TRAINERS´ MANUAL

small.com

GO DIGITAL

Index

1. Presentation of SMALL.COM Project

The SMALL.COM project strives to create a tool that evaluates the digital maturity of companies. This initiative also includes providing modules and training materials focused on digital transformation and the adjustment of business models. The target audience for these resources is primarily European business networks, specifically micro and small companies. The objective is to raise SME's awareness, such as their partners, managers, and workers, about the necessary changes in their business model and their approach to the market. The project mainly targets SMEs, since it is the largest group of companies in the EU (almost 99%), professionals and, in general, adults in need of a sound and affordable digital trasition. Small.Com project arises to meet the need for micro and small companies, current and future, in all sectors of activity, to become more digital and innovative.

While digital skills are shaping the future of humanity and are increasingly having an impact on societies, organizations and people, education and learning systems need to be rethought to respond to the needs arising from constant change of economies. For this reason, this project aims to mobilize entrepreneurs, employees and employers to learn how to implement digitalization in their businesses, through the adoption and incorporation of technology in business models and dematerialization of processes.

The Small.Com project will be fundamental to overcome the training difficulties that managers and employees of micro and small companies have by providing tailored contents that work to adjust to the specific needs of each trainee and business, helping them to deepen their knowledge, understand concepts, follow the latest trends and implement various aspects of digitalization in their business.

It is necessary to assess the current state of the companies digitalization process and what their expectations are. This project proposes to build a digital diagnostic tool that, in a fast, intuitive, and precise way, indicates the company's current digital degree level, recommending, thereafter, which processes and digitalization tools represent improvement opportunities for continued growth.

This online tool, called the "Small.Com diagnostic tool" will incorporate variables that were until then undervalued in the corporate digitalization process (organizational culture, sector of activity, digital literacy, financial stability, regulatory framework, among others).

According to the "EU Businesses go digital: opportunities, outcomes and uptake" report (CE, 2018), 68% of the member-states of the European Union (EU) have been implementing procedures and governmental policies for the digital transformation incentive.

Almost 9 in 10 companies of the EU recognizes that digital technologies are indeed an opportunity.

2. Teaching and Learning Methodology

2.1. Blended Learning

Blended learning represents a dynamic approach to education that seamlessly integrates traditional in-person instruction with remote, technology-driven learning experiences. The fundamental goal of blended learning is to harness the strengths of both face-to-face and online methodologies, fostering a more effective and engaging learning environment. This innovative educational model gained momentum as a response to the rapid advancements in Information and Communication Technologies (ICT). The integration of these technologies has significantly influenced the landscape of education, propelling various e-learning models, including blended learning, into the forefront of modern pedagogy.

The key characteristic of blended learning lies in its flexibility, allowing educators to leverage the advantages of physical classroom interactions while harnessing the power of digital tools and resources. By seamlessly combining the traditional and the contemporary, blended learning strives to create a holistic and adaptive learning experience. In the blended learning environment, trainees often have the opportunity to engage with course materials and participate in discussions. Simultaneously, face-to-face interactions provide valuable opportunities for collaboration, hands-on activities, and immediate feedback from tutor. This dynamic balance enhances the overall educational experience, promoting a more personalized and effective learning journey.

As technology continues to evolve, the landscape of blended learning is likely to undergo further refinements and innovations. The ongoing synergy between traditional and digital teaching methods reflects the commitment to adaptability in education, ensuring that learners can benefit from the best of both worlds in their quest for knowledge and skill development.

2.2 Role of the Tutor and Trainee

In the context of blended learning, tutors and trainees play crucial and interdependent roles, contributing to the overall success of this innovative educational model.

Tutors, in the context of blended learning, serve as guides and mentors to trainees as they navigate the diverse landscape of educational modalities. These educators bring a wealth of knowledge and experience to the table, creating a bridge between the traditional classroom setting and the digital realm. In face-to-face interactions, tutors provide personalized support, clarifying concepts, and addressing individual learning needs. This direct engagement fosters a

supportive learning environment, allowing trainees to build a solid foundation in the subject matter.

In the online dimension of blended learning, tutors take on the pivotal role of orienting and guiding trainees through the available digital platform and contents. The engaging and interactive online materials help tutors to leverage various digital tools to create a virtual classroom that enhances the overall learning experience.

On the other hand, trainees in a blended learning environment take on a more active and self-directed role in their education. Blended learning empowers trainees to manage their learning experiences, allowing them to access resources and engage with content at their own pace. Trainees benefit from the flexibility and accessibility of online materials, enabling them to tailor their learning to individual preferences and learning styles. This level of autonomy fosters a sense of responsibility and accountability, key attributes in a rapidly evolving educational landscape.

In other hand, the digital spaces provide opportunities for trainees to engage with peers, share insights, and participate in meaningful discussions. The collaborative aspect of blended learning contributes to the development of essential 21st-century skills such as teamwork, communication, and critical thinking, preparing trainees for the challenges of the modern workforce.

In conclusion, the roles of tutors and trainees are interwoven in the success of blended learning, creating a symbiotic relationship that enhances the educational experience. Tutors serve as facilitators and mentors of learning experiences, while trainees actively engage with content, taking control of their learning journey. Together, they contribute to the success of blended learning by fostering a dynamic, flexible, and collaborative educational environment that prepares trainees for the demands of the digital age.

2.3 Being a Tutor

Training and skills are fundamental cornerstones for the dissemination and generation of knowledge, fostering competitiveness, fostering creativity in products and services, nurturing relationships, and consequently, propelling overall growth.

The proliferation of digital competencies within the corporate domain constitutes a pivotal factor in extending and solidifying the advantages of Industry 4.0. Indeed, the pivotal transition to digitalization necessitates the active involvement of the human resources within organizations as central protagonists in this transformative process.

When contemplating the introduction of technology and initiating a digital revolution in the company, it is crucial not to solely concentrate on innovative investments. It is equally important to allocate resources for training initiatives and the development of specialized skills. Similarly, integrating technologies like Artificial Intelligence, the Internet of Things (IoT), or implementing man-machine interaction should not overlook the essential aspect of professionals acquiring Industry 4.0 knowledge. Neglecting to address human capital deficiencies is a major mistake with consequences, not just in the short term but especially in the medium to long term. In this situation, not seizing the invaluable chance to enhance the quality of its active base would hinder the organization's effectiveness in competing with others and achieving independence from external knowledge dependencies. The trainer plays a crucial role in shaping the professional identity of the trainees, making their contribution highly significant. Modern training programs emphasize the crucial need to acquire necessary skills for competitiveness in the professional realm. Within this context, the trainer's main role is to facilitate learning and drive transformative changes through intentional, systematic, and engaging instructional design. As a trainer in the Small.com project, you will have the opportunity to teach highly innovative subjects in this dynamic landscape. Small.com training course instructors will engage with cutting-edge and technologically advanced content pertaining to Industry 4.0 features. The goal is to impart new knowledge and skills, enabling participants to reach the standards of highly skilled workers in small and medium enterprises.

2.4 Tutors Tips

In the context of tutoring within blended instructional frameworks, it is imperative to methodically navigate conventional face-to-face pedagogy with online learning modalities. To ensure the efficacy of such an approach, tutors should have:

1. **Comprehensive Grasp of the Blended Model:** Attain a nuanced understanding of the course architecture, discerning the symbiotic relationship between face-to-face and online components. Delineate the inherent strengths and limitations of each instructional modality.

2. **Articulate Learning Objectives Explicitly:** Precisely articulate learning objectives for both in-person and virtual components. Clarity in educational aims enables Trainees to comprehend the significance of each facet and its contribution to the overall learning paradigm.

3. **Cultivate Active Participation:** Foster active engagement by advocating for Trainee involvement in both physical and virtual spheres. This may encompass collaborative endeavours, group discussions, and interactive participation in online assignments.

4. **Strategic Integration of Technology:** Ensure the wise utilization of technology, guaranteeing its seamless integration into the educational sphere. Provide guidance on navigating and utilizing online tools effectively for an enhanced learning experience.

5. **Sustained Communication Protocol:** Establish and adhere to a robust communication protocol. Employ a diverse array of channels, encompassing face-to-face interactions, electronic mail, discussion forums, and messaging platforms, to sustain trainee engagement and dissemination of pertinent information.

6. **Flexibility and Adaptive Pedagogy:** Demonstrate flexibility in instructional methodologies, acknowledging the divergence in trainee learning preferences and styles. Tailor tutoring approaches based on ongoing trainee feedback and evolving pedagogical exigencies.

7. **Advocate for Self-Directed Learning:** Promote a culture of self-directed learning, where trainees assume responsibility for their educational journey. Encourage independent exploration of online resources, active participation in discussions, and autonomous completion of assignments.

8. **Timely and Constructive Feedback Mechanisms:** Institute expeditious and constructive feedback mechanisms for assessments conducted in both physical and virtual domains. Timely feedback serves to elucidate strengths and areas necessitating improvement, fostering a culture of continual learning.

9. **Cultivate a Supportive Educational Ecosystem:** Cultivate an environment characterized by positivity and supportiveness, both in the physical and virtual realms. Facilitate peer collaboration and engender opportunities for mutual assistance among trainees.

10. **Periodic Evaluation and Adjustments:** Conduct periodic evaluations to assess the efficacy of the blended format. Solicit feedback from trainees and, where necessary, make modifications to optimize the learning experience.

By assiduously adhering to these principles, one can orchestrate a pedagogically sound and engaging learning experience within the context of blended instructional frameworks, discerningly catering to the diverse learning proclivities and preferences of trainees.

3. Training methodology for trainers and offline learning materials

3.1 Learning

The Small.com project is based on a flexible formative methodology that caters to the needs of different groups. The project is oriented towards the development of individual competencies through various situations present in the formative course, considering the diverse target groups, their different learning approaches, and needs. Small.com formative material is designed for self-study. In addition to the digital availability of content, the formative materials are also downloadable, providing Trainees with a flexible learning experience and equipping them with the necessary skills for autonomous and organized learning. Moreover, due to the high degree of individualization and flexibility, tutors can easily serve as facilitators in the learning process.

3.2 Structure of the Content Units

The training program formulated under the Small.com initiative comprises a total of 13 content modules. Each content unit represents a distinct topic within the training module and corresponds to an individual lesson proposed by the partner. The lessons are presented in the form of PowerPoint files, adhering to a specific standard developed and shared collaboratively by the partnership. The Small.com provides a standardized non-academic knowledge base on internet security and personal data protection, including GDPR compliance. The following specific contents have been developed:

- **Strategic & Financial Management:** Strategic and Financial Management is a vital module that integrates two key aspects of organizational success business plan and financial decision-making. This module is designed to equip individuals with the knowledge and skills necessary to navigate the complex interplay between strategic planning and financial considerations.
- **Marketing & Sales:** The Marketing and Sales module is a dynamic and integral component of business education, emphasizing the fundamental principles and strategies that drive successful customer engagement and revenue generation in digital sales transformation.

- **Purchasing Processes:** The Purchasing Processes module is a fundamental component of business education that provides a comprehensive exploration of the principles and practices involved in procurement and supply chain management in industry 4.0.

- **Production Processes:** The Production Processes module is a foundational element of business education that delves into the intricacies of manufacturing and production management in smart factories.

- **Cybersecurity Policy:** The Cybersecurity Policy module is a critical component of contemporary business education, focusing on the development and implementation of policies and strategies to safeguard organizational assets from cyber threats.

- **Product Design and R&D:** The Product Design and Research & Development module is a pivotal aspect of business education that focuses on the creative and innovative processes involved in bringing new products to market, in the digital and online era.

- **Managing Data:** The Managing Data module is a critical component of contemporary business education, focusing on the principles and practices associated with collecting, organizing, analyzing, and leveraging data for strategic decision-making.

- **Cyber-Security:** This module provides an overview of crimes in cyberspace, acquainting participants with various terms and definitions. Additionally, it offers insight into different types of cybercrime methods and provides tips on how to protect ourselves in the virtual space.

- **Communication:** The Communication module is a foundational element of business education that focuses on the principles and practices of effective communication within organizational contexts.

- **Critical Thinking:** The Critical Thinking module is a fundamental component of business education that focuses on cultivating the ability to analyse, evaluate, and synthesize information to make reasoned and well-informed decisions.

- **Creativity:** The Creativity module is a dynamic and essential component of business education, centered on fostering innovative thinking, ideation, and problem-solving skills. This module is designed to inspire participants to unlock their creative potential and apply it strategically within the organizational context.

- **Collaboration:** The Collaboration module is a foundational element of business education that focuses on developing the skills and strategies necessary for effective teamwork and collaboration within organizational settings.

- **Analytical skills & Problem Solving:** The Analytical Skills and Problem-Solving module is a fundamental cornerstone of business education, designed to enhance participants' ability to approach complex challenges systematically and make informed decisions.

Below is the detailed structure of each Content unit, with the learning objectives and fine objectives of each content:

	Learning objectives	Fine learning objectives
Strategic & Financial Management	LO_ Strategic & Financial Management _01: You know the characteristics and the importance of a business plan	FO_ Strategic & Financial Management _01_01: You can understand the business plan as a tool of strategic management
		FO_ Strategic & Financial Management _01_02: you can explain the structure of a business plan
		FO_ Strategic & Financial Management _01_03: you can understand the details and specific characteristics of the financial section of the business plan
	LO_ Strategic & Financial Management _02: You know how to estimate and plan the financial costs	FO_ Strategic & Financial Management _02.01: you can estimate the costs in order to turning an idea into a value-creating activity
		FO_ Strategic & Financial Management _02.02: you can plan financial decisions over time
	LO_ Strategic & Financial Management _03: You know how to develop financial and economic know how	FO_ Strategic & Financial Management _03.01: you can explain how to put in place and evaluate financial decisions over time
		FO_ Strategic & Financial Management _03.02: You can explain how to manage financing to make sure the value-creating activity can last over long term
Marketing & Sales	LO_Marketing & Sales_01: You know how Marketing can lead companies Digital Transformation	FO_Marketing & Sales_01_01: You can understand the client's new behavior
		FO_Marketing & Sales_01_02: You can distinguish different digital marketing channels
		FO_Marketing & Sales_01_03: You can understand how to share tools and data with organization sales department
	LO_Marketing & Sales_02: You know what is Digital Sales Transformation	FO_Marketing & Sales_02_01: You can understand what is Digital Sales Transformation
		FO_Marketing & Sales_02_02: You can understand the difference between Digital Sales Transformation and Digitization
	LO_Marketing & Sales_03: You know the benefits of embracing Digital Sales Transformation	FO_Marketing & Sales_03_01: You can understand how to re-allocate sales resources
		FO_Marketing & Sales_03_02: You can understand sales workflows automation
		FO_Marketing & Sales_03_03: You can understand how to become data-driven
Purchasing Processes	LO_Purchasing Process_01: You know what is the purchasing process in Industry 4.0	FO_Purchasing Process_01_01: You can define "Purchasing 4.0 Process"
		FO_Purchasing Process_01_02: You can illustrate the differences between the "Traditional Purchasing Process" and ""Purchasing 4.0 process"
	LO_Purchasing Process_02: You know what the main practical aspects of a Purchasing 4.0 Process	FO_Purchasing Process_02_01: You can name the key I4.0 Applications associated with Purchasing processes
		FO_Purchasing Process_02_02: You understand some practical applications of a "Purchasing 4.0 process" in different industries
	LO_Purchasing Process_03: You know how Purchasing 4.0	FO_Purchasing Process_03_01: You understand what are the main barriers to the implementation of Industry 4.0 in Purchasing

	Processes can be a driver of innovation	FO_Purchasing Process_03_02: You understand what are the main enablers to the implementation of Industry 4.0 in Purchasing
		FO_Purchasing Process_03_03: You can name the main advantages of Purchasing 4.0 Process
Production Processes	LO_Production Processes_01: You know what a smart factory is	FO_Production Processes_01_01: You will be familiar with the concept of Industry 4.0 and its relevance
		FO_Production Processes_01_02: You will recognize what is a Smart Factory
		FO_Production Processes_01_03: You will come acquaintance to the benefits of a Smart Factory
		FO_Production Processes_01_04: You will understand how to build a Smart Factory in four levels
	LO_Production Processes_02: You know what Industrial Internet of Things (IIoT) is	FO_Production Processes_02_01: You will comprehend the concepts of IoT and IIoT
		FO_Production Processes_02_02: You will understand how IoT and IIoT works, their characteristics and the difference between them
	LO_Production Processes_03: You know the more relevant technologies used in a Smart Factory and their role	FO_Production Processes_03_01: You will come acquaintance to the technologies used in a Smart Factory and their role in modern production processes
Cybersecurity Policy	LO_ Cybersecurity Policy _01: You know the importance of Cybersecurity Policy	FO_ Cybersecurity Policy _01_01:You know what Cybersecurity Policy is
		FO_ Cybersecurity Policy _01_02: You understand why you need a Cybersecurity Policy
	LO_ Cybersecurity Policy _02: You know what is the European Union Cybersecurity Strategy	FO_ Cybersecurity Policy _02_01: You can explain the legislation and certification for a high common level of cybersecurity across the European Union
		FO_ Cybersecurity Policy _02_02: You understand the planned European investments in cybersecurity.
		FO_ Cybersecurity Policy _02_03: You know what is the Cyber community in EU
	LO_ Cybersecurity Policy _03: You know the importance of an effective Cybersecurity Policy	FO_ Cybersecurity Policy _03_01: You know how to develop a Cybersecurity Policy
		FO_ Cybersecurity Policy _03_02: You know the common Security Policy Framework
		FO_ Cybersecurity Policy _03_03: Yon can explain the necessary roles, skills and awareness in order to implement a Cybersecurity Policy
Product Design and R&D	LO_Product Design and R&D_01: You know the characteristics and differences between usability and user-experience (UX)	FO_Product Design and R&D_01_01: You understand users' needs according to their contexts
		FO_Product Design and R&D_01_02: You understand how to rethink the product/service/brand moving your attention on the final user
		FO_Product Design and R&D_01_03: You can analyze and optimize the product/service/brand performance
	LO_Product Design and R&D_02: You know how to apply usability and UX to digital transformation	FO_Product Design and R&D_02_01: You can name best practices and guidelines for web and app design
		FO_Product Design and R&D_02_02: You can define how to present online your business in an efficient way
		FO_Product Design and R&D_02_03: You can explain the differences and common elements in web and mobile app design
	LO_Product Design and R&D_03: You know how to avoid common errors through best practices and examples	FO_Product Design and R&D_03_01: You understand the impact of errors and importance user experience
		FO_Product Design and R&D_03_02: You can make a product/service/brand more usable for customers
		FO_Product Design and R&D_03_03: You understand how to improve the perception that customer has of your company

Managing Data	LO_Managing Data_01: Understanding Data	FO_Managing Data_01_01: You know the difference between quantitative and qualitative data
		FO_Managing Data_01_02: You know the difference between data and information
	LO_Managing Data_02: Data Reporting	FO_Managing Data_02_01: You know the different types of data visualization using charts
		FO_Managing Data_02_02: You know other types of data visualization
		FO_Managing Data_02_03: You know the importance of data reporting in the decision-making progress
	LO_Managing Data_03: Data Storage	FO_Managing Data_03_01: You know the importance of data storage
		FO_Managing Data_03_02: You know the main data storage types
		FO_Managing Data_03_03: You know the benefits of data storage for organizations
Cyber-Security	LO_ Cybersecurity_01: You know the role of cybercrime on the internet.	FO_ Cybersecurity_01_01: You can recognize differences between the types of cybercrime.
		FO_ Cybersecurity_01_02: You can name the methods to attack in cyberspace.
		FO_ Cybersecurity_01_03: You can name 4 types of the impact of cybercrime.
		FO_ Cybersecurity_01_04: You can explain the impact of cybercrime internationally.
	LO_ Cybesecurity_02: You know strategies for prevention and protection of cybersecurity	FO_ Cybersecurity_02_01: You can understand what EU cybercrime prevention is.
		FO_ Cybersecurity_02_02: You can illustrate government strategies to prevent cybercrime.
		FO_ Cybersecurity_02_02: You can illustrate organizational strategies to prevent cybercrime.
	LO_ Cybersecurity _03: You know the impact of cybercrime as in private life as in work environment	FO_ Cybersecurity_03_01: You can understand the affect of cybercrime on your daily life
		FO_ Cybersecurity_03_02:You can understand the affect of cybercrime in your work environment
		FO_ Cybersecurity_03_03: You can illustrate the methods to help protect yourself against cybercrime.
Communication	LO_ Communication _01: You know the concept and importance of communication.	FO_ Communication _01_01: You understand the components of communication.
		FO_ Communication _01_02: You can name the types of communication.
	LO_ Communication _02: You know how to improve your communication.	FO_ Communication _02_01: You can name some pieces of advice of how to improve your communication.
		FO_ Communication _02_02: You acquired good phrases to draw on attention.
		FO_ Communication _02_03: You can name techniques and strategies for efficient communication.
	LO_ Communication _03: You know the concept and importance of communication.	FO_ Communication _03_01: You understand that questions can play a very important role in the communication, not only gathering information.
		FO_ Communication _03_02: You understand the concept of leading question.
		FO_ Communication _03_03: You understand the types of conversation.
Critical Thinking	LO_ Critical Thinking _01: You know what is decision making and critical thinking.	FO_ Critical Thinking _01_01: You can explain what is decision making and critical thinking
		FO_ Critical Thinking _01_02: You can recognize the characteristics of a good thinker.

		FO_ Critical Thinking _01_03: You will be able to recognize different types of thinking.
	LO_ Critical Thinking _02: You know a model for developing critical thinking skills and the wheel of reasoning.	FO_ Critical Thinking _02_01: You will be able to recognize the elements of thinking.
		FO_ Critical Thinking _02_02: You can name the Intellectual standards of Critical thinking.
		FO_ Critical Thinking _02_03: You understand the guidelines on how to improve your thinking
	LO_ Critical Thinking _03: You know how to improve the reasoning and decision making.	FO_ Critical Thinking _03_01: You will be able to work toward developing your reasoning abilities.
		FO_ Critical Thinking _03_02: You can name the obstacles to decision making
		FO_ Critical Thinking _03_03: You can use the 6 thinking hat method for decision making.
Creativity	LO_Creativity_01: You know the importance of Human Creativity in the Digital transformation	FO_Creativity_01_01: You can explain what is Creative Thinking and its importance
		FO_Creativity_01_02: You can explain what is Creative Problem-solving and its importance
		FO_Creativity_01_03: You understand the importance of the "Whole Brain" Method in digital transformation
		FO_Creativity_01_04: You can give some examples of Human Creativity as a driving vector for digital transformation
	LO_Creativity_02: You know how creativity can fuel digital transformation	FO_Creativity_02_01: You can explain some strategies to bring some creativity to your digital transformation initiative
		FO_Creativity_02_02: You understand how digital technologies can help you enhance your and your team's creativity
		FO_Creativity_02_03: You can name 5 digital tools that can help you enhance your and your team's creativity
	LO_Creativity_03: You know how to be more creative at work	FO_Creativity_03_01: You know what is getting in the way for you to become a more creative person
		FO_Creativity_03_02: You know some strategies to boost your innovation levels and foster creativity at work
Collaboration	LO_ Collaboration _01: You know the types of collaboration.	FO_ Collaboration _01_01: You can distinguish different types of collaboration
		FO_ Collaboration _01_02: You can recognize the benefits of collaboration
		FO_ Collaboration _01_03:You can name the collaboration software
	LO_ Collaboration _02: You know the importance of team building.	FO_ Collaboration _02_01: You can name the team, types of team.
		FO_ Collaboration _02_02: You understand how to build a successful team.
	LO_ Collaboration _03: You know the Tuckman's model of team development.	FO_ Collaboration _03_01: You understand the five stages of group development and all are necessary and inevitable to make team to grow.
Analytical skills & problem solving	LO_ Analytical skills & problem solving_01: Information search and management	FO_ Analytical skills & problem solving_01.01: you understand the importance to gather truthful information, by applying analytical skills
		FO_ Analytical skills & problem solving_01.02: you can learn the «divergent» and «convergent» thinking and the analytical skills for the problem solving
	LO_ Analytical skills & problem solving_02: Design Thinking for problem definition	FO_ Analytical skills & problem solving_02.01: you can learn how to identify problems, through exploration and empathy
		FO_ Analytical skills & problem solving_02.02: you can learn how to define problems focusing with synthetic thinking
	LO_ Analytical skills & problem solving_03: Design Thinking for problem solution	FO_ Analytical skills & problem solving_03.01: you can define exploration through ideation and collecting ideas
		FO_ Analytical skills & problem solving_03.02: you can define prototyping, choosing and bringing to life the solution

		FO_ Analytical skills & problem solving_03.03: you can learn how to assess the consequences and impact of the possible solutions (Human center approach)

It is recommended to watch the videos on the e-learning platform to gain a more comprehensive and specific understanding of each training module.

3.3 E-learning solution – LOSGLOBOS

Losglobos is an online application strategically crafted to enhance the efficacy of educational delivery and streamline the responsibilities of educators. Losglobos operates seamlessly for multiple users at any given time, irrespective of the hour. A prerequisite for utilizing the system is access to an active internet connection.

Each user possesses a dedicated account, accessible through a designated username and password for authentication. There are four types of accounts defined in the system:

✓ Main administrator   ✓ School administrator   ✓ Teacher   ✓ Trainee

For additional insights into the platform, it is advisable to refer to the user instructional video, where comprehensive explanations are provided.

4. Learning content: Practical Exercises

Within the framework of developing a training program, the practicability of the provided content plays a pivotal role in the effectiveness of the educational process. The practical application of acquired knowledge is crucial to ensure that participants not only grasp theoretical concepts but can also apply them meaningfully in real-world contexts. In this context, it is imperative not only to deliver information but also to incorporate specific examples of exercises and activities within each content unit. This practical approach not only enriches the learning experience but also empowers participants to translate theoretical knowledge into tangible and applicable skills in their professional daily lives.

To further illustrate the importance of this approach, the upcoming sections will provide detailed examples of exercises and activities tailored to each content unit. These examples aim to demonstrate how theoretical concepts seamlessly translate into practical skills, fostering a comprehensive and hands-on learning environment throughout the training program.

4.1. Exercises

➤ Strategic & Financial Management

Strategic Decision-Making: Building Skills for Enhanced Business Value

Objectives:

The goal of this practical exercise is to equip trainees with the knowledge and skills necessary to in strategic planning, financial analysis and leadership to guide business decisions and maximize stakeholder value.

Materials Needed:

- Paper and markers
- Handouts with key Strategic & Financial Management information and tips

Instructions:

Hands-On Activity:

Divide the trainees into small groups. Provide each group with a set of simulated scenarios involving potential decisions to be made. Instruct them to analyse the scenarios, and to conduct an analysis to determine whether a situation is genuine or if it is a cyber-attack., if so, come up with a plan to address and prevent the threat. In order to do that, it's be useful to introduce briefly SWOT analysis method.

Group Presentations:

Each group presents their analysis and proposed solutions to the class. Facilitate a class discussion on the different approaches and strategies suggested by each group.

Q&A and Discussion:

Open the floor for questions and encourage trainees to share their thoughts and experiences related to this process. Address any misconceptions and provide additional insights.

Expected Outcomes:

- Increased awareness of common issues and topics related to financial and management threats and their potential impact;
- Improved understanding of best practices;
- Enhanced critical thinking and problem-solving skills related to decision making;
- Increase ability to use a SWOT analysis useful for other topics.

➢ Marketing & Sales

Digital Sales Communication Strategies

Objectives:

The aim of the exercise is to equip participants with strategies, in the logic of the digital transformation of sales processes, that will enable them to communicate their products and/or services more effectively and thus boost sales.

Materials Needed:

- Paper and markers
- Laptop/computer with internet access to explore tips and tools related to digital marketing

Instructions:

Divide the participants into 2 groups simulating the sales and marketing departments;

Detailed presentation of a product or service that will be the target of a sales campaign.

Phase 1:

The sales department defines the customer profile;

The marketing department surveys possible methods of promotion.

Phase 2:

Each group presents the results of the research carried out in phase 1.

Phase 3:

Brainstorm to define an action plan.

Expected Outcomes:

- Application of the methodologies presented to practical cases;
- Understand the importance of the relationship between the sales and marketing departments and increasing the efficiency of processes.

➢ Purchasing Process

Industry 4.0 Implementation Simulation

Objectives:

The objective of this practical exercise is to provide participants with a hands-on simulation of the challenges and opportunities associated with implementing Industry 4.0 in the context of Purchasing. Through this simulation, participants will gain insights into the key factors influencing successful implementation and develop strategies to overcome potential barriers.

Materials Needed:

- Paper and markers
- Laptop/computer with internet access (optional)
- Printed or digital copies of relevant articles or case studies on Industry 4.0 in Purchasing (optional)

Instructions:

Simulation Setup: Divide participants into small groups, ensuring diversity in each group. Assign roles within each group, such as "Procurement Manager," "IT Specialist," "Supplier" …

Scenario Briefing:

Provide each group with a detailed scenario that outlines the current state of their organization purchasing processes. Include challenges like outdated systems, manual processes, and limited data analytics capabilities. Emphasize the organization's goal of implementing Industry 4.0 to address these challenges and drive value.

Group Work:

In their respective roles, each group should brainstorm and discuss how they would approach the implementation of Industry 4.0 in Purchasing. Encourage participants to consider leadership commitment, change management strategies, cybersecurity measures, and workforce development.

Debrief and Discussion:

Reconvene the groups and ask each to present their strategies to the whole class. Facilitate a discussion on the common challenges identified and the innovative solutions proposed. Discuss the importance of leadership commitment, cultural change, and collaboration between different departments.

Expected Outcomes:

- Practical insights into the challenges and opportunities associated with implementing Industry 4.0 in Purchasing;

- Understanding of the importance of discussion on industry 4.0, leadership commitment, management, and cybersecurity;

- Understanding of the significance of a collaborative and innovative culture in successful Industry 4.0 adoption.

➢ Production Processes

Traditional Industry to Smart Factory Transformation

Objectives:

The aim of the exercise is to prepare the transformation of a particular industry into a smart factory.

Materials Needed:

- Paper and markers
- Handouts with levels of construction of a smart factory information and tips

Instructions:

Present the scenario of how the production process of a traditional food industry works (e.g);

Challenge the participants to transform the industry presented into a smart factory.

Phase 1:

Participants suggest processes to implement associated with the 4 levels of building a smart factory.

Phase 2:

Draw a schematic of how the smart factory works, with the improvements to be implemented at each stage of the production process.

Expected Outcomes:

- Understanding the challenge of digital transformation in industry.

➢ **Cybersecurity Policy**

Cybersecurity Policy Simulation

Objectives:

The objective of this simulation is to give trainees practical experience in developing and implementing a cybersecurity policy for a fictional organization. Through this exercise, trainees will understand the challenges, decision-making processes, and the importance of effective cybersecurity policies.

Materials Needed:

- Scenario Briefing: Prepare a detailed scenario for a fictional organization. Include information about the organization's size, industry, assets, and others.
- Guidelines for Policy Development: Provide guidelines on what elements the cybersecurity policy should cover. Emphasize key areas such as risk assessment, incident response, employee training, and compliance with relevant regulations.
- Access to Resources: Ensure trainees have access to relevant resources, such as sample cybersecurity policies and legal and regulatory documents.

Instructions:

Scenario Presentation:

Present the detailed scenario to the trainees, providing information about the organization, its operations, and potential threats.

Policy Development:

Divide trainees into small groups, assigning each group a specific aspect of the cybersecurity policy to develop (e.g., risk assessment, incident response plan, employee training, …). Each group should collaborate to create a comprehensive policy based on the provided guidelines and the scenario.

Policy Review:

Each group presents their developed policy to the class, explaining the rationale behind their decisions and how their policy addresses the identified risks.

Discussion and Reflection:

Facilitate a class discussion on the challenges faced during the policy development process, different approaches taken by each group, and potential improvements.

Expected Outcomes:

- Increased understanding of cybersecurity policy components and their relevance;

- Improved teamwork and collaboration skills;

- Enhanced critical thinking in the context of cybersecurity risk assessment and policy development;

- Heightened awareness of the challenges organizations face in implementing cybersecurity policies.

➢ Product Design and R&D

Innovation Challenge: Solving Real-World Problems

Objectives:

This activity aims to foster creativity and critical thinking, encourage collaboration and teamwork, develop problem-solving skills, and enhance communication and presentation abilities among participants.

Materials Needed:

- Paper and markers, sticky notes, and any other creative tools
- Problem Statements: Prepare a list of real-world problems relevant to the trainees' interests in the subject being taught.

Instructions:

Problem Statement:

Present the chosen real-world problems to the class. Ensure that the problems are relevant and relatable to the trainees. Allow trainees to ask clarifying questions about the problems.

Team Formation:

Divide the trainees into small teams. Encourage diversity in each team, bringing together individuals with different strengths and perspectives.

Brainstorming:

Each team engages in a brainstorming session to generate as many ideas as possible to solve one given problem. Encourage the use of the Whole Brain Method, incorporating logical, creative, organized, and interpersonal thinking.

Idea Selection:

Teams review and discuss their generated ideas, selecting one or a combination of ideas that they believe will be the most innovative and feasible solution.

Solution Development:

Teams work collaboratively to develop a detailed solution. They can use visuals, diagrams, or any other creative methods to illustrate their ideas.

Presentation Preparation:

Each team prepares a brief presentation to showcase their solution. Emphasize the importance of clear communication and compelling presentation.

Presentations:

Teams present their solutions to the class. Encourage questions and feedback from both peers and the teacher.

Reflection and Discussion:

Facilitate a discussion about the different approaches and solutions presented. Ask trainees to reflect on the challenges faced, the creativity involved, and the skills developed during the exercise.

Expected Outcomes:

- Enhanced creativity and critical thinking skills.
- Improved collaboration and teamwork.
- Developed problem-solving abilities.
- Strengthened communication and presentation skills.

➢ **Managing Data**

Managing the life cycle of data/information

Objectives:

The aim of this exercise is to give trainees a practical idea of how to manage the data lifecycle.

Materials Needed:

- Paper and markers

- Laptop/computer with internet access to explore tips and tools.

Instructions:

Scenario Presentation:

Define the life cycle of a company's customer data

Team Formation:

Divide the trainees into 4 small groups of participants with the following roles:

- o Group 1 - data generation and collection

- o Group 2 - data processing, storage and management

- o Group 3 - data analysis and visualization

- o Group 4 - interpreting information

Phase 1:

Brainstorm - all the participants debate to answer the following question: What customer information, necessary and sufficient, should be managed?.

Phase 2:

Each group builds and presents proposals for how the corresponding phase of the data lifecycle should be managed.

Phase 3:

The entire group reviews the life cycle of customer data, adjusting the management methods of each phase according to the impact it receives from and transmits to the other phases.

Expected Outcomes:

- Understand the life cycle of data/information.

- Understanding the dynamism of data and its impact on business information management.

➢ **Cybersecurity**

Cybersecurity Awareness and Best Practices

Objectives:

The goal of this practical exercise is to equip trainees with the knowledge and skills necessary to protect themselves against cyber threats and to install a sense of responsibility in their online activities.

Materials Needed:

- Paper and markers
- Handouts with key cybersecurity information and tips

Instructions:

Hands-On Activity:

Divide the trainees into small groups. Provide each group with a set of simulated scenarios involving potential cybersecurity threats (e.g., phishing emails, suspicious links, weak passwords,…). Instruct them to analyse the scenarios, and to conduct an analysis to determine whether a situation is genuine or if it is a cyber-attack., if so, come up with a plan to address and prevent the threat.

Group Presentations:

Each group presents their analysis and proposed solutions to the class. Facilitate a class discussion on the different approaches and strategies suggested by each group.

Q&A and Discussion:

Open the floor for questions and encourage trainees to share their thoughts and experiences related to cybersecurity.

Address any misconceptions and provide additional insights.

Expected Outcomes:

- Increased awareness of common cyber threats and their potential impact;
- Improved understanding of cybersecurity best practices;
- Enhanced critical thinking and problem-solving skills related to online security;
- Increased ability to recognize and respond to potential cybersecurity threats.

➢ **Communication**

Improving Communication by Simulation

Objectives:

The main objective of this exercise is to improve trainees' soft competencies with a focus on communications skills through participation in realistic simulations. By honing those competencies, trainees will become able to communicate in order to work through any problem even under unfavourable circumstances such as stress or time constraints.

Materials Needed:

- Paper and markers

- Handouts with different perspectives of chosen problems: Prepare scenarios of real-life problems that are likely to occur in a work environment. Then, on half of the hand-outs present these scenarios from the perspective of the employer and on the other half from the employee's point of view.

Instructions:

Group Hands-On Activity:

Divide the trainees into an even number of small groups. Half of the groups should be given scenarios for employees and the other half scenarios for employers. Instruct trainees to analyse given scenarios carefully and ask them to develop an optimal strategy that they will use in a simulated conversation about this particular issue.

- o "Employers" should prioritize finding out the truth about the roots of the problem and coming up with a solution, while "employees" can choose whether they want to prioritize their interest or want to be loyal to their company.

- o "Employers" should make a list of tactical questions to ask in order to receive an honest response and prevent lying. "Employees" can prepare themselves by coming up with a list of expected questions and thinking about possible answers to them.

Real-life simulation:

Each of the group has to choose one representative who will take part in a simulated conversation. Then each of the employees must be paired with one of the employers according to the scenarios they were given. Pairs have to engage in an "improvised" simulation using

tactics they have developed in cooperation with their team mates. Conversations should be held in front of the whole group.

Open Discussion:

Encourage participants to take part in an open discussion about this activity. Ask them to reflect on the strategies they have used in this exercise and to compare them to the tactics they apply in real life. At the end, discuss other challenges that can occur during communication process, tips on how to solve those problems, the importance of efficient communication and ideas on how to improve one's communication style.

Expected Outcomes:

- Enhanced awareness of the significance of effective communication;
- Increased understanding of the importance of asking the right questions;
- Improved communication skills and boosted ability to use these competencies in order to solve problems cooperatively.

➢ **Critical Thinking**

Fostering Critical Thinking Skills by Implementing Six Thinking Hats Method

Objective:

The main goal of this activity is to improve trainee's critical thinking skills by learning them how to approach real-life problems using the 6 Thinking Hats Method. By implementing this unique technique, trainees will practise their ability to think out of the box and look at the things from different perspectives rather than only their own thinking patterns.

Materials Needed:

- Paper and colourful markers
- Handouts with a short description of the 6 Thinking Hat Methods and characteristics of each thinking hat
- Handouts with descriptions of open-ended topics. Prepare topics that do not have one defined answer but can be explored from different perspectives. Preferably choose topics that lies with the interest of trainees or topics related to important global issues such as globalisation, environmental issues, human rights and so on.

Instructions:

Division of the group:

Divide the trainees into groups of six people. If you do not have enough people to create such groups, form groups of two or three people (in that case they will have to use more thinking hats per person instead of one). Each of the group receives a handout with the topic which they have to explore together.

Presentation of the 6 Thinking Hat Method and Division of the roles:

Before starting the activity, remind trainees the concept of 6 Thinking Hat Method. Explain clearly what is the role of each hat and allow trainees to decide what role they would like to take up in this activity. In case some of the students want to have the same role, let them discuss or ask them to play "rock, paper, scissors" to speed up the decision making process.

Exploration of the topic:

Each of the groups has to explore the given topic. Each of the individuals should engage in the discussion according to the specific hat of their choice. As a facilitator, you should monitor discussion in each group and motivate trainees to think from a perspective of the assigned hat.

You can instruct participants to follow a certain sequence: Blue -> White -> Green -> Red -> Yellow -> Black -> Blue, or you can give them a free hand.

Presentation:

In the aftermath of the in-group discussion, each team should collaborate in order to prepare a colourful poster representing the discussed ideas and the arguments of each hat. Allow trainees to unleash their creativity and artism. When each of the groups finishes, they have to present their work and discuss the details of their topic in accordance to the different perspectives they have explored.

Open Discussion:

Encourage trainees to take part in an open discussion about this exercise. Ask participants to share their thoughts on the used technique, discuss how it can be applied in different situations and what sequences of hats would be applicable to these imaginary scenarios. At the end, conduct a brainstorming session during which discuss with the students the traits of a good critical thinker, techniques on how to improve such competency and other methods that empower people to make faster and better decisions.

Expected Outcomes:
- Better understanding of the concept of critical thinking and its contribution to our ability of making better decisions and solving problems more efficiently;
- Bigger knowledge of techniques that help with fostering critical thinking skills;
- Acquired ability to implement the 6 Thinking Hat Method in order to approach various challenges in a more effective way.

➢ **Creativity**

Innovation Challenge: Solving Real-World Problems

Objectives:

This activity aims to stimulate creativity and critical thinking, promote collaboration and teamwork, foster problem-solving skills, and enhance participants' communication and presentation abilities.

Materials Needed:

- Paper, colourful markers, sticky notes and any other creative tools.
- Problem Statements: Prepare a list of real-world problems relevant to the trainees' interests in the subject being taught.

Instructions:

Problem Statement:

Present the chosen real-world problems to the class. Ensure that the problems are relevant and relatable to the trainees. Allow trainees to ask clarifying questions about the problems.

Team Formation:

Divide the trainees into small teams. Encourage diversity in each team, bringing together individuals with different strengths and perspectives.

Brainstorming:

Each team engages in a brainstorming session to generate as many ideas as possible to solve one given problem. Encourage the use of the Whole Brain Method, incorporating logical, creative, organized, and interpersonal thinking.

Idea Selection:

Teams review and discuss their generated ideas, selecting one or a combination of ideas that they believe will be the most innovative and feasible solution.

Solution Development:

Teams work collaboratively to develop a detailed solution. They can use visuals, diagrams, or any other creative methods to illustrate their ideas.

Presentation Preparation:

Each team prepares a brief presentation to showcase their solution. Emphasize the importance of clear communication and compelling presentation.

Presentations:

Teams present their solutions to the class. Encourage questions and feedback from both peers and the teacher.

Reflection and Discussion:

Facilitate a discussion about the different approaches and solutions presented. Ask trainees to reflect on the challenges faced, the creativity involved, and the skills developed during the exercise.

Expected Outcomes:

- Enhanced creativity and critical thinking skills;
- Improved collaboration and teamwork;
- Developed problem-solving abilities;
- Strengthened communication and presentation skills.

➢ Collaboration

Building Your Team

Objectives:

The objective of this activity is to stimulate trainees' collaboration skills by facing them with a challenge of designing a perfect team for their imaginary entrepreneurship. By participating in this activity, participants will learn about the significance of making compromises in order to bridge the gap between confronting ideas, the importance of well-matched team members and the cruciality of the suitable leader.

Materials Needed:

- Paper, markers and pens

Instructions:

Group Activity:

Divide the trainees into small groups, try to form groups of trainees who didn't have the opportunity to work with each other before. Each of the groups has to create a team of five people working in a certain department (HR, Finance, Marketing, IT etc.) in the big corporation in the field of their own choice (Furniture Industry, Clothing Brand, Publishing House etc.).

Groups have to hold discussions in order to come up with a small background of their imaginary enterprise such as the name of the company, sector in which they work and general values of the company.

When trainees agree on the previous steps, they should select one department of their interest and discuss what five roles are needed in such a department. Groups should provide a short description of each position including tasks belonging to that role.

After that, trainees should write a profile of a perfect candidate for each role, taking into consideration traits and qualifications that are suitable for duties assigned to each position and making sure of the compatibility between members of the imaginary team. Participants should dedicate one role to a perfect team leader.

Ultimately, trainees should prepare a list of team building activity ideas or bonding strategies tailored to this particular group.

Presentation of Team Work:

Each of the groups creates a creative poster displaying their idea of the imaginary team. Then, each of the teams has to present the outcomes of the discussion in front of the others in a certain order:

- o Background of the Company – including sector, size and values
- o Department – description of the department and its area of responsibility
- o Roles - description of each role with an adequate description of a perfect candidate to that role, starting from the team leader
- o Team Building – strategies and techniques that can be used in this team to empower sense of a common goal and encourage building trust and making relationships within the group

Discussion:

Engage participants into the discussion about this activity. Encourage trainees to share the motives of choosing members with particular sets of traits to a specific role and to describe their general idea of the key to building an efficient team. Then, ask participants to reflect on the role that they have taken up during this exercise – were they leading a discussion, making suggestions or mainly listening to others? Ask them how they felt in this role. At the end of this activity, discuss what other strategies can be implemented in order to strengthen the power of the group.

Expected Outcomes:

- Ability to recognize the advantages of collaboration;
- Enhanced comprehension of the idea of constructing a highly effective team;
- Higher self-awareness regarding the personal role that trainee is likely to take up while working in a team;
- Obtaining techniques that strengthen bonds within the group and foster an increased sense of belonging;
- Improved communication skills and boosted ability to use these competencies in order to solve problems cooperatively.

➢ Analytical skills & problem solving

Enhancing Analytical Skills: Real-World Case Studies

Objectives:

Develop Analytical Skills and Problem-Solving Abilities trought case Studies with real or hypothetical scenarios relevant to the training focus.

Materials Needed:

- Whiteboards/Flipcharts: For visualizing ideas and collaborative analysis.
- Writing Utensils: Markers, pens, and paper for note-taking and brainstorming.

Instructions:

Problem Statement:

Present a detailed case study to the participants.

Ensure the problem is challenging and related to the analytical skills being developed.

Allow participants to ask clarifying questions to fully understand the problem and identify which information is verifiable and which is hypothetical.

Close this session with an alignment of all participants with respect to the definition of a problem which, even in its formulation, is agreed in detail by everyone

Team Formation:

Divide participants into small teams.

Aim for diverse teams, bringing together individuals with different analytical strengths.

Brainstorming on the possible solutions:

Each team engages in a brainstorming session to generate analytical insights and potential solutions.

Encourage the use of logical reasoning, data analysis, and critical thinking during brainstorming.

Use whiteboards or flipcharts for teams to document their thoughts.

Idea Selection:

Teams review and discuss their generated ideas.

Select the most feasible and effective analytical approaches to solving the problem. The facilitator can suggest to use a feasibility/impact matrix or the SWOT analysis.

Solution Development:

Teams work collaboratively to develop a detailed solution.

Utilize analytical tools, frameworks, or methodologies relevant to the problem.

Emphasize the importance of evidence-based decision-making.

Presentation Preparation:

Each team prepares a presentation outlining their analytical process and proposed solution.

Emphasize the need for clarity, coherence, and visual aids in their presentations.

Presentations:

Teams present their analytical process and solutions to the group.

Encourage questions and critical feedback from both peers and the instructor.

Reflection and Discussion:

Facilitate a discussion about the various analytical approaches presented.

Encourage participants to reflect on challenges faced, alternative solutions, and the effectiveness of their analytical processes.

Expected Outcomes:

- Enhanced Analytical Skills;

- Improved problem-solving capabilities by applying analytical thinking;

- Strengthened teamwork and collaboration skills through group problem-solving;

- Enhanced ability to integrate diverse analytical perspectives within a team;

- Improved communication skills in presenting and discussing analytical findings;

- Participants will learn to articulate complex analytical concepts in a clear and understandable manner.

5. Documentation and Assessment

5.1. Training Evaluation Form

A training evaluation form serves as a critical tool in assessing the effectiveness of a training program. Its primary purpose is to gather valuable feedback from participants, allowing trainers and organizers to understand the strengths and weaknesses of the training sessions. This comprehensive feedback loop not only aids in measuring the overall success of the training but also provides insights into areas that may require improvement or modification.

By capturing the perspectives of participants, the evaluation form becomes a conduit for constructive criticism, positive reinforcement, and suggestions for refinement. It plays a pivotal role in shaping future training endeavors, allowing for continuous improvement and adaptation to the evolving needs of both the organization and its workforce.

In essence, a well-designed training evaluation form is a strategic tool that goes beyond a mere post-training ritual. It serves as a means to enhance the quality of training programs, foster professional development, and ultimately contribute to the overall success and growth of the individuals and the organization as a whole.

FINAL TRAINING EVALUATION FORM

Please rate how much you agree with the following statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The objectives of the training were clearly defined.	○	○	○	○	○
Participation and interaction were encouraged.	○	○	○	○	○
The topics covered were relevant to me.	○	○	○	○	○
The content was organized and easy to follow.	○	○	○	○	○
The materials distributed were helpful.	○	○	○	○	○
This training experience will be useful in my work.	○	○	○	○	○
The trainer was well prepared.	○	○	○	○	○
The training objectives were met.	○	○	○	○	○
The training was completed in the allotted time.	○	○	○	○	○
The training materials & content were good and sufficient.	○	○	○	○	○
The practical exercices were clear and useful	○	○	○	○	○

General Aspects

1. In taking part in this course, you encountered some difficulties:

a. No difficulty
b. Difficulty in the language
c. Difficulties in more technical subjects
d. Heavy structure of the lessons
e. Difficult contents
f. Lack of previous knowledge in the field
g. Other_____

2. Comments to the previous question:

_____
_____
_____
_____

3. What was your favorite thing about the course?

_____
_____
_____
_____

4. Would you recommend this course to another student? Why?

_____
_____
_____
_____

5. Other considerations that you consider appropriate to share:

_____
_____
_____
_____
_____
_____

We appreciate your participation in the survey and training.

5.2. Certificate of Attendance

Given that this course is geared towards skill enhancement, candidates are afforded the flexibility to select units deemed pertinent to their professional qualifications. Upon completion of the chosen training trajectory, each participant will be conferred a certificate.

Attendance in any course necessitates the issuance of a certificate of attendance, delineating pertinent course details and participant information. The certificate of attendance can be electronically requested or obtained directly from one of the project partners in the aftermath of course completion. Issued on the project's official letterhead, this certificate serves as formal documentation affirming course participation.

This certificate holds utility for professional applications, including attachment to resumes, and may be submitted in response to requests for written verification of completed training. Issuance of the certificate is contingent upon satisfying the requisite conditions.

1) Engage in all modules offered by the selected course.

2) Contribute to and successfully fulfil the designated exercises.

3) Conclude the provided evaluation questionnaires.

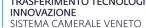The certificate template is provided herewith for reference.

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E-LEARNING SOLUTIONS

TRASFERIMENTO TECNOLOGICO
INNOVAZIONE
SISTEMA CAMERALE VENETO

CERTIFICATE

Of Attendance

Name and Surname

The undersigned confirm that the aforementioned student has successfully
completed the training developed by the Erasmus+ "Small.com" project consortium.

edit
value
group

AEP ASSOCIAÇÃO
EMPRESARIAL
DE PORTUGAL
Câmara de Comércio e Indústria