

INTELLECTUAL OUTPUT I.O.3

DESIGNED EXPERIENTIAL TRAINING ACTIVITIES

5.2 INNOVATION & CREATIVITY

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INTELLECTUAL OUTPUT PRESENTATION

This Intellectual Output, Designed Experiential Training Activities belongs to the project ERASMUS+ CO_LABOURative_LAB. The contents we are going to show you in the next pages, are the result of the integration of IO.1, co-created training methodology, and IO.2 training materials.

IO.3 is where the training activities take place, and is the final result of the next activities:

- O3-A1. Design of Experiential Training Activities and Materials.
- O3-A2. Development of Trainers Materials for Experiential Training Activities.
- O3-A3. Translations of Experiential Training Activities.

As stated in IO.1, The **Co_LABOURative_LAB PROJECT** *“Enhancing Employability of Unemployed Persons through New Forms of Employment and Sharing Economy”* has as main goal to **develop and implement a training program** for increasing the competences of long term unemployed, including young unemployed persons, and Human Resources (HR) Directors or Technicians, about how to exploit the Sharing Economy and New Forms of Employment to increase their entrepreneurship and self-employment opportunities. **Co_LABOURative_LAB** aims to transfer to the target groups, innovative knowledge, tools and practices based on work-based learning knowledge, learning-by-doing, collaboration between trainees and exploitation of ICT Tools in these fields, so future trainees, can have an excellent training experience with high impact in their future working life.

The course has been designed with the next **characteristics**:

1. The Duration of the course is of 62 hours, of which:
 - a. Face to face sessions: 26 hours.
 - b. Online Sessions: 28 hours
 - c. Experts’ Seminars: 8 hours (6 seminars).
2. There will be final workshops for all trainees dedicated to the presentation of their projects.
3. The methodology will be active and participative, it will take place in different workshops and will include the next tools and training materials:
 - a. Face to face sessions.
 - b. Online sessions.
 - c. Webinars.
 - d. Virtual Co-working.
 - e. Physical space for trainees during the course (co-working).
 - f. Mentors or coaches will support trainees during the course.
 - g. Practical Approach with study cases, videos, experts’ seminars, complementary readings.
4. An e-Training Platform will be developed with the next purposes:
 - a. Allocation the different training materials and resources with access to trainees.

b. Virtual co-working.

The **trainees** will have the next profiles,

- Unemployed persons (mainly those that have been unemployed more than 1 year, and that are older than 45 years and younger than 30 years old).
- HR professionals.

It is recommended that training courses don't have more than 12-15 trainees per training group so resources can be assigned and organized efficiently and therefore the training can reach the objectives.

The **General Objective** of the project co-LABOURative LAB project will be to increase the competences of Long Term Unemployed, including young unemployed people, and Human Resources (HR) Directors or Technicians, about how to exploit the Sharing Economy (SHE) and New Forms of Employment (NFE) to increase Entrepreneurship (EPS) and Self-employment (SE) opportunities, through the transference of innovative knowledge, tools and practices based on work-based learning knowledge, learning by doing, collaboration between trainees and exploitation of ICT Tools in these fields.

Specific Objectives are:

- Provide the trainees with the necessary awareness and knowledge about the SHE and NFE dynamics, including the functioning of related ICT tools and platforms.
- Facilitate the trainees the development of their own EPS and SE Plans using SHE and NFE concepts and ICT Platforms.
- Facilitate the trainees the acquisition and improvement of competences to boost their EPS and SE Plans (creativity and innovation, digital skills, management of social networks and personal branding).
- Facilitate the trainees the acquisition and improvement of knowledge to deal with specific topics like: access to funding, regulatory environments and access to markets.
- Connect both sides of the labour market, employers and work seekers in the same training environment.
- Provide the trainees with real and collaborative work approaches where they can apply the trained skills and increase their employability immediately during the training course.

To achieve the aforementioned objectives, it is proposed to develop a **training methodology** based on the following premises:

- Adapted and modulated to the learning capabilities of persons belonging to target groups (unemployed and HR professionals).
- The training will be based in the concepts of experiential training and learning by doing, therefore the training methodology will be mainly active and practical.
- Training sessions will take place in the classroom and online, therefore training materials and training tools will be developed to be used in both training environments.
- Participation of trainees will be a must during the training courses, therefore, trainers will boost activities where trainees could interact and exchange of experiences and knowledge between them and with different actors.

- The training course will have a mentoring/coaching approach. Technicians from the Chambers of Commerce will support the trainees along the training course.
- The Chambers of Commerce will provide a Co-working space along the project for the trainees, so they can develop their projects or plans in a supportive environment.
- An e-Training Platform will be developed to facilitate online training sessions, to share knowledge and experiences of trainees and to support training courses through different online training tools.

In the next pages, we show you a **recommendation for each of the Training Activities**, including:

- Structure and contents in each workshop.
- Timing of each workshop with a breakdown of the main activities to be done.
- Some tips and suggestions to be included.
- Some things that we shouldn't forget.

These guidelines are only a recommendation that we would like you to follow, but they must be also flexible so in the end the trainers should prepare each of the workshop as they like and think are better, always thinking in achieving the objectives of the training program but taking into account the context and the participants.

TRAINING COURSE PLANNING.

	F2F / ONLINE	PARTICIPANTS	DURATION	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
DETA 1. Introduction to sharing economy and new forms of employment.	F2F	ALL	4H.	1F2F SESSION							
	ONLINE	ALL	4H.	ONLINE							
DETA 2. SHE & NFE digital platforms: how to use and what to know.	F2F	ALL	8H.		1F2F SESSIONS	1F2F SESSION					
	ONLINE	ALL	8H.		ONLINE	ONLINE					
DETA 3. Self-assessment & development of an entrepreneurship / self-employment plan.	F2F	UNEMPLOYED	4H.			1F2F SESSION					
	ONLINE	UNEMPLOYED	4H.				ONLINE				
DETA 4. Legal and financing issues regarding SHE and NFE.	ONLINE	ALL	4H.				ONLINE				
		ALL					ONLINE				
DETA 5. Training in transversal skills for entrepreneurship and self-employment	F2F	UNEMPLOYED	12H.				1F2F SESSIONS	1F2F SESSIONS	1F2F SESSION		
	ONLINE	UNEMPLOYED	8H.						ONLINE	ONLINE	
DETA 6. Sharing experiences and best practices.	F2F	ALL	8H.								1F2F SESSION
WORKING ON SELF-EMPLOYMENT AND ENTREPRENEURSHIP PLANS	ALL	UNEMPLOYED	—	CONTINUOUS TASK							
WEBINARS	ONLINE	ALL	—	WB1	WB2	WB3	WB4	WB5	WB6	WB7	
EXPERTS' SEMINARS	F2F or VIDEO or STREAMING	ALL	2H.		DETA 1-ES1 & ES2 2 HOURS EACH			DETA 4-ES3 & ES4 1 HOUR EACH		DETA 5-ES5 & ES6 1 HOUR EACH	
CO-WORKING SPACE	F2F	UNEMPLOYED	—	CONTINUOUS TASK							
MENTORS / COACHES	F2F & ONLINE	UNEMPLOYED	—	CONTINUOUS TASK							

Step	EXPERIENTIAL TRAINING ACTIVITY 5.2. TRAINING IN TRANSVERSAL SKILLS FOR ENTREPRENEURSHIP AND SELF-EMPLOYMENT. INNOVATION AND CREATIVITY.
0	<p>-The duration of this DETA is estimated 8 hours, distributed in 3 training sessions,</p> <ul style="list-style-type: none"> • 4 hours F2F • 4 hours online (2X2). <p>- Don't forget to have the attendance list ready.</p> <p>- Don't forget to take pictures and if possible record some video of the activities.</p> <p>- Coffee breaks in the F2F sessions are not included in the time table, plan breaks to take approximately 30 minutes, so F2F sessions are going to be 3 hours and 30 minutes of effective work.</p>
0.1	<p>Workshop data:</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Identify hidden creative strengths • To understand and utilize the process of creativity • To find unexpected solutions to challenges • To combine right and left brain thinking • To break a few rules • To learn to think laterally • To move from competent to brilliant <p>Participants:</p> <ul style="list-style-type: none"> • Unemployed persons. <p>Competences to be trained:</p> <ul style="list-style-type: none"> • Building partnerships; building positive working relationships (teamwork/collaboration); communication; innovation; initiative; risk taking; adaptability; continuous learning. <p>Training contents: TOPIC 2. Entrepreneurship and Self Employment. Boosting Transversal Competences.</p> <ol style="list-style-type: none"> Innovation and creativity. <ol style="list-style-type: none"> Innovation as a relevant factor to improve options on labour market Stages of the innovation process Concept of open innovation and its relationship to SHE Easy-to-use tools for innovation management
1	FACE TO FACE SESSION 1 –GUIDELINES, DURATION AND TOOLS
1.1	<p>Opening.</p> <p>- Once attendees have arrived at the classroom, the trainer welcomes them.</p> <p>- The trainer introduces the objectives, contents and planning of DETA 5.2.</p> <p>- The trainer makes a brief reminder of the concepts and activities done in previous DETA, and leaves some time for doubts and questions that came up.</p> <p>- The objective also to connect the contents and activities seen in previous DETA with the contents and activities in DETA 5.2, for trainees to see coherence and continuity in the course.</p> <p>- Duration: 10 minutes.</p> <p>- Tool: PPT.</p>

1.2	<p>Training contents:</p> <ol style="list-style-type: none"> 1. Relevance of innovation and creativity in the process of changing your position in the labour market (identify hidden creative strengths) <p>The trainer introduces major concepts and the main objective, which is to understand why creativity is an important competence for self-employment and entrepreneurship, if all people can be creative and if one can learn creativity?</p> <p>The trainer will introduce the concept of creativity by asking trainees to share what they think this topic is about. Knowing what each trainee understands under this term is important for the trainer to structure the content to assist them further in their creativity development. The best way is to start the activity in the face-to-face session and then leave it as an assignment to be completed by the trainees themselves. Results/recommendations/advice can be given to the trainees in the forum.</p> <p>For doing so, the trainer will start with ACTIVITY 1. Game/ Assignment, and Group Discussion.</p> <p>Methodology:</p> <p>The trainer proposes an introductory story – why adults are not so creative – an experiment of Sir Ken Robinson (education and creativity expert) – how many uses for a paper clip can you find?</p> <p>Trainees individually try to find different uses for the paper clip (10 minutes) and afterwards, they share their findings with the rest of trainees and the trainer (assembly). 10 minutes.</p> <p>After the previous activity to break the ice and introduce the topic, the trainer then opens the session with a group discussion asking them “What do I think creativity is?” and takes answers of the attendees to post-it notes and put them on a board/wall. The aim of this group discussion is to make an easy and smooth transition to the next exercise. The discussion is to set the mind of the trainees into the direction that creativity is expressed in their professional manner and behaviour. (10 minutes).</p> <p>-Duration: 30 minutes - Tool: PPT</p> <p>After this activity the trainer introduces the concept behind creativity – what it includes; what it is for; who it is for; why it is important for self-employment and entrepreneurship in a SHE environment.</p> <p>The introduction can be made with the help of a previously selected video (see example). For doing so, the trainer presents ACTIVITY 2 (EXAMPLE):</p> <p>The trainer can group the trainees (EX: 5 groups x 3 trainees) and give each group different part/subtopic of the video for creativity (the content is given below). After watching the video, the trainer opens the discussion and takes main conclusions to the board/wall.</p>
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1.2	<p>Methodology alternatives:</p> <p>1) Another video in the respective national language can be used for an overview and introduction of the concept for creativity during the face-to-face training. The video can be chosen to be similar to the one given as an example below.</p> <p>Tips for choosing the video: find one where creativity is explained more as a theoretical lesson – what is it, who is it for, how to do it. The new video can be used the same approach as described above.</p> <p>2) An entrepreneur/ self-employed person/ person working in the collaborative economy known for his achievements in creativity (or just having already explored the path of personal development) can be invited to tell their testimony on how creativity helped them advance in their career path/ entrepreneurship.</p> <p>EXAMPLE VIDEOS</p> <p>Tina Seelig: The 6 Characteristics of Truly Creative People – https://www.youtube.com/watch?v=CgCdsERkqrc</p> <p>Conclusions.</p> <p>After the previous steps are done, the trainer proposes to go back to the post-it notes (Activity 1) to discuss whether their suggestions have been right, if their expectations have been met and all questions/doubts are answered.</p> <p>Include time for questions and interaction.</p> <p>-Duration: 60 minutes - Tool: video</p>
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	<p>Training Contents:</p> <ol style="list-style-type: none"> 1. To understand and utilize the innovation process. <p>The trainer introduces:</p> <ul style="list-style-type: none"> • Innovation concepts and different stages of the Innovation Process. <p>For doing so, the trainer starts with <u>ACTIVITY 3:Innovation Process Video</u> (see example). Methodology.</p> <p>After explaining the theory and overview of the innovation process supported by the example video (30 min), the trainer asks each of the trainees, what they find as innovative in their own self-employment or entrepreneurship plans?</p> <p>Take your time to reflect but at the same time try to be spontaneous (don't overthink). All trainees dedicate a few minutes (5 min) to think what do they have in their plans that they can say is innovative, conclusions (assembly – 10 min) are discussed and taken to the board by the trainer.</p> <p>In small groups (3 to 5 persons) participants contemplate about the steps of the innovation process, where they failed and why (20 min). All groups must reach a conclusion about the stages of the innovation process and where they need to improve. Conclusions are discussed and taken by the trainer to the board (25 min), and each trainee individually takes notes of what he or she needs to do to update his or her self-employment/entrepreneurship plan.</p> <p>Example Video: https://www.youtube.com/watch?v=N70RK3_zXhc</p> <p>1.3. Conclusions.</p> <p>After the described activities, the trainer makes a summary of this subtopic, restates the aim of this activity and instructs how to continue the exercise during the online sessions. This exercise is described in details in the online sessions section.</p> <p>Duration: 90 min:</p> <p>Tool: PPT + video</p> <p>Include time for questions and discussion.</p>
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	<p>Training Contents:</p> <ol style="list-style-type: none"> 1. Concept of open innovation and related to SHE. <p>The trainer will introduce the concepts of:</p> <ul style="list-style-type: none"> • Open innovation; value chain; stakeholder; collaboration in a digital environment. <p>For doing so, the trainer starts with an explanation of open innovation, describes the different actors and details the specific stages of an innovation process different from the general innovation process.</p> <p>The presentation can be complemented with a pre-selected video (see suggested video).</p> <p>SUGGESTED VIDEO: https://glg.it/videos/ge-open-innovation-dyan-finkhausen-center-of-excellence/</p> <p>1.4. After introducing the concepts and watching the video, the trainer asks the trainees to form small groups and to develop a value chain map identifying their main stakeholders in all the pieces of the chain (20 min). One group presents an example to the rest of the groups and results are discussed (20 min). Then the trainer asks the trainees to identify at least 1 issue or topic where they were able collaborate with stakeholders in the value chain, in order to develop their business plans (20 min). One group presents the example to the rest of the groups and results are discussed (20 min). Conclusions. After having talked about the application of open innovation and the importance of the value chain for doing so, it is important to verify the participants understanding of open innovation as a process where collaboration between companies and individuals is crucial, especially when resources are limited. It should be highlighted that digital technologies – including SHE – can be powerful tools for the innovation process.</p> <p>Duration: Total: 40 minutes. Tool: PPT, video Include time for questions and discussion.</p>
1.5	<p>Closure.</p> <ul style="list-style-type: none"> • The trainer tries to solve all possible doubts and questions. • The trainer explains how the online training sessions work and what is expected, and details the activities that will be done in the next online training session. • The trainer asks trainees for feedback. • The trainer summons the students for the next F2F training session. <p>Include time for questions and interaction. Duration: 10 minutes. Tool: PPT</p>

2	ONLINE SESSION 1 – GUIDELINES, DURATION AND TOOLS
2.0	<p>The trainer has already designed and uploaded the online session to the e-Training platform.</p> <p>Things to be done online:</p> <ul style="list-style-type: none"> • Trainees must read (and download, if they want) the training materials (PPT, Word document, complementary readings, etc.) for Topic 2. Innovation and Creativity.
2.1	<p>Activity 1</p> <p>This online activity is related to the F2F session on “Innovation and Creativity”.</p> <p>Participants download an article or a pre-selected video by the trainer and read it. The trainer prepares some questions to be answered by the trainees. The trainees share their answers in the virtual co-working space. The objective is for trainees to identify the main improvements they need to take to their project plans in terms of innovation.</p> <p>Another aim of this activity is to activate participants to research the topic and give them a deep and thorough understanding of what creativity and innovation is and what it includes.</p> <p>Duration: 2 hours</p> <p>Tool: complementary reading and/or video</p>
2.2	<p>Activity 2</p> <p>Trainers can freely set up another activity if they want.</p>

3	ONLINE SESSION 2– GUIDELINES, DURATIONAND TOOLS
3.0	<p>The trainer has already designed the online session and uploaded it in the e-Training platform. Things to be done online:</p> <ul style="list-style-type: none"> • Trainees must read(and download if they want) the training materials (PPT, Word document, complementary readings, etc.) for Topic 2. Innovation and Creativity.
3.1	<p>Activity 3.</p> <ul style="list-style-type: none"> • The participantschoose one of the easy-to-use tools for innovation management shown in the training materials and research it.For instance, https://www.viima.com/ <p>Participants are asked to open profiles on one of the provided tools and begin to start using them. They must identify the potential application of these platforms in order to manage their innovation processes. They can do it in pairs or in groups. They should plan how to use it in coming months.</p> <p>Upon completion of this activity participants are invited to share with the otherswhich innovation management tool they have chosen, and what are their main conclusions and plans. Then the trainer calls to a Webinar and the trainees present their conclusions.</p> <p>Duration: 2 hours Tool: innovation tool.</p>
3.2	<p>Activity 4</p> <p>Trainers can freely set up another activity if they want.</p>

3	TRANSVERSAL TRAINING – CO WORKING SPACES AND COACH/MENTOR
3.1	<p>The trainees will have access to a co-working space during the course in the facilities of the training organization. In these co-working spaces, they will work on the training course activities and will also boost their entrepreneur and self-employment plans and activities. The facilities will have internet connection and the training course participants can decide to attend the online sessions in these spaces.</p> <p>Regarding DETA 5.2, trainees will work on:</p> <ul style="list-style-type: none"> • Update of self-assessment: • Trainees will test and use several available innovation management tools given by the trainers. • Trainees will update their self-assessment and will add “things to improve” onto the self-employment plan • Update of self-employment plan: • Trainees will get deeper and will evaluate what kind of personal branding they need for engaging in SHE environments and platforms and how their own self-employment plan can be adapted accordingly.
3.2	<p>The trainees are supported during the course by a coach/mentor, who will help them to develop the activities and will try answer the doubts that can arise. The support may be online and/or F2F.</p> <p>The main objective for the coach/mentor is to facilitate trainees to achieve the training objectives and to support their entrepreneur or self-employment plans.</p> <p>The coach/mentor provides an alternative agenda with SHE and NFE (or related areas like ICT, etc.) events, forums, TV programs, press articles, etc. to keep trainees updated with things that happen around the SHE and NFE concepts in their cities and in the world.</p> <p>Coach/mentor will also boost knowledge sharing among trainees.</p> <p>Regarding DETA 5.2, coach/mentor, will follow up:</p> <ul style="list-style-type: none"> • Online Session 1, activities 1 and 2. • Online Session 2, activities 3 and 4. • Knowledge sharing in the virtual co-working space and promoting the forum by sending the trainees questions, reflections on the subject, news that he or she has found, etc. • COACH/MENTOR will be available on certain dates for supporting trainees