



**FOSTER
SOCIAL
INCLUSION**

Female Entrepreneurship for social inclusion

Training module

by M&M Profuture Training, S.L.



*"Foster Social Inclusion:
volunteering, social entrepreneurship and art for social inclusion"*

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1. THE TRAINING MODULE DESCRIPTION

Female Entrepreneurship: female empowerment and leadership

This women entrepreneurship training module has been developed in order to enhance the capacities and performance of women to become successful entrepreneurs. Therefore, the focus of the present module is the development of entrepreneurial competencies and related soft skills.

Specific target audience:

Unemployed women at risk of social exclusion and / or workers with concerns about the materialization of their entrepreneurial project.

Main goal:

The objective of the course is to enhance the economic opportunities for women starting, formalizing, or growing their businesses. In other words: training better, stronger, and more confident female business entrepreneurs. We want to inspire women to unlock their potential. We consider this is a must, if we are to tackle the gender gap in the business market while, at the same time, being innovative. Momentum for new women's businesses can be diminished without the right support as the labour market is still man-dominated. We want to empower these new female entrepreneurs.

Detailed objectives:

- To make women aware of entrepreneurship as self-employment alternative.
- To help participants learn and practise useful tools in order to develop entrepreneurial competencies and skills.
- To support our participants (new female entrepreneurs) in self-identifying their strengths, personal resources and opportunities in order to ensure the implementation of their projects.
- To provide tools and resources to stimulate female entrepreneurship.
- To use idea-filtering techniques to select the project idea.
- To apply creativity techniques to develop participants' projects' concepts.
- To offer psychosocial tools to face the specific obstacles they may encounter due to the gender gap.
- To have a pleasant and meaningful time by exchanging ideas and experiences with the other participants.
- To encourage teamwork and inspire participants in further developing their soft skills.
- To learn and be inspired, by listening to and interacting with expert guest lecturers.

The sessions will combine experts' master classes with transformational activities aiming to unlock participants' potential. By developing their entrepreneurial skills, they will transform their weaknesses into strengths and will become more capable to take advantage of the opportunities that may arise. During the different workshops, success stories of entrepreneurial experiences starring women will be introduced to the participants as source of inspiration.

In the sessions' plan, all four training sessions start with a master class that has an introductory value by clarifying key concepts and the practical scope of the theoretical aspects linked to launching your own business. In addition, each session's master class covers the contents pointed at in the modules' description (see below).



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2. TRAINING STRUCTURE AND CONTENTS:

The training comprises 6 modules that will be delivered in four sessions structured in a four-stage sequence (see below). Module 6 (Entrepreneur Women's Experiences) is a transversal module that will be delivered through all four sessions. In the sessions' plan (see Section 3), all four training sessions do start with a master class by an expert. Such master classes will have an introductory value to the rest of each session, by clarifying key concepts and the practical scope of the theoretical aspects linked to launching your own business from the point of view of new women entrepreneurs. Each master class covers the contents specified in the modules' description, organized according to a four-stage organization of the modules' contents. Each organization can consider the masterclass an optional feature according to participants' profiles and their familiarity with the topics at hand. For participants with little knowledge about the business world we consider this introductory lecture a must in order to clarify basic concepts. For participants with more familiarity with the business world, it can be an incentive to receive first hand expert advice and guidance.

The Modules and their key concepts:

1. Knowing yourself: Exploring Your Talents and Becoming a Successful Woman Entrepreneur:

- Current Identity: Who am I? What are my qualities? What is the added value I offer? What is the most precious quality I have?
- Aspirational Identity: Who do I want to become?
- Action Plan: What will I do in order to get to where I want to be?

2. Gender Equality:

- Equality of opportunities.
- Female empowerment and social economy.
- Gender and the labour market.
- Female entrepreneurship: beliefs and paradigms.
- Women entrepreneurs in the local context.

3. Entrepreneurship: Key Notions about Entrepreneurship:

- The first steps: ideas and business opportunities.
- Tools to define the opportunity: Methodologies for the development of business ideas:
 - Business Opportunity.
 - Environmental Analysis / SWOT Analysis.

- Business Model.
- Brand Strategy.
- Development of the idea and project plan.

- Feasibility Plan.

4. Five Metrics of 360° Entrepreneurship:

- Personal brand.
- The target market and competition.
- Communication and marketing plan.
- Financial and legal procedures.
- Negotiation and strategic intelligence.

5. It is All about You:

- Your creativity style.
- How to present yourself.
- How to deal with failure.
- Public presentations and communication.
- Human team management and conflict resolution.

6. Women's Entrepreneurship Experiences:

- Women's strategic alliances and networks.
- Local best practices supporting female entrepreneurship.
- International success stories.
- Female business style.

Expected effects on participants

- Increase of self-esteem and self-motivation.
- Increased gender awareness in professional practice.
- Direct learning experience about creating a business plan.
- Reinforcement of their entrepreneurial skills and professional profiles.
- Development of teamwork and collaboration skills, new information analysis and management, problem-solving, organizational techniques, and critical thinking.
- Enhanced entrepreneurial skills.

3. WORKSHOPS' STAGES, DURATION, AND MODULE DISTRIBUTION:

Stage I / Preparatory stage and introduction:

The session will last for 3 hours.
Modules involved: 1, 2, 6

Stage II / Design of your business idea:

Each workshop will last for 3 hours
Modules involved: 3, 6

STAGE III / Presentation of your business idea/ results

The workshop will last for 3 hours
Modules involved: 4, 6

STAGE IV / Creativity, communication and final evaluation

The workshop will last for 3 hours
Modules involved: 5, 6

Stage I / Preparatory stage and introduction:

Session's description:

1. Expert **master class** with final questions & answers round. The modules involved are: 1,2, 6
2. Introduction **ice-breakers**
3. **"Current Identity cards"**: participants choose cards from a deck. Each card displays a woman entrepreneur brief story. Each participant reads it and afterwards shares with a partner how she is different or similar to that one entrepreneur. Next, each participant shared with the big group that the partner introduces to the big group what her partner had described to her.
4. **"Who do I want to become?"**: participants are led through a short visualization about the type of professional they want to become, and the type of business they want to have. After this they will have each one a white cardboard A3 sheet on the other side of the room. They will have to go there and draw what stands out for them of the visualization. Afterwards, all participants will be given a stack of post-it and will go around sticking notes on each work, writing a maximum of two words per note featuring positive comments about what the image makes each one feel. Finally, there is going to be an open discussion about the experience.
5. **Self-coaching (what will I do to get there?)**: each participant is given a bunch of colour A4 paper sheets and will place them between the starting position at one side of the room and connecting it with the A3 drawing as its end. Each participant will write on each one of her A4 paper sheets one thing that she needs to do in order to get to her final A3 personal destination. Each participant will present her own coaching line to the big group.
6. **Brainstorming (gender inequality impact)**: a discussion will ensue as to how gender inequality may hinder the expected personal progress. Then the conductor will provide objective data (maybe a supporting Power Point presentation displaying national / regional / local gender gap data can support the discussion). The trainer will encourage a brainstorming on what solutions come to mind to participants so as to counter the gender gap effect on new female entrepreneurs.
7. **Video visualization (female entrepreneur success stories)**: some videos displaying short success stories of women will be visualized and

discussed... what did they do in order to succeed?

8. **Session's final assessment (warm-up facilitating a brief assessment of the morning):** a movement-based exercise will facilitate the final statement of each participant as to how they have felt during the session.

Stage II / Design of your business idea:

Session's description:

1. Expert **master class** with final questions & answers round. The modules involved are: 3, 6.
2. **Warm-up exercises:** involving soft body contact to challenge each other while sharing personal experiences in turns.
3. **Quick round to sum up the previous session.** The trainer introduces today's purpose and programme.
4. **SWOT analysis:** in groups of 3 participants, each participant will share about her business idea / projects / start up in connection with the existing environment she has to deal with. The trio generates in a cooperative manner a SWOT for each business idea. All teams do the same and in the end, presentations will take place. Big group feedback will finalize this process.
5. **The CANVAS business model:** individually at first, each participant fills up an empty CANVAS business template. Afterwards, participants counsel each other in pairs. The trainer goes around for orientation. In the end, all CANVAS templates are posted on the walls for everyone to see/ or alternatively participants can make individual presentations with use of applause' o metre.
6. **The brand strategy market:** participants receive a certain description of a brand strategy represented by female-led company that is doing well. Each pair presents their brand's strategy with an aim to convince others that it is the best. Vote or prize delivery for categories ("most creative" / "most daring", "most crazy", "most solidarian" ...) are delivered.
7. **Collective intro to what a feasibility plan is:** All cooperate in big group to define what a feasibility plan is... once all elements are there, the reflection comes as to how can they best get one done? Does somebody have one already? Who has helped them with it? Who can help? How? What is the role of business incubators?
8. **Session's final assessment (warm-up facilitating a brief assessment of the morning):** a movement-based exercise will facilitate the final statement

of each participant as to how they have felt during the session.

STAGE III / Presentation of your business idea/ results:

Session's description:

1. Expert **master class** with final questions & answers round. The modules involved are: 4, 6.
2. **Warm-up exercises:** involving soft body contact to challenge each other while sharing personal experiences in turns.
3. **Quick round to sum up the previous session:** the trainer introduces today's purpose and programme.
4. **360 Degree Entrepreneurship introduction:** the concept of 360 Degree Entrepreneurship will be introduced by means of videos, or printed materials, or both. An open round of big group feed-back and discussion takes place as to what this approach can add to draft one's own company feasibility plan.
5. **Quick skits:** gamified Introduction to oral presentations and body language: cards are distributed with certain types of characters having to say something to another person (situations can be hilarious or serious) Cues as to right body language and voice tone will be given.
6. **Business presentations:** participants start preparing their presentations individually about their own business idea (already in place or to be) in front of the big group. The trainer will act as individual counsellor.
7. **Introduction to Innovation and individual style:** art work to determine one's own style interests / or simple psychological testing games to determine individual differences that may affect individual business ideas.
8. **Session's final assessment (warm-up facilitating a brief assessment of the morning):** a movement-based exercise will facilitate the final statement of each participant as to how they have felt during the session.

STAGE IV / Creativity, communication and final evaluation:

Session's description:

1. Expert **master class** with final questions & answers round. The modules involved are: 5, 6.
2. **Warm-up exercises:** involving body contact to cooperate and challenge the group to come up with solutions to shared problems.

3. **Quick round to sum up the previous session:** the trainer introduces today's purpose and programme with an emphasis on creativity, innovation, and problem solving.
4. **Sharing victory and defeat:** each team member is challenged to come up to the centre and describe one victory and one defeat she has experienced. The group cheers and claps after each presentation.
5. **Cooperative problem solving strategies:** the team is given a certain problem that all participants must cooperate to solve. Each participant is given a role she has to fulfil within the group (De Bono hats' style). IN the end the trainer will discuss about correct diversity management as an asset.
6. **Group brainstorming to solve a female entrepreneur's problem:** it can be one of the participants' problems, or a real case scenario. Participants will try and provide as many points of view as possible to solve the problem. The trainer discusses shortly about shared leadership.
7. **Poster carousel to summarize the workshop:** "What has the workshop contributed with to my professional practice?" In small groups of 4 or 5 people, participants answer this question with a list of items on each poster that is commented by the other groups in three short two minute sequences; while posters rotate from team to team until they return to their original table. Conclusions are drawn in big group.
8. **Closure ritual dance passage:** a goodbye dance is performed by each member in a ritual passage catwalk style.

Post- Evaluation - 1 Month later (Coaching and Mentoring Session)

Coaching and Mentoring Evaluation is a systematic way to determine the outcome and merit of effective training.

To manage the upcoming deviations it's important to monitor and evaluate the learning process. This helps to easily determine whether adaptive action and additional guidance are required.

With this session we will:

- Examine the evidence about whether our learning has been effective
- Clarify any doubt or question related to the learning procedure or knowledge acquired.

Answer questions such as:

- How well is the participant? (performance, action, implementation)
- Are we doing the right things/steps? (any deviation, roadblock, something that doesn't work as expected)
- What impact has the course? (participant will see her progress and get a clear picture of the process)

We can start with a Interview Discussion:

Individual Outcomes:

Can I start by asking some questions about any outcomes for you personally, ie not your authority.

First:

1. Which elements of the programme so far have been most useful to you personally?

- In what way was it useful?
- What did you learn? Explore knowledge about entrepreneurship, strategic thinking, personal learning about self?
- What impact did this learning have on you? ie what are you now doing differently? Explore behavioural change

2. Please can you give me an example of how you are doing things differently?

- What did you do? How did others react?
- How was this different from their previous reactions?

3. Which elements of the programme have been least useful to you?

- Why?
- What could be changed in the programme to make it more valuable to you?

4. If I was to ask you to summarise, what would you say has been your biggest personal achievement so far since you have been on the programme?

5. Can you briefly describe, in a couple of sentences, your feelings about the programme overall?

□ Waste of time? Useful? Worthwhile?

Now, it is your turn of attending to the queries and concerns of all who come to you. You have to offer a service that seeks to deliver basic information and guidance for their business ideas or other subjects, according to their needs.

4. HOW TO PLAN YOUR TRAINING:

- First of all, there is some must-have background knowledge on the participants to be covered: who are your trainees? What are their professional / educational profiles and needs? Age, gender, and other necessary individual background information (language, mobility or perceptual diversity, dietary needs, etc.) need to be taken into account. Ask participants what are their expectations about the training. Finding out what they expect from you, will tell you what angle you should make bigger stress on. You need to clarify what the group's demand is. For this specific training, gender-oriented focus, sensitivity and reasoning capacity, are must-have qualities for the trainer.

- Define a set of three to four main competencies (broader categories linked to the "how" rather than to the "what", and often named by a substantive; IE: "self-esteem", "active listening", "proactivity" ...) that you aim the training to enhance.

- The specific activities that you will offer in each session should be connected to the skills listed and practiced by means of step by step modelling, role play, critical thinking activities, group cooperative problem solving exercises, and by encouraging self-observation on the participants' side.

-We recommend for your training plan to be task-oriented and based on learning by doing. Significant trainings involve a design reproducing activities / situations as close as possible to those that will be encountered on the field by participants. Going through these, will not only make trainees more proficient, but trigger self-perceived proficiency about their professional capacities, and thus, empower them.

- Plan for paired, small groups, big group, and individual activities to take place in each session. Take into account Howard Gardner's Multiple Intelligence model to cater for every type of learner, and plan for a diversity of supports, group formations, and activities. Ensure physical movement; it is convenient to all, but specifically for males to keep engaged and motivated.

5. WHAT SHOULD THE TRAINER'S ATTITUDE BE LIKE?

- The trainer should become an **emotional intelligence management guide with strong gender awareness**: any trainer leading a group is basically an emotional intelligence management guide. Trainees' reactions and individual experiences will speed up and slow down the training at times. The trainer's role is to prove that all experiences shared by participants during the training, are valid. The trainer should invest in the group's awareness and well-being.
- Be **an inspiring leader**: The leadership qualities of the trainer should serve the purpose of inspiring the own leadership capacities of trainees. Shared leadership skills should be actively promoted. The training should have as one of its goals to prepare the trainees to be proficient in shared leadership settings and able to cooperate in professionally diverse networks.
- Be a **“learning to learn” role model** for your group: trainers should always be willing to turn into trainees at any given time to better themselves professionally. The eagerness to participate in ongoing learning activities is something that should be encouraged and which should belong to promoting curiosity and critical thinking. Trainers should embody all of these by making it known to trainees that they themselves undergo other trainings and are ready and willing to learn from them. Trainers should make it clear that learning is a bidirectional experience.
- Be the overall **well-being in charge for all**: the trainer needs to ensure, within his/ her capacity, that the training is designed in a way that the overall well-being of the participants (and of the trainer himself / herself) is not jeopardized. This will involve providing necessary breaks, availability of drinking water/ snacks, comfortable settings (light, sitting places...), designing not too taxing a training schedule, etc. All participants should feel included, listened to, and looked at (yes, not just “looked after” but “looked at”). All group members should feel that their unique personal style of expression, values, and individual diversity (gender, age, language, sexual orientation, ethnicity, learning style...) are respected and included. And remember: planning for a lot to be done in short time is not as productive as doing less but in depth; LESS IS MORE!

6. GENERAL TIPS FOR FACE-TO-FACE ACTIVITIES

Beginning of the session: start the session by recapping the last session and briefly summing up what will be discussed today. Ask trainees about any doubt or question, related to the previous session.

Closing of the session: end the session by stressing the key elements of the session. Spend a little time discussing this with the group if it is unclear, provide examples if necessary. If this is the first session, allow approximately 15-20 minutes for closing, all may need a little encouragement to speak up. Remember to do the following:

- Congratulate everyone for completing the first session
- Go round the group and ask everyone to give a brief statement of their feelings about the first session.
- Introduce the evaluation sheet; explain why it is important to have a system of evaluation.

You can repeat the “Beginning of the session” and the “Closing of the session” activities for each session to create a sense of structure.

ENJOY THE TRAINING!





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