



Module 5: Self-Employment

Annexes



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Self-Employment

Annex 5/1 Self-Employment, Session 1, activity 1

Example of Post-its of different colors

Exercises session 1 ¿Aren't we already entrepreneurs?

Identifying entrepreneurship competences

In order to visualize better what is this exercise about, let's see some examples of success and post-its naming competences and skills linked to the success.

Success 1: having a job that I love after many years working in a field I disliked. After some years working in a place I hated, I decided to quit and start studying again. I am grateful now because thanks to the risk I took I can now have a job that I enjoy doing.



Self-Employment

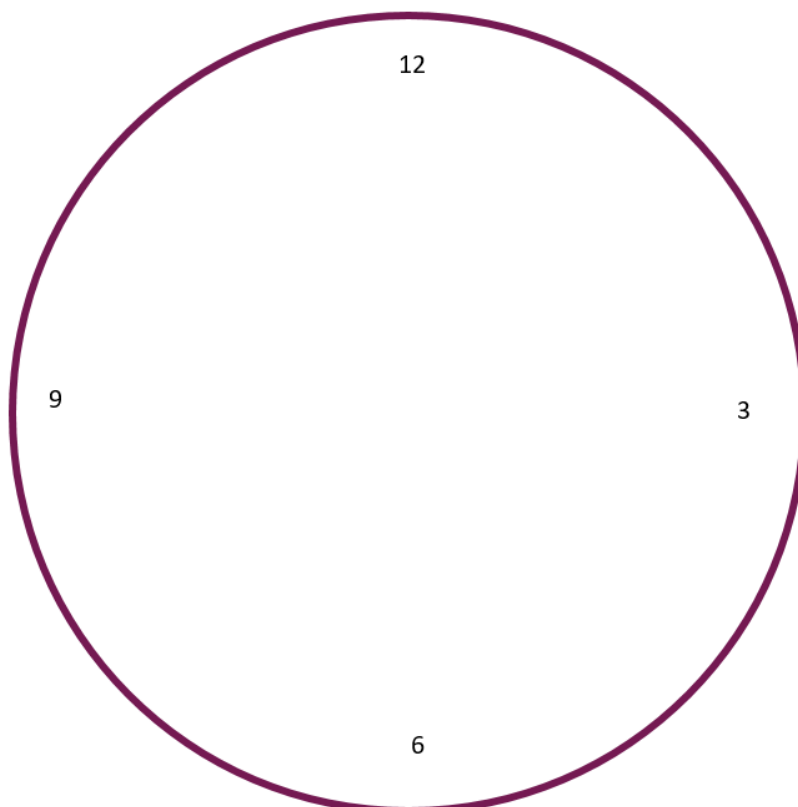
Annex 5/2 Self-Employment, Session 1, activity 2

Working sheet template: “My daily clock”

This activity consists of thinking of those tasks that the participant carries out inside and outside the house in one day. First, it is recommended to list all the acting commuting, sleeping and eating- and afterwards, draw lines in the circle, depending on how much time they spend on each activity. This exercise aims at revealing the big amount of different activities that the participants carry out, reflect on which people benefit from your activities, and the importance of time management skills.

Some examples:

Sleeping	Household chores
Eating	Studying, training
Socializing	Watching TV
Hygiene	Looking for a job
Walking the dog	Taking care of family members
	Doing paperwork



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Annex 5/3 Self-Employment Session 1, activity 3

Drawing: “the invisible competences of housewives”

In light of the previous exercise “My daily clock”, now the trainer proposes an activity to look more into the different tasks that are done at home, at work and in the community (neighborhood, cultural and religious places, etc.). The aim of this exercises is again, to be aware of the different skills that arise when looking at the many activities the participants engage in.

First, the trainer distributes a drawing that shows a woman who goes to a job interview and tells the many roles that carry out in her daily life. The interviewer states “all this does not fit...you are a housewife”. With the drawing, the trainer aims at promoting reflection and the boundaries between those works and skills that get paid and those that don’t. Likewise, this drawing wants to value the household work as a key activity to the sustainability of life.



A Housewife going to a job interview. Red Cross and Cepaim (2007) Practical guide for the organization of spaces for personal and professional development of immigrant women.

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Annex 5/4 Self-Employment, Session 1, activity 3

Template: Chart of activities I carry out in the three spheres

The following chart wants to put on the table the roles and responsibilities at the three spheres (home, work, community), carried out by women and men. For instance, household work entails many hours of work, yet it is not paid and it does not have much recognition and it is usually done by women. On the contrary, paid work might not entail so many hours but it brings income to the family and it has prestige and it is usually done by men. So, it is crucial to reflect on the importance of the three types of work -unpaid and paid- and those competences that are linked to these.

	ME	OTHER FAMILY MEMBERS	ARE YOU GOOD AT IT?	DO YOU LIKE TO DO IT?
HOUSEHOLD WORK	Hours	Hours	YES/NO	YES/NO
<i>Cooking</i>				
<i>Grocery shopping</i>				
<i>Washing, drying and ironing clothes</i>				
<i>Making the beds, tidying up the house, etc.</i>				
<i>Putting the table</i>				
<i>Sweeping and mopping the floor</i>				
<i>Washing dishes, cleaning the kitchen</i>				
<i>Cleaning the bathroom</i>				
<i>Taking children to school</i>				
<i>Taking care of a sick relative</i>				
<i>Electrician, carpenter tasks</i>				
<i>Giving emotional support to family members</i>				
<i>Taking care of pets</i>				
<i>Taking care of the plants</i>				
<i>Decorating the house</i>				
<i>Playing with your children, helping them with their homework, etc.</i>				

	ME	OTHER FAMILY MEMBERS	ARE YOU GOOD AT IT?	DO YOU LIKE TO DO IT?
	Hours	Hours	YES/NO	YES/NO
HOUSEHOLD WORK				
<i>Taking care of home accounts</i>				
<i>Filling papers, documentation, etc.</i>				
<i>First aid care</i>				
<i>Taking out the garbage</i>				
<i>Attending school meetings</i>				
<i>Doing car maintenance</i>				
PROFESSIONAL SPHERE				
<i>Own tasks within working hours</i>				
<i>Attendance of courses, trainings</i>				
<i>Looking for a job</i>				
SOCIAL SCOPE				
<i>Doing sport</i>				
<i>Leisure courses</i>				
<i>Meetings with neighbors</i>				
<i>Meeting with friends</i>				
<i>Going to a worship/cult site</i>				

Self-Employment

Annex 5/5 Self-Employment Session 2, activity 4

Working sheet template: “tasks and competences in running a business”

Tasks that you realize at home, at your work and in other places that are related to....	Tasks in a business
	Organizing and plan of activities
	Human resources management
	Coordinating a team
	Managing orders
	Accounting
	Treasury (managing money)
	Tax management
	Customer service
	Supply management
	Negotiating with banks
	Office maintenance
	Public relations
	Purchasing material
	Psychological support
	Training for workers and customers
	Advertising and marketing (organizing events, etc.).
	Others

Tasks that you carry out at home, at work and in other places that are related to the following job sectors	Job sectors
	Hospitality management (hotels and restaurants)
	Cleaning
	Education sector
	Health sector
	Administration
	Customer service/ Public relations

Self-Employment

Annex 5/6 Self-Employment Session 2, activity 1

Working sheet: Template of cards with entrepreneurship competences

INITIATIVE AND DECISION MAKING

Ability to identify problems, obstacles or opportunities and carry out actions to respond to them. It involves carrying out actions proactively in the face of difficulties, without loss of time and proposing coherent solutions.

WORK QUALITY

Ability to carry out a task taking into account all the aspects that intervene in the execution of the work, following a method that ensures its adequate resolution and the minimization of mistakes.

FRUSTRATION TOLERANCE

Ability to stay effective in situations of disappointment and / or rejection.

INITIATIVE AND DECISION MAKING

Ability to identify problems, obstacles or opportunities and carry out actions to respond to them. It involves carrying out actions proactively in the face of difficulties, without loss of time and proposing coherent solutions.

OWN ORGANIZATION

Ability to organize the tasks to be carried out efficiently and independently, establishing the necessary priorities and using personal time in the most efficient possible way.

ACHIEVEMENT ORIENTATION

Ability to act with strong motivation to meet your objectives, regardless of whether the task can be routine or tedious, not hesitating to face new challenges.

INTEREST TO LEARN

Ability to maintain an open and proactive attitude towards any learning opportunity. It implies concern for self-learning and willingness to acquire new knowledge, skills and attitudes even when this involves a personal effort.

ORIENTATION TO TECHNOLOGY

Degree to which a person shows willingness towards technology (systems, programs, computer applications ...) and to use it effectively.

RELATIONSHIP CAPACITY

Ability to build and maintain good and reciprocal relations to facilitate good personal and work climate, or to strengthen networks outside of your usual circle.

TEAMWORK

Ability to work effectively, collaborating, sharing information and creating a sense of belonging to the team, in order to achieve a common goal

MATHEMATICAL REASONING

Ability to use and relate numbers and basic operations. It involves producing and interpreting different types of information, as well as solving problems related to everyday life.

FLEXIBILITY

Ability to adapt and work effectively in different situations, activities and with different people, as well as to face, without difficulties, the changes that occur in the organization. It also involves understanding and valuing existing points of view, being able to modify one's own.

ANALYSIS AND PROBLEM SOLVING

Ability to identify, understand and evaluate the different variables that affect the achievement of an objective, determining feasible alternatives. It means to understand a complex situation, disaggregating it into small parts or identifying its implications step by step. It involves organizing the parts of a problem or situation in a systematic way.

CREATIVITY AND INNOVATION

Ability to propose resources, ideas and innovative methods and specify them in actions.

PEOPLE MANAGEMENT

Ability to organize the work of other people, establish objectives, assign tasks and delegate functions among them. It implies taking into account their skills and knowledge and monitoring and evaluating the work developed by their team.

NEGOTIATION

Ability to reach advantageous agreements, finding and building common and stable objectives that satisfy all parties.

SELF-CONFIDENCE

Confidence that oneself is capable of performing a task correctly or acting properly to perform a job or solve a problem. It includes showing confidence in one's own abilities and is reflected in the confidence that the person shows in their own opinions and decisions.

SELF-CONTROL

Ability to manifest tranquility in an adverse situation. It also involves exercising control of one's own emotions and avoiding negative reactions to situations of stress, opposition or hostility.

COMMUNICATION

Ability to understand and express messages in oral, written and non-verbal format, in any context.

COMPLIANCE WITH RULES AND TASKS

Ability to adapt to established social and organizational conditions, committing to agreed tasks.

Annex 5/7 Self-employment, Session 2

Entrepreneur profile



Schedule

4 hours

60 minutes/ Activity 1: an entrepreneur story

60 minutes/ Activity 2: identifying competences

30 minutes/ Break

30 minutes/ Activity 3: theory about entrepreneurship profile

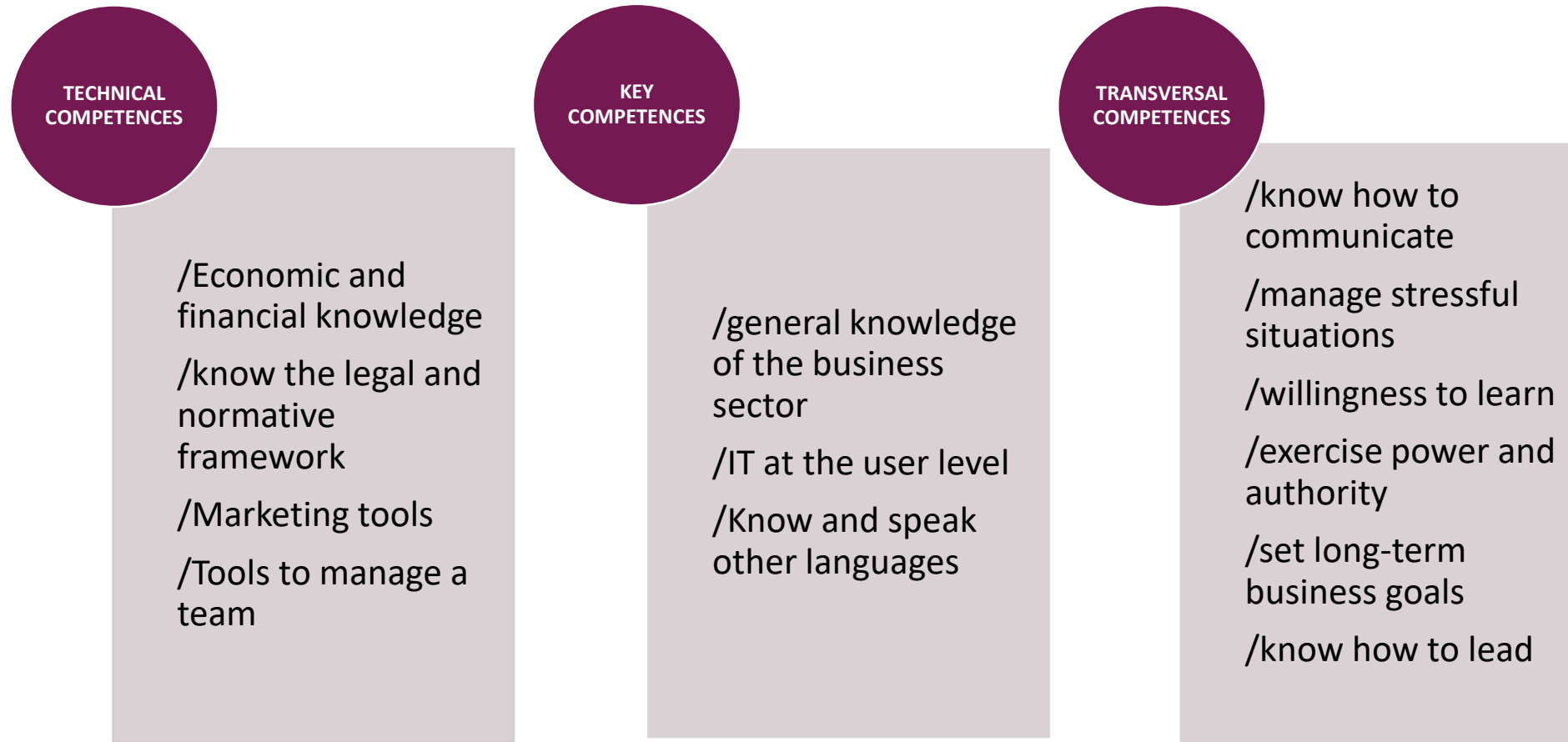
60 minutes/ Activity 4: which of these competences do I have?
Which do I not? What are you good at, what makes you feel annoyed?

How do I become an entrepreneur?

Once I have started analysing my technical, base and transversal competences (session 1), it's convenient to identify a entrepreneurship profile as a reference and moving on to ask myself:

- What are my strong competences?
- What competences am I lacking?
- What competences should I strengthen?

Types of competences needed to run a business



A good entrepreneur profile

TECHNICAL COMPETENCES	KEY COMPETENCES	TRANSVERSAL COMPETENCES
Knowledges and skills to carry out the activity	Good level of reading and writing	Self-knowledge
Knowledges and skills related to the main activity	Good level of calculation	Good Interpersonal relationships
Other knowledges	Digital competences	Teamwork & Flexibility
	Know and use correctly co-official languages	Negotiation



End of activity



Self-Employment

Annex 5/8 Self-Employment Session 3, activity 1

Template: “Business model canvas with descriptions”

<p>7 KEY PARTNERS</p> <p>Who do we need so that the project work?</p> <p>Strategy alliances between non-competitors Coopetition: strategies of association between competitors. Joint ventures to create new projects Relationship with customers Relationship with suppliers</p> <p><i>Social impact</i> (Example: collaborate, interoperate with other people and projects)</p>	<p>5 KEY ACTIVITIES</p> <p>The most important products, services and actions so that the project works. What activities do we need to do to generate our value proposition?</p> <p>-After-sales service, logistics, processing of some material for the final product, platforms, networks, etc.</p> <p><i>Social impact</i> (Example: our products are biological, with recycled material, etc.)</p> <p>6 KEY RESOURCES</p> <p>What key resources does it require? our value proposition, our channels, our relationships with customers, our sources of income?</p> <p>-Physical -Intellectual (brands, patents, copyright, data, etc.) -Humans -Financial (guarantees, large investments)</p> <p><i>Social impact</i> (Example: we are a company that employs people at risk of social exclusion)</p>	<p>2 VALUE PROPOSITION</p> <p>This is the reason why customers / users choose one company or organization over another.</p> <p>What do we offer? Why do consumers choose me? How do I differentiate myself of the competition? Do we meet the needs of our customers? Do we help you solve some problem?</p> <p>-Novelties/ Innovations -Design -Price -Quality -Speed -Status brand -Accessibility, etc.</p> <p><i>Social impact</i> (Example: our product or service is accessible to people with functional diversity)</p>	<p>3 CUSTOMERS RELATIONS (COMMUNICATION STRATEGY)</p> <p>How we approach our customers to communicate our value proposition. Through which channels do our clients want to be reached?</p> <p>-Off line: Business cards, Promotions, Magazines, Radio . -On line: Web, Twitter, Facebook, Blog, etc ...</p> <p><i>Social impact</i> Example: advertising on recycled paper</p> <p>4 CHANNELS (point of sale and logistics)</p> <p>How do we reach our customers / users?</p> <p>-Online store, own store, home delivery, wholesalers, allied stores, etc.</p> <p><i>Social impact</i> (Example: home delivery by bicycle)</p>	<p>1 CUSTOMER SEGMENTS</p> <p>Different groups of people or organizations (associations, companies, foundations, etc.) that my project wants to reach. Who are we creating value for? Who are our most important clients?</p> <p>It is important to know well our customers, what they think, know their problems and their needs, to try to cover them.</p> <p><i>Social impact</i> (Example: our project is directed to some collective at risk of social exclusion)</p>			
<p>8 ECONOMIC SITUATION AT THE BEGINNING</p> <table border="0"> <tr> <td data-bbox="188 1187 520 1478"> <p>INITIAL INVESTMENT</p> <p>All the necessary costs to start the project.</p> <p>-Fixed costs -Variable costs</p> <p><i>Social impact (social and environmental costs)</i> (Example: work with products that do not pollute the environment)</p> </td> <td data-bbox="526 1187 839 1478"> <p>FUNDING</p> <p>All the necessary income to start the project.</p> <p>-Financing -Foreign financing</p> </td> </tr> </table>		<p>INITIAL INVESTMENT</p> <p>All the necessary costs to start the project.</p> <p>-Fixed costs -Variable costs</p> <p><i>Social impact (social and environmental costs)</i> (Example: work with products that do not pollute the environment)</p>	<p>FUNDING</p> <p>All the necessary income to start the project.</p> <p>-Financing -Foreign financing</p>	<p>9 ECONOMIC SITUATION DURING THE PROJECT</p> <table border="0"> <tr> <td data-bbox="845 1187 1158 1478"> <p>EXPENSES</p> <p>All the necessary costs for the project to work.</p> <p><i>Social impact (social and environmental benefits)</i> (Example: have the accounts of my project in a ethical bank, make donations to social projects.)</p> </td> <td data-bbox="1165 1187 1492 1478"> <p>INCOME</p> <p>All the necessary income for the project to be economically sustainable How do we generate income?</p> <p>-Product sales, rates for services -Subscriptions, licenses -Commissions, Advertising, etc.</p> </td> </tr> </table>		<p>EXPENSES</p> <p>All the necessary costs for the project to work.</p> <p><i>Social impact (social and environmental benefits)</i> (Example: have the accounts of my project in a ethical bank, make donations to social projects.)</p>	<p>INCOME</p> <p>All the necessary income for the project to be economically sustainable How do we generate income?</p> <p>-Product sales, rates for services -Subscriptions, licenses -Commissions, Advertising, etc.</p>
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Self-Employment

Annex 5/9 Self-Employment, Session 3, activity 1

Template: “Business model canvas”

7 KEY PARTNERS	5 KEY ACTIVITIES	2 VALUE PROPOSITION	3 CUSTOMERS RELATIONS (COMMUNICATION STRATEGY)	1 CUSTOMER SEGMENTS
	6 KEY RESOURCES		4 CHANNELS (point of sale and logistics)	
<i>Social impact</i>	<i>Social impact</i>	<i>Social impact</i>	<i>Social impact</i>	<i>Social impact</i>

8 ECONOMIC SITUATION AT THE BEGINNING		9 ECONOMIC SITUATION DURING THE PROJECT	
INITIAL INVESTMENT	FUNDING	EXPENSES	INCOME
<i>Social impact (social and environmental costs)</i>		<i>Social impact (social and environmental benefits)</i>	