usdkexpats.org/theory/hofstedes-cultural-dimensions>.

Seven Dimensions of Culture guides people to deal with different cultures within 7 dimensions: universalism versus particularism, individualism versus communitarianism, specific versus diffuse, neutral versus emotional, achievement versus ascription, sequential time versus synchronous time, internal direction versus outer direction. For instance, employees from sequential-time countries are very punctual, while those from synchronous-time countries are less committed. Read more at: <https://www.mindtools.com/pages/article/seven-dimensions.htm>.

2

3

Schwartz's culture model utilises seven cultural values in three clear juxtapositions: hierarchy vs. egalitarianism, mastery vs. harmony, embeddedness vs. autonomy. For instance, women employees in mastery countries seek self-development through individual actions while in harmony countries, they usually accept their places and consider the family, society and group over themselves. Read more at: <https://usdkexpats.org/theory/schwartzs-culture-model>.

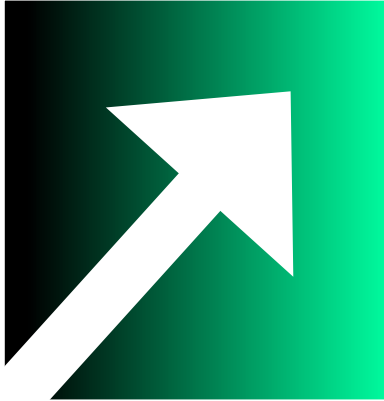
HARNESSING AND APPLYING SKILLS FOR ONE'S OWN PROFESSIONAL BENEFIT IN THE HOST COUNTRY

Our abilities are developed and expanded within time as one gains different experiences. It is important to know how to (1) make use of one's own capabilities and then (2) harness other skills where we live and work in order to keep up-to-date with knowledge and competences. One first needs to understand one's skill sets and research skills required for the sectors in the host country. Then one can compare to see which skills they can transfer to the new environment, which they should choose to showcase in job applications and at work, and which should be acquired. For example, Sara needs to fill-in for her colleague who is suddenly taken ill. In order to manage both her and the colleague's work, Sara must use her organisational, time management and multidisciplinary skills to deliver tasks by deadlines. However, Sara knows that her colleague's level in using tools is somewhat more advanced and thus, she needs to communicate this difficulty well to the manager (communication skills) and find ways to cope with the situation (adaptability and problem-solving skills).

HERE ARE SOME WAYS TO DEVELOP AND ACQUIRE SKILLS AT THE WORKPLACE:

- Talk to workers in the sector to benefit from their experience in those skills
- Learn from others by carefully observing how people work, reflecting on your performance and noticing and filling gaps within detailed actions
- Actively ask for feedback from other colleagues
- Take on new opportunities as well as challenges
- Seek learning opportunities internally within programmes and courses

SURVIVING CULTURAL FRICTION AND CONFLICTS



Imagine you work with a male colleague from a country where women are not encouraged to work who never considers your ideas and you feel your position at work is undervalued. This scenario might lead to unfortunate conflicts. The best way to survive cultural friction and conflicts is by knowing one's own culture, learning about the cultures of others and seeing where the differences are. It is necessary to prepare for potential conflicts by learning how to process feelings and behave when conflicts happen, and by searching for information and talking to people from different cultural backgrounds.

Knowing how to handle conflicts that may arise helps you maintain positive relationships with others. The process to manage conflicts can be the following:

- Figure out what the conflicts are about and what their root causes are.
- Process personal feelings and explore different ways to tackle conflicts (using activity 6).
- Find the most appropriate way to resolve conflicts, involving superiors if necessary.
- Respectful and cordial communication are key to discussing problems and their consequences. Listen actively to the other person's points of view.
- Agree on common and respectful actions to avoid it happening again.



Learning Activities

This module comprises the following activities:

- “Only One!” gets participants to feel comfortable with the training session
- “The Way Your Soft Skills Are Shown” helps learners reflect on individual soft skills from their own life and working experiences
- “Your Culture, My Culture” improves recognition of cultural similarities and differences between one’s origin country and the host country and understanding of the reasons
- “Towards Your Career” helps participants notice skills required in the labour market, existing gaps of their skills and areas that they can improve
- “The Way We Handle Conflicts” encourages learners to assess different conflicts and understand several approaches to solve them
- For online mode of delivery, two homework assignments for “Your Culture, My Culture” and “The Way We Handle Conflicts” and additional reading materials



INTRODUCTION TO THE TRAINING SESSION



AIMS OF THE ACTIVITY

The aim of this activity is to introduce participants to the training, its objectives and contents.



SKILLS ADDRESSED IN THE ACTIVITY

No skills addressed.



DURATION

Face-to-face learning: 5 minutes.

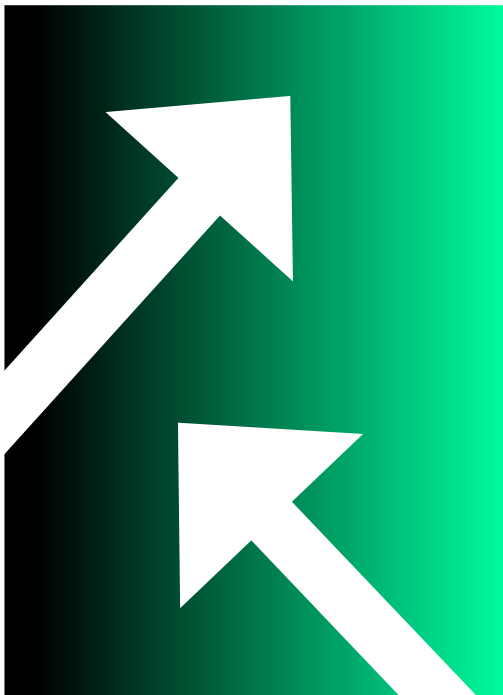
Online learning: 5 minutes.



MATERIALS NEEDED

Face-to-face learning: PowerPoint presentation.

Online learning: PowerPoint presentation.



INSTRUCTIONS

Participants are welcomed and registered (if applicable).

Present to participants:

- the training modules;
- the training session objectives and contents;
- the training timeline.

ONLY ONE!

icebreaker



AIMS OF THE ACTIVITY

The aim of this activity is to make participants feel comfortable with each other and the training session so that they will be more open and participative in the training.



SKILLS ADDRESSED IN THE ACTIVITY

Self-awareness
Creativity
Openness



DURATION

Face-to-face learning: 10 minutes.
Online learning: 10 minutes.



MATERIALS NEEDED

Face-to-face learning:

- PowerPoint presentation
- A paper (A4 paper or notebook)
- A pen or pencil

Online learning:

- PowerPoint presentation
- A laptop or tablet
- A paper (A4 paper or notebook)
- A pen or pencil

INSTRUCTIONS

Step 1

Ask a simple question "What ONE thing in nature would you choose to describe yourself?"

Step 2

Give participants 1-2 minutes to think on their own.

Step 3

Ask participants to share their answers with the rest of the group by speaking up or by typing in the chat box (in an online session). Another alternative that can be used in both offline and online delivery is to ask participants to draw the answer on paper and show it to the other participants for guessing.

Sources:

This activity is inspired by the one-word icebreaker game: <https://www.tinypulse.com/blog/sk-work-icebreaker-games>.

THE WAY YOUR SOFT SKILLS ARE SHOWN



AIMS OF THE ACTIVITY

“The Way Your Soft Skills Are Shown” is an individual exercise for participants to reflect on their soft skills and embrace their values through self-reflection on their own experiences. In this activity, participants look to their normal lives to detect soft skills and remind themselves about their attributes.



SKILLS ADDRESSED IN THE ACTIVITY

Self-awareness
Critical thinking



DURATION

Face-to-face learning: 30 minutes.
Online learning: 25 minutes.



MATERIALS NEEDED

Face-to-face learning:

- PowerPoint presentation
- Participants’ own completed “Soft Skills Assessment” template (of Module 1 – Confidence Building and Self Efficacy)
- A “The Way Your Soft Skills Are Shown” template
- A pen or pencil

Online learning:

- PowerPoint presentation
- Participants’ own completed “Soft Skills Assessment” template (of Module 1 – Confidence Building and Self Efficacy)
- A “The Way Your Soft Skills Are Shown” template
- A laptop or tablet

INSTRUCTIONS

Step 1

Explain the idea of the exercise and hand out the template or share the link to download the template.

Step 2

Ask participants to review their completion of “Soft Skills Assessment”.

Step 3

Tell participants to list and organise those soft skills in the order from **5 – being excellent** to **1 – being poor**, on the first column of “The Way Your Soft Skills Are Shown” template.

Step 4

For each soft skill listed, participants recall moments and situations where the skill was shown. Instruct participants to describe particular activities that demonstrate skills. For example, creativity can be shown as new and interesting ideas or ways of doing ordinary things. Write down the answers, using bullet points, on the second column.

Step 5

Repeat the last step for the remaining soft skills.

Step 6

After that, ask participants to share their answers with the rest of the group. This could help other participants to realise skills they may have in common and skills they may use in future situations.

YOUR CULTURE, MY CULTURE



AIMS OF THE ACTIVITY

This activity enables participants to understand cultural similarities and differences using Hofstede's five cultural dimensions and to practice noticing them in daily life and at the workplace. It helps to increase cross-cultural understanding as well as empathy, tolerance and openness towards the host culture.



SKILLS ADDRESSED IN THE ACTIVITY

Self-awareness
Empathy
Openness
Cross-cultural understanding



DURATION

Face-to-face learning: 30 minutes.
Online learning: 25 minutes.



MATERIALS NEEDED

Face-to-face learning:

- PowerPoint presentation
- A "Your Culture, My Culture" template that includes an explanation of Hofstede's five cultural dimensions
- A pen or pencil

Online learning:

- PowerPoint presentation
- A "Your Culture, My Culture" template that includes an explanation of Hofstede's five cultural dimensions
- A laptop or tablet

INSTRUCTIONS

Step 1

Explain the idea of exercise and hand out the template or share the link to download the template.

Step 2

Give participants some time to read through the meanings of Hofstede's five cultural dimensions.

Step 3

Tell participants to reflect on their cultures and the host culture where they are living and write down their reflection on the second column (home culture) and third column (host culture) corresponding to five key topics:

- Political structures and religious influences
- Communication style and formality
- Perception of time and planning
- Gender roles and opportunities
- Perception of work and hierarchy at workplace

Step 4

In the fourth column, explain the similarities and differences in five topics, using Hofstede dimensions. For example, if the communication style in your home country is mostly formal while it is informal in your host country, it can be explained that the power distance level in your home country is higher than the host country. Within this exercise, participants could also learn that similarities among countries may stem from different reasons and backgrounds.

TIPS:

The fourth step can be completed as homework for online learning. Depending on the number of listed differences, the duration to complete this step is about 15 minutes.

It could also be suggested that pairs could run the exercise interviewing one another using the method as outlined above to practice language and communications skills.

TOWARDS YOUR CAREER

AIMS OF THE ACTIVITY

This activity aims to help participants to evaluate and analyse their capabilities and sectoral skills given the context of their host labour market. It is useful when positioning oneself in the professional environment, and helps them select skills to showcase and identify those to develop.

SKILLS ADDRESSED IN THE ACTIVITY

Researching
Analysing
Logical thinking
Critical thinking
Cross-cultural understanding
Openness
Teamwork

DURATION

Face-to-face learning: 40 minutes.
Online learning: 30 minutes.

MATERIALS NEEDED

Face-to-face learning:

- PowerPoint presentation
- A “Towards Your Career” template
- A pen or pencil

Online learning:

- PowerPoint presentation
- A “Towards Your Career” template
- A laptop or tablet

INSTRUCTIONS

Step 1

Explain the idea of the exercise and hand out the template or share the link to download the template. Participants are divided into groups of 2-3 people that have the same or similar professional backgrounds. For example, they can share the same sector, such as engineering, or the same professions, such as software engineers.

Step 2

Give the divided teams 15-30 minutes to research, analyse and fill in all the boxes in the template. Tell them to reflect on their experiences and knowledge of other people in writing the answers.

Step 3

In the remaining time, ask participants to share with the rest of the group what gaps they have identified between themselves and the sector requirements, and what solutions they propose. This helps them to better-know and accept the existing gaps of their own capabilities and required competences, and hence find ways to bridge the gaps.

Sources:

This activity is inspired by the Skills for Trade and Economic Diversification tool developed by International Labour Organisation:

- https://www.ilo.org/employment/Whatwedo/Projects/WCMS_151399/lang--ru/index.htm
- https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_534307.pdf

TIPS:

— This exercise can be completed individually or in a team.

— To divide participants into pairs or teams, trainers should learn the participants' backgrounds in advance and, if possible, assign pairs and teams beforehand.

— Ideally, participants should complete the activity in teams during the training to get to know others' difficulties and challenges. That way they can increase their empathy and openness towards their own and others' difficulties and challenges, enhancing their learning from others and the probability of finding solutions for common problems.

— Participants should be encouraged to continue working on the gaps on their own, using the process proposed in the template.

THE WAY WE HANDLE CONFLICTS



AIMS OF THE ACTIVITY

“The Way We Handle Conflicts” activity helps participants understand cultural differences, potential conflicts and ways to resolve them, adapting the popular model of Thomas Kilmann. Learners will learn to use their problem-solving skills to facilitate mutual understanding and promote cultural exchange at work.



SKILLS ADDRESSED IN THE ACTIVITY

Conflict resolution and management
Critical thinking
Communication
Openness
Empathy
Cross-cultural understanding



DURATION

Face-to-face learning: 40 minutes.
Online learning: 30 minutes.



MATERIALS NEEDED

Face-to-face learning:

- PowerPoint presentation
- A “The Way We Handle Conflicts” template, including 3 scenarios, information of Thomas-Kilmann model and instruction
- A pen or pencil

Online learning:

- PowerPoint presentation
- A “The Way We Handle Conflicts” template, including 3 scenarios, information of Thomas-Kilmann model and instruction
- A laptop or tablet

INSTRUCTIONS

Step 1

Explain the idea of the exercise and hand out the template or share the link to download the template. Participants are divided into pairs or teams of max. 4 people that ideally share little or no commonality in working backgrounds. For instance, one participant from engineering is paired with one participant from the arts.

Step 2

Give the divided pairs and teams 20-30 minutes to:

- Read through 3 scenarios thoroughly and rank each one from 1 to 3.
 - 1** = Conflict that might be handled well
 - 2** = Conflict that might be handled neither good nor bad
 - 3** = Conflict that might be handled poorly
- For each scenario, write down possible ways to handle the conflicts using five approaches (Thomas-Kilmann model):
 - Avoiding** = bypassing the conflict
 - Accommodating** = satisfying the other person's concerns at your own expense
 - Compromising** = finding an acceptable agreement that partially satisfies both people's concerns
 - Competing** = satisfying your concerns by sacrificing at the other person's expense
 - Collaborating** = finding a win-win solution which completely satisfies both people's concerns

Step 3

In the last 10 minutes, ask participants to reflect and discuss the following questions:

- Which approaches do you usually use in handling cultural conflicts?
- Which approaches are effective at resolving cultural conflicts?
- What behaviours and actions should be avoided in resolving the conflicts?

TIPS:

- This exercise can be completed individually or in small teams.
- To divide participants into pairs or teams, trainers need to know the participants' background in advance and, if possible, assign pairs and teams beforehand.
- Ideally, participants should complete the activity in teams during the training to get to know others' experiences and perspectives on cultural conflicts, which will enhance their learning from others and problem-solving skills.
- Participants are encouraged to continue using the practice in real-life situations.
- For online learning, the third step can be homework that takes 15 minutes to complete.

Sources:

This activity is inspired by:

- Thomas-Kilmann model: <https://challengingcoaching.co.uk/conflict-and-challenge/>
- Exercise "Conflict Responses" developed by Hyper Island Toolbox: <https://toolbox.hyperisland.com/conflict-responses-reflection>
- Exercise "I'm listening" developed by Mary Scannell: <https://s3.wp.wsu.edu/uploads/sites/2070/2016/08/The-big-book-of-Conflict-Resolution-Games.pdf>

SESSION EVALUATION AND CLOSURE



AIMS OF THE ACTIVITY

The aim of this activity is to understand how learners experience the training session and how the session can be improved.



SKILLS ADDRESSED IN THE ACTIVITY

No skills addressed.



DURATION

Face-to-face learning: 10 minutes.

Online learning: 10 minutes.



MATERIALS NEEDED

Face-to-face learning:

- Session evaluation form
- A pen or pencil

Online learning:

- Session evaluation link
- A laptop or tablet

INSTRUCTIONS

Participants are provided with the session evaluation form or link, for instance, to Google form.

TIPS:

- It is suggested to have learners' feedback in the training session.
- Trainer can choose to collect the evaluation virtually for both methods or physically with the face-to-face sessions. If virtually, the link to the evaluation form can be sent via email



Additional Materials and Resources

Personality, Skills, and Interests

<https://courses.lumenlearning.com/sac-counseling116/chapter/professional-skill-building/>

The Growing Importance of “Soft Skills” in the Workplace

<https://www.forbes.com/sites/nextavenue/2018/02/09/the-7-transferable-skills-to-help-you-change-careers/#481b12d44c04>

Four soft skills needed to be successful in STEM

<https://www.verizon.com/about/our-company/fourth-industrial-revolution/four-soft-skills-needed-be-successful-stem>

How to Match Your Qualifications to a Job

<https://www.thebalancecareers.com/how-to-match-your-qualifications-to-a-job-2060941>

Match your skills to jobs

<https://www.qld.gov.au/jobs/career/advice/matching>

Importance Of Cultural Awareness In The Workplace: How To Become More Culturally Aware

<https://www.easylama.com/blog/importance-of-cultural-awareness>

10 Ways to Learn More about Other Cultures

<https://www.shrm.org/resourcesandtools/hr-topics/behavioral-competencies/global-and-cultural-effectiveness/pages/learn-more-about-other-cultures.aspx>

4

MODULE 4 Exploring the Benefits of Entrepreneurship and Self-Employment

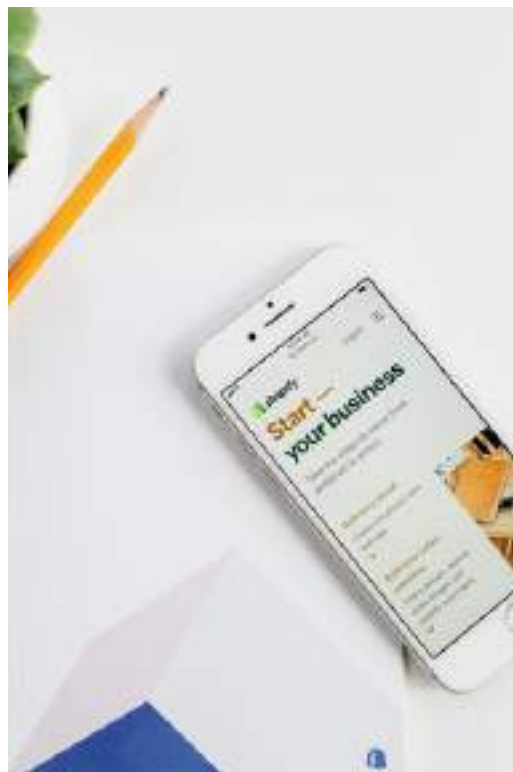
The fourth module focuses on exploring new ways of self-invention in the labour sector. Reinventing oneself is necessary to continue growing and entrepreneurship is not the only way but knowing about it will be crucial to be able to choose it and opt for it.

This module discusses the pros and cons of self-employment. It is focused on the understanding and better self-knowledge of the potential for entrepreneurship, and it explores the importance of resilience, flexibility, creativity, and communication as key skills for entrepreneurship. This section wraps up in the learning of basic skills, the soft skills.

Learning Outcomes

At the end of this module participants will:

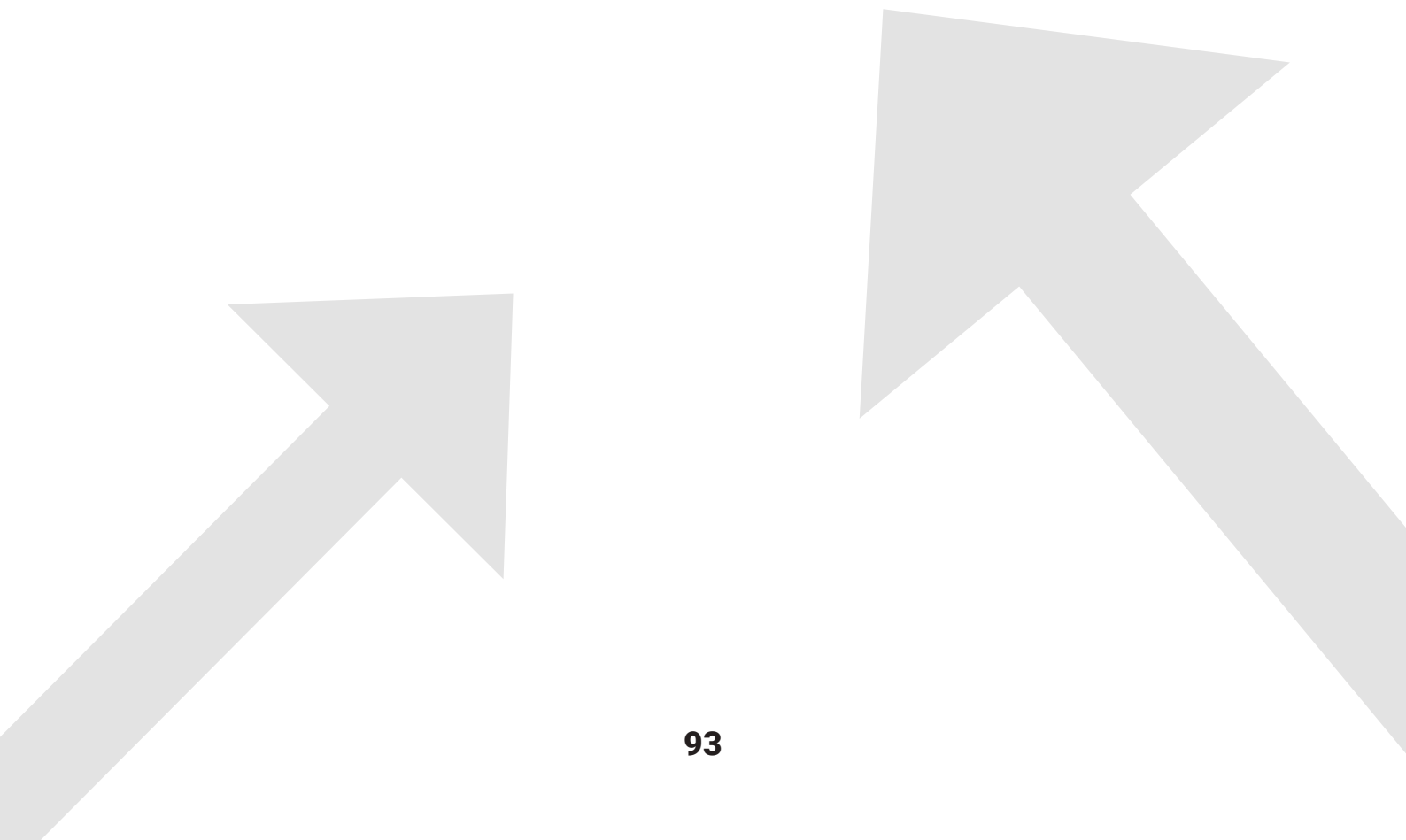
- know and assess the advantages and disadvantages of entrepreneurship.
- be able to explore their own entrepreneurship potential.
- know the key skills to become an entrepreneur.
- understand the importance of useful resources for social and logistic support and funding.



Lesson Plan

TOPIC	DURATION		MATERIALS	COMMENTS
	Face-to-face learning	Online learning		
Introduction to the training session	5 minutes	5 minutes	PPT	
Who is She?	35 minutes	35 minutes	PPT	Individual activity and group discussion
Is Entrepreneurship for You? Characteristics Needed	40 minutes	40 minutes	PPT, a "Characteristics needed" handout and SWOT Analysis handout	
BREAK	10 minutes	10 minutes		
Discover the Benefits and Risks of Entrepreneurship	25 minutes	25 minutes	Post-it (two colours), pen or pencil, or Padlet link, a "Discover the Benefits and Risks of Entrepreneurship" template	Bring in STEAM stats with regards migrant women working in host country (PPT)
How to Come Up with A Good Business Idea	40 minutes	40 minutes	PPT, "Business Idea" template	
Session evaluation and closure	15 minutes	15 minutes	Session evaluation form or link	

Homework: Pitch Exercise		15 minutes	Class materials and paper/pencil or a device	
Homework: Videos of Migrant Women Entrepreneurs		10 minutes	Links to the 2 YouTube videos: https://www.youtube.com/watch?v=-v00swl8QWWU https://www.youtube.com/watch?v=tzaX-uUgw51w	



Learning Content

Studies in all MentoraSTEAM partner countries show that highly-skilled migrant women often face double minority bias as immigrants and women in STEAM. When women migrate, they often drop in social status and their access to the labour market is much lower than their education level and qualifications. For these and other reasons, entrepreneurship can be a good path to leadership for women. Though still underrepresented, women, and migrant women in particular, are increasingly going into business for themselves. Women owned and operated businesses have grown from closer to one-quarter of the entrepreneurial sector in the 1990s to almost 50% in some countries today.

Especially for highly skilled migrant women in the STEAM sectors, starting one's own business or being self-employed has many advantages. Entrepreneurship allows migrant women to work in the specific area they are passionate about and gives them much more flexibility and opportunities. However, starting one's own business is also risky; it bears a lot of uncertainty and the adaptation to a new business market is hard.

SELF EMPLOYMENT AND ENTREPRENEURSHIP

Someone who is self-employed does not work for a specific employer who pays a consistent salary or wage. Instead, income is earned by working directly for clients or contracting with a trade or business. Consultants, independent contractors, gig workers, light entrepreneurs and freelancers are examples of common types of self-employed persons.

- **Freelancers:** offer services at an agreed rate; get to pick their assignments; can usually choose their own hours and where to do their work; may be the easiest form to try out on a part-time or interim basis.
- **Independent contractors:** agree to short or long contracts with a defined scope; client/payer directs what work will be done but the contractors usually decide how the work is executed for themselves.

- **Gig workers:** by definition, jobs last a specified time, however, in some cases businesses use “gig workers” on an ongoing basis and this is an issue for labour law to decide whether some gig workers should be considered employees. Freelancers, independent contractors and light entrepreneurs may do gig work.

- **Light entrepreneurs (in Finland):** use a service to invoice clients and customers; do not have their own business licence; sell their services in a way similar to freelancing; can be done part-time or full-time.

- **An entrepreneur** is an individual who creates her or his own new business. The process of setting up a business is known as entrepreneurship. An entrepreneur is usually seen as an innovator, a source of new ideas, goods, services, and business procedures. Setting up one’s own business bears many risks, but also many chances and rewards.

Business types include **sole proprietorships** where the owner is the only worker and there are no other employees, different kinds of **partnerships**, and **corporations**. The term **SME** (small to medium enterprises) can include businesses run by an individual alone or with a small staff. The term **start-up** refers specifically to a business focused on quick growth, often with large infusions of cash, instead of establishing stability and more modest financial goals.

In practice, starting a business takes a lot of planning. Key points of entrepreneurship include:

- The business idea; one needs to develop a customer orientation; engage in productization of one’s own skills and knowledge
- Selecting the form of business
- Writing a business plan
- Visibility and marketing
- Funding (including how to figure out desired salary; how much to charge for your services and products; etc.)
- Legal issues (examples: contracts, invoices, taxation, etc.)
- Other costs, fixed costs etc.



Working as a freelancer will have similar but different considerations involving:

- Contracts and invoicing
- Salary
- Taxation and legal issues (i.e. licensing requirements, etc.)
- International platforms to find freelancing jobs (platforms for STEAM sectors if any)

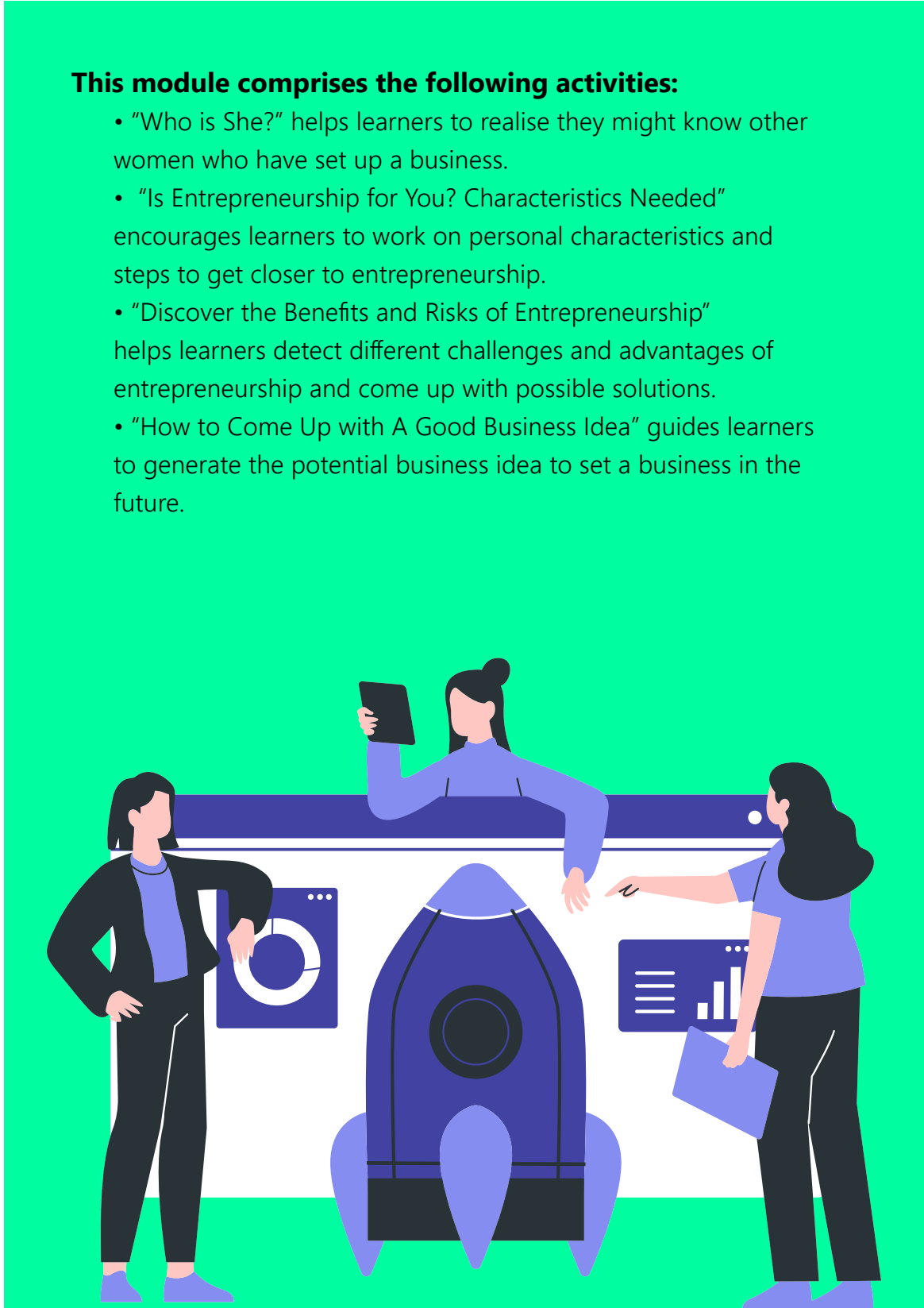
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For any of these options it will also be important to know where to go for help (when things go wrong). What government entities, better business bureaus, attorneys and private consultants can one go to in the host country. Read the summary of self-employment and entrepreneurship [HERE](#).

Learning Activities

This module comprises the following activities:

- “Who is She?” helps learners to realise they might know other women who have set up a business.
- “Is Entrepreneurship for You? Characteristics Needed” encourages learners to work on personal characteristics and steps to get closer to entrepreneurship.
- “Discover the Benefits and Risks of Entrepreneurship” helps learners detect different challenges and advantages of entrepreneurship and come up with possible solutions.
- “How to Come Up with A Good Business Idea” guides learners to generate the potential business idea to set a business in the future.



INTRODUCTION TO THE TRAINING SESSION



AIMS OF THE ACTIVITY

The aim of this activity is to introduce participants to the training, its objectives and contents.



SKILLS ADDRESSED IN THE ACTIVITY

No skills addressed.



DURATION

Face-to-face learning: 5 minutes.

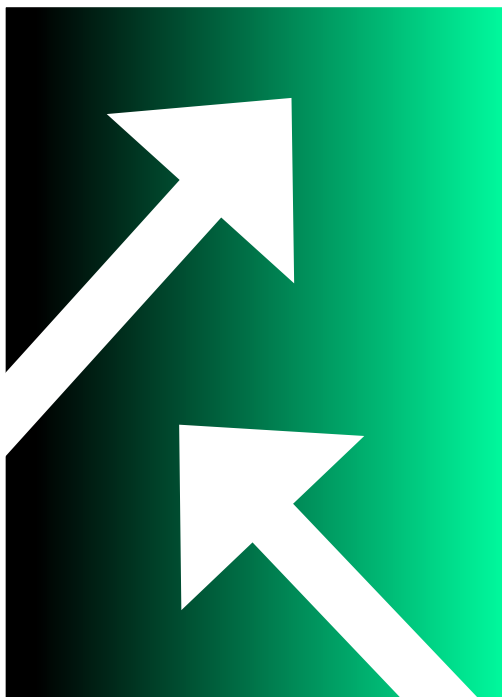
Online learning: 5 minutes.



MATERIALS NEEDED

Face-to-face learning: PowerPoint presentation.

Online learning: PowerPoint presentation.



INSTRUCTIONS

Participants are welcomed and registered (if applicable).

Present to participants:

- the training modules;
- the training session objectives and contents;
- the training timeline.

WHO IS *SHE*?



AIMS OF THE ACTIVITY

The aim of this activity is to collect examples of women, friends, or acquaintances who have successfully launched a business, collect the characteristics they have and discuss some case studies/success stories.



SKILLS ADDRESSED IN THE ACTIVITY

Critical thinking
Communication
Reflection
Group discussion



DURATION

Face-to-face learning: 35 minutes.
Online learning: 35 minutes.



MATERIALS NEEDED

Face-to-face learning:

- PowerPoint presentation with women entrepreneur case studies
- Paper, pen, or pencil
- A laptop or tablet

Online learning:

- PowerPoint presentation with women entrepreneur case studies
- Paper, pen, or pencil
- A laptop or tablet

INSTRUCTIONS

Step 1

Learners have to come up with examples of women, acquaintances or friends they know that have successfully started a business or are successful entrepreneurs. Learners collect and discuss the characteristics that helped them to be successful in what they do.

Step 2

The trainer guides the learners by asking questions such as:

- Do you know someone (a friend etc.) that has successfully launched a business? Who is this person? What do they do?
- How did they come up with the business idea? What need (problem) does the business idea solve?
- How did this person start? What were the difficulties and obstacles?
- How was this person able to start their own business?
- What characteristics does the person have that helped them to successfully start a business/to be a successful entrepreneur?

Step 3

After that, some success stories of the case studies will be discussed with the learners to see how they were able to start their own business and which characteristics, skills or values helped them to be successful. At this point, a matching exploratory exercise will be developed, learners will be encouraged to identify what skills and values they bring to setting up a business.

TIPS:

Each trainer/partner country will present the success stories of women in their country that have been identified throughout the project. Each trainer has a document that lists all the examples of success stories that can be discussed with the learners.

IS ENTREPRENEURSHIP FOR YOU?

CHARACTERISTICS NEEDED



AIMS OF THE ACTIVITY

The aim of this activity is to explore what characteristics are necessary for entrepreneurship and what circumstances must be taken into account to launch a business. Therefore, learners will first work on personal characteristics with the help of a SWOT Analysis, following by a presentation on the characteristics needed and then on the steps to get closer to entrepreneurship. After that they apply the knowledge to possible business challenges and analyse which characteristics are needed for certain business challenges.



SKILLS ADDRESSED IN THE ACTIVITY

Self-awareness
Group discussion
Reflection



DURATION

Face-to-face learning: 40 minutes (divided 20 minutes reflecting on SWOT Analysis and into 20 minutes presentation “Characteristics needed” and business challenges).

Online learning: 40 minutes (divided into 20 minutes presentation “Characteristics needed” and 20 minutes reflecting on SWOT Analysis and business challenges).



MATERIALS NEEDED

Face-to-face learning:

- PowerPoint presentation
- A pen or pencil
- SWOT Analysis template
- A “Characteristics Needed” handout

Online learning:

- PowerPoint presentation
- A pen or pencil
- SWOT Analysis template
- A “Characteristics Needed” handout

INSTRUCTIONS

Step 1

Start with an exercise of self-knowledge, to explore the characteristics that learners have and are not usually aware because they are unconscious skills. To reflect on their own strengths, weaknesses, and opportunities and threats of entrepreneurship, learners will complete individually the template of the SWOT Analysis. Once they finish their SWOT analysis by their own, give them the opportunity to share their results in common, it is not compulsory but it will add an insightful value.

Step 2

Present the slides that introduce competencies. Each competency will be covered in more detail in the slides. The skills and competences can be found in the “Characteristics Needed” handout. After the presentation, ask learners if they would add some other characteristic that they have and are not written in their own SWOT Analysis.

Step 3

Explain that we will move to the business challenges part of the activity to reflect on possible business challenges and analyse which characteristics are needed for which business challenge that an entrepreneur has to face in their career.

- Pair learners and ask them to create and role-play characters who face business challenges. Each pair generates ideas and solutions. After that, learners identify which characteristics, skills and competencies have been demonstrated in solving those challenges. When doing the activity online, learners can be divided into small break-out sessions.
- Each group gets 2-3 business challenges for solving. Possible business challenges can be:
 - Informing your boss that you are quitting your position to start a new business by your own.
 - Presenting your business idea to the Chamber of Commerce for applying for financial support.
 - Managing finances when you are applying for a loan in the bank.
 - Building networks in a conference: breaking the ice.

DISCOVER THE *BENEFITS AND RISKS* OF ENTREPRENEURSHIP



AIMS OF THE ACTIVITY

The aim of this activity is to reflect on the pros and cons of (female) entrepreneurship in general, to discuss them and to eventually find solutions for the obstacles and challenges.



SKILLS ADDRESSED IN THE ACTIVITY

Reflection

Group discussion



DURATION

Face-to-face learning: 25 minutes (divided into 10 minutes reflection (individual work) and 15 minutes group discussion)

Online learning: 25 minutes (divided into 10 minutes reflection in a small group and 15 minutes discussion with the whole group)



MATERIALS NEEDED

Face-to-face learning:

- Post-it notes in two different colours (one colour for the advantages and another colour for the disadvantages; every woman gets one post-it in each colour), pen or pencil
- A “Discover the Benefits and Risks of Entrepreneurship” template

Online learning:

- Padlet link: <https://padlet.com/janinaalvarez1/i4rewl5fysrc8fd8>
- A laptop or tablet
- A “Discover the Benefits and Risks of Entrepreneurship” template

INSTRUCTIONS

The trainer introduces the activity which aims at reflecting and discussing the advantages and disadvantages of entrepreneurship.

The trainer can ask some questions at the beginning to help the participants reflect and get more ideas:

- What is positive about starting your own small business?
- How can your life be changed by starting your own business?
- What can be the obstacles when starting your own business?
- Etc.

Face-to-face learning

After introducing the activity and giving the questions for reflection, the learners now have time to write down their own ideas of the advantages and disadvantages of launching a business on the different coloured post-its. To make the activity more interactive, the post-it notes have to be put on the wall or board.

Then the ideas written down will be discussed and more advantages/ disadvantages will be added.

Discussion on the identified pros and cons.

Provide participants with the “Discover the Benefits and Risks of Entrepreneurship” template that has a list of possible advantages and challenges of entrepreneurship, and some possible solutions. The template can be used later in learners’ lives.

Online learning

After introducing the activity and giving the questions for reflection, the participants will be divided into smaller groups of 4-5 women and each group will have their own break-out room in Zoom. Every group has 10 minutes to come up with their own ideas of advantages and disadvantages (and possible solutions for the obstacles) and discuss them in their small group. Every group has to note down their points, the best would be in a shared document.

After that, all participants will be once again together in the Zoom session and each group presents shortly the ideas they came up with. The solutions will also be discussed with all participants.

Provide participants with the “Discover the Benefits and Risks of Entrepreneurship” template that has a list of possible advantages and challenges of entrepreneurship, and some possible solutions. The template can be used later in learners’ lives.

HOW TO COME UP WITH A GOOD *BUSINESS IDEA*



AIMS OF THE ACTIVITY

The aim of this activity is to share tips to facilitate having a business idea, as one of the biggest challenges in this field of entrepreneurship is to have a potentially entrepreneurial idea.



SKILLS ADDRESSED IN THE ACTIVITY

Creative
Critical thinking
Curiosity
Decision-making
Leadership



DURATION

Face-to-face learning: 40 minutes.
Online learning: 40 minutes.



MATERIALS NEEDED

Face-to-face learning:

- PowerPoint presentation
- Pen or pencil
- A “How to Come Up with a Good Business Idea” template

Online learning:

- PowerPoint presentation
- Pen or pencil
- A “How to Come Up with a Good Business Idea” template

INSTRUCTIONS

This activity will be delivered with the help of PowerPoint presentation. After presenting the PowerPoint Presentation, learners have time to reflect on themselves, their creativity, and critical thinking.

The following are some tips needed to foster good business ideas:

- Turn the functionality of a product on its head: a beer was always an alcoholic beverage until someone thought of taking the alcohol out of it.
- Sell products that others have created: AVON saleswomen, for example.
- Take inspiration from the tradition to provide a solution to the problem.
- Offer added value to what already exists.
Change some attributes of a product, e.g., electric scooter.
- Move the place of purchase: Reed Hastings and Marc Randolph came up with the idea of renting DVDs by post. To test the concept, by mailing themselves a DVD. The DVD arrived intact, and the idea for Netflix was born. Later on, they personalised movie recommendation websites, using members' ratings to predict future choices. In 2007 streaming is introduced, allowing members to instantly watch series and films
- Improve usability: information is found earlier.
- Change the order of use. Williams Fiam: created a product for before shaving instead of after.
- Adapt ideas to other sectors: clothing or furniture outlets.

After the PPT presentation, provide learners with the “How to Come Up with a Good Business Idea” template and ask them to reflect on the questions given in the template and fill in the empty spaces. This helps them to connect their strengths and abilities to a concrete idea and to elaborate it.

SESSION EVALUATION AND CLOSURE



AIMS OF THE ACTIVITY

The aim of this activity is to understand how learners experience the training session and how the session can be improved.



SKILLS ADDRESSED IN THE ACTIVITY

No skills addressed.



DURATION

Face-to-face learning: 15 minutes.

Online learning: 15 minutes.



MATERIALS NEEDED

Face-to-face learning:

- Session evaluation form
- A pen or pencil

Online learning:

- Session evaluation link
- A laptop or tablet

INSTRUCTIONS

Participants are provided with the session evaluation form or link, for instance, to Google form.

TIPS:

- It is suggested to have learners' feedback in the training session.
- Trainer can choose to collect the evaluation virtually for both methods or physically with the face-to-face sessions. If virtually, the link to the evaluation form can be sent via email

HOMework: *PITCH EXERCISE*

DURATION

15 minutes

MATERIALS NEEDED

Class materials, pen, paper to take notes

GIVE THESE INSTRUCTIONS TO THE LEARNERS:

- Go through the class materials and recap everything you have learned about the skills and strengths needed for being an entrepreneur, advantages, and how to come up with a good and inventive business idea.
- Now it is time to put the theoretical knowledge into practice: Apply everything you have learned about skills, strengths, and advantages of entrepreneurship to your personal situation: What skills do you personally have that make you a good entrepreneur? What are your strengths to launch your own business? What advantages does entrepreneurship hold for your personal life, how can you improve your labour situation through starting a new business? Take notes!
- After that, come up with a business idea that you are passionate about; it does not have to be very elaborated, a short idea is enough. Keep in mind that the business idea should be as new, creative, and inventive as possible.
- Now, try to hold a pitch talk that lasts around 2-3 minutes where you present yourself shortly and your business idea, proving that you are the right person to start this new business idea by presenting your skills, strengths and the advantages for you and the labour market.
- You can additionally record yourself for analysing your voice and gesture when giving the short speech.

HOMework: **VIDEOS OF MIGRANT WOMEN ENTREPRENEURS**

DURATION

15 minutes

MATERIALS NEEDED

Links to the 2 YouTube videos:

<https://www.youtube.com/watch?v=v00swl8QWWU>

<https://www.youtube.com/watch?v=tzaXuUgw51w>

GIVE THESE INSTRUCTIONS TO THE LEARNERS:

- Watch two videos that show some examples of migrant women participating in an Australian programme which helps them with starting their own businesses.
- Reflect on the theoretical knowledge learned in class and try to establish connections with the women presented in the videos.
- Try to see some similarities or differences between women in videos and themselves. Think about how you feel about your confidence and motivation when watching these success stories.



Additional Materials and Resources

Definition Entrepreneur

<https://www.investopedia.com/terms/e/entrepreneur.asp>

Women in business: advantages, challenges and opportunities

<https://www.hult.edu/blog/women-in-business-advantages-challenges-and-opportunities/>

Pros and Cons of being a female entrepreneur

<https://www.mbopartners.com/blog/how-start-small-business/women-entrepreneurs-the-pros-and-cons-of-working-for-yourself/>

Immigrants and Entrepreneurship

<https://wol.iza.org/articles/immigrants-and-entrepreneurship/long>

Migrant Female Entrepreneurship

https://www.researchgate.net/publication/4793605_Migrant_Female_Entrepreneurship_Driving_Forces_Motivation_and_Performance

Entrepreneurship for Migrants (Video)

https://www.youtube.com/watch?v=nqFE_amaDG0

De emigrante a emprendedor (Podcast) [From emigrant to entrepreneur]

<https://www.migrantesexitosos.com/episode/017-de-emigrante-a-emprendedor-con-guillermo-gilson-periodista-y-autor->

Ventajas y desventajas de emprender [Advantage & disadvantage of entrepreneur]

<https://economipedia.com/cultura/ventajas-y-desventajas-de-emprender.html>

Ventajas e inconvenientes de emprender [Advantage & disadvantage of entrepreneur]

<https://crearmiempresa.es/ventajas-e-inconvenientes-de-emprender.html>

Plan estratégico para una empresa Pyme [Strategic plan for the creation of a Pyme Business]

<https://milagrosruizbarroeta.com/plan-estrategico-empresa-pyme-que-es-como-se-hace/>

Mujeres emprendedoras: Herramientas claves para el éxito [Entrepreneurs women: key tools for success]

<https://milagrosruizbarroeta.com/mujeres-emprendedoras-herramientas/>

Revista Entrepreneur

<https://www.entrepreneur.com/article/268716>

34 técnicas para detectar ideas realmente innovadoras [34 techniques to detect really innovative ideas]

<http://www.emprendedores.es/gestion/tecnicas-detectar-ideas-innovadoras/>

The entrepreneur's ultimate guide to market research

<https://productcoalition.com/the-entrepreneurs-ultimate-guide-to-market-research-6519bf1aab13>

ANNEXES

PowerPoint Presentations

Download the PowerPoint presentation of **Module 1** at:
[link]

Download the PowerPoint presentation of **Module 2** at:
[link]

Download the PowerPoint presentation of **Module 3** at:
[link]

Download the PowerPoint presentation of **Module 4** at:
[link]

Activity Templates

MODULE 1

Download **[Template name]** at:
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MODULE 2

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MODULE 3

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MODULE 4

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Download **[Template name]** at:
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Day, I. 2012. Conflict and challenge (The Thomas Kilmann Model). Available at: <https://challengingcoaching.co.uk/conflict-and-challenge/>.

Hyper Island Toolbox. Exercise “Conflict Responses”. Available at: <https://toolbox.hyperisland.com/conflict-responses-reflection>.

International Labour Organisation. Anticipating and matching skills and jobs. Available at: https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_534307.pdf.

International Labour Organisation. Skills for Trade and Economic Diversification (STED). Available at: https://www.ilo.org/employment/Whatwedo/Projects/WCMS_151399/lang--ru/index.htm.

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Sicola, L. Want to sound like a leader? Start by saying your name right. TEDxPenn. <https://www.youtube.com/watch?v=02EJ1ldC6tE>.

Siebel, T. 2019. Digital Transformation: Survive and Thrive in an Era of Mass Extinction.

Waller, T. The Future of Branding is Personal. TEDxPSU. <https://www.youtube.com/watch?v=qEHL8eLJCkc>.

Top TED Talks on Digital Transformation. <https://www.bmc.com/blogs/top-ted-talks-on-digital-transformation/#>.

ABOUT MENTORASTEAM PROJECT

MentoraSTEAM - Boosting Migrant Women's Employability in the STEAM Sector is a three-year project funded by the Erasmus+ Programme of the European Commission. The project is a collaboration of four partners: Inova Consultancy (United Kingdom), INCOMA (Spain), MEET Digital Culture Center (Italy) and Vaasa University of Applied Sciences (Finland).

It aims to empower and train highly skilled migrant women in STEAM in order to boost their employability. The project also aims to improve policy makers', employment agencies', unions' and organisations' understanding of the beneficiaries' needs and expectations. The MentoraSTEAM project contributes to spotlight the inequalities and challenges that highly skilled migrant women experience when they access the labour market.

Inova Consultancy, United Kingdom

Inova Consultancy Ltd (UK) provides a flexible consultancy service that responds to the needs of organisations and individuals internationally in the area of diversity, equal opportunities and entrepreneurship. Inova has specialist experience in the development and delivery of coaching and mentoring programmes in the UK and on an international level for women in a range of fields, including entrepreneurship, management and STEM.

Inova's employees and associates combine experience and qualifications in organisational development, psychology, mentoring and coaching in addition to bringing in best practices from across Europe to assist organisations and individuals in the field of personal and business development.

Website: www.inovaconsult.com

INCOMA, Spain

INCOMA is a training and research centre based in Seville (Spain) with extensive know-how and experience in the development and coordination of international cooperation projects mainly funded within the framework of EU programmes, especially in the field of education, training and research.

Our activity is especially devoted to the development of social innovation projects, with special focus on training targeting groups at risk or with special difficulties to enter the labour market, namely young people, women and migrants.

Website: <https://incoma-projects.eu/>

MEET Digital Culture Center, Italy

MEET is the Italian organisation that supports digital culture and creative technology. MEET delivers a massive plan of on life – on line and on site – activities that bring people to experience and embrace digital technology as a part of their daily life and a resource for their creativity.

MEET aims to reduce Italian digital cultural divide. Other key factors are exchange, discussion and building of new projects together with several international partners. Designed as a social-oriented institution, MEET collects, promotes and shares creative ideas and innovative projects to reduce the digital cultural divide and guarantee an increasingly more active participation with an approach centred on meeting and inclusion.

Website: <https://www.meetcenter.it/en/about/>

Vaasa University of Applied Sciences, Finland

Vaasa University of Applied Sciences (VAMK) is a non-profit higher education institution that provides education in technology, economics, international business, health care and social services. Western Finland Design Centre MUOVA (later MUOVA) is a design research and development centre of VAMK. MUOVA has developed expertise in user-centeredness, design and product envisioning, service design, creativity and innovation, entrepreneurship, branding, sustainability, applying design and creativity into different sectors, and in digital formats and virtual environments.

Website: <https://vamk.fi/> | <http://www.muova.fi/>

Menkora
S/EAM