ON-GOOD

TRAINING PLAN FOR VET TEACHERS

CHAPTER 1

Development paths for successful cross-border expansion

Summary:

| Time	Activity	Exercise
35 min	Welcoming and Icebraking	Welcome and Icebreaking activity to let participants to know each other. Title of the exercise: Let's know each other and the stick game!
	Initial test - quick overview to check the trainees knowledge about the subjects (can be an individual quiz or a brainstorming activity)	A few questions that initiate the topic of the class, with the objective to test student's knowledge of the topic.
45 min	Introduction to the Module - outcomes, main points etc.	Short introductory speech on the basis of the Introduction of the module (aims, objective, learning outcomes).
60 min	Interactive exercises	Possible activities that can be done on the basis of the Modules content • Exercise • Case study • Videos
30 min	Moderated disussion	Discussion about the results of the exercises • Did the exercises helped you better knowing about International Expansion? • Where anything unclear or difficult for you to understand? • Did you enjoy the exercises? Please share your detailed opinion.
20 min	Quiz	Checking the knowledge
20 min	Final conlusion/ Summary	

1. Welcoming

Welcome and Icebreaking activity to let participants to know each other.

Let's know each other and the stick game!

Prepare post-it notes an some pens. Distribute one to each person. Each participants needs to choose one word that describes her/ him the most and why. This will help the participants to know each other a little bit.

The objective of the stick game is to give a hint as to why is it teamwork important when we thing about going internationally. As the stick will fall if the teamwork doesn't exist.

At the same time teacher can ask each participant: "What are your expectations form this training?"
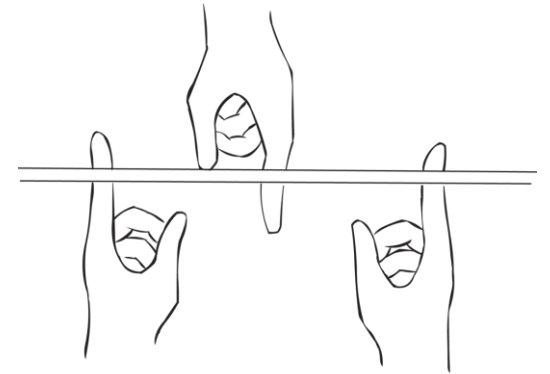
2. Initial test

A few questions that initiate the topic of the class, in order to test students' knowledge of the topic.

BRAINSTORMING

1. What does it mean international expansion?
2. What do you have to consider when going internationally?
3. What are the main types of international expansion?
4. Do you know any European organization/ web/ portal that can be useful if you need help in going aboard?
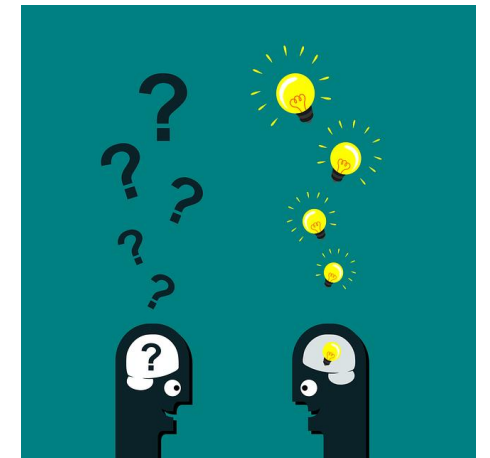
3. Introduction to the Module

This training aims to gather in one place and present the learners a more deeper knowlegde about International Expansion. As well as some steps that needs to be taken for a successful cross-border expansion.

- International expansion is now one of the strongest solutions to combat the global closure of many small and medium good producers, but not only for them.
- Can offer many benefits but also comes with a range of risks. That is why without a solid expansion plan in place can set companies up for failure. It is crucial having the right frameworks and resources but there are other things that needs to be in considerasion as well.
- After this training it is expected that you will know the basics behind international expansion, the importance of having a strategy, some different types of international expansion and some tools that will help you better understand all the content.

Skills

This training provides more knowledge regarding the paths companies need to take for a successful cross-border expansion.

- The importance of having a strategy

- Knowledge related to the 6 most important steps companies need to secure

- Getting familiar with the 4 most used types of international strategies

- Be aware of some mistakes that can happen and how to avoid them

Interactive exercises

Exercise 1: TRUE OR FALSE

1. Globalization is only for big, top-tier companies.
2. All you need to go global is a website.
3. When entering new markets, companies shouldn't waste time on analytics.
4. Looking at your competition helps determine what you should and should not do as a global organization.
5. Before going global, figure out how to go local.
6. It's not enough just to translate content. You need to strategize how to resonate whitin your target markets.

https://www.lionbridge.com/blog/translation-localization/going-global-101-the-going-global-quiz/

Interactive exercises

Exercise 1: TRUE OR FALSE

1. FALSE. With new technology and an increasingly interconnected global market, going global today is important for any company, especially when exporting products.
2. FALSE. Having a website opens you up to a global audience.
3. FALSE. Enter each international market with intention. Plan where you are going and how you will get there.
4. TRUE. Competitive anylisis research is key to a first-rate localization strategy.
5. TRUE. Successful global businesses prepare localization strategy at the beginning – not after.
6. TRUE. An effective content localization process considers multiple elements, including word choice, tone, and preferred digital medium.

Interactive exercises

Exercise 2: CASE STUDY

Participants are split into groups of 2-5 people to answer the final questions.

A chain of well-know surf wear stores is considering expanding to international markets, but they are unsure whether this is a good idea for their business – can you help them decide? Let's ear some thoughts.

Eddie: I think it's a bit early for us. There are plenty of growth opportunities throughout the country for new store locations. As well as plenty of large coastal towns and not to mention potential opportunities in major interstate cities.

Anna: Yes, we have got plenty of choices, but what's the best opportunity for the future? The Asian markets are starting to grow strongly and many companies are looking to enter them. I don't think we can afford to be a late entrent.

Exercise 2: CASE STUDY

Craig: When you said international expansion, I was thinking of markets with established beach cultures, like California and Florida. If we enter the Asian market we may have to develop that market over a long period of time.

Helen: Sure the US market is more established, but it's also more competitive, and while we have a strong brand locally, we are virtually unknown in the US.

Billy: I think that's easily fixed – we can just sponsor some surfing events and popular surfers – which is what we successfully do here – I'm not sure whether those same promotional opportunities are available in Asia.

Ellen: That's why I think we should concentrate on the local market only at this stage. International market is a major challenge, whithout any guarantee of sucess. So let's stick to the local market where we know we will be successful.

https://www.greatideasforteachingmarketing.com/should-we-expand-internationally/

Exercise 2: CASE STUDY

Discussion Questions

- Outline the reasons for and against for this firm expanding internationally?
- Is there a chance that they will expand internationally?
- If they were to expand internationally, should the firm target the USA or the Asian market first? Why?
- Other than market development, what other ways could the firm look to grow?

https://www.greatideasforteachingmarketing.com/should-we-expand-internationally/

Interactive exercises

Exercise 3: VIDEOS

What is Global Expansion? Your International Expansion Strategy:
https://www.youtube.com/watch?v=74qqwk0hVF4&ab_channel=ModernBusiness

Global Strategy 3 Types of Global Strategies
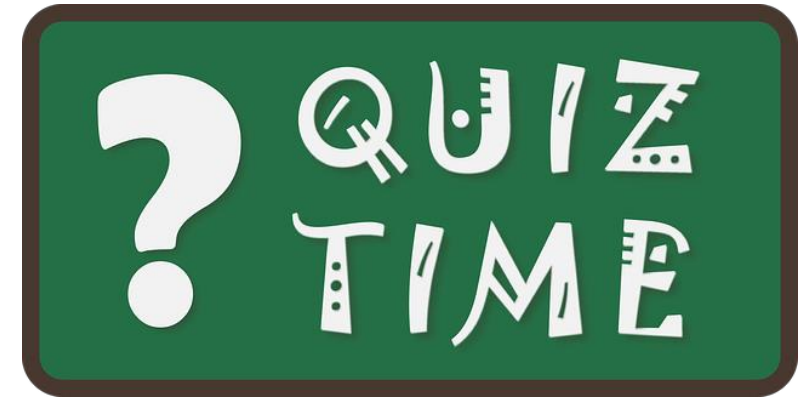https://www.youtube.com/watch?v=GVR7Qos5WIE&ab_channel=ToddAlessandri

The 12 Biggest Strategy Mistakes You Must Avoid
https://www.youtube.com/watch?v=a1jv2siakK4&ab_channel=BernardMarr

QUIZ

Students perform the exercises from the "QUIZ" section indicated by the teacher.

available here

Summary phase

This training aims to gather in one place and present the learners a more deeper knowledge about International Expansion. As well as some steps that needs to be taken for a successful cross-border expansion.

After this training it is expected that you will know the basics behind international expansion, the importance of having a strategy, some different types of international expansion and some tools that will help you better understand all the content.

ON-GOOD

TRAINING PLAN FOR VET TEACHERS

CHAPTER 2

Skills for internationalization

Summary:

Time	Activity	Exercise (expmple)
35 min	Welcoming and Icebraking	Welcome and Icebreaking activity **(Two Truths and a Lie)**
	Initial test- quick overview to check the trainees knowledge about the subjects	**Brainstorming activity** Verbal brainstorming sessions where group members verbally express knowledge on the topic one at a time.
45 min	Introduction to the Chapter 2	• Aims; • Objective; • Learning outcomes.
60 min	Interactive exercises	Video material Working in groups Problem-solving activities, • questioning, • reflective discussion,
30 min	Moderated disussion	Discussion about the results of the exercises (please poprose 2-3 question that can ba made on the basis of the
20 min	Quiz	Checking the knowledge - already done
20 min	Final conlusion/ Summary	

1. Welcoming

Icebreaker activities and exercises for small groups to get to know each other in a fun, informal setting, and to promote team building

Example of Icebrakining activity:

Two Truths and a Lie

You come up with two truths and a lie, and people in the group try to guess the lie.
To add an extra wrinkle, divide into pairs.
Spend five to ten minutes letting partners get to know each other.
By the end of that time, have them come up with two truths and one lie about their partner.

2. Initial test

A few questions of the chapter 2 to test students' knowledge of the topic.

BRAINSTORMING

1. What are soft skills and what is the difference with hard ones?
2. How many Communication styles do you know?
3. Which are the main skills of a leader?
4. What do you think were the greatest innovation of the 20th century?

3. Introduction to the Chapter 2

The chapter 2 aims to analyze the main transversal skills necessary for producers of goods to operate in international contexts. In particular, the skills needed by SMEs to support their internationalization process will be covered. This chapter will focus on some soft skills such as those related to managerial, relational, linguistic, intercultural skills, together with technical skills in the ICT field.

- The development of internationalization skills is becoming a necessity to face new markets and global competition
- The lack of personnel with adequate skills is one of the main obstacles that manufacturers of goods are facing
- Large companies tend to find human resources with better skills by selecting already qualified personnel
- On the contrary, SMEs tend to favor the development of the skills of company personnel already working in the company, also given the propensity of small family businesses not to delegate the management of strategic aspects to a management external to the owners.
- The requalification and updating of the skills possessed by the entrepreneur himself and by the internal staff of the SMEs are becoming crucial for international developmentt.
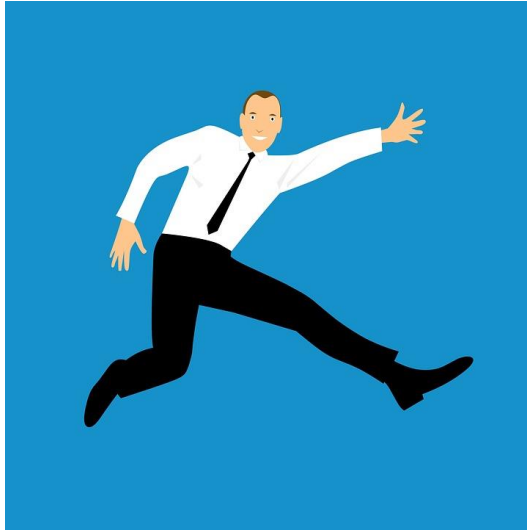
Skills

This training provides the necessary international skills needed by SMEs to trade with European Union countries and with the whole world.

- Cultural awareness: demonstrate and understanding of communication within and across social groups and in relation to themselves and their own culture

- Communication: understand and apply knowledge of human communication and language processes as they occur across various contexts;

- Leadership: have a broad understanding of effective leadership roles and strategies and be able to apply them in a variety of professional, personal, and civic environments.

- Innovation: appreciate the challenges and opportunities created by emerging technologies and the social and economic changes that can accompany them.

Interactive exercises –Work in groups

Jumping ship

*The aim of this game is for participants to reflect upon different **leadership styles** and come up with a list of actual workplace scenarios which would need a leader to abandon a natural leadership style for one that is more effective: autocratic, democratic, transformational, laissez-fair; etc .*

Each group is given three large pieces of paper. Ask the teams to write one style of leadership on each (i.e., autocratic, delegative, democratic). Then, allow the groups 45 minutes to come up with real work situations for which employing the particular leadership style would be disastrous.

Ask the groups to place the sheets of paper up on the wall, and to discuss the sheets as a team. As a whole group, review the posters.

Interactive exercise - Match the following soft skills with their meaning

1. Time management skills

2. Leadership skills

3. Organizing skills

4. Confidence

5. Negotiation skills

6. Communication skills

7. Creativity

8. Adaptability

9. Analytical skills

10. Interpersonal skills

A. I am articulate. I write well and my words do not confuse the reader.

B. I am able to complete assigned tasks on time.

C. I am good at taking quick decisions. I have a critical outlook.

D. I am good at working in a group. I mingle well with people.

E. I believe I can take up any task. I have the ability to do any work.

F. I am able to think up different ways of getting things done.

G. I am good at adjusting to any situation. I am accomodative.

H. I am a person who can manage people. I am good at giving guidance.

I. I am good at persuading and convincing people.

F. I am good at arranging or managing events.

Interactive exercises – Video material

Culture and cultural awareness

https://www.youtube.com/watch?v=CUnocjp0xSY
https://www.youtube.com/watch?v=mklKePi10AI
https://www.youtube.com/watch?v=4Gwgls50J3

Communication

https://www.youtube.com/watch?v=iWPkHHlchIErove Listening Skills - YouTube
https://www.youtube.com/watch?v=6pYSbdGiDY
https://www.youtube.com/watch?v=2Lkb7OSRdGE&t=37

Leadership

https://www.youtube.com/watch?v=sK48DH1vvVY
https://www.youtube.com/watch?v=urrYhnaKvy4

Innovation

https://www.youtube.com/watch?v=erNPuh1C1PU
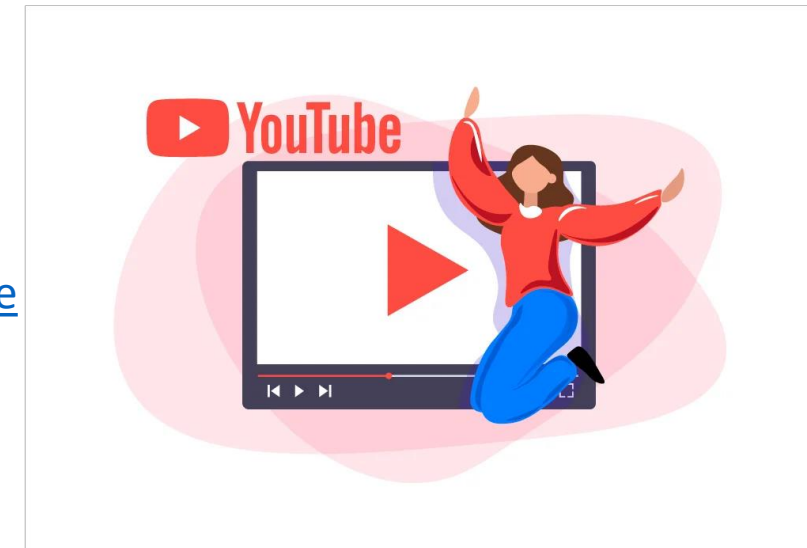https://www.youtube.com/watch?v=RUovVIU7Ui

Business English

Business vocabulary - international trade
https://www.youtube.com/watch?v=JqQSfEzUqxo&list=RDLVJqQSfEzUqxo&start_radio=1&rv=JqQSfEzUqxo&t=148

English for Sales Vocabulary
https://www.youtube.com/watch?v=yFRvxexueJY&list=RDLVJqQSfEzUqxo&index=8

Professional English Vocabulary: Meetings
https://www.youtube.com/watch?v=oBq-7_-LwIs&list=RDLVJqQSfEzUqxo&index=19
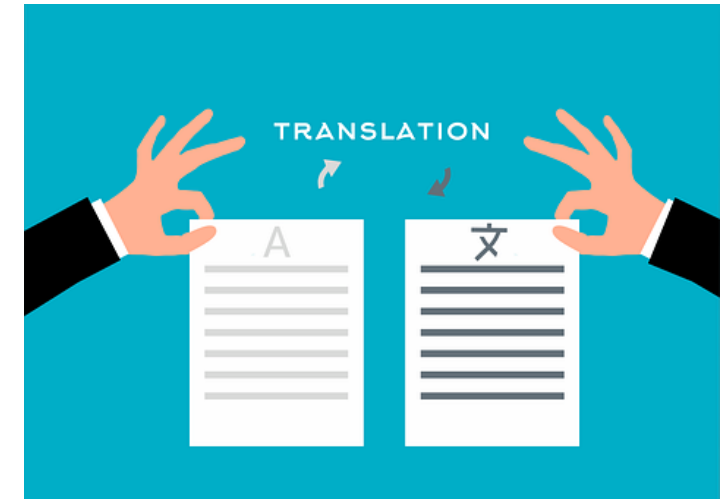
QUIZ

Students perform the exercises from the "QUIZ" section indicated by the teacher.

https://ongood.erasmus.site/platform/certifica tion/2

Summary phase

☑ **Reminder of lesson objectives.**

☑ **Summary of the knowledge presented in the lesson.**

☑ **Assessment of students' work during the lesson.**

ON-GOOD

TRAINING PLAN FOR VET TEACHERS

CHAPTER 3

Assistance in legal and customs procedures applied to EU member states + Specifying the transborder business strategies based on EU recommendations

Summary:

Time	Activity	Exercise (expmple)
35 min	Welcoming and Icebraking	Welcome and Icebreaking activity to let participants to know each other (can be related to the subject but not necessarily)
	Initial test- quick overview to check the trainees knowledge about the subjects (can be an individual quiz or a brainstorming activity)	Please prepare some 5-6 question related to the subject of the module or quiz or interactive game.
45 min	Introduction to the Module- outcomes, main points etc.	Short introductory speech on the basis of the Introduction of the module (aims, objective, learning outcomes)
60 min	Interactive exercises	Please offer examples of 2-3 activities that can be done on the basis of the Modules content • problem-solving activities, • questioning, • reflective discussion, • video material
30 min	Moderated disussion	Discussion about the results of the exercises (please poprose 2-3 question that can ba made on the basis of the
20 min	Quiz	Checking the knowledge - already done
20 min	Final conlusion/ Summary	

1. Welcoming

Welcome and Icebreaking activity to let participants to know each other (can be related to the subject but not necessarily)

Example of Icebrakining activity:

DIXIT cards- use colorful and beautful cards form the game to give a opportunity to learners to present themselfs. Each participants needs to choose one card that describes her/ him the most and explain why. Each participant chooses one card and shares why they chose it, at the same time teacher can ask additional questions:(depending on your goals, training topic and timing of the exercise):
"Why the topic of the customs procedure and transborder strategies is important for you?"
"How is this training for me?"
"What are your expectations form this training?"

## 2. Initial test

A few questions that initiate the topic of the class, in order to test students' knowledge of the topic.

BRAINSTORMING

1. What does it mean A SINGLE MARKET?
2. What skills are required for export business?
3. What are the main points of export plan?
4. Do you know any European organization/ web/ portal that can be useful which may be useful when looking for customs information?
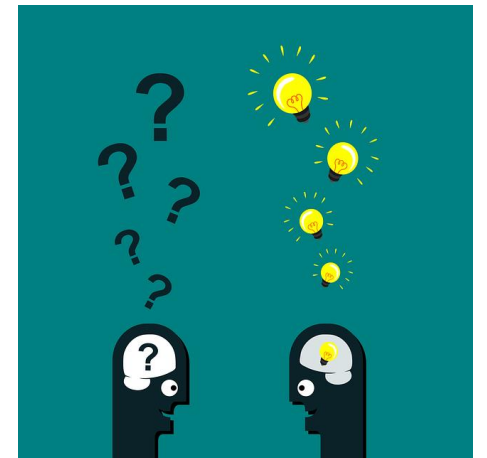
3. Intruduction to the Module

This training aims to gather in one place and present the learners the most important rules, regulations, guidelines and tools related to the import to European Union countries and the export of EU goods outside the community.

- This subject is very complex as we are dealing with different legal orders. On the one hand, the European Union, and on the other, other countries that can be valuable trading partners for European companies.

- However, as you know, legal regulations are necessary, and understanding how to navigate in the maze of regulations will certainly result in the way that the entrepreneur will receive energy and motivation to act. Thanks to the understanding of how great opportunities will open up, you will expand the group of potential recipients of his goods by millions of new consumers from around the world.

- After this training you will gain the basic knowledge of how to start exporting and importing. We have divided it into steps that must be taken to join the group of entities in international trade.

Skills

This training provides the necessary knowledge about international trade between the countries of the European Union and the rest of the world. This knowledge is absolutely essential for any retailer looking to expand their business.

- knowledge about the basic steps that should be taken if you want to import and export goods

- knowledge related to legal regulations,

- how to scale your retail business

- You will also be familiarized with the basic tools and portals

Interactive exercises

Example 1: teams work

Divide participants into two or more groups if necessary.
The first group will be responsible for Export, the second for Import.
Ask the participants of the first group to create a **step-by-step export plan for the company** (it is worth giving an example of a specific company SME from Poland, production of milk chocolate), t
he second group an **import plan (step by step)** (SME, import of nails to Germany from countries outside EU).

The aim of the exercise is: to check the participants' knowledge about the basic steps, is also a base for discussing the slides from Module - export and import step by step.

Interactive exercises

Example 2 VIDEO

Basic knowledge custom duties:

https://www.youtube.com/watch?v=K6uhd9mP3pU

Export UE

https://www.youtube.com/watch?v=02LRaru59LM

Sea Shipping
https://www.youtube.com/watch?v=y-KV1nftdBA

Interactive exercises

Example 3 Match the word with the meaning IMPORT/EXPORT

1. a shipment of goods
2. the stock of goods held by a business
3. a ban on trade with another country
4. obtaining or finding goods or services
5. the planning and coordination of the movement of goods
6. the business of transporting goods
7. a list of the cargo
8. the network of organizations involved in the process of designing, making, delivering, and supporting a product
9. the goods carried by a ship, airplane, or other vehicle
10. a tax on goods

a. freight
b. manifest
c. procurement
d. consignment
f. embargo
g. supply chain
h. shipping
i. logistics
g. tariff
k. inventory

Interactive exercises

Example 4 Work in pairs/ groups

Ask trainees to work in groups and to demonstrate the benefits of international exchange commercial, using specific examples. *They can work on the examples of their own companies.*

After the time set by the teacher, students present the results of their work.
The teacher completes if necessary.

Interactive exercises

Example 5 Work on a living organism (Access to Markets) - individual

First explain what Access2Market is and how it works, every studnet can work individually with the platform.

You can prepare specific instructions or fiches, for every student, for example:

HS code for chocolate is 1806 3290, you are a chocolate producer from Afganistan, check what tariff and tax requirements apply to you using Access2Markets tools, if you would like to export to Germany.

You are an importer of cotton baby cloth (HS 6209 20) form France, and you are looking for a new producer from India. Check what you need to do before you start using Access2Markets.

QUIZ

Students perform the exercises from the "QUIZ" section indicated by the teacher.

available here
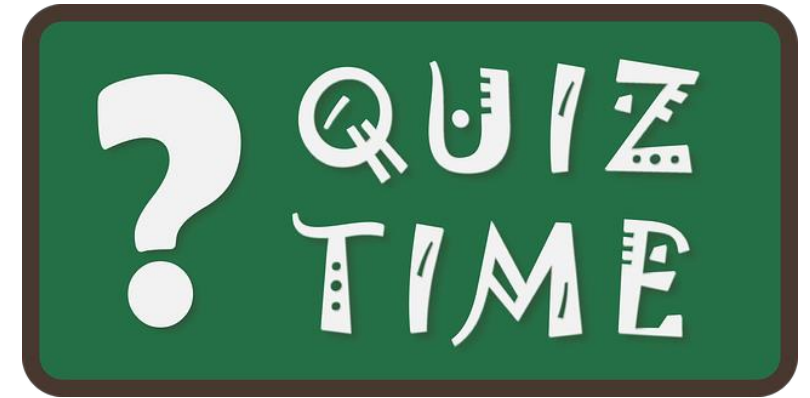
Summary phase

Reminder of lesson objectives.

Summary of the knowledge presented in the lesson.

Assessment of students' work during the lesson.

ON-GOOD

TRAINING PLAN FOR VET TEACHERS

CHAPTER 4
Funding Opportunities and where to find information at EU level

Summary:

Time	Activity	Exercise
35 min	Welcoming and Icebraking	Welcome and Icebreaking activity to let participants to know each other.Exercise title: «Meet and present your fellow trainee».
	Initial test - quick overview to check the trainees knowledge about the subjects.	A few questions that initiate the topic of the class, with the objective to test student's knowledge of the topic.
45 min	Introduction to the Module 4 - outcomes, main points etc.	Introductory speech, Module 4: • Aims • objective • learning outcomes
60 min	Interactive exercises	Activities will include: • Questioning true or false • Match the words • Videos • Work in groups
30 min	Moderated disussion	Discussion about the results of the exercises • Did the exercises helped you better knowing about funding opportunities in Europe? • Where anything unclear or difficult for you to understand? • Did you enjoy the exercises? Please share your opinion.
20 min	Quiz	Checking the knowledge
20 min	Final conlusion/ Summary	

1. Welcoming

Welcome and Icebreaking activity to let participants to know each other.

Let's know each other.
Write all the names of the trainees in a post. Ask traines to pick a post with a name and then, he or she, will present the trainee asking him-her some questions:
- *Short CV of the trainee*
- *Give a short job description*
- *How is he-she connected with export-imports*
- *Has he-she ever used EU fundings*
- *What does he-she expect from the training*

2. Initial test

A few questions that initiate the topic of the class, in order to test students' knowledge of the topic.

BRAINSTORMING

 All traines

1.How can EU fundings help your company ?

2 Why is funding necessary for enterprises?

3.Which are the available and trusted funding tools?

4.How could the internationalisation of a business benefit its growth?

5. What do you know about Enterprise Europe Network.

3. Introduction to the Module 4

This training aims to gather in one place and present the learners a more deepen knowlegde about eu fundings and:

- Identify potential funding opportunities

- Recognise organisations that offer advice and information to enterprises

- Select private or state funding for the scopes of internationalisation

- Evaluate the different sources of funding

- Evaluate the different organizations and networks supporting SME's in finding information and advisory services

- Increase knowledge of different funding tools

- Understand the difference between EU funding tools and private funding

- Analyze the need for funding

Skills

After studying the content of module 4, the Learner:

- will be familiar with all the organizations he can address in order to get information about funding and advisory services such as Enterprise Europe Network, Chambers, Digital Innovation Hubs and Banks

- will be familiar with the EU financial framework

- will know the pros and cons of private and EU funding

- will be able to recognize the various sources of funding and choose the most suitable for his business

Interactive exercises

Exercise 1: TRUE OR FALSE

1. Internationalisation services are not offered from Enterprise Europe Network members
2. All enterprises are ready for international pertnerships
3. Brokerage Events can give access to new markets
4. Chambers are responsible for issiuing of Trade Documents
5. The most common funding for small businesses comes from business angels
6. You dont need to have a business plan in order to get a loan from a bank

Interactive exercises

Exercise 1: TRUE OR FALSE

1. FALSE Enterprise Europe network offers internationalisation services by finding proper partners abroad, by using an online database of business opportunities and by organising b2b events.
2. FALSE. A consultant on Enterpise Europe Network can assess if he is ready for international partnerships.
3. TRUE.Brokerage Events bring together businesses and other organizations looking for international partners
4. TRUE. Chambers issue documents such ATA carnet, Certificates of Origin and The Force-Majeure Certificate
5. FALSE. The most common funding for small businesses comes from the founders'/owners' personal savings.
6. FALSE. To increase your chances of securing a loan, you should have a business plan, expense sheet, and financial projections for at list, the next five years.

Interactive exercises

Exercise 2 - Match the word with the meaning

1. The Enterprise Europe Network is the world's largest ...... network
2. Enterprise Europe Network offers a whole range of services for access to finance and EU funding, functioning as.....
3. SME owners can also ask the network's advisors to upload their company's .....
4. Brokerage events – also known as business 'speed .....'
5. Trade missions are ...-made missions lead to many successful partnerships.
6. A Chamber of Commerce, is a form of business .....
7. Chambers can assist companies on custom .....
8. Chambers can give information about , how to benefit from Eu trade.....
9. They aid enterprises during their digitalization process so that they become more competitive.
10. A document for relieving of responsibility for failure to perform one's obligations

a. support
b. one-stop-shop
c. profile
d. dating
f. tailor
g. network
h. procedures
i. agreements
j. European Digital Innovation HUBs
k. The Force-Majeure Certificate

Interactive exercises

Exercise 3: VIDEOS

Learn about Enterprise Europe Network https://www.youtube.com/watch?v=NaPLD4rRJwI

Learn about b2b events https://www.youtube.com/watch?v=KQ1ijQFJtQU

Learn about how to use the Funding and Tenders portal: https://youtu.be/M3rozTAySNw

Interactive exercises

Exercise 4: Work in pair-groups

Ask trainees to work in groups and seek for EU funding opportunities for enterprises in https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/home , using specific topics. *They can work on the examples of their own companies divided by sector.*
After the time set by the trainer, trainees present the results of their research about fundings per sector.
The trainer completes if necessary and presents all other sources available.

Moderated discussion
Topics:

Discussion about the results of the exercises:

1. Were exercises helpful for better knowing about funding opportunities in Europe?
2. Did you face any difficulties
3. Share your opinion!

QUIZ

**Trainees perform the exercises from the "QUIZ" section indicated by the trainer.**

available here

Summary

This training aimed to describe, and share available funding opportunities which are open to SMEs, are based on trusted financial organisations and function based on promoting healthy entrepreneurship

After this training the participant will be able to Identify potential funding opportunities, to recognise organisations that offer advice and information to enterprises and to select private or state funding for the scopes of internationalisation.
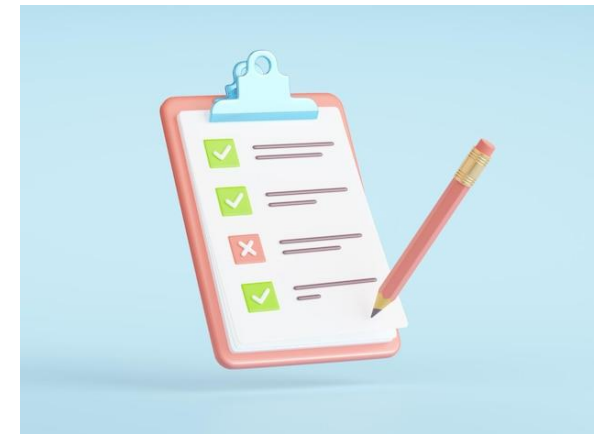
ON-GOOD

CHAPTER 5

New online marketing techniques for digitalised enterprises in the EU

Summary:

Time	Activity	Exercise (expmple)
35 min	Welcoming and Icebraking	Welcome and Icebreaking activity to let participants to know each other (can be related to the subject but not necessarily)
	Initial test- quick overview to check the trainees knowledge about the subjects (can be an individual quiz or a brainstorming activity)	Please prepare some 5-6 question related to the subject of the module or quiz or interactive game.
45 min	Introduction to the Module- outcomes, main points etc.	Short introductory speech on the basis of the introduction of the module (aims, objective, learning outcomes)
60 min	Interactive exercises	Please offer examples of 2-3 activities that can be done on the basis of the Modules content • problem-solving activities, • questioning, • reflective discussion, • video material
30 min	Moderated discussion	Discussion about the results of the exercises (please propose 2-3 questions that can be made on the basis of the topics
20 min	Quiz	Checking the knowledge
20 min	Final conclusion/ Summary	

1. Welcoming

All participants will answer one of the following questions, sharing their responses with the team, based on the results of the virtual dice.
https://freeonlinedice.com/

Questions:
1. What is the best super power?
2. What dog breed would you be and why?
3. Tell us about your worst haircut ever
4. Tell us something about you that not many people know
5. If you were trapped on an island, which are the two things that you would have taken with you?
6. If you could be any supernatural creature, what would you be and why?

Adapted from: https://stock.adobe.com/search?k=%22meet+the+team%22

2. Initial Test

A few questions that initiate the topic of the class, in order to test students' knowledge of the topic.

BRAINSTORMING

1. What is the DIGITAL MARKETING?
2. Do you know any means for DIGITAL MARKETING?
3. What are the major differences between OUTBOUND and INBOUND marketing?
4. Do you know any Digital Marketing techniques?
5. Why there is a need in EU SMEs and Good producers to pivot towards Digital Marketing?

Designed bylavarmsg Adapted from:
https://www.vecteezy.com/vector-art/203769-brainstorming-concept-on-black-vector

3. Introduction to the Module

Marketing is a bona-fide section to every company since it keeps the conversation going as it allows businesses to promote and build brand awareness, increase sales and engage consumers.

Marketing trends change from time to time and small and medium sized enterprises (SMEs) related to good producers often face challenges while adopting digital marketing strategies.

This **module aims** to provide further insights to the novel marketing techniques emerging through digital marketing, compare them with the traditional marketing techniques, describe the necessity of these new techniques for the SMEs development, characterise the current state in the EU and provide some well-established success stories of SMEs related to good producers and traders across EU.

Designed by Freepik

Skills

This course aims to help users acquire the following transferable skills which aim to upskill and reskill SMEs employees, managers and adults with no specialised education on the matter in attempt to facilitate employment, enhance SMEs of good products digitally and increase the possibilities for selling their products in a wider audience.

- Plan, design marketing strategy and execute marketing plan

- Implement marketing strategies and conduct mobile marketing

- Apply social media marketing and utilise digital instruments

- Develop digital content and campaigns, apply social media marketing and management

Traditional Marketing | Digital Marketing

Source: https://i2.wp.com/myvigour.com/wp-content/uploads/2018/06/Digital-Marketing-vs-Traditional-Marketing.png?fit=800%2C400&ssl=1

4. Interactive Exercises

Interactive exercise: 1 **- Match the word with the meaning**

1. **Traditional marketing mainly focuses on …..**
2. **……is targeted and measurable**
3. **Utilisation of SEO in .....**
4. **Also known as Outbound Marketing…..**
5. **The …. has the potential to transform SME marketing in areas such as customisation, customer relationship, marketing.**
6. **Consumers and your Competitors use it.**
7. **Is used to improve the effectiveness and efficacy of digital campaigns.**
8. **Used widely for SME's advertisements.**
9. **Method includes: Assemble a list of potential customers, Find out who the decision-makers are at the companies you want to target and Create a personalised email**
10. **Utilisation of Billboards and flyers in .....**

a. Online marketing
b. Traditional marketing
c. Internet
d. Need for online marketing techniques
f. Social Media
g. product
h. Cold Email Marketing
i. Artificial Intelligence
j. Traditional marketing
k. Online marketing

4. Interactive Exercises
Interactive Exercise 2 – Marketing Strategies

1. Participants will watch the following video related to digital marketing strategies.

2. Participants will get the linked cheat sheet in order for them to read about the trending marketing strategies for SMEs.

3. Lets talk it through…. In classroom discussion related to the strategies and marketing hacks.

4. Interactive Exercises
Interactive Exercise 3 – **Time for some flashcards**

1. Participants are split into groups of **2-5 people**.

2. They need to login in the following link: https://quizlet.com/541604670/flashcards

3. A number of questions in form of flashcards will appear and the participants need to go through them

4. Following this, its time for **Mix and Match game**: https://quizlet.com/541604670/digital-marketing-kahoot-questions-flash-cards/

4. Interactive Exercises

Interactive Exercise 4 – **Case Studies**

1. Participants are split into groups of **2-5 people**.

2. Using as template the document "**Digitally Driven**" (p34-end). They shall discuss with their team and research online for a successful SME in good production that thrived after they went digital

3. Each team has **5 minutes** to present to the rest of the class their case study and what made their digital transformation successful

4. **Free available test** with tips on how to advance their SME can be performed after this exercise and it can be found here: https://assessment.connectedcouncil.org/

DIGITALLY DRIVEN /EUROPE

European Small and Medium-Sized Enterprises (SMEs)

Transformation, Innovation, and Resilience During the COVID-19 Pandemic

Presented by Connected Commerce Council | Google

4. Interactive Exercises
### Interactive Exercise 5 – Shark's Tank

1. Participants are split into groups of **2-5 people**. The host, as well as other participants, will serve as the four sharks who, at the end of the pitches, will decide whether to invest or not (with fictional money of course).

2. The rules are simple. The teams must each come up with an imaginary product/good to pitch to a team of investors (sharks). The pitch must include a brand name, package, slogan and a brief marketing plan.

3. Each team, in turn, presents their ideas, and then faces a barrage of questions tackling the profitability and legitimacy of the concept. The success of their presentation and the quality of their answers will determine whether the sharks part with their money for investments.

4. The team with the most investment money wins.

QUIZ

Students perform the exercises from the "QUIZ" section indicated by the teacher.

available here
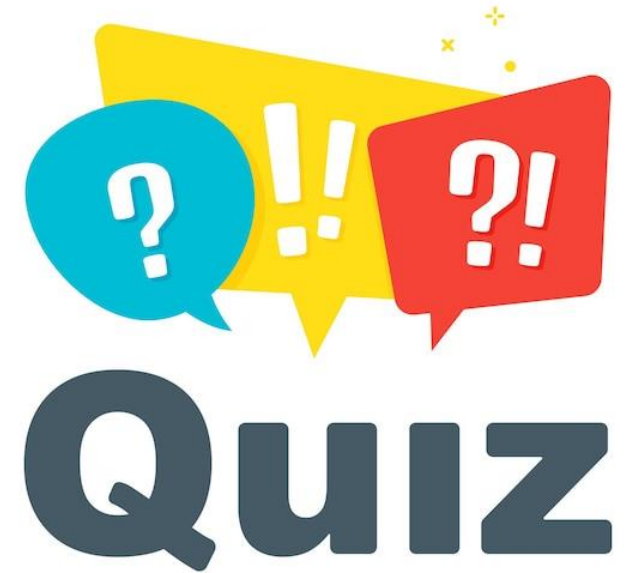
Adapted from: https://www.freepik.com/premium-vector/quiz-logo-isolate-white-questionnaire-icon-poll-sign-flat-bubble-speech-symbol_16032377.htm#query=quiz%20time&position=11&from_view=search&track=sph

Summary phase

The main objectives of this module focus on:

- The comprehension of the fundamental differences between Digital and Traditional marketing.

- The landscape of SMEs in EU and the importance of digitalisation.

- The theory behind marketing strategy & marketing plan

- Acquiring the marketing tactics for promoting your products.

- Recognizing the key approaches, methodologies and tools that assist in the digital marketing of the products.

- Exploring successful cases of SMEs related to good production

Adapted from: https://www.freepik.com/free-vector/red-dart-arrow-hitting-target-center-dartboard_28563661.htm#query=objectives&position=9&from_view=search&track=sph

ON-GOOD

TRAINING PLAN FOR VET TEACHERS

CHAPTER 6

Participation and presentation of products at online fairs or events

Summary:

Time	Activity	Exercise (expmple)
35 min	Welcoming and Icebraking	Welcome and Icebreaking activity **(Two Truths and a Lie)**
	Initial test- quick overview to check the trainees knowledge about the subjects	**Brainstorming activity** Verbal brainstorming sessions where group members verbally express knowledge on the topic one at a time.
45 min	Introduction to the Chapter 2	• Aims; • Objective; • Learning outcomes.
60 min	Interactive exercises	Video material Working in groups Problem-solving activities, • questioning, • reflective discussion,
30 min	Moderated disussion	Discussion about the results of the exercises (please propose 2-3 question that can ba made on the basis of the
20 min	Quiz	Checking the knowledge - already done
20 min	Final conlusion/ Summary	

1. Welcoming

Icebreaker activities and exercises for small groups to get to know each other in a fun, informal setting, and to promote team building
Example of Icebreakining activity:

Deserted Island
"The situation is dire - following a shipwreck, everyone has been stranded on a deserted island! Each person is allowed to bring one object to the island - ideally something that represents them or something that they enjoy".

Images from https://unsplash.com

After everyone has introduced their object and why they have chosen that object, ask everyone to work together to improve their chances of survival by combining the various objects that they introduced. If necessary, you can add more objects, but be sure to use all the objects that everyone mentioned.

2. Initial test

A few questions of the chapter 6 to test students' knowledge of the topic.

BRAINSTORMING

1. What are online trade fairs and how do you think they work?
2. Can you list some benefits of online trade fairs?
3. What kind of digital elements can be used at online trade fairs (e.g QR codes)?
4. Do you think you can communicate with potential clients and or partners via live conversations during online trade fairs?
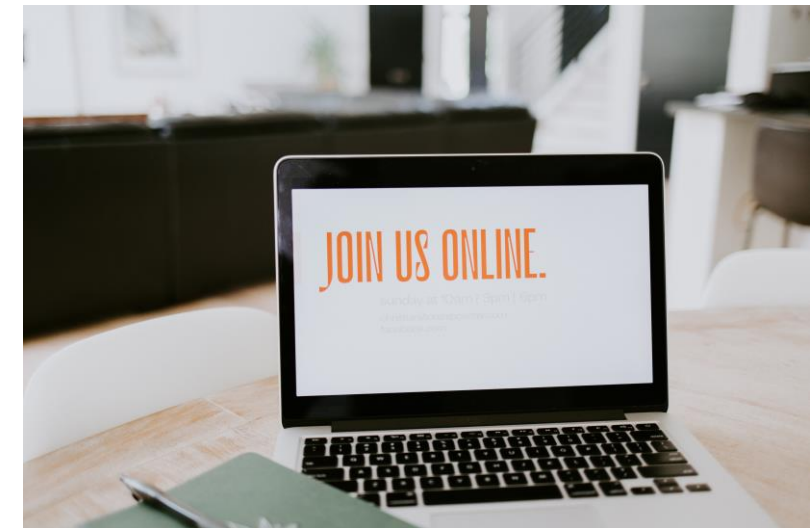
Images from https://unsplash.com

3. Introduction to Chapter 6

Chapter 6 instructs the learner on the advantages, planning, execution, and evaluation of online fairs. The emphasis is on good producers and the associated online fairs.

- Online versions of events where goods and services are exhibited have emerged, especially during the Covid-19 pandemic. All of this happens in the digital world.

- Taking part in online trade fairs is becoming an advantage with reagrd to facing new markets and keeping up with global competition.

- During online trade fairs, companies and groups show off their goods and services, give information about them, and can even make sales.

- Preparing, conducting are both important aspects of online trade fairs, at the same time following up on online trade fair results (leads etc.) is crucial to make the most out of the experience.

Images from https://unsplash.com

Skills

This training provides the necessary international skills needed by SMEs to understand the value and benefits of online trade fairs:

- **Benefits:** understanding the importance and benefits of online trade fairs, being able to present the topic to colleagues and supervisors

- **Preparation:** preparation supplemented by a digital technology skillset, including QR codes, Fiveer and Canva usage

- **Conduction:** succesfully engaging customers in online fairs, lead generation and product presentation

- **Follow up:** KPI (Key Performance Indicator) analyses and ensuring long term benefits

Video Trade Fair Walk Through

Introduction into the possibilities of online trade fairs

The concept of online trade fairs might be unfamiliar for many SEM representatives.
To introduce the participants into the concept of online trade fairs the teacher can use the video below to show, how an online trade fair looks like.

vFairs Demo: Virtual Trade Show:
https://www.youtube.com/watch?v=cQP_dPXArLo

Images from https://unsplash.com
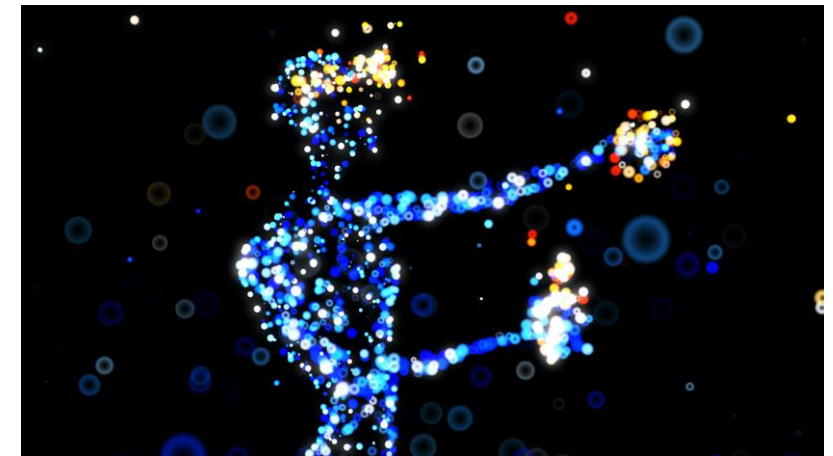
Interactive exercises –Work in groups

Creative ways of presenting and selling goods without physically presenting them (digital, photo etc.)

The aim of this game is for participants to think of creative ways of presenting physical goods in and come up with a list of the options.

Each group is given a large piece of paper or a previously set up padlet with specific physical goods. Alternatively, teams can also come up with their own physical goods.

Then, allow the groups 45 minutes to come up with creative solutions with reagrd to various options of how to present and sell physical goods without being able to present them „live"

Ask the groups to place the sheets of paper up on the wall, and to discuss the sheets as a team. As a whole group, review the posters.

Images from https://unsplash.com

Interactive exercise - **Match the following soft skills with their meaning:**

Images from https://unsplash.com

1. KPI

2. QR Code

3. Fiveer

4. Canva

5. Due dilligence

A. Quick Response, a code which allows you to quickly access information

B. An online platform on which freelancers offer various services

C. Thourough preparation before organizing an online fair

D. An online platform, an extensive media library of stock photos, videos graphics

E. Key Performance Indicator, an indicator (s) that dispplay certain values (number of clicks, number of signups etc.)

Solution in the comments

CON-GOOD   Co-funded by the European Union   CO&SO   município de lousada   HANSE-PARLAMENT   HERAKLION CHAMBER   DANMAR

Trade Fair English

82 English Conversations for Business and Trade
https://www.youtube.com/watch?v=XFJcbvMANxQ

How to Negotiate in English - Business English Lesson
https://www.youtube.com/watch?v=-3mFnAk9sbw

English Vocabulary for Sales VV 35 - Sales Management
https://www.youtube.com/watch?v=gfZVx5DYvNs

Business English Course | EXHIBITIONS AND TRADE FAIRS
https://www.youtube.com/watch?v=M_4NZLUDjdg

Images from https://unsplash.com

QUIZ

Students perform the exercises from the "QUIZ" section indicated by the teacher.

https://ongood.erasmus.site/platform/certification/6

Images from https://unsplash.com

Summary phase

☑ **Lesson objectives**

☑ **Knowledge acquired and digital toolbox**

☑ **Assessment of participants' work during the lesson.**

ON-GOOD

TRAINING PLAN FOR VET TEACHERS

CHAPTER 7

E-COMMERCE

Summary:

Time	Activity	Exercise
35 min	Welcoming and Icebreaking	Welcome and Icebreaking activity to let participants to know each other. Title of the exercise: *How do we shop online?*
	Initial test - quick overview to check the trainees knowledge about the subjects (can be an individual quiz or a brainstorming activity)	A few questions that initiate the topic of the class, in order to test students' knowledge of the topic.
45 min	Introduction to the Module - outcomes, main points etc.	Short introductory speech on the basis of the Introduction of the module (aims, objective, learning outcomes)
60 min	Interactive exercises	Examples of activities that can be done on the basis of the Modules content 1. Case study 2. Choose the right subjects 3. Teamwork 4. Video 5. Reflective discussion
30 min	Moderated disussion	Discussion about the results of the exercises 1. Did the exercises carried out help you to better understand the topic under discussion? 2) Was anything still unclear or difficult for you? 3) Did you enjoy the exercises? If yes/no, what was the reason?
20 min	Quiz	Checking the knowledge
20 min	Final conlusion/ Summary	

1. Welcoming

Welcome and Icebreaking activity to let participants to know each other.

How do we shop online?

Prepare post-it notes. Distribute one to each person, along with pens. Then sit everyone in a circle. Ask the students to write what type of electronic device they use most often when shopping online on the post-its . Then ask everyone to read out their answers, along with an explanation of why they choose that particular device. While doing so, ask each participant "What do you want to learn from this training?" or "How would you rate this type of training?" or "What do you like most about this training?" Finally, collect the cards from everyone and count which type of device the most students use. Together consider the reason for such a result.

Tip: You can also do this exercise online. Instead of traditional post-it notes, use the digital ones. To do this go to the padlet, create a workspace and send a link to participants to give their answers.

2. Initial test

A few questions that initiate the topic of the class, in order to test students' knowledge of the topic.

BRAINSTORMING

1. What is e-commerce and what has caused its growth in recent years?
2. What do you have to consider when setting up an online store?
3. Do you know what the term *mobile gap* means?
4. What are the main areas you should focus on when conducting customer service for your online store?
5. Can you give one or more examples of well-functioning e-commerce (such as a site you use personally)?
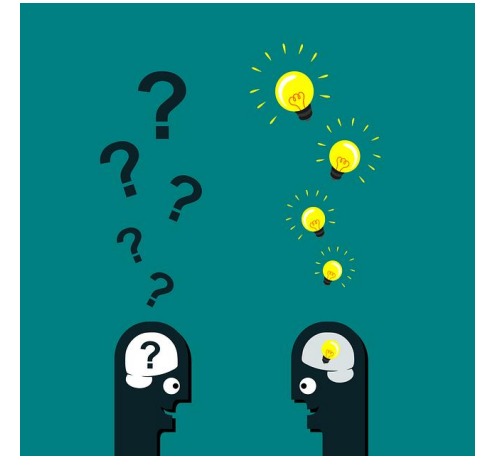
3. Introduction to the Module

This training covers the broad topic of e-commerce, its most important issues and the principles of its implementation.

- This is a very important issue for small and medium-sized producers of goods, it can offer many new opportunities to increase sales, competitiveness, as well as improve business operations.

- Starting your own e-commerce business is certainly a challenge, but the right approach, taking into account all the necessary steps and aspects (customer profiles, suppliers, security issues etc.) will help you achieve success. If you are just starting an e-commerce business, pay attention to two important things - customer service and the logistics process. If you properly approach the issue discussed in this training, you will perfectly develop your e-commerce business.

- After this training you will know and understand how e-commerce works. This is a very broad topic, so all the knowledge you will gain will be complemented by the tools included with the module, which will help you learn about this topic in more depth.

Skills

This training provides the necessary knowledge on how to run an e-commerce platform along with knowledge and tips on topics related to gaining customers in this sector and the entire process of online shopping. All the issues discussed affect how you should start your e-commerce business.

- getting familiar with the general essence of e-commerce

- getting familiar with general information about the service and orders

- knowledge to help you with setting up an online store (including a toolkit)

- learning about m-commerce and security issues

Interactive exercises

Example 1: Case study
Review the following case study with your students.
https://www.mybudapester.com/en/
Budapester, a German luxury fashion retailer, struggled a few years ago - despite hundreds of users a day visiting its website, it was not delivering the expected sales spikes. To cope, Budapester had to make significant changes to its e-commerce site.

The solutions they decided to implement were as follows: optimisation of the website - making the brand logo smaller, displaying important information (such as shipping options, information on free delivery or availability of particular products) at the very top, in a prominent position for customers. In addition, the above information is displayed in a clearly visible font in an eye-catching colour. The shopping basket page has also been redesigned.

As a result of the changes made, the company has gained an additional €120,000.

Go through the brand's website together and let the students try to pick out the changes described in the case study. Then discuss whether these changes actually contribute to making the website more attractive and thus attracting customers to it.

Interactive exercises

Example 2: Choose the features that should be included in conducting e-commerce customer service.

1. Export plan
2. GDPR
3. SEO
4. Website development
5. Constant contact with customers
6. Detailed product descriptions
7. Reviews
8. External links
9. Pay per click advertising
10. Delivery

Interactive exercises

Example 3: Teamwork

Divide participants into two groups (or 4, if necessary). Then **come up with an example of a product** to be found in an e-commerce marketplace. One group will be tasked with creating (imagining) an environment in which there will be demand for this product. In particular, this group should pay attention to the **predisposition and behavior of buyers**. The second group, on the other hand, is supposed to first determine **all the necessary things needed to bring this product to e-commerce**, and then, receiving guidance on the customers created by the first group, **adapt the solutions** previously thought up **to these specific customers**.
Then the groups swap roles (you come up with a different product).
Students can write down their ideas on cards to make it easier to gather all the information.

The purpose of the task is to help students adapt e-commerce solutions to different products and customers.

Tip: You can also do this exercise online. To do this go to the padlet, create a workspace and send a link to participants to give their answers.

Interactive exercises

Example 4: Video
Let students watch short videos related to the topic discussed in the training, which will further enhance their knowledge.

How e-commerce websites work

https://youtu.be/CZTb1qDgqco

What is, in short, e-commerce
https://youtu.be/nxSDHBdsWqA

E-commerce and m-commerce – differences
https://youtu.be/SsMEeYUV478

Interactive exercises

Example 5: Reflective discussion

Start with a small summary of the issues that have been processed so far.

The next step is to think about the effectiveness of each of the methods mentioned earlier.

- Would implementing each of them guarantee success?
- Is it possible to give up any of them and still run a successful e-commerce business?
- Is the issue of security really a priority? Why?
- Is there one effective method for e-commerce success?

Let each learner freely express his or her opinion, suggesting the above questions. At the very end, draw conclusions together.

The discussion is designed to find out what the students think about the content of the training and hear from them what they may not fully agree with. It is intended to be an exercise to summarize the content learned during the module. After the discussion, you can additionally ask each participant what he or she liked best during this training.

QUIZ

Students perform the exercises from the "QUIZ" section indicated by the teacher.

available here
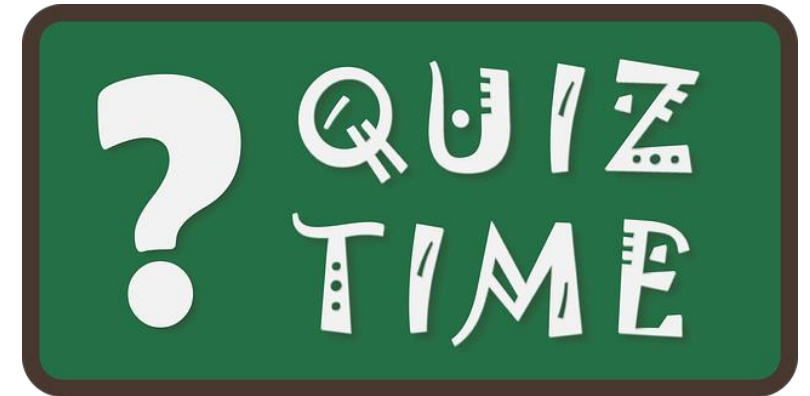
Summary phase

This training covered the broad topic of e-commerce, its most important issues and the principles of its implementation.

After this training you should know and understand how e-commerce works. This is a very broad topic, so all the knowledge you will gain will be complemented by the tools included with the module, which will help you learn about this topic in more depth.