



**mosaic**  
inclusive investing for founders



# Teacher's Guide to MOSAIC – inclusive investing for founders Curriculum & Open Education Resources

[www.mosaic4investing.eu](http://www.mosaic4investing.eu)

The art of teaching is the art of  
assisting discovery.

Mark Van Doren



## Welcome to our Teacher's Guide to **MOSAIC** Curriculum & Open Education Resources

Introducing our research-based resource to help educators deliver more inclusive and effective training.

Our mission in the **MOSAIC inclusive investing for founders** project is to enhance adult entrepreneurial education for underrepresented founders and increase investor awareness, thereby fostering more inclusive finance access and creating equitable entrepreneurship in Europe

Funded by the ERASMUS+ Adult Education Programme, this guide offers clear recommendations and strategies to make entrepreneurship education accessible and relevant for everyone. It's designed to address real challenges faced by educators and founders alike, creating a pathway toward more equitable opportunities in entrepreneurship.

# Table of Contents

01	Welcome / Foreword
02	Competence Framework
03	Curriculum and Modules
04	Case Studies as a Learning Resource
05	General Instructions for Educators
06	Course Delivery Options
07	Develop the Learning Experience
08	Useful Links and Additional Resources



Co-funded by  
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



# 01

---

## Welcome /Foreword



## Welcome /Foreword

The **MOSAIC** project addresses specific needs identified in the context of Entrepreneurship Education for under-represented founders.

This project focuses on addressing the specific needs of underrepresented founders, who often encounter significant barriers in establishing and growing their businesses.

It responds to a significant gap in the ability to effectively educate underrepresented founders. This is due to a lack of specialised knowledge, financial resources, and capacity. The education offered needs to be more accessible, inclusive, and up-to-date, incorporating comprehensive management knowledge and broader skills in line with the **EntreComp Framework**.

Educators have shared that they require sensitisation and resources to provide education that is both relevant and impactful. Additionally, the entire entrepreneurial ecosystem needs to adapt to address these shortcomings, ensuring that education is in step with the needs and challenges of the current times.





# 02

## Competence Framework

The MOSAIC Competence Framework aims to empower under-represented entrepreneurs in EU countries by identifying and fostering the essential skills and knowledge needed for their success. This framework serves as a strategic tool to bridge gaps in support systems, ensuring that entrepreneurs from diverse backgrounds can overcome systemic barriers and biases.



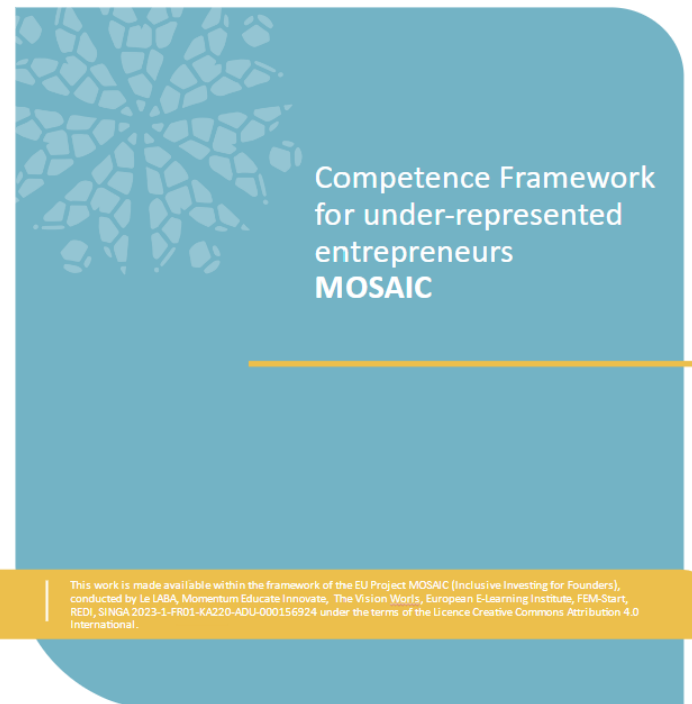
# Competence Framework

The development of the Competence Framework involved a multi-phase process to ensure its relevance and effectiveness. Initially, a comprehensive literature review was conducted to identify existing competencies and gaps in entrepreneurship among under-represented groups. This was followed by the collection of primary data through 42 semi-structured interviews across six countries, including insights from entrepreneurs, experts, and investors. The qualitative data gathered was then analyzed to extract key themes and competencies. Finally, iterative feedback sessions with stakeholders were conducted to refine and validate the framework, ensuring it addresses the unique challenges and needs of under-represented entrepreneurs.

Ultimately, this Competence Framework seeks to support individual entrepreneurial journeys and to contribute to broader societal change by encouraging a more inclusive and dynamic business environment.

By highlighting critical skills needed in different entrepreneurial areas, the framework provides a structured approach to developing innovation, strategic thinking and resilience. It emphasizes the importance of tailored education, mentoring and financial literacy, recognizing the unique challenges faced by under-represented groups.

The Competence Framework is a useful tool for educators in that it covers



## contents

1	Introduction
2	Methodology
3	Core Competencies for Entrepreneurs
3.1	Personal Competencies
3.2	Interpersonal Competencies
3.3	Business Management Competencies
3.4	Sector-Specific Competencies
4	Entrepreneurial Support Systems
5	Overcoming Systemic Barriers and Biases
6	Competence Assessment and Development
7	Implementing the Competence Framework
8	Impact of Competence Framework on Entrepreneurial Success
9	Conclusion
10	References



# 03

---

## Curriculum & Modules

Introducing a research-based resource to help entrepreneurship educators and trainers with curriculum and modules to make entrepreneurship education accessible and relevant for everyone. It's designed to address real challenges faced by educators and founders alike, creating a pathway toward more equitable opportunities in entrepreneurship.





# Course Content Overview

## a) Modules

The MOSAIC Curriculum comprises ten modules in the following course structure.

### MODULE 1

#### I want to start a business

- Discovering Personal Motivation and Entrepreneurial Mindset
- Identifying and Leveraging Personal Talents for Business Success
- What Challenges do Underrepresented Entrepreneurs Face when Starting a Business?
- Understanding Different Business Models
- Positioning is Key

### MODULE 2

#### I have a business idea, now what?

- Introduction to Business Idea Validation
- Understanding Feasibility Analysis
- Minimum Viable Product (MVP)
- Moving Forward with Your Validated Idea
- Self-Reflection and References

### MODULE 3

#### Financial Literacy and Business Planning for Under-Represented Founders

- Introduction to Financial Literacy
- Building a Business Financial Plan
- Accessing Financial Resources and Funding
- Financial Monitoring and Continuous Improvement
- Liquidity Planning and Spotting Crisis
- Self-Reflection and References

### MODULE 4

#### How do I secure funding for my business?

- Understanding Different Types of Funding
- Navigating the Criteria for Funding
- Strategies for Overcoming Bias and Discrimination in Funding
- Exploring Non-Traditional Funding Sources
- Risk Management and Financial Planning

### MODULE 5

#### How do I Manage my Finances?

- Introduction to Financial Management
- Developing a Financial Strategy
- Budgeting
- Financial Statements and Cash Flow Management
- Self-Reflection and References

### MODULE 6

#### Networking for Under-represented Founders

- Introduction to Networking for Under-represented Founders
- Building Investor Relationships
- Leveraging Incubators and Business Events
- Mentorship for Under-represented Entrepreneurs
- Reflection and Self Assessment

### MODULE 7

#### Working with investors

- Crafting a Compelling Investment Pitch
- Due Diligence Preparation
- Investor Relationship Management
- Post-Investment Monitoring and Reporting
- Self-Reflection and References

### MODULE 8

#### Financial Aid for Under-represented Entrepreneurs - mediators

- Types of funding available through mediation
- The Role of a Financial Mediator
- Requirements for Loan Application and Understanding Loan Terms
- Risk Awareness
- Showcasing Success or Failure Stories

### MODULE 9

#### Marketing and Sales for Under-Represented Entrepreneurs

- The Relationship Between Marketing and Sales
- Building Your Brand
- Who Is Your Ideal Customer?
- Create Your Marketing Toolbox
- Make the Sale!

### MODULE 10

#### Operations and Resource Management

- Introduction to Operations and Resource Management
- Supply Chain Management and Optimization
- Operational Efficiency and Scalability Strategies
- Managing Quality and Continuous Performance Improvement
- Reflection and Self Assessment

While our modules are in logical order in terms of the sequence of planning a business, you will notice that entrepreneurship modules are in blue and the finance related modules are highlighted in red.



# Course Content Overview

What follows is a detailed overview of each individual module, highlighting an overview of what the module covers, the learning objectives, the topics covered, case studies, learning exercises and additional resources



MODULE 1	I want to start a business
<b>Overview</b>	<p>This module is designed to equip aspiring underrepresented entrepreneurs with the fundamental knowledge and skills needed to begin their entrepreneurial adventure.</p> <p>Importantly, it has aim to address unique challenges and provide the tools necessary for success.</p>
<b>Learning Objectives</b>	<p>This module is designed to help aspiring underrepresented entrepreneurs gain the knowledge and skills they need to assess their potential and take the first steps toward starting their own business. Throughout the module, participants will reflect on their personal motivations, strengths, and areas for growth, while developing a mindset that embraces learning and taking initiative. They'll explore how to overcome the challenges unique to underrepresented groups and discover the power of diverse perspectives. By the end of the module, participants will have a clearer understanding of their entrepreneurial path and the confidence to move forward with their business ideas.</p>
<b>Topics Covered</b>	<ul style="list-style-type: none"> <li>• Discovering Personal Motivation and Entrepreneurial Mindset</li> <li>• Identifying and Leveraging Personal Talents for Business Success</li> <li>• What challenges do underrepresented entrepreneurs face when starting a business?</li> <li>• Understanding Different Business Models</li> <li>• Positioning is Key</li> </ul>
<b>Case Studies</b>	<ul style="list-style-type: none"> <li>• ReDI School of Digital Integration</li> <li>• Anna Nooshin: From refugee to entrepreneur</li> <li>• <a href="#">Funké's kitchen</a></li> <li>• Green Bites</li> <li>• CulturaCrafts</li> <li>• TransTech Social</li> <li>• VeggieCrunch Subscriptions</li> <li>• EcoSnackBox</li> </ul>
<b>Additional Resources</b>	<ul style="list-style-type: none"> <li>• <a href="#">ReDI School of Digital Integration</a></li> <li>• <a href="#">Anne Kjaer Bathel CEO &amp; Co-Founder ReDI School of Digital Integration</a></li> <li>• <a href="#">Underrepresented start-up founders   McKinsey</a></li> </ul>



# Course Content Overview



MODULE 2	I have a business idea, now what?
<b>Overview</b>	<p>This module sees the focus shift towards thorough feasibility analysis to validate the business concept before moving forward.</p> <p>This module will guide under-represented entrepreneurs/ founders through the essential steps of testing and refining their business ideas.</p>
<b>Learning Objectives</b>	<p>By the end of this module, participants will have a solid understanding of the feasibility analysis process and its critical role in business planning. They will learn various methods for validating their market, including the development and use of a Minimum Viable Product (MVP). Participants will gain valuable skills in being flexible and responsive during product development, as well as in applying critical thinking and strategic analysis to evaluate the feasibility and potential of their business ideas. They will also adopt an iterative approach to product development, using feedback to refine their offering. Participants will cultivate an attitude of openness and receptiveness to feedback from all stakeholders, including customers and peers.</p>
<b>Topics Covered</b>	<ul style="list-style-type: none"> <li>• Introduction to Business Idea Validation</li> <li>• Understanding Feasibility Analysis</li> <li>• Minimum Viable Product (MVP)</li> <li>• Moving Forward with Your Validated Idea</li> <li>• Self-Reflection and References</li> </ul>
<b>Case Studies</b>	<ul style="list-style-type: none"> <li>• Wise</li> <li>• Small-Scale Artisan Bakery in Belgium</li> <li>• Access Urban</li> </ul>
<b>Learning Exercises</b>	<ul style="list-style-type: none"> <li>• Business Idea Validation</li> <li>• MVP Planning and Feedback Loop</li> </ul>
<b>Additional Resources</b>	<ul style="list-style-type: none"> <li>• <a href="https://fundera.com">What Percentage of Small Businesses Fail? (fundera.com)</a></li> <li>• <a href="#">The True Failure Rate of Small Businesses</a></li> <li>• <a href="#">Simon Sinek's Start with WHY</a></li> <li>• <a href="#">WIPO - World Intellectual Property Organization</a></li> <li>• <a href="#">DPMA   Trade Marks</a></li> <li>• <a href="#">INPI.fr   Welcome to the home of innovators</a></li> <li>• <a href="#">How To Use Miro   Your Guide To Getting Started</a></li> <li>• <a href="#">How to Create Flowcharts in Visme - Easy Step-by-Step Tutorial</a></li> </ul>



# Course Content Overview



MODULE 3	Financial Literacy and Business Planning for Under-Represented Founders
<b>Overview</b>	This module equips under-represented founders with essential financial skills and knowledge to manage and grow their businesses. It covers key financial literacy concepts, such as understanding financial terms, creating financial plans, and navigating the funding landscape. Additionally, practical business planning strategies are provided tailored to the unique challenges of under-represented founders.
<b>Learning Objectives</b>	By the end of this module, participants will have a strong understanding of key financial concepts such as revenues, expenses, and profits, and will recognize the importance of budgeting and business planning. They will gain the skills to create realistic financial plans, identify appropriate funding sources, and present clear financial reports. Participants will develop proactive habits for monitoring their finances, build confidence in communicating with investors, and cultivate resilience in managing financial challenges. This module will also encourage a commitment to continuous learning and improvement in financial literacy and planning.
<b>Topics Covered</b>	<ul style="list-style-type: none"> <li>• Introduction to Financial Literacy</li> <li>• Building a Business Financial Plan</li> <li>• Accessing Financial Resources and Funding</li> <li>• Financial Monitoring and Continuous Improvement</li> <li>• Liquidity Planning and Spotting Crisis</li> <li>• Self-Reflection and References</li> </ul>
<b>Learning Exercises</b>	<ul style="list-style-type: none"> <li>• Assess Your Financial Literacy</li> <li>• Effects of business transactions on planning</li> </ul>



# Course Content Overview



MODULE 4	How do I secure funding for my business?
<b>Overview</b>	This module builds on the various avenues for securing funding, including loans, grants, and the context of venture capital as introduced in Module 3. It outlines the criteria and requirements for accessing finance and provides learning about microloans, risk management, and strategies to overcome discrimination and bias. The module also explores non-traditional funding sources such as crowdfunding and impact investing, providing guidance on navigating the funding landscape and securing financial support.
<b>Learning Objectives</b>	By the end of this module, participants will understand various funding options such as loans, grants, venture capital, and crowdfunding, along with the eligibility criteria for each. They will also recognize the challenges of bias and discrimination in funding and its impact on underrepresented entrepreneurs. Participants will gain the skills to evaluate funding options, prepare strong proposals, and engage proactively with investors. They will develop resilience in navigating the funding landscape, maintain an ethical approach to financial dealings, and stay adaptable to evolving market conditions.
<b>Topics Covered</b>	<ul style="list-style-type: none"> <li>• Understanding Different Types of Funding</li> <li>• Navigating the Criteria for Funding</li> <li>• Strategies for Overcoming Bias and Discrimination in Funding</li> <li>• Exploring Non-Traditional Funding Sources</li> <li>• Risk Management and Financial Planning</li> </ul>
<b>Case Studies</b>	<ul style="list-style-type: none"> <li>• Maria Gomez, EcoTech Solutions</li> </ul>
<b>Additional Resources</b>	<ul style="list-style-type: none"> <li>• <a href="#">10 questions you should ask before applying for a bank loan</a></li> <li>• <a href="#">What a grant does and does not do</a></li> <li>• <a href="#">Membership Directory – EBAN</a></li> <li>• <a href="#">Guides for Entrepreneurs – EBAN</a></li> <li>• <a href="#">Guide to Finding an Angel Investment - EBAN</a></li> <li>• <a href="#">AmaElla Sustainable and Ethical Lingerie — UpEffect   Social Enterprise Crowdfunding (theupeffect.com)</a></li> <li>• <a href="#">Microfinance Ireland</a></li> <li>• <a href="#">EIT Community #BreakTheBias - International Women's Day 2022</a></li> <li>• <a href="#">FASE</a></li> <li>• <a href="#">Tridos</a></li> <li>• <a href="#">Triodos IM Knowledge Centre</a></li> <li>• <a href="#">Phitrust</a></li> <li>• <a href="#">Startup Capital With Zero Dilution   Lighter Capital</a></li> <li>• <a href="#">Clearco   Ecommerce Funding For Invoices and Receipts</a></li> </ul>



# Course Content Overview



MODULE 5	How do I Manage my Finances?
<b>Overview</b>	This module focuses on effective financial management. This module covers essential topics such as financial management principles, budgeting techniques, cash flow management, and strategies for clear and effective financial management.
<b>Learning Objectives</b>	By the end of this module, participants will understand key financial concepts such as budgeting, cash flow, and financial statements, and will recognize the importance of budgeting in managing business finances. They will develop skills in creating budgets, reading financial statements, and effectively communicating financial information to investors. Participants will also cultivate habits of regular financial monitoring, transparency with investors, and adaptability in financial management. With greater confidence in handling finances and a proactive approach to investor relations, they will be committed to continuous learning and improvement in financial management.
<b>Topics Covered</b>	<ul style="list-style-type: none"> <li>• Introduction to Financial Management</li> <li>• Developing a Financial Strategy</li> <li>• Budgeting</li> <li>• Financial Statements and Cash Flow Management</li> <li>• Self-Reflection and References</li> </ul>
<b>Learning Exercises</b>	<ul style="list-style-type: none"> <li>• Budget Exercise</li> <li>• Reflect – Your comfort level with finances</li> </ul>



# Course Content Overview



MODULE 6	Networking for Under-represented Founders
Overview	This module is a comprehensive learning exploration designed to empower under-represented entrepreneurs in their journey, with focus on networking, investor relations, leveraging incubators and events, as well as mentorship. All vital areas for relational success.
Learning Objectives	By the end of this module, participants will understand the importance of networking, investor relationships, and mentorship in business growth. They will learn how to build and expand their network, effectively pitch to investors, and leverage incubators and business events for opportunities. Participants will also gain skills in managing mentor-mentee relationships and communicating with investors. They will develop proactive networking habits, maintain consistent communication, and assess the effectiveness of their relationships. With increased confidence, openness to feedback, and a focus on long-term growth, they will be ready to build lasting, meaningful connections to support their business journey.
Topics Covered	<ul style="list-style-type: none"> <li>• Introduction to Networking for Under-represented Founders</li> <li>• Building Investor Relationships</li> <li>• Leveraging Incubators and Business Events</li> <li>• Mentorship for Under-represented Entrepreneurs</li> <li>• Reflection and Self Assessment</li> </ul>
Case Studies	<ul style="list-style-type: none"> <li>• <a href="#">Ghaees, a 33-year-old Syrian refugee, launched KaouKab</a></li> <li>• <a href="#">SINGA</a></li> </ul>
Learning Exercises	<ul style="list-style-type: none"> <li>• Self Assessment Quiz</li> </ul>
Additional Resources	<ul style="list-style-type: none"> <li>• <a href="#">The Importance of Networking for Entrepreneurs</a></li> <li>• <a href="#">How To Build Relationships With Investors</a></li> <li>• <a href="#">Josh and Networking</a></li> <li>• <a href="#">10 Reasons Every Entrepreneur Should Have a Mentor</a></li> <li>• The Lean Startup by Eric Ries:</li> <li>• Startup Communities by Brad Feld</li> <li>• The Business of Venture Capital by Mahendra Ramsinghani</li> <li>• The Mentoring Manual by Julie Starr</li> <li>• The Power of Peers by Leon Shapiro</li> <li>• The Mentor's Guide by Lois J. Zachary</li> </ul>

# Course Content Overview



MODULE 7	Working with Investors
<b>Overview</b>	This module empowers underrepresented founders with the knowledge, skills, and confidence to secure investments. By completion, learners will be equipped to craft persuasive investment pitches, navigate due diligence, manage investor relations, and monitor post-investment progress effectively.
<b>Learning Objectives</b>	By the end of this module, participants will have an understanding of the investment landscape, including investor expectations, key pitch components, due diligence preparation, and maintaining strong investor relations. They will acquire the skills to craft compelling pitches, prepare due diligence documents, manage ongoing investor relationships, and set up post-investment reporting systems. Participants will also develop proactive engagement behaviors, emphasizing transparency, honesty, and preparedness throughout the investment process. With a confident and resilient mindset, they will be empowered to approach investors clearly and professionally.
<b>Topics Covered</b>	<ul style="list-style-type: none"> <li>• Crafting a Compelling Investment Pitch</li> <li>• Due Diligence Preparation</li> <li>• Investor Relationship Management</li> <li>• Post-Investment Monitoring and Reporting</li> <li>• Self-Reflection and References</li> </ul>
<b>Learning Exercises</b>	<ul style="list-style-type: none"> <li>• Pitch preparation</li> </ul>
<b>Additional Resources</b>	<ul style="list-style-type: none"> <li>• <a href="#">How Startup Funding works: Seed money, Angel Investors and Venture Capitalists explained</a></li> <li>• <a href="#">SeedBlink (Finland)</a></li> <li>• <a href="#">Companisto (Germany)</a></li> <li>• <a href="#">Funderbeam (Estonia)</a></li> <li>• <a href="#">Leapfunder (Netherlands)</a></li> <li>• <a href="#">WiSEED (France)</a></li> <li>• <a href="#">This Head-Scratching Pitch Stunned Our Investors   Elevator Pitch</a></li> <li>• <a href="#">Homepage - Oren Klaff</a></li> <li>• <a href="#">Carmine Gallo - The Storyteller's Secret</a></li> <li>• <a href="#">Pitch Deck Template for startups   PPT</a></li> <li>• <a href="#">Impact X Capital</a></li> <li>• <a href="#">Unconventional Ventures - European impact tech investor</a></li> </ul>



# Course Content Overview



MODULE 8	Financial Aid for Under-represented Entrepreneurs - mediators
<b>Overview</b>	This module equips under-represented entrepreneurs with the knowledge and tools necessary to effectively navigate financial aid options, particularly microloans and bank loans, through mediation. They will understand the types of funding available and will learn how to work together with loan officers to find the best solution for their business. It builds on Module 4 How do I Secure Funding for my Business.
<b>Learning Objectives</b>	By the end of this module, entrepreneurs will understand various funding options, including microloans, and the process of securing a loan, including the role of loan officers and necessary documentation. They will gain skills in loan literacy, refining business plans, and assessing and mitigating risks. Entrepreneurs will learn to communicate effectively with loan officers, asking informed questions and negotiating terms that fit their business needs. With an open-minded approach and confidence in their business, participants will be equipped to navigate the loan application process and build strong, mutually beneficial relationships with financial officers.
<b>Topics Covered</b>	<ul style="list-style-type: none"> <li>• Types of funding available through mediation</li> <li>• The Role of a Financial Mediator</li> <li>• Requirements for Loan Application and Understanding Loan Terms</li> <li>• Risk Awareness</li> <li>• Showcasing Success or Failure Stories</li> </ul>
<b>Learning Exercises</b>	<ul style="list-style-type: none"> <li>• Finding the best funding option</li> <li>• Create a Microloan business plan</li> </ul>

# Course Content Overview



MODULE 9	Marketing and Sales for Under-Represented Entrepreneurs
<b>Overview</b>	<p>This module explains the difference between Marketing and Sales and provide practical tools and strategies aspiring under-represented founders and entrepreneurs can immediately put into action for their business.</p> <p>Learners can expect to create a Strategic Marketing Strategy and discover useful tools for closing sales.</p>
<b>Learning Objectives</b>	<p>By the end of this module, participants will understand the key concepts of marketing and sales, including their interrelation and the unique challenges underrepresented entrepreneurs face. They will learn effective marketing strategies, such as digital marketing, branding, and customer engagement, and how to align sales strategies with marketing efforts. Participants will develop skills in creating targeted campaigns, crafting brand stories, negotiating sales, and using digital tools for marketing analysis. They will adopt an inclusive, customer-centric approach, demonstrate adaptability in response to feedback, and maintain ethical practices in marketing and sales.</p>
<b>Topics Covered</b>	<ul style="list-style-type: none"> <li>• The Relationship Between Marketing and Sales</li> <li>• Building Your Brand</li> <li>• Who Is Your Ideal Customer?</li> <li>• Create Your Marketing Toolbox</li> <li>• Make the Sale!</li> </ul>
<b>Case Studies</b>	<ul style="list-style-type: none"> <li>• LEGO</li> </ul>
<b>Learning Exercises</b>	<ul style="list-style-type: none"> <li>• Features v Benefits</li> <li>• Self reflection exercises</li> </ul>
<b>Additional Resources</b>	<ul style="list-style-type: none"> <li>• <a href="#">History of Marketing Mix from the 4P's to the 7P's   LinkedIn</a></li> <li>• <a href="#">The 7Ps of The Marketing Mix   Oxford College Of Marketing</a></li> <li>• <a href="#">The Marketing Mix and the 4Ps of Marketing</a></li> <li>• <a href="#">Why Relationship Selling is SO Important</a></li> <li>• <a href="#">Simon Sinek: How to pitch and win business   E13</a></li> <li>• <a href="#">The four-letter code to selling anything</a></li> <li>• <a href="#">Stunningly unused sales techniques</a></li> <li>• <a href="#">5 Science Backed Sales Techniques</a></li> </ul>



# Course Content Overview



MODULE 10	Operations and Resource Management
Overview	Module 10 equips learners with practical tools, skills, and strategies to help them streamline operations, manage resources wisely, and prepare their businesses for sustainable growth
Learning Objectives	By the end of this module, participants will understand key operations management concepts such as resource allocation, supply chain management, quality control, and budgeting. They will develop skills in process optimization, budgeting, and scaling operations using technology. With a focus on proactive planning, continuous improvement, and data-driven decision-making, participants will be prepared to enhance operational efficiency and resilience. They will adopt a growth mindset, prioritize customer satisfaction, and value collaboration to drive sustainable business success.
Topics Covered	<ul style="list-style-type: none"> <li>• Introduction to Operations and Resource Management</li> <li>• Supply Chain Management and Optimization</li> <li>• Operational Efficiency and Scalability Strategies</li> <li>• Managing Quality and Continuous Performance Improvement</li> <li>• Reflection and Self Assessment</li> </ul>
Learning Exercises	<ul style="list-style-type: none"> <li>• Using Resources Optimally</li> <li>• Supply Chain Puzzle Game</li> <li>• Simulate an Automated Day</li> <li>• Dashboards, Learning by Doing</li> <li>• Self Assessment Quiz</li> <li>• Reflection and Quiz</li> </ul>
Additional Resources	<ul style="list-style-type: none"> <li>• <a href="#"><i>Business Operations Management 101</i></a></li> <li>• <a href="#"><i>Operation Management</i></a></li> <li>• <a href="#"><i>Must-Know Tips for Resource Allocation in Project Management</i></a></li> <li>• <a href="#"><i>From Mayhem To Mastery: My Journey to Operations Management</i></a></li> <li>• <a href="#"><i>Explained Supply Chain Management in 10 Minutes</i></a></li> <li>• <a href="#"><i>Logistics and Supply Chain Management by Martin Christopher:</i></a></li> <li>• <a href="#"><i>Supply Chain Management: Strategy, Planning, and Operation by Sunil Chopra</i></a></li> <li>• <a href="#"><i>The Supply Chain Revolution: Innovative Sourcing and Logistics for a Fiercely Competitive World by Suman Sarkar</i></a></li> <li>• <a href="#"><i>LEAN SIX SIGMA in OPERATIONS MANAGEMENT?   Simplicity Consultancy</i></a></li> <li>• <a href="#"><i>The Art of Startup Finance: Financial Budgeting - Your Long-Term Forecast</i></a></li> <li>• <a href="#"><i>How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses by Eric Ries</i></a></li> <li>• <a href="#"><i>How a Few Companies Make It...and Why the Rest Don't by Verne Harnish</i></a></li> <li>• <a href="#"><i>14 Management Principles from the World's Greatest Manufacturer by Jeffrey Liker</i></a></li> </ul>



# 04

---

## Case Studies as a Learning Resource





# The Power of Case Studies in Learning

Case studies are an invaluable resource in educational settings, offering real-life examples that help illustrate theoretical concepts and bring depth to the learning experience. In the context of the MOSAIC project, the inclusion of over 20 case studies of under-represented entrepreneurs is particularly significant. These case studies provide relatable content that resonates with a diverse audience. They highlight the unique paths and challenges faced by these entrepreneurs, making them powerful tools for inspiration and learning.

## Advantages of MOSAIC Case Study Collection

- **Relatability:** Our Case studies featuring under-represented founders serve as critical role models in entrepreneurship education, especially for students who may see their own experiences reflected in these stories.
- **Engagement:** They engage students more deeply than traditional lectures, as they often involve narratives that are inherently compelling and thought-provoking.
- **Critical Thinking:** They encourage analysis and problem-solving, as students must think critically about the situations presented and consider various outcomes based on real-life business decisions.

## Structure of a Case Study:

To give an example of the structure, let's consider a typical case study from the MOSAIC collection:

- **Background:** Information about the founder's background, initial motivations, and the inception of their business idea.
- **Challenges:** Detailed account of the specific challenges faced, including market entry, funding, cultural barriers, and personal hurdles.
- **Strategies and Solutions:** Discussion of the strategies implemented to overcome these challenges and the effectiveness of these approaches.
- **Outcomes and Reflections:** Analysis of the results of these strategies, both successes and setbacks, and the lessons learned.

## Example from the Collection:

One case study, for instance, might detail the journey of an entrepreneur who leveraged their cultural heritage to create a niche market within the tech industry, facing initial resistance but eventually finding success through targeted community engagement and strategic partnerships.

By presenting these case studies, we provide a platform for learning that is rich in diversity, challenges conventional narratives, and prepares educators to foster a more inclusive entrepreneurial ecosystem.



# MOSAIC case study collection

Over 20 case studies are available to download and use in many languages from our website [www.mosaic4investing.eu](http://www.mosaic4investing.eu). We owe great gratitude to our entrepreneurs who were so generous in sharing their stories.

**Feel Well Mama**

**Name:** Aïcha Aïchaar  
**Country:** France  
**Find out more:** [www.feelwellmama.com](http://www.feelwellmama.com)

**My Motivation**

I am a coach and emotional wellbeing counselor for mothers, helping them recover from birth and maternal depression, and help from childhood trauma.

**Challenges**

Work-life balance: I am a stay-at-home mother of a young child, so my energy and my family's routine are limited. I have no time for my work, my passion, and my passion for my work. I am a stay-at-home mother of a young child, so my energy and my family's routine are limited. I have no time for my work, my passion, and my passion for my work.

**Drawing Attention**

**Name:** Anil Bui  
**Country:** Germany  
**Find out more:** [www.drawingattention.de](http://www.drawingattention.de)

**My Motivation**

My motivation to become an entrepreneur came from a desire to create a social enterprise that would help people with mental health issues.

**Challenges**

The transition from being employed to becoming a fully self-employed entrepreneur was a challenge. I had to learn customer acquisition, marketing, and branding, which were new to me.

**Zeebaahs Food**

**Name:** Fintke Egberonbe  
**Country:** Ireland  
**Find out more:** [www.zeebaahsfoods.ie](http://www.zeebaahsfoods.ie)

**Motivation**

Originally from Nigeria, I am a graduate in Food Science and business management. I grew a business from catering at home to developing a range of sauces and now opening a restaurant, currently employing 7 people as well as myself and my husband.

**Challenges**

No Business Background: I don't have a business background in Ireland. I first did a week trial, then my business came with the local enterprise office (LEO) that was not enough, so I went to the LEO.

**Pachi Travel**

**Name:** Laila Sumalavia  
**Country:** France  
**Find out more:** [www.pachitravel.com](http://www.pachitravel.com)

**Motivation**

The project aims to provide services for dog owners to travel easily with their pets without worrying about the existing services in new cities they pass through.

**Challenges**

Access to skilled staff: My biggest challenge with Pachi Travel is having access to skilled staff, which is hard to find. I am looking for funding opportunities to bring my team together to work with me.

**New Connections Travel**

**Name:** Aïcha Aïchaar  
**Country:** Ireland  
**Find out more:** [www.newconnectionstravel.com](http://www.newconnectionstravel.com)

**Motivation**

My name is Aïcha Romero and my business is New Connections. It is a company that offers personalized advice and assistance to people who want to study English or higher education in Ireland and also work legally during their stay in the country.

**Challenges**

Understanding the process: It was a challenge to understand the process of working in Ireland, especially when it comes to the legal aspects of employment.

**UMAVERSTY**

**Name:** Jo Sarah, Umaversty  
**Country:** Netherlands  
**Find out more:** [www.umaversty.com](http://www.umaversty.com)

**My Motivation**

Umaversty is a beacon of empowerment, education, and community. It's a community that offers personalized advice and assistance to people who want to study English or higher education in Ireland and also work legally during their stay in the country.

**My Approach**

Developed Plan: To get Umaversty off the ground, I made detailed plans for 1, 2, 3, and 10 years. This gave me a clear roadmap to follow.

**Uzbek Motifs**

**Name:** Maritza Masharipova  
**Country:** France  
**Find out more:** [www.uzbekmotifs.com](http://www.uzbekmotifs.com)

**Motivation**

First of all, my main motivation is that I received and lived these experiences and what I did and what I did as an entrepreneur. I am now in my country, I don't need to make sense to anyone.

**Challenges**

Uzbek Motifs "is a sustainable artisan fashion brand and social initiative committed to the revival and preservation of the know-how of Uzbek traditional crafts. Hand-woven by artisans from the Fergana Valley in Uzbekistan, Fergana, where I have lived for 10 years, this project was born and registered in France as a micro-entrepreneur but all production steps concentrated in Fergana (Uzbekistan). I collaborate directly with artisans who create the traditional fabrics and with local shops where women carefully and with a lot of attention make the "pili-pili" garments and bags.

**Lé Training, Coaching & Consultancy BV**

**Name:** Sandra Sylvester  
**Country:** Netherlands  
**Find out more:** [www.le-cc.nl](http://www.le-cc.nl)

**Motivation**

Lé Training, Coaching & Consultancy BV is an educational sector focusing on the non-native Dutch speakers.

**Your Story**

Active personal opportunities and partnerships: I have been working in the educational sector for 10 years, and I have been able to build a strong network of contacts and partnerships.

**My Kitchen by Sham Hanifa and other culinary businesses**

**Name:** Sham Hanifa  
**Country:** Ireland  
**Find out more:** [www.shamhanifa.ie](http://www.shamhanifa.ie)

**Motivation**

I am chef and proprietor of the Cottage Restaurant, Middle Boy Restaurant, My Kitchen and Chef Shams source.

**Challenges**

Reopened in 2008, Ireland and the world were in recession so there were not much money around for eating out. Just 2 years after opening in 2006, the restaurant got completely closed. The restaurant was closed for 2 years, and I could not get it as I wanted.

**Pappo Crafts Initiative**

**Name:** Victor Dulgheru  
**Country:** Romania  
**Find out more:** [www.pappocrafts.ro](http://www.pappocrafts.ro)

**My Story**

In early 2019, due to the COVID-19 pandemic, I had to close my business. I was in a difficult position, but I decided to start a new business, Pappo Crafts Initiative.

**My Motivation**

Family of craftsmen: I grew up in a family of craftsmen working with wood and iron. My close connection to this craft made me deeply aware of the challenges.

**Teshura Styling**

**Name:** Viola Santodde  
**Country:** Netherlands  
**Find out more:** [www.teshura.nl](http://www.teshura.nl)

**Motivation**

Through Teshura Styling, I aim to transform the industry and empower individuals by showing that true beauty comes from within and can be reflected outwardly.

**Your Story**

My journey into entrepreneurship started at a young age when I discovered my passion for fashion. I used to do hair for my girls in my neighborhood, and I started a job in the Dutch beauty industry.

**Loly by Zita Moldovan**

**Name:** Zita Moldovan  
**Country:** Romania  
**Find out more:** [www.lolybyzita.com](http://www.lolybyzita.com)

**My Story**

I launched my first collection, Roman Dreams, driven by a desire to represent Roma culture in the fashion industry.

**Challenges**

Lack of Formal Business Training: Starting my entrepreneurship was not easy for Zita, especially as the latest formal business training.

**Zest for Life**

**Name:** Alice du Verne  
**Country:** France  
**Find out more:** [www.zestforlife.io](http://www.zestforlife.io)

**My Motivation**

I have been working in Tech for the past 10 years.

**My Approach**

Developed Plan: It all happened at a time when I was working in a tech company. I started by being an independent consultant for big companies who wanted to diversify their activities. I would analyze their value chain, suggest new products.

**Gaming Epicenter**

**Name:** Baciu Romeo  
**Country:** Romania  
**Find out more:** [www.gamingepicenter.ro](http://www.gamingepicenter.ro)

**My Approach**

The idea: I started with an idea to open a gaming center in my hometown, where I could offer people a place to gather, relax, and have fun.

**My Motivation**

Baciu Romeo, from Buzău, Buzău County, was driven by the desire to bring something new to the gaming community. He started by offering people a place to gather, relax, and have fun. Together with his team, they envisioned a business that would cater to this need.

**La Madelenie**

**Name:** Clemence Léauté (Cleo Ti)  
**Country:** France  
**Find out more:** [www.lamadelenie.com](http://www.lamadelenie.com)

**My Motivation**

I founded my own company 10 years ago when I decided to create a sustainable career for myself, with a focus on independence, creativity, and research.

**My Approach**

My inspiration: Drawing inspiration from startups and business, I focused on creating a sustainable career for myself, with a focus on independence, creativity, and research.

**Manag'Art / Grains de Riz**

**Name:** Judith Babin  
**Country:** France  
**Find out more:** <http://www.manag-art.com>

**My Motivation**

My motivation: I wanted to become an entrepreneur and create a business that would help people to improve their skills and their professional life.

**My Approach**

My motivation: I wanted to become an entrepreneur and create a business that would help people to improve their skills and their professional life.



# The Power of Case Studies in Learning

## How to use Case Studies in Adult Education Teaching

Using case studies in adult education, especially for teaching entrepreneurship, can be highly effective due to their ability to provide concrete examples and contextual learning. Here are some ideas on how to effectively incorporate case studies into your teaching strategy:

### 1. Selection of Relevant Case Studies

- **Identify case studies that reflect course goals.** Choose case studies that align with the learning objectives of your or entrepreneurship education course e.g. it may be a course specifically for women founders. Select case studies that focus in on specific topics overcoming obstacles, innovative problem-solving, and scaling up.
- **Diversity and Relevance:** Include case studies that represent key diversity areas.

### 2. Preparation for Discussion

- **Provide case studies as background information to a specific topic:** Before introducing the case study, provide learners with background information or ask them to research the context themselves. This might include information about the industry, the economic environment, or the personal background of the entrepreneur.
- **Guiding questions:** Prepare a list of questions to help guide the discussion. These questions should encourage critical thinking, problem-solving, and application of theoretical knowledge to real-world situations.

### 3. Integration into Teaching Classroom Discussion:

- **Use the case study as a focal point for discussion in class.** Encourage learners to analyse the decisions made by the entrepreneur, the outcomes, and possible alternative strategies.
- **Role playing:** Have learners role-play different scenarios from the case study. This helps them understand different perspectives and challenges faced by the entrepreneur. Organise debates on key decisions within the case study to explore different viewpoints and the implications of various actions.

### 4. Critical analysis - encourage critical thinking

- Prompt students to critically assess the successes and failures within the case study. Discuss what could have been done differently and what lessons can be learned.
- Connect to Frameworks e.g. ENTRECOMP - Tie discussions back to theoretical frameworks from your course. How do the real-world actions align with or deviate from theoretical expectations?

### 5. Assessment and reflection

- **Written Assignments:** Have learners write essays or analysis papers on the case study focusing on specific aspects such as the strategy, leadership style, financial management, or marketing approach.
- **Group Projects:** Assign group projects where students must propose solutions to unresolved issues presented in the case study or design a follow-up scenario.



# 05

---

## General Instructions for Educators





# General Instructions for Educators

## 1. Methodological Approach

The MOSAIC Open Education Resources consists of 10 Module Curriculum to empower Entrepreneurship Education Providers upskill under-represented founders, addressing critical gaps in accessibility, inclusivity, and relevance. Designed for educators, the curriculum focuses on equipping them with the tools and knowledge needed to support diverse founders effectively.

For founders, it provides accessible, relevant training that addresses real-world challenges in starting and growing a business.

## 2. General Instructions

Please read this guide thoroughly before conducting the training. For classroom, flipped or blended delivery please:

- Download, review & revise course resources for your teaching, as necessary. Allow adequate training time for sessions. The link you need is:

<https://mosaic4investing.eu/resources/>

- Localise training content with case studies and information on local supports for your students
- Ensure that each participant completes exercises embedded in each Module– these provide valuable learning.
- Allow time for review of exercises and provide

a feedback loop

## 3. Instructional Approach

The MOSAIC Open Education Resources have been designed to accommodate a range of teaching styles and cultures. As a common thread, each module is presented with the following design:

- The topic is introduced briefly before delving into the subject matter.
- Information and current best practices on the topic are presented, moving from general definitions to more detailed applications, enabling the scope of the topic to be understood.
- Knowledge is reinforced, and skills are developed as students/learners participate in practical exercises or study questions



# 06

---

## Course Delivery Options





# Course Delivery Options

## a) Traditional Classroom Training & Tools required

Classroom training remains one of the most popular training techniques for building skills capacity. Typically, it is instructor-centered face-to-face training that takes place in a fixed time and place. The use and additional resources required can be outlined as :-

Classroom Tool	Suggested Use in the Classroom	Additional Resources Required
PowerPoint © presentation	Training materials are developed in PowerPoint. We suggest that these will be displayed on a large screen for classroom delivery	Laptop/ Computer Projector Large screen / wall
Videos	Where videos are part of the module content, they provide very applicable reinforcement.	Audio / sound system
Whiteboard or Flip Chart	Invite learners to write on the board or ask them for feedback that you write on the board	Pens / markers

**Suggested delivery mechanisms:** To maximise learner engagement, please also incorporate..

**Small group discussions:** Break the learners into small groups and give them case studies or work situations to discuss or solve. This allows for knowledge transfer between learners.

**Q & A sessions:** Informal question-and-answer sessions are most effective with small groups and for updating skills rather than teaching new skills. These should be used frequently across course delivery.

**Multimedia:** Multimedia training materials tends to be more provocative and challenging and therefore, more stimulating to the adult mind. Trainers should ensure that all embedded tools are used to their full potential.

**Interactive tools:** The engagement of learners can be easily achieved by using interactive tools. An example of a free tool is [Kahoot! | Learning games | Make learning awesome!](#) which is a game-based learning and trivia platform used in classrooms, offices, and social settings. You can compile a quiz, which can be answered by the learners on their phones/tablets/computers. It is possible to get immediate feedback and results.



## Course Delivery Options (continued)

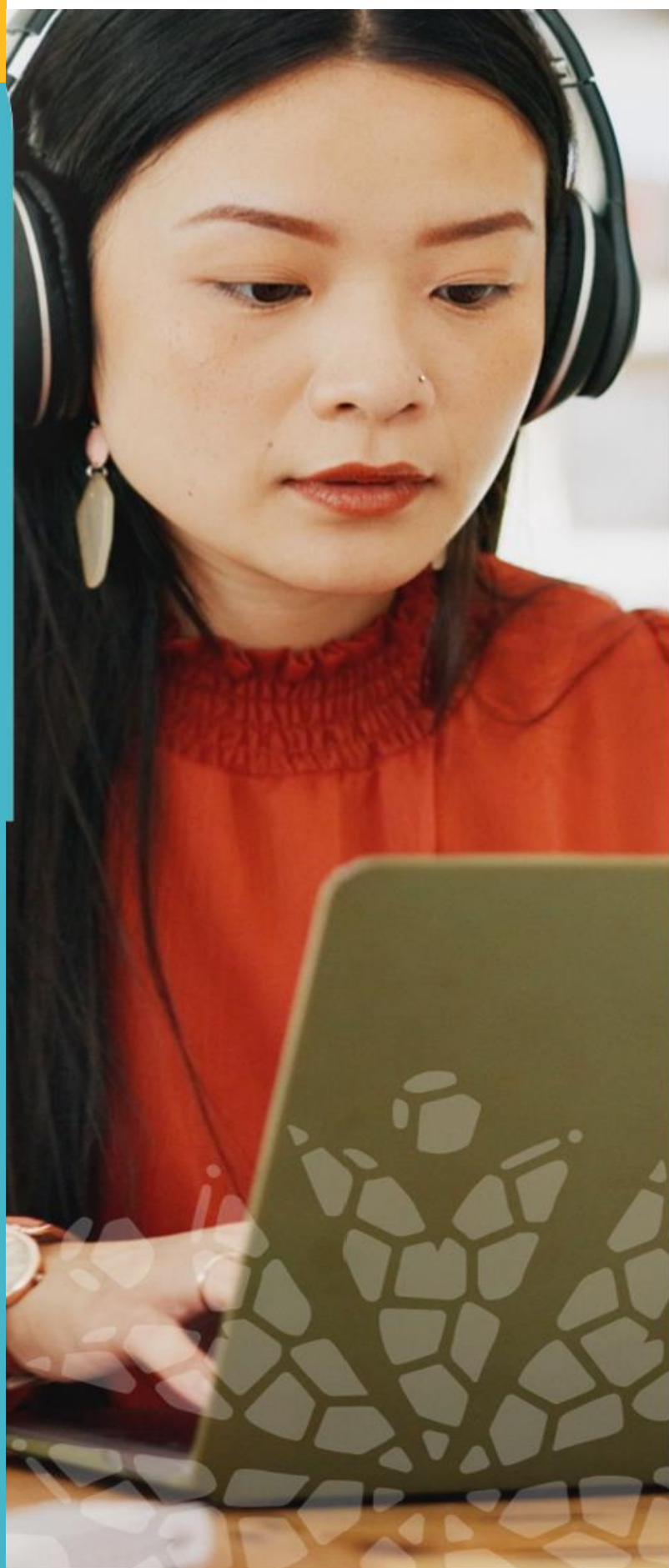
### **b) Online Learning:**

This delivery method uses Internet technologies embedded in the MOSAIC learning platform to deliver a broad array of solutions to enable learning.

Our MOSAIC course is also provided as an online learning programme, for direct access by all stakeholders including trainers, learners and investors on the topic of entrepreneurship and inclusive investing for under-represented founders.

The MOSAIC learning platform and resources area multilingual, interactive site combining informative resources with the aforementioned, Educator's Guide, digitalised exercises and enterprise & investment skills development activities.

Additional suggested reading and multimedia links. The online learning facility incorporates best practice in online learning so that while the learning objective remains the same (or similar) the user interface and experience can be radically different as befits the medium.



## Course Delivery Options (continued)

### c) Other teaching methodologies:

#### Flipped Classroom

In a Flipped Classroom learners study module content prior to the class with a focus on exercises and assignments in class. The classroom transfer of knowledge makes way for online instruction outside the classroom. This creates more room for practicing in class, for extra explanation when needed, and offers the possibility to dive deeper into the materials during class time.

#### Blended Learning

Blended Learning combines online digital media with traditional classroom methods. It requires the physical presence of both teacher and student, with some element of student control over time, place, path, or pace. Learners still attend a classroom setting with a teacher/trainer present, face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery. Blended learning is most used in professional development and training settings.

#### Collaborative/Peer-to-Peer Learning

Collaborative learning is an educational approach to teaching and learning that involves groups of learners working together. Examples for boosting collaborative and peer-to-peer learning are:

**Peer review:** Peers in the classroom are brought together to jointly evaluate the work by one or more people of similar competence to the producers of the work. Peers not only assess the performance of each other but also share their experience and know-how.

**Google Docs:** This online collaboration tool facilitates the creation of meaningful documents. All group members can work at the same time (real-time) on the same document, from any location on various devices. Changes are automatically saved in documents as being typed upon. It is possible to monitor the revision history of a document where you also can see who made a specific change. The value of Google Docs as a learning resource is that group members can also share documents, chat, and comment on the same. Microsoft Teams is also an option.



# 07

---

## Enhance the Student's Learning Experience



# Enhancing Student Experience

## The Learning Environment

*Create a safe, conducive setting for classroom learning.*

### **Classroom Layout, Size and Technology.**

Familiarise yourself with your classroom layout and technology beforehand is essential; acoustics, IT and login protocols, remote controls and IT support should you need it on the day.

For example, in large classrooms clickers or digital polling tools might be more effective than verbal discussions for collecting learner responses. In a smaller context, it might be more appropriate to encourage in-depth discussions and group work.

### **Class Size and Engagement Preferences.**

Consider adapting your subject matter to your class size, number of learners, and learning preferences. Add variety to enhance learner engagement. This improves learning and retention. Learners tend to develop critical-thinking attributes and use their knowledge outside the classroom if active participation is facilitated.

**Accessible and Inclusive Learning.** In addition, nurturing an inclusive and assessable learning environment guarantees that all learners have an equal opportunity to have a successful learning experience and gain from the classroom delivery.

### **Other Suggestions**

Consider how can your diverse range of learners access what you have to say.

Consider the different requirements for your learners by offering additional materials in a variety of formats such as transcripts, captions, and audio recordings.

Use plain and concise language, avoiding jargon and excessively technical terms that might lead to cognitive overload.

Integrate the principles of [Universal Design For Learning \(UDL\)](#) to build an inclusive learning experience for all students, regardless of their backgrounds and abilities.



# The Online Learning Experience

It is advised to use digital methods where possible to deliver your lecture material to your audience. Utilising technology and multimedia will enhance and diversify the learning experience and encourage learner participation. It also provides greater flexibility, more visually appealing interactive content, is a greener option, and is accessible anywhere at any time for learners.

The MOSAIC materials are available both online and via PowerPoint with multiple interactive visual formats such as case studies.

The MOSAIC PowerPoint slides are designed with high-quality visual appeal and are not too heavy on text. The text is large, and the content is pitched at a suitable learning level for adult learners. The graphics, videos, and diagrams are colourful, professionally branded, and visually appealing.

## Suggestions

**Record in small chunks.** To aid student learning, record any of the MOSAIC module lectures in shorter (5-10 minute) chunks and intersperse them with small activities that give students opportunities to process the new knowledge, make connections to other concepts, apply an idea, or make some notes in response to prompts. An added advantage is that shorter videos lead to smaller files which benefit learners reliant on their phones or with poor internet connections.

### **Be flexible with live video.**

Lecturing live with Canvas Conferences or comparable tools is certainly possible, and possibly best approximates a classroom setting as learners can ask questions. However, some learners won't have access to fast internet connections, and others may have conflicting schedules. So, record any live classroom session, and be flexible about how students can attend and participate. Creating a video can be done in a variety of ways you can:

- Record directly over PowerPoint
- Create a screencast
- Record a class via Canvas (or comparable)

### **Additional Content.**

Additional basic information or background might be better conveyed via your university's online learning/e-learning/virtual learning environment (VLE). This frees up students to make notes on the important stuff: making connections and reflecting on key concepts.

### **It's not just about content.**

For online courses, there is much talk about the importance of "instructor presence", and that's just as true during short-term online stints such as this. So, consider ways that you can use our content to make learners feel connected and cared about: acknowledgement of current challenges, praise for good work, and reminders about the class being a community. This effective work can help their learning.





# Effective Online Education from DCU, Ireland

Here are a few suggestions to improve online lectures from Dublin City University, Ireland. If you are considering, delivering a live class then the following resources might be helpful:

**DCUs #OpenTeach Project** aims to address the challenge of effectively supporting the professional development of part-time educators involved in teaching online. Generally, the project aims to generate new knowledge about effective online teaching practice and harness this new knowledge to support the professional development of online teachers and to support online student learning experiences more effectively. Some useful resources include:

## Teaching online is a different report

### Teaching Online Takeaway Guides

Use the hyperlinks to access fantastic materials on the following areas:

- [Getting started with teaching online](#)
- [Social Presence](#)
- [Social Presence in Large Classes](#)

- [Online classes & collaboration](#)
- [Supporting online Students](#)
- [Facilitating discussion forums](#)

### **Tips from the Coalface, a series of short videos on online teaching practice:**

- [Getting Started with Teaching Online](#)
- [Teaching Online is Different](#)
- [Social Presence in Online Teaching](#)
- [Facilitating Discussion Forums](#)
- [Live Online Classes](#)
- [Supporting Online Students](#)

### **Advice on giving a webinar for the first time:**

A Twitter post from Dr Andy Clegg, University of Portsmouth, UK



# Effective Communication Tips for Lecturers

## Tips on Effective Communication and Module Delivery

**Establish a Rapport:** The first five minutes set the tone for the rest of the class, and indeed subsequent classes – get their attention and make the most of it. Make a connection early on; get the learners on your side and set a tone. Chat with them as they come in and find out what they are expecting. Introduce yourself at the start of the class.

**Deliver a Strong Opening.** Take a breath and start confidently, enthusiastically, and speak clearly. Calm your nerves by not rushing, slow your talking pace, don't rush, and ensure you're heard. Talk as though you expect attention and understanding - generally, you get it.

**Your Voice is Your Superpower.** Your voice is your most important resource. If you can't be heard or understood, there's little point in you being there. Check your volume, pace, and pronunciation by running through the first few minutes of your first class with a colleague. And if it's a large classroom, ask those at the back to let you know if they can hear you. Use headings and bullet points to prompt your teaching and deliver in a more conversational tone, with spontaneous energy while maintaining eye-contact across the room.

Vary the speed, volume, and tone of your speech to maintain learner interest and always convey enthusiasm for the topics covered. Include humour or personal anecdotes to create an engaging environment and further strengthen rapport with students. Allow for moments of silence or contemplation and give learners the time to assimilate the material and form their own thoughts, recommendations, and conclusions.

**Closing:** the 3 rules of giving a good presentation apply:

***'Tell them what you're going to say, say it, tell them what you've told them'.***

- Summarise the key points,
- Suggest what they should do to dig deeper,
- Pose some questions to be explored in the following classes and preview the next module.

**Assess** so you can evaluate learning outcomes.



## Effective Communication Tips for Lecturers (continued)

Communicating effectively with learners creates a positive learning environment and fosters learner success. Good communication skills enable teachers to build strong relationships.

Communication is both expressive and receptive. Educators should be **skilled in listening** and **understanding in thoughts and ideas** of their learners and elaborating things clearly.

Educators need clarity in communication while talking to their learners. They should be able to **break down complex things into simple steps**. Effective communication works when the speaker can **concisely convey their message** and the listener can **actively listen** and **interpret the message**. When the speaker avoids using filler words, being ambiguous about their intent, and mumbling, they save time and streamline learning capability.

Communication with learners in both formal and informal ways such as providing an informal lecture video, role plays, gaming or a formal didactic lecture, tutorial, and workshop.

For communication to be effective, it must be **clear, correct, complete, concise, and compassionate**. We consider these to be the 5 C's of communication, though they may vary depending on who you're asking.

Other types of **formal communication** are programme and module handbooks, clear assessment guidelines, reading lists, clear deadlines for submission of assessments and a calendar for the course delivery stating the dates of modules and assessments (if any).

**Informal communication** can occur in the form of drop-in sessions or even in corridors.

**Deeper communication** and a more exciting learning experience can be achieved by incorporating the above formal and informal learning that digs a little deeper into the relation between the mind and activities involved in scenarios, scenes, images, and videos (O'Donoghue 1977, pp. 35-36 cited in Clancy, 2015, p. 153).

It is also important to foster **positive relationships** with learners. Fitzmaurice and Coughlan (2007) discuss the importance of having positive and healthy relationships with students. Effective communication helps learners **connect with others, express empathy, resolve conflicts**, and establish a supportive network. Strong interpersonal skills enable learners to form **meaningful relationships** that can positively impact their professional advancement.



# 08

---

## Useful Links & Resources



## Useful Links & Resources

**Project Website**

**[mosaic4investing.eu](https://mosaic4investing.eu)**

**Resources**

**<https://mosaic4investing.eu/resources/>**

**Project LinkedIn Page**

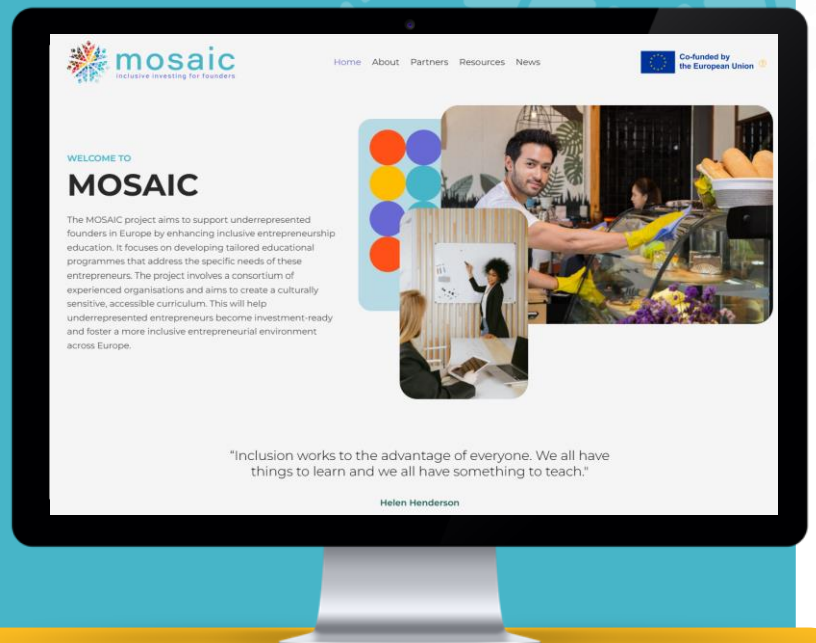
**<https://www.linkedin.com/company/mosaic-euro/>**





# mosaic

inclusive investing for founders



[www.mosaic4investing.eu](http://www.mosaic4investing.eu)

Follow our journey



Co-funded by  
the European Union