

FORCREST

SUMMARY

Session number	Duration (hours)	Session name
1	3	“The practical life after the studies”

General objective

The session aims to motivate a sufficient number of students for our training module and introduce them to the Forcrest project. The unit is focused on the kind of activity and job that the students aspire to achieve after their studies, with special attention focusing on the job possibilities for female students.

Working as entrepreneur will be discussed as an interesting alternative to dependent employment. For Students, who looked at the possibility of entrepreneurship yet, as an alternative solution to dependent employment the presentation and group discussion will hopefully allow them to assess the pros and cons of entrepreneurship.

The basic skills (self-contained thinking, action and working, social competency, courage...) which, are necessary skills for an entrepreneur, are similar to those qualifications an university graduate needs to work in leading positions.

Course organization (<i>mark with and X</i>)	
practical <input type="checkbox"/> X	theoretical <input type="checkbox"/>
Course description / contents “The practical life after the studies”	
<p>a) Address and Welcome (10 min.)</p> <p>b) Theoretical Basics I: Forms of working life (20 min.)</p> <p>Title: <i>Entrepreneurship as alternative solution in professional life</i></p> <ol style="list-style-type: none"> 1. Dependent employment 2. Kinds of entrepreneurship : <ul style="list-style-type: none"> • Franchise, starting up, freelance • Takeover • Partnership succession <p>c) Theoretical Basis II: WorkLife Balance: how to manage work and life? (45 min.)</p> <p>Introduction to the fundamental questions on the female entrepreneur and the concept of the WorkLife Balance.</p> <ul style="list-style-type: none"> - Definition of the WorkLife Balance - Conditions for the WorkLife Balance (self-confidence, clear self-perception, importance of the creation of supporting networks) - Forms of work <ol style="list-style-type: none"> 1. Full – time job? 2. Part- time job? 3. Additionally (especially important for women): flexi-time, staggered hours, compressed working hours, shift swapping, possibilities of time off, self-rostering, annualised hours, job-sharing, working from home, tele-working - Compatibility of the family and self-employment - Concepts of the WorkLife Balance in Europe (with special reference to national conditions/ programmes) - Presentation of studies to the subject (q.v. bibliography) <p>Background: LifeWork or WorkLife – the idea behind these concepts: the time people spend at work should be balanced with the time, which is available for their own needs (e.g. family, health) and the other way around. Especially for women, indifferent if they're self-employed or in a leading position, the concept of the work-life-balance should help to organise both – family and work.</p> <p>Break (15 min.)</p> <p>e) WorkLife Balance in practice</p> <p>A female entrepreneur, who lives WorkLife Balance will be invited so that she can share her experiences with everyone. Participants can discuss their concerns and questions with a real-life expert.</p> <ul style="list-style-type: none"> - Presentation (35 min.) - Discussion (45 min.) <p>Questionnaire (10 min.)</p>	

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Students answer the questionnaire to evaluate the session and the trainer.

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National bibliography

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Evaluation / qualification details	“The practical life after the studies”
<p>The Evaluation of the session will be achieved using a questionnaire. The Aim is to evaluate the content and the methods and forms of dealing with the topic. A scaling systems from 1-5 will be used to rate the session, there will also be space to allow the students to suggest improvements.</p> <p>The trainer of the session will be evaluated through special questions, e.g. concerning the form of presentations, the presentation skills, language etc.</p> <p>Before handing out the questionnaire, a feedback round could possibly be carried out. This would provide an opportunity for the participants, to say whether there expectations had been met during the first session it would also allow us to gage their motivation to participate in the following sessions.</p> <p>Session materials, e.g. presentations and handouts can be provided in printed or electronic format (Power Point).</p> <p>The whole session should be conducted interactively so that questions and concerns of the participants can be discussed directly when they occur.</p>	
Learning evaluation	“The practical life after the studies”
<p>Following this unit the participants should have a better understanding on the concept of entrepreneurship and that realise that it is an interesting alternative to dependent employment. Women will be made aware that the possibility of becoming an entrepreneur is realistic and manageable. Work and Life can be balanced as demonstrated and discussed in class and highlighted, using practical examples.</p> <p>The different forms of entrepreneurship can be attractive as the professional skills an entrepreneur needs are similar to those a university graduate needs.</p> <p><u>Balancing advantages and disadvantages of female entrepreneurship</u> Advantages: personal responsibility, independent working, self-determination, flexible working hours, compatibility of family and work. Disadvantages: responsibility for own action, higher risk-taking.</p>	
Comments	

SUCCESS STORY		
Session number	Duration (hours)	Session name
1	3	“The practical life after the studies”
Description		
<p>There could be potential for a successful entrepreneur to be invited so to present her hands-on experience about her way to self-employment.</p> <p>Key questions that should be dealt with:</p> <ul style="list-style-type: none"> ➤ What was her motivation to found her own business? ➤ What are the advantages/ disadvantages of entrepreneurship? ➤ Does the entrepreneur need special qualifications (personal and professional skills)? ➤ How to develop these skills? ➤ How does self-employment work with family? ➤ Which work-life-balance-concepts are lived? ➤ Is it difficult or easy? <p>This part of the session serves to approach the issue of entrepreneurship. It will be critically assessed and discussed in a practical - as becoming self-employed is a difficult decision. The session provides the opportunity to reduce fears of becoming self-employed, especially those of young women, through discussing worries with a real-life expert.</p> <ul style="list-style-type: none"> ▪ Presentation of an Entrepreneur success story (35 min) ▪ Discussion (45 min) ▪ Questionnaire (10 min): Students answer the questionnaire about the session. 		
Indicate which kind of success stories are adequate		
<ul style="list-style-type: none"> ▪ Women success story ▪ E.g. success story of new business 		
Activity evaluation		
Comments		

Other commentaries: (máx 5 lines)

The time frame of 3 hours is very short for the introduction session. For this reason

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the preparation and implementation of the session should take into consideration national circumstances and therefore focus on special requirements of the participants to maximise the success of the session that is to sensitise students, especially women, for entrepreneurship.