

Co-funded by the
Erasmus+ Programme
of the European Union



TRAIN INC

TRAINING CONTENTS TO TEACH
SKILLS, ABILITIES AND
KNOWLEDGE TO CREATE
SELF-EMPLOYMENT WITH SUPPORT

ERASMUS+_KA2_STRATEGIC PARTNERSHIP
REF. N°. 2018-1-ES01-KA204-050816
[HTTPS://TRAIN-INC.HOME.BLOG/](https://train-inc.home.blog/)



*This project has been funded with support from the European Commission. This publication (communication) reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



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Introduction

Over 70 million people in the EU live with some kind of disability, 52,7% are unemployed (Eurostat 2011). The situation is even more alarming in the specific case of persons with intellectual disabilities.

The reality for many persons with intellectual disabilities in Europe is that obstacles, such as discrimination and exclusion, still prevent them from being able to enjoy their full and equal rights and to participate fully in their communities as defined in the United Nations Convention on the Rights of Persons with Disabilities.

Excluded from the labor market, many of them live under the poverty line, which only deepens their social exclusion and marginalization. Since 2010, the economic crisis has affected all Europeans citizens, and even more severely the already vulnerable group of persons with disabilities. Austerity measures and cuts have affected care and support services for persons with disabilities, with disastrous consequences on their daily lives.

As a solution to the unemployment situation experienced by millions of people in Europe, entrepreneurship opportunities are being promoted and facilitated, through training, entrepreneurial training, support for the creation of companies, etc. However, despite these aids companies are hardly created by persons with disabilities and the cases of persons with intellectual disabilities who undertake are residual.

The entities that defend the rights of persons with disabilities point to the scarce labor options accessible and adapted to the profiles and levels of training of persons with disabilities. This social barrier often forces persons with disabilities to build their own future, using the path of entrepreneurship as a forced solution to live an autonomous and full life.



Entrepreneurship is configured as a work alternative that can provide work to people who, due to their characteristics, would never have had a job opportunity. Entrepreneurship represents a possible way of inclusion, visibility, and normalization of persons with disabilities.

The support of entrepreneurship for persons with intellectual disabilities has been one of the pending subjects at the European level.



Why do not persons with intellectual disabilities start?

There are numerous barriers that are limiting the access of persons with intellectual disabilities to self-employment, including:

- **Lack of knowledge and training in entrepreneurship issues.**

The lack of basic training in entrepreneurship becomes a double barrier. On the one hand, it blocks those people who have an idea or project but do not know where to start. And on the other hand, it is an obstacle sometimes insurmountable for the success of many entrepreneurs who are already underway and have reached a point where they do not know what the next steps are or do not know how to give them.

A study of the University of Murcia points out: Disabled entrepreneurs present a clear 80% lack of specific training as well as a clear need for information and/or specific advice on entrepreneurial matters from the government.

- **Lack of self-perception as entrepreneurs.**

Currently, society does not consider persons with intellectual disabilities as potential entrepreneurs. This reality means that these people receive from small inputs in this sense encouraging their training towards low-skilled jobs for others.

These inputs together with the limited opportunities to have positive experiences of achievement mean that they do not perceive themselves as persons with the capacity to start a business.

However, people who have worked with persons with intellectual disabilities are aware that these people are capable of developing many skills, are more creative because they have no social ties and are more socially responsible. All their efforts have a greater impact on the communities since they are based on relationships of trust, closeness, and cooperation. They are ideal candidates to develop a social and committed economy.

- **Overprotection of families**

According to the Adecco Foundation's 2017 Report on Disability and Family, 78% of the surveyed parents do not trust that their children with disabilities can work in a normalized environment in the future. This fear often results from negative experiences in educational and work environments or cases of prejudice about the lack of skills, causing families to often choose to ensure the future and stability of their children through social benefits, job opportunities and especially through work routes considered more risky as entrepreneurship.

This fear is completely understandable but can act as a barrier not allowing their children to explore and discover what they like, what satisfies them and try to develop a profession that makes them feel an active part of society.

The fear that the family member will fail and suffer leads them to overprotect him/her and limit his experiences and ambitions. The family is configured as an ally in this process so it is advisable to accompany them and advise them so they can eliminate their fears



- **Lack of methodologies and agile resources, effective for an accessible enterprise.**

In recent years, different entrepreneurship programs have been created for vulnerable groups. The main difficulty that these programs have for persons with intellectual disabilities is the high level of content, which is inaccessible cognitively.

- **Complexity of procedures.**

Complex administrative and legal system. This is considered the wall by which any citizen can not access the system. Experts are needed and even so, it is necessary to have a minimum knowledge of the operation of the gear itself: tax, labor, administrative, marketing, sales ...

As stated in the *Quantitative and Qualitative Analysis of the disabled entrepreneur in Spain in 2016*, pp. 198-199: "The limited participation of the government in the encouragement of entrepreneurship as a professional alternative among the disabled (as specific action plans are not being generated) is becoming a determinant reason for the abandonment of the business plan: insufficiency can be found in the universal accessibility parameters in the establishments of the entrepreneur's ecosystem, difficulties in administrative management for the startup, the lack of an economic plan of incentives or scarcity periods that could facilitate the acceptance of all those additional risks indicated previously; altogether they complicate entrepreneurship for the disabled".

Most of these barriers can be solved thanks to a team that provides support to entrepreneurs, with resources and methodologies adapted to persons with intellectual disabilities. In addition, the social economy can act as a spider web that provides coverage and support to these entrepreneurs, in a more social, sustainable and close environment that appreciates the richness of diversity and the potential of struggling people who despite the difficulties come out forward contributing his creativity.



All people with entrepreneurship motivation can do it if they are provided with adequate training and sufficient support for the necessary time.

Objective of the itinerary

The target audience of this itinerary are professionals working in the area of employment in intellectual disability entities. The objective is to provide them with knowledge, tools, and strategies to serve as support, channeling and empowerment of the entrepreneurial skills of persons with intellectual disabilities.

Sometimes it is the job coaches themselves who, due to the lack of knowledge and confidence in their own abilities, do not work in entrepreneurship within the group of intellectual disability. Or It may also be due to the lack of success stories, or adapted and accessible business models.

For all these reasons, it is necessary to train and train professionals who tomorrow will support entrepreneurs with intellectual disabilities.



Who participates in the development of training content on self-employment

Amicos from Spain. Non-profit association for the care and integration of persons with intellectual disabilities, autism, paralysis, brain damage and their families.

BAPID from Bulgaria. The Bulgarian Association for Persons with Intellectual Disabilities (BAPID) is a national network of organizations for persons with intellectual disabilities, their families, advocates, and professionals.

Association for Social Cooperatives – SNRSS from Poland. They support the emerging movement of social cooperatives in Poland.

Medatlantia from Spain. It is a worker cooperative, integrated by a team of professionals specialized in the areas of Economy, Social-labor Inclusion, Psychology, Education and Training, and Political Sciences.

SC Psihoforworld – SCP from Romania. His main activity is addressed to persons with disabilities within the local community.

Associação Grão Vasco from Portugal. It is a fledgling association, founded in October 2015. It was born from the desire of the educational community of the Grão Vasco School Grouping to find solutions for the social problems of that same community.

What the minimum required skills and abilities are in order to undertake entrepreneurial initiatives

Most of the authors point out some skills, abilities, and knowledge as fundamental when undertaking, among them:

- **Abilities:**

1) Personal competencies - which include self-knowledge, self-confidence, self-esteem, self-management in time, assertiveness, self-motivation, self-control).

2) Interpersonal competencies - which include communication (verbal, non-verbal), conflict resolution, or teamwork.

3) Basic competencies of business management- mathematical reasoning and compliance with rules.

- **Skills:**

Capacity for relationship, initiative and decision-making, entrepreneurial spirit, stress management, conflict resolution, flexibility, tolerance to frustration and customer orientation.



- **Knowledge:**

Generation of business ideas, agile tools (effective tools) that facilitate the preparation of the business plan, existing resources in the community that will facilitate the start-up of the business, planning of implementation, legal forms more appropriate

These abilities, skills, and knowledge will be defined throughout the following modules.



It is important to know what is the starting point of each person. Taking into account the cultural and linguistic barriers, we recommend each country to choose a Test of evaluation of entrepreneurial skills with accessible content to overcome cultural barriers.

Functions of the support workers:

- **Before the self-employment initiative starts: Profiling and business opportunities matching.**

While the work of a self-employed counselor begins when a clear business idea already exists, the work of a self-employment support worker does not require the existence of that prior idea. The support worker supports the people who have the capacity and motivation towards entrepreneurship to find and design that idea. The most important thing in this preliminary phase is to detect the entrepreneurial spirit. The first function of the support worker is to make the entrepreneur find his own idea. In addition, you must achieve that the person believes himself capable of realizing that idea.





- **In-work support**

The support worker will accompany the entrepreneur throughout the entire process, from the initial planning to the launch.



- **Career development support**

This accompaniment does not end with the start of the business activity but will continue to provide reinforcement that allows the consolidation of the business and its long-term maintenance.





Module 0: Personalized itinerary: entrepreneurial skills and abilities

Initial Evaluation

- **Session to identify personal characteristics and identify interests.**

The first step is to know the person and detect their aspirations and interests, check if the undertaking can be an appropriate option for the person.

The objectives that are intended with the initial evaluation are:

- Discover, analyze, identify their own skills, competencies, and aspirations in relation to work.
- Reinforce one's own positioning before work (motivations, attitudes, opinions).
- Identify work interests and preferences.
- Improve/update knowledge of the training and work environment.
- Adjust the interests/expectations with the possible occupations.
- Identify the deficits for effective entrepreneurship and evaluate different types of actions to develop an entrepreneurial profile, etc.
- Carry out an individualized work plan. The objective of the individualized work plan is to serve as an intervention tool to improve the entrepreneurship capacity of the participants.

In this evaluation, various tools will be used to obtain the information:

- ❖ Self-assessment questionnaires (Annex 1)
- ❖ Observation evaluation exercises:
 - Visits to work centers to meet entrepreneurial people and different professions. (Annex 2)
 - Personally speaking with professional networks (associations of employers, etc.)
 - Assist information sessions on self-employment organized in the community (for example organized by business associations or training centers)
 - business)
 - Talk with your peer group about entrepreneurship issues, job options, job interest.
- ❖ Semistructured interview:

The work preparer will adapt the way of obtaining the information of the different sections according to the characteristics of the trainee.



Semi-structured interview card diagnosis of entrepreneurial capacity

Identification of record									
Date of the interview for diagnosis									
Name and surname of the beneficiary									
Interests and job expectations of the person									
Interests:									
Expectations (hours, salary)									
Main supports and resources of the person									
Degree of employability									
Less employable					More employable				
1	2	3	4	5	6	7	8	9	10
A. Role and meaning of employment (1 – 10)									[]
A.1. Beliefs and opinions on the importance of employment (1 – 10)									[]
A.2. Beliefs and opinions on the most important factors of access to employment (1 – 10)									[]
A.3. Availability to access the world of work (1 – 10)									[]
A.4. Experience (1 – 10)									[]
B. The personal and professional project (1 – 10)									[]
B.1 The personal project (1 – 10)									[]
B.2. professional project (1 – 10)									[]
C. Necessary skills for entrepreneurship (1 – 10)									[]
Entrepreneurial spirit									[]
Stress management									[]
Conflict resolution									[]
Flexibility									[]
Tolerance to frustration									[]
Capacity for relationship									[]
Initiative									[]
Customer orientation									[]
D. Abilities (1 – 10)									[]
Self-Knowledge									[]
Self-Confidence									



Self-Esteem	
Self-management in time	[]
Assertiveness	[]
Self-motivation	[]
Self-control	[]
E. knowledge (1 – 10)	[]
Business ideas	[]
Agile tools	[]
Resource in the community	[]
Planning of implementation	[]
Legal forms	[]

Analysis of the Occupational and Entrepreneur Profile

- **Description**

All the above information will serve to make an entrepreneurial profile

For a good adjustment to be made between the expectations, aspirations, and competences of each one of the participants and the labor demands it is essential that they are aware of their own reality since on many occasions we are not aware of our abilities or shortcomings anymore. that we do not dedicate enough time to know ourselves or do not have the tools for it.

In this phase, a feedback of the information gathered with the different tools will be made to each participant with the aim of promoting a reflection on their level of employability/entrepreneurship and jointly elaborating an individual action plan.

The individual action plan consists of a strategy in which the student, together with the trainer, identifies the factors that affect their capacity for entrepreneurship and defines the actions and supports necessary to favor a good adjustment to achieve their objective labor.

The different actions will be optional depending on the diagnosis and the needs defined in the individualized action plan, highlighting among others the training in basic transversal competences and the deepening in the knowledge of a certain, etc.

- **Template for the analysis of the entrepreneur profile**

- **SWOT analysis (annex 3)**

The trainer will elaborate with all the information a swot analysis where he/she will distribute the information gathered with the previous tools.

Once the individualized action plan is finalized, a professional profile of each student will be carried out. The professional profile is a document that reflects the set of skills and



competencies that a person possesses, which will allow him/her to assume the responsibilities of a particular profession.

This document has a dual function, on the one hand, to make a return of the progress made through the individualized action plan to the student and to encourage a reflection that makes him/her participant and owner of the achievements.

On the other hand serves as an instrument to make a good fit between the capabilities of the student and the needs of a particular job, thus facilitating the development of the work plan in the host company.

The professional profile will have at least the following sections: training, work experience, developed skills and work objective.

Work plan

▪ Objectives

It is a working document in which the participant and the job coach agree to carry out a series of activities to improve abilities, skills, and knowledge that have been identified as important to develop an entrepreneurial project and that are not sufficiently developed in the participant. In the next modules we will explain different activities to develop these abilities, skills, and knowledge. The job coach can choose the most appropriate.

If it is considered necessary, other people can be involved as family members, partners, social entities ...

▪ Contents

Abilities:

1) Personal competencies - which include self-knowledge, self-confidence, self-esteem, self-management in time, assertiveness, self-motivation, self-control).

2) Interpersonal competences - which include communication (verbal, non-verbal), conflict resolution, or teamwork.

3) Basic competencies of business management- mathematical reasoning and compliance with rules.

Skills:

Capacity for relationship, initiative and decision-making, entrepreneurial spirit, stress management, conflict resolution, flexibility, tolerance to frustration and customer orientation

Knowledge:

generation of business ideas, agile tools (effective tools) that facilitate the preparation of the business plan, existing resources in the community that will facilitate the start-up of the business, planning of implementation, legal forms more appropriate.



▪ **Work plan template**

Identification	
Date Work Plan	
Name	

Identification of strong points and weak points of the person
Strengths:
Weaknesses:
Objectives to reach
Short-term objectives:
Medium-term objectives:
Long-term goals:

Activities to be developed to improve Abilities	
[Prioritizing according to the agreed needs] [The tutor / a commits himself to the student to guide and accompany during the whole process]	
Activity 1	Objectives
	Activity:
Activity 2	Objectives
	Activity:
Activity 3	Objectives
	Activity:
Activities to develop to improve skills	
Activity 1	Objectives
	Activity:
Activity 2	Objectives
	Activity:



Activity 3	Objectives
	Activity:
Activities to be developed to improve Knowledge	
Activity 1	Objectives
	Activity:
Activity 2	Objectives
	Activity:
Activity 3	Objectives
	Activity:

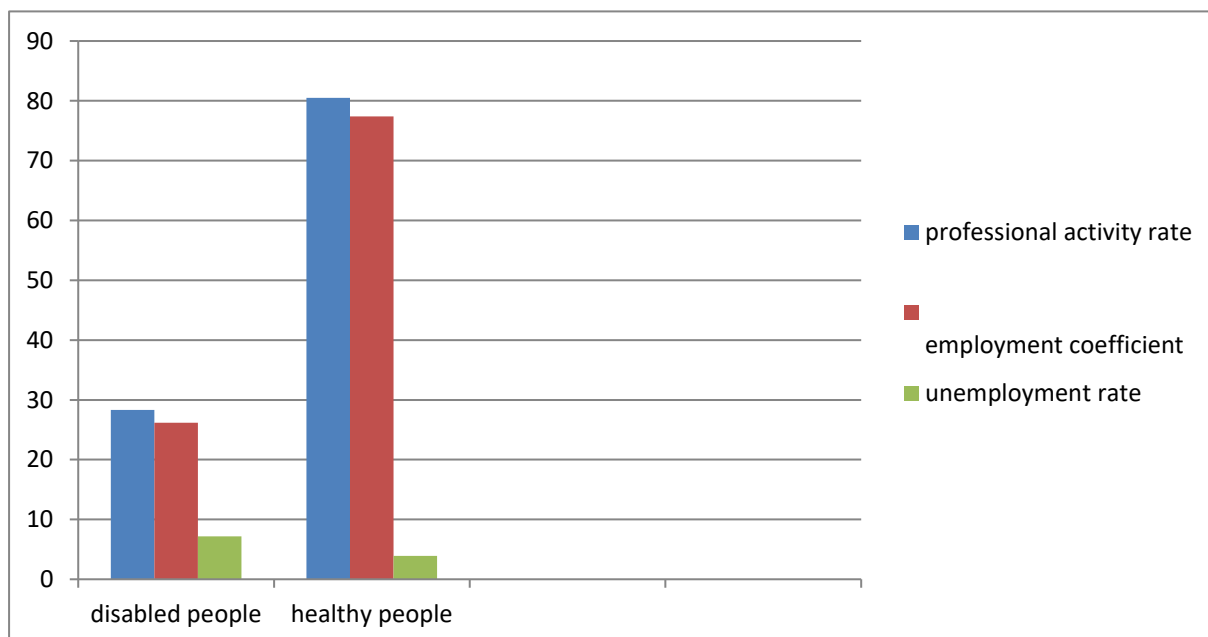
Expected results and indicators	
Activity 1	Results
	Indicators
Activity 2	Results
	Indicators
Activity 3	Results
	Indicators
Activity 4	Results
	Indicators
Activity 5	Results
	Indicators
Activity 6	Results
	Indicators
Activity 7	Results
	Indicators
Activity 8	Results
	Indicators
Activity 9	Results
	Indicators



Module I: Abilities

Objectives

According to the data available on the website of the Government Plenipotentiary for Disabled People¹, based on the results of the Labor Force Survey (LFS), the economic activity rate of disabled people in working age in 2018 amounted to 28.3 percent, and compared to the previous year it fell by 0,6 points percent. At the same time, in 2018 the level of unemployment rate of disabled persons in working age was reduced to the level of 7.2%, which means a decrease by 2.1 percentage points in relation to 2017 and by 5.8 percentage points compared to 2015. In 2018, the number of professionally active disabled people of working age amounted to 460,000, of which 426,000 were working people, and 33 thousand. unemployed people. Thus, working persons with disabilities accounted for 92.7% of all disabled people professionally active. Despite these results, which can be considered positive, professional activity of persons with disabilities is still much lower than in the case of the professional activity of disabled people. In 2018, the economic activity rate of working people in working-age was 80.5%, the employment rate was 77.4% and the unemployment rate was 3.9%. The difference between the employment rate of disabled and working-age disabled people was 51.2 percentage points. and between the unemployment rate of these two groups - 3.3 percentage points.



1. A comparative graph of economic activity of disabled and non-disabled people. Based on the results of the Labor Force Survey for 2018, <http://www.niepelnosprawni.gov.pl/index.php?c=page&id=80&print=1>

¹ <http://www.niepelnosprawni.gov.pl/index.php?c=page&id=80&print=1>



In the face of the comparative results of economic activity of disabled and non-disabled people, it is necessary to consider the reasons why the results for the disabled group are so different from the results of non-disabled people. Unfortunately, there are no studies that would indicate what percentage of the above persons with disabilities are persons with intellectual disabilities. According to the final report on the research on the needs of disabled people commissioned by PFRON and implemented in the period 01/03/2017. - 12/05/2017 by Marzena Sochańska-Kawiecka², it appears that in the context of the issue of the quality of life of disabled people, which is significantly related to the employment of such people, the lowest values of quality of life are achieved for persons with intellectual disabilities (24.5 points) and for people with mental illness (31.2 points). This fact can be related to the majority of this group of disabled people remaining in the group of professionally inactive or in the group of the unemployed. What kind of support should these people expect in order to be able to create jobs effectively for them? It seems that it is important for these people to stimulate the motivation to take up employment, help in searching for a job and after finding it - help in its maintenance, and above all, activities involving the improvement of entrepreneurial skills.

Entrepreneurial competencies

This part of this study is dedicated to raising these competences, knowledge, skills, and attitudes that will facilitate disabled people's professional development, finding employment and, as a consequence, a very important active participation in social life. Basically, we distinguish two types of entrepreneurial competences:

- **Personal competencies** - which include self-knowledge, self-confidence, self-esteem, self-management in time, assertiveness, self-motivation, self-control).
- **Interpersonal competences** - which include communication (verbal, non-verbal), conflict resolution, or teamwork. We discussed the ways of improving interpersonal competences in a separate part.
- **Basic competences of business management** – which include mathematical reasoning and compliance with rules.

In this part, we will focus on ways to develop and strengthen personal competences.

Personal competences

Personal competences are the ability to know oneself (self-discovery). This ability, together with interpersonal competences, is of particular interest and concern while working on the professional development of persons with disabilities. Personal competences are the ability to determine your interests, preferences and

² Data for 2016, the report is available on the website:

https://www.pfron.org.pl/fileadmin/Badania_i_analizy/Badanie_potrzeb_ON/Raport_koncowy_badanie_potrzeb_ON.pdf



personality predispositions. Thanks to well-developed personal competences, we are able to recognize our current feelings, know how they arose and why, we can control them and guide them accordingly. Key personal competences are the following skills:

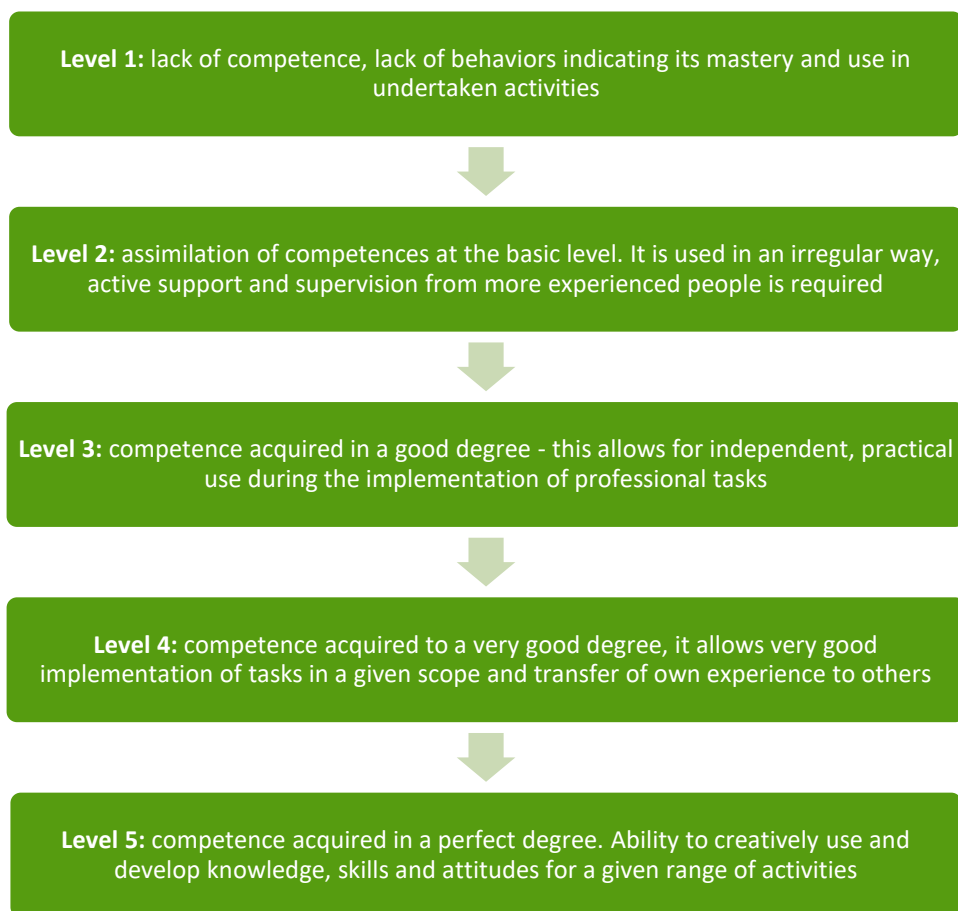
- Correct self-esteem or the ability to recognize your abilities, strengths and weaknesses, limitations, which is helpful in case of emotional problems. A person who masters this skill will deal with these problems more efficiently, it will be easier for them to express their own opinions and defend them. This skill is particularly useful in professional development
- Self-control, or the ability to control negative emotions and feelings, and thus, the ability to recognize negative emotions, which facilitates the preservation of positive thinking in crisis situations and getting rid of ill-being
- Striving for results (entrepreneurship) is the ability to achieve success. This ability allows you to overcome failures when reaching your goal (Ability to solve problems). It is the ability to set goals and take the risk of achieving them - which involves the ability to make decisions
- Innovation and flexibility that allow you to adapt your behavior to circumstances, let you keep a creative mind, also understood as the ability to creative, innovative thinking in the area of self-discovery, problem-solving and teamwork³,
- Independence - ability to act independently, without the need for direct supervision and help, especially important for professional development, affecting the ability to manage oneself
- Conscientiousness/reliability - the ability to behave honestly and ethically, as well as the ability to admit your mistakes and take responsibility for your actions
- The ability to solve problems is also one of personal competencies, which is characterized by the ability to identify a problem and find the right solution.
- Empathy - means the ability to feel the mental states of others and to understand the motives that guide them, it is also the ability to look at the situation from the perspective of other people
- The ability to think analytically, which is the ability to conduct a complex thought process, consisting the ability to observe a given phenomenon/situation from different sides and derive relevant conclusions allowing for its understanding.
- Assertiveness is the ability to determine your own territory, express your needs and feelings without being embarrassed, the ability to defend your views and beliefs while respecting others. Assertiveness is the ability to say without feeling guilty, accepting criticism without feeling that you are hurt.

³ The study titled A set of scenarios for vocational counselors and youth workers, page 4, available at: <http://www.spoldzielnie.org/download.php?ID=875>



- **Levels of personal competence development⁴**

When we talk about developing competence, we should point to certain levels of their acquisition, starting from the level at which the person has no competences acquired, through successive levels of acquisition, ending with perfect mastering of all skills. The promotion of self-employment / professional activation of persons with intellectual disabilities should strive to achieve this goal. These people should acquire the skills that make up personal competences. I will present a diagram of individual levels proposed by Grzegorz Filipowicz, a specialist in the training and consulting industry, author of the Professional Competence Model and Human Resource Management tools.

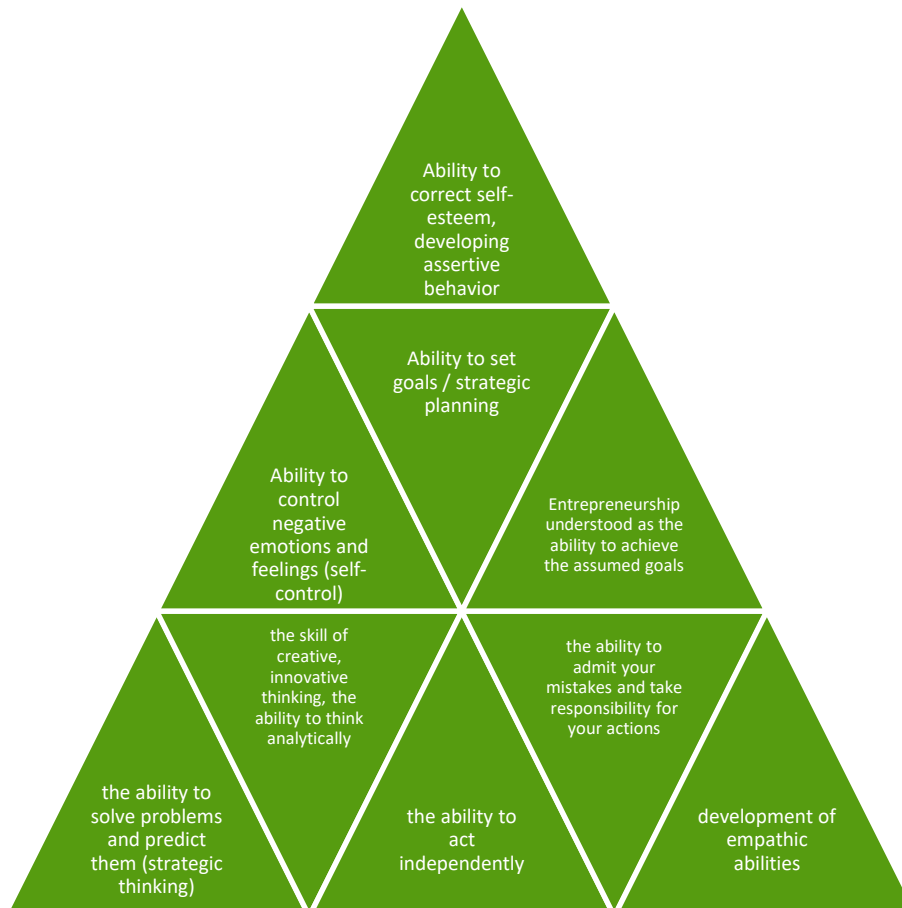


⁴ Filipowicz G., Zarządzanie kompetencjami zawodowymi, Warszawa 2004, p. 28-29



▪ **Map of personal competences**

Before discussing individual exercises proposed as a tool for developing personal competences, we suggest creating a map of personal competences. Through the use of this map, the process of competence development will take place. The map should include:



The skills that the pyramid shows, can be practiced freely. Exercises should be selected depending on the individual diagnosis of the participant. Diagnosis should answer the question at what level are the personal competences of the participant, so as to properly define his or her needs and deficiencies. Below we propose examples of exercises corresponding to the above competence map.



▪ **Exercises**

➤ **Exercise No. 1: I get to know myself**

❖ **Goal:** Correct self-esteem

❖ **Competence which is developed:** self-esteem

❖ **Didactic materials:** cards with written tables, pen. The following tables should be written on the pages:

❖ **Card number 1:**

My positive feature	When can this feature help me?	When can this feature harm me?
	❖	

❖ **Card number 2:**

My negative feature	When can this feature harm me?	When can this feature help me?

The course of the exercise: Each participant has 15 minutes to determine their most positive traits. He/she can write it, draw it, sing it - any form depending on the participants' possibilities. Then, each participant presents the selected feature in the form of self-presentation. He/she explains why he/she chose it when this feature helps him/her and when it may be harmful.

In the second part of the exercise, each participant focuses on his most negative feature. The course of this part of the exercise is the same as in the first part. The participant can write it, draw it, sing it - any form and depends on the participants' possibilities. Then, each participant presents the selected feature in the form of self-presentation. He/she explains why he/she chose it, when it hurts him/her and when it supports him/her.

❖ **For whom?** (Group or individual session?): Individual exercise with group elements (self-presentation in the group forum)

❖ **Summary questionnaire / Evaluation:** Each participant gives the cards to the lecturer and the lecturer summarizes the exercise explaining the participants the meaning of self-assessment and when it is useful for us.

❖ **Duration:** 2x15 minutes plus 2x3 minutes of self-presentation (total of about 36 minutes).



➤ **Exercise No. 2: I am what I am**

❖ **Goal:** Correct self-esteem

❖ **Competence which is developed:** self-esteem

❖ **Didactic materials:** A card with written tables, a pen. On the sheet, write the table according to the scheme:

I Like:	
I don't like:	
The best I can:	
I can not:	
People value me for:	
I like myself for:	

❖ **The course of the exercise:** Each participant has 15 minutes to determine what he/she likes, what he/she does not like, what he/she can do best, what he/she can not, what people appreciate him/her and what he/she likes most about himself. It can write, draw, sing - any form depending on the participants' possibilities. Then each participant presents himself in the form of self-presentation in the group forum.

❖ **For whom? (Group or individual session?):** Individual exercise with group elements (self-presentation in the group forum)

❖ **Summary questionnaire / Evaluation:** Each participant gives the cards to the lecturer and the lecturer summarizes the exercise, explaining the participants the meaning of self-esteem and when it is useful for us.

❖ **Duration:** approx. 20 minutes

➤ **Exercise No. 3: Treasury**

❖ **Goal:** control over emotions

❖ **Competence which is developed:** self-control

❖ **Didactic materials:** "treasure", which can be anything that will be used as a prop in the exercise (item of clothing, shoe, utensil, keys)

❖ **The course of the exercise:** the instructor asks all participants to leave the room for a moment. At this time, he hides the "treasure" somewhere prominently. After hiding the treasure, everyone returns to the room, after which the guide informs that the room has a hidden treasure. He instructs everyone that if anyone notices it has the task of not informing anyone about it, he/she has to sit on the floor. The exercise ends when everyone is sitting on the floor. The host asks how



the participants managed to "not reveal" to others the location of the treasure, if it was difficult, who did not succeed and why.

❖ **For whom? (Group or individual session?):** Group exercise

❖ **Summary questionnaire / Evaluation:** The trainer summarizes the exercise by presenting participants what self-control is and when it is useful for us.

❖ **Duration:** approx. 15 minutes

➤ **Exercise No. 4: User's guide to dreams**

❖ **Goal:** the ability to set goals

❖ **Competence that is being developed:** goal setting / strategic planning

❖ **Didactic materials:** paper sheets, pens / crayons

❖ **The course of the exercise:** the lecturer gives away to everyone a sheet of paper and pens/crayons/pens. He asks everyone to think:

❖ what is my dream?

❖ what should I do and what I can not do to achieve it?

❖ what do I need to do this?

❖ will I need someone else's help?

❖ will I have to learn something?

❖ how much will I need / need time?

❖ Then the leader asks everyone to answer these questions and create a map in order to achieve one's own dreams by saving all the helpful tips. At the end, the instructor asks everyone to briefly present their dreams to the others.

❖ **For whom? (Group or individual session?):** Individual exercise.

❖ **Summary questionnaire / Evaluation:** Each participant gives the cards to the lecturer and the lecturer summarizes the exercise, presenting to participants what strategic planning is for and that just creating such a dream service instruction was planning the strategy based on which I intend to achieve my goal.

❖ **Duration:** approx. 15-30 minutes depending on the number of participants



➤ **Exercise No. 5: Farmer**

- ❖ **Goal:** the ability to achieve goals
- ❖ **Competence which is developed:** ability to achieve goals, entrepreneurship
- ❖ **Didactic materials:** beans or other seeds
- ❖ **The course of the exercise:** the task of the participants will be to collect as many seeds as possible used in the exercise, which the teacher gives out. The leader hands a seed to every third person, which the participants do not know. Everyone can go back to the seed many times. Perhaps someone will be able to decipher the key according to which the seeds are distributed. Participants may also buy a place in the queue for the seed. This is a particularly valuable rule for the participant who discovered the key of the whole game. The exercise ends after the distribution of all seeds. The "farmer" who has accumulated the most seeds wins.
- ❖ **For whom? (Group or individual session?):** Group exercise
- ❖ **Summary questionnaire / Evaluation:** After the end of the game, the lecturer summarizes the exercise asking questions to its participants about whether they managed to guess the principle according to which seeds were distributed, which had an impact on getting more seeds, why participants bought a place in the queue and what was its goal.
- ❖ **Duration:** approx. 15-30 minutes depending on the number of participants

➤ **Exercise No. 6: noughts and crosses**

- ❖ **Goal:** the ability to solve problems, or the ability to remove (not avoid) failures on the way to achieve the goal, as well as the ability to predict them
- ❖ **Competence that is being developed:** strategic thinking
- ❖ **Didactic materials:** paper sheets, pens and pencils
- ❖ **The course of the exercise:** the trainer creates pairs among the participants, to whom he distributes several sheets of paper. Then he presents the rules of the game of tic-tac-toe. Participants play five games. The winner is the one who will win a greater number of times.
- ❖ **For whom? (Group or individual session?):** Group exercise (pairs)
- ❖ **Summary questionnaire / Evaluation:** After the end of the game, the lecturer summarizes the exercise by asking questions to the participants about what they were struggling with, what they felt, when they won and what when they did not do it. The instructor explains to the participants that the real winner is the one who can use the defeat in the next game to win.
- ❖ **Duration:** approx. 15 minutes



➤ **Exercise No. 7: Punches**

- ❖ **Goal:** the skill of creative, innovative thinking
- ❖ **Competence that is developed:** innovative thinking
- ❖ **Didactic materials:** flipchart, pens
- ❖ **The course of the exercise:** the topic of puns will be occupations. The instructor prepares the names of the competition on the cards, which are then drawn by the participants. After drawing, each of them presents the remaining drawn occupation in the form of a sign or using a drawing on a flipchart, while the others guess what they are showing / drawing.
- ❖ **For whom? (Group or individual session?):** Group exercise
- ❖ **Summary Questionnaire / Evaluation:** When the last participant presents the leading profession, he discusses with the participants the difficulties that persons with showing the random occupation had, what feelings they had, whether they had a problem with finding an idea to show / draw a profession.
- ❖ **Duration:** approx. 30 minutes

➤ **Exercise No. 8: a desert island**

- ❖ **Goal:** the ability to act independently
- ❖ **Competence that is developed:** independence in action
- ❖ **Didactic materials:** (not necessarily): paper, markers,
- ❖ **The course of the exercise:** The trainer tells the story: "You sail on a ship when suddenly a storm rages, which sank the ship together with the entire crew. You are the only survivor of the catastrophe. You wake up on a desert island. To survive you have to choose one object: - Blanket - Rum box - flare - Food box - Inflatable boat - Tent - Radio - Toolbox Next, each participant wonders what object they would have chosen and what will be his further part of the story - we give out sheets of paper and pens as auxiliary tools.
- ❖ **For whom? (Group or individual session?):** Individual exercise
- ❖ **Summary questionnaire / Evaluation:** The trainer gives time to everyone to tell their version. Then he asks everyone why they choose this item. The trainer indicates the independent nature of the choices made and how these choices can affect our lives - the trainer justifies it with many stories told by the participants - who shared the same story until the choice of the object. Then their lives went completely different.
- ❖ **Duration:** about 1 hour



➤ **Exercise No. 9: I'm sorry - is that a difficult word?**

- ❖ **Goal:** the ability to admit mistakes and take responsibility for your actions
- ❖ **Competence which is developed:** autocriticism
- ❖ **Didactic materials:** A3 / A4 sheets with a table, pen. The following table should be written on the card:

When I last told someone I'm sorry	Has this person accepted our apologies?	How, in addition to the apology, have I tried to fix my mistake?

- ❖ **The course of the exercise:** Each participant has 15 minutes to describe / draw and prepare to tell about his/her last event in life, in which he/she told “sorry”. Who was the person we were hurting? Have we somehow tried to fix this harm / damage? Then each participant has 2 minutes to tell about it. Drawings or a description created for the table can be helpful.
- ❖ **For whom? (Group or individual session?):** Individual exercise with group elements (self-presentation in the group forum)
- ❖ **Summary Questionnaire / Evaluation:** Each participant gives the cards to the person conducting the exercise and the teacher summarizes the exercise, presenting the participants with the art of apologizing, when to apologize and when to think about it.
- ❖ **Duration:** 15 minutes plus the time of self-presentation.

➤ **Exercise No. 10: Owl**

- ❖ **Goal:** the ability to understand other people and the ability to empathize
- ❖ **Competence which is developed:** empathy
- ❖ **Didactic materials:** scarf / shawl and soft ball
- ❖ **The course of the exercise:** We sit in a circle. The host chooses one of the participants and invites him/her to the center of the circle. Then cover his eyes and give him/her the ball. A blindfolded person has the task of throwing the ball towards people in a circle and the person whose ball touches or grabs the ball has the task of shouting like an owl. The person throwing the ball has to guess the name of that person. If you guess correctly, the roles change.
- ❖ **For whom? (Group or individual session?):** Group exercise
- ❖ **Summary questionnaire / Evaluation:** The teacher should explain to the participants what is empathy, that is the ability to see the needs of other people, someone's point of view, way of thinking or feeling helps
- ❖ **Duration:** approx. 15 minutes



➤ **Exercise No. 11: Guess who I am**

❖ **Goal:** the ability to think analytically

❖ **Competence that is developed:** analytical thinking

❖ **Didactic materials:** none

❖ **The course of the exercise:** The instructor helps to match the participants in pairs. Then, each pair assigns a role. One of the people will play the role of, for example, an animal, an object, a representative of a given profession, etc. which a second person tries to discover. The guessing person has a limited opportunity to ask questions. Questions must be brief and based on the words:

- what,
- where,
- when,
- why,
- how,

The questioner must formulate each of the questions in such a way that each of them uses one of the above-mentioned words. The leader, depending on the group's independence, helps to figure out which role will be the object of discovery in each pair, or imposes the same role in advance.

The exercise ends after 5 minutes. The roles are replaced.

❖ **For whom? (Group or individual session?):** Group exercise (in pairs)

❖ **Summary questionnaire / Evaluation:** the lecturer discusses with the participants the difficulties that people had with asking questions and giving answers, what they were guided by when formulating questions. The lecturer informs the group what analytical thinking is, what it is useful for.

❖ **Duration:** about 10 minutes.

➤ **Exercise No. 12: Negotiator**

❖ **Goal:** developing assertive behavior

❖ **Competence which is developed:** assertiveness

❖ **Didactic materials:** none

❖ **The course of the exercise:** The instructor helps to match the participants in pairs. Then, each pair assigns a role. One of the people will be a negotiator who tries to persuade the other person to a particular behavior, eg making a pajakyka, patting on the head, singing a song, etc. Negotiations are pending or exceeding the prescribed time, eg 5 minutes. After this time, we change roles. The



leader, depending on the group's independence, helps to figure out what behavior will be the subject of negotiations, or imposes in advance all the same behavior.

❖ **For whom? (Group or individual session?):** Group exercise (pairs)

❖ **Summary questionnaire / Evaluation:** The lecturer summarizes the exercise by asking questions to the participants whether they had a problem expressing their needs without being embarrassed as negotiators and whether refusing to negotiators gave them a feeling of guilt, what difficulties did the defense against persuading the negotiator.

❖ **Duration:** approx. 20 minutes

Interpersonal competencies

Persons with disabilities often experience difficulties in the job market. One of the many reasons might be the low interpersonal competencies of a future employee. Interpersonal skills are categorized as soft competencies, psychosocial ones. They sometimes happen to be intangible and difficult to quantify. Nevertheless, they are a crucial element of professional competencies which help a person with disabilities to find themselves in the job market and they are also conducive to company's development.

Interpersonal skills are social capabilities used in relations in order to initiate and maintain positive relations with other people (the approach related to everyone's basic need to be accepted).

- **Crucial interpersonal competencies:**
 - establishing relations with other people
 - communication capabilities: skills of attentive listening, speaking
 - management of verbal and non – verbal communication
 - conflict resolution
 - team work
 - assertiveness
- **The list of capabilities characteristic of appropriate human interactions (interpersonal skills):**
 - Ability to listen to and understand others
 - Readiness to talk with others about feelings
 - Awareness of other people's feelings
 - Understanding the purpose of our actions
 - Being tolerant when in conflicts or facing antagonisms
 - Readiness to divulge feelings and warm feelings among people
 - Acceptance of other people's opinions on our actions and behaviour
 - Readiness to trust other people



- Capability of having influence on other people
- Peer relations
- **What are the functions of communication?**
 - Informative – collection, storage, processing and popularizing thoughts, data, knowledge, images...
 - Motivational – creating incentives to pursue and accomplish immediate and subsequent goals
 - Emotive – communicating emotions and feelings
 - Control and monitoring – expression of duties and obligations

In general, communication can be divided into:

verbal – based on the use of words, this is a substantive, material level of a relation. This is everything what we express, talk about (content, message). It is a way in which people communicate with each other (send and receive messages) using words

non – verbal – this is a way in which people communicate (send and receive their messages) using non – verbal means (intonation, pace, timbre, tone, sighs, mutters), facial expression, gestures, moves, posture, a way people look at others, touch.

Non – verbal communication covers around 70% of what is received by our interlocutor and is an indication of our engagement, feelings and truthfulness.

Some categories of messages formulated, when in interpersonal relations, turn out to be of little effectiveness. They even tend to be inhibitive. Some of these inhibitive categories of messages along with their respective examples have been listed below.

Dictating, directing, bossing people about:

“You have to do this”

“Go to her and apologize”

Warning, persuading, threatening:

“You had better do this or otherwise...”

“I warn you, if you do this ...”

Moralizing, preaching, requests:

“This is your obligation”

“I wish you would do this”

Advising, suggesting, offering solutions:

“Why don’t you try this in a different way?”



“I believe that you should do...”

Persuasion through logical points, lecture, proving something:

“Are you aware of the fact that ...”

“Let me show you a few facts”

Judging, criticizing, condemning, scolding:

“What you do is stupid”

“You are wrong”

Praising, approving, positive feedback, flattery:

“Your judgment is always very good”

“You have made a significant progress”

Calling names, ridiculing, deriding:

“You are talking as if you were an engineer”

“You have acted unreasonably indeed”

Interpreting, analysing, making a diagnosis:

“You are saying this because you are angry”

“You have a power complex”

Assuring, calming, expression of sympathy, comforting, keeping somebody’s spirits up:

“You will feel better tomorrow”

“It is not that bad”

Delving into, asking questions, interrogating:

“Why did you do this?”

“Who told you to do this?”

Deflection, change of subject, entertaining:

“Look at the bright side”

“And you think it is you who has problems”.

▪ **Physical distance between interlocutors**

Space reflection of an existing psychological distance, it indicates how close a relationship between people is and the intimacy between them.

- the most intimate zone – it can be entered only by the closest of people; there is a 15 centimeter subzone within, destined only for intimate relations.
- personal zone – an area separating an individual from other people at social situations, towards people who are known and liked.
- Social zone – an area separating an individual from strangers, during business meetings



- Public zone – an area separating an individual from a bigger group of people, during public appearances.

- **Communication is ineffective in the following situations:**
 - when listening only to what one wants to hear (focusing on catching only certain pieces of information),
 - when interrupting (it indicates bad manners and irritates the speaker),
 - when completing somebody else’s sentences (meaning “I know what you intend to say, I can say it faster and better”), demonstrating impatience),
 - when focusing only on yourself and what you are going to say in a moment,
 - when being interested only in your own point of view,
 - when not asking open questions which requires only “yes” or “no” answers,
 - when not giving your interlocutor a chance to get to know you better,
 - when judging instead of emphasizing that I am only expressing my own opinions and I can always be wrong.

- **Exercises**
 - **Exercise No. 1**
 - ❖ **Goal:** Capability of verbal and non – verbal communication
 - ❖ **Competence to be developed:**
 - ❖ Verbal and non – verbal communication (body language)
 - ❖ Ability to listen to and communicate with other people
 - ❖ **Educational materials**
 - ❖ Drawings/photos/mottos/slogans with movie titles, songs, drawings depicting a device or a characteristic building, famous proverbs, etc. – as many of them as there are participants.
 - ❖ A watch
 - ❖ **The course of the exercise**
 - ❖ Divide all participants into two groups and make them work at a distance from each other (opposite sides of the room). Describe and explain the goal of the exercise. Each group receives the number of drawings/photos equal to the number of participants. There can be a movie title,



song title, a device, a characteristic building or a famous proverb in the photo/drawing. Next, each group delegates their ambassador and they send her/him to the other group, who then takes a sheet of paper and tries to convey the depicted message to their own group without using actual words but through facial expression, gestures, body language. The group who figures out what the photo/drawing depicts wins the competition. It can be performed for a few times with different ambassadors.

An ambassador should:

- agree with his/her group on additional gestures to indicate whether he/she will mean a song title, a movie or a proverb.
- nod when his/her group is going in the right direction or shaking his/her head when they are not.
- show with his/her fingers how many words there are, indicate which word he/she is trying to interpret, etc.

❖ **For whom?** (a group or an individual session) Group/team exercise

❖ **Summary questionnaire/Evaluation:** Discussion with participants – were you aware of all your gestures?. Were all the gestures understandable? What was particularly surprising for you? What is the point/role of non – verbal communication?

❖ **Duration:** 40 minutes

➤ Exercise No. 2

❖ **Goal:** Non – verbal communication

❖ **Competence to be developed:** Non –verbal communication (body language) – ability to maintain eye contact and ability to listen to and communicate with other people

❖ **Educational materials:** A watch

❖ **The course of the exercise:** Participants, in pairs, try to look carefully at each other for 3 minutes without saying anything, laughing or doing anything that could have a destructing effect.

❖ **For whom?** (a group or an individual session?)

- Group/team exercise

❖ **Questionnaire/Evaluation:** Afterwards, the difficulties with maintaining eye contact are being discussed. Next, the participants give examples of situations when they personally found it difficult to maintain eye contact with their interlocutor. Finally, the instructor informs that avoiding eye contact is usually interpreted as a sign of insincerity or lack of interest.

❖ **Duration:** 20 minutes



➤ **Exercise No. 3**

- ❖ **Goal:** What do we know about conflicts – patterns of what leads to conflicts
- ❖ **Competence to be developed:** Ability to distinguish conflict and non – conflict situations, familiarizing with the mechanism of what leads to conflicts and how conflicts develop.
- ❖ **Educational materials:** Each participant receives a jigsaw puzzle (see annex 1), A watch
- ❖ **The course of the exercise:** Introduction: ask participants questions:

The exercise will help us not only to revise the knowledge about the essence of a conflict but also to learn more about ourselves, this can be conducive to discover new aspects of what we used to consider well known.

Talk about a variety of emotions we can go through. Focus participants' attention to the fact that sometimes emotions hamper our efforts aimed at finding a solution to a difficult situation or that it might be difficult at times to name particular feelings.

This might prevent problems from being solved or some difficult situations might even deteriorate and we end up dealing with these problems in a significantly less efficient way. Ask participants to remember a situation when a problem they were dealing with deteriorated because of their actions or the lack of? What feelings do they remember about those situations?

Next, each participant receives a jigsaw puzzle with the words related to a conflict (see annex 1). Each participant, using the provided puzzles, makes their own list how they think a conflict develops. The participants should be informed that there is no such thing as a wrong answer in this respect.

- ❖ **For whom?** (a group or an individual session?): Group/team exercise
- ❖ **Questionnaire/Evaluation:** The instructor discusses the words used in the jigsaw puzzle – for what reason a particular feeling is important? The instructor explains what emotions are related to a conflict.
- ❖ **Duration:** 30 minutes

➤ **Exercise No. 4**

- ❖ **Goal:** Conflict resolution
- ❖ **Competence to be developed:** Ability to find an agreement or a solution in a conflict and ability to work as a team member
- ❖ **Educational materials:** Candies – for each group, the number of candies in each of the groups should be the number of the group participants minus two. A sheet of paper and a marker pen. A watch



- ❖ **The course of the exercise:** Each team obtains candies but there are fewer candies than team members. The task is to make an appropriate decision how to divide and share the candies among them. Caution: candies cannot be cut in half and drawing lots is not an option. Designated time to solve the problem is 10 minutes. Participants note down their ideas to solve this difficult situation.
- ❖ **For whom?** (a group or an individual session?): Group/team exercise
- ❖ **Questionnaire/Evaluation:** The instructor discusses with the group suggested solutions to the conflict. Participants name attitudes, feelings, behaviour experienced while trying to solve the problem.
- ❖ **Duration:** 30 minutes

To see Annex 4



Basic competences of business management

➤ **Mathematical reasoning**

Mathematical literacy: One possible definition of mathematical literacy is: "the set of knowledge, skills, attitudes, and aptitude for people to use a mathematical approach and / or logic to solve a variety of problems and situations" (Australian Curriculum). Taking into account the fact that people do not like to stick to definitions, a prominent specialist in mathematics education, Moggen Niss, suggests mathematical literacy to be understood in general terms the idea "to make mathematics functional in a different context" (Niss, 2015).

In other words, developing mathematical literacy does not mean adding the specific mathematics content to the core subject taught, but providing trainees with a very powerful toolkit to help them effectively address the challenges in a subject area. In this sense, the development of mathematical literacy in areas other than mathematics does not prevent the development of knowledge and skills in the specific subject, but on the contrary - helps deepen the trainees understanding of the material studied and become an active part in the learning process. This is because, by developing mathematical literacy, trainees learn how to approach unfamiliar problems, how to translate complex real situations into a formal language (or make a model) so that they can apply familiar mathematical tools to them, to solve problems and answer their questions.

People with learning disabilities are far behind in their mathematical and reading literacy compared to their peers. But what does this mean in today's global world? People with low reading and mathematical literacy have a difficult time developing professional skills and receiving mostly low-paying jobs. (EU Skills Panorama, Literacy and numeracy Analytical Highlight prepared by ICF and Cedefop for the European Commission, 2014) The two types of literacy are directly related to the learning of the material and the success in other areas. People with high reading and mathematical literacy are more likely to be mentally and physically healthy, to live longer, to be more productive and content with work; as they are less likely to fall into a state of long-term unemployment and poverty.

Why should purposeful efforts be taken for this purpose? There are numerous studies whose findings confirm this need: mathematics that people use in context is more easily understood than mathematics taught in 'isolation' (Carragher&Schliemann 1985); knowledge is not automatically transferred from mathematics classes to other areas (Lave 1988); mathematical literacy requires not only mathematical skills but also strategic understanding and contextuality (AAMT, 1998); the need for mathematical literacy often arises in unexpected situations both in school and in life (Thornton and Hogan, 2005).

Financial literacy: Financial literacy is the ability to make informed financial decisions with a clear awareness of the long-term effects we create for our own well-being as well as for the general public. The financially competent person uses financial instruments wisely and manages his or her personal finances effectively.



Moreover, in a situation of limited information, a financially competent person can determine this, examine and find the information he or she needs, and only then make a decision. Last but not least, the financially literate person is able to realize his/her role in society from an economic point of view - how his consumption or saving affects the economic condition of the country.

Levels of knowledge about financial skills:

LEVEL 1 The person can recognize the financial documents we find in our daily life (cash receipt, ATM transaction receipt, monthly payment information pay slip, loan application forms, debit or credit card, etc.) and use the information of these for major financial transactions.

LEVEL 2 The trainees begin to put into practice the knowledge they have about the most common and used financial products and services. They can use information to make financial decisions in situations that are familiar to them. Can read a simple budget and interpret the elements of financial documents from everyday life. Can use simple arithmetic operations to answer financial questions. Show understanding of the relationship between different financial terms as amount used and debt incurred.

LEVEL 3 The trainees can put into practice their understanding of the most common financial concepts, conditions and products that are close to them. Show understanding of the consequences of financial decisions made and can analyse financial documents. Use basic arithmetic operations, including calculation of percentages.

LEVEL 4 The trainees can apply his or her understanding of the less commonly encountered financial concepts and terms in situations that he or she will encounter in the future, such as managing a bank account and compound interest in savings products. It can evaluate and process information from a number of financial documents, such as bank statements, and explain how different, less common financial products work. It can make financial decisions taking into account the long-term consequences, such as common costs and changes in the cost of credit, if deferred over a longer period of time, and can address financial issues in new financial contexts.

LEVEL 5 The trainees can put into practice their understanding of a wide range of financial terms and concepts and take into account the long-term effects of the decisions he makes. Can analyse a wide range of financial documents and information and take into account information that is optional. Can work with financial information accurately and describe the potential effects of any potential solution before it.

➤ **Compliance with rules**

Due to increasing laws, entrepreneurs are faced with growing regulatory compliance in business. These legal requirements create obligations but also provide certain rights and protection. All businesses, small or large,



are required to comply with legislation (passed by government), regulations (prescribed by regulatory bodies) or industry best practices.

Compliance legislations that govern businesses: Compliance requirements range from registration of businesses and business names, licensing, workers compensation, tax and unemployment compensation, and intellectual property protection, to industry specific requirements such as compliance with professional bodies. There are several main types of laws that govern business: Entity Regulations, Customer and Information Protection, Human Resources such as Labour Relations and Conditions of Employment, Tax and Security such as Income Tax, Intellectual Property such as Copyright and Patent, Industry Specific such as Import and export controls.

It's the business owner's responsibility to determine which legislation and regulations apply to their business, and then to comply. It's not the responsibility of regulatory bodies to inform businesses of applicable legislation and regulations.

Which legislations apply to a certain business?

Product and services: What problem is the business solving?: Assess the service or product offering of the business and determine what specific legislation applies to it. For example, if you are producing goods for sale to consumers you are required to comply with the Consumer Protection Act; if you have employees you are required to comply with the Occupational Health and Safety Act; and if your product involves your Intellectual Property, you must comply with the relevant legislation to protect it.

Organisational Design: What are the daily activities?: Determine the functions of the business and the strategies in place to manage them. These include finance, sales, marketing, branding, human resources and operations. Each function is associated with legislation. It is important to consider industry specific standards, such as import and export regulations, health and safety, and transformation requirements. If you are producing and selling a product, consider various packaging and labelling requirements that are determined by and industry standards.

Operations: How do you perform your activities?: Consider operations, systems and procedures. Examine input, output and production processes. Industry standards and certain Acts will apply and create requirements that need to be complied with. Inputs such as raw materials may require import controls; production may include labour laws or information controls; and distribution may require export controls or consumer protection legislation.

Stakeholder management: Who are the participants?: Consider the various players involved in all aspects of the business, from customers and shareholders to employees. Ensure you include government bodies and the Department of Labour into consideration.



Putting it together: Establish a simple compliance universe: Prepare a simple framework and checklist of applicable laws, regulations and industry best practices. List basic guidelines and policy on how to adapt the business, update the framework at least annually. Regardless of the size of the business, compliance with legislation, regulations and industry best practices is key.

Working for yourself: If you start working for yourself, you're classed as a sole trader. This means you're self-employed - even if you haven't yet told Revenue and Customs.

Running a business: You're probably self-employed if you: run your business for yourself and take responsibility for its success or failure, have several customers at the same time, can decide how, where and when you do your work, can hire other people at your own expense to help you or to do the work for you, provide the main items of equipment to do your work, are responsible for finishing any unsatisfactory work in your own time, charge an agreed fixed price for your work, sell goods or services to make a profit. Many of these also apply if you own a limited company but you're not classed as self-employed. Instead you're both an owner and employee of your company.

Set up as a sole trader: If you're a sole trader, you run your own business as an individual and are self-employed. You can keep all your business's profits after you've paid tax on them. You're personally responsible for any losses your business makes. You must also follow certain rules on running and naming your business.

How to register: You need to set up as a sole trader if any of the following apply: you earned more than a certain amount of money from self-employment, you need to prove you're self-employed, for example to make voluntary National Insurance payments.

Your responsibilities: You'll need to: keep records of your business's sales and expenses, pay Income tax on your profits and insurances. Some countries have calculators to help budget for this. You'll need to apply for insurance number to set up a business. You must register for VAT if your turnover is over certain amount of money. You can register voluntarily if it suits your business, for example if you sell to other VAT-registered businesses and want to reclaim the VAT.

Accounting methods: You'll need to choose an accounting method. Many businesses use traditional accounting where you record income and expenses by the date you invoiced or were billed. Cash basis accounting - most small businesses with an income of certain amount of money or less can use cash basis reporting. With this method, you only record income or expenses when you receive money or pay a bill. This means you will not need to pay Income Tax on money you have not yet received in your accounting period.

Keeping records: You must keep records of your business income and expenses for your tax return if you're self-employed as a sole trader. You'll also need to keep records of your personal income. You'll need to keep



records of: all sales and income, all business expenses, VAT records, if you're registered for VAT, pay-roll records if you employ people, records about your personal income.

Why you keep records: So you can: work out your profit or loss for your tax return, show them to Revenue and Customs if asked. You must make sure your records are accurate.

Keep proof: Types of proof include: all receipts for goods and stock, bank statements, chequebook stubs, sales invoices, till rolls and bank slips. If you're using traditional accounting, as well as the standard records, you'll also need to keep further records so that your tax return includes: what you're owed but have not received yet, what you've committed to spend but have not paid out yet, for example you've received an invoice but have not paid it yet, the value of stock and work in progress at the end of your accounting period, your year and bank balances, how much you've invested in the business in the year, how much money you've taken out for your own use. Latest EU requirements, *Employment and self-employment* (covered by Directive 2000/78/EC).

- **Exercises**

- **Exercise No 1: Mathematical reasoning**

- ❖ **Goal:** To develop skills for making informed financial decisions

- ❖ **Competence which is developed:** Mathematical reasoning

- ❖ **Didactic materials:** Flipchart/pencils

- ❖ **The course of the exercise:** Divide your students into teams. Tell the story of Ivan: "At a local hardware store, Ivan wants to buy a new laptop. Made his choice, he goes to the cashier to pay cash. There, however, a consumer loan specialist greets him and presents him with the opportunity to pay by instalments for his laptop. In this way, the specialist says, he will be able to spend some of the money he has already saved on his other need and gradually pay off the laptop. To emphasize how profitable the deal is, the specialist emphasizes: "Sir, the interest on this loan is 0%. Consider how much more you can buy with the money you will save if you pick up the laptop on a payday".

Ask each group to discuss and answer the questions: "Does Ivan accept the deal? How can he know if he will really save money if he does? If he finds that the specialist is giving him false information, what can he do to stop this vicious practice?"

- ❖ **For whom? (Group or individual session?):** Group session

- ❖ **Summary questionnaire / Evaluation:** Each group present the solution and the reasons for that. The trainer summarizes the exercise by presenting to the participants what is the process of saving money and the financial conditions in this case.

- ❖ **Duration:** 30 min



➤ **Exercise No 2: Compliance with rules**

- ❖ **Goal:** To develop skills for identification of the basic requirements
- ❖ **Competence which is developed:** Compliance with rules
- ❖ **Didactic materials:** Flipchart/pencils
- ❖ **The course of the exercise:** Divide your students into teams. Within 15 minutes each team will have to identify the biggest needs they see in a community (school, neighbourhood, street, etc.). Use the World Café method so that each team can identify and vote on what is the most important need that the other teams need to focus on. Thus, the need that has garnered the most votes in each team becomes a problem that the teams are tasked with solving within the training. Assign each team to come up with a solution of the problem and to develop idea for specific business. Ask them to write down the basic rules and requirements that must be followed in this business. Prepare a simple framework and checklist of applicable laws and regulations.
- ❖ **For whom? (Group or individual session?):** Group session
- ❖ **Summary questionnaire / Evaluation:** Each group present the solution and the framework. The trainer summarizes the exercise by presenting to the participants what is the process of following the rules and when it is useful for us in the self-employment.
- ❖ **Duration:** 45 min



Module II: Skills

Objectives

Career development is a process that involves the interplay of various factors including an individual's disability type, abilities, education, family, socioeconomic status, ethnic identity, culture, gender, self-efficacy, work personality, interests, and job satisfaction (Enright, Conyers, & Szymanski, 1996)

A skill is the learned ability to carry out pre-determined results often with the minimum outlay of time, energy, or both. In other words, the abilities that one possesses. Skills entrepreneurial can often be divided into domain-general and domain-specific skills. For example, in the domain of work, initiative, teamwork, perseverance, self-confidence, creativity, social responsibility.

Entrepreneurship is a multilevel phenomenon that many disciplines, such as psychology, sociology, and particularly economics, have explored from various different angles. We propose to define entrepreneurship according to the GEM classification (Global Entrepreneurship Monitoring, Bosma, Jones, Autio & Levie, 2007).

GEM describes entrepreneurship within a broader context and understands it as a process starting at the very onset of business conception and planning activities at the first stage. At the second stage, the entrepreneurship process carries on with the birth of the firm, and keeps developing with the ongoing management of the established business in the last stage.

Motivations for an entrepreneurial life path result from push and pull factors existing in a given environment. In this context, researchers distinguish between opportunity and necessity entrepreneurship. Necessity entrepreneurship results from a push motivation caused by negative factors such as frustration or dissatisfaction with the current job and/or life-style. On the contrary, positive factors such as perception of business opportunities, entrepreneurial socialization or training are considered to be positive pull factors leading to opportunity entrepreneurship. People who are pulled into entrepreneurship may do so because of a desire for independence and increased income, or because they recognize a good opportunity to implement their business idea.

Due to their limited or absent expressive language, individuals with severe to profound intellectual however, these individuals typically have to rely on prelinguistic behaviours to communicate (Sigafos et al., in press a). Their prelinguistic forms might consist of informal gestures, undifferentiated vocalizations, eye contact, facial expressions, reaching and leading, and other body movements.

Our success in life is greatly determined by our social skills. We often take these skills for granted. Sometimes we are not even aware of these skills. It is easier to spot the absence of these skills than to detect the presence



of them. These skills are usually learned by observation. Many persons with intellectual disabilities (ID, formerly mental retardation), have underdeveloped social skills. This is because the development of social skills relies heavily on certain intellectual abilities.

Social skills enable people to function well in any social situation. This includes work, school, and interpersonal relationships. Some examples of good social skills include:

- Understanding and honoring the standards of dress and decorum at different social occasions;
- The acceptable forms of social interaction for different social occasions;
- Knowing when to make eye contact and when to avert the eyes;
- Determining when physical contact is acceptable and what type (e.g. a handshake versus a hug);
- Being able to politely start and stop conversations;
- Being able to make small talk;
- Understanding how to notice and respond to non-verbal body language;
- Appreciating social nuance such as sarcasm and humor;
- Understanding the differences between literal and figurative speech;
- Being able to express feelings and respond to the feelings of others.

Entrepreneurial Skills

The term entrepreneurship thus refers to the following: The process of identifying opportunities in the market place, arranging the resources required to pursue these opportunities and investing the resources to exploit the opportunities for long term gains.

If support staff stimulate clients to do things themselves, instead of taking over, this could reduce clients' dependency, passivity, and "learned helplessness" (Sigafoos et al., 2005), regardless of whether someone has a mild or severe intellectual disability (Ramdoss et al., 2012).

It is important to understand which skills are most valued in the workplace. Supporting the development of these desired skills is vital to prepare students for sustained, long-term, integrated employment.

In general, professionals described the ideal job candidate as one who is well-prepared for the interview, has a positive attitude, and exhibits strong communication skills. Respondents generally emphasized the value of soft skills and explained that while previous work experience is valued, it is not always necessary for entry-level positions. For those without a proven record of work experience, exhibiting strong soft skills are especially important because they can predict a successful job candidate. Recognizing the importance of soft skills, Robles (2012) surveyed business executives to



identify which of these are most valued by employers when considering prospective employees. The ten most frequently identified soft skills include: 'integrity, communication, courtesy, responsibility, social skills, positive attitude, professionalism, flexibility, teamwork, and work ethic' (p. 453).

The results of the study suggest that training should include a strong emphasis on the development of soft skills, including: attitude, dependability, stamina, flexibility, and communication. While the acquisition of hard or technical skills may increase the employability of a student, an individual's ability to maintain employment may be more dependent on skills and abilities that are not specific to a single job.

Good social skills also require behavioral management skills. For example, impulses must be kept under control across a wide variety of social situations. Self-care and grooming skills must be demonstrated. People with IDs often need to be explicitly taught behavioral management skills. For instance, they must learn to refrain from talking out of turn. They also need to speak at the appropriate volume when conversing. When provided direction, they learn to follow rules and social conventions. For example, with proper coaching, they know it is correct to wait in line to purchase a ticket.

Social Skills

Social skills are the set of behavioral strategies and the ability to implement those behaviors that help solve a social situation effectively; in a manner acceptable to both an individual and the social context in which the individual finds him/herself.

They allow for feelings, attitudes, desires, opinions or rights to be expressed appropriately in relation to a particular situation, and at the same time respect the conduct of others. Thus, they improve our interpersonal relationships, make us feel good, help us to get what we want, and prevent others from interfering in the achievement of our goals.

An entrepreneur assesses the situation, the possibilities, the risks, and the benefits and then decides whether something is worth doing. Although everyone is faced with situations involving risks at one time or another, it should be noted that an entrepreneur's success depends on their ability to take moderate, calculated risks. In business and in life, there is clearly no way to avoid risk-taking. When entrepreneurs take risks, they discover their own abilities and become more able to control their own futures. Entrepreneurs become more self-assured and have a more positive outlook towards risk-taking because they have faith in their own abilities and accept risks as challenges, which require their best efforts to achieve goals.



Entrepreneurs take great satisfaction in accomplishing difficult, but realistic tasks by applying their own skills. Hence, low risk situations and high-risk situations are avoided because satisfaction is unlikely in either situation. In short, the entrepreneur likes a difficult, but achievable challenge.

Although risk-taking is a style of behavior, calculated risk-taking is a skill that can be learned and improved. Entrepreneurs should evaluate their needs before deciding to take a risk.

Why are social skills important?

Social skills are a set of behaviors that allow us to socialize with others in a satisfactory manner, so they are essential in any environment (with family, at work, in the street, etc.). Adequate execution of these skills is beneficial for learning how to express oneself and to understand others, to take into account everyone's needs and interests, to try and find the most satisfactory solution for everyone when facing a problem, or to be supportive. All of these behaviors are essential for living in society.

For example:

- Children's Social Behavior Questionnaire (CSBQ)
- Students Career Concerns Inventory (SCCI)
- Montreal Cognitive Assessment (MoCA)
- Escala de Habilidades Sociales (González, 2000).
- Social Skills Rating System (SSRS; Gresham and Elliott 1990).
- Social Responsiveness Scale (SRS; Constantino 2005)
- Test of Young Adult Social Skills Knowledge (TYASSK; adapted from Laugeson and Frankel 2010).

- **Conflict resolution**

Any Conflict is a clash, a contradiction, a conflict of interests and opinions, an argument and a hassle. A conflict is a collision or a presence of two contradicting or mutually preclusive motives, desires, pursuits or opinions. According to J. Hocker and L. B. Wilmot, a conflict is a fight between at least two interdependent parties who are able to notice the contradiction in their goals, lack of mutual profits and both sides believe that the other side constitutes a hindrance to accomplish their goal.

Conflicts can constitute:

- indication of health
- stimulus for development and mover of dynamism
- a means of building and forming one's own personality
- an element facilitating the process of solving difficulties



The five assertive laws by Herbert Fensterheim (1976)

- You have the right to do what you want as long as your actions do not hurt anybody.
- You have the right to your dignity through assertive behaviour even if this hurts somebody provided that your intentions are assertive not aggressive.
- You have the right to present your requests to other people as long as your addressee can say no.
- There are situations among people where nothing is clear and obvious. Though, you always have the right to discuss and explain an issue to your interlocutor.
- You have the right to make use of your rights. Being assertive is not only about being able to say no but much more than this.

Conflict resolution strategies:

- “win – lose”: one person imposes their opinions on others, the losing party is dissatisfied and has a feeling of a defeat;
- “lose – lose”: both sides of a conflict argue and fight so fiercely that they both lose in the process;
- “win – win”: we coordinate our efforts to find solutions acceptable to both sides resulting in benefiting both sides.

Five step model of a conflict resolution

- Preparation of a conversation
 - ❖ Defining a problem
 - ❖ Establishing rules of the conversation
 - ❖ Constraining conflict escalation
- Mutual listening to both sides
 - ❖ Mutual listening
 - ❖ Determining an issue
- Determining interests
 - ❖ Determining and naming interests of both sides
 - ❖ Summering both concurrent and conflicting interests
 - ❖ Determining the problem to be solved as a shared one
- Searching for solutions
 - ❖ Finding and creating a list of possible solutions
 - ❖ Determining criteria of choosing a target solution
 - ❖ Selection of a solution



➤ Plan

- ❖ What needs to be done in order to carry out the selected solution?
- ❖ Obligations of both sides.

▪ **Entrepreneurial spirit**

Entrepreneurial spirit is a mindset. It's an attitude and approach to thinking that actively seeks out change, rather than waiting to adapt to change. It's a mindset that embraces critical questioning, innovation, service and continuous improvement.

The main characteristics of this mindset are:

- Passion: Once you chose your business area you have to put all your passion, efforts and skills in order to get it.
- Steady improvement. Never it's done. You have to be always questioning how it can be done better.
- Optimistic. Positive thinking and focussing in the improvement areas.
- Take calculated risks. Passion has to be driven carefully.
- Action. Learning by doing is the best way to develop your business.

▪ **Stress management**

Stress (Definition): In a medical or biological context stress is a physical, mental, or emotional factor that causes bodily or mental tension. Stresses can be external (from the environment, psychological, or social situations) or internal (illness, or from a medical procedure). Stress can initiate the "fight or flight" response, a complex reaction of neurologic and endocrinologic systems.

The crucial point is about keep stress under control and being able to transform it in possitive energy to activate ourselves in order to achive our goals.

We have to practice some strategies related with the stress management because if we don't do that we can lose our temper and even put in risk our lives.

Some issues relates with stress managemet are:

- Identify the stressor and try to avoid them.
- Alter the situation: Action to modify the unhealthy environment.
- Adapt to the stressor.
- Accept the things that you can't change.
- Make time to fun and relaxation.
- Healthy lifestyle.



▪ Tolerance to frustration

Tolerance to Frustration is defined as a personal ability to withstand frustration without developing inadequate modes of response, such as "going to pieces" emotionally.

Basically is learning to manage the emotion related with the output between what we want and what we have. The output of this evaluation process will make us response in a particular way.

There are some aspects we can train to be sure that our response is adequate:

- Acknowledge your own choices. Be realistic about your skills.
- Set achievable goals every day.
- Practice making decisions.
- Change your thinking, focusing in what can you do improve the situation.
- Imagine how things could be worse.
- Practice exposure. Little Steps. We have to face those disgusting thing that annoy us.
- Retool your perspective.

▪ Exercises

- **Exercise No 1:** Interaction skills (interaction management and control abilities).
 - ❖ **Goal:** Interaction skills manifest in the impact of the communicators on one another; they consist of both the management of one's own behaviour and abilities to manage and control the interaction of others with you
 - ❖ **Competence which is developed:** ability to resist the negative effect.
 - ❖ **Resources to develop the activity-** Role Play, discussion, brainstorm, modelling, games and worksheets.
 - ❖ **The course of the exercise:** Considering the interview data, towards the annoying situations, criticism, and comments K. rather often reacts in a retreat, turning away, and oppositional reactions (talking back, sometimes with aggression), or laughs, which is inadequate to the situation: [Once K. heard me talking to another teacher about her inappropriate behaviour, and started to cry, rub her eyes, murmur: (example)
"Well fine, I will continue not to listen," and began hitting herself on the face (K.M.) / I told the class supervisor that she did not listen to me, so she grumbled a lot and called me a denunciator, did not eat her breakfast, was kicking the door, and could not be controlled (K.A.) / During a task, K. jostled with a boy, so she slammed the door and went to her group (K.A.)]



3. *When criticized she acts inappropriately and laughs: [Mother seeing K. hit the little chicken asks why she behaves this way. K. replies that she is not hitting it, she only wanted to try. Mother disciplines her. K. starts to laugh loudly.]*

Apparently, a girl is unable to manage interactions, when she is being laughed at. [One of the girls said that K. could not be a teacher, because she does not know how to count. Then K. got angry and ran away from the playground, sat on a bench and sadly watched the girls (K.A.) / Took a rag and went to clean the dust. But when she entered the boys' room, they started to make fun of her. She threw the rag and shouted that she was not going to clean anymore (K.A.)]. Anxiety or avoidance of contacts with strangers manifest (Leffert, Siperstein & Millikan, 2000; Ronen, 2005)

- ❖ **Practical example** Role Play
- ❖ **For whom? Group and individual session:** Group
- ❖ **Summary questionarie/Evaluation:** not applicable
- ❖ **Duration:** 30 min

➤ **Exercise No 2:** Verbal contact and communication abilities. Communication skills are firstly associated with the abilities to initiate and maintain verbal and nonverbal contact

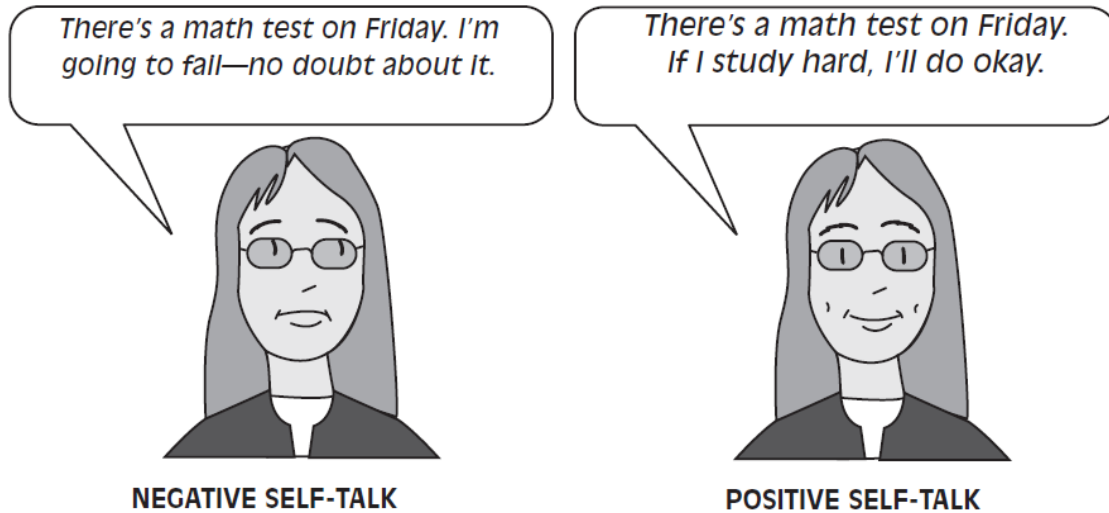
- ❖ **Goal:** To teach participants to use positive self-talk to direct their thoughts and behavior
- ❖ **Competence which is developed:** Emotional control
- ❖ **The course of the exercise** Ask the group, “What is self-talk?” Prompt them to think of the two words—”self” and “talk” — separately.
- ❖ **Practical example** Tell them: Self-talk is what you say to yourself every minute of every day. It’s also called “inner speech.” You’re probably not aware of it, but you are constantly telling yourself things that affect what you think, say, and do. For example, if you are afraid, you can say to yourself, “It’s okay, there is nothing to worry about.” You can help yourself concentrate by saying something like, “Tune everything else out, and focus on what you are doing.”

If you think positively, you will probably succeed. If you think in negative terms, you probably won’t. When you recognize the thoughts that make you feel good, you can make them happen more often. Some people write their positive thoughts down and read them during the day. Other people just try and repeat the positive thoughts at different times during the day, until thinking these thoughts becomes a habit. You can learn to comfort yourself when things go wrong. You can learn to be your own best friend! Distribute Activity Sheet . After the participant complete it, have



them discuss how positive self-talk really does make people feel better about themselves. Read the statements below. For each, give an example of negative self-talk.

Then, replace it with positive self-talk:



I really want a puppy.

Negative self-talk:

Positive self-talk:

I wish I were taller.

Negative self-talk:

Positive self-talk:

Kayla's clothes are so cool.

Negative self-talk:

Positive self-talk:

- ❖ **For whom? Group and individual session:** individual
- ❖ **Summary questionnaire/Evaluation:** feedback the activity
- ❖ **Duration:** 15 min

➤ **Exercise No 3:** A mindfulness exercise for a social skills group

- ❖ **Goal:** training social skills group
- ❖ **Competence which is developed** social skill group
- ❖ **Resources to develop the activity** large living room and silence
- ❖ **The course of the exercise:** "Imagine yourself sitting inside an invisible egg. There is an invisible eggshell, a big circle all around you, front, back, up, down, and sideways. Close your eyes and stay very still. Relax into the quiet, not moving. Just rest there in the peaceful stillness, imagining yourself completely at ease. Expand into this space, as far as your mind can go, including the whole universe." (Ring a bell.) "Now, see if you can hear the sound of the bell all the way to the end."



- ❖ **Practical example** (Pause until the sound stops. Ring the bell at intervals of 30–60 seconds, over a period of w4–5 minutes).
 - ❖ **For whom? Group and individual session:** group
 - ❖ **Summary questionnaire/Evaluation:** not applicable
 - ❖ **Duration:** 10 minutes
- **Exercise N° 4: Conflict resolution**
- ❖ **Goal:** Work on conflict resolution.
 - ❖ **Competence to be developed:** Joint / cooperative problem solving, ability to listen to and communicate with others, learning how to assign functions and responsibilities, integration of participants, ability to persuade others to your ideas, capability of searching for a compromise, taking responsibility for making decisions
 - ❖ **Educational materials:** 10 A4 sheets of paper for each group (groups should consist of 4 to 6 people), 1 egg in a plastic bag for each of group, a watch, stable chair, for evaluation purposes: two different colour table tennis balls (it can be anything like pebbles or other objects) – 5 sets for each participant, two transparent containers (eg. large jars).
 - ❖ **The course of the exercise:** Divide all participants into groups of 4 to 6 people. Describe and explain the goal of the exercise. The task is to produce such a paper structure that would prevent the egg from breaking when it is dropped of a certain height (any structure will do as long as the provided paper is used). Explain that each member of a group should have their contribution to the planning phase and that the development of the structure cannot be started without the agreement and decision made by all members of a group. Next, each group receives 10 sheets of A4 paper and an egg. The development of the paper structure should not exceed 20 minutes including the decision making process. Having produced the structure, every group representative (selected by the group itself) stands on a chair and drops an egg in a plastic bag onto their paper structure on the floor. The result is considered a success if an egg does not break. Every group has only one chance to do the test. The task is deemed successfully accomplished when the instructor verifies that indeed the egg is not broken. Each group builds their construction on the same floor and they are not allowed to use any other devices than provided sheets of paper.
 - ❖ **For whom?** (a group or an individual session): Group exercise
 - ❖ **Summary questionnaire/Evaluation:** Each participant receives a tennis ball (it can be anything like coloured pebbles or other objects), a yellow one for “yes” and white for “no” answers.

The instructor asks questions, the participants answer and put respective tennis balls or coloured pebbles into one of the two glass jars:



1. Did I talk to my colleagues while carrying out the task?
2. Did I feel engaged in the work of my team?
3. Do I think that my opinion was taken into consideration during the decision making process?
4. Did I feel comfortable cooperating with my group?
1. Would I prefer working in a group to working all by myself?

The instructor sums up the resulting answers to particular questions and discusses the task and the communication process with a group. Provided that there is enough time, ask the participants to think what the results they could end up with had they worked all by themselves.

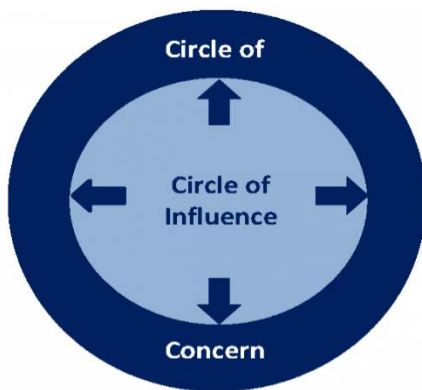
❖ **Duration:** 40 minutes

➤ **Exercise No 5: My passion, my business.**

- ❖ **Goal:** Work the entrepreneurial spirit
- ❖ **Competence which is developed:** entrepreneurial spirit
- ❖ **The course of the exercise:** Every participant has to choose their inspiration, their desired business. Just one for each participant. They can create a short list but in the end they have to pick just one.
- ❖ **For whom? (Group or individual session)** Individual Work.
- ❖ **Duration:** 30 min.

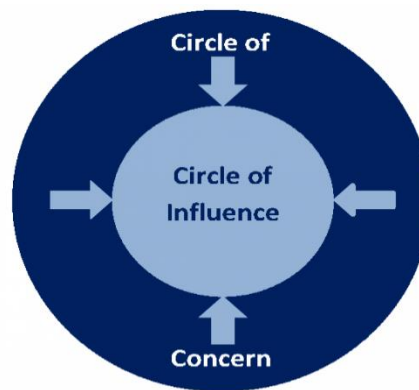
➤ **Exercise No 6: Things I can't change.**

- ❖ **Goal:** The objective is to clarify which aspects of life and environment we are capable to modify or control.
- ❖ **Competence which is developed:** Stress Management
- ❖ **The course of the exercise:** Make two concentric circles and write on it aspects that we can control or not, and determine our circle of concern and our circle of influence and where to put our energy.
- ❖ **For whom? (Group or individual session):** Work in groups
- ❖ **Duration:** 30 min



Proactive Focus

Positive energy enlarges Circle of Influence



Reactive Focus

Negative energy reduces Circle of Influence

➤ **Exercise No 7: Annoying things. Tolerance to frustration**

- ❖ **Goal:** Improve stress tolerance
- ❖ **Competence which is developed:** Stress tolerance
- ❖ **The course of the exercise:** This involves making a list of the everyday situations that annoy you (driving on the highway at rush hour, waiting on hold for a customer service representative, etc.) and subjecting yourself to them gradually so that you can increase your tolerance. As you're experiencing these situations, you might ask yourself why you're frustrated in the first place. Is it that you feel helpless or put out? If so, you might put processes in place to eliminate that negative feeling. For example, I get frustrated by sitting in meetings because they make me feel inefficient. I find that if I schedule these to last just thirty minutes (enough time for quick status updates and to-dos), I'm not nearly as anxious about my time being wasted.
- ❖ **For whom? (Group or individual session):** Individual Work
- ❖ **Duration:** 30'



Module III: Knowledge of self-employment

Objectives

“Knowledge of self-employment” refers to all the content related with the state of working for oneself: generation of business ideas, tools to facilitate the preparation of the business plan, existing resources in the community that will facilitate the start-up of the business and appropriate legal forms. This kind of knowledge is important in order to understand the steps necessary to define a business plan. While providing this information the job coach should communicate the pros and cons of self-employment. On one hand, it allows individuals to discover the freedom and flexibility that comes from operating one’s own business by reducing the need for transportation and creating an accessible work environment. On the other hand, it carries risks and a great responsibility related with the challenges that result from self-employment, that is: financial insecurity, social isolation, stress and many working hours.

The main objectives of this module are:

- Promoting business capacity in a group of persons with disabilities through a creative process targeted at ideas for business opportunities that could be exploited in collaboration
- Provide the tools in order to understand what is necessary to generate a business plan.

Definitions

- Entrepreneurs are people who have the ability to detect and evaluate business opportunities, in order to achieve success;
- A business that involves risks can be initiated for different reasons, depending on the personality and aspirations of the entrepreneur;
- Becoming an entrepreneur involves taking risks and it is advisable to know them as much as possible;
- The preparation for entrepreneurship must be done with a positive but realistic attitude, weighing advantages and disadvantages.
- An initial condition for a person trying to decide whether or not to become an entrepreneur is to evaluate their entrepreneurial potential;



Contents

▪ **Generation of business ideas**

Creativity isn't the only factor that affects on having a good business idea. It depends also on the interest and the potencial of the group. That's why the activities developed try to address to all these factors by stimulating the added value of group diversity.

How to generate a business idea:

Having business ideas is not easy. Here are some tips on how you can start a business:

- You observe the market, an area where there is demand, but not suppliers
- Read the local press carefully; an article or advertisement can be the source of a great idea
- Read some business magazines where business ideas are proposed, with general or technical information related to certain specialized fields
- Talk to those around you who have experience in the field of entrepreneurship or potential clients;
- Talk to friends and acquaintances (valuable information can come from unexpected sources)

Evaluating a business idea:

You have to keep in mind that business is risky and vulnerable in the beginning phase. It has been found that about 85% of new businesses fail in the first few years.

When you make an initial assessment of your business idea, it should be an attractive future situation. The idea must be achievable, according to the demands of the market and the potential you have.

What products or services you can develop:

For the development of products and services you must clearly define the area of activity and take into account the following aspects:

- A detailed description of the product or service;
- The specific characteristics that generate the unique character of the product or service;
- If the product or service is in accordance with the legislation in force;
- There must be compatibility between the product / service and the demand on the market;

Organization of operations:

In order to offer products or services, you must decide on the volume and type of operations to be undertaken. Whether you have a production, service or commercial activity, you must make a description of the process, operations, procedures and standards specific to this activity.

The resources needed to develop a business:

The next step in evaluating the business idea is related to the evaluation of the necessary and available resources. But what are the resources involved in starting a business? The complete set includes:

- Personal technical skills



- Relations
- Finance
- Equipment
- Knowledge
- Data related to marketing
- Human resources
- Management

The main role of an entrepreneur is to creatively identify resources. The resources can also be obtained on a limited basis from other persons/companies that own them. Credibility is, therefore, very important, the entrepreneur taking risks with the suppliers from which he/she leases or lends resources based on contractual or non-contractual agreements.

- **How to think like an entrepreneur:**

One of the factors that makes the difference between a successful and an average entrepreneur is the way of thinking. A successful entrepreneur understands that the world is full of great opportunities and ideas. A successful entrepreneur understands that failure is a step towards even greater success, and not just a hindrance you must overcome.

A good entrepreneur must know how to develop creative ideas. Creativity is present in every profitable success. A good entrepreneur must know how to make the right decisions quickly. Therefore, you will be well prepared to always give your best.

- **How to choose a partner:**

The partner is not necessarily a close person. There are several types of relationships:

- A friend with whom you want to share the risks and successes
- A specialist to ensure business professionalism
- An investor to whom you promise a win
- A company that holds the important resource for your business

- **Prepare and define a business plan.**

A business plan is a formal written document containing business goals, the methods on how these goals can be attained, and the time frame within which these goals need to be achieved. It also describes the nature of the business, background information on the organization, the organization's financial projections, and the strategies it intends to implement to achieve the stated targets. In its entirety, this document serves as a road map that provides direction to the business. Values, resources and customers are some of the elements that have to be considered while creating a Business Plan and it can result as a confusing and hard task. The activity



will exploit the potential of the “Business Model Canvas” in developing a business plan, that’s why it has been made accessible to persons with disabilities by simplifying the content and making it visually attractive (“Accessible Business Model Canvas”).

- **Existing resources in the community**

A good starting point is to analyse the situation existing in your own community, where you are going to start the social business.

- **Planning of implementation**

The stages before starting your own business: There are many people who have extraordinary business ideas, but it is extremely difficult for them to decide where to start. If they do not follow the proper steps, their business turns out to be a failure. Many people think that with just a few commercials they will get a huge deal. Others find that, in fact, customers are few and uninterested when it comes to a business.

The first step in starting a new business is to build a solid business plan. This plan will be the spring that will propel the business and of course, will include all the procedures you have to follow, step by step.

Find the right business model for you. What do you prefer?

After making the decision on the type of business you want to launch, follow the research. Research the business of your choice, read and study all the information that includes it. Also, participate in seminars and training programs, contact leaders in the field to find tips and techniques to help you in the future.

Identify the profitable market. The best way to find a profitable market for your online business is to identify a group of people searching the internet for solutions to their problems. This market is known as niche. To begin with, you must identify the profitable market, and then determine the products you offer to your customers. Study the demand and supply on the market. If demand is higher than supply, then you are on the right track.

The vital part of starting a business is obtaining approvals and licenses. These will depend on the type of business you choose and should be one of the priorities if you want a legal business.

- **Legal forms more appropriate: Business types in Romania:**

- **Company:** According to the law no. 31/1990 regarding commercial companies, republished, takes one of the following forms:

- ❖ **Company in collective name (CCN):** That company constituted by the association, based on full confidence, of two or more persons, who share certain goods to carry out a commercial activity, in order to share the resulting benefits and in which the partners respond unlimitedly and jointly, for the obligations of the company.

- ❖ **Simple limited partnership (SLP):** It is the company that is established on the basis of full trust, of one or more persons, called partnerships, which ensures the management and management of



the company and is responsible for social obligations, jointly and unlimited, with one or more persons, called partners, who do not participate in the management of the company and are responsible for the social obligations, only within the limit, of their contribution to the capital of the company.

- ❖ **Joint stock company (SA):** It is that company formed by the association of several persons named shareholders, who contribute to the formation of the share capital through participation shares of equal value, represented by circulating credit securities, called shares, for the purpose of sharing the benefits, and who are responsible for the social obligations, within the limit. of their contribution incorporated in actions.
 - ❖ **The joint stock company (SCA):** The share capital is divided into shares, and the social obligations are guaranteed with the social patrimony and with the joint and several liability of the limited partners; they are only obliged to pay their shares.
 - ❖ **Limited liability company (SRL):** It is that company which is constituted by one, two or more persons who pool certain goods to carry out a commercial activity, in order to obtain and share the benefits and who are responsible for the obligations of the company within the limit of the contribution.
- **Cooperative society:** According to Law no. 1/2005, as amended, is an autonomous association of natural and/or legal persons, as the case may be, established on the basis of the free consent expressed by them, in order to promote the economic, social and cultural interests of the cooperating members, being jointly owned and controlled. democratic by its members, in accordance with cooperative principles. The share capital of the cooperative company is variable and cannot be less than 500 lei. The minimum number of cooperating members of a cooperative company is established by statute, but is not less than 5. The 1st degree cooperative companies can be constituted in one of the following forms:
- ❖ **Craft cooperative societies**
 - ❖ **Consumer cooperative societies**
 - ❖ **Co-operative societies of valorisation** - associations of natural persons that are constituted in order to capitalize their own products or purchased through direct distribution or through processing and direct distribution
 - ❖ **Agricultural cooperative societies, etc.**
- **Conducting economic activities as an authorized natural person, individual enterprise and family enterprise:** According to GEO 44/2008 with the subsequent changes, under the right to free initiative, the right to free association and the right of establishment, any natural person, Romanian citizen or



citizen of another Member State of the European Union or of the European Economic Area, can performed economic activities on the territory of Romania, under the conditions provided by law; economic activities may be carried out in all areas, trades, occupations or professions that the law does not expressly prohibit for free initiative.

The entrepreneur is the natural person, who organizes an economic enterprise.

The economic enterprise is considered the economic activity carried out in an organized, permanent and systematic way, combining financial resources, attracted labour force, raw materials, logistic means and information, at the risk of the entrepreneur, in the cases and under the conditions provided by law.

➤ **Types of economic enterprises provided by law:**

- ❖ **Authorized person (AP):** The person authorized to carry out any form of economic activity permitted by law, using mainly his work force; The AP can employ with third party employment contract for the activity, for which it has been authorized
- ❖ **Individual enterprise (IE):** Economic enterprise, without legal personality, organized by an entrepreneur person; in this case the entrepreneur person who owns an individual enterprise can employ third parties with a work contract.
- ❖ **Family enterprise (FI):** Economic enterprise, without legal personality, organized by an entrepreneur person together with his family members, based on a written agreement. It constitutes an impairment estate, which represents the totality of the assets, rights and obligations of the authorized person, the holder of the individual enterprise or the members of the family enterprise, affected for the purpose of carrying on an economic activity, constituted as a distinct fraction of the assets of the authorized natural person, the holder of the individual enterprise or the members the family business, separated from the general pledge of their personal creditors.

In addition to the professional headquarters, all 3 types of economic enterprises can open work points in the locations where the authorized persons, the individual or family businesses, if it does not operate exclusively at the professional headquarters, unless which carries on traveling trade, as regulated by Government Ordinance no. 99/2000 regarding the marketing of market products and services, republished.

- ❖ **Individuals** may carry out economic activities as follows:
 - individually and independently, as authorized persons
 - as entrepreneurs owning an individual enterprise
 - as members of a family business



- **The main types of non-profit social enterprises in Romania:**
 - ❖ **Non-profit organizations that carry out economic activities** either within them or through companies;
 - ❖ **Non-profit organizations organized in the form of mutual aid houses of employees or pensioners;**

- **At the end of the training participants will be able to:**

- Understand and explain what entrepreneurship means - mood and self-confidence
- Understands the importance of lifelong learning as an entrepreneur's way of life
- Understands the importance of planning for an entrepreneur
- Go through the observation cycle-idea-opportunity-plan-objectives-methods-evaluation
- Build SMART business planning goals (including learning)
- Understands the role of financial education in achieving entrepreneurial goals

- **Exercises**

- **Exercise No 1: Interest detection**

- ❖ **Goal:** Promoting business capacity in a group of persons with disabilities through a creative process targeted at ideas for business opportunities that could be exploited in collaboration
- ❖ **Competence which is developed:** creativity, interest detection
- ❖ **The course of the exercise:** It is a practical activity that involves the use of the collage technique. Recollect and provide magazines and periodicals to the participants and then them to cut out every image or title that attracts their attention and stick them in a poster. The content they cut out should reflect the business they want to start and what they would like to do with their business. The Job Coach has to ask the meaning of the pics/articles recollected.





- ❖ **For whom? (Group or individual session):** Group session

- ❖ **Duration:** 40 min

➤ **Exercise No. 2: Exploring the group's potencial**

- ❖ **Goal:** Promoting business capacity in a group of persons with disabilities through a creative process targeted at ideas for business opportunities that could be exploited in collaboration

- ❖ **Competence which is developed:** Boost individual and group strengths

- ❖ **The course of the exercise:** Each member has to present oneself: both the educational and the career path. Each one has to communicate a personal skill that should become a potential for entrepreneurship. The Trainer should propose questions in order to stimulate self-examination and meditation, for example: "which skills or competencies has helped me to progress in my life?" Take note of this skill on a paper through the use of expressions like "I'm the best in..", "I know how to..", "I'm able to..", etc. and put them on a box. Read all together the papers and try to find out the common points between them in order to categorize/classify them. While doing so, question their usefulness in a joint undertaking ("Why do you think it's a useful skill?" Or "How should it contribute in a work environment?").

- ❖ **For whom? (Group or individual session):** Group session

- ❖ **Duration:** 40 min

➤ **Exercise No. 3 : Inclusive and accesible entrepreneurship model**

- ❖ **Goal:** Promoting business capacity in a group of persons with disabilities through a creative process targeted at ideas for business opportunities that could be exploited in collaboration

- ❖ **Competence which is developed:** knowledge about successful business models run by people with disabilities

- ❖ **The course of the exercise:** Before presenting examples of inclusive and accesible entrepreneurship models, it should be useful to do a brief review of the existing business enterprises. In order to simplify this short presentation, the job coach can elaborate a canvas or an infographic with the help of the participants by finding out the enterprises present in their hometown.



Then a slide presentation should be done about existing entrepreneurship models in order to foster the inclusion of persons with disabilities as an added value. The presentation should address the activities, the mission and the vision of the entrepreneurial experience, according with the available information.



❖ **Didactic material:**

Some examples of business models that hire persons with disabilities:

- Koiki (<http://koiki.es>)



Koiki is a delivery company that want to change the form of delivery and package pick-up in the neighborhood. Its goal is the labour incorporation of of disadvantaged group and the reduction of pollution charges.

- Howdy Homemade (<https://howdyhomemade.com>)



Howdy Homemade is a chain of ice-cream shops. The owner has worked with numerous special needs organizations to hire, train, and employ people with Down Syndrome and Autism. Every aspect of Howdy Homemade encompasses the special needs of the huge under-employed segment of our population with one goal: to change the way businesses hire people with special needs.

- Altavoz (<http://altavozcooperativa.org>)



Altavoz investigate on the accessibility for people with cognitive and learning disabilities (“cognitive accessibility”). Altavoz provide to its clients help on the use of clearer language in their professional texts and training on cognitive accessibility.

- ❖ **For whom? (Group or individual session):** Group session
- ❖ **Duration:** 50 min

➤ **Exercise No. 4: Generation of ideas**

- ❖ **Goal:** Definition of a group business model idea
- ❖ **Competence which is developed:** Creativity and generation of ideas
- ❖ **The course of the exercise:** According to the previous classification of group potential, generate a debate of the potential business model that should fit with the group. In order to facilitate the debate, we recommend to use the following table that can be filled both as an individual or a group activity. If the individual one is preferred, it’s necessary to have a group debate in order to stimulate the generation of business ideas by discussing the contributions of each member as already explained.
- ❖ **Didactic materials:**

SKILL IDENTIFIED	PREVIOUS EXPERIENCE: training courses or professional experiences	PERSONAL PREFERENCES: (e.g. cooking, arts, fashion, sports, etc.)	BUSINESS MODEL IDEAS ("Do you already have a business idea?" Or "Have you been thinking what you would like to do?")	UNMET NEEDS IN THE MARKETPLACE: customer needs or business model innovations

- ❖ **For whom? (Group or individual session):** Group Session
- ❖ **Duration:** 40 min



➤ **Exercise No 5: Kanban**

- ❖ **Goal:** To provide tools in order to stimulate ideas and the definition of a business plan. As a result of a brainstorming activity that necessitate processing informations and ideas, the prominent part of the activities is based on the writing technique.
- ❖ **Competence which is developed:** Planning, strategy, time management, teamwork
- ❖ **The course of the exercise:** Writing can be a demotivating tool for persons with an intellectual disability, so it's highly recommended to dynamize the session through the use of flipchart, whiteboard and post- its.

Finally, according that self- employment require a great planning ability, we suggest using the “Kanban Method” by adapting it to the whole module or some activities of the module.

It is based on 3 principles:

- Visualize the workflow. It means seeing all the items in context and understand work priorities.
- Limit the amount of work in progress.
- Enhance flow: when something is finished, the next highest thing from the backlog is pulled into play.

Kanban is a useful tool for a cooperative learning approach because it promotes continuous collaboration and encourages active, ongoing learning and improving by defining the best possible team workflow.



- ❖ **Didactic materials:** <https://trello.com/>
- ❖ **For whom? (Group or individual session):** Group Session
- ❖ **Duration:** 60 min

➤ **Exercise No 6: Working on the Business Plan**

- ❖ **Goal:** provide the tools in order to understand what is necessary to generate a business plan.
- ❖ **Competence which is developed:** Organization, strategy, business model definition



- ❖ **The course of the exercise:** Start with the selection and description of only one idea, the outstanding one of the previous activity (“Generation of Ideas”). Then, have a look to the “Accessible Business Model Canvas” and try to fix the idea on the scheme. According that probably we only have a bare bones of the idea, it has to be integrated by a search on the internet. Through a division of work of the “Accessible Business Model Canvas”, the group has to collaborate and find out useful information to develop a joint plan. Once they’ve made the research, all the informations and materials will be discussed together and filled in the scheme of the “Accessible Business Model Canvas”. Through this activity, participants will be part of the definition of the business plan and contribute to it, even if the elaboration of the final Business Plan will be responsibility of the Job Coach. We recommend the Job Coach to use the “Business Model Canvas” available on internet in order to prepare the Business Plan.

ACCESSIBLE BUSINESS MODEL CANVAS



- ❖ **Didactic materials:** [Canvanizer model canvas](#) or [Strategyzer model canvas](#)
- ❖ **For whom? (Group or individual session):** Group Session
- ❖ **Duration:** 60 min

➤ **Exercise No 7. - Inspiration for identifying business ideas**

- ❖ **Goal:** to identify as many sources as possible for developing business ideas.
- ❖ **Competence which is developed:** Creatividad, Iniciative



- ❖ **The course of the exercise:** The people involved will analyze the information they have about the information about business ideas as follows:
 - Your experience, gained from a trip to another locality, from the need for products and services that are not on the market or access to them is difficult, from your work experience, etc. The experience of the community in which you live: by analysing the situation at the community level - what are the benefits, what are the shortcomings and needs, how can you respond to them.
 - The experience of other people or communities: from the ideas expressed by other people, communities or institutions that have already encountered a problem or have already known cases in which this problem has been solved.
 - Stakeholder discussions: through discussions with individuals or institutions that could influence the development and implementation of the business idea.
 - Courses: from information and skills acquired through special training courses or through individual studies.
 - Other sources: by consulting publications, guides, reports, case studies, resources available on the Internet.
- ❖ **For whom? (Group or individual session):** Group Session
- ❖ **Duration:** 30 min

➤ **Exercise No 8: Analysis of the situation of the community**

- ❖ **Goal:** detailed and complete analysis of the concrete situation of community resources.
- ❖ **Competence which is developed:** Initiative, strategy
- ❖ **The course of the exercise:** The answers will be completed on a flip-chart sheet, then the most correct and closest conclusion to the reality of community life will be discussed and chosen.

1. What is the market situation in your community? (for example: Is there a business?)
.....
2. What are the main areas in which you work?
.....
3. Are there enough jobs?
.....
4. What are the main areas of activity in the community? What were the ones from the past?
.....
5. What areas of activity do you think will grow in your community in the future?
(for example: agriculture, animal husbandry, certain industries)
.....
6. Which institutions in the community will you collaborate with (city hall, organizations, small traders, etc.)? What institutions from other locations will you collaborate with?
.....
7. Are there lands or buildings in the community that are useful for launching the social enterprise? Think to the resources you could get from partnerships (land or buildings used partially or not at all, owned by certain institutions or individuals)
.....
8. Are there significant natural resources in the area? Are they used enough?



.....
9. Which individuals / institutions / organizations will you contact for more information to help you answer the above questions?
.....

10. What are the main needs of the people in your community?
.....

❖ **For whom? (Group or individual session):** Group Session

❖ **Duration:** 20 min

➤ **Exercise No 9: The main needs of the community**

❖ **Goal:** to make a complete list of the main needs of the community.

❖ **Competence which is developed:** Initiative, strategy

❖ **The course of the exercise:** Now, look at the list you made above and sort the needs of your community by importance (the first will be the needs you consider the most important).

Think of products or services that are not currently marketed in your community and for which people have to move (another part of town, another city, another locality, another county).

1. To which needs in the list does the social enterprise respond?
.....

2. How can these needs be met?
.....

3. What are the most important needs that the social enterprise can answer? How?
.....

4. Are there any products or services on this list that can be provided by the social enterprise?
.....

5. How can this information be used in starting a business?
.....

6. The field of activity of the social enterprise where it is located?
.....

7. How can they be involved in developing your business? How do you think they will contribute? Why would he do that?
.....

8. How can resources be accessed through partnerships?
.....

9. How can the natural resources of the area be accessed for the development of the social enterprise?
.....

The exercises above have helped you to clarify some useful aspects in the preparation of the social enterprise:

- the situation in your community;

- the economic and social needs of the community;

- availability and use of local resources (material, financial, human, etc.);



- the ability to implement the business idea in the community: the existing resources experience;
- motivation and skills of future employees;
- possible partnerships with public and private actors;
- involvement of the social enterprise in the community.

❖ **For whom? (Group or individual session):** Group Session

❖ **Duration:** 20 min

➤ **Exercise No 10: Generate a business idea in your community**

❖ **Goal:** to make a complete list of the main needs of the community.

❖ **Competence which is developed:** Initiative, strategy

❖ **The course of the exercise:**

- The needs of your community

Description of the situation

.....

Ideas for social enterprise

.....

- Community resources (material, financial, human)

.....

- More information

The needs of the community

.....

Community resources

.....

❖ **For whom? (Group or individual session):** Group Session

❖ **Duration:** 10 min

➤ **Exercise No 11: Establishment and operation of companies**

❖ **Goal:** to make a concrete work plan for setting up a company

❖ **The course of the exercise:** Carefully study the steps for planning the implementation and establishment of a company in Romania:

- The business idea

- Choosing the form of organization

- Activities prior to registration at the Trade Register Office

- Choosing the name
- Choosing the object of activity
- Establishment of the professional / social headquarters and of the work points / secondary offices



- Election of the associates
- Election of the administrator (s)
- The option of being a taxpayer or not
- Registration at the trade register office
 - Reservation of the name
 - Drawing up the constitutive act (in the case of SRL) or the establishment agreement (in the case of FI)
 - Drawing up the contract of convenience for the professional headquarters, respectively the registered office, if applicable
 - Opening a bank account and depositing the share capital, exclusively in the case of SRL
 - Preparation of the file, which must contain, depending on the form of organization chosen, the documents indicated
 - Filing the file with the state authorities
 - The payment of taxes levied by the state authorities
- Post-registration actions
 - Making the stamp
 - Transformation of the bank account in which the registered capital was deposited in the current account, in the case of SRL
 - Opening of a current bank account, in the case of AP, IE and FI
 - Purchase of standardized forms, invoice / receipt type, unique control register
 - Tax registration
 - Obtaining operating permits, as the case may be, in relation to the object of activity
 - Employing employees, as the case may be, and registering contracts

❖ **For whom? (Group or individual session):** Group Session

❖ **Duration:** 20 min

➤ **Exercise No 12 - Analysis of the type of business**

❖ **Goal:** to identify the optimal form in which the business start-up will be organized and started

❖ **The course of the exercise:** Based on the information above, analyse and write on paper the optimal form in which you think you will start the business:

.....
.....

❖ **For whom? (Group or individual session):** Group Session

❖ **Duration:** 20 min



Annex 1

Test of evaluation of entrepreneurial skills



Entrepreneurial skills will be analyzed in groups and individually

Based in Yumpu entrepreneurial skills manual



➤ **Dialogue in a group:**

What is self confident?

Why is why it is important to have self-confidence for the entrepreneur ?

➤ **Individually:**

My self confident is...





➤ **Dialogue in a group:**

What is creativity?

Why is why it is important to have creative for the entrepreneur ?

➤ **Individually:**

My creativity is...





- Dialogue in a group:

What is initiative?

Why is it important to have initiative for the entrepreneur?

- Individually:

My initiative is...





➤ **Dialogue in a group:**

What is perseverance?

Why is why it is important to have perseverance for the entrepreneur ?

➤ **Individually:**

My perseverance is...





➤ **Dialogue in a group:**

What is teamwork?

Why is it important to have teamwork for the entrepreneur ?

➤ **Individually:**

My teamwork is...





➤ **Dialogue in a group:**

What is social responsibility?

Why is why it is important to have social responsibility for the entrepreneur ?

➤ **Individually:**

My responsibility is...





Annex 2

Activity- Visiting local entrepreneur

Part 1. 10/15 minutes talk by guest entrepreneur followed by a Question and answer session

After you have listened to the guest entrepreneur individually complete the following table below.

Entrepreneur Name:	
Business name:	

Q1. What have you learnt from listening to the local entrepreneur?

One thing I learned:
One question I still have:

Q2. What skills and behaviours do you think de visiting entrepreneur possessed(add key words to the tables below)


SKILLS	HOW DID THEY DEMONSTRATE THIS SKILL?
1.	
2.	
3.	
4.	

BEHAVIOURS	HOW DID THEY DEMONSTRATE THIS
------------	-------------------------------



	BEHAVIOUR?
1.	
2.	
3.	
4.	

Word bank of skills and behaviours

SKILLS	BEHAVIOURS
<p><i>Problem solving</i></p> 	<p><i>Taking initiative</i></p> 
<p><i>Selling</i></p> 	<p><i>Inventive</i></p> 
<p><i>Team working</i></p> 	<p><i>Taking responsibility</i></p> 
<p><i>Self confidence</i></p> 	<p><i>Self motivated</i></p> 



Annex 3

SWOT Analysis Template

<h3>Strengths</h3>  <ul style="list-style-type: none"> • Capabilities • Competitive advantages • Resources, assets and people • Experience, knowledge and data • Financial reserves, returns • Marketing, reach • Innovative aspects • Location, geographical • Price, value and quality • Processes, systems, it, communications • Advantages of proposition 	<h3>Weaknesses</h3>  <ul style="list-style-type: none"> • Lack of capabilities • Gap in competitive strengths • Reputation, presence and reach • Timescales, deadlines and pressures • Financials • Cash flow, cash drain • Continuity, supply chain • Effects on core activities • Reliability of data, plan and project • Management cover & succession
<h3>Opportunities</h3>  <ul style="list-style-type: none"> • Market developments • Industry or life style trends • Innovation and technology development • Global influences • Market dimensions, horizontal, vertical • Target markets • Geographical import, export • Major contracts, tactics and surprises • Business/product development 	<h3>Threats</h3>  <ul style="list-style-type: none"> • Political and economical effects • legislative effects • environmental effects • Competitive intentions • Market demand • Innovation in technologies, services and ideas • New contracts and partners • Loss of resources • Obstacles to be faced • Poor management strategies • Economic condition home, abroad



Annex 4
Jigsaw puzzle

FEELING OF ANGER

HOSTILE BEHAVIOUR

GRUDGE

DISAPPOINTMENT

INTERPRETING BEHAVIOUR

AS HOSTILE, DANGEROUS TO US

VIOLATION OF ONE'S OWN IMAGE

FEELING OF DANGER

ATTACK

RETALIATION

ESCAPE (RETREAT)

SEARCHING FOR AGREEMENT



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