



# Female Food Entrepreneurship

## Training Guide

Course Development

# Foreword

The Training Guide has been developed as a primary output of the Erasmus+ funded project “*Educate to Innovate – Developing and Sustaining Female Food Entrepreneurs*”. The project is led by the Galway-Mayo Institute of Technology (GMIT) Ireland, in partnership with the Baltic Education Technology Institute (BETI) Lithuania, Confederazione Italiana Agricoltori Toscana (CIA Toscana) Italy, Comunitatea Pentru Invatarea Permanenta (CPIP) Romania and The Polish Farm Advisory and Training Centre (PFA) Poland.

The main aim of the *Educate to Innovate* project is to develop and support the growth of Female Food Entrepreneurs (FFE) by equipping Vocational Education and Training (VET) educators with an innovative pedagogy guide and a resource platform; aimed at developing female-focused entrepreneurial training influenced by food entrepreneurs. In summary Entrepreneurs helping to develop Entrepreneurs.

The project is developed in line with the objectives and recommendations made in the Bruges Communiqué on enhanced European cooperation in VET for 2011-2020 in particular fostering innovation, creativity and entrepreneurship. The project outputs including the Training Guide are aligned to the European Commission Strategic Engagement for Gender Equality (2016-2019) which specifically identifies the need to develop and support female entrepreneurs. It also outlines that this support is a key requirement in achieving the goal of sustainable and inclusive growth set out in the Europe 2020 strategy. Furthermore, the European Commission has identified that, when establishing and running a business, women face more difficulties than men mainly in access to finance, training, networking and in reconciling family commitments. The Training Guide will aid VET providers, educators and trainers in developing a course that will equip FFEs to overcome those difficulties.

The Training Guide together with the associated project outputs will seek to foster and encourage entrepreneurship and innovation in FFEs by providing VET trainers with innovative teaching methods and training resources that are specifically tailored to females in the Agri-Food sector. The resources and methods outlined in the Training Guide have been tested and validated by trainers and FFEs across Europe and are designed to develop an entrepreneurial mind-set and to foster innovative thinking. The overarching objective of the project is to enhance the sustainability and longevity of Europe’s Agri-Food sector by equipping VET trainers with the skills required to teach and foster FFEs.



# Table of Contents

<b>Overview</b>	4
<b>Recommendations for Course Development</b>	5
<b>Resources required for Course Development</b>	7
• Facilitation and Training	8
• Industry Experts	
- Mentors	
- Mentor Criteria	9
- Mentoring	
- Additional Skills	
• Information Communication Technology (ICT)	11
• Additional Resources	14
• Delivery Methods	14
• Assessment Methodologies	15
<b>Student Profile</b>	17
<b>Identified Barriers and Challenges for FFEs</b>	19
<b>Sample Curriculum</b>	22
<b>Sample Module Structure and Descriptor</b>	
• Assessment strategy	27
• Module structure	
<b>Reference List</b>	36

# Overview

The training guide has been developed for VET providers to enable them to deliver an entrepreneurial peer-led work-based programme that is aimed at recruiting FFEs. Peer-led training (also referred to as peer-to-peer learning), in this instance refers to food entrepreneurs learning from food entrepreneurs, providing an informal and encouraging learning environment, fostering creative thinking and practical learning.

The training guide has been developed in consultation with industry experts, food entrepreneurs, and academics. The guide was informed by the results of a survey carried out with existing and potential FFEs across Europe ensuring that courses developed using the guide will meet the training needs of this unique group. The type of training methodology introduced in the guide moves away from the traditional theory-based classroom style teaching. It explores practical learning methods of teaching and learning i.e. enabling potential FFEs to learn from existing entrepreneurs.

In addition to this, the training guide introduces a range of innovative teaching mechanisms aimed at boosting female food entrepreneurship across Europe by providing suggested materials and resources that will help overcome the identified challenges faced by FFEs. The guide provides a variety of information to VET providers on how to pitch suitable training content and deliver peer-led and practical work-based training that will provide participants with the supports required for successful growth in this sector. The guide also includes a sample curriculum that can be used as a reference point when developing a training course.

In summary, the training guide provides VET trainers with the knowledge and resources required to develop a training course that will:

- provide entrepreneurial training specific to females in the food sector;
- introduce innovative, flexible and practical methodologies of training delivery;
- involve academic educators, successful entrepreneurs and mentors;
- meet the identified needs of the target audience (FFE).







# Recommendations for Course Development

# Recommendations for Course Development

The overall aim of the training guide is to support VET trainers in developing a training course for FFEs that incorporates practice-based, real-world, collaborative approaches with industry. In structure the course should be timetabled to facilitate workshop based practical learning with an element of self-directed learning for the students to undertake between sessions. Ideally, the training course should move away from the theory-heavy traditional style of teaching and incorporate a peer-led flexible approach that focuses on facilitating the needs of the learners.

The training course should be designed to attract females that are interested in developing new or existing careers in the agri-food industry. The main outcome of the course will be the development of an entrepreneurial mind-set that can be applied to current or new food business ventures. The student archetype can range from a female farmer/ food producer lacking the entrepreneurial skillset, to females looking to develop opportunities and want to explore the food industry as an option for employment/ self-employment. The research carried out by the project consortium for this project indicated that many female farmers and food producers may have a good product or business idea but lack the confidence, know-how, business and marketing skills that are required to take the business to the next stage.

As part of this Erasmus Plus funded, '*Educate to Innovate*' project, the project team carried out primary research with FFEs to determine what barriers and challenges they experience when setting up and developing a food business. The results of the survey detailed throughout the guide will aid VET trainers in developing a training course tailored to meet the unique training needs of FFEs.

The sample curriculum includes recommended content and teaching methods for VET trainers to consider when developing the training course for FFEs.<sup>1</sup>

---

<sup>1</sup> Sample curriculum – page 23





A close-up photograph of a woman with dark hair, smiling and looking down at a yellow sticky note she is holding. She is wearing an orange button-down shirt. In the background, there are other sticky notes in blue, pink, and yellow, slightly out of focus. The bottom of the image has a dark red overlay with white text.

# **Resources Required for Course Development**

# Resources Required for Course Design

## Facilitation and Training

---

The training course should take the approach of combining industry relevant skillsets with soft skills development related to enhancing entrepreneurial mind-sets. The course should build knowledge and expertise of entrepreneurship through topics such as creative thinking, customer discovery, personal development and communications. Introducing experiential and challenge-based learning will enhance the participants learning experience and will give them opportunity to put theory into practice. As mentioned previously, this approach requires a non-traditional learning environment that blends teaching and assessment techniques. If the course is being taught face to face, the classroom should be a flat room with moveable furniture to ensure that the students can engage and interact with each other at a significant level. Peer-led and experiential learning should be at the core of the course and facilitation will play a significant role in the student learning.

Entrepreneurs have many heterogeneous traits along with a unique mind-set that enables the visualisation of new ideas, harnessing opportunities that present, thus leading to change for the entrepreneur and their environment. They play a significant role introducing new innovations and modifications to benefit and boost the economy, the agri-food sector and the European market. Systems **specifically tailored to entrepreneurial development** will be vital to adequately cultivate and nurture this diverse ecosystem. Entrepreneurs are perceived as risk-takers and are highly motivated individuals, while their mind-set has presented to be very practical, analytical and composed<sup>2</sup>. Entrepreneurship is a creative process of idea development to execution. It requires space and freedom to thrive, with the addition of appropriate levels of engagement and support to develop and mature<sup>3</sup>. This process like any other can be improved in FFE students through the creation and implementation of both a practical and facilitated learning environment<sup>4</sup>.

Fostering entrepreneurship requires the development of both hard and soft skills which should be nurtured in the training course. Resilience, an example of a crucial soft skill required to act and see through challenges during the implementation/development of an idea/ venture; this skill will mature with the relevant stimulus and self-belief. Incorporating challenge based tasks will expose students to real-life difficult business scenarios and enable them to navigate through them using practical learning techniques in overcoming them. Adequate facilitation and reflective practices will provide the students with the ability to create an awareness around current resilience levels/ weaknesses and to further develop and harness a key platform of skills for taking on their new venture. This example can be replicated for many other transversal skills development (i.e. decision-making, negotiation, empathy, networking, time management, project and resource planning etc).

---

<sup>2</sup> Kerr et al. (2019). 'Risk attitudes and personality traits of entrepreneurs and venture team members'.

<sup>3</sup> Harries, S. (2012). 'Innovation and change: ideas, networks and communities'. Records Management and Knowledge Mobilisation, 115–141. doi:10.1016/b978-1-84334-653-1.50006-8

<sup>4</sup> Creating Entrepreneurs in Food (CEF) Erasmus+ Project (2019) – Please see - Appendix 3 & Reference list p. 37



## Industry Experts

---

### Mentors

To engage in high level experiential learning, the course requires the ability to engage with industry experts to deliver certain aspects of the learning outcomes.

Each module should be developed in consultation with academics, industry experts and mentors to ensure a real sense of authenticity. Input from the multidisciplinary team will ensure that a more complex course is developed ensuring that the needs of the participants are met, and that the learnings achieved will support and develop their business ideas. Incorporating industry experts and mentors in the delivery of the course will also provide FFEs with the opportunity to build a network of peers and like-minded people, an essential element to establishing a business. Forming connections and liaising with mentors and successful food entrepreneurs will provide the FFEs with the encouragement many of them require to further develop their business and become successful in the field. The connections made throughout the course will provide them with an initial network of people and expertise that can support and guide them along their journey.

Analysis of the survey completed when developing the training guide indicated that 16% of FFEs wanted to access female mentors that were knowledgeable in the agri-food sector. Survey participants felt this measure would help in overcoming the challenges they face in setting up and running their businesses. Research conducted with rural female entrepreneurs in Ireland identified that there is a need for relevant mentoring i.e. mentoring that is matched to the specific business' stages and sectors<sup>5</sup>. To date mentoring has taken a one size fits all approach despite business location, sector or business goals. This has been a common trend across Europe. A recent study by Klofsten et al. (2019) identified case studies on different entrepreneur mentoring systems<sup>6</sup>. A Swedish initiative, "*Innovation Growth*", developed an innovative council to facilitate mentor matching using a case-by-case method with interviews for entrepreneurs to address inadequate mentoring systems and peers to address problems that occurred for the entrepreneurs given their rural locations. This could be considered in the development and creation of relevant mentoring for FFEs taking part in this prospective course and is discussed further below.

### Mentor Criteria

When selecting mentors to contribute to the course, it is advised to try and build a multidisciplinary team to ensure the specific training needs of the group are met. The team should include a council/panel of academics, food entrepreneurs and valuable business mentors. The panel should be of **mixed gender**.

Below is a suggested list of skills criteria to refer to and consider when selecting food entrepreneurs and mentors to be involved in the course:

#### Communication

- Demonstrate an understanding and have the skills to communicate effectively with FFEs in a peer-led learning environment;
- Design and deliver a professional oral presentation to females,
- Demonstrate effective communication strategies that will aid females in developing and promoting their business;

---

<sup>5</sup> EMPOWER Research Focus Groups (2019).

<sup>6</sup> Klofsten et al. (2019). 'Support and development of small new firms in rural areas: a case study of three initiatives'.

- Communicate with confidence, on their product, vision, brand and points of value;
- Written and oral communication skills;
- Online communication skills – use of social media for business promotion and development;
- Each mentor should be in a position to provide examples of real-life situations of where implementing communication strategies were key to developing, growing and sustaining their business.

## Mentoring

- Select a person who understands the challenges faced by the FFEs. Mentorship that is non-bias and judgment free is a great advantage. Having the opportunity to share expertise and soft skills can be greatly satisfying for established female entrepreneurs in the food sector. The mentoring process should include examples of when the **FFE/Entrepreneurs/Mentors had similar struggles**. Learning from a peer food entrepreneur how they dealt with and overcame specific challenges and barriers will give participants encouragement and practical advice for similar situations. This reinforces the *“if she can see it, she can be it”* initiative.
- A competent mentor can make the difference between success and failure for emerging FFEs.
- Mentors should provide encouragement. Many females have great business ideas, but a lack of courage or have an unhealthy level of self-doubt; often causing females to give up on their ideas. Entrepreneurship requires taking large risks to seek larger rewards.
- Not risk averse – females should be encouraged by successful entrepreneurs to aspire to take the risk. Taking the risk will serve as a series of valuable lessons. Success is not linear.
- Mentors should be **proactive** in their approach to mentoring FFEs – open to helping females that are reluctant to ask for help. Research<sup>7</sup> has indicated that the fear of being rejected or ridiculed is a high concern amongst FFEs.
- Trainers/ mentors need to be **approachable**. Having an open-door policy will encourage more engagement with the mentor - that opening creates an opportunity for a mentoring relationship to begin.
- **FFE Mentoring in a group**: One-to-one contact can be very intense and might be intimidating for some FFEs. Group mentoring sessions may prove just as successful. A mentor can create a platform where the FFEs can meet online as many may be experiencing similar challenges.
- The mentor should play more of a facilitating role with the FFE i.e. start the session, give advice and guidance, and then open the floor for discussion.
- Have the ability to give **honest feedback** even when it's negative.
- One of the most important aspects of a mentoring relationship is feedback. The FFEs should **learn from their successes and mistakes**. Having a mentor who shy's away from pointing out shortcomings is not beneficial to the FFE.
- **Sharing real-life experiences and frustrations** is a key component of effective mentorship.
- **Gender-related issues** are still a struggle for many female entrepreneurs despite gender equality legislation in many countries. It is often still difficult for females to enter male-dominated industries. In some societies, females have traditional responsibilities like

<sup>7</sup> Educate to Innovate Survey, 2019.

housekeeping and childrearing to contend with while climbing the ladder to success. Discussing how to balance work and life will give the students strength to persevere.

- **Empathic** mentoring is an effective approach. It requires empathy from the mentor to understand the mentees feeling and see it from their perspective. The mentor listens but also provides validation to the mentee's feelings and experiences<sup>8</sup>. This is a way for the mentor to say, "Over my career I have been through the same things as you, I know how you feel, I know it's challenging, but I am here to help". Empathic mentoring makes the student **feel reassured and secure in the relationship without judgement**. Feeling safe in the space created by the mentor will make the student more likely to share everything instead of holding back. The skills needed for this approach may not come naturally to the mentor however they will develop with time understanding and patience<sup>9</sup>.

### Some encouraging words for potential Mentors:

Many mentors use the opportunity to mentor as an opportunity to foster self-growth and self rediscover in the process. A female entrepreneur who has felt a need to mentor someone should take the leap of faith and do it.

*Another woman's life may be forever changed by it.*

### Additional Skills and Criteria (desirable, not essential)

- Evaluation skills;
- Creative Thinking;
- Flexible/Adaptable Approach;
- Practical Learning;
- Relevant Certification/Qualification.

## Information Communication Technology (ICT)

---

Consultation with industry experts and a review of the survey results indicated that FFEs are most likely to engage in a flexible learning environment. Balancing family life and a new business does not allow a lot of free time to engage with training, so it is imperative that educators implement different methods of course delivery to enable students such as FFEs to engage in training.

With ICT playing a central role in education today, it is suggested that integrating it in the course pedagogy would provide a means of creating a flexible learning environment. This will enable FFEs to learn at a pace that suits them and at a time that is convenient to them. With a wide range of ICT tools and resources available to training institutes, online and blended (both classroom and online) learning is quickly becoming the normal method of course delivery.

The following sample of ICT tools have been used by the project team during delivery of associated peer-led training courses and introduced to VET educators and FFE's during project activities.

---

<sup>8</sup> Mondisa, 2018. *Examining the Mentoring Approaches of African American Mentors*.

<sup>9</sup> Block-Lerner et al. (2007). "The case for mindfulness-based approaches in the cultivation of empathy: Does non-judgemental, present-moment awareness increase capacity for perspective-taking and empathic concern?"

Please see reference list p. 37.

## Online learning platforms

### Moodle<sup>10</sup>

An online learning platform such as Moodle is a learning platform designed to provide educators, administrators and learners with a **single robust, secure and integrated system** to create personalised learning environments. Moodle is one of the world's leading learning platforms.

These types of platforms enable trainers and learners to engage with one another virtually without the need to be in a physical classroom. The platforms have a range of functions and resources available including live engagement with students in class, recording of lessons, live quiz's and polls, chat options and discussion forums. It also allows students to submit their work and allows trainers to grade and release results.

Access to online library's and resources are also available. Using a learning platform allows for high level of student engagement and provides a safe and secure learning environment.

### Microsoft Teams<sup>11</sup>

Microsoft Teams, often referred to as Teams, is a popular platform for communication, engagement and collaboration between educators/trainers and students to engage with one another. It allows for the creation of a secure virtual classroom where trainers and student can engage as a group just as easily as if they were in a physical classroom. The tool also has a wide range of functions including the use of breakout rooms to allow for online group/project work, discussion forums and chat, recording of lessons and materials and integration of assessments.

**Slack**<sup>12</sup> and **Zoom**<sup>13</sup> are also very well-established platforms for training and learning offering similar functions and features to Moodle and Teams. It is important to review the learning platforms available to find the most suitable for course delivery and the cohort of students.

## ICT tools for course delivery

Student engagement is key to the successful delivery of a blended learning course. Enhancing student engagement can be easily achieved by introducing technology in both the physical and virtual classroom. Using tools such as **Paddlet**<sup>14</sup> and **Socrative**<sup>15</sup> enables students contribute to the lesson in a relaxed and creative way.

These tools can be used to run polls and surveys and will be useful tools for FFEs during lessons such as Customer Discovery. In this instance, it is noted from the survey that FFEs often feel isolated with lack of support or access to mentors. This can be easily overcome by introducing the following tools:

- Creating online discussion groups/forums on particular topics enabling students to engage with one another, mentors and trainers;
- Create an online learning community and network;

---

<sup>10</sup> Moodle Pty Ltd. (2020). Moodle [Online teaching, learning content sharing platform].

<sup>11</sup> Microsoft 365 (2020). Microsoft Teams [Online teamwork hub].

<sup>12</sup> Slack Technologies (2020). Slack [Online project communication platform].

<sup>13</sup> Zoom Video Communications (2020). ZOOM [Online video conferencing platform].

For above platforms please see reference list p. 37.

<sup>14</sup> Padlet. (2020). Padlet [Engagement, creativity, activity and sharing platform].

<sup>15</sup> Showbie Inc. (2020). Socrative [Online assessment engagement platform].



- Provide links to case studies of successful food entrepreneurs/female entrepreneurs; reiterating the message of if she can see it, she can be it;
- Using technology for Reflective Learning (E-Portfolios, Blogs/Reflective diaries);
- Using Podcasts and Vlogs;
- Self-assessment tools to determine FFE skillsets i.e. [iMA strategies](#)<sup>16</sup>;
- [Canva](#)<sup>17</sup> - Graphic design platform for content and promotional/ social media material.

## Digital Education Resource – iNOTE

[iNOTE](#) is a resource that provides opportunities for institutes and educators to transform the higher education experience for learners. It was developed by educational institutes GMIT, IT Sligo and LYIT in Ireland. GMIT's Teaching and Learning Office is leading the development of DigitalEd.ie. There are three digital education pathways in the iNOTE project including: Academic; Professional Services; and Higher Education Manager. Please see <https://digitaled.ie/> to explore this platform.

[DigitalEd.ie](#) is a Digital Teaching and Learning education platform, providing access to the digital learning pathways and a suite of resources. The site provides a gateway to help academic and educational staff build digital capabilities and pedagogic expertise, in order to design, deliver and support flexible and online learning programmes for students.

[DigitalEd.ie](#) recommend following the 6 step pathway:

1. Complete the Digital Discovery Tool (found in the "Are you ready to teach online?" section)
2. Explore the Digital Resources Directory and watch the Digital Stories
3. Register to access an Online Learning Pathway
4. Book a Workshop to develop your digital skills and support your engagement with the Learning Pathways
5. Join the DigitalEd.ie community and start/ join discussions on digital teaching and learning topics
6. Find out, who are the 'Digital Champions' in your school department.

Making small changes such as incorporating the use of animation or voice over on Microsoft PowerPoint slides will also keep students engaged. This is particularly useful and beneficial for online course delivery. It provides students with the opportunity to engage with the lesson at a time that suits them and allows them to listen to the lesson as often as required to gain a full understanding of the lesson. Using animation, links to case studies and resources, podcasts and videos all contribute to student engagement, both in the classroom and online.

<sup>16</sup> iMA Strategies (2020). iMA Strategies [Self-assessment/ learner type tool].

<sup>17</sup> Canva (2020). Canva [Online graphic design platform].

For above platforms please see reference list p. 37.

## Additional Resources

---

Additional resources to be considered when developing the training course include:

- An accessible library complete with resources and relevant literature. An online library would be beneficial if possible, to compliment the flexible learning environment.
- Student supports and services are vital in nurturing the development of any learner. Ensuring access to such services should be considered when developing any training course.

## Delivery Methods

---

Below is a brief description of the variety of delivery methods that can be implemented by trainers. The consortium tested the methods below during a pilot study<sup>18</sup> and found combining given methods to be the most effective for the learner:

- **Peer-led learning:**

Peer-led training (food entrepreneurs learning from food entrepreneurs) has been tried and tested during pilot studies by the consortium and has been found to be the most effective method of learning. This peer-led style, also known as an active learning approach in educational literature, provides an informal and encouraging learning environment for the student. Educational researchers and theorists who are proponents of peer-led teaching, emphasize the importance of developing a good strategy design to achieve the desired learning outcomes<sup>19</sup>.

- **Experiential Learning:**

This approach requires a non-traditional learning environment that blends teaching and assessment techniques. It is recommended that peer and experiential learning are at the core of the course modules enabling the student to benefit from a practical but safe learning environment thus still exposing them to real life business challenges.

- **Self-Directed learning:**

Timetabled learning where the students, with guidance from the teacher/ mentor, decide what and how they will learn. It can be done individually or with group learning, but the overall concept is that students take ownership of their learning.

- **Classroom:**

Traditional style training that is used at a low proportion to the entire course content.

- **Online Learning:**

Access to learning activities and experiences via the use of some technology through online classroom learning, video, webinars, podcast and other useful channels.

---

<sup>18</sup> GMIT piloted training methods from 2016-2018 with 65 students in the Certificate in Food Innovation and Entrepreneurship training course. It was also piloted by GMIT as part of the Erasmus+ funded Creating Entrepreneurs in Food European project with 40 European Farmers during a project training activity.

<sup>19</sup> Shohel & Kirkwood (2012). 'Using technology for enhancing teaching and learning in Bangladesh: challenges and consequences' Please see reference list p. 37.

- **Student Reflection:**

The practice of reflection should be commonplace in the course to ensure the students are analysing their relationship with the content and context of the course. It also serves as a reference guide after the course has been completed.

- **Facilitation:**

Effective facilitation by lecturers and mentors will drive a significant portion of the learning outcomes. The facilitators should guide and allow discussions, debates and student interactions to help the group achieve learning goals.

From reviewing the research conducted by the project consortium and the FFE survey analysis, it is recommended that the training course should use a mixed/ combined approach in its delivery and achievement of the learning outcomes. 28% of the FFEs surveyed chose peer-led learning, 25% practical learning and 46% chose a combination as preferred learning delivery methods<sup>20</sup>. A combined approach will provide students with the opportunity to acquire the transversal skills required to become a successful food entrepreneur. Implementing a combine approach will result in creating a practical work environment whereby students can work through a real life business problem, building a network with like-minded people, engaging with mentors and the idea of mentorship programmes and collaborative approaches to business will provide FFEs with the support and guidance they require to sustain a food business.

## **Assessment Methodologies**

---

The assessment of entrepreneurial thinking is difficult to achieve, and for this reason a non-standard technique is advocated for this proposal. It is recommended that a mixed approach to assessment be taken rather than incorporating a final exam.

### **Recommended Assessment strategy**

- **Reflection Documents**

The reflection document is a detailed description of the student's insights in relation to the course topics. This is a personal reflection and therefore answers/content from students will vary. Reflections would be normally graded on the pass or fail basis.

- **Project Report**

The course should encompass a group project, ideally at the beginning of the course. A pilot study carried out by some of the consortium members used a host company as the basis for the group project enabling the students to get exposure to some real-life problems experienced by a start-up food company. The application of a similar approach would benefit FFE students. There should be a written report as a component to the group project that requires a description of the project methodologies, its outcomes and recommendations. This project should be assessed on a percentage and based on a marking scheme, which will be developed by course providers. Some suggested areas of marking include; understandings of the host company and their problems, innovations or solutions developed significant to the host company and overall report quality.

---

<sup>20</sup> Educate to Innovate Survey, 2019

- Project Presentations

Project presentations are core to the success of the course with students being required to present the results of their project in a team and as individuals. The presentations should be assessed on content, relevance and presentation skills. Marks should be awarded on presentation quality, use of visual aids and time keeping.

- Continuous Assessments

The course should include assessment of industry specific skills; i.e. continuous assessments on the skills discussed and highlighted in their development throughout the course (finance, HACCP, food regulations).







## Student Profile

# Student Profile

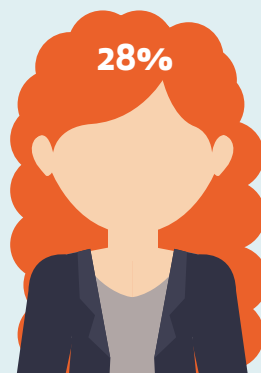
The general profile for students engaging in a Female Food Entrepreneurship course will be females that have an interest in developing new or existing careers in the food industry. The main product of the course will be the development of an entrepreneurial mindset that can be applied to a business venture or as an employee. The student archetype can range from farmers with major food resources but lacking the entrepreneurial skillset to develop opportunities to a female that wants to explore the food industry as an option for employment or self-employment.

Reinforcing that profile are the results from the survey conducted with 109 females across Europe's Agri-Food sector i.e.:

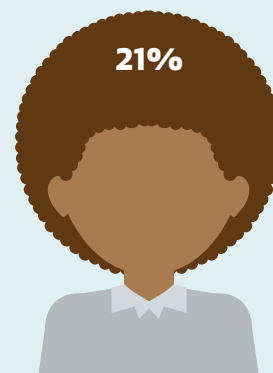
- 47% are at the business idea stage;
- 28% have set up their business, launched their product and are generating sales;
- 21% have been in business for 5 or more years and are generating profits.



**Business Idea**

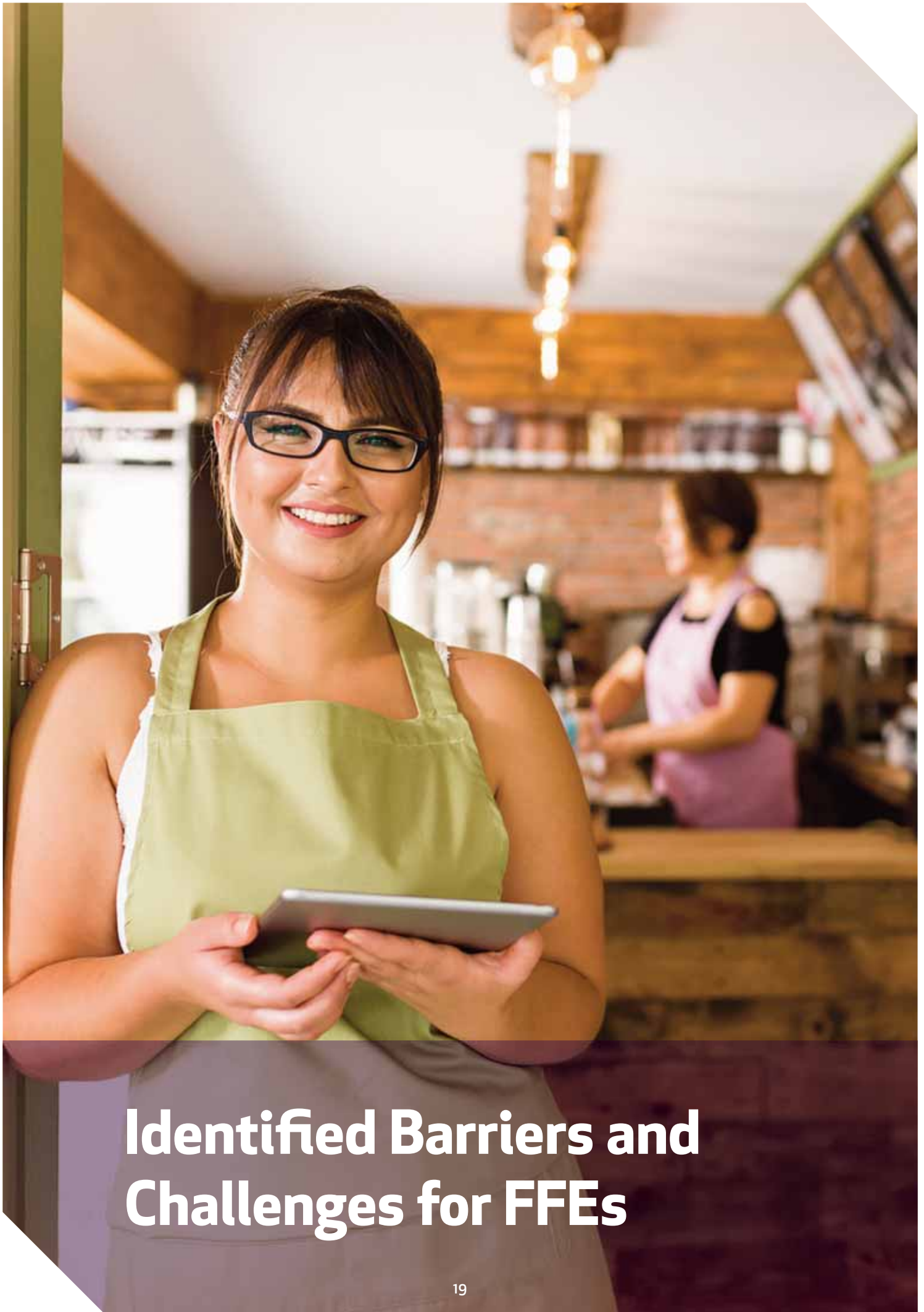


**Business launched &  
generating a profit**



**5+ years in business  
& generating a profit**

The responses collated from the closing question of the survey identified how many of the females perceived themselves to be FFEs. Interestingly, 87 (80%) females considered themselves to be FFEs while 22 (20%) did not. Additionally, 93% confirmed that access to female entrepreneurship training would support the growth of FFEs indicating the need for female specific entrepreneurial training.



## Identified Barriers and Challenges for FFEs

# Identified Barriers and Challenges for FFEs

Barriers and challenges are present for all individuals starting out and progressing in business. However, females face unique challenges in comparison to males when setting up a food business especially in the agri-food sector. The FFEs surveyed have helped identify some of those barriers and challenges that have had an impact on progressing their business.

The FFE sample identified challenges in the areas of personal belief, access to finance, access to relevant business information and training, society supports and the access to networks and like-minded people in their communities.

**The perceived thoughts – fear of failure, lack of self-belief and confidence** can have a detrimental impact on entrepreneurs starting out and in progressing their business<sup>21</sup>. This was highlighted in the FFE cohort across Europe that took part in the survey<sup>22</sup>. The FFEs identified that lack of know-how contributed to their poor self-belief with evidence showing that women do have reduced self-confidence in their own abilities as entrepreneurs compared to men<sup>23,24</sup>. Indicating that developing a training course specifically for FFEs that will enhance personal skills such as self-confidence, self-motivation, resilience and communication will help support the growth of FFEs in Europe. Females can also be less assertive by nature; this can become evident when it comes to valuing their skills, time and product(s), often resulting in the under-pricing of their services<sup>25</sup>.

Addressing these personal barriers and exploring topics like personal and professional development, business planning and opportunity recognition will create a supportive environment for FFEs to thrive.

Finance can be often difficult to access, apply for and tedious to draw down. How to access finance, grants and relevant funding agencies are all topics for consideration during course development. It is imperative that the FFEs are knowledgeable on where and how to access funds on completion of the course. Females can face issues in obtaining bank loans and raising capital for their projects, often being given less consideration than their male counterparts. However, the majority of countries across the EU have a range of funding grants and resources available for females in business and in particular females in the food business. Providing information on how to access such funds should be integrated into the training course<sup>26</sup>.

**Access to Mentors and a Support Network:** Many of the FFEs surveyed<sup>27</sup> indicated that lack of access to like-minded people or networks can be a challenge as an FFE, often leading to the feelings of loneliness, isolation and low motivation. Although the number of businesswomen in Europe is on the rise, it can still be difficult to find fellow entrepreneurs to connect with. In this regard, peer-to-peer support, female mentorship, and access to business networks are strongly encouraged in pedagogy. Networking supports will provide females in the agri-food sector with the opportunity to share knowledge and business know-how in their sector, share successes and failures and offer support and guidance to one another. This is a vital resource for any businessperson despite their sector or gender<sup>28</sup>.

---

<sup>21</sup> Fitzsimons & O'Gorman. *Entrepreneurship in Ireland 2018 – GEM Report*.

<sup>22</sup> Survey Monkey Inc, 2019 (appendix 1)

<sup>23</sup> Camelo-Ordaz et al. (2016). 'The influence of gender on entrepreneurial intention: the mediating role of perceptual factors'

<sup>24</sup> Kirkwood (2009). 'Is a lack of self-confidence hindering women entrepreneurs?'

<sup>25</sup> EMPOWER – Rural Ireland Focus Group Data (2019)

For above please see reference list p. 37.

<sup>26</sup> Please see Nurtureher website for references and resources: <https://www.nurtureher.eu/>

<sup>27</sup> Educate to Innovate Survey 2019 - Appendix 1, Q3.

<sup>28</sup> Seanad Public Consultation Committee (2019). *Report on Small and Medium Sized Businesses in Ireland*.



## Barriers accessing training

The survey<sup>29</sup> indicated that FFEs across Europe are presented with barriers that result in limited access to training opportunities. Such barriers include cost (44%), time (36%) and the availability of relevant training that was pitched for their needs as a food entrepreneur (20%). Each of these barriers play a major role in impacting in the development and sustaining of FFEs across Europe.

These barriers should be addressed by VET providers during the course design and a blended learning environment should be considered with the use of online learning and assessment methods that facilitate location, cost and time disparities. Below are some recommendations on how to overcome these barriers to FFEs:

- Ensure that the course is affordable and, where possible that there are government funds available to FFEs, i.e. allowances for the self-employed or unemployed, funding streams, government agencies, grants, etc.
- Develop time management strategies for course work and learning that complement females that may have limited time due to home and work commitments or other issues. Incorporate a flexible approach to learning i.e. using a blended nature of programme delivery (i.e. using a combination of face-to-face sessions, practical learning and online learning which may include recorded webinars, podcasts and other interactive channels).
- Ensure that the course content is relevant to FFEs:
  - Address the challenges and barriers facing FFEs in Europe and provide solutions, methods and resources that will help in overcoming these barriers. Peer and experiential learning methods will be vital in achieving this.
  - Highlight the importance of building a network for support, providing access to relevant mentors and collaborative working opportunities.
  - Incorporate learning outcomes for each stage of business – Early idea, Start-up and in the first 5+ years of business.
  - Foster and encourage entrepreneurship and innovative thinking through experiential learning.

Other obstacles and barriers indicated by the surveyed FFEs included; added stress due to their business market and competition, balancing business duties on their own, trying to fit business around family needs, lack of financial skills, and trying to do it all resulting in burn out.

Many of these barriers affect both genders but they tend to be more prominent for women. This is due to a variety of factors, such as less available supports for FFEs, lack of contacts, information gaps, difficulties in balancing work and family obligations, and poor business environments.

It is recommended that VETs consider the survey results in appendix 1 during the development stage of the training course in ensuring that the course addresses the barriers identified for FFEs. The course should provide resources and methods that will aid females in overcoming the barriers and challenges they face in developing a food business. Contributions from mentors and food entrepreneurs will be vital in supporting the growth of the FFEs.

---

<sup>29</sup> Educate to Innovate Survey 2019 - Appendix 1, Q9.



# Sample Curriculum

# Sample Curriculum

The sample curriculum has been designed to meet the needs identified by the surveyed FFEs. The learning outcomes have been developed to overcome the barriers and challenges identified by the FFEs across Europe, in addition to extensive research carried out by the project consortium.

LEARNING OUTCOMES	ASSESSMENT METHOD	DELIVERY METHOD
<b>KNOWLEDGE</b>		
<ul style="list-style-type: none"> <li>• Have an awareness and insights of entrepreneurial personal, interpersonal and professional traits               <ul style="list-style-type: none"> <li>- Soft and hard skills development i.e. empowerment, empathy, problem solving</li> <li>- Team dynamics</li> <li>- Resilience</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reflection document</li> <li>• Project presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom learning</li> <li>• Experiential learning: engaging with Mentors, Industry Experts and use of case studies, podcasts, Ted Talks, Self Assessment Tools</li> </ul>
<ul style="list-style-type: none"> <li>• Develop core insights into the customer development process specific to food businesses.               <ul style="list-style-type: none"> <li>- Customer identity</li> <li>- Market sizing</li> <li>- Retain and grow their customer base</li> <li>- Empathy</li> <li>- Design Thinking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reflection document</li> <li>• Project presentation</li> <li>• Business Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom learning</li> <li>• Experiential learning</li> <li>• Reflection</li> <li>• Peer-led</li> <li>• Mentorship</li> <li>• Networking</li> </ul>
<ul style="list-style-type: none"> <li>• Have an awareness of food business creation dynamics and the ability to generate food business models applicable to FFE businesses               <ul style="list-style-type: none"> <li>- Food chain and relationship with agriculture</li> <li>- Quality systems in the food chain</li> <li>- Develop application and testing of food business models</li> <li>- Implement Lean Start Up Principles</li> <li>- Evaluate relevant Business Models for Food Business</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reflection document</li> <li>• Project presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom learning</li> <li>• Experiential learning</li> <li>• Reflection</li> <li>• Peer-led</li> </ul>
<ul style="list-style-type: none"> <li>• Ability to create new food business concepts or the ability to develop business concepts from other opportunities               <ul style="list-style-type: none"> <li>- Food market identification</li> <li>- Recognition of collaborative opportunities</li> <li>- Food product testing</li> <li>- Prototyping of food product</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reflection document</li> <li>• Business Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom learning</li> <li>• Experiential learning</li> <li>• Reflection</li> <li>• Mentorship</li> </ul>

LEARNING OUTCOMES	ASSESSMENT METHOD	DELIVERY METHOD
<b>KNOW-HOW</b>		
<ul style="list-style-type: none"> <li>• Evaluate customer discovery techniques               <ul style="list-style-type: none"> <li>- Understanding target/ potential customers wants and needs</li> <li>- Solving markets potential problems</li> <li>- Empathy mapping</li> <li>- Value proposition development</li> <li>- Surveying</li> <li>- Customer interviews</li> <li>- Ethnography</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Project presentation</li> <li>• Project report</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom learning</li> <li>• Peer-led</li> <li>• Experiential learning</li> </ul>
<ul style="list-style-type: none"> <li>• Have a working understanding of various effective food business models and the 'lean start up tools'<sup>30</sup>. Through using frameworks to have the ability to create insights and interpretations for a food business venture creation process               <ul style="list-style-type: none"> <li>- Product market fit</li> <li>- Market validation</li> <li>- Business model adaptation</li> <li>- Business model canvas</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reflection document</li> <li>• Project Presentations</li> <li>• Project reports</li> <li>• Business Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom learning</li> <li>• Reflection</li> <li>• Experiential learning</li> </ul>
<ul style="list-style-type: none"> <li>• Understand the concept of Social Entrepreneurship               <ul style="list-style-type: none"> <li>- Societal Needs</li> <li>- Added value for community/community groups</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Business Plan</li> <li>• Project report</li> <li>• Reflection documents</li> </ul>	<ul style="list-style-type: none"> <li>• Peer led</li> <li>• Classroom and Online learning</li> <li>• Self Directed Learning</li> </ul>
<ul style="list-style-type: none"> <li>• Design and implement marketing strategies in the uncertain context of business creation               <ul style="list-style-type: none"> <li>- PR campaigns</li> <li>- Low budget marketing</li> <li>- Social media</li> <li>- Venture community building</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Project presentation</li> <li>• Project report</li> <li>• Reflection documents</li> </ul>	<ul style="list-style-type: none"> <li>• Peer-led</li> <li>• Classroom learning</li> <li>• Self Directed Learning</li> </ul>
<ul style="list-style-type: none"> <li>• Develop insights into brand awareness and skills to formulate brand strategies and prepare plan for brand development with their food product or idea in mind               <ul style="list-style-type: none"> <li>- Brand communication</li> <li>- Brand strategy</li> <li>- Personal brand management</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Project presentation</li> <li>• Project report</li> <li>• Reflection documents</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom learning</li> <li>• Experiential learning</li> </ul>

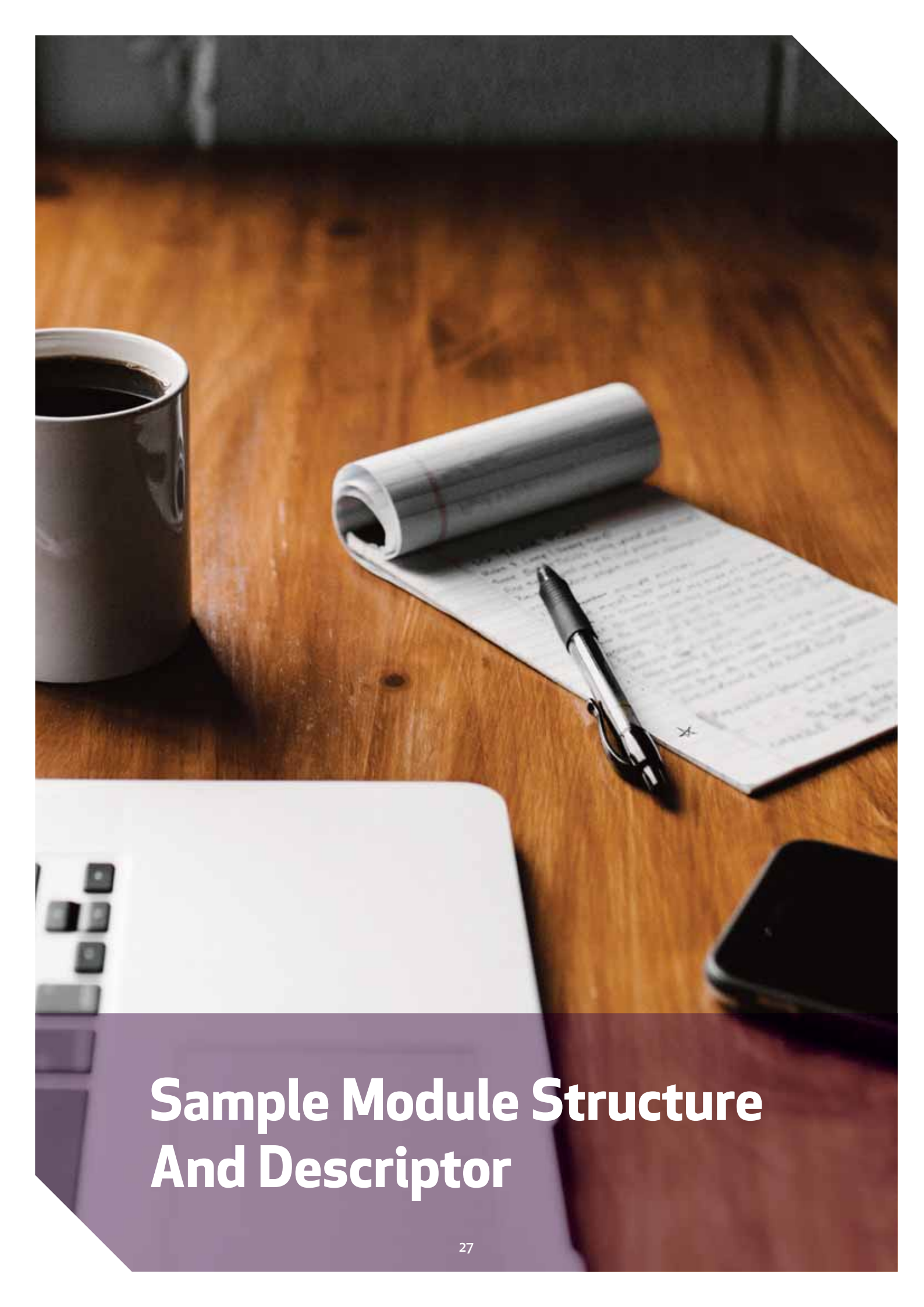
<sup>30</sup> 'Lean Start Up' concept – Created by Eric Ries. Please see reference list p. 37.



LEARNING OUTCOMES	ASSESSMENT METHOD	DELIVERY METHOD
<b>KNOW-HOW</b>		
<ul style="list-style-type: none"> <li>• Develop insights into brand awareness and skills to formulate brand strategies and prepare plan for brand development with their food product or idea in mind               <ul style="list-style-type: none"> <li>- Brand communication</li> <li>- Brand strategy</li> <li>- Personal brand management</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Project presentation</li> <li>• Project report</li> <li>• Reflection documents</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom learning</li> <li>• Experiential learning</li> </ul>
<ul style="list-style-type: none"> <li>• Evaluate options for advanced food product design and testing               <ul style="list-style-type: none"> <li>- Food innovation</li> <li>- Food science</li> <li>- Novel packaging techniques</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Continuous assessment</li> <li>• Project report</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom learning</li> <li>• Tutorials</li> <li>• Self-directed</li> </ul>
<ul style="list-style-type: none"> <li>• Interpret food law, HACCP<sup>31</sup> and Hygiene standard and apply to product/ service               <ul style="list-style-type: none"> <li>- Food labelling</li> <li>- Food production systems</li> <li>- Allergen control</li> <li>- HACCP Implementation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Continuous assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom learning</li> <li>• Workshops</li> </ul>
<ul style="list-style-type: none"> <li>• Create the ability to interpret a basic financial needs assessment, specific to new food ventures. Develop the ability to conduct financial planning, control and pricing for business growth:               <ul style="list-style-type: none"> <li>- Profit and loss interpretation</li> <li>- Cash flows interpretation</li> <li>- Reading Balance sheets</li> <li>- Product pricing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Continuous assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom learning</li> <li>• Workshops</li> <li>• Tutorials</li> </ul>
<ul style="list-style-type: none"> <li>• Have a critical understanding of business planning and growth; specific to the food sector.               <ul style="list-style-type: none"> <li>- Creating a business plan</li> <li>- Utilising state supports</li> <li>- Resource planning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Continuous assessment</li> <li>• Project report</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom learning</li> <li>• Workshops tutorials               <ul style="list-style-type: none"> <li>- Networking</li> <li>- Guest Speakers</li> <li>- Investors</li> </ul> </li> </ul>

<sup>31</sup> HACCP (Hazard Analysis & Critical Control Point) procedures and principles make up your food safety management system. Please see reference list p. 37.

LEARNING OUTCOMES	ASSESSMENT METHOD	DELIVERY METHOD
<b>COMPETENCE</b>		
<ul style="list-style-type: none"> <li>• Problem solving ability through a range of tools and thinking techniques               <ul style="list-style-type: none"> <li>- Analytical thinking</li> <li>- Problem recognition</li> <li>- Idea generation</li> <li>- Idea selection</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reflection document</li> <li>• Project presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitation and reflection</li> <li>• Peer-led</li> </ul>
<ul style="list-style-type: none"> <li>• Have systematic knowledge of design thinking as a tool to developing products or services               <ul style="list-style-type: none"> <li>- Customer empathy</li> <li>- Design based thinking</li> <li>- Design innovation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Project presentation</li> <li>• Project report</li> <li>• Reflection document</li> </ul>	<ul style="list-style-type: none"> <li>• Workshop</li> <li>• Reflection</li> <li>• Experiential learning</li> <li>• Peer-led</li> </ul>
<ul style="list-style-type: none"> <li>• Have critical awareness of the creative thinking process and with ability to demonstrate a range of tools and techniques used to stimulate creative thinking               <ul style="list-style-type: none"> <li>- Idea generation</li> <li>- Idea selection</li> <li>- Lateral thinking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reflection document</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection and facilitation</li> </ul>
<ul style="list-style-type: none"> <li>• Analyse teamwork skills and apply analysis to own food business, personal or inter-personal situations and leadership               <ul style="list-style-type: none"> <li>- Skills recognition</li> <li>- Team management</li> <li>- Team selection</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reflection document</li> <li>• Group Project</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection and facilitation</li> </ul>
<ul style="list-style-type: none"> <li>• Develop optimal presentation skills required in developing and communication of food business               <ul style="list-style-type: none"> <li>- Presentation planning</li> <li>- Presentation techniques</li> <li>- Audience empathy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Project Presentations as outlined above</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection and facilitation</li> </ul>
<ul style="list-style-type: none"> <li>• Analyse emotional intelligence, empathy and use a self-evaluation tool               <ul style="list-style-type: none"> <li>- Self-awareness</li> <li>- Self-Evaluation assessment</li> </ul> </li> </ul>		

A photograph of a wooden desk with various items on it. On the left is a white mug filled with dark coffee. In the center is a rolled-up document with a red string tied around it, and a black pen lies next to it. A silver laptop is partially visible in the bottom left corner, and a black smartphone is in the bottom right corner. The background is a dark, out-of-focus wall.

# **Sample Module Structure And Descriptor**

# Sample Module Structure And Descriptor<sup>32</sup>

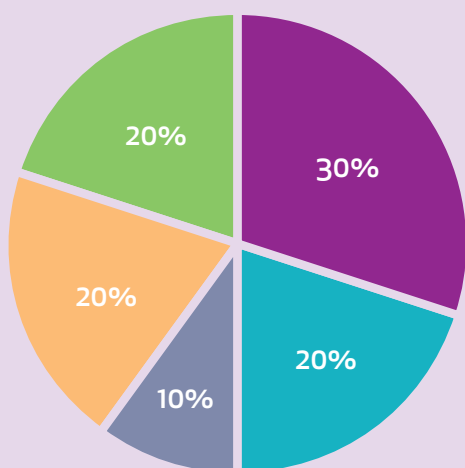
## MODULE TITLE: DIGITAL SKILLS FOR FEMALE FOOD ENTREPRENEURS

**Description:** The digital landscape is changing rapidly. New channels, strategies and benchmarks appear on a daily basis. A practical 'Digital Skills' module should be developed to encapsulate FFEs specific needs and enable them to thrive in the food industry. A comprehensive overview of the core resources available in a relevant country/across Europe should be introduced together with developing a detailed digital and media marketing strategy.

**Learning Outcomes:** On completion of the module, students will be able to:

- Demonstrate a clear understanding of marketing principles for launching a start-up food business as an FFE;
- Formulate brand strategies;
- Design and implement both traditional and digital marketing strategies;
- Understand and use social media and digital marketing tools for business and brand development;
- Be familiar with cyber security and ethics issues and regulations;
- Build an online professional business profile;
- Prepare and deliver business presentations/pitches.

## Learning Methodologies



- Classroom
- Online Learning
- Reflective Work
- Self-Directed Learning
- Assessment

	Total Hours
Classroom	15
Online learning	10
Reflective work	5
Self-directed learning	10
Assessment	10
<b>Total:</b>	<b>50</b>

**The module requires a minimum 10 hours self-directed learning during which, students are encouraged to read and review the recommended resources.**

<sup>32</sup> Creating Entrepreneurs in Food (CEF) Erasmus+ Project (2019). Digital skills development module curriculum and syllabus. Please see Appendix 3 and reference list p. 37.



## Assessment Strategy

---

### Reflection document

This will be required for all modules. The reflection will be a detailed description of the students' insights in relation to the course topics. This is a personal reflection and, therefore, answers vary. Reflections would be normally graded on the pass or fail basis and is the preferred method in this course.

### Social Media Marketing Campaign

Students are required to develop a detailed plan for a comprehensive social media campaign including a calendar for the launch and development for their business.

Marks will be awarded for:

- Short/long term objectives and goals of the campaign
- Research behind the platforms chosen
- Development of social media profile
- Content calendar and social media management tools
- Current results, trends and analytics

### Marketing Activity and Budget Calendar

To aid with the development of the final business plan students will be required to submit a detailed annual marketing activity and budget calendar based on a distributed template. The students marketing and brand strategy should be reflected in the budget and associated activities.

### Assessment Breakdown

- Social Media Marketing Campaign 50%;
- Marketing Activity and Budget Calendar 20%;
- Personal Reflective Document 30%.



## Module Structure

### Session 1: Marketing

<b>Description:</b>	Session 1 will introduce FFEs to the general marketing principles of launching a start-up food business. The aim of the module is to provide students with a comprehensive knowledge of the core principles of marketing and an understanding of digital skills required for venture creation.
<b>Learning Outcomes:</b>	On completion of session 1, students will be able to: <ul style="list-style-type: none"><li>• Understand general marketing principle and how to apply them to a food business;</li><li>• Gain an understanding of digital marketing;</li><li>• Develop a marketing strategy for a food business;</li><li>• Understand the importance of marketing for business development.</li></ul>

### Indicative Syllabus

<b>Topic</b>	General Marketing Principles <ul style="list-style-type: none"><li>• What is marketing</li><li>• Purple Cow Theory</li><li>• Accelerating Diffusion of Innovation Theory</li><li>• Marketing Mix (The 5 P'S Price, Product, Place, Promotion, People)</li><li>• Market Touch Points</li></ul>
<b>Methodology</b>	Classroom and Online lecture Self-directed
<b>Activities</b>	Each student will pitch and upload a video explaining why their business is a purple cow Complete a marketing mix template for inclusion in business plan Set up and or modify their social media platforms Set up a class blog platform and thread
<b>Resources</b>	<ul style="list-style-type: none"><li>• Purple Cow, New Edition: Transform Your Business by Being Remarkable - Seth Godin, 2010</li><li>• Foundations of Marketing - Jobber, J. D. &amp; Fahy, J., 2012</li><li>• Principles of Marketing, Global Edition - Philip Kotler. Gary Armstrong, 2013</li><li>• Emerald Insight - European Marketing Journal</li><li>• Inside the Tornado: Marketing Strategies from Silicon Valley's Cutting Edge</li><li>• The Tipping Point: How Little Things Can Make a Big Difference - Malcolm Gladwell</li><li>• Blue Ocean Strategy: How to Create Uncontested Market Space and Make Competition Irrelevant - R. Mauborgne and W. C. Kim</li><li>• Entrepreneurship and Small Business - Paul Burns</li></ul>

<b>Topic</b>	<p>Digital marketing</p> <p>Use of social media and business management platforms</p> <ul style="list-style-type: none"> <li>• Facebook</li> <li>• LinkedIn</li> <li>• Twitter</li> <li>• Instagram</li> <li>• Blogs</li> <li>• Website</li> </ul> <p>Online consumer behaviours</p>
<b>Methodology</b>	<p>Classroom and Online lecture</p> <p>Self-directed</p>
<b>Activities</b>	<p>Set up business profiles on selected platforms</p> <p>Research the difference, specific advantages and disadvantages of creating an online Blog vs. Business website as a FFE</p>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Unlock your Social Media strategy: <a href="http://www.designangler.com/blog/unlock-your-social-media-strategy">http://www.designangler.com/blog/unlock-your-social-media-strategy</a></li> <li>• Deliver happiness to your audience - <a href="https://www.womensinspirenetwork.com/post/happiness-the-key-to-success-in-digital-marketing">https://www.womensinspirenetwork.com/post/happiness-the-key-to-success-in-digital-marketing</a></li> <li>• Social Media management tools: <a href="http://www.socialmediaexaminer.com/5-social-media-management-tools-to-save-time/">http://www.socialmediaexaminer.com/5-social-media-management-tools-to-save-time/</a></li> <li>• Social media marketing – get clear first - <a href="https://www.womensinspirenetwork.com/post/back-to-the-basics-of-marketing-start-by-getting-your-message-clear-before-you-do-anything-else">https://www.womensinspirenetwork.com/post/back-to-the-basics-of-marketing-start-by-getting-your-message-clear-before-you-do-anything-else</a></li> <li>• Twitter lists – <a href="https://www.womensinspirenetwork.com/post/how-to-use-twitter-lists">https://www.womensinspirenetwork.com/post/how-to-use-twitter-lists</a></li> <li>• Digital Marketing Strategy, Implementation &amp; Practice - Dave Chaffey &amp; Fiona Ellis-Chadwick</li> <li>• Digital Marketing Strategy: An Integrated Approach to Online Marketing - Simon Kingsnorth</li> <li>• Marketing with Social Media: A LITA Guide, Second Edition Beth C. Thomsett-Scott</li> <li>• 7 Steps to Starting a Small Business Online - <a href="https://www.entrepreneur.com/article/175242">https://www.entrepreneur.com/article/175242</a></li> <li>• How to (Realistically) Start an Online Business That (Actually) Grows in 2020 <a href="https://www.bigcommerce.com/blog/how-to-start-online-business/#14-steps-to-launching-an-online-business">https://www.bigcommerce.com/blog/how-to-start-online-business/#14-steps-to-launching-an-online-business</a></li> <li>• The Streetwise Guide to Being Enterprising: Increase Your Career, Business or Social Enterprise Prospects by Using the e-Factor, Oak Tree Press – David Gibson (2010)</li> <li>• Feeney, M.K., Bozeman, B. (2008) 'Mentoring and network ties', Human Relations</li> <li>• E-Commerce 2019: Business, Technology and Society, 15th Edition - Kenneth C. Laudon, Azimuth Information Systems</li> <li>• Using the Canva platform for digital marketing and visual content- <a href="https://designschool.canva.com/tutorials/getting-started/">https://designschool.canva.com/tutorials/getting-started/</a></li> <li>• <a href="https://www.canva.com/learn/the-beginners-guide-to-small-business-marketing-online/">https://www.canva.com/learn/the-beginners-guide-to-small-business-marketing-online/</a></li> </ul>

## Session 2: Branding and Digital Security

<b>Description:</b>	Session 2 will focus on developing a branding strategy for the business, assessing and managing the digital security and risk associated with online businesses.
<b>Learning Outcomes:</b>	On completion of session two, students will be able to: <ul style="list-style-type: none"><li>• Understand the importance of branding;</li><li>• Develop a brand strategy for the business;</li><li>• Understand the importance of digital security, risk management and implement tools that will protect their online consumers.</li></ul>

### Indicative Syllabus

<b>Topic</b>	Branding – perceptions and images that represent a business/service <ul style="list-style-type: none"><li>• Advertising</li><li>• Demos</li><li>• Recommendations</li><li>• Brand Strategy</li><li>• Brand Metrics</li></ul>
<b>Methodology</b>	Blended - Classroom and online lectures Self-Directed
<b>Activities</b>	Group exercise on developing a brand strategy for a fictional business Group activity – analyse and discuss the brand metrics for a popular company i.e. Whole foods, Starbucks, McDonalds, Pepperidge Farm (make Milanos) and Auntie Anne's.
<b>Resources</b>	<ul style="list-style-type: none"><li>• Brand Zero: the complete branding guide for start-ups – Tai, Jackey</li><li>• Entrepreneurship and Small Business - Paul Burns</li><li>• The Streetwise Guide to Being Enterprising: Increase Your Career, Business or Social Enterprise Prospects by Using the e-Factor, Oak Tree Press - Gibson, 2010</li><li>• Onward: How Starbucks Fought for Its Life without Losing Its Soul – Howard Schultz</li><li>• Designing Brand Identity: An Essential Guide for the Whole Branding Team, 4th Edition – Alina Wheeler</li><li>• Creating Powerful Brands – De Chernatony, Leslie and Malcolm McDonald, 2005</li><li>• Brand Culture – Schroeder Jonathan, Miriam Morling Salzer (Eds) 2006</li><li>• Strategic Brand Management – Keller, Lane, 2003</li><li>• Branding with Canva design school - <a href="https://designschool.canva.com/courses/branding-design/?lesson=whats-a-brand">https://designschool.canva.com/courses/branding-design/?lesson=whats-a-brand</a></li></ul>



<b>Topic</b>	Financial transactions (How to set up bank accounts, PayPal, how to protect your customers etc) Digital security –Security and Risk Management
<b>Methodology</b>	Online lecture
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Auditing Social Media: A Governance and Risk guide - IIA Staff,</li> <li>• J. Mike Jacka, and Peter R. Scott</li> <li>• The PayPal official guide to Internet Security - Michelle Savage</li> <li>• The E-Myth Revisited, by Michael Gerber</li> <li>• Pricing – know your worth - <a href="https://www.womensinspirenetwork.com/post/pricing-the-elephant-in-the-room">https://www.womensinspirenetwork.com/post/pricing-the-elephant-in-the-room</a></li> </ul>

### Session 3: Communications

<b>Description:</b>	Building an online business profile and communicating to customers and stakeholders are vital for any business to become successful. Session 3 will focus on providing students with the skills necessary to develop a professional online business profile. Business pitching, delivering professional business presentations and creating a curriculum vitae will also be core to this session.
<b>Learning Outcomes:</b>	<p>On completion of session 3, students will be able to:</p> <ul style="list-style-type: none"> <li>• Plan, design and deliver effective oral presentations, using appropriate medium for current business practices;</li> <li>• Describe and evaluate the importance of online media communication is to business development;</li> <li>• Develop an online business and personal profile/ brand.</li> </ul>



## Indicative Syllabus

<b>Topic</b>	<p>Communication</p> <ul style="list-style-type: none"> <li>• Pitching: elevator and 3-minute pitching</li> <li>• Presentation – visual aids</li> </ul>
<b>Methodology</b>	<p>Classroom and Online lecture</p> <p>Self-Directed</p>
<b>Activities</b>	<p>Students will be required to deliver an elevator pitch in class incorporating their goal, target audience and USP (unique selling point)</p>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Best Pitch Deck Templates: <a href="http://business.tutsplus.com/articles/15-best-pitch-deck-templates-for-business-plan-powerpoint-presentations--cms-26433">http://business.tutsplus.com/articles/15-best-pitch-deck-templates-for-business-plan-powerpoint-presentations--cms-26433</a></li> <li>• The Only 10 Slides You Need in Your Pitch: <a href="http://guykawasaki.com/the-only-10-slides-you-need-in-your-pitch/">http://guykawasaki.com/the-only-10-slides-you-need-in-your-pitch/</a></li> <li>• Google Slides themes and PowerPoint templates: <a href="http://www.slidescarnival.com/category/free-templates/startup-presentations">http://www.slidescarnival.com/category/free-templates/startup-presentations</a></li> <li>• The Best Start-up Pitch Decks: <a href="http://bestpitchdecks.com/">http://bestpitchdecks.com/</a></li> <li>• 6 Elevator Pitch Examples to Inspire Your Own: <a href="https://blog.hubspot.com/sales/elevator-pitch-examples">https://blog.hubspot.com/sales/elevator-pitch-examples</a></li> </ul>

<b>Topic</b>	<p>Building an Online Business Profile &amp; audience</p> <ul style="list-style-type: none"> <li>• Communication via blogs, and other social media sites</li> </ul>
<b>Methodology</b>	<p>Classroom and Online lecture</p> <p>Self-Directed</p>
<b>Activities</b>	<p>Review case studies of local food entrepreneurs</p> <p>Develop a social media content calendar</p>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• The Dynamics of Business Communication: How to Communicate Efficiently and Effectively – Kennedy &amp; Lawlor</li> <li>• Customer, LLC: The Small Business Guide to Customer Engagement &amp; Marketing (2016) by Hillary Berman</li> <li>• Blog, Inc. Blogging for Passion, Profit, and to Create Community – Joy Deangdeelert Cho, Meg Mareo Ilascc, Grace Bonney (2012) <a href="https://www.forbes.com/sites/johnrampton/2014/07/09/100-ways-to-build-your-business-online/#4934446a7bb6">https://www.forbes.com/sites/johnrampton/2014/07/09/100-ways-to-build-your-business-online/#4934446a7bb6</a></li> <li>• Templates for Social Media Content Calendar: <a href="https://www.bing.com/images/search?q=Social+Media+Content+Calendar&amp;FORM=RESTAB">https://www.bing.com/images/search?q=Social+Media+Content+Calendar&amp;FORM=RESTAB</a></li> <li>• <a href="https://www.thinkbusiness.ie/articles/a-free-content-calendar-template-and-guide/">https://www.thinkbusiness.ie/articles/a-free-content-calendar-template-and-guide/</a></li> <li>• Essential reads for FFEs - <a href="https://www.inc.com/jessica-stillman/12-must-read-books-for-women-entrepreneurs-written-by-women-entrepreneurs.html">https://www.inc.com/jessica-stillman/12-must-read-books-for-women-entrepreneurs-written-by-women-entrepreneurs.html</a></li> <li>• Productivity tools - <a href="https://www.thebalancesmb.com/productivity-tools-for-smart-entrepreneurs-4126676">https://www.thebalancesmb.com/productivity-tools-for-smart-entrepreneurs-4126676</a></li> <li>• Female in businesses top productivity podcasts - <a href="https://startupsavant.com/women-in-business-podcasts-to-boost-productivity">https://startupsavant.com/women-in-business-podcasts-to-boost-productivity</a></li> </ul>

## Resources

- Free Female entrepreneur webinars  
<https://startupsavant.com/free-webinars-for-women-in-business>
- Google Small Business YouTube <https://www.youtube.com/user/GoogleBusiness>
- Rework business platform <https://rework.withgoogle.com/>
- Shopify food business resources: <https://www.shopify.ie/blog/213396233-how-to-start-a-food-business>
- Female Foodie podcasts: <https://www.foodboro.com/2020s-top-podcasts-for-food-entrepreneurs/>
- The One Hour Content Plan: The Solopreneur's Guide to a Year's Worth of Blog Post Ideas in 60 Minutes and Creating Content That Hooks and Sells (2017) by Meera Kothand
- Facebook social marketing video - [https://www.youtube.com/watch?v=a\\_lGA69QN8A](https://www.youtube.com/watch?v=a_lGA69QN8A)
- How to use Instagram:  
<https://www.entrepreneur.com/article/351696>
- Use Pinterest for online strategies - <https://blog.hootsuite.com/how-to-use-pinterest-for-business/>
- Best social platforms to date - <https://www.entrepreneur.com/article/351042>
- Digital food marketing with canva  
<https://www.canva.com/learn/food-design/>
- Just begin – don't judge - <https://www.youtube.com/watch?v=yHHI35TBHQc>
- Starting your SME blog - <https://smallbusiness.co.uk/start-a-new-business/setting-up-your-business/>
- Start a food blog - <https://cookieandkate.com/how-to-start-a-food-blog/>







## Reference List



# Reference List

## Primary Research Resources

---

Educate to Innovate Survey 2019

SurveyMonkey Inc, 2019. "Educate to Innovate - Developing and Sustaining Female Food Entrepreneurs Survey". [Online Survey Software]. Available from: <https://www.surveymonkey.com/r/VV5RRT2>.

Creating Entrepreneurs in Food (CEF) Erasmus+ Project (2019). *Creating Entrepreneurs in Food (CEF) Modules* [Online]. Available from: <http://www.cefportal.eu/resources/training-materials/>.

EMPOWER Research Project (2020) – Rural Ireland Focus Group Data conducted in November 2019.

## Secondary Sources

---

Barnard, B., Herbst, D. (2018) 'Entrepreneurship, Innovation and Creativity: The Creative Process of Entrepreneurs and Innovators', *Expert Journal of Business and Management*, 7(1), pp.107-146. DOI:10.2139/ssrn.3195912 (Accessed: 30 March 2020).

Block-Lerner, J., Adair, C., Plumb, J., Rhatigan, D. and Orsillo, S. (2007) 'The case for mindfulness-based approaches in the cultivation of empathy: Does non-judgemental, present-moment awareness increase capacity for perspective-taking and empathic concern?', *Journal of Marital and Family Therapy*, 33(4), pp. 501-516. DOI: 10.1111/j.1752-0606.2007.00034.x (Accessed: 30 March 2020).

Camelo-Ordaz, C., Diáñez-González, J.P. and Ruiz-Navarro, J. (2016) 'The influence of gender on entrepreneurial intention: the mediating role of perceptual factors', *Business Research Quarterly*, 19(4) pp. 261–277. Available from: <https://dx.doi.org/10.1016/j.brq.2016.03.001> (Accessed: 30 March 2020).

Fitzsimons, P. and O'Gorman, C. (2019) Entrepreneurship in Ireland 2018 – Global Entrepreneurship Monitor (GEM) Report [Online]. Available from: <https://www.enterprise-ireland.com/en/Publications/Reports-Published-Strategies/GEM-Reports/2018-Global-Entrepreneurship-Monitor-Report.pdf> (Accessed: 30 March 2020).

Food Safety Authority Ireland (FSAI) (2020) HACCP - *Your Food Safety Management System*. Available from: [https://www.fsai.ie/food\\_businesses/haccp/haccp.html](https://www.fsai.ie/food_businesses/haccp/haccp.html) (Accessed: 30 March 2020).

Kerr, S.P., Kerr, W.R., Dalton, M. (2019) 'Risk attitudes and personality traits of entrepreneurs and venture team members', *Proceedings of the National Academy of Sciences*, 116(36), pp. 17712-17716. Available from: <https://dx.doi.org/10.1073/pnas.1908375116> (Accessed: 30 July 2020).

Kirkwood, J. (2009) 'Is a lack of self-confidence hindering women entrepreneurs?', *International Journal of Gender and Entrepreneurship*, 1(2), pp. 118 – 133. DOI:10.1108/17566260910969670 (Accessed: 30 July 2020).

Ries, E. (2017). *Lean Start Up*. Publisher Random House USA Inc. New York, United States.

Seanad Public Consultation Committee (SPCC) (2019) *Report on Small and Medium Sized Businesses in Ireland*. Available from:  
[https://data.oireachtas.ie/ie/oireachtas/committee/dail/32/seanad\\_public\\_consultation\\_committee/reports/2019/2019-05-16\\_small-and-medium-sized-businesses-in-ireland\\_en.pdf](https://data.oireachtas.ie/ie/oireachtas/committee/dail/32/seanad_public_consultation_committee/reports/2019/2019-05-16_small-and-medium-sized-businesses-in-ireland_en.pdf) (Accessed: 30 July 2020).

Shohel, M.M.C. and Kirkwood, A. (2012) 'Using technology for enhancing teaching and learning in Bangladesh: challenges and consequences', *Learning Media and Technology*, 37(4) pp. 414-428. Available from: <https://doi.org/10.1080/17439884.2012.671177> (Accessed: 30 July 2020).

Mondisa, J. L. (2018) 'Examining the Mentoring Approaches of African-American Mentors', *Journal of African American Studies*, 22(4), pp. 293-308. Available from: <https://doi.org/10.1007/s12111-018-9411-y>. (Accessed: 30 July 2020).

## Online Platforms

---

iMA Strategies. (2020). iMA Strategies [Online Self-assessment/ learner typing tool]. Available at: <http://imastrategies.com/about.html>.

Moodle Pty Ltd. (2020). Moodle [Online teaching, learning content sharing platform]. [Online]. Available at: <https://moodle.com/lms/>.

Microsoft 365 (2020) Microsoft Teams [Online teamwork hub]. Available at: <https://www.microsoft.com/en-ie/microsoft-365/microsoft-teams/group-chat-software>.

Padlet (2020) Padlet [Engagement, creativity, activity and sharing platform]. Available at: <https://padlet.com/>.

Showbie Inc. (2020) Socrative [Online assessment engagement platform]. Available at: <https://www.socrative.com/>.

Slack Technologies (2020) Slack [Online project communication platform]. Available at: <https://slack.com/intl/en-ie/>.

Zoom Video Communications, Inc (2020) ZOOM [Online video conferencing platform]. Available at: <https://zoom.us/>.



