ECSTRA | Employability Competences for Students Through Implementation and Recognition of Activities

ECSTRA Training Course on Community Management

Université de Lyon
Université Jean Monnet Saint-Étienne
Universidad de Granada
Vilniaus universitetas
Vilniaus universiteto Studentų atstovybė
Lieu'topie

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Training course on community management

The training course is divided into seven talks led by experts on the matter that will have a duration of one hour each. Between 1.5/2 hours will then be dedicated to autonomous group work related to the talk. On the last day, time will be given to carry out a canvassing event that will encompass a series of concepts covered throughout the week.

The training will circle around the question, "**What is the role of the community manager?**". Themes such as creative and critical thinking, leadership, participation tools or gender perspective will be discussed and be the focus of academic activities, followed by group work to further develop the competencies related to it. Each session will look upon, and work on, various aspects, and the contents are as follows on the next page.

The training took place from the 16th to the 20th of May, 2022 in Granada, Spain. ECSTRA Training course on community management is one of the project's activities "ECSTRA: Employability Competencies for Students Through implementation and Recognition of Activities" (No. 2020-2-LT02-KA205-007038). The project is funded by the Erasmus+ program of the European Union.

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The activities of the ECSTRA Training Course on Community Management

1. **How to build a community**

   When aiming at asserting the legitimacy of the voice of the students and youth, there are various aspects to be considered. Through them the sustainable development goals may be reached, but sociological profiling must be carried out so as to adapt missions to their personal profiles. This can be gained through a motivational speech that will have an empowering effect, and be the starting point for leadership.

2. **Non-formal recognition framework**

   Non-formal learning, such as the one being taught through this training, is day by day being more and more recognised by institutions and companies, and this requires having the developed competencies organized according to a specific framework.

3. **Working with volunteers**

   When embarking on a project, there are two essential things to do. Having the volunteers involved in it with the ideal motivation, and knowing how to deal with turnovers, that is, all the steps of the project and how to properly document the experience. A guidebook from the VUST and a template on how to summarize a project and write a note for documentation will be used as materials.

4. **How to solve a problem**

   In this workshop, you will learn about problem solving, which requires creative thinking in order to find non-standard solutions. You will be working on mindsets and acknowledging the fact that failure is also part of the escalating process, as there is not one solution to a problem.

5. **Participation tools**

   Did you know that there are literally thousands of tools, both digital and analogical, available to manage involvement of the people? You will be given various examples and how to work with them. From facilitation tools to open-source software and platforms, you will learn the difference between working individually and collectively, and what works best for each situation.

6. **Working with diverse groups**

   One of the crucial facts to acknowledge is that the world is filled with people ofall sorts, and quite often we will work with minorities or people with special needs. It is our role to adapt to each case by being inclusive and working in a non-discriminating way, apart from having a clear understanding of gender perspective.

7. **Non-violent communication**

   To have a team working closely together in a successful way, it is important to communicate, and to do so non-violently. Active listening and empathy skills must be triggered, and it is helpful to learn about how to correctly express oneself with body language and interpret what it is being perceived.

8. **Reflection**

   At this point, it is the responsibility of each individual to analyze itself, and accept the feedback received. Various tools and methods will be made available to do so and improve yourself and your performance.

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Time	Day 1	Day 2	Day 3	Day 4	Day 5
9:30 10:00	Introduction to the training	More presentation dynamics: initiatives?	Presentation of initiatives in each country	Academic activity: work in with diverse groups	Canvassing event (introduction)
10:30 11:00	Dynamic group I	Academic activity: non-formalrecognition framework	Academic activity: how to solve a problem?	Work in a group: working withdiverse groups	Canvassing event (work in a group)
11:30	Coffee break	Coffee break	Coffee break	Coffee break	Coffee break
12:00 12:30	Dynamic group II	Academic activity: working with volunteers	Work in a group: how to solve a problem?	Academic activity: non-violent communication	Canvassing event (work in a group)
13:00 14:00	Lunch	Lunch	Lunch	Lunch	Lunch
14:30 15:30	Networking ofparticipants	Networking ofparticipants	Networking ofparticipants	Networking ofparticipants	Networking ofparticipants
16:00 16:30	Academic activity: how to build community?	Academic activity: working with volunteers	Academic activity: Participation tools		Canvassing event simulation
17:00 17:30	Work in a group: how to buildcommunity?	Work in a group: working withvolunteers in our countries	Work in a group: participation tools	Academic activity: presentation of the canvassing guidebook	
18:00 18:30	Reflection	Reflection	Reflection	Reflection	Overall reflection and following steps

Title: How to Build a Community	
Total duration:	1-1.5 hour
Goals	To show why community manager role is important and why we need to build communities
Detailed plan	1. Community building: individualism vs. community (30 min) 1.1. Presentation from the slides. 2. Topic: (s)heroes: what and how? (30 min) 2.1. Discuss in groups. Share results and wrap-up with additional theory from slides. What kind of (s)heroes we need? 2.2. Discuss in groups. Share results and wrap-up with additional theory from slides. What (s)heroes should do? 3. Topic: Systemic approach – Sustainable Development Goals framework (15 min) 3.1. Presentation from the slides (presenting each SDG shortly and general logic).
Resources	Slides
Evaluation	No evaluation
Self-reflection	Reflection is integrated through 2 topic and activities
Additional resources - Podcast - YT channel - Newsletter/blog - Books/movies	https://sdgs.un.org/goals

Title: How to solve a problem?	
Total duration:	1 hour
Goals	To provide knowledge and skills on how to solve problems by applying design thinking.
Detailed plan	1. **Presentation** Topic: Introduction (why do we need problem solving skills) (5 min) 2. **Practical activity:** solving a problem (15 min) Human knot: everyone circles up and join their hands crossed in front on themselves. The goal of the game is to untangle without letting go of the hands one is holding. At the end of the activity, participants should be standing once again in a regular circle, without any joined hands in the middle. Reflection: •What was most difficult/easiest part of the exercise? •What helped you to solve the problem? •How did you feel in a process? •What role did you take in a problem solving? •What are your strengths/weaknesses in problem solving? 3. **Presentation** Topic: What is a Design thinking (20 min) 4. **Practical activity: ways to escape** (10 min) Imagine that the room you are now in is locked. How are you going to escape? Brainstorm as much ideas as possible! 5. **Presentation** (10 min) Topic: How to be creative? And mindsets of problem solving
Resources	Slides; practical tasks.
Evaluation	Self-evaluation
Self-reflection	Integrated throughout the activities; at the end participants share one think they take from the activity.
Additional resources - Podcast - YT channel - Newsletter/blog - Books/movies	

Title: Non-violent communication	
Total duration:	2 hours
Goals	• Get into the concept of communication • Know some tips for a good communication • Work on types of communication (aggressive, passive-aggressive, passive and assertive) and dig into assertiveness • Improve some communication skills: active listening, empathy and body language
Detailed plan	0. Introduce ourselves and present the framework (10 min) 1. Topic: What is communication? (15 min) 1.1. Activity 1: Brain-storming 1.2. Activity 2: Presentation of the topic 2. Topic: Tips for a good communication (10 min) 2.1. Activity 1: Presentation of the advices 3. Topic: Types of communication (75 min) 3.1. Activity 1: Presentation of aggressive, passive-aggressive, passive and assertive communication 3.2. Activity 2: Role-playing of the different ways for communicating 3.3. Activity 3: Video "Being assertive" 3.4. Activity 4: Presentation of the I language 3.5. Activity 5: Reformulation of the role-playing cases into assertive communication 4. Topic: Communication skills: active listening, empathy and body language (10 min) 4.1 Activity 1: Presentation of the skills
Resources	Slides, videos, problem-based cases.
Evaluation	The classroom, the comfort, the resources at our disposal, very good. I only missed a blackboard to have written something but we have solved it by using the power point. Perhaps it would also have helped to have a list with the student data (name, university and e-mail). The schedules and times assigned were also appropriated. The students were mostly participative, they welcomed the presentations as well as the activities and work dynamics,

	some had to be insisted a little more to participate but overall, very well.
Self-reflection	A very good opportunity for work and training. Well organized. Congratulations!
Additional resources - Podcast - YT channel - Newsletter/blog - Books/movies	They ask me for some references, I will send them some papers by mail

Title: Sexual and Gender Diversity	
Total duration:	2 hours (9:30-11:30)
Goals	-Identify concepts such as: sex, gender, gender identity, sexual orientation/choice, intersectionality and heteronormativity -Analyse the privileges related to such categories -Recognize the characteristics of hate crimes and homophobic bullying
Detailed plan	1. Topic: Power and privilege (75 min) 1.1. Activity 1: Explanation of the main concepts (Goal 1) 1.2. Activity 2: Group dynamic to work power and privilege related to some social categories such as: gender, age, abilities, ethnic group… 2. Topic: Hate crimes and bullying (50 min) 2.1. Activity 1: Explanation of the main concepts (Goal 3) 2.2. Activity 2: Analysis of the short "Love is all you need?" LINK:https://www.youtube.com/watch?v=3vm0_3-Lbjk
Resources	Power Point presentation, video
Evaluation	Implication and participation for most students The room should count with more resources such as speakers.
Self-reflection	
Additional resources - Podcast - YT channel - Newsletter/blog - Books/movies	