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Women Empowerment in Agricultural Cooperative  
2021-1-TR01-KA220-ADU-000029357



Women Empowerment in Agricultural Cooperatives  
2021-1-TR01-KA220-ADU-000029357

# Innovative Methodology for Agricultural Cooperatives Training



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## PROJECT SUMMARY

**Women Empowerment in Agricultural Cooperatives** is an European project co-funded by the Erasmus+ programme of the European Union.

The partnership is formed by: **Silivri Belediyesi** (Turkey); **Legacoop Puglia – Lega regionale delle cooperative e mutue** (Italy); **AGACA – Asociacion galega de cooperativas agrarias** (Spain); **Surdurulebilir yasam ve yesil gelecek dernegi** (Turkey); **Tekirdag namik kemal universitesi** (Turkey).

The project aims to create opportunities for participation of women farmers in agricultural cooperatives.

It is a valuable occasion of fostering the social inclusion of women from all social backgrounds, in order to increase their employability and entrepreneurial education.

As evidenced by several international research data, the female engagement increases also sustainability in the cooperative movement: when there is lack of understanding of agricultural cooperatives and their functioning mechanisms, participation and sustainability decrease, because members do not have the knowledge of key aspects of businesses such as basic rights, marketing, sales strategy management and organizing planning.

Moreover, if the communication processes are not realistic in the cooperatives, members do not work in harmony and cannot get the sustainability through participation. Since most insiders are not interested in learning these socio- behavioural concepts, learners cannot develop empathy, communication in business ethics, problem solving and critical thinking.

To provide Adult Educators with innovative tools to address to women's needs of knowledge and education, all the partners worked together in order to bring the most innovative method and perspectives.

The project seeks solutions to **improve the profile and competencies of women farmers by means of specific intellectual outputs:**

- **IO1:** Innovative Methodology for Agricultural cooperatives training;
- **IO2:** Training module for women farmers;
- **IO3:** AgroSis (e-platform).

Thanks to the chosen methodology, adult educators will provide female farmers with a content-rich training by transferring their knowledge and experiences of adult educators.

In addition of this first IO, a training module is another tangible output of the project, as learning material for women farmers and a teaching material for adult educators.



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The third and last output – the Agrosis e-platform – will be prepared for adult educators and women farmers to gain experience and development as well as theoretical education. By using this platform the trainees will put their digital skills into practice, through simulations.

Thanks to the dedication of all the partners, the outputs will be used not only al local level but also at national and international ones.



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## INTRODUCTION

This intellectual output was created as the result of an active collaboration between the project partners. To achieve the project's goals, all the partners contributed to this educational booklet in order to instruct trainers in rural areas to improve female engagement in rural activities.

The lack of understanding the procedure of agricultural cooperatives has increased inequalities between men and women in the agricultural sector.

Thanks to this output, adult educators will increase the quality of agricultural cooperatives training and will train women farmers with more effective methods.

The output contains a comprehensive content from digital transformation to adult education.

The following chapters try to analyse some important topics using a methodology to analyse relevant issues, providing solutions and practical tools to be used in the organizations.

**The main faced topics are as follows: Adult Education Methods; The Basis of Online Education; Sustainability with Effective Communication; The Principles of Agricultural Cooperatives; Management in Agricultural Cooperatives; The Principles of Digital Marketing.**

Without these skills and the proper knowledge of cooperative participation and professional development, women farmers cannot be successful in understanding the organizations they work for, in their managerial aspects.

This tangible project's output is freely available and usable without any restriction.





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CHAPTER



**Adult Education  
Methods**



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## CHAPTER 1 - Adult Education Methods

**Aim and objective:** *This module aims to give learners a better understanding of adult learning processes and some methodology to work with adults*

### 1.1 The importance and purpose of Adult Education

Adult education (Andragogical education) has developed to meet adult learning needs by providing educational services within the framework of their lifelong development. Adults, like children and young people, need to receive educational services throughout life. This is because adults have developmental tasks, responsibilities, expectations, and roles that they have to fulfil and achieve. Therefore, adult learning is not limited to the knowledge covered by compulsory education. Adults may always want to learn new knowledge and skills and improve themselves.

#### *Characteristics of adult learning*

It is very important to know the physiological characteristics of a person as well as the personal education. Since it is not possible to give adult education without knowing the adult, it is necessary to know the characteristics of the adult first.

The prominent characteristics of adults are summarized below;

✚	Adults are people with a developed self-concept; they expect to be treated as mature people and for their personalities to be respected,
✚	They want to take an active role in activities,
✚	They do not like unnecessarily strict authority,
✚	Adults have a wide range of experiences and enjoy using and transferring these experiences.
✚	They accept new learning that is in line with their experiences and tends to resist those that are contrary to them.
✚	They are problem-centered.
✚	Their learning needs are mostly based on the problems they face. Since their time is valuable, they are not interested in learning that is not directly related to their problems.



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✚ They want to hear praises.
✚ Adults have personal concerns and need a safe environment.
✚ They have high expectations for themselves and their educators.
✚ They want the educational environment to be one, where participants and educators act together, where there is freedom of expression, free from fear of punishment and ridicule.
✚ There may be differences in the expectations of adults depending on the society or group they belong to. An individual's occupation, income, education level, gender, whether they are married or not, where they live and their religious beliefs play an important role in their participation in activities.
✚ They have pre-occupations outside a specific learning environment.
✚ They make difficult choices.
✚ They develop group behavior compatible with their needs.
✚ They are emotional.
✚ They have selective filters.
✚ They need rest.
✚ They secretly fear being replaced.
✚ They are fond of their social status (Gürbüz, 2014)

## 1.2 Who is an adult?

The definition of an adult varies from country to country and culture to culture, but the World Health Organization (W.H.O) considers anyone **over the age of 24 to be an adult**.

In many societies, the beginning of adulthood is defined as the completion of schooling and employment. Since adulthood covers a long period, it includes different experiences. In other words, an adult is an individual who has completed his/her physical and mental development in such a way that he/she can take care of himself/herself and others, making decisions aligned with the societal expectations. As an adult grows older, he/she has to change his/her roles and therefore his/her expectations, again.

Robert James Havighurst, educator and expert in human development and ageing, named this process of evolution as "developmental tasks". Developmental tasks are tasks that, if accomplished in a certain period of an individual's life, lead to the individual's happiness and success in subsequent tasks, and if not accomplished, lead to the individual's unhappiness, social disapproval, and difficulties in subsequent tasks. Adulthood is divided into three periods: young, middle, and old age.

Developmental tasks are listed as follows, according to the periods of adulthood.

### Young Adulthood

- Choosing a spouse,
- Learning to live together with a partner,
- Child rearing,
- Start your working life,
- Fulfillment of civic responsibilities,
- Joining the appropriate social group.

### Middle Adulthood

- Fulfill adult responsibilities as a member of society,
- Achieving and maintaining a certain level of economic survival,
- Helping adolescents to be responsible and happy,
- Developing adult leisure activities,
- Identification with the partner as an individual,
- Accepting and adapting to the changes that middle age brings,
- Adaptation to elderly parents.

### Advanced Adulthood

- Adjusting to decline in physical strength and health,
- Adjusting to retirement and reduced earnings,
- Engaging with the age group,
- Establishing pleasing physical living conditions,
- Being more attentive in fulfilling social and civic duties (Çam, 2013).

In the past, the term "adult" was generally defined in terms of age and meant "a person over the age of 17-21 who has completed compulsory education". Today, however, there are different aspects of being considered an adult beyond a certain age. This is because the age at which people mature psychologically is different. In some countries, it is known that young people under the age of 17-18 both start working and get married (Lowe, 1985, p.20). Therefore, the age criterion alone is insufficient to explain the adult concept of adulthood: today the concept of an adult is considered from biological, psychological, sociological, and legal aspects;

Biologically

**"growing up, maturing and reaching the age of marriage"**

Psychological

**"reaching maturity in terms of spirit and emotion"**

Sociologically

**"knowing your social responsibilities"**

Legally, characteristics such as "being over the age specified by law" are emphasized.

The definitions of adults vary according to countries, periods, and sources.



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Hachicha (2002), who examines the definitions of adults in various countries, categorizes them under three headings.

- 1. General Definitions:** An adult is considered a person who has completed compulsory education. In terms of age, it is a person who has reached the ages of 16 - 21, although it varies according to countries and societies. In addition, the definitions emphasize three age periods accepted by researchers and educators. These are "young adulthood" between the ages of 18 and 30, "middle adulthood" between the ages of 30 and 55, and "advanced adulthood or old age" at the age of 55 and above.
- 2. Descriptive Definitions:** These definitions are based on the characteristics of adults and emphasize that they are different from children. According to these definitions, an adult is a person between the ages of 20 and 25 who has reached biological maturity. Over time, it is stated that biological and physical functions will decrease with advancing age. In explanatory definitions, an adult is considered a person who works in a job, fulfils family and social roles, and assumes responsibility in society.
- 3. Legal Definitions:** These are the definitions written in texts such as regulations, training programs, and meeting reports. These definitions emphasize the characteristics that adults should have. Accordingly, an adult is a mature person who is responsible, in harmony with his/her environment, and acts independently and logically. It means helping the adult to move from dependence to independence.

The adult should also be responsible for his/her learning, monitoring and maintaining it throughout life (Hachicha, 2002). Legal definitions generally determine the content of adult education programs. The concept of adulthood is explained from different aspects, however, all of these definitions use the criterion of "being physically and psychologically developed" for adults. Anyway, it is not possible to measure physical and psychological development clearly and universally.

The concept of maturation varies from society to society and according to the characteristics of the geographical region. Based on this understanding, an adult can be defined as "a person who has exceeded the age of compulsory education, has completed his/her physical and mental development, has reached psychological maturity, and has assumed social and economic responsibilities such as work, home and family".

The word "adult" comes from the Latin verb "to grow up". An adult is, therefore, in the simplest definition, a person who has grown up.

One of the common tendencies is to equate adulthood with biological and social ageing. Biological ageing is based on changes in the structure and functioning of the human organism over time.

Social aging, on the other hand, refers to changes in individual's roles over time. These processes occurs from birth to death, including both socially and biological stages.



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“Age norms”, defined by society, define what it is important to reach at each stage of life. For example, society determines the best age for a man or a woman to finish school, get married, have children, and retire. Age norms are sometimes also regulated by formal rules. For example, the voting age in elections, the minimum age for marriage, the age for obtaining a driver's license, and the age for retirement.

Society has expectations of individuals to behave in an age-appropriate manner.

Today, there is a tendency for individuals, with a higher level of education and socio-economic status, to delay the threshold of adulthood to older ages.

Education for adults is different from education for children and young people and requires different educational approaches. In 1928, Thorndike conducted one of the pioneering studies on the ability of adults to learn. This research shows that adults can learn and that intelligence does not decline significantly with age.

General health and energy affect learning more than intelligence (cited in Bülbül, 1991):

- ✚ There is a decrease in reaction speed, that is, a decrease in learning speed
- ✚ There is a decline in problem-solving ability
- ✚ There is a decline in motor skills, whereas there is progress in terms of verbal ability and comprehension.

A very important finding of the research is that the higher the initial level of education, the lower the mental decline. The lower the level of education, the greater the mental decline in those who work in menial jobs.

Accordingly, the ability to learn can be preserved through continuous use. Older people can learn as much as younger people at their own pace. Against the loss of judgment, speed, and perception, experience and knowledge compensate for these losses, provided that mental activities are kept alive. We can say that motivational factors also play a role, too. Adults will continue to learn if they can concentrate their learning efforts on the areas of experience in which their interests are particularly centred.

**The main features of this communication process are as follows:**

1. The target group of adult education includes everyone except children and young people attending at full-time programs of any formal education institution.
2. Adult education is a planned education with specific target groups and organized objectives.
3. Adult education is an education in which the individual characteristics of adults are taken into account and the rules are kept flexible while organizing and implementing, regardless of the content of the intended education.



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4. The content of adult education programs is determined by the needs of the individual and society. Every subject that adults need to learn is within the scope of adult education. The learning needs of adults are diversified.

Adult education programs are handled in five basic groups (Lowe, 1985):

- 1. Completion education:** Literacy programs that provide equivalence to school education. These programs are aimed at completing the deficiencies of formal education and earning a diploma.
- 2. Education for vocational and technical competence,** which enables adults to acquire a new profession, improve their qualifications in their current profession and follow professional innovations.
- 3. Education for better health, well-being, and family life:** Programs aimed at improving the quality of social life (health education, parenting education, nutrition education, and population planning education).
- 4. Civic education - education for political and social competence:** Programs that aim to enable individuals to participate in the political governance of the society in which they live and to develop an active civic consciousness and democratic understanding.
- 5. Education for self-satisfaction (self-actualization):** These are programs in which individuals are happy to learn and gain satisfaction. These are programs that do not aim for a professional purpose and include arts and sports.

### Method used in adult education

- **Competence in the subject matter**
- **First impression**
- **Create the rules**
- **Encouraging active participation (asking questions, encouraging questions, answering questions, listening)**
- **Feedbacks**
- **Respect for different views**
- **Frequent repetitive learning**
- **Intermittent learning**
- **Appealing to multiple senses**





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- **Meaningful (needs-based) learning**
- **Providing the opportunity for self-assessment**

When choosing a technique, it should be:

**Appropriate to  
the participant's  
situation.**


**Appropriate to  
the purpose of  
the training**

**Appropriate to  
the content of  
the training**

**Appropriate for  
the duration of  
the session.**



<b>Warm-up techniques</b>	<ul style="list-style-type: none"> <li>✚ Warm-up techniques help the group to get to know each other, create a comfortable, safe and friendly learning atmosphere, raise the energy of the group, and help the facilitator to create cooperation for learning.</li> </ul>
<b>Expression technique</b>	<ul style="list-style-type: none"> <li>✚ Examples related to the subject should be given frequently.</li> <li>✚ Humor should be used effectively.</li> <li>✚ You should create movement in your voice tone.</li> <li>✚ Eye contact should be established with the participants.</li> <li>✚ Participants should be addressed by their names.</li> <li>✚ Sharing experiences should be allowed provided that the topic is kept under control.</li> <li>✚ Participants should be treated friendly and kindly.</li> <li>✚ The trainer should make the participants feel trusted.</li> </ul>
<b>Question-answer technique</b>	<ul style="list-style-type: none"> <li>✚ The question should be short, clear, accurate in meaning, and stimulating.</li> <li>✚ Questions should not be scattered; they should be appropriate, coherent, and compatible with the subject matter.</li> <li>✚ The question should have a specific reason, characterized by logic, truth, and scientific principles.</li> </ul>
<b>Group discussion</b>	<ul style="list-style-type: none"> <li>✚ In groups that share common problems or similar interests and needs, the group discussion technique can be used to allow participants to express their views and opinions, change attitudes, and gain problem-solving skills. It is effective in groups of 10-15 people.</li> </ul>
<b>Case study technique</b>	<ul style="list-style-type: none"> <li>✚ A group focusing on a problem or situation, in a cause-and-effect relationship</li> <li>✚ The selected or examined event can be a written text, a report</li> <li>✚ It can be real or fictional.</li> </ul>
<b>Role-playing</b>	<ul style="list-style-type: none"> <li>✚ Role playing is the dramatization of a thought, idea, or problem in front of a group. It can have structured and unstructured forms. In the structured role-playing process, a scenario is prepared and roles are determined according to the purpose of the training and what kind of skills are expected from the participants. On the contrary, in the unstructured forms the process develops spontaneously.</li> </ul>

<p><b>Buzz groups</b></p>	<p> In a group environment in which all participants participate, the group is divided into groups of 2-3 people and they continue the discussion among themselves within a few minutes and share their opinions and experiences. It increases the efficiency of the discussion as it allows the participants to review their views before discussing the topic in the group.</p>
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### 1.3 Learning styles: how do people learn? Adult learning characteristics

#### *Adult learning*

Learning is, in general, a change in behaviour as a result of experience. Experiences are the result of an interaction process. In an interaction process, the teacher or the learner may have participated intentionally to help the individual to acquire a certain behaviour, or they may have participated unintentionally. Above, four different learning styles, which differ according to the type of participation, intentional or unintentional of teacher and learner (Yiğitalp & Boduroğlu, 2015).



**1. Formal or Non-Formal Education:** The learner is involved because he/she intentionally wants to learn something. The teacher is involved because he or she intentionally wants to help the learner to learn. This form of non-formal education is at the core of the idea of lifelong education or adult education.

**2. Informal Learning:** In a learning process, when the teacher is intentional and the learner is unintentional.

**3. Individual Learning:** When the teacher is unintentional and the learner is intentional.

**4. Random Learning:** If both the learner and the teacher participate in a learning process unintentionally.



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## *Adult education methods*

Adult education methods can be analysed under two main headings: **individual** and **group** methods.

### **Individual Method**

Living in small settlements, with obstacles and physical disabilities, may limit the use of other methods. The individual method can facilitate teaching even more when the characteristics of individuals are taken into account. In the individual method, activities are organized according to the individual needs and desires. When it is necessary to use this method, individual differences and their constituent elements as well as environmental factors should be taken into consideration.

### **Group (Cluster) Method**

It is one of the most widely used methods in organizing and conducting non-formal education activities. In this method, the size of the group is an effective factor in determining the method to be used. Working with small groups is more effective when it comes to changing social behaviours. Methods such as classes, discussion clusters, workshops, meetings and collective discussions are the most popular.

The most widely used method in educational environments, since ancient times, is the lecture method. Methods such as question and answer method, problem-solving and demonstration, technical excursion, role-playing, and case study are also used by the subject to be covered.

One of the main features of adult education is that adults have different motivations for learning: adults are ready to learn only when they have a real-life problem or when they have experienced something they need to solve. Therefore, they participate in education and training activities live in a better way.

The most important consequence of this assumption is that when preparing educational programs for adults, these programs should be prepared within the framework of topics related to living conditions and problems, rather than being prepared according to subject units.

"How can I use the knowledge I have learned?" is the main question asked by the adult.

Information that can be applied to real life is extremely important for adults, while sometimes extra information that does not fit the adult's type of life or is not useful in practice does not have much meaning for adults.

The vast majority of adults voluntarily participate in educational activities that interest them. However, there are some conclusions to be drawn from this situation: If adults feel that the educational activities do not meet their needs, or if they realize that these activities do not make sense for them, or if they seem meaningless, they can easily leave the educational activity. Therefore, adult educators need to pay close attention to the development of the training program and the training process.



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The educator should be aware of these elements of the adult interest and prepare the conditions, tools, and materials to help them know their own needs. Again, learning programs should be developed within the scope of the participants' lifestyles and organized according to their learning situation (Kurt, 2014).

## 1.4 Learning and motivation in adults

### 1.4.1 Motivation theories in adult education

Motivation is defined as a state of expectation that emerges with cues based on the positive or negative effects of past experiences. The adult's past experiences affect not only his/her present but also his/her future desire to learn, his/her excitement, and attitude toward learning. According to this theory in adult education, adults should be motivated to learn, made to believe that they can learn, and told that what they learn will benefit them. According to this theory, which states that good motivation in adults brings positive contribution, adults should be provided with the necessary information and and self-confidence.

According to another theory, the desire to learn is an instinctive behaviour and often it is motivated by curiosity. Sometimes curiosity is even more powerful than external stimuli such as reward, punishment or coercion. According to Maslow "Theory of motivations", human motivation is based on a hierarchy of needs. These needs are organised progressively, one on top of the others, like a pyramid, starting from the physiological needs (air, water, food, sleep), to Self-actualization.

### 1.4.2 Types of motivation to participate in education

Research suggests that adults who participate in education can be categorized into three groups: 'goal', 'activity', and 'learning' oriented. **Purpose-oriented** adults want to learn to realize their goals and participate in education in line with their needs and interests. If the training helps them to realize their goals, they continue, otherwise, they leave the training. Vocational motivation is exemplified by vocational training courses for adults between the ages of 18-40 to prepare for professional life, to advance at work, or to enter a new job.

The factor that largely influences participation in education in this range of age is based on the awareness that to have a good life in the future, it is necessary to already have a profession or to advance in that profession. **Activity-oriented** adults are more likely to take part in training related to human and social relations. For them, it is important above all to meet new people and make friends. In addition, among the reasons for participating in these activities there is the expectation of raising their social status. Therefore, when they cannot find such an environment, they do not continue their education. **Learning-oriented** adults constantly pursue knowledge and participate in education to expand their knowledge repertoire.



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These types of adults are voracious readers. Individuals who pursue personal development, such as increasing general culture and gaining a broader knowledge of social issues, are usually over 40 years of age when leisure time is increasing and material resources are decreasing.

### 1.4.3 Motivation stages in adults

In the training activity, the trainer should give positive feedback as the adult continues the work or learning. At the end of the training, the trainer should get the adult's thoughts about his/her progress in the work or learning. In the appreciation step, the adult is confident and successful in continuing his/her learning, thanks to the positive feedbacks.

## 1.5 Learning characteristics and barriers of adults.

### 1.5.1 Learning characteristics of adults

#### Adult education and its meaning for the environment

Adults, like children and adolescents, are in constant interaction with the environment they live in and undergo learning experiences during this interaction. Adults learn randomly (informally) as a result of their interactions with other people in daily life or through the purposeful broadcasting of mass media such as radio, television, and newspapers.

#### Characteristics of adult learning

It is important to consider how adults learn in this process, in order to facilitate learning by creating a 'positive educational environment'. This is because the efficiency of the training process depends to a great extent on the understanding between the trainer and the participants. In educational environments, educators should clearly understand the expectations and needs of the participants and the participants should clearly understand why they are there.

Adult learning characteristics and barriers that emerge as a result of the basic theories of adult education are summarized below:

- ✚ The first few days of the training are very important for adults, because they develop perceptions about the usefulness of the training, the attitude and behaviour of the trainer, and the quality of the relationship between the participants. If these perceptions are negative, it is difficult to correct them. Impressions may not reflect the actual situation, but this perception can also affect their subsequent success. Confusion due to poor planning at the beginning of a course, negative attitudes and behaviour of

the trainer, or failure to take adult psychology into account, can lead to the development of a negative impression. Therefore, good planning of the training program ensures that the first impression is positive.
✚ Suitable environments for learning should be prepared both socially and physically.
✚ Learning should be based on the adult's interests, abilities, and needs.
✚ It should not be forgotten that adults' past experiences affect their learning.
✚ The adult should be given enough time for learning and the learning speed should not be forced.
✚ The information to be given to adults should raise their awareness.
✚ Adults should be active in the learning process. Therefore, learning by doing-living should be the basic learning principle.
✚ Repetition is especially important in the acquisition and retention of skills.
✚ Correct behaviours in learning should be reinforced.
✚ The subject to be learned or the problem to be solved should be structured down to the smallest detail so that the adult can see and examine the basic elements of the problem and the relationships between them.
✚ The information to be taught should be ordered from simple to complex.
✚ Learning by comprehension is more permanent than rote learning.
✚ Feedback can be given to the adult during the learning process so that he/she can know what is right and wrong and develop a positive attitude towards learning.
✚ New learnings should be integrated with what the adult has learned before.
✚ Motivation is important in adult education.
✚ Encouragement and guidance should be given by taking into account the anxiety level of the adult in learning (Gürbüz, 2015).

In contrast to regular students, adult learners have distinct characteristics. They are different from other learners in terms of their responsibilities in their daily lives, which influence their educational experience. For this reason, adult learners are allowed to choose their own learning paths, feel comfortable sharing their options, and sustain their educational process alongside their private lives.

There are several criteria that are unique to adult education. The realization that adult education cannot be successfully completed through the traditional teaching style centred on a teacher-student connection is at the heart of contemporary approaches to adult education.

**💡 Practical tip:** *online distance education environment could be useful thanks to the flexibility it provides for adult learners, who are aware of their learning responsibilities and are required to manage their own learning processes. Blended trainings could be effective solutions to combine online and face to face learning. Online videoconference programs (for example Zoom, Google Meet, Skype, Microsoft Teams) could be useful tools.*



Adult learners continue their education, while balancing their family and work.

Andragogy, defined as a “theory” of adult learning, identifies the main characteristics of adult learners:

1. Adults are **autonomous and self-directed**, so they need to be free to direct themselves, including their educational experience.

✳ Activity: Wall of needs

Materials: post-its, markers	group: 15	time: 15 min
The trainer asks participants to write on the post-it what features an educational environment should have, to make the educational experience more comfortable. These features can include objective ones, such as “temperature”, “noise level” and “light in an environment”, but also abstract ones, such as “a collaborative and non-judgmental attitude”.		
Participants have to put the post-it on a wall, and the trainer reads them all, highlighting the common points and setting a pull of shared features and rules.		

2. Adults have accumulated a foundation of life experiences and knowledge, which may include work-related activities, family responsibilities and previous education. So, adults that decide to attend the same training or program, **may have very different experiences, expectations and backgrounds**.
3. Adults are relevancy-oriented: they **need to know the reason** for learning something.

✳ Activity: What do you expect?

Materials: post-its, markers	group: 15	time: 30 min
The trainer asks participants to reflect on what they expect to learn during the training and how this can benefit them. Participants should share what they think, and the trainer can use these reflections to help learners to figure out their own learning objective.		

4. Adults are **more problem-centred** than subject-centred in learning.

These elements may provide adult learners with some advantages in the educational process, but they may also lead to various challenges.





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- 🔗 **Practical tip:** To stress the link between the educational experience and practical application, training should include practical tasks and projects.
- 🔗 **Practical tip:** Training should include case studies, role playing simulations and self-evaluation.
  
- ❖ Video about andragogy and adult learners' characteristics: <https://youtu.be/SArAggTULLU>

Another aspect that should be considered in planning a training for adult learners is what kind of learning styles trainees have, because each person has a different and personal learning style. Learning styles are specific cognitive, affective, and psychological behaviours and they are connected to the way people react to the learning environment. Some learners are more comfortable with abstractions (theories, symbolic data, mathematical models), while others prefer to work with concrete information (facts, experimental data). Others like verbal explanations, while some prefer the visual display of information (pictures, diagrams, flowcharts, schematics, etc.). Some people prefer to learn by doing things and then observing and analysing what happens. When the learning styles of adult learners and the teaching style of the trainer are seriously mismatched, the trainees become uncomfortable, bored and inattentive in class, and the educational experience is considered negative.

#### Innovative tool: Index of Learning Styles Questionnaire (Soloman & Felder, 2005)

Soloman and Felder have created a questionnaire based on their learning styles model, available online. The Index of Learning Styles Questionnaire is an online questionnaire that can be freely fill out; at the end of the questionnaire, a final report is created with the participant's preferences about the four dimensions of the learning styles model. This tool can be useful to learners, in order to reflect about their own learning preferences, and to the trainer, to explore with the learners the different learning needs and highlight the most common learning characteristics, shaping the training activities according to these.

Link to the online tool:

<https://www.webtools.ncsu.edu/learningstyles/>

For this reason, it's crucial to plan the training activities according to the learning styles of the adult learners, using different styles of teaching and tools to address all the learning needs of trainees. An example of a model that can help, in assessing the trainees' learning styles, is the one by Felder and Silverman (1988). According to this model, learners are classified on the following four dimensions: **sensing** (concrete thinker, practical, focused on facts and procedures) or **intuitive** (abstract thinker, creative, focused on theories and underlying meanings); **verbal** (prefer written and spoken

explanations) or **visual** (prefer visual representations of presented material, such as pictures, diagrams, and flow charts); **active learners** who prefer working in groups or **reflective learners** who prefer working alone or with a single trusted partner; **sequential learners** who prefer learning in small increments or **global learners** who prefer learning in large leaps.

<b>Active vs reflective learners</b>	
<ul style="list-style-type: none"> <li>✚ Active learners tend to retain and understand more information by doing something active (discussing or applying it or explaining it to others).</li> <li>✚ “Let’s try it out and see how it works” is an active learner’s phrase.</li> <li>✚ Active learners tend to like group work more than reflective learners.</li> <li>✚ Taking notes is hard for both learning types, but particularly hard for active learners.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Reflective learners prefer to think about information quietly before doing something with it.</li> <li>✚ “Let’s think it through first” is the reflective learner’s response.</li> <li>✚ Reflective learners prefer working alone.</li> </ul>
<b>Sensing vs intuitive learners</b>	
<ul style="list-style-type: none"> <li>✚ Sensing learners tend to like learning facts.</li> <li>✚ Sensors often like solving problems by well-established methods and dislike complications and surprises.</li> <li>✚ Sensors tend to be patient with details and good at memorizing facts and doing hands-on (laboratory) work.</li> <li>✚ Sensors tend to be more practical and careful than intuitive learners.</li> <li>✚ Sensors don’t like courses that have no apparent connection to the real world.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Intuitive learners often prefer discovering possibilities and relationships.</li> <li>✚ They like innovation and dislike repetition.</li> <li>✚ They are often more comfortable than sensors with abstractions and mathematical formulations.</li> <li>✚ They tend to work faster and to be more innovative than sensors.</li> <li>✚ They don’t like “plug-and-chug” courses that involve a lot of memorization and routine calculations.</li> </ul>



<i>Visual vs verbal learners</i> <sup>1</sup>	
<ul style="list-style-type: none"> <li>✚ <i>Visual learners</i> remember best what they see—pictures, diagrams, flow charts, time lines, films, and demonstrations.</li> </ul>	<ul style="list-style-type: none"> <li>✚ <i>Verbal learners</i> get more out of words—written and spoken explanations.</li> </ul>
<i>Sequential vs global learners</i>	
<ul style="list-style-type: none"> <li>✚ <i>Sequential learners</i> tend to understand in linear steps, with each step following logically from the previous one.</li> <li>✚ Sequential learners tend to follow logical stepwise paths in finding solutions.</li> </ul>	<ul style="list-style-type: none"> <li>✚ <i>Global learners</i> tend to learn in large jumps, absorbing material almost randomly without seeing connections, and then suddenly “getting it.”</li> <li>✚ Global learners may be able to solve complex problems quickly or put things together in novel ways, but they may have difficulty explaining how they did it.</li> </ul>

### 1.5.2 Learning barriers in adults.

In adult education, some situations facilitate learning, others not. Usually negative learning situations are connected to boredom, complexity, discomfort, and fear. In general, the physical condition of the adult, visual and hearing losses, deterioration of health, inability to adapt to learning, not believing that learning will benefit him/her, difficulty in learning speed, social status, and personal appearance of the adult can be listed as reasons that prevent learning. Among the reasons that prevent learning in adults, feelings of 'anger' and 'fear' are also important. **Anger** causes destructive, abandoning, and counter-attitudinal behaviours, which in turn hinder learning and lead to forgetting, getting bored, stopping, or interrupting learning. **Fear**, on the other hand, creates suspicion and insecurity and reduces the self-confidence of the adult. Some fears even reduce physical or mental abilities. In addition, one of the reasons preventing learning is 'pressure'. **Pressure** can be grouped as '*external pressures*' such as humiliation, indifference, frequent questioning, defence, and protest, and '*internal pressures*' such as embarrassment, shyness, fear, surprise, ridicule, etc.

<sup>1</sup> Everyone learns more when information is presented both visually and verbally.



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Adults must reconcile their many obligations with the requirements of learning. This may hinder their capacity to engage in training exercises efficiently. Lack of time, financial difficulties, a lack of awareness of learning options, inadequate priorities for learning activities, and practical concerns like transportation, household responsibilities, and child care are a few of the factors that impede learning. Maybe for these reasons, adult education activities are usually voluntary.

Most academics agree that there are two basic obstacles to adult learning: *situational and dispositional internal* obstacles. While “internal barriers” frequently refer to those that reflect personal beliefs, such as thinking one is too old to learn, “external barriers” are typically characterized as forces that are outside the individual's control (Merriam & Caffarella 1999: 57).

The following list of “internal barriers” to learning generally includes some or all of them:

- ✚ Ignoring different viewpoints.
- ✚ Being fearful of failing in a new learning environment or doubting about the usefulness of learning.
- ✚ Using previously gained information and skills to give sense to new information, by using outdated categories that were created in the past.

We can list also a few of the so-called “external barriers” to learning, including: **aging-related effects**, such as hearing and vision loss, which some authors believe have an impact on the ability of adults who participate in formal adult education to learn, particularly because most institutions do not consider the physical differences of adult learners.

Also, **Role characteristics** have their effects on adult learning, including changes in work roles, changes in other family roles, such as the loss of a parent, and changes in nuclear family roles, such as getting married and having children.

In addition, **motivational elements**, which are the obligation to attend conferences or workshops on a specific career field in order to keep one's job.

Despite these obstacles, research has shown that if given the opportunities, help, and support they require, adult learners of any age can learn and succeed in their activities. In order to be effective, adult educators must use tactics like considering learning assistance and tutoring as a requirement rather than a luxury, also prioritizing learning flexibility so that they can conform to adult situations and schedules. However, it is crucial to create a secure and encouraging learning environment: adult educators should listen, watch, plan, and employ open-ended questions that encourage participation in a positive learning environment. Learning activities should also show the teacher's concern for safety.

Such a supportive learning environment could be created in a formal educational setting by:

- ✚ Involving trainees, if possible, in the mutual planning of methods and activities;
- ✚ Involving trainees in diagnosing their own learning needs;
- ✚ Encouraging trainees to create their own learning goals;



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- ✚ Encouraging trainees to identify resources and devise strategies for using those resources to achieve their goals;
- ✚ Involving trainees in the whole learning process.

It is important to alter the tension level in accordance with how important the aim is. A higher tension or stress level should be set if the material is really important. In the absence of this, a low or moderate level is preferred, so that the participants are challenged without becoming overwhelmed with information. For these reasons, feedback must also be specific rather than general.

In conclusion, adult educators will be able to close the gap with the trainees, if they foster a learning environment in which they regard themselves as peers with learners.



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✳ **Activity: better when working together!**

Materials: paper, pens, markers, post-it	group: 15	time: 40 min
<ol style="list-style-type: none"><li>1. A task is given to each small group of people (usually 4-6 learners).</li><li>2. A portion of the whole work is allotted to each member for study.</li><li>3. Each participant must deliver a comprehensive report to the group. The situation is set up so that the companion's report must be attentively listened.</li><li>5. After that, a class audit is done on the information the group members learned.</li></ol>		

<b>Adult learning Promotors</b>
Conviction
Words and action
Responsive/adaptive to learner concerns
Room design/materials that encourage collaboration
Time for collaboration
Informal and formal places for collaboration

💡 **Practical tip:** Collaboration is really important for adult learning because it helps to bring out everyone's potential, so it is useful to ensure collaborative activities such as workshops, cooperative learning, jigsaw cooperative technique, team activities. Each participant's contribution is crucial to the completion and comprehension of the finished output.



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### 1.5.3 Factors preventing adult participation in the education program

Although the adult is willing to participate in an adult education program that meets his/her needs, there may be many factors that prevent him/her from participating in the program.

The factors preventing the adult from participating in the training program are grouped under three categories: personal, home life, and external factors.

PERSONAL BARRIERS	OBSTACLES ARISING FROM THE FAMILY ENVIRONMENT	BARRIERS ARISING FROM WORKING CONDITIONS OR CIRCUMSTANCES
Fear of the unknown,	Lack of opportunity for housework,	Rotating work at the workplace,
Fear of being ridiculed,	Negative attitudes of family members,	Physical fatigue,
Insecurity and fear of social inadequacy,	Inappropriate physical conditions at home.	Transportation difficulties,
Dislike of the educational environment,		Lack of money.
Negative attitude towards learning,		
Mental and physical deficiencies.		

Adult participation could be prevented by a combination of psychological and social factors, which acts as a barrier to participation. Especially for women, parent's education, early pregnancies, lack of a support system and, overall, lack of time, information, and child care could be considered conventional and structural factors that contribute to prevent their participation in educational trainings.

These limiting factors can be categorized into three main groups: *the first group* deals with the social obligations and duties of the individuals; *the second group* includes internal barriers relating to the personalities and psychological features of adult learners; and *the third group* includes factors relating to how the educational process is organized. In particular, the first and the second groups of limiting factors include:

1. Obligations related to adult employment that, in some cases, could cause fatigue and affect the mood.



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2. The occupational status, the professional position occupied and the financial condition of the people concerned, especially during the last period of the financial crisis.
3. The marital status, which affects mostly women, who are still considered the ones in charge of the childcare and the housework.
4. Demographic features such as gender, age, level of education.
5. Prior knowledge, values and perceptions, and other psychological factors, such as the fear of failure, which is often reinforced by pre-existing negative school experiences.

The third category includes issues related to:

1. The cost of educational materials or other aspects linked to the training.
2. The timetable, in particular the amount of time the program and meetings will last overall, as well as the implementation period, frequency, and scheduled time of the meetings. Adults are busy people. Most spend at least 8 hours a day working. The trainer should organize the timetable of the training considering the amount of commitments of adult learners.

**💡 Practical tip:** *Training's meetings should take place in the most convenient time for adult learners, maybe in the evening or late afternoon (so that trainees could attend meetings after work) or during weekends. It's crucial to involve adult learners in this kind of decisions, shaping together the organizational aspects of the training.*

<b>Adult learning inhibitors</b>
Lack of knowledge about audience's background and learning objectives
Failing to recognize audience expertise
Rigidity
Not facilitating dialogue
Positioning the trainer as "all knowing"

3. Coordination and organization, the lack of which may hinder the educational process and the learning objectives.





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### Innovative tool: Google Calendar for a shared schedule

Google Calendar is a time-management and scheduling calendar service developed by Google. Users can add and edit events on Google Calendar, enabling reminders for them. They can also add event locations, participants and other useful information. Through this service, you can create a calendar, a tool that allows you to keep track of different types of events.

The trainer could create a "Training calendar", adding all the information about training sessions (time, place, materials needed) and share it with adult learners. Thus, trainees can always see where and when the next training session will take place, and they will receive a reminder before the session.

#### *How to use Google Calendar:*

1. On your computer, visit Google Calendar.
2. If you already have a Google Account, sign in. If you don't have one yet, click Create an account.
3. Once you sign in, you'll be taken to Google Calendar.

#### *Create a new calendar:*

1. On your computer, open Google Calendar (you can only create new calendars from a browser and not from the Google Calendar app).
2. On the left, next to "Other calendars," click Add other calendars Plus and then Create new calendar.
3. Add a name and description for your calendar.
4. Click Create calendar.
5. If you want to share your calendar, click on it in the left bar, then select Share with specific people.

After you create and share a calendar, you can schedule events for that calendar.

Video about Google Calendar and how to share your calendar: <https://youtu.be/6dyCOXNLp8U>



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## 1.6 Facilitating adult education

By supporting people or groups in their conversations or interactions, you are engaging in facilitation. It means to enable people to achieve a specific goal and produce a desired outcome. Facilitating means encouraging people to communicate their thoughts, information and viewpoints in order to promote a critical and constructive mindset.

The need to reinvent oneself during one's life cycle and the potential of receiving training on various topics several times have led to the adoption of innovative approaches to teaching adults.

During Childhood, the young learner is dependent on the teacher willing, because he/her decides what will be taught, when it will be taught and how it will be taught.

The adult learner has a background of information and life experience: in other words, in contrast to a youngster, an adult already has a framework for their education that incorporates their prior experiences. Therefore, not all theoretical concepts that hold true for kids also hold true for adults.

### ✳ Activity: practice Box – Making Connections with facilitators

Materials: ball of string, post-it, canva	group: 10/15 people	time: 20/25 min
<p>On a post-it note, jot down your name and three words that best describe the subject. After this phase, the presentations' round starts; arrange everyone in a circle and give each person a piece of string. The participants eventually tapes his post-it note to a canvas after the first person reads it. Then he throws the twine ball to a different person of his choosing, who must read it, attach the post-it, and then throw the ball to a different person.</p> <p>AIM: You can better get to know your interlocutors by engaging in this kind of activity. Being an active participant in the game, perhaps as a model to launch the business, is a fantastic way to introduce yourself to others.</p>		

The advent of technology has changed education and teachers now have to modify how they teach adults.

In order to make sure that the whole training process is focused on learners' needs, the adult trainer/facilitator must perform numerous crucial roles, before, during, and after the training itself. For each of the roles to be effectively filled, a specific set of vital abilities are needed.



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### ✦ Activity: Broken shapes

Materials: Paper shapes; table; chairs	group: 10 people	time: 45 min
<p>Five or Six members of the group are seated at a table covered in paper cut into geometric shapes. The objective is for each participant to create a square in 30 minutes using the available shapes. Talking, nodding, or trying to give instructions to one another while the performance is going on is strictly prohibited. As the judge, someone from outside the group corrects those who disobey the rules. Others who are not participating in the dynamics watch and judge.</p> <p>AIM: By minimizing communication to the greatest extent possible, this activity aims to put participants in a position to achieve a goal. To observe how a group interacts with one another without using any form of communication is a useful exercise.</p>		

#### 1.6.1 The Role of trainers/facilitators

Training facilitators in adult education are in charge of directing participants and stimulating the learning process. In addition, in order to share their expertise, the facilitator helps the learners by offering them advice and instruction to face learning uncertainty. Active involvement, group interaction, and conversation should be the basis of these kind of process. Both “what” and “how” is being learned will be relevant to the facilitator.

In order to create an effective facilitation process, each facilitator should understand that:

- Adults are autonomous and self-directed;
- Adults have accumulated several life experiences and knowledge;
- Adults are goal and relevancy oriented;
- Adults are practical;
- Adults need to be respected.

As a result, the facilitator will be able to support the various roles he could play thanks to his personal skill set and tendency to adhere to these principles.



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<b>Roles of a facilitator</b>	
<b>Training Designer and Planner</b>	The facilitator is in charge of determining the <b>changing learning objectives</b> and the <b>needs of the class</b> . Additionally, he or she develops the training strategy, organizes and schedules the detailed contents, and selects the most effective training techniques, resources, and assistance. The facilitator should try to involve the students in the designing process.
<b>Manager</b>	As a manager, the facilitator mobilizes financial resources, schedules logistics and necessary administrative support, plans the dates and location. He or she can be in charge of facilitating not only interaction but also mobilization of the training participants. However, this function is usually filled by another person or team, especially if the trainings are a part of a bigger project, and the facilitator may only be hired to deliver the training itself.
<b>Educator</b>	Even though the training is participative and interactive, it is still the facilitator's duty to see that the minimal goals are met and that the necessary information and skills are distributed.
<b>Moderator</b>	Discussions must be respectful and helpful, and this is the moderator's responsibility. This entails posing the appropriate inquiries, motivating everyone to contribute, and offering guidance if the conversation veers off-topic significantly.
<b>Learner</b>	The training should be a learning experience for both the facilitator and the participants in order to gain new insights and test and improve training techniques. Participants have expertise to share as well. Good listening skills are very important for the learner's role.
<b>Evaluator</b>	The facilitator is also in charge of evaluating the training's effectiveness in terms of the



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	methodology's use, the transfer of skills and knowledge, the level of engagement, etc. He must ultimately choose whether the goals must be accomplished. Each training exercise must be used as a chance to pinpoint problems, best practices, and lessons learned in order to enhance subsequent exercises.
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### Tab. 1. Roles of a facilitator

A good adult trainer should adhere to some fundamental facilitation values and guidelines.

He should foster a calm environment and maintain a strong sensitivity to each participant's needs.

It should also manage meetings impartially, keeping an open mind to the opinions of those present. He ought to foster an atmosphere of equality and respect by showing respect for the participants and appreciating their individual differences.

The facilitator must be able to listen to what is being said, but more importantly, he must try to go beyond it, capturing messages that are not explicitly expressed by the participants.

This does not change the fact that a good facilitator must be able to exercise a certain amount of authority, as well as a certain amount of flexibility, in order to deal with any complex situations that may arise during the process.

### Practiced facilitation: the facilitator's obligations

Facilitator's obligations	
<b>The discussion's norms are set by the facilitator.</b>	By creating guidelines and leading by example, facilitators establish and uphold the discussion's tone.
<b>The workshop setting is given top consideration by the facilitators.</b>	Everything from the arrangement of the chairs to the candy, the wall quotes, the location of the facilities, and many other practical details. The facilitator is in charge of evaluating the training's physical setting and how it affects the workshop's atmosphere.



<p><b>The facilitators are aware of time problems.</b></p>	<p>The most common risk is to organize too many activities without allowing participants sufficient rest time. Avoid scheduling demanding activities immediately before or immediately after the meal. Always consider that tasks will take longer than expected. To measure the energy level of the group, facilitators should check on participants regularly.</p>
<p><b>It is the responsibility of the facilitator to make clear to the group the discussion's goal and importance.</b></p>	<p>Every training exercise and section should have a clear goal and purpose stated. Inform the group of how much time is anticipated to be spent on each activity.</p>
<p><b>Different tools and approaches are used by facilitators to keep the conversation flowing.</b></p>	<p>The facilitator must be ready with resources to maintain learning when conflict or dialogue stalls.</p>
<p><b>It is the responsibility of the facilitator to watch out for group dynamics.</b></p>	<p>Keep an eye out for group cues, both vocal and nonverbal. During check-in times, you can nudge folks to provide an explanation for their actions.</p>
<p><b>The right facilitators will be laid-back and funny, ensuring that talks are both fun and enlightening.</b></p>	<p>Group talks can frequently grow quite serious and tense. The best ways to have a nice conversation can involve laughter and a casual atmosphere.</p>

### 1.6.2 The face-model: facilitation methods

As was already mentioned, a facilitator's main responsibility is to guarantee that everyone participates fully in the training but even if a facilitator is present, that does not guarantee that everyone will participate. For this reasons, negative interferences and challenging behaviours that prevent everyone from participating effectively should be minimized.

The facilitator should use a “multimodal approach”, which means that the training sessions should be designed to use a variety of methods. Usually, the methodology is determined by the content of each session; you can select the methodology that is most appropriate for that block based on the thematic core. While some topics and areas work best when all participants are more actively involved and the



facilitator is left in the background, others call for a more active facilitator role and many central inputs. The carefully planned session structure should consider which methods can be used at a given time, allowing participants to enjoy an engaging combination of methods and exercises and avoiding lengthy lectures.

**An overview of the most popular methodologies can be found below.**

<b>Mural</b> <a href="https://www.mural.co/">https://www.mural.co/</a>  <b>Tutorial:</b> <a href="https://www.youtube.com/watch?v=Ep-4EhmWfQI">https://www.youtube.com/watch?v=Ep-4EhmWfQI</a>	Mural is a software program that functions as a group whiteboard. You can schedule various activities through mural that involve the sharing and exchanging of ideas and projects centred around a main topic. The ability to work remotely thanks to this tool's digital nature reduces distances considerably.
<b>Brainstorming</b>	Brainstorming is a technique for gathering participants' ideas on a specific topic. It strongly encourages student participation and gives them the opportunity to openly express their thoughts, opinions, and views on a given matter.
<b>Plenary</b>	All the participants in a plenary debate discuss the same topic. Participants are expected to contribute after hearing what others have to say, unlike brainstorming. By doing this, participants will not only be able to share their thoughts with the entire group, but the facilitator will also be able to gain a better understanding of the participants' thought processes.
<b>Small Group Discussion</b>	Splitting a large group into smaller ones can help to facilitate discussion when the group is very large. Smaller groups lead to more intense, goal-oriented conversation.
<b>Panel Debate/Discussion</b>	In this discussion procedure, some participants are chosen to talk about a specific subject. The goal is to create a scenario in which the chosen individuals have a set amount of time to



	contribute and can intervene on other people's contributions.
<b>Padlet</b> <a href="https://it.padlet.com/">https://it.padlet.com/</a>  <b>Tutorial:</b> <a href="https://www.youtube.com/watch?v=dC69Sr-0Qik">https://www.youtube.com/watch?v=dC69Sr-0Qik</a>	Padlet is a digital canvas to create projects that are easy to share and collaborate on. It works like a piece of paper. There is an empty page - a padlet - and you can put whatever you like on it. Drag in a video, record an interview, snap a selfie, write your own text posts or upload some documents.
<b>Jamboard</b> <a href="https://jamboard.google.com/">https://jamboard.google.com/</a>  <b>Tutorial:</b> <a href="https://www.youtube.com/watch?v=S9m4HCj0kA">https://www.youtube.com/watch?v=S9m4HCj0kA</a>	It is a software program that lets you use a group whiteboard. This tool makes it possible to work with multiple working groups at once, even from a distance. All participants are able to see what is happening on the other boards, and each group has a board to work on.
<b>Group-Assignment</b>	Planning activities for small groups of students is another way to encourage participation. An effective way to observe how people behave in groups and as individuals is to work together on a topic, not just sharing ideas but instead structuring activities that aim to produce a document jointly created by participants.
<b>Role Play</b>	Participants in this activity must visualize themselves in a particular scenario where they play a particular role. It is a highly interactive mode that compels participants to identify with a specific role.
<b>Mentimeter</b> <a href="https://www.mentimeter.com/">https://www.mentimeter.com/</a>  <b>Tutorial:</b> <a href="https://www.youtube.com/watch?v=on_Ib7SP6Go">https://www.youtube.com/watch?v=on_Ib7SP6Go</a>	It is a very helpful digital tool for creating direct participant surveys. Due to its many functionalities, it is very effective for gathering trainers feedback as well.
<b>Case Study</b>	In the case studies, groups are presented with scenarios based on actual circumstances. The





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	case study's challenges, issues, or conundrums are then put to the participants' test. This is a useful technique for connecting the session's theme with a relevant situation that motivates participants to come up with more specific ideas.
<b>Miro</b> <a href="https://miro.com/it/">https://miro.com/it/</a>  <b>Tutorial:</b> <a href="https://www.youtube.com/watch?v=kZoB0pk4f1U">https://www.youtube.com/watch?v=kZoB0pk4f1U</a>	You can create a variety of activities on this digital platform, from group projects to brainstorming sessions. When used remotely or in mixed mode it's very efficient.

✳ **Activity: practice Box**

Materials: Wi-fi, pc, little groups, Jamboard/Mentimeter	group: small	time: 45/60 min
<p>Pick a theme for your project and organize a small group of people to work on it. Make jamboard pages for each group after choosing the theme. The work that each group should complete on the topic should be described on each page. Each group will record the changes in their jamboard because it might be necessary to reinvent the document. Ultimately, each group selects one or more spokespersons who will describe the significance of the adjustments the group made. You use mentimeter to gather feedback after the task is complete.</p> <p><b>AIM:</b> The goal of this activity is to demonstrate how participants in small groups can utilize a collaborative board while highlighting the advantages and disadvantages of both individuals and groups. Additionally, it is a great chance to start a plenary debate, but it is also a chance to let those who are less accustomed to public speaking participate.</p>		



### 1.6.3 The Learning Relationship

An important tool for achieving the training objectives is the relationship between the trainer and the trainee. As it takes on various shapes and modes to welcome, construct, and nurture a relationship that becomes educational and formative, the learning relationship must be continuously developed.

An effective path cannot be followed without considering the emotional demands brought on by both members of the report. Both the instructor and the trainee bring their emotional needs, aspirations, and desires to the classroom. These elements actually present an opportunity to strengthen and improve the relationship.

The relationship is the cognitive and emotional interaction that combines the two, and it is always composed of a complex game of emotions and affections.

It becomes crucial to focus on the concept of “emotional intelligence” in mind (EI). **Emotional intelligence** is the ability of comprehending one's own emotions and those of others, developing empathy for others, using emotions to guide important decisions, and controlling one's own emotions as well as those people around us. You can learn the skill of motivating intelligence with practice.

Emotional Intelligence	
<b>Self-awareness</b>	Awareness of one's emotional state and awareness as self-confidence at all ages
<b>Self-management</b>	Self-control in mastering strong emotions and disturbances
<b>Empathy</b>	Tune emotionally with each other
<b>Motivation</b>	Ability to perceive oneself to achieve goals
<b>Social skills</b>	Managing emotions in relationships well and knowing how to read social situations accurately (interactions, conflicts, problem solving)

### 1.6.4 Coaching and mentoring

As some roles or responsibilities in the field of vocational training tend to overlap, it frequently happens that some people are perplexed. This specifically occurs with *coaching* and *mentoring*.



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**Coaching** is a partnership between the coach and the client that aims to help the client achieve the best possible outcomes for their team and workplace. Coaching can be viewed as a form of training where the coach and the *coachee* develop the kind of trusting relationship that is necessary to get the job done. The person must voluntarily follow the coaching process and accept full accountability for their actions for this to succeed.

It's interesting to note that in coaching, the coachee himself determines the direction, the timing, and the methods for achieving the goals. He is the one who sets the pace of the relationship and the goals. In this way, the coach's role is to walk alongside the coachee along this path of discovery, helping him/her to choose the goals and the proper strategies.

**Mentoring** is a complex concept with various existing definitions. Referencing this volume, we will use the definition that says mentoring is a learning partnership between two people with different levels of experience/expertise, in which both can experience new learning, new insights, and personal growth. (Poulsen,2008).

In order for the mentor to effectively help the *mentee* become what this person aspires to be and assist him/her in realizing his/her potential, it is essential that a relationship of high trust and mutual respect be established during the mentoring process.

The peculiarity of mentoring is the experience gap between mentor and mentee. Due to this gap, learning can occur in both directions, frequently benefiting both the mentor and the mentee. In the mentoring relationship, there is an intense exchange of experiences, knowledge, and ideas, but it is essential that these exchanges are intended for both people involved in this kind of relationship.

“Peer mentoring” is a growing trend. This is not surprising because the experience gap, not the job position, is what drives everything. It is also very important to understand that the mentee is in charge of learning and that he determines the goals and direction of the relationship.

✳ Activity: Practice box – active listening

Materials: -	group: to be played in pairs	time: 20/30 min
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One partner asks the following three questions to the other: "What would you like to be told about you?" "What would you prefer to do?" "A successful episode in your life."

The questioner must try to listen and make the other feel heard. You are not allowed to take notes, but you are permitted to ask questions or do anything else that will help him feel heard.

The listener asks the partner if he felt heard and if he has understood everything he has heard from the partner's story.

AIM: the objective of this activity is to improve listening skills and to make others heard.

## 1.7 Some methods

### 1.7.1 Cooperative learning

Cooperative learning is more than group working. In practicing cooperative learning, people work together in small groups to achieve a structured goal or a complex task.

In case of group working, it happens that some members of the group complete all the work and the whole group can benefit of that, even though there are members that did not contribute.

In co-operative learning members of the group are rewarded also for their own work and not only for the group results. The result of cooperative learning process is that all the members can learn from each other, and can share their knowledge. They are responsible for a part of the knowledge and work.

In practicing cooperative learning methods, we have to assure some elements. Firstly, a face to face interaction. Some distance tools are good, too (video conference, phone...). Of course, they should have collaborative skills, they should be able to work effectively together.

The group members can only succeed *together* in the full task, and this is called positive interdependence. At the same time each individual is responsible for his or her work and the group's success depends on his or her work, too (individual accountability).

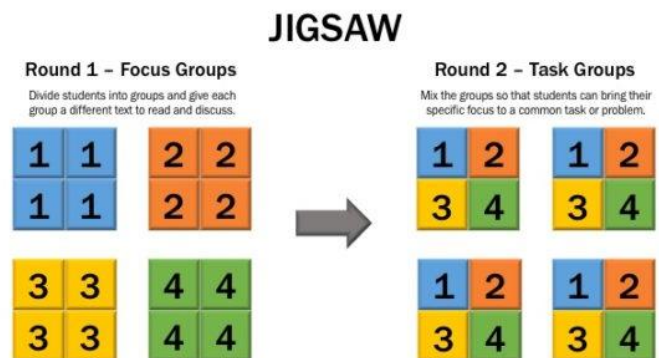
In order to practice cooperative learning, it is necessary to manage group processing tools: the group should monitor itself to be sure they will be able to complete the task.

### \* Activity: The Jigsaw methods

Materials: -	group: 4/5 people	time: -
<p>Each learner is required to research one section of the material and then teach it to the other members of the group. Like a jigsaw puzzle, each piece or section is put together at the end and only then does the entire picture make sense.</p> <p>In this method, a typical group size is 4 to 5 people. A typical use is for a project or research learning. Each member of the group is responsible for researching certain parts of the overall project. When you are finished with your individual piece of research you report what you have learned to the other members of your group. When all members reported back the learned materials to the group, they complete the whole “picture”. Jigsaw activities are specifically designed so that the only access any member has to all the information is through the work of other members.</p> <p>Listening to other members of the group is therefore important.</p> <p>For more information about the jigsaw method see: <a href="https://www.jigsaw.org/">https://www.jigsaw.org/</a></p>		

What advantages does it have?

Compared to a traditional work setting, cooperative learning typically leads to a better learner achievement: all learners work longer on the task and with better results, improving intrinsic motivation in learning and developing critical thinking skills. It is an efficient way to learn, because people split the sources and material to study.



It helps to develop more positive relationships between learners: they are aware of the importance of each other's contribution to the common work and therefore develop mutual respect and team spirit. They learn how to solve problems and conflicts while they are working. Another benefit is a greater psychological well-being: students develop a greater sense of self-efficacy and self-esteem, they tolerate difficulties and stress better.

People learn to apply this method in other circumstances of their work and personal life, and they learn that cooperating helps in many aspects of life.



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### 1.7.2 Project based learning

A teaching strategy called “project-based learning” gives learners the chance to work on projects that are based on obstacles and issues they would encounter in the real world. So, it is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire transferable knowledge.

Thus, unlike traditional education, which encourages the memorization of facts and ideas without regard to their application, this teaching technique enables students to learn from complicated and strongly goal-oriented situations. At the same time, project-based learning is made to ensure that each participant learns to collaborate, communicate effectively, think critically, and move away from the simple assimilation of conventional training concepts.

In particular, the PBL model consists of these 7 main elements:

- 1) Need to know
- 2) Investigation
- 3) Authenticity
- 4) Voice and choice
- 5) Reflection
- 6) Critical thinking and feedback
- 7) Public presentation and results

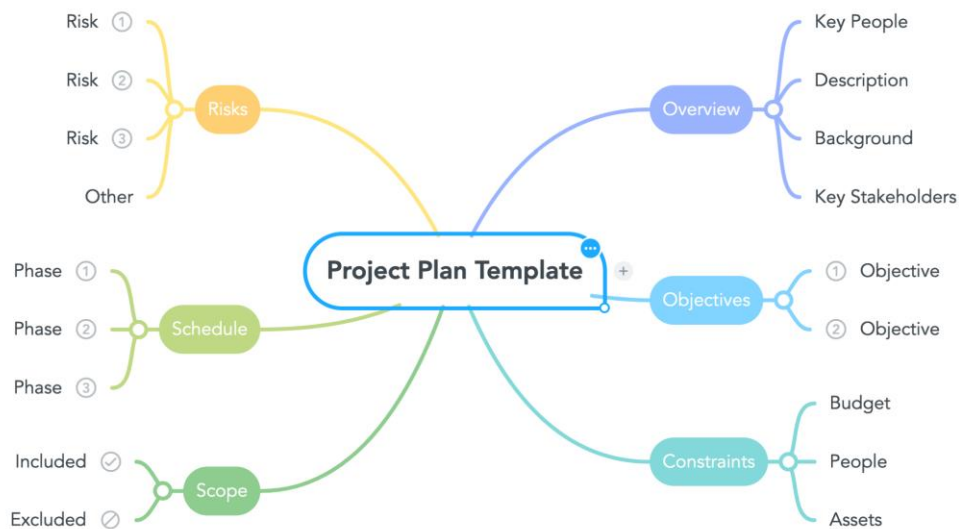
**to learn more about the different steps and techniques watch the following video:**

<https://www.youtube.com/watch?v=7uU8o0--5XE>

## Innovative tool: Mindmeister, happy mapping!

This tool is great for mapping out ideas and for helping learners to improve their critical thinking.

- 1) go to the Mindmeister platform and select map layout from mind map; or chart and list view.



- 2) next to the style menu there are options for coloured icons and emojis;
- 3) if you click on action items, you can create a connection between topics, add a comment, an attachment and much more.
- 4) You can invite others to view or collaborate on your map using the invite or share link



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To see the tutorial on how to use Mindmeister watch this video:

[https://www.youtube.com/watch?v=LK031sB5sb8&list=PL7IGVRbeQIXIyhb2swLnB\\_gpmMYup0qXS](https://www.youtube.com/watch?v=LK031sB5sb8&list=PL7IGVRbeQIXIyhb2swLnB_gpmMYup0qXS)



#### Activity: Stream of ideas!

Materials: papers, pencil, pens	group: entire class/group	time: 20/25 min
<p>The trainer establishes a topic for reflection and development.</p> <ol style="list-style-type: none"><li>1) Participants gather in a circle and have 5 minutes to think of ideas on the chosen topic.</li><li>2) Once the time is up, play some music and ask all the participants to continuously pass the paper around the circle. Once the music stops, participants have another 5 minutes to read the paper they got. Then, they can add their own thoughts and criticisms to the ideas in front of them.</li><li>3) When they finished, repeat the activity for three more rounds, each idea should have many additions and criticisms.</li><li>4) Debate it</li></ol> <p><i>Practical tip: stimulate your participants to focus more on additions than criticism. Additions are inherently more positive than criticism and generally lead to great ideas.</i></p>		

### 1.7.3 Action learning

“Action learning” is a problem-solving strategy. The simplest description of action learning is a method for giving innovative answers to difficult issues. It is a method for learning through experience, based on the principle of “learning by doing”. Sustainable learning effects are achieved through the combination of theory and practice.

So, Action learning is a powerful tool for developing critical-thinking, problem-solving, creative solutions and innovative practice.





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Reg Revans, an academic professor who used the technique to promote organizational and business development projects and enhance problem-solving techniques, is credited with developing the idea of action learning and its epistemological stance.

Action learning became a part of corporate and organizational leadership development programs because it is successful in fostering the growth of a variety of individual leadership and team problem-solving abilities. This approach differs from the "one size fits all" curriculum that is typical of many training and development programs. In accordance with Confucius' famous maxim "I hear and I forget; I see and I remember; I do and I comprehend", action learning involves a cycle of doing and thinking.

The action learning process includes:

- a real issue that is significant, crucial, and usually complex.
- a diversified team or "set" of problem-solvers.
- a strategy that encourages inquiry, thought, and curiosity.
- a requirement that words be translated into actions and, eventually, a solution.
- a dedication to learning.

A coach is usually involved in action learning and he/she is in charge of fostering and supporting the learning process, and assisting the team in becoming self-managing.

The ability to take effective action while also managing the necessary time to foster the learning process is generally a constant problem for action learning. The amount of reflection time required for learning typically diminishes or disappears when a problem or task is urgent. As a result, an increasing number of organizations now understand the crucial role that an action learning coach or facilitator plays in the process. This person has the power and obligation to set aside time and space for the group to learn on an individual, collective, and organizational level.

*Practical tip: The technique is also utilized to enhance group collaboration abilities.*

*Participants gain knowledge about how to handle difficult, time-sensitive issues and come up with original ideas for winning tactics. They gain communication skills and critical thinking at the individual and group levels, and discover how to approach problems from various angles.*

*Another essential component of the action learning approach is the seminar facilitator:*

*He guides the participants through the exercises, help them in their learning and encourages them to consider the solutions they have found.*

#### ✳ Activity: Think-pair-repair

Materials: -	group: 2/4 people	time: 40 min
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Give your participants an open-ended question and invite them to come up with their best response in this variation on the think-pair-share exercise. After that, pair up the participants and ask them to come up with an answer. Once two pairs are gathered, the foursome must perform the identical action. Continue until the opposing halves of the group find a common solution, after discussing it.

*Practical tip: You may conduct the same activity electronically if your participants are online thanks to breakout rooms in your conferencing program. Here is how Zoom, for example, handles it: <https://support.zoom.us/hc/en-us/articles/206476093-Enabling-breakout-rooms>*

#### \* Activity: Sketchnoting

Materials: -	group: entire group	time: 30 min
Get your participants to draw a picture that reflects what they learned rather than having them take typical lecture notes. Remember that what matters is how drawing inspires students to envision their ideas and approach their learning from a new angle, not the quality of the art.		

#### \* Activity: Peer review

Materials: -	group: 2/4 people	time: 50 min
Peer review is an educational very usefull practice Participants should trade rough drafts of their writings, ideas, or lab reports while coming up with feedback and inquiries for one another. Be careful to be clear about the objectives (using rubrics, for example). Participants might be able to spot strong arguments, open-ended questions, and logical flaws, for instance.. <ol style="list-style-type: none"><li>1) Participants should exchange papers with one person or two other people.</li><li>2) Next, each participant reads a different participant's paper and offers written criticism on the current draughts.</li><li>3) The participants then have a brief conversation (approximately five minutes) with their partner(s) regarding their paper to offer verbal input as well after composing written comments.</li></ol> <i>Practical tip: It is crucial to structure the learners' responses in this task.</i>		



*Make sure you provide them with guiding questions or a form to fill in, regarding the work of another student. Before this activity, it would be better to teach participants to provide constructive, encouraging criticism.*

✳ **Activity: Quescussion activity!**

Materials: A board	group: entire class	time: 10/15 min
<p>For this activity you just have to consider that:</p> <ol style="list-style-type: none"><li>1) Discussion only occurs through questions in a question.</li><li>2) The session begins with a question from the facilitator that is connected to the discussion topic and it is written on the board.</li><li>3) Only questions may be used as responses or additions to the discussion. On the board, each question is spelled out. Participants should take turns shouting out questions as they think of them because this conversation approach is quite casual.</li><li>4) Three guidelines apply: (1) You may only ask questions; (2) Everyone cries out "statement!" if someone responds without using a question; (3) two additional individuals must participate before a participant can talk again.</li><li>5) After discussion, the group can concentrate on one or two of the major issues mentioned in more detail.</li></ol> <p>This is a fantastic activity for contentious subjects. You can enable learners to think critically about the subject without having them express their opinions by encouraging them to ask questions.</p>		

✳ **Activity: Post-it parades**

Materials: post-it	group: 2-5 people	time: 10/15 min
<ol style="list-style-type: none"><li>1) Participants are given a question or prompt and are expected to come up with answers, ideas, etc. for it.</li><li>2) Each participant should write one concept on a few post-its that you provide to them.</li><li>3) The post-its are then adhered to the wall or chalkboard by the participants. It might be helpful to ask them to arrange the post-its in sections to classify them by topic, question, chronologically, etc.,</li></ol>		



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depending on the specific question or prompt.

In this way the trainer or facilitator can understand participants' queries, worries, or suggestions.

#### 1.7.4 Experiential Learning

Experiential learning theory draws on the work of prominent 20th century thinkers who may experience a central role in their theories of human learning and development.

Every contact and experience involves using the four steps of the experiential learning cycle: experience, reflection, thought, and action. It's a process of learning that begins with a concrete experience, which calls for reflection, review, and perspective-taking about the experience, followed by abstract thought to draw conclusions and conceptualize the experience, which then results in a decision to act, engage in active experimentation, or put what you've learned to use.

Your approach to learning determines how you approach life in general. It also refers to how you approach obstacles in life and make decisions. Learning happens everywhere and lasts your entire life. Performance enhancement, learning, and development are supported by the experiential learning process.

As a result of their involvement in opportunities for experiential learning, participants gain:

- a deeper comprehension of the course material
- a larger perspective of the world and a sense of community
- a better understanding of their own abilities, passions, and beliefs
- opportunities to work together with various organizations and individuals
- positive business habits and competencies
- the satisfaction of satisfying needs in the community
- confidence in themselves and leadership abilities

**To know more about experiential learning, watch his video from [experientiallearninginstitute.org](https://experientiallearninginstitute.org):**

<https://experientiallearninginstitute.org/resources/what-is-experiential-learning/>

In experiential learning, the trainers facilitate rather than controls the learning process when participants are genuinely eager to learn.



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### \* Activity: Pro and Con Grid

Materials: -	group: 2-6 people	time: 25/30 min
<ol style="list-style-type: none"><li>1) Choose a subject that encourages the creation of lists of positives and disadvantages for various issues.</li><li>2) Divide the class into smaller groups.</li><li>3) Request that each group submit at least three arguments for each side. Tell learners whether they should organize their lists into points or whole sentences as well.</li><li>4) Bring the whole group back together to share and discuss the arguments on each side after the participants have had time to finish the assignment.</li></ol> <ul style="list-style-type: none"><li>- Engage yourself on a social, emotional, and intellectual level.</li><li>- Take the initiative, make decisions, and accept responsibility for the activity's outcomes.</li><li>- Create a fresh synopsis of your observations and reflections to provide new perspectives on the course material.</li><li>- Learn from the inevitable outcomes of group discussion and debate to create a positive dialogue environment where students feel free to make errors.</li></ul>		

#### 1.7.5 Transformational learning

This learning paradigm, known as transformative learning, regards in particular young adult and adult education. Transformative learning, also known as transformational learning, emphasizes the notion that people may modify their thinking in response to new information. The pioneer of transformative learning is Jack Mezirow. According to Mezirow's early research, adults don't apply their prior knowledge to new circumstances; rather, they discover that they need to consider fresh viewpoints in order to gain a new understanding of things as they change.

Mezirow's theory has evolved into a more general notion that when we learn more, our perspective on the world changes, which aids in our ability to understand new concepts and ideas.

*Practical tip: Giving participants contrasting articles on a subject and asking them for their opinions and insights is another way trainers can use for transformative learning in the group. They can then progress through the learning process by challenging their own understanding.*

*It is important that trainers help participants to see things from a different perspective from their own!*

**For more details, watch this video:**

[https://www.youtube.com/watch?v=X\\_qiOpK1rC8](https://www.youtube.com/watch?v=X_qiOpK1rC8)

✳ **Activity: Debates!**

Materials: -	group: the main group divided in two groups	time: 50 min
<p>Size: entire class divided in two groups</p> <ol style="list-style-type: none"> <li>1) Divide the class in half either by <ul style="list-style-type: none"> <li>- requesting students to sit in the section that corresponds to one side of the argument</li> <li>- or dividing the class in half based on where students are currently seated.</li> </ul> </li> <li>2) Give each student in the class a position on a certain subject or issue. Give them around 15 minutes to develop a defence for their stance. Have each party present their position after 15 minutes.</li> <li>3) Each party must next get ready to refute the opposition's case after presenting their respective "Opening Arguments" (give students approximately 10 minutes). Members of the groups must carefully listen to and reconstruct the opposition's argument in order to complete this step. Either group then gets the chance to respond to the critiques made by each side once they have had a chance to critique the opposition's perspective.</li> </ol> <p>Additionally, like any worthwhile experiential learning exercises, this one will teach teachers new things about their students.</p>		

### 1.8.6 Gamification

The gamification process exploits game-like logic and mechanisms to facilitate the user in the acquisition of knowledge, by creating a competitive - but at the same time collaborative and stimulating - environment.

These techniques foster learning processes, especially when dealing with difficult subjects and topics.

It is quite simple to introduce some gamification tools in learning activities: the setting of challenges, the addition of levels to the learning path, the awarding. They are all healthy ways to encourage healthy competition.

Motivational elements foster a practical, pleasant and active apprehension.



### 1.8.7 Community of practice

Theorised by Etienne Wenger in 1995 – a social learning theoretician - the Community of Practice is a widely used learning tool, especially in the last decade.

Communities of practice are made up of groups of people who share specific interests, problems or passions regarding a specific topic. The group then chooses to deepen their knowledge of that topic through ongoing interactions with others.

The main characteristic of this community is the ability of members in constructing goals and interests and then pursuing them by means of common practices, also sharing knowledge and forms of mutual learning.

In this way the CoP acts as a “Social learning System”: thanks to this system people can solve problems, share ideas and build tools. The main value of this way of facing things is the spontaneous participation of members.

There is usually no explicit hierarchy, and roles are assumed according to the skills and needs of individuals:

***Where can I find information about...?***

***Has anyone of you faced a similar situation?***

***What do you think about this innovation?***



It is important to maintain a 'natural' process, in which everyone takes part voluntarily. If too many artifices are inserted in the path, there is a risk of losing its original strength.

Wenger identifies 6 phases of CoP development:

- **Discover of community;**
- **Consolidation of members:** when there is a growing trust-based relationship among them regarding the specific chosen topic;



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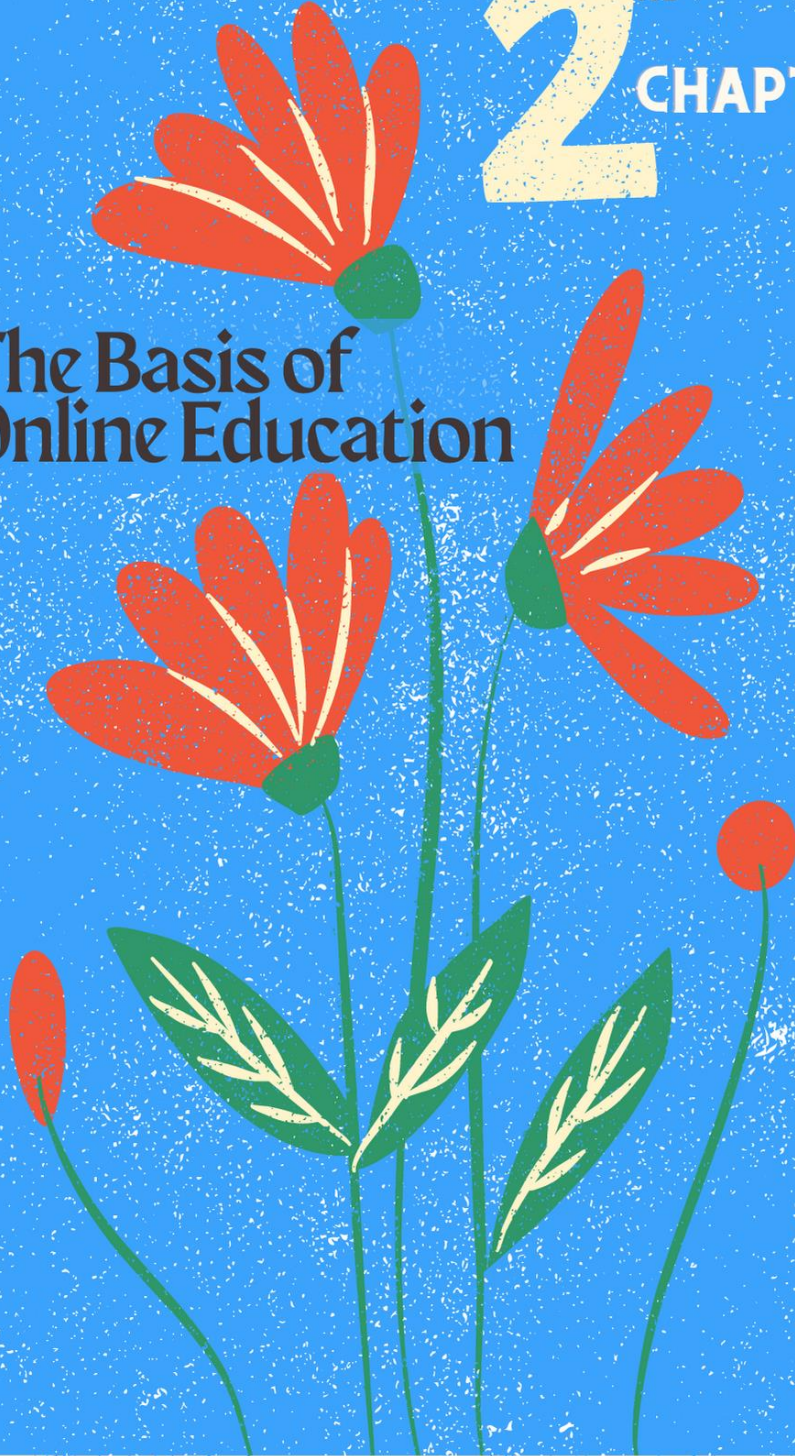
- **Maturity:** the group has its own identity and it is perceived as a whole by other people outside the CoP.
- **Management of acquired knowledge;**
- **Transformation:** it can be a good process but also a moment of weakening, due to the lack of interest or group pleasure;
- **Dissolution or institutionalisation:** The group either dissolves or becomes a formalised organisational unit.

It is not a friend group or a book club. It requires constancy and perseverance in interaction, in order to achieve a common goal by negotiating new meanings within a community characterised by strong identity.



# 2<sup>ND</sup> CHAPTER

## The Basis of Online Education





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## CHAPTER 2 - The Basis of Online Education

**Aim and objective:** This module aims to give learners a better understanding of online education and the basis to use it in training programs

### 2.1 What is online education?

Online education is an education model in which learners are away from each other and learning resources in the context of time and space.

When the developmental stages of online education are examined, it is seen that its history is older than it is thought to be; the presentation of the content and the technologies used are divided into five main periods.

*The first period* is the period that emerged in the first quarter of the 1700s when education was provided by correspondence and especially the developments in postal services had significant effects. *The second period* is the period in which mass education came to the fore with the spread of radio and television in the first quarter of the 1900s. *The third period* characterizes the developments in the 1960s and 1970s with the birth of open universities. *The fourth period* was characterized by the birth of teleconferencing technologies in the 1980s.

Finally, *the fifth period* characterizes the period that started in the 1900s and line with the developments in information and communication technologies, especially the widespread use of computers, the Internet, and other communication tools.

Online education is an interdisciplinary field and uses different technologies to eliminate the limitations that arise due to the distance between learners, teachers, and learning resources.

It has also been used to characterize concepts such as correspondence learning, tele-learning, e-learning, m-learning, online learning, and flexible learning. Often the concepts of online education and open and distance learning are used interchangeably. Today, it is the most widespread form, especially with computer and online technologies, and has become part of the mainstream in education with the lifelong learning opportunities it provides.

Because of COVID-19, online teaching has become a necessity for most of the trainers, workers and students. Before the pandemic, it was surely adopted with less frequency, although it existed.

### Features of online education



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There are two main directions of development in contemporary education systems. The first of these is the attempt to realize mass education by making use of technology; the second is the enabling of self-learning. Mass education and online education, which incorporate self-learning features, are both exploitable in different living and working contexts and conditions, as solutions to the several practical problems of meeting in the same place.

Features of the online education system as follows:

- There are no time and place restrictions for online education activities. Learner(s) and trainer(s) are physically separated for most of the educational process. The environment is used to bring together the trainer, the learner and the course content;
- Efficient use of labor force through online education systems is in question. Individuals can continue their training without leaving the organization they work for. In addition, by increasing their knowledge and skills in this way people can be more productive in the organization itself.
- Reaching large masses in a short time online training system is possible;
- The ability to provide easily updated assessment and evaluation tools is one of the positive aspects of the system;
- Individuals who will receive the training can receive this education in synchronous (synchronous) and asynchronous (asynchronous) ways.

### **Objectives of online education**

Online education provides freedom of time and space and allow participants to learn at their own pace, to facilitate the delivery of education to remote locations, and to address more learners by reducing costs.

The general objectives are as follows:

- To provide training opportunities to people (workers, students, trainees) following their interests, abilities, age, work and geographical conditions;
- To benefit from professionals in various places;
- By providing each individual with the opportunity to learn at the pace and method of his/her choice address, you can go beyond the limitations of traditional education;
- Providing equality of opportunity in education.
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## 2.2 Which tools should be used for distance learning?

### Some notable learning platforms

- **KHANACADEMY:** 'Their mission is to provide world-class, free education to everyone, everywhere.' Khan Academy is a volunteer-run, non-profit organization that offers a wide range of free online courses in mathematics, science, economics and finance, arts and social sciences, computer science, and many other subjects that you can follow anytime, anywhere, for free.
- **COURSERA:** In partnership with top universities such as Macquarie, Illinois, London, Stanford, Duke University and others, Coursera offers free online courses. It requires you to pay a fee to get a certificate. Their training includes exams, assignments and projects. There are online trainings in language learning, health, data science, personal;
- **edX:** it is the only leading open-source provider of Massive Open Online Courses (MOOCs), providing non-profit online education with the world's leading universities. It offers online courses in engineering, psychology, marketing and more to people all over the world.
- **GOOGLE DIGITAL GARAGE:** Consisting of 106 lessons, this platform prepared by Google provides online training on digital marketing for free. When the training is completed, it allows you to get a certificate.
- **MITOPENCOURSEWARE:** 'The idea is simple: publish all our course materials online and make them widely accessible to everyone.' MIT University opens its doors to the world through its online education platform. It offers a unique opportunity to students and teachers by sharing course content and lecture notes for the sole purpose of disseminating knowledge without any profit motive.



## 2.3 Benefits of distance education

Thanks to online education systems, people have various opportunities to learn. One of these is the opportunity to establish effective communication between people in various countries of the world In



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addition, online education programs enable people to enter independent and innovative working environments.

- Online education can develop individual independence and critical judgment.
- Individuals can combine their working life, social life and education together.
- Decision-making, high level of responsibility for learning and useful skills such as problem solving, entrepreneurship can develop.

#### **2.4 Disadvantages of distance education**

- Most online education trainees are older people with jobs and families. They have to carry out many other activities such as taking care of their families, working, managing house and personal life.
- The learning difficulties encountered in the learning process can be addressed with the support needed. The situation not solved simultaneously at a specific moment can cause many problems for afterwards.
- Low intrinsic motivation, who have not acquired the habit of working individually for trainers who have difficulty motivating themselves to learn cannot be at the desired level.
- It shows limitations in terms of face-to-face communication and interaction. Most of the time there is no learner-learner, learner-trainer communication and interaction. Therefore, peer interactions in the social context of the teaching process, or other social benefits that may arise from the interaction of the individual with others, do not occur.
- Due to its dependence on technical facilities and communication technologies, in case of any problems there are disruptions in the progress of training.

The background of the chapter cover is a vibrant pink with a white scalloped border. A yellow rectangular frame is centered on the page. Inside this frame, there are three stylized green leaves with white spots, resembling Monstera leaves, arranged vertically. The leaves are connected by thin yellow stems. In the top right corner of the yellow frame, the text '3<sup>RD</sup> CHAPTER' is written in a white, bold, sans-serif font.

**3<sup>RD</sup> CHAPTER**

**Sustainability  
with effective  
Communication**

## CHAPTER 3 – Sustainability with Effective Communication

**Aim and objective:** to increase the communication skills

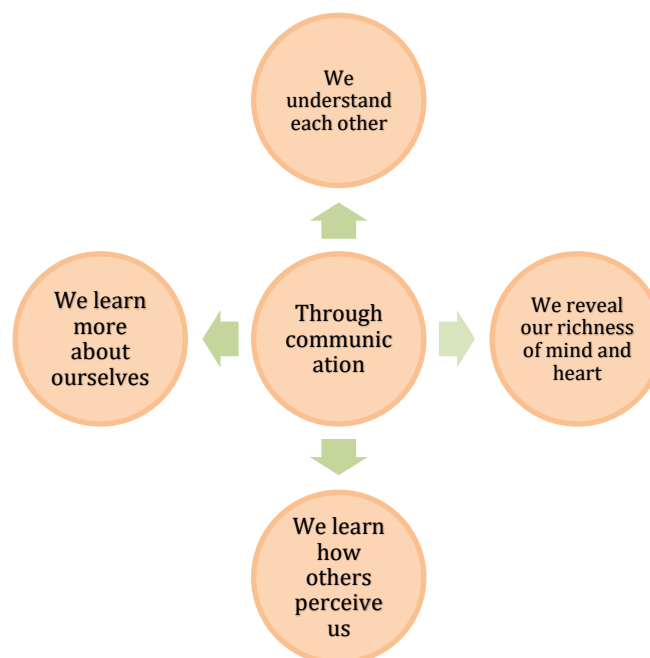
### 3.1 What is communication?

Communication is generally considered as the exchange of thoughts and emotions between people.

It is a mutual, dynamic process of interaction based on the exchange of messages. Established communication is the exchange of information, thoughts and emotions.

Communication in general is an interaction process that provides mutual communication of emotions and thoughts between individuals, groups, institutions and societies through symbols such as words, scripts, images, hand gestures. The most general definition of communication is *the ability to express oneself to others and to understand others*. Communication is sharing.

In this way, people can share their emotions, thoughts, knowledge and skills with others and reach an agreement with them. Just sending or receiving a message is not enough for communication to occur. Besides a two-way message exchange, the messages sent and received must also be related to each other.





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### 3.2 Types of communication

The art of Communication is one of the most important characteristics of human beings. As a meaning-producing being, a human wants to share the meanings he creates with other people. It is possible by using various tools while sharing personal wishes, emotions and thoughts.

Communication types are classified in various ways.

#### **Types of communication include:**

- In-One's self
- Interpersonal
- Organizational
- Mass Communication

#### **The types of communication according to the vehicle are:**

- Verbal
- Nonverbal
- Written

#### **Types of communication by Visual Context**

- In One's Self Communication
- In addition to communicating with others, a person establishes the main communication within one's self. In this type of communication, it is possible to have a similar communication of interpersonal type, within the same person. This type of communication aims to comprehend one's self, own emotions and thoughts.

#### *Interpersonal Communication*

Interpersonal communication is a type of communication in which target and source are created by people and all the components of communication take place in the process. In this type of communication, there are all the fundamental components of communication: source (encoder), receiver (decoder), encoding, decoding, vehicle, message, noise and feedback. Interpersonal communication - with two or more people - is the most common interpersonal communication in daily





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life: it can be face-to-face as well as by phone or letter. It is essential for a healthy communication that the “source” and the “receiver” have the same perception of symbols and understanding of meanings that they attribute to the words.

### *Organizational Communication*

A healthy communication in organizations is vitally important. A good communication and healthy information flow - in the organization - ensures both the strength and the permanency of the institution.

### *Mass Communication*

When it comes to convey a message - or group of messages - to the society, the audience, the countries, the tools used for this are the so called “mass media”.

*“The term mass communication denotes institutionalized forms of production and distribution of messages to the public: a broadly functioning mass communication involves a large division of labor and complex media such as printing, film, tape recording and photography”.*

### *Communication Types by Means of Communication*

One of the criteria used to classify communication types is the used tool. The medium is an important factor that determines the nature of communication. The technological devices used in the communication process show which sense organ the communication is directed to.

### *Verbal Communication*

Humans create and set value, produce and construct meaning and knowledge, but in addition they are also speaking beings. Speech consists of sounds, while written language consists of letters that are symbols of these sounds. When the common sounds in the spoken language pass into the written language, they turn into common signs and symbols describing these sounds. The person who stores the concepts related to the object, event and fact in his memory uses the corresponding vocal signs and symbols.

Verbal communication effectiveness depends on the extent of the vocabulary of people in communication and the level of knowledge, skills and abilities related to spoken and written language.

### *Nonverbal Communication*

Before developing oral agreement, people agreed with body language.



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Body language has been the first means of communication and the first language of people. With body language, people shared their emotions, thoughts, wishes, needs and mental states with other people. Non-verbal communication or body language communication is more effective than verbal communication. Distance, body posture, facial expressions, eyes, hand gestures, physical contact, clothes, tone of voice, accents, silences and the meanings attributed to them, few eye contacts during communication, or to turn face away, makes more sense than many words. It is possible because body language is much easier to understand than words.

### *Literary Communication*

Written communication is the transmission of the message in a written form, again with symbols. To be able to communicate, one must have the ability to read, write and understand what is written. This type of communication may be interpersonal such as letter, card, invitation, telegram, fax, short message, e-mail; there may also be in-house written communication forms required by business life. This kind of communication is widely used in professional life and government institutions, institutionalized private business life and non-governmental organizations.

### *Visual Communication*

Visual communication constitutes an intensive and effective area of use in all dimensions of communication. Although speech and writing have an important place in communication, human beings have always focused more on what their eyes see. The eye has a very important place in human communication. Saying cameras, video cameras, televisions and computers that can physically imitate the eye, a great technological development process has been emerged over time in the field of visual communication, and multimedia systems have been reached where the image is placed next to the sound. From the simplest level of interpersonal communication to mass communication, from international communication to global communication, visuality has become effective in every field.

### *Visual Communication Tools Are Body Language, Clothing, Space, Art and Media.*

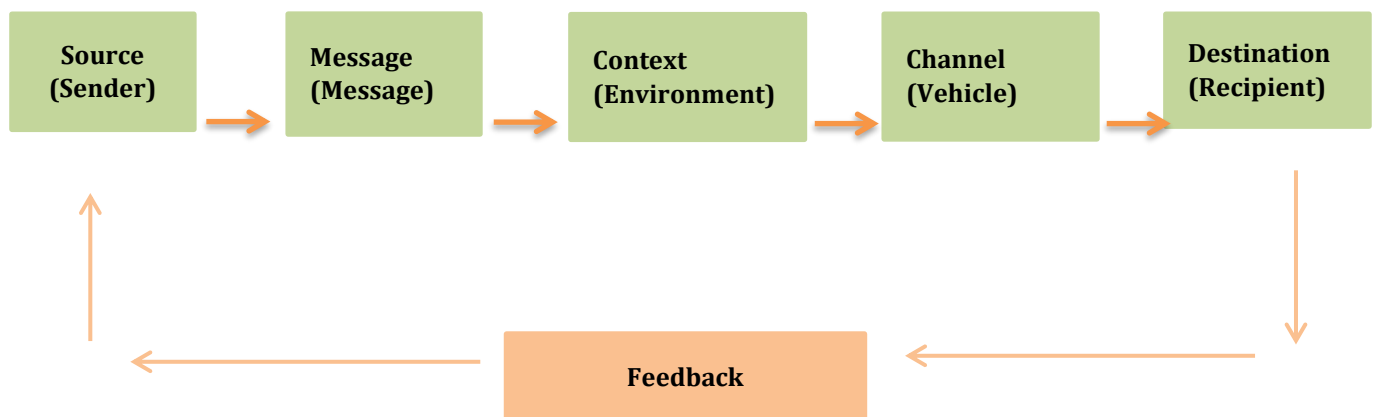
One of the most important sense organs of human is the eye. Thanks to vision, people can recognize their environment better and more easily, and can penetrate into their environment and the world. The world today, especially with the development of technology, is dominated by visual culture and visual communication as the carrier of this culture.

### 3.3 Communication elements

Six basic elements are used to describe communication:

1. Source (Sender)
2. Message (Message)
3. Context (Environment)
4. Channel (Vehicle)
5. Destination (Recipient)
6. Feedback

#### Communication elements



1. **Source (Sender):** The source is where the message originates. If a person initiates the transmission, that person's brain is considered the source of information. The sender is the person or community who has the word in the transfer of emotions, thoughts and wishes.

2. **Message (Message):** Message is the emotion, thought or request being transferred between the sender and the receiver.

3. **Context (Environment):** The environment in which this basic communication takes place is called the context.



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4. **Channel (Vehicle):** It is a means of communication between the transmitter and the target.

5. **Target (Receiver):** It is the place where the signals from the receiver are transmitted to, and interpreted in the communication process. The receiver, on the other hand, is the structure that delivers the signals from the source to the destination.

6. **Feedback (Feedback):** Any response to the message, if any, is also called “feedback”. Thanks to the feedback, the source gets information about the perception and comprehension function of the target. In addition, the feedback gives information about the success of the agreement between the communicators.

### 3.4 Communication process in cooperatives

Cooperative enterprise is an initiative where local people join forces and bring their economic opportunities together in accordance with the principle of 'mutual assistance' in order to solve the economic and social problems of societies. In this respect, the cooperative emerges as a result of the cooperation of the individuals in which case they cannot meet their needs on their own. Individuals who cannot solve their problems one by one come together and seek solutions to their problems through cooperatives.

The basis of cooperatives is the principle of mutual aid and cooperation. The existence of an effective group communication environment is necessary for the formation of cooperation. In a group that allows intense interaction, the person managing the group can create an atmosphere of trust over time. Thanks to this trust, people can express themselves better. Everyone's open and honest expression of positive or negative emotions and thoughts to each other leads to a feeling of mutual respect. In this free and improved communication environment, new ideas, new concepts and new methods emerge. In short, an effective communication occurs between cooperating individuals.

Cooperative managers have to act completely independently while determining the strategies and policies related to the cooperative, and make decisions by taking into account the effects of their members and environmental conditions to a large extent. In other words, the Board of Directors elected by the cooperative is responsible for managing it in accordance with the decisions, principles and policies determined by the cooperative. While doing this, it has to take into account not only the institutional relations between the cooperative and the group, but also the environmental elements.

A communication system must be established in order for the cooperative's objectives to reach the cooperative in an effective and efficient manner. Principles and policies of the cooperative should be established in order for the communication system to continue to function and for the realization of the business objectives. Principles are communicated to partners and customers and their reactions are received. Negative reactions from the partners or customers against the principle are reviewed and corrected by the cooperative, and the principle is tried to be accepted with the revised policies. The



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positive or negative effects that may arise between the purpose and the result are evaluated by the auditor. In any positive case, intervention may not be required, but in a negative result, corrections are made through the correspondence process. In these corrections, the principles are reviewed again, changes are made and the result is reached again.

Communication in cooperatives primarily requires effective leadership and good governance. Then comes transparency and pluralism. What transparency and pluralism bring to a cooperative:

- ✚ It increases the sense of belonging of the members to the cooperative.
- ✚ It increases the economic efficiency and profitability of the cooperative.
- ✚ Transparency and accountability increase intra-cooperative efficiency and success.
- ✚ It increases customers' loyalty to the brand.

Cooperatives do not have misuse use of resources, illegal practices, and arbitrary administrations. This means that the cooperative management is accountable to everyone. This brings trust with it. Transparency, accountability ensures that the misconduct and abuse of power of cooperative managers are controlled.

✚ **Activity: Expressing yourself more clearly and completely**

✚

Materials: collective didactic equipment (flip board / white-board and markers, PC with overhead projector, printer and broadband internet access), and individual didactic resources (personal folders containing notebooks, pens, pencils, eraser, sharpeners, and documentation of programme material).	Time: 60 min.
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**Short description:** In this activity, the trainer introduces the learners to cooperative style of listening and talking, supporting them in a collective formal and non-formal learning experience for the comprehension, adoption and application of good interpersonal communication principles, focusing on those to express yourself more clearly and completely.

The purpose is to develop self-expression communication skills of the learners, i.e. the ability to get more of the listener's empathy by expressing more of what they are seeing and hearing, feeling, interpreting, wanting, and envisioning.

Specific tasks and exercises of the learners on field related topics, within:

. learning activities:

- introduction to good interpersonal communication, in particular for expressing yourself more clearly and completely: the trainer explains to the group of learners the principles (give to the listener more information about what you are experiencing, across main dimensions of the



experience particularly: sought, heard or otherwise sensed facts; felt emotions; personal interpretations, wants, needs, memories or anticipations supporting those feelings; wanted actions, information or commitment; positive results expected from that actions, information or commitment - for facilitating conversation partner in the accurate reconstruction of your experience, and in the understanding of what you are thinking, feeling and wanting) and the usefulness (in particular, clear and complete self-expression are crucial elements for getting more of the conversation partner's empathy, for unscrambling everyday misunderstandings, and for working through the feelings that usually accompany not being understood) of clear and complete self-expression, and shows examples of the application of them in real life and communication situations;

- exploring the "five messages": each learner re-tells the story of some of experienced conflicts, frustrations and delights using the here below scheme and suggestions for expressing more clearly the different dimensions of the experience:

Dimensions of the experience:	Suggestions for expressing more clearly:
<p>1. What are you seeing, hearing or otherwise sensing? (facts only)</p>	<p>A. Begin by stating what you actually see or hear rather than how you feel about it or what you think of it.</p> <p>B. Describe specific actions observed, avoid generalizing such as "you always..." or "you never..."</p> <p>C. Be specific about place, time, colour, texture, position and how often.</p> <p>D. Describe rather than diagnose. Avoid words that label or judge the actions you observe such as "slimy," "lousy," "neurotic," etc..</p> <p>E. Avoid descriptions of a situation that imply emotions without actually stating them, such as "totally disgusting" and "horrible." State your feelings explicitly in Message 2 (described next). For example:</p> <p><b>"When I saw the big coffee stain on the rug..."</b></p> <p>is easier to hear and understand than</p> <p><b>"When you ruined my day, as always, with your slimy, stinking, totally disgusting, rotten antics..."</b></p>



<p>2. What emotions are you feeling?</p>	<p>A. Use specific emotion describers such as “I feel...”: glad, angry, delighted, sad, afraid, resentful, embarrassed, calm, enthusiastic, fearful, manic, depressed, happy, etc.</p> <p>B. Avoid feeling words that imply the action of another person: “I feel..., ignored, manipulated, mistreated, neglected, rejected, dominated, abandoned, used, cheated (etc.)”</p> <p>Notice how these words indirectly blame the listener for the speaker’s emotions. In order to help your listener understand what you are feeling, translate these “implied blame” words into an explicitly named emotion (see Suggestion A, above) and an interpretation or unmet want (Message 3).</p> <p>For example: <b>“I am feeling totally ignored by you”</b> probably means <b>“I am feeling really sad (or angry) because I want you to pay more attention to me, (spend more time with me, etc.) ...”</b></p>
<p>3. What interpretations, wants, needs, memories or anticipations of yours support those feelings?</p>	<p>A. Express the interpretations, wants, hopes, understandings and associations that support your feelings:</p> <p><b>... because I imagine that... ... because I see that as...</b></p> <p><b>... because I remember how... ... because I take that to mean ...</b></p> <p>instead of <b>... because YOU ...(did, said, did not, etc.)</b></p> <p>B. Under our interpretations there are often unmet wants, hopes and needs.</p> <p>Explore and express the unmet wants that also support your feelings:</p> <p><b>... because I wanted ... ... because I would have liked ...</b></p> <p><b>... because I was hoping that... ... because I needed ...</b></p> <p>instead of <b>... because YOU ...(did, said, did not, etc.)</b></p>
<p>4. What action, information or commitment do you want now?</p>	<p>A. Ask for action or information, or for a present commitment to future action or information giving. Since most people cannot produce emotions on request, it is generally not productive to ask a person for an emotion (“I want you to cheer up.” “I want you to be angry about this issue.” Etc.)</p> <p>B. If your want is general, ask for a specific step toward it. Translate open-ended requests, such as for “consideration, respect, help, understanding, support” etc., into specific action verbs such as please “listen, sit, lift, carry, tell me, hold me,” etc.</p>



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	<p>C. State your desire in positive terms: <b>“Please arrive at eight...”</b> rather than <b>“Don’t be late...”</b></p> <p>D. Include when, where, how. Including the details can help you to avoid big misunderstandings.</p>
<p>5. What positive results will that action, information or commitment lead to in the future? (no threats)</p>	<p>In describing the specific positive results of receiving your request, you allow the other person to become motivated by feeling capable of giving something worthwhile. This prepares the ground for later expressions of appreciation, and points your relationship toward mutual appreciation and the exercise of competence (more enjoyable to live with), rather than guilt, duty, obedience or resentment (much less enjoyable to live with).</p>

- self-assessment and peer-evaluation:
  - focusing on life situations for clear and complete self-expression: each learner makes a list of emotional-support situations in the own life in which he/she could use the scheme of experience dimensions to deepen the quality of the emotional support given to the listeners. Then the learner presents to the other learners the results of the activity, also trying to give a personal evaluation on the maturation of skills and knowledge for clear and complete self-expression that the learning experience has resulted, receiving a collective feedback from the other learners.

**Methodological recommendation for implementation and evaluation:** The trainer should support the learners in the collective formal and non-formal learning experience about good interpersonal communication, ensuring both the required scientific support in communication learning, and the non-formal learning facilitation (e.g., effective communication with them, learner orientated and empathic approaches, consideration of to the individual experiences of the learners, etc.). For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested: each participant, in the presence of all participants serving as true partners in learning, tries to give a personal evaluation on the learning outcomes that the experience has resulted, and on what was good and what could be improved, then the learner receives feedback of the other participants about the same issues, facilitating the participant's reflection on the learning experience through dialogue among the involved learners and the trainer.

**Documentation :**

[The Seven Challenges Workbook - Cooperative Communication Skills for Success at Home and at Work](#) by Dennis Rivers ([www.NewConversations.net](http://www.NewConversations.net)) (*ibid.*)





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### 3.5 Effective communication in cooperatives

Organizations must interact with their environment in order to survive. Cooperative organizations must also interact with their environment in order to maintain their existence and to provide better and higher quality service to their members under more favorable conditions. The cooperation of two or more cooperative organizations and their activities supporting each other will play an important role in the development of cooperatives and their rise to an effective position.

### 3.6 Communication problems in cooperatives

There may be various communication problems in cooperatives. These can be resolved in the following ways:

- ✚ Solving problem
- ✚ Setting superior goals
- ✚ Increasing resources
- ✚ Motivation
- ✚ Conciliation
- ✚ Using authority
- ✚ Team work
- ✚ Promoting recognition of individual differences

### 3.7 Mission - vision – basic values in cooperatives

*Mission* is the organization's statement of reason for existence. It is a permanent statement of purpose that distinguishes one organization from another. The mission should include the reason for existence of the organization, to whom the organization provides services, in which field the organization works and what needs it meets.

*The vision* is the answer to what the organization wants to do, where it will run, and what goals it should have.

Vision is a concept about the future.

A strong and well-expressed vision is idealistic, original, attractive, assertive, short and memorable.

“Basic values” that can and should be effective in the success of a cooperative

- Trust, openness, honesty



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- common interest
- Quality, sustainability
- Institutionalism and corporate prestige
- Social responsibility and priority
- respect for nature
- Accountability, transparency, continuous improvement
- Adding international value

As a result; creation of value and commitment to the created values are important in cooperatives. The higher the values in cooperatives, the greater the success and ownership will be.

### **3.8 Transparency and accountability in cooperatives**

Transparency, in its simplest form, is the transfer of information about the organization to be disclosed to the public. It is extremely important that this information is timely accurate, complete and understandable. At the point of transferring information, the website and annual reports can be considered as basic information tools.

The principle of transparency is very important at the point of increasing social trust and reaching a higher number of partners. It can be said that the understanding of cooperatives, which is built on the philosophy of democratic management, needs regulations regarding transparency. Another issue that can be associated with the principle of transparency is the independent audit mechanism. In cooperatives, the board of directors and the audit committee carry out the task of performing internal control. At the point of supervision of someone outside the cooperative, cooperatives are inspected by the relevant ministry and/or the supervisors of the Cooperative Unions. At this point, it should be noted that cooperatives, like joint stock companies, are subject to independent audit if they meet the relevant criteria. In line with this information, it can be said that cooperatives comply with the principle of transparency in auditing.

The principle of accountability imposes responsibilities on people in management and decision makers to act in accordance with existing rules and standards while exercising their powers and fulfilling their duties. In organizations such as cooperatives, where the number of partners is high and a democratic management philosophy is adopted, the clear preparation and publication of work flow charts may be considered more important than other types of businesses. Thanks to these flowcharts, each stakeholder can see how things work; moreover, one can see who is responsible for the execution of which tasks. Considering that the decisions taken and disruptions in business will have an impact on the economy of many partners, it becomes even more important to monitor the performance of the authorities. In line with these considerations, it is considered useful to disclose a schema, in which processes and responsibilities are clearly stated, in an easily accessible place for all partners. The second phase of accountability is built on auditing. In cooperatives, the audit committee is regulated by the legal



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regulation. Auditors examine all transactions and accounts of cooperatives on behalf of the general assembly. In addition, relevant ministries and higher unions can also audit.

The reports to be created as a result of the audits carried out within accountability should be disclosed to the stakeholders.

### 3.9 Problem analysis and conflict resolution in cooperatives

When a problem occurs in cooperatives, first of all, the problem should be determined correctly for solution. Problems are a source of unrest, because they hinder the desired goals to be achieved.

Problem analysis is the process of figuring out real problems, their causes and understanding needs and developing solutions to them. The purpose of problem analysis is to gain a better understanding of the cause of the problem before developing a solution. That is, it is to ensure that not only the visible symptoms of the problems, but also the "most fundamental causes - the main / root causes" are identified.

First of all, it is necessary to define the problem and reveal the disturbing issue. It is important to determine "who" and "how" the problems affect. For this, it is necessary to look at what the problems are and how these problems affect the partners and cooperatives.

Beginning with problem analysis, a few basic questions must be answered. These are:

- *What is wanted to be changed or what is seen as a problem? First of all, it is necessary to define it very well and make it clear.*
- *What is the source of this problem?*
- *What kind of unrest does the problem cause in the cooperative?*
- *Has cause-effect analysis been done between problems?*
- *Who is responsible for solving problems?*
- *What are the results of delay in solving problems?*
- *What will be done during the problem analysis?*

Then, the problems related to the subject and the undesirable situations are randomly sorted and arranged in order of importance. The main problem is found and placed at the top. It is tried to determine the cause-effect relationship between the problems. In order to achieve this, the problems that directly affect it are listed by keeping the main problem at the highest level. Problems are correlated and schematized as needed.

The following questions should be answered when prioritizing problems:

- Which issues are priority?
- What problems are vital?
- Who/s do the problems affect the most?
- Who will identify the problems?
- What is the priority of resolution of the problems?
- What are our solution possibilities for the problems?

The “best way” to solve the problems should be determined, not just the “only way”.

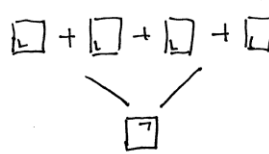
In addition, the most appropriate and concrete suggestions should be developed among the alternatives in order to reach the target. A solution should be reached by asking experts for their suggestions and cooperation.

Among the reasons for failure in solving problems: not working systematically, not having sufficient will and determination, defining the problem incorrectly, not being able to coordinate creative and analytical mental abilities, not taking participation into account.

The points to be considered in developing solution proposals are: participation of all interested parties, economic, technical, environmental, social and cultural compliance.

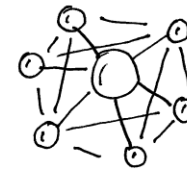
## COOPERATIVE V. COLLABORATIVE

By John Spencer @spencerideas



### COOPERATION

- Mutual respect
- Transparency
- Shared goals
- Independent and dependent
- Loose network
- Short-term
- Sharing of ideas as a group
- Engagement



### COLLABORATION

- Mutual trust
- Vulnerability
- Shared vision and values
- Constant state of interdependence
- Tight culture
- Long-term
- Generation of new ideas as a group
- empowerment



**4<sup>TH</sup>**  
**CHAPTER**

**The Principles  
of Agricultural  
Cooperatives**



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## CHAPTER 4 - The Principles of Agricultural Cooperatives

**Aim and objective:** This module aims to give learners a better understanding of co-operatives and introduce them to their principles and values.

### 4.1. Definition of a co-operative

*"In the last decade, even in times of crisis, co-operatives are resilient socio-economic organisations capable of providing sustainable employment and income to individuals and communities" (Birchall & Hammond Ketilson, 2009; OIT, 2013)*

### 4.2. What is a cooperative? What do we understand by a cooperative?

The International Cooperative Alliance (ICA) defines a co-operative as an "Autonomous Association of persons who have united voluntarily to meet their common economic, social and cultural needs and aspirations through a jointly owned and democratically controlled enterprise. Co-operatives are based on the values of mutual aid, responsibility, democracy, equality, equity and solidarity. In the tradition of their founders, their members believe in the ethical values of honesty, transparency, social responsibility and concern for others", (ICA, 2005).

For its part, the European Union provides the following definitions, "An autonomous association of persons united voluntarily to meet their economic, social and cultural needs and aspirations through a jointly owned and democratically controlled enterprise where an elected leader is accountable to the members. The defining characteristics of a cooperative are its possibility of free, open and voluntary association and withdrawal, its democratic structure, and its fair and equitable distribution of economic outcomes" (European Commission, 2011), and "Groupings of persons or legal entities governed by specific operating principles, distinct from those of other economic actors. These principles include democratic structure and management and the equitable distribution of the net profit of the financial year" (Council of the European Union, 2003).

Although the different supranational organizations and legislation in different countries define cooperative societies differently, in general terms they agree that it is an autonomous association of people who voluntarily join together to meet their common economic, social and cultural needs and aspirations through a jointly owned and democratically controlled company.



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Cooperatives are based on mutual support and the assurance that their members work together for a common good. Co-operatives are companies that are people-centered and people-managed, and the profits generated are either reinvested in the enterprise or returned to the members.

Co-operatives are the only known form of organization with an internationally agreed and consensual, collegially or collectively agreed definition and code of ethics.

The Values and Principles reflect the fundamentals and are the guide, the lighthouse, the way of being, doing business and generating well-being of co-operatives, and show the tradition of a successful and long-lasting model of society and business membership.

It should be pointed out that, especially in recent years, the identity of co-operatives (the co-operative brand) has become more and more desirable, attractive and fair.

### ***European Co-operative Society (SCE)***

The European Cooperative Society (SCE) is a legal entity with members in several European countries.

The European Co-operative Society is first and foremost a co-operative society and is therefore a society whose objective is the satisfaction of its members' needs (and not the return on capital investment), as well as the promotion of cross-border economic activities.

As cooperative societies, they are governed by the principles and values characteristic of cooperative societies: democratic management and the primacy of people over capital.

With regard to the regulations applicable to cooperatives, each country has its own legislation governing this type of company. However, at European level, the following legislation regulates cooperatives with members in several European countries:

- Council Regulation (EC) No 1435/2003 of 22 July 2003 on the Statute for a European Cooperative Society (SCE). This Regulation aims to facilitate the cross-border and transnational activities of cooperative societies.
- The involvement of employees in the European Cooperative Society (SCE) is governed by the provisions of Directive 2003/72/EC.

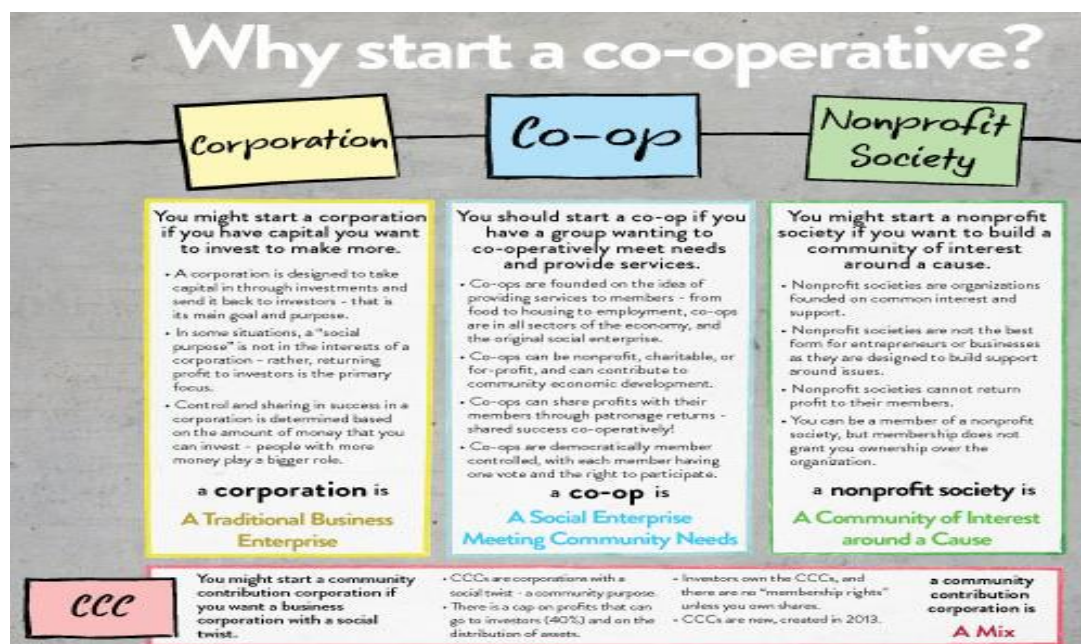
### **Main characteristics of the European Cooperative Society:**

The European Cooperative Society (SCE) is a legal entity with members in several European countries.

- An SCE can be established by:
  - five or more natural persons; two or more legal persons; or a combination of at least five natural persons and legal entities.

- ✚ by the merger of two or more existing cooperatives.
  - ✚ by conversion of an existing cooperative that has been established in another EU country for at least two years.
- To establish an SCE the minimum capital requirement is EUR 30,000. An SCE can have a limited proportion of investor members: they do not use the services of the cooperative and their voting rights are limited.
  - An SCE must be registered in the EU country in which it has its registered office.
  - For tax purposes, an SCE is treated like any other multinational enterprise and pays tax in those countries where it has a permanent establishment.
  - An SCE must convene a general meeting at least once a year. Decisions are taken by simple majority of the members present or represented, except for changes to the internal statutes where a two-thirds majority is required.
  - The internal statutes of the European Cooperative Society must establish its management structure according to one of two possibilities: a two-tier structure (management body and supervisory body) or a single-tier structure (administrative body).

### Differences between the cooperative business models and other corporate models







### **Why a cooperative?**

- ✓ Co-operatives adopt an ethical and sustainable approach to business by considering not only the economic impacts of their activities, but also their social/cultural and environmental impacts.
- ✓ Co-operatives offer a solution. They give people control over the businesses they are closest to, whether they buy from them, work for them or supply them. And they give people control over the things that matter to them, in the process increasing productivity, harnessing innovation and giving them a stake. That is the cooperative advantage.
- ✓ EU Economy: there are 250,000 cooperatives in the EU, owned by 163 million citizens (one third of the EU population) and employing 5.4 million people.

### **4.3. Types of co-operatives**

There are several ways to classify cooperatives.

Considering the DEGREE, cooperatives can be:

- First degree co-operatives. When their members, at least 2 in general, are natural or legal persons.

Amongst first-degree cooperatives, there are different types to consider:

- **Work cooperatives.** In work cooperatives, the creativity and commitment of employees can be encouraged in ways that cannot be encouraged in many other enterprises. In this type of cooperative, the employees are the members and owners of the enterprise and, through their common work, they carry out any economic activity of producing goods or services for others.
- **Consumer cooperatives.** Consumer co-operatives are those whose purpose is to procure, under the best conditions of quality, information and price, goods and services for the consumption, use or enjoyment of the members and those with whom they habitually live. These societies may serve the needs of their members in areas such as housing, health, childcare and retail.
- **Service co-operatives.** The purpose of service cooperatives is to provide services, produce goods and carry out operations aimed at the economic and technical improvement of their members' professional activities or holdings. Examples: self-employed entrepreneurs, farmers and craftsmen



- **Special cooperatives** / mixed cooperatives - multi-stakeholder cooperatives. They meet the needs of different stakeholders, such as employees, customers and other interested persons and organizations.

In Europe we find many different types of cooperatives operating in different sectors. Some examples are: agricultural cooperatives; Animal Health and Artificial Insemination cooperatives; housing cooperatives; livestock cooperatives; fishing and seafaring cooperatives; community land cooperatives; agricultural machinery cooperatives; Art and Heritage cooperatives; Community and Recreation cooperatives; transport cooperatives; Advisory and Education cooperatives; credit cooperatives; tourism cooperatives; social interest cooperatives, etc.

- Second and higher level co-operatives when they are made up of at least two cooperative companies, of the same or different types, with the possibility of other public and private legal entities or individual entrepreneurs becoming members, as long as they do not exceed 45% of the total number of members. And, according to Law 27/1999 of 16 July 1999 on Cooperatives, the purpose of these cooperatives is to promote, coordinate and develop the common economic goals of their members and to strengthen and integrate their economic activity.

Two or more second-degree cooperatives will constitute a third-degree cooperative, and so on.

#### ✳ Activity: Motivational video about “Cooperation”

Materials: PC/laptop with overhead projector and broadband internet access; Loudspeakers; Flipchart and markers	group:	time: 15 min
<p>In this activity the trainer displays a video to the learners. It is a short video.</p> <p>The purpose is to make better understanding what cooperation means and also its advantages in a more practical way.</p> <p>After watching the video, the trainer opens a debate among the learners about its contents, for 10 minutes maximum.</p> <p>Specific tasks and exercises of the learners on field related topics, within:</p> <ul style="list-style-type: none"><li>• learning activities:<ul style="list-style-type: none"><li>- Video and general discussion</li></ul></li></ul>		



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- self-assessment and peer-evaluation:
  - Self-reflection of understanding

*Methodological recommendation for implementation and evaluation:*

- *Facilitating in Face-to-Face Groups (these skills are very important when helping a group come to consensus)*

**Documentation/Internet Links:**

[https://www.youtube.com/watch?v=CgBAo\\_InUkk](https://www.youtube.com/watch?v=CgBAo_InUkk)

<https://www.youtube.com/watch?v=S5QruCHANww>

#### 4.4. Co-operative values

Cooperatives are based on the values of self-help, self-responsibility, democracy, equality, equity and solidarity. Following the tradition initiated by their founders, cooperative members believe in the ethical values of honesty, sincerity, social responsibility and concern/care for others. It is very important to know and practice these values in front of the members and in front of external (and sometimes internal) critics of the cooperative model.

In the tradition of their founders, cooperative members believe in the ethical values of honesty, openness, social responsibility and care for others.

The following is a presentation of the Co-operative Principles, the guidelines by which co-operatives put their values into practice.

#### 4.5. Seven Principles of co-operation / Co-operative Principles

Values and Principles are the distinctive elements of co-operative organizations and companies. To talk about the origin of the principles of co-operativism we have to go back to 1844, when the Rochdale Pioneers, the founders of the first co-operative in history, formulated a simple, clear and forceful system of principles, which ensured the running of the organization for the benefit of its members.

As earlier as 1995, the new Statement on the Co-operative Identity adopted by the International Co-operative Alliance (ICA) revised and subsequently ratified the Principles of Co-operativism. The new formulation maintains the essence of a system of principles and values that proved to be efficient in almost 170 years of history and that contributed to transforming co-operativism into one of the major social and economic forces worldwide, while incorporating new elements for a better interpretation of the current historical moment.



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The co-operative Principles are the seven guidelines that illuminate and distinguish them, and through which co-operatives put their values into practice, often referred to as the Co-operative Principles, which are as follows:

**1. Voluntary and Open Membership.** Co-operatives are voluntary organisations, open to all persons who wish to use their services and who wish to accept the responsibilities of membership, without gender, social, racial, political or religious discrimination.

**2. Democratic Member Control.** Co-operatives are democratic organisations controlled by their members, who actively participate in setting their policies and making decisions. All persons acting as elected representatives are accountable to their members. In primary cooperatives, all members have the right to vote (one member, one vote).

**3. Member Economic Participation.** The members contribute equally to the capital of the cooperative and control it democratically. At least part of the capital is usually the common property of the cooperative. Where appropriate, members usually receive limited compensation on the subscribed capital as a requirement of membership.

Members use the profits for any of the following purposes:

The development of their cooperative (e.g. by building up reserves, a part of which is indivisible).

To benefit members in proportion to their transactions with the co-operative.

To support other activities approved by the membership.

**4. Autonomy and Independence.** Co-operatives are autonomous self-help organisations managed by their members. When they enter into agreements with external organisations - including governments - or increase their capital from external sources, this should be done in a way that ensures democratic control by their members and maintains the autonomy of the co-operative.

**5. Education, Training and Information.** Co-operatives provide education and training for members, elected representatives, management and staff, so that they can contribute effectively to the development of their co-operatives. They also inform the general public - particularly new people and opinion leaders - about the nature and benefits of co-operation.

**6. Co-operation among co-operatives.** Cooperatives serve their members more effectively and strengthen the cooperative movement by working with local, national, regional and international structures.

**7. Concern for Community /Community engagement.** Co-operatives work for the sustainable development of their communities through policies approved by their members.

The intention to solve common problems through combined action is at the root of cooperatives, but



empowerment, shared ownership and democratic control are also key concepts of cooperative ideology. Cooperatives do not operate in isolation from their community but are embedded in society. Cooperative values and principles are intended to support the structure of the cooperative, which in turn supports the structure of society.

\* Activity: Role play “Prisoner's Dilemma”

Materials: PC/laptop with overhead projector	group:	time: 20 min
<p>In this activity the trainer explains to the learners the differences between a competitive and selfish model, based on winning fast, without thinking about tomorrow, and a cooperative system, based on cooperative principles and values.</p> <p>The prisoner's dilemma is a paradox in decision analysis in which two individuals acting in their own self-interest pursue a course of action that does not result in the ideal outcome. The typical prisoner's dilemma is set up in such a way that both parties choose to protect themselves at the expense of the other participant. As a result of following a purely logical thought process, both participants find themselves in a worse state than if they had cooperated with each other in the decision-making process.</p> <p>Two members of a criminal gang are arrested and imprisoned. Each prisoner is in solitary confinement with no means of communicating with the other. The prosecutors lack sufficient evidence to convict the pair on the principal charge. They hope to get both sentenced to a year in prison on a lesser charge. Simultaneously, the prosecutors offer each prisoner a bargain. Each prisoner is given the opportunity either to: betray the other by testifying that the other committed the crime, or to cooperate with the other by remaining silent. A clever prosecutor makes the following offer to each:</p> <p>“You may choose to confess or remain silent. If you confess and your accomplice remains silent I will drop all charges against you and use your testimony to ensure that your accomplice does serious time. Likewise, if your accomplice confesses while you remain silent, they will go free while you do the time. If you both confess I get two convictions, but I'll see to it that you both get early parole. If you both remain silent, I'll have to settle for token sentences on firearms possession charges. If you wish to confess, you must leave a note with the jailer before my return tomorrow morning.”</p> <p>After the role play, the trainer opens a debate among the learners, for 10 minutes maximum.</p> <p>The purpose is to make better understanding that personal interest seems more desirable, but it often leads to a worse result if two parties are both acting in self-interest: that is a cooperative model.</p>		



	<b>Prisoner B does not confess (cooperates)</b>	<b>Prisoner B confesses (defects)</b>
<b>Prisoner A does not confess (cooperates)</b>	Each serves 1 year	Prisoner A: 3 years Prisoner B: goes free
<b>Prisoner A confesses (defects)</b>	Prisoner A: goes free Prisoner B: 3 years	Each serves 2 years

Specific tasks and exercises of the learners on field related topics, within:

- learning activities:
  - General discussion
- self-assessment and peer-evaluation:
  - Feedback and Discussion Forum

*Methodological recommendation for implementation and evaluation:*

*Facilitating in Face-to-Face Groups (these skills are very important when helping a group come to consensus)*

Documentation/Internet Links: <https://plato.stanford.edu/entries/prisoner-dilemma/>

#### 4.6. Global Co-operative movement

The group of people who make up co-operatives, with their unique values and principles, gave rise to the creation of an organisation called the International Co-operative Alliance (ICA), making co-operatives not only a way of organising people for a socio-economic purpose, but also a global movement.

The First Co-operative Congress, held in London in 1895, served to found the International Co-operative Alliance. Delegates from co-operatives in Argentina, Australia, Belgium, Denmark, England, France, Germany, Holland, India, Italy, Serbia, Switzerland, the United Kingdom and the United States took part in this first Congress.



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This Alliance is a Federation of Co-operatives / International Non-Profit Association that brings together and represents co-operatives from all over the world, and which promotes the co-operative model. The stated objectives of the Alliance's representatives are: to provide information; to define and defend the Co-operative Principles; and to develop international trade.

At present, the ICA represents 1 billion people in 107 countries on five continents. ICA members are international and national co-operative organisations from all sectors of the economy: agriculture, banking, consumer, fisheries, health, housing, insurance, and industry and services.

### Cooperatives and the UE

**The Treaty of Rome**, signed on 25 March 1957, already contained the most important framework provisions of the Common Agricultural Policy (CAP).

The Treaty left the relationship between the Community authorities and representatives of the agricultural sector open, but the Commission expressed its desire for close cooperation at an early stage and invited representatives of agricultural organisations to attend the 1958 Stresa Conference as observers.

The farmers themselves were convinced of the importance of the Community for their sector and, on 6 September 1958, the first European representative organisation, **COPA (Committee of Professional Agricultural Organisations)**, was created.

One year later, on 24 September 1959, the agricultural cooperatives of the European Community created their European umbrella organisation, **COGECA (General Confederation of Agricultural Cooperatives)**. The COPA Secretariat was established in Brussels on 1 April 1959 and merged with that COGECA on 1 December 1962.

**COPA and COGECA represent the united voice of farmers and agricultural cooperatives in the EU.**

One of their missions is to make EU agriculture a sustainable, innovative, and competitive sector, while ensuring food security for more than 500 million people in Europe.



- **General Confederation of Agricultural Cooperatives – COGECA**

COGECA represents the general and specific interests of European agri-food, forestry, and fisheries cooperatives to the EU institutions, as well as to other socio-economic organisations that contribute to European decision-making.

COGECA's objectives are as follows: To represent the general and specific interests of European agri-food, forestry and fisheries cooperatives; to strengthen the network of European agricultural



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cooperatives and promote their business cooperation; to promote and participate in legal, economic, financial and social analyses of interest to agri-food, forestry and fisheries cooperatives; Facilitate the exchange of best practices and establish platforms for dialogue on the strategic development of enterprises, in order to identify solutions to current and future problems and seize emerging opportunities; promote and present innovative solutions that benefit farmers, the environment, consumers and society in general.

#### 4.7. Board of Director of a Cooperative

In the following section, we will explain what the Board of Directors of a cooperative is, and we will analyze its role.

##### *What is the Board of Directors?*

Cooperative societies have the following bodies:

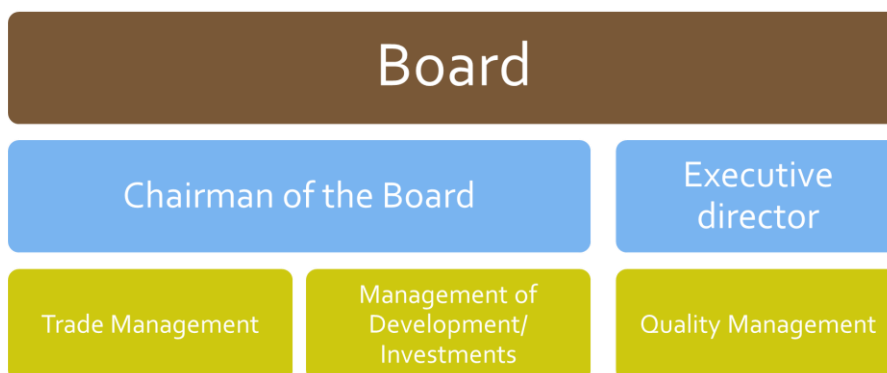
- **Compulsory corporate bodies:** (1) the General Assembly and (2) the Board of Directors.
- **Optional corporate bodies:** (1) the Statutory Auditors; (2) the Appeals Committee; and (3) other bodies of a consultative or advisory nature, the functions of which are determined in the Articles of Association and which may in no case be confused with the functions of the corporate bodies.

**The General Assembly** elects the Board of Directors to exercise its functions on behalf of all, and to represent them. In other words, the Governing Council assumes the highest representation of the Society by decision of the Assembly, and is subject to its directives.

**The Board of Directors** is the collegiate governing body responsible for at least: senior management; supervision of the management team and representation of the co-operative society; always subject to the law, the Company's Articles of Association, and the general policy set by the General Assembly.



### A typical co-operative management model



#### *Responsibilities of the board of Directors*

The Board of Directors is the **governing, representative, and management body** of the co-operative, exclusively and exclusively, and subject to the provisions of the Law, the Articles of Association and the general policy set by the General Assembly: **GOVERNING BODY**. The Governing Board is responsible for the application of the Law and the Articles of Association, taking the corresponding initiatives: convening the General Assembly, executing and registering agreements, formulation and presentation of the annual accounts, registration and deregistration of members, etc.; **MANAGEMENT BODY**: Establishes the general guidelines for the management of the cooperative, in accordance with the policies set by the Assembly. **REPRESENTATION BODY**: Legally represents the cooperative in all actions before third parties, both extrajudicial and judicial, including those requiring a decision or authorization by the General Assembly.

- The Governing Board is the cooperative's governing body delegated by the Assembly, from which it receives a mandate to govern for a certain period of time.
- All faculties not reserved by law or by the Articles of Association to other corporate bodies (such as the intervention body or the appeals committee, where such bodies exist) are vested in the Governing Board.
- The Chairman of the Board of Directors shall be the legal representative of the cooperative, within the scope of the powers assigned to him/her by the bylaws and the specific powers resulting from the resolutions of the General Assembly or the Board of Directors.

#### *Roles of the Board of Directors*

Planning, organizing, coordinating, directing, controlling, integrating, inspiring and promoting. These



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functions are not included in the legal description of the powers of the Governing Board, but they are those that must be performed by the governing body of any type of company, regardless of its legal form. These functions are analyzed below:

- **PLANNING:** What does this consist of? Trying to "see the future" (vision) and, from the present, drawing up a plan of action to achieve that vision. It is the most important of all the functions.
- **ORGANISATION:** It consists of establishing the relationship and dependence between jobs. Defining the tasks and responsibilities of each one. Defining why and how each worker is going to be valued.
- **COORDINATION:** Unifying and articulating efforts, human resources, materials, and procedures.
- **MANAGEMENT:** This consists of putting planning into action. Communicating instructions at organizational and interpersonal level. Motivating the cooperative's management. Delegating the cooperative's management function to the technical team.
- **CONTROL:** What does it consist of? Checking adherence to deadlines and plans and then establishing corrective measures in case of unforeseen events.

#### **ROLES OF THE BOARD OF DIRECTORS:**

- It provides the guidelines for drawing up the company's strategic plan and for adopting this plan: definition of the company/s, objectives, action plans, budgets.
- It monitors the evolution of the company based on the market and on the planning carried out.
- It brings reliability, knowledge, and relationships to the company.
- It selects and evaluates management and replaces it if necessary.
- It Controls and promotes the development of the company's managers and technicians.
- It is the forum for resolving possible differences between partners and prevent them from disturbing the operation of the company.
- Not to interfere repeatedly in day-to-day business, except in cases of serious crisis.
- Mediating financial flows: monetarisation vs. capitalisation.
- Information, information, information.
- It Legally represents the cooperative for all purposes and in the event of possible consequences.



**The daily work of the Governing Board is divided into three groups:**

**1. Day-to-day decisions and work organization, internal communication**

- a. Monitoring of cash flow, customers verification, use of products, distribution, membership fees
- b. Compliance with rules of procedure, supervision of members, daily control of processes, meetings
- c. Sales volume, distribution of volumes among the members

**2. Investment and development projects**

- a. Determination of development direction, investment blocks, investigation of members' needs.
- b. Funding research, cash flow, investment risks, loans and cooperation with banks.

**3. External communication, knowledge development**

- a. Legislation, cooperation with organisations, external audits
- b. Membership Training, participation in exhibitions, advertising projects, exchange of experiences.



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## Functions of the Board (Chairman of the Board / Executive Director

### Everyday decisions and organization of work:

- Cash flow monitoring, customer verification, product usage, distribution, membership fees;
- Compliance with the rules of procedure, supervision of members, day-to-day control of processes, meetings;
- Sales volumes, distribution of volumes between members;

### Investment and development projects

- Determining the direction of development, investment blocks, researching the needs of members;
- Funding research, cash flow, investment risk, lending and cooperation with banks;

### External communication, development of knowledge

- Legislations, co-operation with organizations, external audits;
- Membership training, participation in exhibitions, advertising projects, exchange of experience;

## Composition and organisation of the Board of Directors

As regards the composition and organisation of the Governing Council, its composition shall be established in the Articles of Association. The number of board members may not be less than 3 or more than 15, and there must in any case be a Chairman, a Vice-Chairman and a Secretary.

The election of Councillors shall be carried out by the General Assembly by secret ballot and by majority vote. The Statutes or the Internal Regulations shall regulate the electoral process. The offices of President, Vice-President, Secretary and any other office shall be elected from among its members by the Governing Council or by the General Assembly according to the Statutes. The appointment of Directors shall take effect from the moment of their acceptance and must be submitted for registration in the Cooperative Register within a period of time determined by the pertinent laws. The Articles of Association may admit the appointment as directors of qualified and expert persons who are not members, in a number not exceeding one third of the total, and who may in no case be appointed as President or Vice-President.

**The Governing Board shall seek a balanced representation of women and men in its composition.**

In order to achieve this balanced representation, the members of this body shall facilitate/enable the



compatibility and conciliation of their full professional practice with maternity and paternity situations, and with the care of minors and dependent persons.

### *What is the needed profile of a Director?*

A Governing Board needs preferably board teams with a positive attitude, and it does not need teams with a negative attitude. A positive and constructive attitude is essential for the good management of the entity. We also need proactive board teams, who are constantly willing to contribute new ideas and suggestions. On the contrary, reactive board members who criticise everything that is proposed in the cooperative can be interesting and valid if they have a positive attitude.

### *How should a Governing Council behave?*

A Governing Board of a co-operative should not be a group of people working independently, but as a group of people committed to a common purpose and aiming to be productive. The characteristics of the team should therefore be: common purpose, interdependence, allocation of roles, co-ordination and commitment. They should be aware that individually none of the members of the Governing Board is as smart as all of them put together.

### **The Board of Directors must be and act as a TEAM**

A team is a group of people who have a collective and coordinated working method in which the participants exchange their experiences, respecting their roles and functions in order to achieve common objectives by carrying out a joint task. Therefore, a team needs complementarity, coordination, communication, trust, commitment and collaboration:

- **Complementarity:** each member has a particular area of expertise. All these skills are complementary and contribute to achieving the organisation's objectives.
- **Coordination:** the group of professionals, with a leader at the head, must act in an organised way with a view to getting the job done.
- **Communication:** teamwork requires open communication between all members of the team, between chairman and board members, between board members and chairman and between board members, which is essential to be able to coordinate the different individual actions.
- **Confidence:** each person trusts in the good work of the rest of his or her colleagues. This trust leads them to accept to put the success of the team before personal success.
- **Commitment:** each member undertakes to do his or her best, to put all his or her efforts into getting the job done.
- **Collaborating:** helping others.



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## IN SUMMARY

The Board of Directors is a body that governs the destiny of the Cooperative by delegation of the Assembly, from which it receives a mandate to govern for a specific period of time.

It is a fundamental body, key to the development of the cooperative, so that, if the Board of Directors...

...does not work or energise the co-operative...

...it blocks the functioning of the other two bodies...

...does not allow the competences of the managers and the technical staff to be put into operation...

**=> the cooperative will NOT work**

### **As a reminder: the most important functions of the Governing Council are:**

- Representation of the co-operative.
- Setting the co-operative's management strategies and guidelines.
- Supervision and control of the day-to-day management of the co-operative entrusted to the manager and the co-operative's executives/technician.
- To ensure the establishment of appropriate procedures for informing and involving members.
- Likewise, to approve the bases of its own functioning in order to achieve these objectives, within the framework of the statutes.

### **Some considerations on its functioning:**

- The delegated mandate is NOT a personal mandate. As such a delegated authority, the Director must be accountable for its use to the Assembly, which is the one that appointed him/her and entrusted him/her with it.
- The Assembly delegates the power to the Governing Board constituted as such, NOT to its individual members.
- The elected Director, who accepts the appointment, freely assumed this responsibility.
- Within the Governing Council, the law of the majority applies and, if the decision is not taken unanimously or by consensus, it shall be taken by vote.

- Directors are bound by the majority vote and are morally obliged to assume the official position of the Board of Directors.
- Councillors must keep decisions taken confidential and be careful with the information they use in making decisions.

The members of the Governing Board shall exercise their office with the diligence befitting a loyal representative and an orderly manager, respecting the co-operative principles.



**But... you are not born a governing body, you become one.**

- When an Assembly appoints one of its members as Director, it does not give him/her the knowledge and tools necessary to carry out the new role.
- It simply trusts him/her and asks him/her to do his/her best to carry out the new role.
- The members of the Governing Board do not necessarily have to be management professionals, but they do have to make sensitive and difficult business decisions.

**How can governance by members and business efficiency be reconciled?**

It is necessary to provide the cooperative with a technical structure capable of providing the appropriate management elements and techniques.

The question lies in the interplay of these two functions,

- that of **Governance**, represented by the Governing Council, and
- that of **Business Management** exercised by a technical structure.

And this is when a game of two **powers** appears:



- ✚ One, defined by the corporate structure.
- ✚ The other, that of the technical staff that possesses the decision-making elements, the information and the management criteria.

✚ **Activity: Motivational video “Teamwork”**

Materials: PC/laptop with overhead projector	group:	time: 10 min
<p>In this activity the trainer displays a video to the learners.</p> <p>The purpose is to make better understanding how to get a team to work together.</p> <p>The trainees learn that working in teams can be both beneficial and challenging at the same time. Sharing work can be less than ideal if the team members do not work well together. In most team settings, there will be a leader and one or two other people who share the workload for the entire team. This can lead to pent-up feelings of resentment on the part of the “worker bees”, and sometimes the other team members can feel left out. Teams that work well together can greatly increase workplace productivity and creates a more cohesive co-operative culture.</p> <p>Specific tasks and exercises of the learners on field related topics, within:</p> <ul style="list-style-type: none"><li>• learning activities:<ul style="list-style-type: none"><li>- Video and general discussion</li></ul></li><li>• self-assessment and peer-evaluation:<ul style="list-style-type: none"><li>- Self-reflection of understanding</li></ul></li></ul> <p><i>Methodological recommendation for implementation and evaluation:</i></p> <ul style="list-style-type: none"><li>• <i>Facilitating in Face-to-Face Groups (these skills are very important when helping a group come to consensus)</i></li></ul>		
<p><b>Documentation/Internet Links:</b></p> <p><a href="https://www.youtube.com/watch?v=fUXdr19ch_Q">https://www.youtube.com/watch?v=fUXdr19ch_Q</a></p> <p><a href="https://www.linkedin.com/pulse/good-team-work-vs-bad-iftikhar-ahmed">https://www.linkedin.com/pulse/good-team-work-vs-bad-iftikhar-ahmed</a></p>		





*What is a work team?*

*"A small number of people with complementary skills who are committed to a purpose and a work common approach and share mutual responsibility".*

*(Katzenbach and K. Smith)*

### ✦ Activity 2: Motivational video "The wisdom of geese"

Materials: PC/laptop with overhead projector and broadband internet access; Loudspeakers; Flipchart and markers	Time: 15 min.
<p>The purpose is to make better understanding <b>how to get a team to work together</b>:</p> <ul style="list-style-type: none"><li>• When people work together harmoniously on teams, sharing common values and a common destination, they all arrive at the destination quicker and easier, because they are lifted up by the energy and enthusiasm of one another.</li><li>• Sometimes people playing on teams will drop out of the group and try to accomplish goals on their own. However, like the geese, they usually discover that they miss the synergy and energy that comes when they are an active part of a cohesive team moving toward their destination, and want to return to the group.</li><li>• When a team is functioning well, various members of the team may take the leadership role for a while because of a particular expertise or experience. Consequently, on good teams, everyone has the opportunity to serve as a leader as well as a follower.</li><li>• Teams frequently fall apart because of the lack of adequate communication among the various members of the team. Perhaps human teams can learn from flying flocks of geese that constant communication among members is exceedingly important in moving effectively towards a common destination.</li><li>• When working on teams, it is exceedingly important for each team member to communicate regularly with all the other team members.</li><li>• Human teams work best when they do more than just work together, but care for the well-being of each other.</li></ul>	

These are the contents of the video (with explanations on the screen):



Every fall thousands of geese fly from Canada to the southern part of the United States to escape the bitterly cold Canadian winter. As soon as a flock of geese take flight from Canadian waters they quickly form a V-shape flying pattern, with one rotating goose in the centre lead and all the other geese trailing behind in two close lines.

Wildlife scientists have conducted extensive studies to determine why geese and other migratory birds always fly in a distinctive v-formation. They found some fascinating results:

1. When geese fly together, each goose provides additional lift and reduces air resistance for the goose flying behind it. Consequently, by flying together in a v-formation, scientists estimate that the whole flock can fly about 70% farther with the same amount of energy than if each goose flew alone. Geese have discovered that they can reach their destination more quickly and with less energy expended when they fly together in formation.
2. When a goose drops out of the v-formation it quickly discovers that it requires a great deal more effort and energy to fly. Consequently, that goose will quickly return to the formation to take advantage of the lifting power that comes from flying together.
3. Geese rotate leadership. When the goose flying in the front of the formation has to expend the most energy because it is the first to break up the flow of air that provides the additional lift for all of the geese who follow behind the leader. Consequently, when the lead goose gets tired, it drops out of the front position and moves to the rear of the formation, where the resistance is lightest, and another goose moves to the leadership position. This rotation of position happens many times in the course of the long journey to warmer climates.
4. Geese honk at each other. They also frequently make loud honking sounds as they fly together. Scientists speculate that this honking is their way of communicating with each other during their long flight.
5. Geese help each other. Scientists also discovered that when one goose becomes ill, is shot or injured, and drops out of the formation, two other geese will fall out of formation and remain with the weakened goose. They will stay with and protect the injured goose from predators until it is able to fly again or dies.

Specific tasks and exercises of the learners on field related topics, within:

- learning activities:



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- Video and general discussion
- self-assessment and peer-evaluation:
- Self-reflection of understanding

#### **Methodological recommendation for implementation and evaluation:**

Facilitating in Face-to-Face Groups (these skills are very important when helping a group come to consensus)

#### **Documentation/Internet Links:**

<https://www.youtube.com/watch?v=5rOq4WfNDfM>

<http://lenwilson.us/5-thing-geese-can-teach-us-about-teamwork/>

## **4.8. The internal rules**

### *Statutes of the cooperative*

Cooperatives are forced to regulate their functioning by means of statutes, which serve to adapt the law to the needs and particularities of each society.

The statutes regulate the social aspects of a co-operative, and the minimum content is as follows:

- Corporate name, corporate purpose, registered office, duration and territorial scope of application.
- The minimum share capital.
- The minimum compulsory shares in the share capital required for membership, the form and deadlines for payment and the criteria for determining the compulsory shares to be contributed by new members of the co-operative.
- The form of crediting shares to the share capital.
- Whether or not interest accrues on compulsory shares in the share capital.
- Types of members, admission requirements, compulsory payments and applicable regime.
- Rights and obligations of members.
- Right to redemption of members' shares, as well as the regime for transfer of shares.
- Rules of social discipline, categorisation of misdemeanours and penalties, penalty procedure and loss of membership.



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- Structure of the board of directors, number of directors and their term of office. In addition, the number of auditors and their term of office, and, if necessary, the members of the appeal committee.

#### *Internal Regulations: Internal Regime Regulation (RRI)*

On a voluntary basis, the co-operative may have Internal Regulations (IRR), approved by the General Assembly, the content and structure of which will be defined by the members, always respecting the legal and statutory framework for the development of corporate, organisational or management aspects.

The Internal Regulations may not contravene the Law or the Articles of Association.

In most cases, these Internal Regulations bring together the different agreements of mandatory content that are dispersed (rules relating to the activity, specific agreements of the General Assembly or the Governing Board, cooperative rules of the law or other regulations), or develop corporate, organisational or management aspects.

It is common to establish the Internal Regulations for the development of aspects related to payment for quality, guidelines for the carrying out of harvests or campaigns, etc. It is also usual and advisable to draw up the Internal Regulations once the cooperative has previously experienced that the rules to be established are necessary and of interest for the normal social development of the cooperative. In this sense, in many cases the Internal Regulations are no more than a compilation of agreements which, year after year, improve the internal operational functioning of the co-operative. Finally, it is advisable that the Internal Regulations do not contradict the rules that emanate from agricultural policy, regulatory councils for Protected Designation of Origin and Protected Geographical Indications, and other quality and food safety regulations.

#### **4.9 Roles and responsibilities of co-operative members**

##### *Types of members*

**According to the co-operative activity**, both natural and legal persons, whether public or private, and communities of property, can be **Members** of a co-operative. In general, these are the **persons who participate in the co-operative's co-operative activity as part of its corporate purpose on an indefinite basis**.

Among the members, there may also be **Collaborating Members**, who are natural or legal persons who, while not being able to fully carry out the co-operativised activity inherent to the corporate purpose of the co-operative, may contribute to its achievement. Their existence must be stated in the Statutes.



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Those members who, for justified reasons, do not carry out the activity which led them to join the co-operative, and who do not request to leave, may become **surplus members**.

The Statutes may provide for the admission of worker-members, who are natural persons whose co-operative activity consists of the provision of their personal work in the co-operative. The rules established by law for worker-members of worker cooperatives will apply to worker-members, with the established exceptions. The Articles of Association may provide for a probationary period for this type of member. The Articles of Association which provide for the admission of worker-members shall establish the criteria for their equitable and weighted participation.

If the Statutes so provide and if it is agreed at the time of admission, fixed-term partnerships may be established, and provided that the total number of such partners does not exceed one-fifth of the permanent partners of the class in question, the following shall be **Probationary Partner**.

#### *Member participation in the daily management of the cooperative*

The involvement of members in the day-to-day management of a cooperative is relatively small, but members have a significant impact on the day-to-day decisions of the cooperative; in the standard version, members participate in the annual general assembly, which is held once a year. In turn, the most active members are elected to the Board and decide on the strategic development of the cooperative, while the board of directors and the executive directors of the cooperative, in making day-to-day management decisions, must follow the course set by the members. And the decisions taken by the cooperative's management have a direct impact on the members through the establishment of quality requirements that the members must follow, prices of raw materials and products, cash flow, etc.

#### *Obligations of members*

Members are obliged to comply with their legal and statutory duties. In particular:

- To comply with the agreements validly adopted by the cooperative's social bodies.
- To participate in the co-operative activities carried out by the co-operative in order to fulfil its social purpose, in the minimum compulsory amount established in its Statutes.
- To maintain secrecy regarding those matters and data of the co-operative whose disclosure could be detrimental to the interests of the co-operative.
- To accept the posts to which they were elected, unless there is just cause for excuse.
- To comply with the financial obligations' incumbent upon them.



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- Not to engage in competitive activities with the business activities carried out by the co-operative, unless expressly authorised by the Governing Board.

### *Responsibilities of members*

- The shareholder's liability for company debts shall be limited to the contributions to the subscribed share capital, whether or not they have been fully paid up.
- A member who leaves the cooperative shall be personally liable for the debts of the cooperative, after exclusion from the assets of the cooperative, for a period of five years from the loss of membership, for the obligations incurred by the cooperative prior to his leaving, up to the amount of his contributions to the share capital.
- For the purposes of the appropriate deduction from the amounts to be reimbursed to the member who leaves, any losses, imputed and chargeable, reflected in the closing balance sheet of the financial year in which the termination took place, whether they relate to that financial year or come from previous financial years or are not offset, shall be taken into account, where appropriate.

### *Rights of members*

- To attend, participate in the debates, formulate proposals in accordance with the statutory regulations and vote on the proposals presented at the General Assembly and other collegiate bodies of which they form part.
- To be eligible to vote and stand for election for the posts in the social bodies.
- To participate in all the co-operative's activities, without discrimination.
- The cooperative return, where appropriate.
- The updating, where appropriate, and liquidation of contributions to the share capital, as well as to receive interest on the same, where appropriate.
- Voluntary cancellation.
- To receive the information necessary for the exercise of their rights and the fulfilment of their obligations.
- Other rights provided by law or statutes.



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### *The Right to Information*

- The Statutes shall establish all the necessary means for each member to be **well informed of the economic and social progress of the co-operative.**
- To receive a copy of the Statutes and, if they exist, of the Internal Regulations and any amendments thereto.
- Free access to the co-operative's membership registers, as well as to the Minutes Book of the General Assembly.
- To receive, on request, a certified copy of the resolutions adopted at General Assemblies.
- To receive, on request, a copy of the resolutions of the Board which affect him/her and, in any case, to be shown and clarified the state of his/her financial situation in relation to the co-operative.
- To examine the documents to be submitted to the Assembly, in particular: the annual accounts, the management report, the proposed distribution of results, and the auditors' or auditors' report.
- Request any further information it deems necessary in relation to the items on the agenda.
- To request and receive information on the progress of the co-operative under the terms set out in the Articles of Association and, in particular, information affecting their economic or social rights.
- The Governing Board may refuse to provide the information requested when providing it would seriously compromise the legitimate interests of the co-operative or when the request constitutes repeated obstruction or manifest abuse on the part of the requesting members.

### *Benefits and risks of co-operative membership*

- *It is worth to be a member?*
- *Join a cooperative?*
- *What is the benefit?*
- *Cooperative as only solution?*



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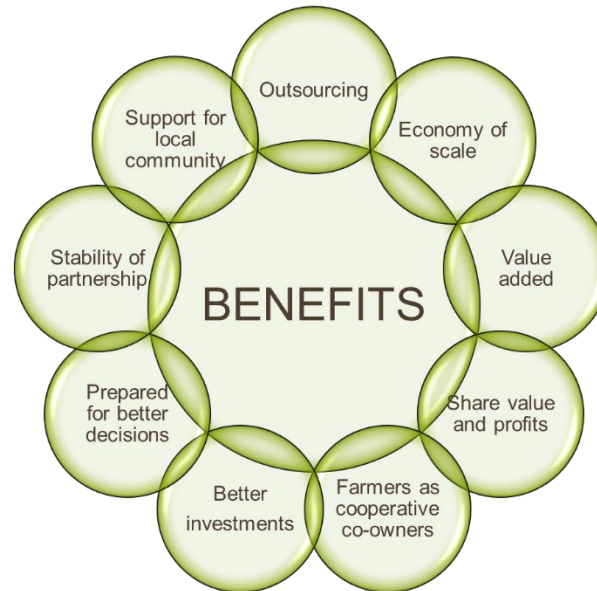
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\* **Activity: discussion with paper sheets**

Materials: Paper sheets; Pens / markers	group:	time: 50 min
<p>Each participant gets 2 paper sheets and a pen.</p> <p>In 7 minutes, they have to write 2 benefits of being a member of a cooperative, on each paper sheet.</p> <p>After 7 minutes all participants tell their 2 benefits, trainer collect them and group to the board or wall.</p> <p>It is ok that benefits repeat.</p> <p>Discussion part has to be not longer than 30 minutes.</p> <p>This discussion part is as introduction to next part. For trainer it is easier to talk about benefits that maybe are mentioned also from participants.</p> <p>Some additional questions:</p> <p><i>How actively I want to be involved in cooperative?</i></p> <p><i>Do I like the principles of co-operation?</i></p> <p><i>What are my products? How competitive they are?</i></p> <p><i>What cooperatives operating in my area?</i></p> <p><i>How supportive and suited to my needs?</i></p>		

How can a farmer be sure that being member of a cooperative is better opportunity for his farm in long term? Clearly, the cooperative is not a magic wand that will solve all the problems of a farmer. To a large extent, the result of co-operation depends on the interest and active involvement of the farmer himself. Of great significance is the product produced, the competition level and the stage of development of the cooperative. Equally important are the members, management and strategy of the cooperative. In an ideal world, ***a cooperative can help a farmer to make purchases and sell products more efficiently.***





### *Outsourcing*

Co-operative can take part in the purchase of raw materials and production sales operations, which will give the farmer more time to ensure the production process.

The outsourcing means delegate to co-operative the purchase of capital goods, such as seeds, pesticides, fertilizers, feed and other inputs. Farmer can reduce irrational time spent on information searching and monitoring. Cooperatives help the family farmer enlarge and operate his production units more efficiently on an independent basis.

### *Economy of scale*

Co-operatives become influential players in the market, obtain more favourable conditions and help farmers to reduce costs and improve profitability.

Regarding quality, they have the possibility to make a Superior Quality Control Capability.

Through pooling products of specified grade or quality, many marketing cooperatives can meet the needs of large-scale buyers better than can individual farmers. By joining forces, the farmers are able to influence the market structure and the market behaviour of the buyers and/or suppliers. Almost all agricultural products are of a bulky nature. Therefore, unit costs of processing decrease sharply by expanding the operations of the co-operative. Hence, efficiency by economies of scale is the reason for the creation or being part of a co-operative.



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Market management yields competitive conditions so that the price system is efficient. Farmers would generally pay higher prices for supplies if it were not for competition from cooperatives. By pooling supply purchases, sales, and handling and selling expenses, cooperatives can operate more efficiently-at lower costs per unit-than farmers can individually. A number of cooperatives have developed markets in other countries and their exports provide outlets for more production. In many cases, cooperatives have expanded-or acted to retain markets by processing members' products into different forms or foods. Major cooperatives have been organized to preserve farmers' link to a market and to protect their production investment.

### *Value added*

To stay competitive, cooperatives—like any business—tend to integrate vertically toward the more lucrative and less price-sensitive consumer goods markets, where there are greater possibilities for product differentiation and market segmentation. Cooperatives have been responsive to the changing demand for convenience foods, good packaging, and effective merchandising. Some conduct dealer and consumer education programs on proper care and handling of their products and ways to use them. The marketing and processing cooperatives provide members market access and help them sell their products to advantage- either in the original state at harvest or later following storage, or in a processed form. These cooperatives help him remain an entrepreneur rather than a contract producer or pieceworker, and retain control of his products further up the marketing chain on the way to consumers.

### *Farmers as cooperative co-owners*

Co-operatives give to members the possibility to participate in co-operative management and decision-making. Cooperatives enable farmers to own and control, on a democratic basis, business enterprises for procuring their supplies and services (inputs), and marketing their products (outputs). They voluntarily organize to help themselves rather than rely on the government. They can determine objectives, financing, operating policies, and methods of sharing the benefits.

### *Better investments*

The costs of employment and use of agricultural equipment are reduced. Cooperatives are supplying various custom services to help farmers meet labour shortages or to minimize individual investments in equipment

### *Prepared for better decisions*



Progressive managers and field staffs of cooperatives provide valuable information to members on farm production and management practices. Advice may be offered on the quality of seeds, fertilizers, and pesticides, and on feeding and cropping practices.

Also, many cooperatives provide market and economic information about various products or enterprises. Many cooperatives assist farm advisors in implementing the recommendations.

### *Support to local community*

True cooperatives support local communities by:

- creating jobs;
- buying locally;
- investing in infrastructure
- providing special funds for local development

The cooperatives spend money for supplies, utilities, insurance, and local taxes. Successful cooperatives also have substantial payrolls and their employees' patronage of local businesses adds to the economic well-being of the community. A majority of the farmer cooperative plants and other facilities are located in rural areas-a plus value in stimulating home ownership and retaining rural industry. Participation in cooperatives often encourages participation in other community projects and in country and local government. Cooperatives often provide funds for community fairs, health centered, fund drives, and the like. As a result of working together in cooperatives, members better understand how to unite in solving community problems. And leaders developed in cooperatives also become leaders in other community organizations.

### \* **Activity: Gamification Tool**

#### **Learning Assessment: Kahoot – The Principles of Agricultural Cooperatives**

##### *How to Play:*

The trainer logs into [www.kahoot.com](http://www.kahoot.com) and logs into their account. Trainer then goes to “my kahoots” and selects the relevant game and click’s “Play”.

Trainer then selects Classic or Team Mode.

Note: If game will be player vs player (all players against each other and have their own device), Select Classic or if Team vs Team (this is when players are sharing devices amongst a number of players), Select Team Mode.



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All players then go to [www.kahoot.com](http://www.kahoot.com) and enter the relevant game pin.

The trainer can now go through the assessment questions and players answer the questions.

This game is based on multiple choice questions, of which the answers are colour and symbol coded, both on screen (trainer) and learner devices.

Learners are awarded points based on correctness of answers and speed in which they answered the questions. It should be noted that as learners answer the questions, they are automatically told if their answers were correct or incorrect. The trainer is also able to see how many correct or incorrect answers were given. This allows the trainer the opportunity to have a group discussion about the various answers given and reiterate the correct answer. Once the trainer clicks “next”, a leader board is displayed, before going to the next question.

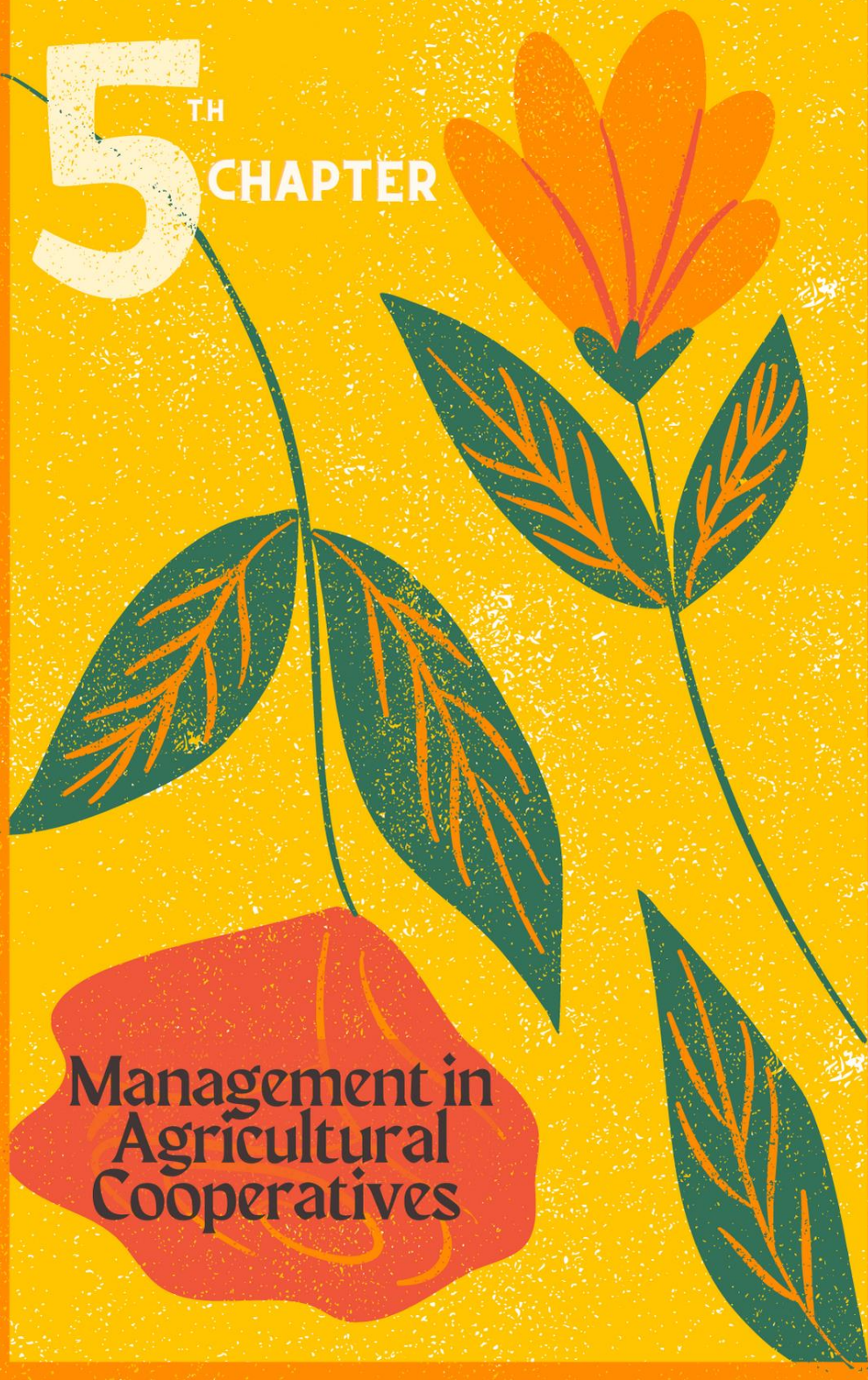
The game ends when all the questions have been answered and a winner is declared.

If the game end in a tie, the trainer can ask single questions until an ultimate winner is found.

*Assessing the learning objective:*

The aim of this game is to assess, that learners have clearly understood the learning materials covered within the classroom and other learning platforms. It also allows for the tutor to repeat critical information about topics.

**5<sup>TH</sup> CHAPTER**



**Management in  
Agricultural  
Cooperatives**



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## CHAPTER 5 - Management in Agricultural Cooperatives

*Aim and objective: to increase managerial skills*

### 5.1. Cooperative management model

The co-operative management model is based on and supported by the Co-operative Values and Principles, as these represent the fundamental postulates that make it possible to build the *co-operative identity* of the company. This model incorporates aspects related to permanent communication, self-management, active participation and the integral development of the people who make up the company based on a **Shared Project**, a project defined by its Mission, Vision and values.

In terms of business management, the difference with capital companies is limited. Co-operative societies encourage or favour customer orientation, process management, innovation, the development of alliances and involvement with the environment, and seek to obtain results aimed at satisfying all stakeholders related to the cooperative (Miret, L., n.d.).

The cooperative management model represents a paradigm shift concerning other types of business models, as it transfers power to the collective. The cooperative management model is, therefore, a **people-centred model**, which promotes the participation of members in different aspects related to **business management**.

Within the framework of this model, it is necessary to apply a **different management approach**. It is necessary to strengthen the members' sense of belonging, to analyse their common interests, as well as to promote their participation in the different forums open to them (Assemblies, meetings, etc....), to achieve the following aims/objectives: (1) to adapt the project to their needs, (2) to establish the essential vectors that make up the vision of the company and to establish its common objectives, and (3) to develop and/or promote the growth of the cooperative and guarantee the competitiveness of the project.

*"It is the only model that was born purely with the will to promote solidarity and internal democracy at all levels of the organisation, integrating people into management, seeking the success of the company as the success of each of its members in a highly competitive and efficient framework". (Ugalde, I., 2020)*



Co-operative Management Model	
Key Aspects	Concepts / Tools
<p><b>“Co-operative Culture”</b></p> <p><b>Values and Co-operation Principles</b></p>	<p><b>Co-operative Values:</b></p> <ol style="list-style-type: none"> <li>1. Solidarity</li> <li>2. Self-help</li> <li>3. Equality</li> <li>4. Equity</li> <li>5. Self-Responsibility</li> <li>6. Democracy</li> </ol> <p><b>Principles of Co-operation:</b></p> <ol style="list-style-type: none"> <li>1. Voluntary Membership</li> <li>2. Democratic Member Control</li> <li>3. Member Economic Participation</li> <li>4. Autonomy and Independence</li> <li>5. Education, Training and Information</li> <li>6. Cooperation among Cooperatives</li> <li>7. Concern for Community</li> </ol>
<p><b>People in cooperation</b></p>	<ol style="list-style-type: none"> <li>1. Shared sense</li> <li>2. Committed Co-owners</li> <li>3. Cooperative Behaviours</li> <li>4. Leaders</li> <li>5. Integral Development</li> </ol>
<p><b>Shared Project</b></p>	<ol style="list-style-type: none"> <li>1. Misión, Vision and Values</li> <li>2. Intercooperation</li> <li>3. Strategic Planning</li> <li>4. Deployment</li> </ol>
<p><b>Participatory Organisation</b></p>	<ol style="list-style-type: none"> <li>1. Self-management</li> <li>2. Communication</li> <li>3. Information</li> </ol>
<p><b>Excellent Company</b></p>	<ol style="list-style-type: none"> <li>1. Customer Orientation</li> <li>2. Processes</li> <li>3. Innovation</li> <li>4. Economic Integration</li> <li>5. Involvement with the Environment</li> </ol>



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## 5.2. Differences between the cooperative business model and other business models

In this section, we will make a brief comparative analysis of the nature of the functioning of cooperative societies and capital companies.

First of all, it is worth mentioning that cooperatives are **SOCIETIES OF PEOPLE**, whereas trading companies are capital companies, whose owners only seek their profit and where the axis and core component of their action and organisation is capital.

This fundamental difference is reflected in the objective of both: while the goal of capitalist enterprises is to make money, people who join together to create a cooperative do so because they want to provide themselves with a particular service or own their own business. The motivation is completely different. While in the case of capitalist companies, the priority is to have power and make profits, in the case of cooperatives, the primary objective is to provide services or to work under the best possible conditions.

About **OWNERSHIP**, capital companies belong to the shareholders and there is the possibility to buy all the shares and become the owner of the company. In cooperative societies there is no such option as the ownership is collective, it is an undivided society. In cooperatives, each person has the right to express one vote.

A cooperative is inalienable, it cannot be sold, unlike more volatile companies.

About **AUTHORITY**, in cooperatives, the authority is held by the members (markedly democratic), whereas, in other corporate models, the authority is held by whoever holds the majority of the capital. In contrast to the democratic approach to decision-making in cooperatives, a hierarchical approach to governance structure and decision-making predominates in capitalist companies.

If we look at leadership, within a co-operative it cannot be assumed by a single person. Leadership must be shared because that is what makes co-operatives what they are and what has enabled co-operatives to withstand the current economic crisis and perform better.

About **CAPITAL**, businesses cannot function without capital and cooperatives are no exception. Furthermore, cooperatives require specific mechanisms that allow for a comprehensive and robust capitalisation strategy while preserving member control.

The fundamental difference is that in cooperative societies capital is a tool to provide service to the members, whereas in capital companies the objective is to maximise capital, and all decisions taken are to achieve the capital objectives.





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Here we can mention the rationale for the existence of both societies: while cooperative societies aim at the creation of collective value under a sustainable approach, capitalist societies aim at maximising the profit of the capital contributors.

About the **DISTRIBUTION OF PROFITS** (surpluses or results), in cooperatives this is distributed according to the participation in the cooperative activity, giving priority to personal productive effort. In cooperatives, there is also an obligation to keep part of the surplus as reserve funds and for education.

Unlike cooperative societies, in capital companies' profits are distributed according to the number of shares held by each partner/shareholder, with the amount of the investment made taking precedence.

In cooperation, the primary objective is not profit (wealth creation), but the objective of this type of partnership is plural, it is the satisfaction of the aspirations, and needs, of the members. However, it should be noted that the satisfaction of these needs of the members will not be achieved in the long term if there are no profits.

In agri-food cooperatives, the cooperative member approaches the cooperative to buy the inputs or services needed for production and for the marketing of agricultural and livestock production, etc. By participating, he has the security of a commercial and financial relationship, as well as access to the surplus according to his activity, and participates in the decision-making process of the enterprise.

COOPERATIVE	ANOTHER CORPORATE MODEL
The authority is held by the partners	The authority is held by the person who owns most of the capital.
Capital is a basic tool to provide service to the partner	Work, customers, suppliers... To achieve the capital objectives
Distribution of benefits according to participation in cooperative activity	Capital-based distribution of profits



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### 5.3. Co-operatives Daily Management Challenges and Solutions

Among the challenges that cooperatives have to face in their daily management, we can mention the following:

1. The need for more effective **management**, a more entrepreneurial vision and greater **professionalization**.

One of the great organisational deficits of the collective is the **lack of professionalization of the different agents**. There is a lack of **professionalization of management**: many cooperatives do not have qualified professional managers, as in some cases there is no capacity to remunerate them adequately and they are therefore unable to retain talent.

All this is related to the lack of entrepreneurial vision of the cooperatives' leaders (presidents and governing councils).

2. Another challenge we face is the **lack of training or capacity building of the different agents**. In cooperatives, it is necessary to develop training plans and actions for:
  - a. **Governing Boards**. The main functions of the Governing Council are senior management (participating in the definition of the general strategy), supervision or control of management and representation of the cooperative. In this sense, and given the importance of their functions, it is essential to improve their training so that they can play their role properly.
  - b. **Co-operative members**. It is necessary to analyse whether there is a lack of training for members that could affect both their day-to-day management and their active participation in the cooperative's democratic bodies.
3. Another challenge facing cooperatives is the importance of **gaining size** to compete in a **global market**.
4. The importance of the relationship with members, especially as co-operatives grow. It is necessary to establish mechanisms to effectively and transparently manage the relationship with members to bring them closer to the project and to ensure that they perceive the advantages of the cooperative. This requires designing action plans with members (training, communication, etc.), to improve their knowledge of the business project, and to make them feel more involved and understand the co-operative's long-term strategies. It is also very important to improve their participation, and for them to feel that they "can be heard".
5. Another challenge facing the cooperative sector is the **lack of generational renewal in the social base and the scant renewal of leaders**. There is a significant lack of renewal, among other causes, due to the ageing of the social base and also to the poor image (lack of prestige) of cooperatives (understood as old-fashioned enterprises and, on occasions, not well managed).



As a possible solution to this problem, in addition to designing possible actions to **attract young people**, the question of **how to improve the image and prestige of the cooperative movement** must also be addressed.

The valorisation of the cooperative brand and the increase of social prestige can be achieved using:

- Marketing actions,
  - Other actions involving different stakeholders (consumers, customers, partners, administrations) and the general public.
6. It is vital to observe the **consumer and the market** to be able to adapt to them and not fall behind competitors.  
Consumer habits are changing and it is necessary to adapt to the new reality and new demands.
7. Another challenge facing the sector is **innovation** and **technological change** (processes, machinery, etc.).
8. The **loss of cooperative values** is another challenge for the sector.

Over the years, there has been a loss of values, cooperative identity and related education. This can be seen among both the grassroots members and the leaders of the cooperatives. It is therefore necessary to reinforce this identity. It is important to foster this sense of belonging so that they can pass it on to others (this could encourage new members to join).

#### Gamification tool: Dice Game – Management in Agricultural Cooperatives

Materials: Dices	2 groups	time: -
<p>- People are divided into two teams</p> <p>- Prepare a numbered list of issues related to <i>Management in Agricultural Cooperatives</i></p> <p>Each Team is given two dice.</p> <p>The dice are thrown in turns and whichever total number it lands on, 1 person from the team must speak about the corresponding topic for at least 45 seconds, based on the training which has been delivered.</p>		



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All persons should have at least 2 turns to speak about different topics.

Throwing the Dice:

Team A starts by throwing 1 dice only

Team B starts by throwing two dice.

On the next respective round, each team swaps the number of die thrown.

Team A = 2

Team B = 1

This continues until each participant has had at least two turns. Participants may not repeat what has already been said about each topic.

*Assessing the learning objective:*

*This game aims to assess, that learners have clearly understood the learning materials covered within the classroom and other learning platforms. It also allows for the tutor to repeat critical information about topics.*

#### 5.4. Equality among men and women and equality measures

Cooperatives are based on specific values, which means that their economic activities are driven by each other helping processes and mutual benefits.

One of the most important cooperation values is *Equality*: each member of the cooperative has equal rights and conditions. But what about “gender equality”?

As ILO (the International Labour Organization) states in the essay *Cooperatives and the World of Work no.1*, the saying “gender equality” refers to “the enjoyment of equal rights, opportunities and treatment by men and women in all spheres of life”.

Despite the foundation of several worldwide institutions actively involved in the promotion of women's empowerment and the decrease of the gender gap - such as the *European Institute for Gender Equality (EIGE)* or the *United Nations Entity for Gender Equality and the Empowerment of Women (UN WOMEN)* - the vast majority of women, with their specific warnings and requests, remains greatly unheeded.



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Every woman on the earth has to face profound discrimination and injustices, daily. According to the UN WOMEN report entitled "[\*Progress on the sustainable development goals, the gender snapshot 2019\*](#)", more women than men live in poverty.

A large part of inequalities between women and men also exist when it comes to seizing a job opportunity or finding better quality employment. Gender imbalances affect our communities, causing low active female participation in important social or economic issues and underrepresentation in decision-making common processes.

The agri-food sector has a particularly masculine culture: rural women still face serious disadvantages, compared not only to rural men but also compared to urban women. This greater or lesser female participation depends on the amount of both public and private *measures* that have been adopted to balance opportunities between women and men, around the world.

It is therefore important to identify strategies and tools to promote gender equality and active social involvement of women in their working contexts and, consequently, minimize the possibility of being doomed to extreme poverty.

According to the cooperative model of *governance*, individuals are responsible for their actions and decisions so, the cooperative enterprise can be a precious instrument to tackle the problem of the lasting restricted access for women to the job market and development opportunities, thanks to the promotion of specific values and its democratic management and concern for communities.

On the contrary, participation, member autonomy, information, training and solidarity, are not typical characteristics of companies whose main goal is profit.

Also, data confirms that compared to other forms of enterprise, cooperatives achieve gender equality better, but what measures are usually taken to promote gender equality within cooperatives? And how women can benefit from the democratic cooperation model of business? The answer is simple: employing a *specific gender strategy* and the adoption of *concrete measures for gender balancing*.

### *The building blocks of a gender strategy*

It is necessary to start from the very beginning: the democratic governance of cooperative enterprises. This essential value, based on the concept of "one member, one vote", triggers a very powerful system of "Social Economy" because of its ability to produce goods, services and knowledge by pursuing both economic and social goals, too. In this way - and not surprisingly - cooperative enterprises can play a role in achieving both economic and social empowerment of women, generating decent jobs, providing income to their members and alleviating poverty.

In 2002 the ILO adopted a very powerful "*promotion of cooperative*" Recommendation (n.193). Through this document, the importance of cooperatives in job creation, mobilizing resources, generating investment, and contributing to the economy and development of all people has been officially recognized, by Governments and social actors.



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As a result of this Recommendation, ILO also decided to activate some *calls for measures* to promote the development of cooperatives in all countries, specifying that “*special consideration should be given to increasing women’s participation in the cooperative movement at all levels, particularly at management and leadership levels*”, to bring the topic to the attention of the whole international cooperative movement.

With the same purpose, the ICA – *International Cooperative Alliance* has hardly recommended some specific actions to develop a strategy as a way of inspiring the cooperatives less women-oriented.

One of them is gathering and collecting the best practices and ideas in the area of age and gender balance and, possibly, collecting evidence that demonstrates the existing relation between women empowerment examples and strong performances, as well as cooperative democracy.

This kind of venture can mark the difference between men's and women's participation experience in cooperatives. So, the results of successful best practices should be shared with other cooperatives and actors in the cooperative movement to encourage them to take similar steps.

Another significant aspect of a gender equality strategy is the promotion of training sessions on a range of essential topics for women’s empowerment. Adequate training enables women to fully participate in their cooperatives and overcome cultural barriers that can easily reduce female educational opportunities.

Training and education also allow women to take on several roles within cooperatives, and develop high-level skills such as legal or accounting abilities.

Trainings can be easily addressed to various cooperative sectors and types but, above all, they have to be easily accessible and widely advertised among the members.

The appropriate use of data is another crucial step to raise awareness of the restricted access for women to job opportunities and quality employment because, very often, there is a lack of information about this phenomenon.

Periodically, cooperatives should collect and analyse data concerning numbers of women and men as members, but also as managers or in leadership positions.

It is also important to have information about the different types of job engagement (part-time, full-time, occasional work etc.) or the quality of the job created (social security benefits, existing training activities etc.).

Starting from the data, the cooperative enterprises can report regularly to members and the public how they intend to face some important issues.

The sharing of the collected information with institutions, research institutions, policymakers, civil society organizations and academics is highly recommended, to pursue a real gender equality strategy.

Accordingly, the above-mentioned suggestions can flow into a unique **5 pillar gender strategy**, able to have a positive impact on the implementation of a gender equality balance in cooperatives:



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n. 1	Collect and analyse <b>more data</b> ; share information about <b>best practices and results</b> .
n. 2	Choose the <b>actions</b> and adopt <b>specific tools and resources</b> in order to implement them.
n. 3	<b>Collaborate</b> with institutions, research-institutions, academics, policymakers, and civil society organizations, to overcome cultural barrier and foster education.
n. 4	<b>Track equality indicators</b> to ensure accountability and <b>reflect</b> on the possible improvements.
n. 5	Employ <b>gender responsive budgeting</b> , in order to allocates specific funds to the <b>empowerment of women</b> .

### Measures for women empowerment

As the strategy suggests in point n. 2, it is very important to define actions and adopt practical measures to “fulfil” the terms of the strategy itself.

### ILO recommends some specific interventions:

- **Equality action plans** (revised every 3, 5 or 10 years);
- **Internal gender equality committees** with board representation;
- **Gender equality standards** (such as codes of conduct) and resource personnel who support the implementation of that standards;
- **Gender-responsive policies** that encourage affirmative action and the participation of women in leadership (e.g. by-laws that reserve seats for women on boards or induct households into membership)
- **Women’s associations** to support the visibility of women members within mixed-sex co-operatives
- **Clear product labelling** (e.g. along the lines of Fair Trade) for organizations which actively support gender equality the implementation of those standards;
- **Facilitation of women’s asset ownership**, which has been identified as a barrier to women’s participation in producer co-operatives
- **Video testimonials** on the participation of women in co-operatives
- **Promotion of spaces and events** that enhance the visibility of women and men in the co-operative (e.g. women’s fairs, masculinity workshops, etc.)
- **National and local co-operative committees** on gender equality
- **Subscription to national and international agreements** on gender equality.



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This is a practical example of placing gender equality on the cooperatives' agenda, to achieve their sustainable development and overcome cultural barriers that can prevent women from the benefits of the cooperative model.

In cooperatives with large membership bases, it is not possible to participate actively in all the decision processes. For this reason, usually, the cooperative enterprises, at least the biggest ones, establish various committees, to guarantee a representation of members in much of the operations of cooperatives, helping the Board of Directors, as well.

These inputs can be very useful to the BoD, to better understand the needs and necessities of all members, and also of external stakeholders.

Every cooperative can have different committees, each for a specific topic, with technical functions and goals such as monitoring and discussing the internal aspect of the working organization, pursuing gender equality balance, proposing activities and trainings etc.

#### ✦ Activity: The training committee

Materials: -	group: it will depend on the number of cooperative's female members	time: 20 min
<p>A training committee is a selected group of members within the cooperative that help to create, write and implement the training plan of the organization, in order to establish the educational priorities and improve everybody's skills. All skills must be clearly relevant for the business, for this reason employees should have a complete understanding of business mission, strategies and direction.</p> <p>A female training committee can be an effective way of expressing women' knowledge gap.</p> <p>Do you have a female training committee in your cooperative? If the answer is "No", then try to establish one.</p> <p>This session will help to make female members more involved in defining their educational needs within the cooperative.</p> <p>It is a good way of reinforcing the relationship between management and working members, trying also to understand what women desire for themselves in order to feel more experienced in their jobs.</p> <p>The size of the committee will depend on the number of cooperative's female members: 10 or 20 members = a 2 people committee. 30 members = a 3 people committee. 40 members = a 4 people committee, and so on.</p> <p><i>Main activity</i></p>		





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*Explain that the committee will be able to identify training needs (for example by means of a Google survey) and coordinate the members' requests by doing **an educational cooperative plan**. Clearly, the new committee should meet up with regularity (for example, three times a year) to collect members' requests for the managers and define the seasonal training plan with them.*

*Use some white sheets to collect votes. Every single member will put in it its personal list of committee candidates in order to express his preferences (respecting the ratio related to the numbers of total members). Every female member is eligible.*

*At the end of the vote procedure, the most voted candidates will be part of the new committee with the specific purpose of demanding trainings and educational activities for all the voter.*

## 5.5 Supporting generational turnover in coops

### *Why cooperatives are intergenerational?*

The cooperative principles bring to the cooperative an important mode of operation: it is an intergenerational organization. Each cooperative is created for solving member's needs, over time. Those needs are related to work, food, care, house, etc. and it depends on the cooperative form, but the main purpose is the same over time. The cooperative does not belong to a single person, nor only to the members of that moment, but future generations of members as well.

Then, the cooperative is preserved over time for future generations, investing, transforming, innovating. Members manage a collective heritage (economic, work, skills, experiences, values and value), in a specific local community.

This collective heritage passes from one generation of members to another, increased with work and made available to the next generation. Each generation implicitly undertakes to leave the cooperative better than how it found it. Members give the way to new generations of members, transferring skills and experiences to young members, until they leave the governance.

We can say that the cooperative "survives" after its members, through a process of transfer between different generations. Cooperation would not have survived without the passing of resources and skills between different generations through generational turnover.

In cooperatives, it is important to care for generational turnover, which means the relationship among different generations inside the cooperative, but also to be sure that future generations of members will be able to take control and carry on.

Let's look at the matter of generational turnover from 2 different sides:

- ✚ Encourage the entry of young people into the cooperative

- ✚ Support the transition to management and governance roles.

Cooperatives often provide young people with their first real opportunity to enter the workforce. There are many reasons for which they can find it interesting. One of them is the practice of participation, collaboration and sharing.



**ONLINE RESOURCES** - The research “**Young people and cooperatives: a perfect match?**” has been co-produced by all ICA regional offices with the support of the Co-operative College and input from the ICA Youth Network.

It is based on the direct input of young people in 20 countries (420 responses), both young co-operators and young people less familiar with the cooperative model. It looks at young people world among 5 topics: employment, education, inequalities, engagement and civic participation, and entrepreneurship, with some practical examples of youth cooperation. The report suggests ways for improving the engagement between young people and cooperatives.

What kind of positive contributions can young people's participation in cooperatives have on the functioning of cooperatives? (From ToBeCoop project research managed in Turkey in 2021-22)

Young people:

- are creative, open to taking risks and trying new things;
- have an innovative perspective and are forward-thinking. Their participation will add dynamism to cooperatives;
- will take an active role in production and decision-making processes;
- have quite different thinking and reasoning skills. New methods and techniques will be used to solve many problems.

What kind of positive contributions can young people's participation in cooperatives have on the functioning of cooperatives?

- Pluralism will be ensured and alternative ideas will increase in quantity and quality
- Participatory democratic management will be strengthened;
- Productivity and efficiency will increase.



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### \* Activity: Discussing & Sharing

#### ***How do you attract young members to your cooperative?***

- Have you ever included young members in the cooperative? If not, do you think it will happen to you in the future?
- How did you meet them? / How do you think you can meet them in the future?
- What advantages has it brought? / can it bring?

*Use some white sheets to collect votes. Every single member will put in their list of committee candidates to express his preferences (respecting the ratio related to the number of total members). Every female member is eligible.*

*At the end of the voting procedure, the most voted candidates will be part of the new committee with the specific purpose of demanding training and educational activities for all the voters.*

However, the “intergenerational” characteristics of the cooperative don’t simplify the problems and difficulties in developing a good generational turnover.

The issue of succession in SMEs appeared in the agendas of political and economic actors in December 1994 through the Recommendation of the European Commission on succession in small and medium-sized enterprises (O.J. EC 385 of 31.12.1994). There, we read that “the White Paper on Growth, Competitiveness and Employment mentions succession in enterprises as a priority area for improvement”. It focuses on facilitation through an appropriate financial environment, but also on aspects such as “raising awareness of the entrepreneur to the problems of succession and induce him to prepare for this operation while he is still alive”.

Generational turnover is generally studied in family businesses. In cooperatives, it is a very special issue. Firstly, because turnover concerns management and governance, and these aspects sometimes coincide, sometimes not. Secondly, the entrepreneur is not one but the cooperative members, several people, and there is a “one person one vote” rule. Then, the cooperative is characterized by its mutual purpose rather than profit. In cooperatives, the “old member” is rarely replaced by a family member but who, more or less consciously, is chosen by other members and chooses to be part of the cooperative.



As regards cooperatives, in Italy, for example, the average age of board members is 52 years. Only 7% of board members are under the age of 35 and this percentage is different from sector to sector (Area Studi Legacoop, 2018).

Generational turnover is a path, a long process. It requires engagement and effort from both sides.

There are organizational and individual aspects to the generational turnover process. If we want to support effective practice, we should care about some organizational aspects that can facilitate a good generational turnover:

- Organizational climate (“social atmosphere” – Lewin)
- Organizational culture
- Democratic and open management
- Training
- Delegation
- Members participation

These factors improve the possibility of growing young members and proactive members capable of assuming responsibility: probably, they will probably be ready to carry on the cooperative projects.

Then, there are individual aspects. Some people can be readier than others to assume responsibility and to face changing or unpredictable situations. Here you can find some aspects to consider:

- Previous experiences;
- availability of skills that can be used in new roles;
- propensity for change and the ability to manage it;
- self-efficacy;
- ability to make sense;
- self-monitoring.

#### \* Activity: Obstacles and Stereotypes

***What are the main obstacles and stereotypes for young people to join the cooperative?***

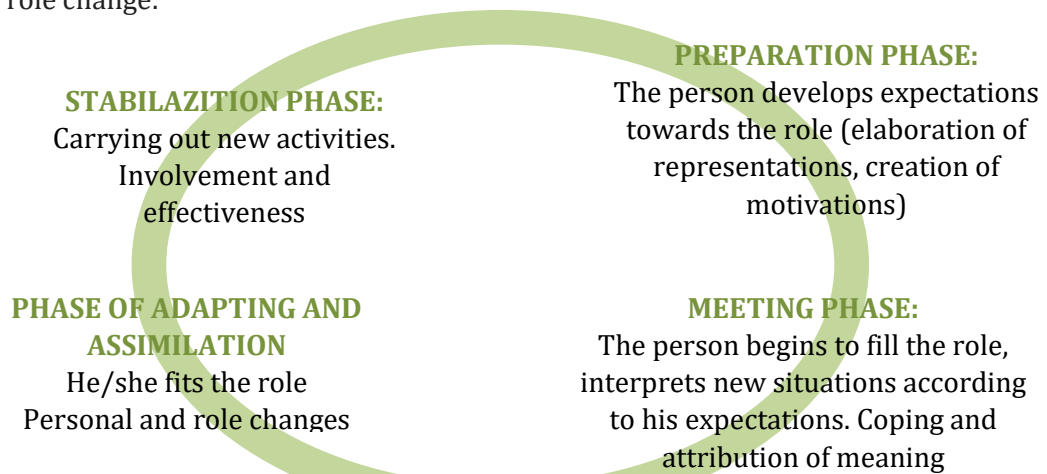


The Role transitions is the psychological and physical shift between two roles, including divestment from one role and insertion into another (Ashforth, 2001)

It is characterized by:

- Strong destabilization;
- Cognitive redefinition of the situation;
- Change in the perception that others have of themselves;
- Possible conflicts between personal and organizational goals. (Sarchielli, 2003)

Nicholson researches focused on a "transitional cycle", including 4 phases that people generally go through in role change:





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An other useful skill for role transition is the job crafting, that is the ability to renew and re-adapt one's job, a creative process through which the people are able to customize their jobs by actively changing their tasks and interactions with others at work.

\* **Activity: Critical incident: change your role!**

Choose an episode linked to a change of role in your cooperative.  
It can be your direct experience, or that of a partner / partner, colleague that you have lived closely.  
Did it work well or were there any problems? How were they dealt with?

- What did it happen?
- What did it work?
- What did it go wrong?
- What did you learn?

*Good Practices for Preparing The Generational Turnover*

There are some good practices we can suggest and support in cooperatives, to plan an effective generational turnover and to recruit new members and managers.

**Integration in decision-making processes:**

- Planning formalized long-term coaching activities, to allow the transfer of competencies "in situation";
- Establish opportunities for extended participation in the directions or management meetings. **Why?** They are important moments of professional growth and transfer of the "managerial style" of the cooperative.
- Enhance the practice of "Teaching to teach" with specific training for current managers. **Why?** current managers must be the first to prepare the generational turnover and they should know how to do it.
- Propose a presence of young people under 35 on the boards of directors. **Why?** it is an important "school" for young people with roles of responsibility and also a fairer way of representing the demographic diversity of the social base on the board



### Participation in the governance and social life of the cooperative

- Encourage extended non-formalized participation in thematic board meetings. **Why?** It allows technicians to have a managerial perspective on the issues within their competence;
- Make sure to gather everyone during assemblies and encourage younger members to speak up and share their thoughts, opinions, questions, and concerns. **Why?** The assembly is the most important tool for participation in the life of the cooperative and must always be cared for, used, and improved.
- Establish information moments with employees to stimulate the opportunity to become members. **Why?** The cooperative follows the “open doors” principle and everyone must know this.
- Training courses aimed at promoting the awareness and participation of new young members. **Why?** As a member, there's still much to discover about cooperation and how you can contribute to it.

### Other practices for generational turnover

- Provide support, tutorship and mentoring paths between senior and aspiring executives.
- Adopt adequate governance models, to avoid concentration of powers, and for a more functional exercise of delegation and control.
- Adopt, not only for technical roles but also for governance: practices of coaching, tutorship, mentoring, green “quotas”, MBO systems, continuous training policies, etc.

#### \* Activity: The generational turnover

Take your time for discussing (in small groups) of strengths and weaknesses in your cooperative about including new young members and planning the generational turnover in the medium/long term.



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*Strengths*

*Weaknesses*

\* **Activity: Commitment of a small step**

- Which are the key aspects about supporting generational turnover in cooperatives?
- What could be integrated in your cooperatives?
- What is a "small step" to be realized by each participant/cooperative as soon as you are back?

## 5.6 Managerial skills: capabilities that enable effective leadership

Cooperative enterprises are organizations of people who have similar needs and decide to become partners to improve their life quality and create better working opportunities for themselves, rather than finding them elsewhere.

In this "cooperative environment" members and directors usually work together, but it is important, in any way, to find specific skills and expertise to protect everybody's interests in managerial processes, ensuring the survival of a cooperative.

For this reason, Cooperatives require some specific leadership qualities for responsible management just as the development of a clear vision, strong motivation and the definition of solid objectives.

It is possible to be a manager and a leader at the same time, but leadership and management are not the same thing.





- ✚ **Leadership** is about guiding and inspiring members to improve themselves and the activities they are carrying on within the cooperative. It means having a vision, and a plan and it is more like a process of social influence to achieve common goals.
- ✚ **Management is all about performing and doing pre-planned specific tasks**, with some other subordinates. Managers, usually, **focus on working organizations, without considering other aspects.**

One of the most perceived difficulties by the cooperative movement **is the lack of “change leaders”**, able to define a concrete working strategy which is a crucial aspect of the cooperative’s success and evolution.

In a cooperative organization context, the leadership style should only be based on creating a shared vision that guides the entire organization and provides energy, enthusiasm and motivation, in a different way compared to traditional business enterprises.

Therefore, cooperative enterprises usually stand out in working coordination thanks to their ability to approach differently to the idea of business differently, based on specific characteristics such as:

- **Concern for communities:** cooperatives work for the development of their communities. The cooperative business model has a particular connection with communities and cooperatives constantly try to do their best to transmit their principles and values to the territory.
- **Broad participation:** It is the main ingredient to ensure the survival of the cooperative itself. Participation and transparency foster democratic governance, enabling stakeholders and other cooperatives to better understand the nature of the business and its purposes, and thus inspiring other organizations to do the same. The sharing of values and ideas can easily lead to “best practices” and even to successful models of leadership that can be replicated in other work settings, not only cooperatives. Participating is also a way of respecting each point of view.
- **Concrete approach to problem-solving:** Idealism can become easily dangerous when it comes to managing people’s and communities ‘interests. When some bottlenecks are identified in cooperative processes, the governance system guarantees a practical and efficient approach to define clear strategies and interventions.

Another remarkable aspect of stronger leadership is a high degree of trust among members and directors. According to the latest studies, in people management **great attention should be paid to human factors**. On the contrary, very often the human aspect of work is non opportunely considered.

Some experts identify several "**styles of leadership**", as different ways of approaching people and tasks. A “democratic”, rather than “authoritarian”, approach usually contributes to generating a greater engagement, loyalty, involvement, and satisfaction of people. Thanks to its unique *governance* model, the cooperative enterprise tends to foster typically democratic leadership.

On the contrary, an authoritarian leader is more task-focused, more similar to a manager rather than a source of inspiration. He is controlling, power-oriented, has a closed mindset and is also arbitrary in his



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decisions; a person who demands obedience, and loyalty and expects everyone to follow the rules. Generally, these elements are very far from the cooperative principles.

The classical studies on the topic of leadership show that very often the same person - in a leading position - tends to use both styles, balancing them in some ways. **Women, instead, tend to have a more participatory style**, because they are interested as much in business results as in the well-being of the people. This female concern should determine a broader women's involvement in cooperative leadership, especially if we consider that - according to the latest studies of ILO, *the International Labour Organization* - the democratic style seems to give the best results in the long run.

The pandemic, above all, has shown the importance of connecting people to face big problems more easily and achieve results quicker. This increasing awareness has brought out a new leadership style that is gaining ground in working organizations: *caring leadership*. A lot of women identify themselves with this type of approach to leadership and this identification could lead to unhinging some of the existing practices of gender discrimination.

The importance of making decisions together is greatly underestimated in most organizations, due to a natural or prevailing disposition to control processes, believing that control leads to better results. However, on this basis, new opportunities open up for women's leadership, but also for all those men who recognize the importance of working “for” people and not just “with” people, as a priority.

#### \* Activity: Becoming leaders

Concretely develop internal human resources, activating the best self-propulsive energies of each involved person in the cooperative, to teach all members to become future leaders. During the session, participants will be encouraged to practice their leadership style, in daily work contexts. They will learn the most important skills to be an understanding leader and will test their applicability in several situations.

*Main activity:*

*Split the participants into three different groups.*

*Imagine three specific working scenarios that present some situations quite difficult to handle.*

*Write them down on a white sheet and give them to the cooperative member asking them to face the circumstance both as a simple employee and as a leader.*

*This will help to understand the different roles within the cooperative as well as the difference between a leader and a simple manager.*

*Each group will discuss the best problem-solving approach to use, and at the end of the discussion, the same group will indicate a spokesperson able to share their point of view with the other members.*



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*The representative member of the group will present their problem-solving proposal to the other groups and some feedback will follow, to collect other members' opinions and improve the cooperative solution to the analysed problem.*



The Principles of  
Digital  
Marketing

**6**<sup>TH</sup>  
CHAPTER



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## CHAPTER 6 - The Principles of Digital Marketing

*Aim and objective: to increase knowledge and skills in digital marketing*

### 6.1 Concept of Marketing

*What is the Marketing?*

The definitions of marketing have changed alongside various environmental factors in the field over time.

For over 100 years, the marketing discipline has continued to change and evolve, reflecting the influences of various marketing environmental factors. Similarly, the definition of the discipline and practice of marketing has evolved, reflecting these evolutionary changes. A few currently accepted definitions of marketing can be summarized as follows:

- **Marketing is the anticipation, stimulation, facilitation, regulation and satisfaction of consumers and the public's demand** for products, services, organizations, people, places and ideas through the process of exchange;
- **Marketing consists of individual and organizational activities** aimed at facilitating and accelerating exchange within a set of dynamic environmental forces. **Marketing is human activities developed to satisfy needs and desires** through processes of exchange.
- **Marketing is mutually beneficial, subject to environmental and internal constraints** that seek to establish exchanges that enable a company to reach a target audience through high-quality messaging.
- **Marketing aims to provide independent value for potential customers and users** by producing content to maintain the value of products over the long term, strengthen brand loyalty and ultimately increase sales.



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## ✦ Activity: Marketing versus management

Materials: basic didactics equipment (flip chart with markers, PC with internet access and a projector), it is important that students can take notes.	Time: 60 min.
<p><b>Short description:</b> Showing the concept of marketing management – theory. Explaining the process of marketing management and its elements.</p> <p>Specific tasks and exercises of the learners on field-related topics, within:</p> <p><u>Learning activities:</u></p> <ul style="list-style-type: none"><li>- Explaining <b>the importance of marketing in running a company:</b> Marketing is not simply a philosophy, but rather a company's necessary response to changes and transitions within the market. It's important to understand the fundamental aspects and definitions of marketing and to consider the perspectives of successful industry leaders and founders. By reviewing marketing management concepts and acknowledging that theories are based on the experiences of practitioners, we can better understand and utilize effective marketing strategies., by showing examples of famous companies that emphasize a strategic marketing approach (e.g. General Electric Organization, 1952). Analyzing marketing definitions and their evolution over time can be useful in understanding how they fit into the context in which trainees are operating. This process can help provide valuable insights.</li></ul> <p><u>Self-assessment and peer-evaluation:</u></p> <p>Participants, based on this training and their own experience are tasked with defining characteristics and competencies of a person who is responsible for marketing management in a company. They present their thoughts to the whole group and along with the instructor discuss, analyse and evaluate them. Then, the instructor inspires students to reflect (individually on their own) on whether they as managerial personnel have such qualifications, and if not, whether they know how to improve and are capable of self-improvement in this respect or if there is a person within their company who could be responsible for such processes.</p> <p><b>Methodological recommendation for implementation and evaluation:</b></p> <p>The trainer should support the learners in the collective formal and non-formal learning experience about good interpersonal communication, ensuring both the required scientific support in communication learning, and non-formal learning facilitation (e.g. effective communication with them, learner-orientated and empathic approaches, consideration of the individual experiences of the learners, etc.). For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested:</p>	



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each participant, in the presence of all participants serving as true partners in learning, tries to give their evaluation on the learning outcomes that the experience has resulted, and on what was good and what could be improved, then the learner receives feedback from other participants about the same issues, facilitating the participant's reflection on the learning experience through dialogue among the involved learners and the trainer.

**Documentation/Internet Links:**

<https://www.saylor.org/site/wp-content/uploads/2012/11/Core-Concepts-of-Marketing.pdf>, *Core Concepts of Marketing*, John Burnett, 2008

*Fundamentals of Management*, Ricky Griffin, 2015

<http://essentialsofbusiness.ufexec.ufl.edu/resources/marketing/five-essential-skills-for-the-future-marketing-manager/#.WFmo6fnhDtQ> Five Essential Skills for the Future Marketing Manager

## 6.2 Types of Marketing

**Where your marketing campaigns live, is all about where your consumers spend their time.**

The task of determining the type of marketing that suits your preferences and will be more beneficial for your brand depends on your targets and needs. Below are some marketing techniques that have remained relevant over time.

- **Internet Marketing:** The concept of having an online presence for business purposes is a form of marketing in itself, as seen in online product campaigns.
- **Search Engine Optimization:** Abbreviated "SEO (Search Engine Optimization)" is the process of optimizing the content on a WEB site to appear in search engine results.
- **Blog Marketing:** Blogs are no longer exclusive to the individual author. Brands now publish blogs to write about their industry and attract potential customers browsing the internet for information.
- **Social Media Marketing:** Businesses can use social networks such as Facebook, Instagram, Twitter, LinkedIn and so on, to build impressions on their target audience over time.



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- **Print Marketing:** As newspapers and magazines get better at understanding who subscribes to their printed material, businesses continue to sponsor articles, photos and similar content in publications that their customers read.
- **Search Engine Marketing:** This type of marketing is slightly different from the SEO described above. Businesses can now pay a search engine to place links to pages of their index that have high exposure to their target audience (a concept called "pay per click").
- **Video Marketing:** Where once there were only commercials, marketers are now spending money on creating and publishing all kinds of videos that entertain and educate their core customers.

Early approaches to digital marketing in the late 1990s and early 2000s first defined digital marketing as an online projection of traditional marketing tools and strategies, and then as a subset of traditional marketing, which was completely wrong. While there are major intersections inherent to marketing, digital marketing was a magical creation that allowed brands to combine personalization and mass distribution to achieve their goals. The advancement of technology has brought it into every home in the world.

According to data, the world population is approximately 8 billion, the number of unique cell phone users is 5.5 billion, internet users are 6 billion, and the number of active social media users is almost 5 billion. Daily Internet usage between the ages of 16-64 is exactly 7 hours!

### 6.3 Digital marketing methods and examples

In its simplest definition, digital marketing is the marketing of products or services to potential customers using digital channels. Put another way, it is the entirety of marketing operations that involve electronic tools. The channels used are all digital platforms such as social media, mobile applications, e-mail, web applications, search engines, websites or digital media such as radio and television.

An effective digital marketing activity involves the use of all tools such as social media management, search engine optimization, social media, digital advertising, content marketing, and e-mail marketing for the same purpose, within an effective strategy, as a whole.

- **Search Engine Optimization (SEO):** This is the process of optimizing a WEB site to rank higher on search engine results pages, thus increasing the amount of organic (or free) traffic your WEB site receives. Among the various channels that utilize SEO are Websites, Weblogs and Infographics.





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- **Social Media Marketing:** This practice promotes the brand and content on social media channels to increase brand awareness, attract users' attention and create target consumers for the business. Platforms you can use for social media marketing include Facebook, Twitter, LinkedIn, Instagram, TikTok, and Pinterest.
- **Content Marketing:** Refers to the creation and promotion of content assets for brand awareness, traffic growth, lead generation and customer generation. Channels that can play a role in your content marketing strategy include Blog posts, E-Books and white papers, Infographics, Online brochures and lookbooks.
- **Affiliate Marketing:** This is a type of performance-based advertising where you receive a commission for promoting someone else's products, or services on your WEB site. Affiliate marketing channels, YouTube Partner Host video ads and social media through the program include publishing affiliate links from your accounts.
- **Native Advertising:** Native advertising is advertising that is primarily contextual and other, free content as well as featured ads on a platform expresses. Posts sponsored by Buzz Feed are a good example, but many people think that social media advertising is "native". think - Facebook advertising and Instagram advertising.
- **Marketing Automation:** Marketing automation is the main marketing to speed up and automate processes referring to software. Many marketing departments use e-mail news newsletters, social media post scheduling, contact list updates, lead nurturing workflows, campaign tracking and tasks to be done manually in the normal process, such as reporting can automate.
- **Email Marketing:** Companies use email marketing as a way of contacting their target audience. E-mail is often used to promote content, discounts and events and to direct consumers to the company's Web site. The types of e-mails you can send in an e-mail marketing campaign include blog subscription newsletters, follow-up e-mails to Web site visitors who have downloaded something, customer welcome e-mails, holiday promotions to loyalty program members, tips to attract consumers or a series of similar e-mails.
- **Inbound Marketing:** Inbound marketing is the use of online content to attract, retain, and delight customers with a "full-funnel" approach. Here throughout an inbound marketing plan, every digital marketing tactic listed can be used.
- **Online Public Relations:** Online PR, digital publications, and online coverage gained through blogs and other content-based Web sites is the practice of securitization. Public relations channels you can use to maximize your efforts include your company reaching out to reporters through social media online reviews about your Web site or dealing with comments on your blog.



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## 6.4 Pros and cons of digital marketing

Marketing in the digital age allows marketers to achieve real-time results and effectively reach their target audience. Unlike traditional advertising methods, such as placing an ad in a newspaper, it's difficult to determine how many people saw and engaged with the ad. With digital marketing, you can easily track the reach of your product or service, interact with potential customers, and promote in a personalized and global way. Despite its many benefits, digital marketing does have some drawbacks.

Digital marketing is heavily dependent on the Internet. Some regions may not have internet access or consumers may have poor internet connectivity. Therefore, marketers find it difficult to make their ads stand out and get consumers to start conversations about an organization's brand image or products. Despite the abundance of goods and services utilizing similar digital marketing techniques, there is still a high level of competition. Despite the abundance of goods and services utilizing similar digital marketing techniques, there is still a high level of competition. Some companies may be portrayed negatively by customers because some consumers lack trust online due to the amount of advertising that appears on Web sites and social media, which can be considered fraudulent.

### \* Activity: Detect false content on social media

Materials: As many computers with Internet access as players/groups	Group:	time:
<p><b>Short description:</b> NewsFeed Defenders is a free online game that engages players with the standards of journalism, showing how to spot a variety of methods behind the viral deception we all face today. This can only be achieved by spotting dubious posts that try to sneak in through hidden ads, viral deception, and false reporting. In addition to maintaining a high-quality site, you are charged with growing traffic while keeping the posts on topic.</p> <p>Methodological recommendation for implementation and evaluation:</p> <p>By making the player join a fictional social media site focused on news and information, and meet the challenge to level up from guest user to site admin, the game allows players to detect how fake content travels online and how to create their messages in a way that averts fake content's techniques.</p> <p>It can help a company realize how its clients perceive their content and how to craft their social media and online communications in a way that comes across as genuine.</p> <p>The game provides real-time scores so the players can assess their evolution.</p> <p>Documentation: <a href="https://www.icivics.org/mes/newsfeed-defenders">https://www.icivics.org/mes/newsfeed-defenders</a></p>		



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## 6.5 Marketing's transition from traditional to digital

The evolution of online marketing is inseparable from the development of technology. In 1971, Ray Tomlinson sent the very first email and his technology established the platform that would allow users to send and receive documents through different machines. By the 1980s, the computer's storage capacity was already large enough to store vast amounts of customer information. Companies began to favour online technologies such as database marketing over limited listing agents.

Such databases enable companies to track customer information more efficiently, changing the relationship between buyers and sellers. However, the manual process is not very efficient.

The term digital marketing first emerged in the 1990s and was coined as a server/client.

With the emergence of architectures and the proliferation of personal computers, Customer Relationship Management (CRM) applications have become an important part of marketing technology. Intense competition is forcing vendors to add more services to their software, such as marketing, sales and service applications. After the birth of the Internet, marketers can also obtain large amounts of online customer data through eCRM software. Companies can update their customer demand data and prioritize their experience.

This led to the launch of the first clickable banner ad in 1994, AT&T's "You Will" campaign, and in the first four months of its launch, 44% of all people who saw it clicked on it. In the 2000s, with the rise of Internet users and the birth of the iPhone, customers began to search for products and identify their needs online rather than consulting salespeople, presenting new challenges for the company's marketing department. Furthermore, a survey conducted in the UK in 2000 showed that most retailers did not register their domain addresses. These problems are pushing marketers to look for digital ways for market development. Since the 1990s and 2000s, the evolution of digital marketing has changed the way brands and businesses use technology to market. As digital tools are embedded into both marketing plans and daily life, as people digital marketing campaigns have become more widespread and efficient as people use digital devices instead of going to traditional stores. In 2007, The concept of marketing automation was introduced to solve the above problems.

## 6.6 Digital marketing and internet marketing

Digital marketing refers to the marketing or promotion of products, services or brands using digital media or electronic media through various channels, both online and offline, such as social media marketing, pay-per-click, search engine optimization, email marketing, content marketing, telemarketing, print, etc. All these channels can be divided into two sub-groups: online and offline channels. All channels that need or use the Internet as a platform are within the scope of Internet marketing. This includes social media, search engine optimization, pay-per-click, email marketing,



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etc. Other channels do not require the internet or are done offline. These are called offline digital marketing channels. These include SMS/MMS marketing, gaming ads, radio and television ads, etc. Online marketing involves both online and offline marketing methods. This makes very clear the concept that internet marketing falls under digital marketing, that it is a very important part of digital marketing, but it is only a subset of it and not the same thing.

Internet marketing or online marketing is the most common and also the most expensive way of digital marketing. Because it is the most common channel and because the evolution of digital marketing has been through online marketing, for most people the concept of digital marketing is still just marketing over the internet. This is the main reason why most people still refer to digital marketing as internet marketing. But with the rapid growth of technology, we need to understand that digital marketing techniques are also used offline. Understanding the difference between them and that internet marketing is only a part or subset of digital marketing and they are not the same can help us choose the most appropriate marketing tool. is very important to keep in mind.

### **6.7 Digital marketing and customer attitudes**

Changes in consumer behaviour require firms to rethink their marketing strategies in the digital space. Currently, a significant amount of relevant research focuses on the customer rather than the firm. To address this gap, this study adopts the firm's perspective to facilitate an understanding of digital marketing and social media use as well as its benefits and barriers. Second-generation Internet-based applications enhance marketing efforts by allowing firms to implement innovative forms of communication and co-create content with their customers. In a survey of marketing executives, some studies show that firms face internal and external pressures to adopt a digital presence on social media platforms. Firms' digital marketing engagement can be categorized according to the benefits and use of digital marketing. In digital marketing to improve customer engagement, marketers need to develop relationship-based approaches that focus on interactions.

The Web can be an extremely useful tool for marketers to create strong brands and gain competitive advantages. To effectively leverage the advantages of the Internet, firms should adopt social media as a channel for providing information to customers, connecting with stakeholders and ultimately generating sales. As marketing communication becomes increasingly integrated with the digital space, marketers can use social media to create digital connections with customers.

Social media is not about money or institutions. Nor is it about shareholders making billions of dollars. Social media is all about everyday people taking charge of the world around them and figuring out inventive new ways to combine their collective voices to get things they want. Social Media Marketing (SMM) is primarily internet-based but has similarities with non-internet-based marketing methods such as word-of-mouth marketing. SMM is a way of promoting a Web site, brand or business by engaging or interacting with existing or potential customers through social media channels. Facebook, Twitter



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and YouTube are the most popular social media channels that companies and celebrities widely use to promote themselves and their brands. With the ever-increasing number of users on Facebook and other social networking sites, it is expected to bring in more customers and much more promotion and marketing for the business, thus making social media a great way of promoting the business.

It is imperative to make it a better platform for marketing.

## Social Media

Social media and social networks are already part of almost everyone's life. They are often used as a source of information, entertainment or a means of communicating with family, friends and colleagues. Social media provide the latest news and hot topics of discussion and are also key product search channels. Consumers turn to various types of social media more frequently for information as they perceive it as a more reliable source of information than corporate-sponsored communication through traditional promotional activities.

There are three key ingredients in social media management. Interactivity, value and marketing can be briefly explained as follows:

**1. Interaction:** Interacting with people on social media channels, introducing the brand to potential customers and promoting the products sold according to the products they are interested in, as well as answering questions can be considered as interaction. Only promoting products and selling products does not mean successful social media interaction. Discovering and communicating with potential customers by being active on these channels can be shown as an example of successful interaction.

**2. Value:** Companies inform their followers or customers by sharing information related to their sector through their accounts on social media platforms and enable their followers to gain added value in this field. In this information-sharing platform, which is usually realized by opening a blog page, the company also advertises its products related to that subject and sends readers to the sales webpage.

**3. Marketing:** Although the initial purpose of social media is not advertising and marketing, it has caused companies to use it as the number one marketing tool over time due to the large amount of traffic and people online.

Continuous use in social media marketing, that is, continuity is one of the most important components. Businesses that start using social media, enthusiastically start using social media and continuously share while decreasing their sharing and frequency of use after a while. will do more harm than good. For this reason, companies should use social media should be used regularly.



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## 6.8 Social media marketing

Digital marketing activities involve the use of digital advertising and promotion activities on social media sites. It can also be seen as the use of social media platforms to enhance an organization's online brand, products and services. Various social networking platforms enable the sharing of podcasts and videos that fuel viral marketing. Various academic researchers have suggested that social media marketing has evolved much more effectively by creating networks for people to interact and create space for their voices to be heard and understood.

A compilation of data from leading social networks shows that social networks are gathering more and more active users. Promoting the idea of sharing social messages with personalized contacts through social media platforms has created a paradigm shift towards exponential social media marketing growth and massive communication trust among users. It also encourages consumers to share and connect information and stories related to big brands and enables their opinions, adopted experiences, and the creation and sharing of customized personal branded content and diagnostics. Marketing obstacles and restrictions may come and go, but the strength of connecting with customers through search and social media will never change. There are now more than a thousand active social media marketing platforms in the world. This is a result of the trend to focus on digital marketing channels in response to customer demand and dynamics occurring globally. These social media marketing platforms are seen as strategic places where customers want to be regularly updated with information about their product brand choices. The level of engagement on social media platforms leads to the development of brand advocates with a bold emotional attachment to product and service brands. Furthermore, social media marketing platforms can be a place where corporate storytelling for branding is always articulated in terms of how corporate associations, corporate values, corporate personalities and corporate benefits can be communicated to targeted internal and external stakeholders.

## 6.9 Social media marketing features

Different methods of communication have developed in different periods and have changed life day by day. In the 21st century, social media has become a method of expression that allows us to express our beliefs, ideas and style in an absolute way. This message also has a huge impact on companies who realize that without the right plan and social media strategy, they have no chance to stand out in a rapidly changing digital world. To guarantee a successful action on social media, companies need to take into account different marketing theories and thus elevate their brand from different angles. the chances of spending time together are high.



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The rapid growth of community Web sites such as Twitter, Facebook and LinkedIn has brought the world into a new era of social media. The global reach is such a spectacular change that if Facebook were a country, for example, it would be the third largest after China and India. Some even say that this is the biggest change since the Industrial Revolution, which means that the world is a whole new playing field. At the same time, social media has changed the way research is done. This allows brands to better communicate with their consumers and intensify their relationships with them.

The world of advertising is also influenced by social media. Companies are now more careful about advertising; they avoid unexpected gaffes, mainly to anticipate consumer reactions and avoid a viral consumer backlash on networking sites. It allows companies to talk to their customers and also allows their patrons to talk to each other. Companies have started to provide networking platforms to their consumers and retain them through blogs and other social media tools. Social media today is seen by marketers as a great opportunity to increase market share figures. Marketers are very happy to see social networking as a new set of channels to market their goods or services.

Social media marketing is an influencing factor for companies. It enables firms to establish a networking channel with their consumers, market their goods, build brand recognition and increase customer satisfaction and loyalty. However, managing this communication requires effort and care as it is a two-way channel. Dissatisfied customers may object loudly, and many other customers may easily influence and damage the brand's image. Brand image to avoid the risk of harming rather than improving social media, the company align its marketing with the company's global marketing strategy. To do this, the business needs to select the appropriate human profile for its target audience and should communicate with them accordingly.

Social media is not about money or institutions. Nor is it about shareholders making billions of dollars. Social media is about ordinary people taking control of the world around them and finding creative new ways to bring their collective voices together to get what they want. Social Media Marketing is primarily internet-based but has similarities with non-internet-based marketing methods such as word-of-mouth marketing.

Social Media Marketing is the use of social media channels to promote an existing or a Web site by engaging with or attracting potential customers is a way to promote a site, brand or business. Facebook, Twitter and YouTube a popular platform for companies and celebrities to promote themselves and their brands. are the most popular social media channels they use. Facebook and other with the ever-increasing number of users on social networking sites, it is becoming more and more important for more customers and much more promotion and marketing, and thus It is imperative to make social media a better platform for marketing.

## 6.10 Instagram marketing



Instagram

Instagram is one of the fastest-growing online photo social WEB services where users share their life images with other users, but academic research on this media is limited. Often, just the brand hashtag itself is enough to have a lot of engagement. Luxury brands have already started to take advantage of this highly visual medium. They have a large and loyal following active on social networks. They have large funds for high-quality and imaginative photography and videography. 3 out of 4 luxury shoppers connected to their target audience own a smartphone, which greatly influences their purchasing decisions. Gucci, the most popular brand on Instagram, posts simple and bright images, always keeping in mind that most viewers check the site from their smartphones. Their mix of celebrities, products and conceptual images keeps their content fresh and fun.

Instagram marketing should be considered not only as a means of increasing brand awareness and reaching new customers but also as an increasingly important and serious brand image-building tool. Investments in brand equity (online and offline) will strengthen Instagram's marketing effects on customer responses.

After Facebook, Instagram is the second most widely accessed social media network. The popular visual-first social media sees over one billion active monthly users and 500 million Instagram Stories daily. Instagram is no longer just for personal use. It is now a global platform that allows brands to humanize their content, recruit new talent, showcase their products and inspire their audience. And Instagram users aren't just active, they're busy. Around 59% of the platform's active users visit the site every day and spend at least 7 hours a week browsing content and interacting with friends and brands. Instagram can also help you increase brand awareness and promote new products. Every month, 130 million Instagram users interact with shopping content. Instagram allows you to promote your brand and product in a friendly and authentic way without selling too much to your customers.





## 6.11 Facebook



Marketing is one of the vital tools in a business, a good marketing system is a supporter of a product's life cycle (product life cycle). Marketing is not only about good product development, attractive pricing and availability for the target consumer. Companies also need to communicate with consumers. Information technology in particular is influencing the world of Internet marketing, and even the use of the Internet for marketing purposes is considered a trendsetter. Facebook Marketing is a way of marketing via the Internet by utilizing the existing functionalities of the social network Facebook. With Facebook Marketing, entrepreneurs can not only carry out the business processes of marketing but also communicate with their customers. Facebook marketing is a modern marketing communication solution.

### *Increasing digital marketing engagement on Facebook*



The above benefits of marketing organizations on Facebook are lower communication costs, personalized and directed advertising, immediate feedback from customers, word-of-mouth referrals and a positive impact on buyer behaviour. On the other hand, Facebook users may ignore Facebook marketing and get tired of filling their walls with ads; privacy violations and misuse of information by third parties and dominance of vendors over communities are possible; there is no proper measure of ROI in Facebook marketing; and

Organizations still have to invest time, effort and personnel costs in Facebook marketing. He suggested that the main reason Facebook marketing works is that the organization enters a community and interacts with customers as a friend and that Facebook itself is based on the premise of friendship, which implies trust. Related to the concept of trust, organizations must ensure that they strictly comply with privacy laws and that private information is not sold to third parties or misused to the detriment of individuals. Consumers should always have the right to "dislike" or opt out of receiving marketing



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information from organizations. As Facebook has become a new marketing tool for companies to increase brand awareness, they should adopt different new marketing policies and strategies.

Social media is part of the promotional mix and suggested the following to guide interactions to make a positive impact on the organization:

- Build communities of people who share interests.
- Engage with customers using social networking tools such as blogs.
- Address a range of customers by combining marketing tools.
- Publish product information.
- Give customers a concept of exclusivity around specific products.
- Products that enable customers to chat with each other and the organization create.
- Appeal to the customer's interest in reasons.
- Create memories through storytelling.
- Think outside the box and challenge the extremes.

## 6.12 Youtube



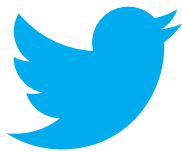
The rise of influencer marketing makes YouTube an ideal media platform for implementing such marketing strategies. Many scholars see the success of YouTube influencer marketing as a result of its high consumer perception of information credibility. Video-sharing sites offer their users low-cost, easy-to-use broadcasting tools that allow them to share their content on their profiles and interact with other users. One of the most popular video-sharing sites is YouTube, founded in 2005.

YouTube has reached incredible growth in the number of users and videos and Time magazine declared it the invention of the year for 2006, revealing that one-third of the 50 most visited Web sites are video-sharing Web sites and YouTube is the most visited site.

The nature of YouTube is clearly defined by its slogan "Publish Yourself", which focuses on users with a "do-it-yourself" approach, allowing them to create and publish what is also known as user-generated content. YouTube users' profiles are called "channels" (Miller, 2011) and users can choose to share UGC publicly or only with their circle of friends (Lange, 2008). Being a YouTube user and creating a channel provides features such as commenting on videos, subscribing to and following other channels, and personalizing the experience by creating playlists. YouTube allows consumers to freely and creatively define their relationship with products or brands, and millions of internet users have become self-publishing consumers.



### 6.13 Twitter



Among all social media platforms, Twitter stands out for both its features and its growth. Launched in 2006, Twitter gained most of its popularity as a micro-blogging tool when it reached 58.5 million users worldwide, an increase of 949% since September 2008. Twitter's uniqueness lies in its tweets, which can have a maximum of 240 characters by default setting public, meaning that the gist of events can be instantly communicated across the network on a massive scale. This has led Twitter's owner, its practitioners and a small number of researchers in the field to describe Twitter as "an information company" or electronic word-of-mouth. Twitter is the online reflection of traditional word of mouth. This is very important because WOM essentially represents "the process of transferring information from person to person" and is recognized as one of the most effective forms of marketing. Twitter is a versatile tool used for socio-political campaigns, citizen journalism and, increasingly, for marketing purposes, and companies such as Dell reportedly earned £1.9 million in sales and cost savings through Twitter.

Twitter provides an additional channel in an integrated marketing communication strategy and The interactive strategies identified in the literature examining Web site design examples. Twitter, especially by independent influencers retweets, hyperlinks, and other tools like Microsoft US to promote positive messages. a highly interactive one-to-many campaign that uses a combination of hashtags is ideally positioned to provide an information channel. Twitter also enables users to information for those to whom it is most relevant or interesting, pushing it to an internal WEB site for easy access.

A Twitter strategy can use Twitter as a tool to respond to customer complaints. The service can also be reactive by using it as a recovery channel. But ideally, damage to the organization's reputation through inadvertent publicity of problems responses to customer complaints through a secondary corporate account to prevent will be done. Twitter's dual capacity for one-to-one and one-to-many



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communication, therefore, the main corporate account for the tweets that make up the corporate brand using a secondary, lower-profile account to respond to complaints can be used.

As this study only involved the analysis of twelve corporate accounts, it is difficult to generalize the results to other organizations using Twitter. However, the lack of consistency across corporate accounts revealed here suggests that many organizations are unsure of their best Twitter strategy and fail to apply what they learn from one corporate Twitter account to other corporate accounts. More academic research exploring different Twitter strategies is needed to provide better guidance to organizations on optimizing their use of Twitter. The results from this study can be used to further improve the implementation of corporate Twitter. as a framework for its work and as a basis for further company comparisons. can be used as a benchmark.

#### 6.14 Model for consumer buying behaviour

Consumers are the focal point of all retail decisions, many questions have been asked about how consumers decide which product to buy, the brand and the store where to buy them. Therefore, it is important to appreciate how consumers make their purchasing decisions. Many models try to explain the process of consumer buying behaviour. In this section, we will focus on five steps, starting from the initial feeling of the need to make the purchase decision by seeking information and evaluating other alternatives.

**Need recognition:** The buying process starts when people realize that they have an unsatisfied need, and an unsatisfied need arises when the consumer's satisfaction differs from his or her current level of satisfaction. Moreover, need stimulation can be triggered by the external environment or internally from the buyer himself, needs themselves arise from physiological or psychological states and when a need is aroused the buyer looks for ways to satisfy it. Researchers have shown that as human beings, consumers have certain basic needs that are quite can be met in simple ways, but some complex requirements are needed that when they hear it, it becomes a problem, and the natural reaction to this problem is to look for it. is to look for a solution that opens the door, in other words, consumers are looking for a product or It is reasonable to suggest that they are trying to satisfy their needs when purchasing services.

**Information seeking:** When the consumer recognizes a need, it is often not clear what would be the best way to satisfy that need, therefore, this stage is about gathering information and processing it to allow the consumer to move towards the purchase decision, and this search may involve information retrieval from buyer memory if internal information is insufficient, and also external search. The stage of focusing on consumers' beliefs and attitudes, but when it is not enough, external information search will be important to help consumers gather the information they need most of the time, which nowadays will be by searching about other experiences, such as social media, friends and relatives will become the main tool for this kind of research to read and see what other people write and say about other brands.



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Also, marketing efforts at this stage should increase the amount of information available to consumers about the products they are looking for.

**Evaluation of alternatives:** This stage is an extension of the previous one, once the necessary information is available, the buyer will begin to evaluate each purchase option to gradually reduce the list of possible purchases to one. This process will develop a strong purchase intention in the buyer's mind, which will lead to the anticipated purchase unless some problems arise in the period between intention development and the final purchase.

**Purchase decision:** Not a single decision, but a bundle of decisions, any one of which may lead to a change of mind and the pursuit of an alternative path.

**Post-purchase evaluation:** After the purchase is made, evaluations continue so that the consumer feels that they have made the right decision that meets expectations. If post-purchase satisfaction or evaluations are not met, the purchase there may be dissatisfaction afterwards. Again, in this case, the promotion is a purchase by creating favourable expectations for the brand's performance beforehand and the consumer who has already purchased the brand feels good about doing so can play a very good role in helping to ensure that consumers are satisfied.

#### ✘ Self-assessment and peer-evaluation:

Materials: basic didactics equipment (flip chart with markers, PC with internet access and a projector), it is important that students can take notes.	Time: 30 min.
<p>Participants (on their own or in groups) should find and analyse a website or social network managed by a company. They must choose companies that are active online (big companies, corporations, etc.) such as Coca-Cola, Milka, Sony, Adidas or MaxFactor. They will then present their analysis to the group and discuss it with the instructor.</p> <p><b>Methodological recommendation for implementation and evaluation:</b></p> <p>The trainer should support the learners in the collective formal and non-formal learning experience about good interpersonal communication, ensuring both the required scientific support in communication learning, and non-formal learning facilitation (e.g. effective communication with them, learner-orientated and empathic approaches, consideration of the individual experiences of the learners, etc.). For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested: each participant, in the presence of all participants serving as true partners in learning, tries to give their evaluation on the learning outcomes that the experience has resulted, and on what was good and what could be improved, then the learner receives feedback</p>	



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of the other participants about the same issues, facilitating the participant's reflection on the learning experience through dialogue among the involved learners and the trainer.