

There are thirteen exercises to supplement Module I

“The Basics of Lifestyle Entrepreneurship”

**Practical exercise No 1
for sub-module 1**

Definitions of entrepreneurship and lifestyle entrepreneurship

Objectives of sub-module 1: adult educators will develop their understanding of the definitions of entrepreneurship and lifestyle entrepreneurship.

The aim of the exercise: To define the main principles of entrepreneurships and compare them with the concept of lifestyle entrepreneurship.

- We will look at what is entrepreneurship?
- What are the main characteristics of entrepreneurship?
- What is lifestyle entrepreneurship?
- What are the specifics of LSE?
- What are similarities and differences between entrepreneurship and lifestyle entrepreneurship

Task:

<ul style="list-style-type: none"> • Split into groups • Each group to define what they believe LSE would be. • Show slide to group with definition of LSE • Each group to list differences between the entrepreneur and the LSE • Group discussion to share key differences 	<p>Groups to present back to peers their thoughts.</p> <p>Group Discussion</p> <p>Produce list of key differences</p>	<p>Flip chart</p> <p>Pens and paper</p>
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Learning outcomes:

Learners will be able to confidently define the main principles of entrepreneurship.

Learners will understand the difference between LSE and traditional entrepreneurship.

The total duration: 30-40 minutes.

**Practical exercise No 2
for sub-module 2**

Evaluation of the learner's possibility to become lifestyle entrepreneurs

Objective of Sub module 1.2 to develop a basic understanding of how to evaluate the possibility of learners becoming lifestyle entrepreneurs

The aim of the exercise: to become familiar with the EntreComp Framework of the entrepreneurship competence, as a tool to help individuals assess their suitability to become lifestyle entrepreneurs.

Assessment criteria:

On a scale of 1 to 5 how would assess your competent / confidence in the areas below

1	2	3	4	5
not at all	slightly	confident	very	completely

(Scores overall act as indicators and highlight areas of strengths and weakness.)

Learning outcomes:

Learners will develop a basic understanding of how to evaluate the possibility of learners becoming lifestyle entrepreneurs

Learners will be familiar with the use of the EntreComp Framework to support Disadvantaged learners to assess and understand their abilities and competencies to enable them to consider the possibility of LSE as a choice for their future.

The total duration: 30 minutes.



Areas	Skills	Hints	Descriptors	Self Assessment
1. Ideas and opportunities	1.1 Spotting opportunities	Use your imagination and abilities to identify opportunities for creating value of LSE	<ul style="list-style-type: none"> Identify and seize opportunities to create value by exploring the social, cultural and economic landscape Identify needs and challenges that need to be met Establish new connections and bring together scattered elements of the landscape to create opportunities to create value 	
	1.2 Creativity	Develop creative and purposeful ideas	<ul style="list-style-type: none"> Develop several ideas and opportunities to create value, including better solutions to existing and new challenges Explore and experiment with innovative approaches Combine knowledge and resources to achieve valuable effects 	
	1.3. Vision	Work towards your vision of the future	<ul style="list-style-type: none"> Imagine the future Develop a vision to turn ideas into action Visualize future scenarios to help guide effort and action 	
	1.4 Valuing ideas	Make the most of ideas and opportunities	<ul style="list-style-type: none"> Judge what value is in social, cultural and economic terms Recognize the potential an idea has for creating value and identify suitable ways of making the most out of it 	



	1.5 Ethical and sustainable thinking	Assess the consequences and impact of ideas, opportunities and actions	<ul style="list-style-type: none"> Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen Act responsibly 	
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Areas	Skills	Hints	Descriptors	Self Assessment
2. Resources	2.1 Self-awareness and self-efficacy	Believe in yourself and keep developing	<ul style="list-style-type: none"> Reflect on your needs, aspirations and wants in the short, medium and long term Identify and assess your individual and group strengths and weaknesses Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures 	
	2.2 Motivation and perseverance	Stay focused and don't give up	<ul style="list-style-type: none"> Be determined to turn ideas into action and satisfy your need to achieve Be prepared to be patient and keep trying to achieve your long-term individual or group aims Be resilient under pressure, adversity, and temporary failure 	



	2.3 Mobilizing resources	Gather and manage the resources you need	<ul style="list-style-type: none"> • Get and manage the material, non-material and digital resources needed to turn ideas into action • Make the most of limited resources • Get and manage the competences needed at any stage, including technical, legal, tax and digital competences 	
	2.4 Financial and economic literacy	Develop financial and economic know how	<ul style="list-style-type: none"> • Estimate the cost of turning an idea into a value-creating activity • Plan, put in place and evaluate financial decisions over time • Manage financing to make sure my value-creating activity can last over the long term 	
	2.5. Mobilizing others	Inspire, enthuse and get others on board	<ul style="list-style-type: none"> • Inspire and enthuse relevant stakeholders • Get the support needed to achieve valuable outcomes • Demonstrate effective communication, persuasion, negotiation and leadership 	

Areas	Skills	Hints	Descriptors	Self Assessment
3. Into action	3.1 Taking the initiative	Go for it	<ul style="list-style-type: none"> • Initiate processes that create value • Take up challenges • Act and work independently to achieve goals, stick to intentions and carry out planned tasks 	
	3.2 Planning and management	Prioritize, organize and follow-up	<ul style="list-style-type: none"> • Set long-, medium- and short-term goals • Define priorities and action plans • Adapt to unforeseen changes 	



	3.3 Coping with uncertainty, ambiguity and risk	Make decisions dealing with uncertainty, ambiguity and risk	<ul style="list-style-type: none">• Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes• Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing• Handle fast-moving situations promptly and flexibly	
	3.4 Working with others	Team up, collaborate and network	<ul style="list-style-type: none">• Work together and co-operate with others to develop ideas and turn them into action• Network• Solve conflicts and face up to competition positively when necessary	
	3.5. Learning through experience	Learn by doing	<ul style="list-style-type: none">• Use any initiative for value creation as a learning opportunity• Learn with others, including peers and mentors• Reflect and learn from both success and failure (your own and other people's)	

Practical exercise No 3
for sub-module 3
Mission Statement Evaluation

The aim of the exercise: to develop an understanding of adult educators on the possible mission statements.

Explanation of exercise:

- Split in groups.
- Share in groups from 10 samples of mission statements. 1 group should get at least 2 samples.
- In groups discuss about mission statement.
- Each group writes down their ideas about mission statement.
- Each group presents their mission statements and ideas they discussed.
- Then ask participants to identify companies having these mission statements (Mission Statement Quiz)

10 mission statement samples:

•	To provide a global trading platform where practically anyone can trade practically anything
•	Be the world's beer company
•	To bring inspiration and innovation to every athlete in the world if you have a body you are an athlete.
•	To make the worlds information universally accessible and useful
•	We create happiness by providing the finest in entertainment for people of all ages everywhere.
•	To become the world's leading Consumer Company for automotive products and services
•	To be the most successful computer company in the world at delivering the best customer experience in the markets we serve
•	To establish ourselves as the premier purveyor of the finest coffee in the world whilst maintaining our uncompromising principles as we grow
•	Our mission is to give people the power to share and make the world more open and connected
•	To be the world's best quick service restaurant experience. Being the best means providing outstanding quality, service, cleanliness and value so that we make every customer in every restaurant smile

Mission Statement Quiz Answers:

Mission statement	Company
<ul style="list-style-type: none"> To provide a global trading platform where practically anyone can trade practically anything 	EBay
<ul style="list-style-type: none"> Be the world's beer company 	Budwieser
<ul style="list-style-type: none"> To bring inspiration and innovation to every athlete in the world if you have a body you are an athlete. 	Nike
<ul style="list-style-type: none"> To make the worlds information universally accessible and useful 	Google
<ul style="list-style-type: none"> We create happiness by providing the finest in entertainment for people of all ages everywhere. 	Walt Disney
<ul style="list-style-type: none"> To become the world's leading Consumer Company for automotive products and services 	Henry Ford
<ul style="list-style-type: none"> To be the most successful computer company in the world at delivering the best customer experience in the markets we serve 	Dell
<ul style="list-style-type: none"> To establish ourselves as the premier purveyor of the finest coffee in the world whilst maintaining our uncompromising principles as we grow 	Starbucks
<ul style="list-style-type: none"> Our mission is to give people the power to share and make the world more open and connected 	Facebook
<ul style="list-style-type: none"> To be the world's best quick service restaurant experience. Being the best means providing outstanding quality, service, cleanliness and value so that we make every customer in every restaurant smile 	Mc Donalds

The total duration: 30-40 minutes.

Practical exercise No 4
for sub-module 3
Creating Your Business Mission Statement

The aim of the exercise: to practice to develop mission statements.

Explanation of exercise: Each participant has to produce a mission statement for their business.

- First each participant has to make a list of the **KEY WORDS** that can be used to describe their business.
- After that each participant has by using some or all of the key words that they have identified, write a mission statement for their business. The statement should clearly describe the purpose of business and explain what its key features are.

Produce a mission statement for your business

Make a list of the **KEY WORDS** that can be used to best describe your business:

Using some or all of the key words that you have identified, write a mission statement for your business. The statement should clearly describe the purpose of your business and explain what its key features are.

The total duration: 20 minutes.

Practical exercise No 5
for submodule 3
SWOT analysis

The aim of the exercise: to recognize the Strengths Weakness Opportunities and Threats in relation to your business idea.

Explanation of exercise: Each participant has to make a SWOT analysis of their business idea.

It should be explained that strengths and weaknesses come from inside and can be controlled; and opportunities and threats are the ones that come from outside and can't be controlled, but apply for all, not only for certain business idea.

It should also be presented that there are various strategies for SWOT analysis interpretation. For example - while using strengths business could diminish possible threats; by using strengths business could take advantage of opportunities; by using opportunities diminish weaknesses. Chosen strategies of each participant with SWOT analysis should be clearly stated and explained.

Strengths	Weaknesses
Opportunities	Threats

The total duration: 20 minutes.



Practical exercise No 6
for sub-module 3
Market research

The aim of the exercise: to practice basic market research on participants own business idea.

Explanation of exercises: Each participant has to make market research of their business idea in a clear and concise way, by establishing what you already know, what you need to find out and what factual evidence you need to support your research findings.

Research should consist of:

- Customer analysis
- Competitor profiles
- Suppliers' analysis
- Customer Analysis

Short description of your customer	

Your Customer's Needs	
<ul style="list-style-type: none"> • Who is your customer? Are they male or female? How old are they likely to be? What is their occupation? 	
<ul style="list-style-type: none"> • What do they do? If you are selling to individuals- it is worth knowing their interests and occupation. If you are selling to businesses- it helps to have an understanding of what their business is trying to achieve. 	
<ul style="list-style-type: none"> • Why do they buy? It helps to understand why your customer buys a product- then you can match their needs to your service. 	
<ul style="list-style-type: none"> • When do they buy? Knowing the best time to approach your customer, will increase your chances of a sale. 	

<ul style="list-style-type: none"> • How do they buy? Face-to-face, website etc. 	
<ul style="list-style-type: none"> • How much money do they have? Knowing how much your customer has to spend means you can match what you're selling, to how much they can afford. 	
<ul style="list-style-type: none"> • What makes them feel good about buying? Good customer service? Quick service? 	
<ul style="list-style-type: none"> • What do they expect of you? Meeting or exceeding expectations, will ensure repeat business. 	
<ul style="list-style-type: none"> • What do they think about you? You can only tackle problems if you know what they are. 	
<ul style="list-style-type: none"> • What do they think of your competitors? If you know their strengths and weaknesses, you can stay ahead of your rivals. 	

- **Competitor Profiles**

This part of exercise will assist you in a thorough analysis of your competitors and will form part of your competitor research summary. Write about each competitor and then provide a brief summary in general about competitors.

Competitor 1	
Name and address email & website:	
Products / services offered:	
Prices charged:	
How do they promote themselves?	
Benefits of the location:	
General strengths/weaknesses, atmosphere, customer care, quality, etc:	
Summary of competitors' analysis	

- **Suppliers' analysis**

You need to provide names or addresses of your suppliers, and the reasons why you have chosen them. As well as the suppliers that you already use, or intend to use, you will have to supply details of alternative suppliers. Even if you feel that your current suppliers are ideal for your business, you

need to provide names of alternative ones to show that you have a contingency plan in case suppliers let you down, or go out of business.

Task List your key suppliers and explain why you have chosen them e.g. price, range of products, after care service, delivery service etc.

Name & address of supplier [Include email and or website address if available]	Why have you chosen them? [What Features & Benefits do they offer your business?]

The total duration: 110 minutes.

Practical exercise No 7
for sub-module 3
Market segmentation

The aim of the exercise: to enable adult educator to explain how to begin the market research process in a clear and concise way, by establishing what learner already know, what learner need to find out and what factual evidence learner need to support his/her research findings.

Explanation of exercise: Each participant has to describe the market segment he/she is aiming to provide for, using the categories listed below that apply to your business.

- **Who** will be your **most likely** customer?
- Are they **distinguishable** by their **age/gender/family size/income range**, where they **live/work/shop**?
- **What** is their employment **group** – **professional/managerial; clerical/supervisory; skilled manual/unskilled manual; unemployed/pensioner** etc?
- **What** are their **interests and buying habits**?
- Are you aiming for a **budget / premium market**?
- **How wide** is your **radius** – **how far** will clients come from?
- If you are dealing **business to business**, you will need to **profile both your commercial customers and the ‘end user’** of the product.

Explanation to learner:

Once you have defined your target market, using the *market segmentation* exercise, you will then be in a position to structure the information you already have about your market, your customers and your competitors and to establish what the gaps in your knowledge are. You can then begin the necessary market research for your business. Remember to use both desk and field research methods.

The total duration: 30 minutes

Practical exercise No 8
for sub- module 3
Marketing plan

The aim of the exercise: practices marketing plan development skills by preparing draft of participants own business idea marketing plan.

Explanation of exercises: Each participant has to make marketing methods plan of their business idea.

Your Product/ Service Description

Describe the product/service which will be provided.

Don't forget to include: Unique Selling Point, features and benefits, quality, design, brand names, packaging/delivery, service and warranties.

Marketing- Methods of Promoting Your Business

	Promotional method	How are you going to get costs?	How will this reach your market?
1.			
2.			
3.			

The total duration: 90 minutes.

**Practical exercise No 9
for sub-module 4**

How and why lifestyle entrepreneurship offers a choice

Objectives of the sub-module 4: Within this sub-module adult educators will develop their understanding of ambitions and drivers of LSEs.

Aim of the exercise. To develop understanding of how and why lifestyle entrepreneurship offers a choice by reviewing a case study.

Task

<ul style="list-style-type: none"> • Split into groups • Each group to read case study. • Each group to discuss and list the key drivers which motivated Caz to start her own business • Each group to list key success/achievements • Group discussion to share ideas and thoughts 	<p>Groups to present back to peers their thoughts.</p>	<p>Flip chart Pens and paper Handout: Caz case study</p>
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Learning outcomes:

Learners will understand the ambitions and drivers of LSEs.

Learners will be able to identify how and why lifestyle entrepreneurship offers a choice.

The total duration: 30 minutes.

	<p>Sexism within the Building World Left Caz Unemployed and Looking for Other Options</p>
<p><i>“They let me know it was a man’s world”</i> said 24 year old Caz Jackson of her experiences of working on building developments.</p> <p>Having trained in painting and decorating, Caz found even getting an interview for work was tricky. <i>“I felt like because I was a woman it was hard to even get my foot in the door. When I would call up about the work they would hear a girl’s voice on the end of the phone and would laugh.”</i></p> <p>Even when Caz was given a chance of work, she felt real discrimination from her male counterparts. She said: <i>“They would really put me down and criticise me, which had a real impact on my confidence. I was even paid less than the men on site. They couldn’t believe a woman was capable of doing hands on work. Looking back now I remember that in reality when I looked at my paint work it was obvious real care had been taken. I took more pride in the job and it showed.”</i></p> <p>Caz was then made redundant from the firm where she had watched her confidence diminish:</p>	



“When I was made redundant it was the best thing that could have happened. It felt like a golden key out of there and I knew I could do this by myself, set up my own painting and decorating firm to offer the good service I knew I had given but had never been credited for.”

Coming from a deprived community in Merseyside, Caz was keen to find a way to fight against the discrimination in her industry and carve out a career for herself. Caz returned to her local community college to complete training which further developed her skills in wallpapering and additional specialist techniques such as using gold leaf, coving installation, spray painting, wood graining and stencilling enabling her to pursue painting and decorating as a realistic self-employed career.

She knew she wanted to set up a small business, but having been unemployed for nearly a year due to the discrimination she had faced, Caz needed some support to build her confidence, look at how to finance a new business and what she needed to do. It was then Caz found that she could receive free support and advice from local women’s enterprise support agency ‘The Women’s Organisation’.

She reflected *“I came to The Women’s Organisation, went on some of their business courses and was given a business adviser to help me. They taught me where to look and what to do in order to get my business going. The guidance they gave, the confidence building just generally pointing me in the right direction was fantastic. Having dealt with the negative comments before, I needed to rebuild my confidence, learn to get organised and take responsibility for myself, and I feel like I have achieved that. Reading back over my business plan I sounded so superior! That in itself was a real confidence boost and I finally realised I wasn’t the person those negative people had made me out to be.”*

But Caz hadn’t always dreamed of a life of decorating. *“When I was younger I really wanted to be an actor! But when I did acting I found that I gravitated towards painting the sets, and so I think from there I just really fell into this trade which is one that is always in demand. I’d love to work on sets professionally now, and who knows, maybe that will be the next stage of my business down the line.”*

Confidence is no longer an issue for Caz who is gaining more by the day as she watches her business grow.

“At first when I was doing jobs for people I’d be saying ‘ring me if there are any problems’ and I would find instead I was being rung by people who wanted more work doing. That was a great boost” said Caz.

‘Caz the Painter’ is your local female decorator. Professional, friendly service at your doorstep. In her words – “Caz the Painter does exactly what it says on the tin!”

For the first time in her life Caz is finding being a woman is a real advantage.

“I think now I am working for myself I can see being a woman makes me more trust worthy in my customers’ eyes. The idea of hiring me is more inviting because they know I will be house trained! It’s a great feeling. But the best thing about working for yourself is having that freedom to do what you want and when you want. To choose which work you want to take on. I look after my nan a lot, so I can manage jobs around popping in to see her.”

Since starting her business Caz has joined The Women’s Organisation’s Business Club to network with other women and build her customer base. She has also utilised facebook as a way to advertise locally and spread word of mouth about what she does.

As popularity for her services is growing Caz is looking into the possibility of working with other freelancers or taking on staff to help her to expand her business while still managing her caring responsibilities. Caz is a great example of how external factors can really knock confidence and impact on someone’s employment status to the point of becoming unemployed. Receiving coaching and training to build her confidence was the first step in Caz’s journey, getting her to a place where she could take in information about the practicalities of starting a business and helping her to get started.

Practical exercise No 10 for sub-module 5

Traffic lights

The aim of exercise: to develop the adult educator to be able to build the confidence of the Lifestyle entrepreneur through positive thinking and achievement challenges combined with coaching skills and techniques. *This exercise will enable the adult educators to develop the confidence and motivation skills of the Lifestyle Entrepreneurs. It will also challenge the potential lifestyle entrepreneurs to set future business goals.*

Instruction: The participants work individually or in pairs. The adult educator hands out the sheets of paper and instructs the participants to write down the barriers that may prevent them from becoming a Lifestyle entrepreneur.

Look at the barriers the potential LSE may face using the traffic light system.

Which are Red lights? Not able to do at this moment

Which are Amber lights? May be able to do now or in the near future

Which are Green lights? Can do them right away

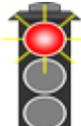
The learners take time to complete the exercise. Later on they discuss the results. The adult educator summarizes the results of practical task and provides feedback.

Duration: 30 minutes

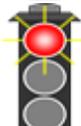
What are the barriers that may prevent you from becoming a Lifestyle Entrepreneur?

1. Write down all the things that you think are stopping you from moving forward. Considering the traffic light system circle red/amber/green, indicate whether this barrier can be overcome easily, with some work, or if it is really stopping you in your tracks.

BARRIER			
_____	RED/	AMBER/	GREEN
▪ _____	RED/	AMBER/	GREEN
▪ _____	RED/	AMBER/	GREEN
▪ _____	RED/	AMBER/	GREEN
▪ _____	RED/	AMBER/	GREEN
▪ _____	RED/	AMBER/	GREEN
▪ _____	RED/	AMBER/	GREEN











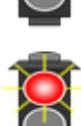














2. In pairs or in small groups discuss your results look for opportunities to overcome these barriers. Present your results to other groups.

The adult educator facilitates the discussion and gives feedback on the exercise.

Practical exercise No 11 for sub-module 5

Personal development

The aims of the exercise:

1. to help adult educators to empower adult learners to identify their personal traits and experience in order to become Lifestyle entrepreneurs.
2. to strengthen self-confidence of potential LSEs – adult learners with fewer opportunities and from disadvantaged backgrounds.

Duration of the exercise: (~ 1 a. h)

Instruction. The participants work individually. Each participant is handed out a list of paper with activities. The participants – adult learners – are asked to fill in the required information about their personal qualities work experience.

Activity 1. Please describe your previous work experience.

Jobs/Projects undertaken

Personal Abilities demonstrated

Activity 2. Please provide information about your learning experience and interests.

Education
Courses/other learning experiences
Reading/open-learning/self-study/hobbies or interests

Activity 3. Please select a minimum of 30 skills (10 skills per each item: dealing with people, dealing with things, dealing with concepts and information) which are the most relevant to you describing your personality.

Dealing with people skills

Accepting	Experimenting	Overseeing	Training
Achieving	Explaining	Persuading	Understanding
Addressing	Expressing	Planning	Updating
Advising	Guiding	Preparing	Writing
Amusing	Handling	Presenting	
Analyzing	Identifying	Problems	Publicizing
Arranging	Identifying	Solutions	Purchasing
Assessing	Imagining	Questioning	
Auditing	Implementing	Reasoning	
Budgeting	Improving	Recommending	
Caring	Improvising	Recruiting	
Checking	Influencing	Reporting	
Classifying	Informing	Representing	
Coaching	Initiative	Researching	

Communicating	Inspiring	Resolving
Consulting	Instructing	Responding
Controlling	Instigating	Risking
Conversing	Judging	Scheduling
Co-coordinating	Leading	Selecting
Counseling	Learning	Self-Awareness
Creating	Lecturing	Summarizing
Debating	Listening	Selling To
Deciding	Maintaining	Sensing
Detailing	Mediating	Setting Goals
Developing	Meeting	Speaking
Directing	memorizing	Studying
Empathizing	Mentoring	Telling
Empowering	Monitoring	Supervising
Encouraging	Motivating	Talking
Enforcing	Negotiating	Teaching
Evaluating	Observing	Team Building
Examining	Organizing	Telephoning

Dealing with things:

Achieving	Developing	Judging	Referring
Adapting	Distributing	Making	Remembering
Administering	Editing	Monitoring	Repairing
Auditing	Evaluating	Observing	Reporting
Checking	Experimenting	Operating	Researching
Classifying	Filing	Ordering	Resolving
Collecting	Financing	Obtaining	Responding
Compiling	Finishing	Planning	Reviewing
Constructing	Fixing	Precision	Selecting
Deciding	Forecasting	Predicting	Selling
Delivering	Generalizing	Preparing	Studying
Designing	Handling	Prescribing	Supervising
Detecting	Having responsibility	Processing	Transcribing
Determining	Implementing	Programming	Typing
Developing	Improving	Proof Reading	Writing
Devising	Innovating	Reading	
Directing	Inventing	Realizing	
Discovering	Investigating	Recommending	

Dealing with Concepts and Information:

Accounting	Diagnosing	Innovating	Processing
Adapting	Discovering	Integrating	Questioning
Analyzing	Displaying	Interpreting	Reading
Anticipating	Disproving	Inventing	Recommending
Ascertaining	Dissecting	Investigating	Recording
Budgeting	Delivering	Learning	Researching
Calculating	Editing	Maintaining	Reviewing
Compiling	Expanding	Managing Time	Searching
Composing	Experimenting	Memorizing	Sequencing
Computing	Forecasting	Modeling	Sharing
Formulating	Observing	Solving	
Copying	Generating	Obtaining	Studying
Creating	Getting	Organizing	Thinking Logically
Deciding	Giving	Originating	Translating
Defining	Guiding	Perceiving	Typing
Designing	Planning	Updating	Talking
Detecting	Implementing	Predicting	Understanding
Developing	Improving	Preparing	Devising
Increasing	Prioritizing	Visualizing	Writing

Activity 4. Having identified your top 30 skills, reduce this to your top 15. List these below as a reminder.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

Activity 5. Please identify the top 12 qualities which describe you as a person.

Qualities

Adaptable	Helpful	Sense of Humour
Alert	Intelligent	Tolerant
Calm	Innovative	Tactful
Creative	Kind	Trustworthy
Consistent	Loyal	Thoughtful
Conscientious	Likable	Understanding
Capable	Mature	Willing
Caring	Nurturing	Wise
Confident	Non Judgemental	generous
Honest	Happy	sensible
Driven	Optimistic	Supportive
Determined	Open minded	Sensitive
Decisive	Out Going	
Disciplined	Positive	
Dependable	Polite	
Dynamic	Patience	
Enthusiastic	Punctual	
Empathic	Proactive	
Energetic	Practical	
Engaging	Responsible	
Flexible	Resourceful	
Friendly	Reliable	
Focussed	Resilient	
Gentle	Smart	

Please list the top 12 qualities:

-
-
-
- ...

Activity 6. Discuss in pairs or groups how difficult or easy it was to identify their skills and qualities; how can you transfer your previous work and learning experience, abilities, skills, hobbies, and qualities into a business?

After you complete the activity, discuss the results with the adult educator.

Practical exercise No 12
for sub-module 6
Come to my picnic

The aims of the exercise:

- enable adult educators to work as facilitators engaging and motivating adult learners;
- highlight the importance of listening skills when facilitating LSE training.

Duration of the exercise: (10-15 min.)

Instruction. Set the scene: explain to group the importance of listening. Explain that you are having a picnic, all are invited but to attend they must bring a contribution to the picnic with them depending on the item they offer bring will decide their eligibility to attend. The item must begin with the first letter of their name, i.e. “Jane” can bring some “Jam” but Brenda can’t. Remember to ask each member individually to the picnic and respond to each person individually e.g.: **“Jane what can you bring to my picnic?”** response Jane wants to bring some bread, reply: **“I am sorry Jane you cannot bring bread to my picnic”** etc., continue around the group, as the exercise proceeds some people will click to the rules others will not and may get frustrated, if they listen they will resolve the problem much quicker. *The learning outcome from this exercise is that the more emotional we become whether that’s angry, frustrated, upset, happy the less we are able to effectively listen to someone.*

Practical exercise No 13
for sub-module 6
Monopoly Man

The aim of the exercise - empower adult educators to develop adult learners' communication skills, teaching them strategies of effective collaboration.

Duration of the exercise: (10-15 min.)

Instruction: explain to the group of learners that they need to figure out what you (the facilitator) are doing.

“I am outside a hotel pushing a car and I have no money”.

The majority of the time people will ask closed questions which will only glean a yes or no reply. Open questions (Who, What, Where, When, Why, and How) will produce a more honest reply and therefore resolve the puzzle sooner. For example:

A: “Why are you pushing the car?”

B: “It has no engine”

A: “Why does it have no engine?”

B: “Because it is a toy car.”

A: “So what am I doing? I am playing monopoly.

If you ask the right type of questions you will get much more information. This is crucial for rapport building and general communication.

The learning outcome for this activity is how important it is to ask the right type of question. Asking open questions you will get the most information and enhance communication skills.

More information about questioning techniques

Questioning types, listed below are types to use and the types not to use in a mentoring relationship.

Effective questions types to use are:

Open questions (Who, What, Where, When, Why, and How) are good for getting the other person to open up.

Closed questions generally require Yes or No answers. They are good for getting specific information and for preventing people talking too much.

Probing questions “Why did you need to do things that way?” to investigate further in a particular line of questioning.

Linked questions “You mentioned earlier that you enjoyed football in your spare time what team do you support?” They help to collate information, as well as showing the other person, that you are listening.

Questioning techniques not only affect the exchange of information but can also damage rapport of the party’s concerned.

Question types to avoid

Leading questions “You don’t like that person do you?” “Why is that?” the other person is hardly likely to disagree, but is this information reliable?

Multiple questions “Have you ever done this and how did you like it. Was it good? If you don’t confuse the person you will still only get the answer to one part of the question.

Impertinent questions “You like bright colors then?” attempts to be too familiar may fall flat and can appear to be patronizing.

The way questions are asked is critical to the response you received. You need to allow time after asking the question for the person to formulate their answer.

- **Count to ten**
- **Allow silence**
- **Have eye contact**

If the person is not comfortable with the question after allowing time

- **Rephrase the question**
- **Move to another topic**