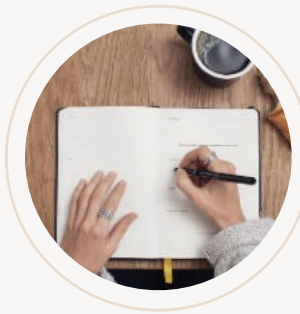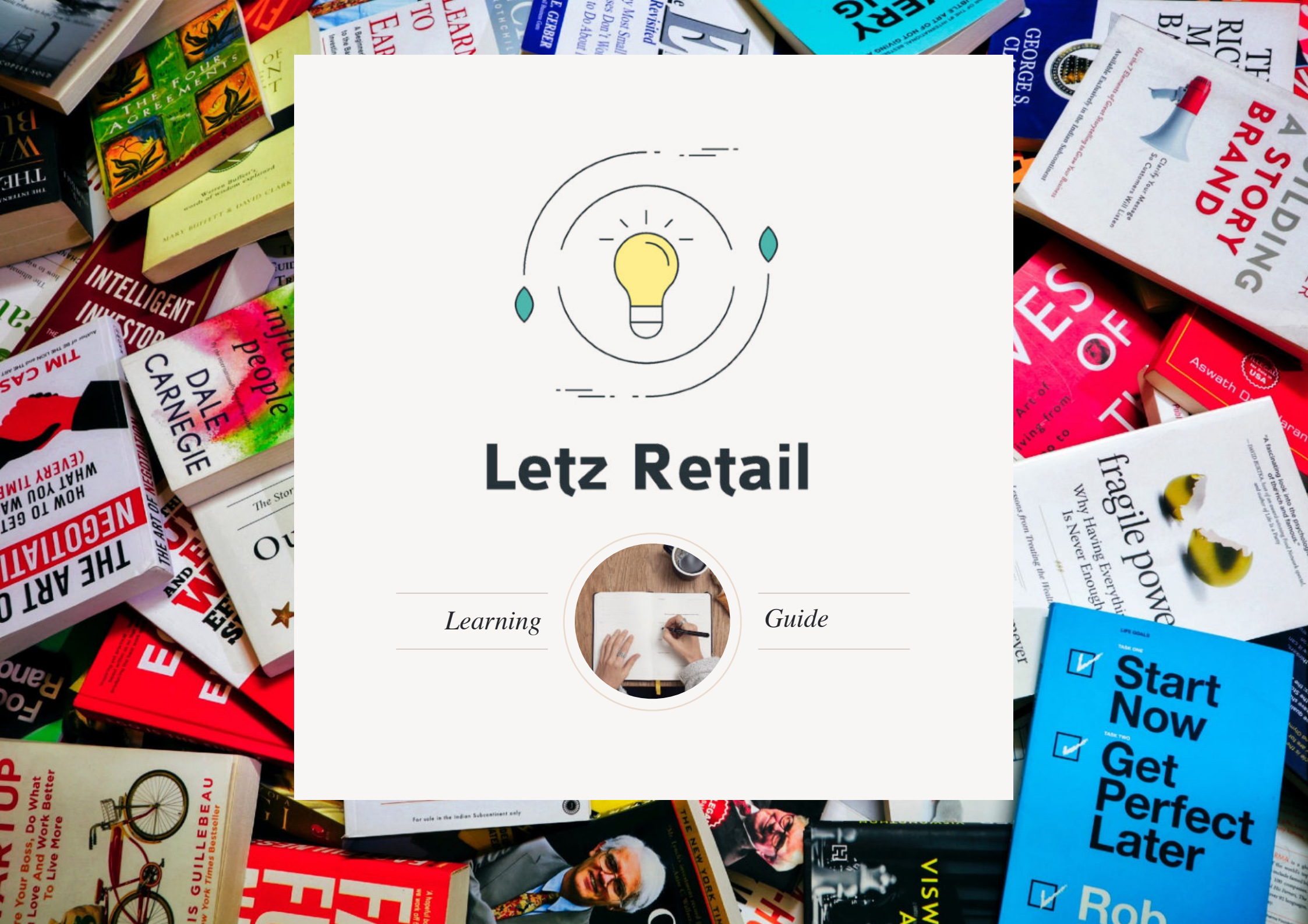# Letz Retail

Learning *Guide*

INTRODUCTION

Over the last years, small businesses set in previously successful commercial areas have faced a number of challenges, including the crisis and the growing competition of online shopping. Many businesses that operated in areas which were once the commercial centre of the town or neighbourhood, were forced to close. This had a spill over effect on the hospitality and cultural businesses, which suffered from a reduced number of visitors.

In many medium-sized and bigger towns, large malls on the outskirts offer a "one-stop-experience" for shopping, culture and hospitality, generating even more difficulties for the smaller ones in the centres to subsist. COVID-19 crisis has created additional challenges and put more pressure on small businesses trying to compete with established online shopping companies and large malls.

The deterioration of commercial areas is raising interest from municipalities and civic organisations, as the reduction in retail, commerce, hospitality and cultural activities in these kind of areas results in an overall deterioration of the area, with less movements of persons. Many municipalities are looking for solutions which can help them give new life to these areas and spaces.

Trends related to increased awareness among consumers about sustainability issues, the impact their decisions have on the environment, and the "slow"-movement (which advocates a cultural shift toward slowing down life's pace, and of which the "slow-food" movement is the most well-known), generate ample opportunities to bring about the so-much desired change. Proximity products and services are gaining ground.

Also, consumers nowadays not only acquire a product or services, but look for an "experience" or a statement with regards to their preferences and lifestyles. Attracting consumers to the commercial areas requires added value to be provided, e.g. an experience, or a combination of products or services not easily found somewhere else, or with clear added value, e.g. sustainable, ecological, environmental-friendly.

Although there are already some initiatives springing up in commercial area, which cover the consumer demands with regards to sustainability, proximity and the slow movement such as shops which offer products in bulk so the consumer can buy exactly the needed amount, or those offering local ecological produce, there are many which have not adapted to this new setting.

It is difficult for a small commerce, retail, hospitality or cultural/creative business to provide answers to the aforementioned challenges individually, and when they do, the impact is limited to the specific type of consumers they address. Hence intense collaboration through the joint creation, design and implementation of new products and/or services, offering the consumer the needed experience is key.

LETZ RETAIL provides an answer to the aforementioned challenges by offering a learning programme aimed at owners, managers and self-employed persons of small retail, commerce, hospitality and cultural/creative businesses in commercial areas in decay (or at risk of) which gives them the knowledge, skills and competences to:
- Adapt their individual offering to the new environment;
- Co-design, co-create and co-work to develop new (or adapt and combine) existing products, services and experiences.
- Respond to trends related to sustainability, green & circular economy.

By acquiring these skills, they will be able individually and jointly provide an answer to the demands of the sustainable conscious and digital-native consumer, open to the slow-movement concept and compete through differentiation offering a different and unique experience.

LETZ RETAIL goes to the root of the problem, the lack of a collaborative spirit between actors to unite willingness, needs and opportunities in an informal and constant way, that leads to the success of local businesses.

LETZ RETAIL has developed a learning programme that develops the knowledge and competences, through the use of co-creation, co-design and co-working techniques and tools, to find relevant solutions such as offering the clients/visitors new experiences, activities, products and/or services.

Complementary to the learning programme and with the aim to ensure take-up while safeguarding the approach and quality of the results, LETZ RETAIL GUIDES are elaborated. These are a set of concrete and focussed guides for each of the relevant stakeholders belonging to the ecosystem of commercial zones/areas, and how these can take advantage of the approach and learning programme.

LETZ RETAIL Learning Guide

Aimed at the direct target group and will outline how they can acquire the skills and competences on co-creation, co-design and co-working through the LETZ RETAIL learning programme.

LETZ RETAIL Train the trainer guide

Address how (VET) trainers, training bodies and educational institutions can build upon and leverage LETZ RETAIL.

LETZ RETAIL Guide for Innovation Intermediaries & business associations

Aimed at those organizations and associations that offer services and support in relation to the commercial area/zone´s ecosystem, such as business associations; commerce associations, chambers of commerce, and incubators, accelerators or hubs.

LETZ RETAIL Civil society guide

Aimed at civil society organisations/ NGOs active in the areas and/or working with the targeted sectors, such as those focussing related to sustainability, green & circular economy or urban regeneration on how to leverage LETZ RETAIL to realise their objectives in cooperation with the target groups/other stakeholders

LETZ RETAIL Policy Brief

How public bodies can stimulate co-creation, co-design and co-working among the target groups and the commercial zone/area´s ecosystem, both through targeted commercial and business development programmes as well as through VET training policies for the target group.

Target Group

The particular guide is designed for Letz-Retail learning space learners and is intended to advise them on how to utilize and maximize Letz-Retail e-learning platform. Furthermore, the Learner's Guide's aims are to

a.   offer methodological recommendations to learners who will be taking the Letz-Retail online course,

b.   help learners in the learning process, and

c.   advise on how to use and maximize the Letz-Retail e-learning space.

Letz-Retail online training has been particularly created for learners belonging to the following target group (owners, managers and self-employed persons of small retail, commerce, hospitality and cultural/creative businesses in commercial areas in decay (or at risk of)), taking into account their learning style and preferences. The online environment, with its attractive and intuitive design and simple features, is the ideal choice for the above target group who want to gain the necessary skills and knowledge to adapt their individual offering to the new environment, through co-design, co-create and co-work to develop new (or adapt and combine) existing products, services and experiences and finally to respond to trends related to sustainability, green & circular economy.

Because the project consortium intended the learners to get the most out of their Let-Retail experience, taken into account the budget and time constraints, a specialized guide is produced to assist them in learning how to get to the course in an easier and more effective way. The handbook discusses issues such as navigating the Letz-Retail online environment, evaluation methodology, the many portions of the Letz-Retail training strategy, and so on.

Through the Letz-Retail online environment, learners can enhance their knowledge, skills, self-confidence, motivation, and inspiration so to achieve co-design, co-create and co-work and through the above processes to develop or adapt products and services and positioned themselves stronger in the market.

What is Offered

Letz-Retail has created and developed a new Training Programme which provides the target group with all the knowledge, skills and competences on how to practically implement co-creation, co-design and co-working, while keeping in mind sustainability and green & circular economy. The training programme is constituted by 10 knowledge units in total, which don't have to be followed in a specific order and allow the learner to choose the knowledge units which is most applicable for his/her situation. The curriculum is integrated in an innovative and exciting learning environment through ICT, which incorporates creative exercises, diversity management, and other tools, as well as chances for direct and virtual networking. Motivational elements are addressed, with the goal of tailoring the program to the target group's various motivations.

On what is this approach based

The Letz-Retail training course is a flexi-time course offered via e-learning as a training delivery technique. The course lasts roughly 5 hours (only modules, without additional materials). The course is divided into ten modules called Units. Every unit is organized in the same way. They begin with a brief introduction to the module's topic, outlining the module's purpose and intended learning outcomes. Then follows the heart of the subject: the module content, which is backed by practical examples. The units have a focus on sustainability, but also on green and circular economy. Below, is presented the structure of each unit:

- ❖ **Theory:** Short theory to engage the user and to introduce the unit. It is presented in a motivating way so for the learner to proceed with it and ensures our target group will gain the knowledge, skills and competences needed. Important to emphasise here, is that the content is presented in a visually attractive way, so that it is attractive for the trainees. There are no extensive text blocks and the elements of it are: Introduction, Essential knowledge and Inspiration to learn more (with accompanying resources).
- ❖ **Examples/case studies:** Examples within the module topics, that are about companies who faced certain problems and ways they have solved it.
- ❖ **LETZ PRACTICE!:** Here, the target group can put their knowledge into practice with some short hands-on assignments.
- ❖ **Tips & tricks:** Finally, some useful tips and tricks are provided in order to prepare for the most effective implementation of the unit's knowledge, skills and competences.

Important to know is that all units are independent without a fixed sequence to follow. Some units refer to other units, as quite some topics and skills are interrelated and complement each other.

Description

Welcome to the Letz-retail course! If you work in a small company in retail, hospitality and cultural/ creative sector in urban areas in (or at risk of) decay and you want to gain the necessary knowledge, skills and competences to co-create, co-design and co-work, take a look at the course that the partnership of Letz-Retail has prepared for you. You will find the following chapters:

Unit 1 – CREATIVITY

Unit 2 – COLLABORATIVE LEADERSHIP

Unit 3 – TEAMWORK

Unit 4 – COMMUNICATION

Unit 5 – NETWORKING

Unit 6 – NEGOTIATION

Unit 7 – PROBLEM SOLVING

Unit 8 – CHANGE MANAGEMENT

Unit 9 – CO-CREATION & CO-DESIGN

Unit 10 – CO-WORKING

Each unit consists of a theoretical part (presentation), case studies from existing successful companies, videos, quizzes and practical exercises, where you can put all theory into practice, using your own organisation as your learning environment. Interested? Take the course for free!

Read more

If you would like to connect with the creators or the other users of LETZ RETAIL online course, please feel free to post on the LETZ RETAIL Facebook page: https://www.facebook.com/letz.retail. Join the community of entrepreneurs that use co-design, co-creation and co-working to grow their business!

Subscribe Now!

Lessons

Unit 1 – CREATIVITY	
Unit 2 – COLLABORATIVE LEADERSHIP	
Unit 3 – TEAMWORK	
Unit 4 – COMMUNICATION	
Unit 5 – NETWORKING	
Unit 6 – NEGOTIATION	

Letz Retail

"Letz Retail Course"

👤 48 ★★★★☆

The Portal

When you access the online learning environment, the first thing you will notice is the Letz-Retail portal. It gives an overview of the site's most essential features, such as the course catalog, search area, the opportunity to log in or sign up for an account, information about the project itself, and the languages in which the course is accessible.

By clicking the read more link, the whole course description opens in a new tab, giving you a comprehensive overview of the course's units, pedagogical approach, and major learning outcomes. You may also obtain particular information for each unit, such as the aim, the intended learning outcomes, the competencies and abilities that you will develop, and the projected completion time. Once you've decided which chapters to see or if you want to go through the entire course, you may click the Subscribe option.
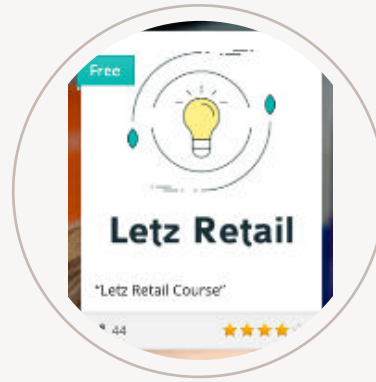
Login

After clicking the Subscribe button, the user will be brought to the screen above, where he or she will be required to provide his or her email address as well as a password.

Letz-Retail Online Course

Once registered, press on the top right side of the online environment the Courses link and then press on the Letz-Retail Course image.


Course Dashboard

The Dashboard displays an overview of lessons, other people who have already enrolled for the course, and the various components featured in each lesson. All essential and valuable information may be found in the description part, and specific buttons in the lessons section can take you to the Module Presentation, associated case studies for each Module, and lastly the Logbook. Remember that you can take the course in any sequence you like.
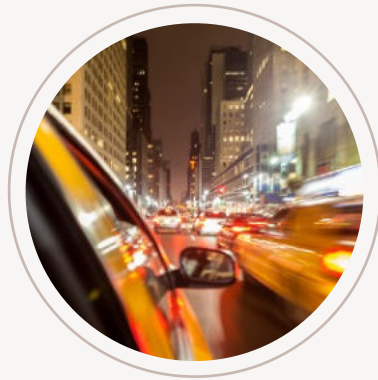
The Units

After selecting a unit from the main page, the unit dashboard appears, which is separated into the following components — **Intro – Case Studies – Practice and Other Modules Section.**

The Unit Overview on the left side provides all of the information for each Unit so that you may plan ahead of time what you will learn, the aim, the timeframe, and so on.

One the right side under the **Learning Material Block** you can see the unit content in pdf format, case studies linked to it, and some practice/ exercises related to it.

The **Other lessons** area provides easy access to the remainder of the dashboards for the course's other Units.

n order to help the learner to generate, envisage collaboration/ co-creation using different creativity

Skills

- Generate, envisage and define your business idea in the framework of collaboration/ co-creation

- Be able to identify and use the creativity technique most appropriate for your situation and during all stages of development of your business, from idea, to creation to consolidation and growth.

- Be more creative in your day-to-day professional activities and your business.

- Use creativity to generate value in a co-creation/ co-working environment

Performance Criteria

- Learners should be able to enhance their creativity

- Learners should be able to apply different creativity techniques

- Learners should be able to apply specific techniques that are created for co-working and co-design based on creativity
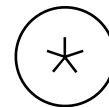
Learning material

- Intro
- Case study 1
- Case study 2
- Case study 3
- Case study 4
- Case study 5
- Case study 6
- Case study 7
- Case study 8
- Practice

Lessons

- Unit 1 – CREATIVITY
- Unit 2 – COLLABORATIVE L
- Unit 3 – TEAMWORK
- Unit 4 – COMMUNICATION

THE EVALUATION PROCESS

There are several methods for evaluating results available on every online learning environment. Regardless of the style and methodology utilized to measure the learning result (in the Letz-Retail instance, four different approaches are employed), the following two essential components must be addressed during the evaluation process:

a.   keep track of what you've learnt; and

b.   assess the efficacy of the learning process.
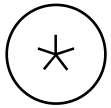
Based on the learner's qualities, the self-reflective approach matches the learning style best for the Letz-Retail assessment technique. The specific evaluation approach was chosen because it allows learners to become more accountable for their own educational progress; they become more introspective, independent, motivated, and successful. Also, according to Kulm, 1994[1] "Self-assessments improve communication because learners become aware of areas in which they are having difficulties and are better able to articulate their needs". Given that the learner must be able to convey their business concept to potential clients or other businesses, this technique assists them in indirectly improving their communication skills.

The Log Books, with assignments matching to the modules, are the first technique utilized. A log book or portfolio is defined as "a purposeful compilation and reflection of one's work, efforts and progress" (Bhattacharya & Hartnett, 2007)[2]. Barrett & Carney (2005)[3] also state that "a critical component of an educational portfolio is the learner's reflection on the individual pieces of work (often called "artifacts") as well as an overall reflection on the story that the portfolio tells". E-portfolios, on the other hand, give a web-based area for learners to exhibit their growth in a variety of skills and knowledge. Because there are many different types and objectives for portfolios, we opted to create a portfolio that is a hybrid of a constructivist and a positivist portfolio for this project. A constructivist-type portfolio demonstrates growth and development over time, as opposed to a positivist-type portfolio that contains candidate's "work" considered representative of knowledge and understanding for assessing learning outcomes, using data to report learning outcomes across users, contexts, and purposes (Paulson & Paulson, 1994)[4]. We opted to design a mixed type for the units logbooks since our goal is to enable learners to self-reflect while also evaluating the learner's learning results.

Case studies are the second technique. Case studies illustrate real-world scenarios in which issues must be handled. Scenario-based learning might be comparable to case studies or can be geared at improving communication or teamwork skills. Case studies and scenarios are both typical problem-solving techniques. Teachers typically use these approaches to help students improve their thinking, problem-solving, and decision-making abilities (Tunny, Papinczak & Young, 2010[5]; Bloomfield & Magney, 2009[6]).

[1] Kulm, G. (1994). Mathematics assessment: What works in the classroom. San Fran-cisco, CA: Jossey-Bass.
[2] Bhattacharya, M. & Hartnett, M. (2007). E-portfolio Assessment in Higher Education. 37th ASEE/IEEE Frontiers in Education Conference October 10 – 13, 2007, Milwaukee, WI
[3] Barrett, H. (2000). Electronic Portfolios = Multimedia Development + Portfolio Development The Electronic Portfolio Development Process. Retrieved from http://electronicportfolios.com/portfolios/EPDevProcess.html#ben (10/07/2019)
[4] Paulson, F. & Paulson, P. (1994).   Assessing portfolios using the constructivist paradigm. Paper presented at AERA, New Orleans, ED376209
[5] Tunny, T, Papinczak, T. and Young, L. (2010). Student perceptions of PBL tutor performance: A longitudinal cohort study, Focus on Health Professional Education: A multi-disciplinary journal 11(3), 74–84
[6] Bloomfield L. and Magney, A. (2009). Does Facilitator Expertise Matter? A Perspective from Scenario-Based Learning Question. Focus on Health Professional Education: A multi-disciplinary Journal 10(3), 12
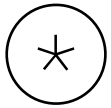
When utilized in a learning process, case studies are seen to be an exceptionally useful and efficient tool since they:

✳encourage reflective thinking in learners;
✳promote creative problem solving and the application of various problem-solving theories without putting third parties or projects at risk
✳enable learners to offer practical and appropriate solutions to issues because they already know the answer and can so assess their recommendations
✳allow the learner to practice and apply the information and skills gained in the specific course

Finally, once the entire learning experience has been completed, the final stage of the proposed assessment technique is to answer the set of questions provided below. When they are answered, they will be able to assist the learner in evaluating the whole training and its effectiveness:

a) What was the most significant thing you learned during the process?
b) What assumptions did you make based on your knowledge?
c) Can you identify a benefit for both of you in terms of how you will handle a scenario from now on, based on the knowledge you have gained?
d) What is the most audacious thing you could undertake with your newfound knowledge?
e) What is the most basic thing you could perform with your newfound knowledge?
f) What is the connection between the way things are now and how you want them to be?
g) What would you prefer that someone else do differently?
h) Why do you think what you desire is valuable?
i) As a result of this learning experience, what do you value most about yourself?
j) What did you learn about yourself as a result of this experience?
k) What can you learn from this experience about how you 'see' the world?
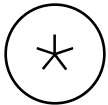
The final evaluation technique used is the **GROW Framework**. Graham Alexander, Alan Fine, and Sir John Whitmore, business trainers, created the GROW Framework in the 1980s. GROW is an acronym made up of the initial letters of the words Goal, Reality, Options, and Will. The Grow framework attempts to provide answers to the following questions:

✳ **Goal:** What do you hope to achieve?
✳ **Reality:** What is the current situation?
✳ **Options:** What could you do?
✳ **Will:** What are your plans?

The following questions the learner should answer on a personal level in order to determine the amount of information to which he/she have learned from each unit.

GOAL: What are you attempting to accomplish?
● Pretend you've accomplished your aim. How will you know whether you were successful?
● What does success entail for you? ; for the rest of your team?
● How does success feel for you?
● How does success feel for others on your team?

REALITY: Why is it critical that you reach this goal?
● In summary, what are the essential aspects of the existing situation that inspired the establishment of this goal?
● Who else is participating, and what are their perspectives?
● What has previously been done, and what has been the impact?

OPTIONS: What are your options?' What else could you do?
○ What would a wise friend advise you to do if you asked them?
○ What would you do if you had no restrictions, such as time, money, or power?

WILL:
● You have just recorded a list of alternatives. Please rank them from 1 to 10 based on how appealing they appear to you.
● Which of the following do you believe you should pursue from the list above? Please put down what you need to do for each one you pick.
● For each of the following tasks and activities, please establish a deadline and determine which of them cannot be completed by yourself. Determine the assistance that you require from them/support from others.
● What will happen if you do not fix one of the previously mentioned issues?

CONCLUDING REMARKS

The 10 Units of the Letz-Retail course have one single objective in terms of the learner. To help him/her be able individually and jointly to provide an answer to the demands of the sustainable conscious and digital-native consumer, open to the slow-movement concept and compete through differentiation offering a different and unique experience. To help them find creative and out of the box ways that will increase their impact, sales and income.

Once finalizing the course the learner should be able to develop a concrete action plan for a specific experience, activity, product or service, which will help attract visitors/clients to their area and eventually to their businesses.

The different case studies have as objective to be a window into a world of no limitations that other people/ business used the skills of the 10 units in order to co-create, co-design and co-work and achieve significant things. The units themselves have as objective to explain what are the needed skills and competences to achieve the above and the evaluation process to help each learner to reflect on the attained knowledge and dive even more into areas that believe could help the make their dream a reality

Global Chamber of Commerce
for Portuguese Speaking Countries

FOUND.ATION

ESTABLISHED 1890

RUSE CHAMBER OF
COMMERCE AND INDUSTRY

Learning Detours

eolas

bdf
business development friesland