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PRACTICAL GUIDE FOR FACILITATORS

INAIR E-LEARNING PROGRAM ON AI FOR RETAIL: USE CASE COLLECTION

Increasing the uptake of AI in Retail
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1. Introduction

1.1 Purpose of the Use Case Collection

This Use Case Collection forms a core component of the Practical Guide for Facilitators developed within the *INcreasing the uptake of AI in Retail* (INAIR) project - Coordination and Support Action funded by the EU's Horizon Europe Research and Innovation programme - and is designed to support the effective operationalisation of the INAIR learning programme within real training and organisational contexts. Its purpose is to demonstrate how the INAIR learning environment can be meaningfully integrated into different types of training provision, enabling facilitators to translate digital content into structured learning experiences.

Hence, the Use Case Collection serves as a pedagogical design resource. Each use case is conceived as a structured scenario that illustrates how specific learning pathways and resources available on the INAIR e-learning platform can be embedded within concrete training settings. These scenarios are intended to provide replicable and adaptable models that can guide facilitators in planning, delivering and contextualising AI-related training activities, while offering practical configurations that combine self-paced learning, facilitated interaction and workplace application.

More specifically, the Use Case Collection provides guidance on how to structure learning pathways over time, how to combine asynchronous and synchronous components, and how to create opportunities for reflection, discussion and application. In doing so, it contributes to ensuring that learning is not limited to content consumption but leads to meaningful competence development and practical application within retail environments.

The scenarios included in this collection reflect the diversity of training contexts in which the INAIR e-learning environment may be used. These include short-term upskilling initiatives, longer reskilling pathways, in-company training programmes and blended or hybrid learning formats. By covering this range of contexts, the document aims to support a flexible approach to implementation that can accommodate the varying needs, constraints and capacities of different organisations and training providers.

1.2 Who this document is for

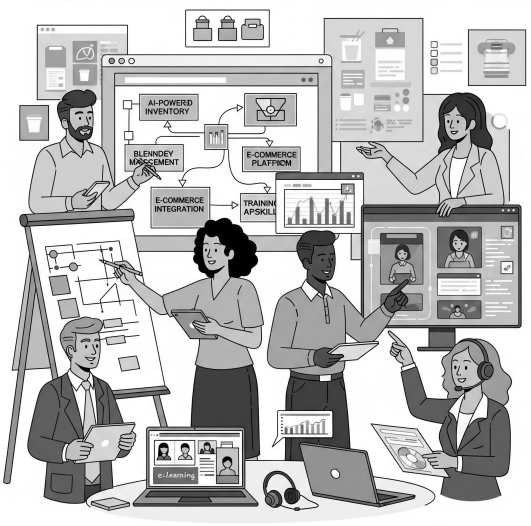
This document is addressed to professionals who are responsible for designing, facilitating or managing learning processes within the framework of Continuing Vocational Education and Training (CVET), particularly in relation to digital transformation and AI adoption in the retail sector. It is intended to support a wide range of users who operate in different institutional and organisational settings but share a common need to translate learning resources into structured and effective training experiences.

The primary audience includes **trainers and facilitators** working in both public and private CVET organisations, who are tasked with delivering training programmes for actual or future retail professionals. The Use Case Collection provides them with concrete examples of how the INAIR platform can be incorporated into such pathways in a structured and coherent manner.

The document is also relevant for **in-company training units** and **corporate learning and development professionals** within retail organisations, who are typically involved in supporting workforce development, upskilling employees and facilitating organisational change processes. In this context, the

use cases offer practical guidance on how to integrate AI-related learning into existing training structures, onboarding processes or strategic initiatives linked to digital transformation.

In addition, the document addresses **intermediary and sectoral organisations**, such as chambers of commerce, trade associations and innovation hubs, which often play a key role in supporting SMEs in adopting new technologies. For these actors, the Use Case Collection can serve as a reference for designing sector-wide training programmes or advisory services that combine training with practical support.



Work-based learning providers, including providers involved in apprenticeships, traineeships or on-the-job training, may also benefit from the use cases. The scenarios presented illustrate how the INAIR platform can be used to support reflective learning and competence development in contexts where learning is closely embedded in daily work practices, linking theoretical knowledge to real operational tasks.

Finally, the document is relevant for **individual facilitators, freelance trainers and consultants** who design and deliver tailored training interventions. For these users, the Use Case Collection provides adaptable models that can be customised to specific client needs, organisational contexts or project requirements.

Across all these target groups, the document assumes a professional audience with a responsibility for structuring learning processes. It is therefore written with a focus on pedagogical design, implementation considerations and practical applicability, rather than on technical or theoretical explanations alone.

1.3 How to use this document

The Use Case Collection is designed as a practical working tool that can be used at different stages of the training design and delivery process. Rather than being read sequentially from beginning to end, it is intended to support selective and needs-based consultation, allowing facilitators to access specific sections depending on their objectives and context.

At an initial stage, facilitators may use the introductory sections of the document to familiarise themselves with the overall logic of the use case approach and to understand how the scenarios are structured. This provides a conceptual framework that can support more informed decision-making when selecting or adapting specific use cases.

When planning a training intervention, facilitators can consult the overview of use case types in order to identify scenarios that correspond to their intended format, duration and target audience. This enables them to quickly locate relevant examples that can serve as a starting point for their own design process. The use cases themselves can then be used as reference models, illustrating how different components of a learning pathway can be combined and sequenced.

During the design phase, facilitators are encouraged to treat the use cases as flexible templates: each scenario can be adapted in terms of duration, intensity, delivery mode and level of facilitation, depending on the specific constraints and opportunities of the context.

In the implementation phase, the use cases can support facilitators in structuring the learning process over time. They offer indications on how to organise preparatory activities, how to guide learners during their engagement with the platform and how to facilitate follow-up activities that reinforce learning and support transfer to practice. This can help ensure that the learning experience remains coherent and purposeful, even in flexible or self-paced environments.

After the completion of a training intervention, facilitators may also use the use cases as a basis for reflection and improvement. By comparing the implemented approach with the scenarios presented in the document, they can identify areas for adjustment, refinement or further development in future iterations.

Overall, the Use Case Collection should be understood as a dynamic resource that supports iterative design and continuous improvement. Its value lies not only in the individual scenarios it contains, but also in the underlying logic that can be applied across different contexts and adapted to evolving needs.

1.4 Catalogue of educational resources available

The use cases featured in this collection are fundamentally rooted in the educational resources developed within the scope of the INAIR project. These resources were constructed upon the foundation of the AI Core Curriculum for MSMEs in Retail[1] and subsequently made accessible through the INAIR e-learning platform. In order to support facilitators in interpreting and adapting the scenarios included in this document, this section provides a brief overview of the structure of these resources and of the progression logic that underpins them.

The INAIR e-learning environment offers a suite of educational resources centred on **sixteen modules** organised across **three proficiency levels**: Foundation, Intermediate and Advanced. Together, these modules are designed to support a gradual progression from essential concepts and baseline AI literacy to more applied and strategic uses of AI in retail contexts. This structure enables facilitators to select and combine learning resources in a way that is aligned with the starting level, professional profile and learning objectives of a given target group.

The **Foundation** level establishes the conceptual basis required for further progression. It introduces essential terminology, basic operational principles, ethical awareness and introductory data competence. This level is intended to ensure that learners develop a shared minimum baseline before engaging with more specialised or function-specific applications of AI. In training design terms, Foundation modules are particularly relevant when working with learners who have limited prior exposure to AI or when facilitators need to build a common language across heterogeneous groups.

At **Intermediate** level, the emphasis shifts from conceptual understanding to practical application. Here, learners engage with the functional use of AI in areas such as machine learning, natural language processing, sustainability and human-centred innovation. These modules play an important role in helping learners connect abstract principles with concrete uses in retail operations and

[1] Acomi, N., Lanzetta, M., ACOMI, O., Chervinskyi, M., Włoch, R., Śledziewska, K., Abbruzzese, G., Fotiadis, T., Andreotti, C., & Manchi, G. (2025). AI Core Curriculum for MSMEs in Retail. Zenodo. https://doi.org/10.5281/zenodo.14358284

customer-oriented processes. For facilitators, they often provide the core content base for applied workshops, guided discussions and problem-solving activities embedded in the use cases.

At **Advanced** level, the focus moves toward strategic integration, organisational transformation and higher-level decision-making. Learners are encouraged to examine how AI affects value chains, knowledge management, operations optimisation, customer engagement, inventory systems and business intelligence. These modules are particularly relevant in scenarios involving management, process redesign, strategic planning or complex professional roles requiring a broader organisational perspective.

The complete list of modules available on the platform is presented in the following table.

PROFICIENCY LEVEL	MODULES	MAIN FOCUS
Foundation Literacy & Basic Concepts	1. Introduction to AI	Literacy and basic concepts, general terminology.
	2. Basic operational dynamics of AI	Basic operational functioning of AI.
	3. Applications of AI in Retail	Examples of AI usage in the retail sector.
	4. Data-driven decision making	Fundamental concepts on data management for decision making.
	5. Ethics	Introduction to ethical considerations in AI.
Intermediate Application & Integration	6. Machine Learning in Retail	Practical application of Machine Learning in retail.
	7. Natural Language Processing (NLP) in Retail	Use of NLP for specific tasks in retail.
	8. Driving Human-Centred Innovation with AI	How AI can support user-focused innovation.
	9. AI for Sustainability	Integration of AI into sustainability strategies.
	10. Regulations and Trustworthy AI	Regulations and principles for trustworthy AI.
Advanced Strategy & Reflection	11. AI-Enabled Value Chain	Strategic impact of AI on the entire value chain.
	12. AI for Knowledge and Insights Management	Use of AI to extract knowledge and insights.

13. AI for Operations Optimization	Optimisation of operational processes through AI.
14. AI-powered Customer Engagement	Advanced strategies for customer engagement based on AI.
15. AI for Inventory Management	Advanced inventory management using AI solutions.
16. AI-driven Business Intelligence	Use of AI for strategic business analysis and intelligence.

2. Overview of Use Case Types

The Use Case Collection brings together a range of pedagogical scenarios that reflect the diversity of training formats, organisational contexts and learner needs encountered within Continuous Vocational Education and Training (CVET). The document recognises that facilitators operate in environments that vary significantly in terms of duration, resources, delivery modes and strategic objectives. For this reason, the use cases are organised into distinct categories that correspond to common types of training interventions.

This categorisation is not intended to impose rigid boundaries between different approaches, but rather to provide a structured way of navigating the collection and identifying scenarios that are most relevant to a given context. In practice, facilitators may combine elements from different categories or adapt a use case to fit hybrid formats that do not fully correspond to a single type. The categories should therefore be understood as reference points that support orientation and selection, rather than as prescriptive classifications.

Across all categories, a common underlying logic is maintained. Each use case is designed to illustrate how the INAIR learning platform can be integrated into a broader learning process that includes preparation, guided engagement and follow-up activities. What varies between the categories is the way in which these elements are structured, the intensity and duration of the intervention, and the degree of alignment with organisational processes.

2.1 Short-term upskilling scenarios

Short-term upskilling scenarios are designed to address specific learning needs within a limited timeframe, typically in the form of workshops, short courses or microlearning interventions. These scenarios are particularly relevant in contexts where time availability is constrained, such as in retail environments where employees must balance training with operational responsibilities.

In these cases, the learning design focuses on a clearly defined set of objectives that can be achieved within a relatively short period. Rather than attempting to cover a broad range of topics, short-term scenarios concentrate on targeted competencies, such as understanding a specific AI application, developing basic data literacy, or exploring the use of AI tools in customer interaction. The INAIR platform is used to provide structured input, while facilitated activities are used to reinforce understanding and support immediate application.

A key characteristic of these scenarios is the emphasis on efficiency and relevance. Learning activities are designed to maximise impact within limited time, often by focusing on practical examples and real-world tasks. Facilitators play an important role in guiding learners through the most relevant parts of the platform and in creating opportunities for discussion and clarification. The balance between self-paced and facilitated learning may vary, but is typically oriented towards achieving quick, tangible outcomes.

Short-term upskilling scenarios are particularly suitable for introductory sessions, awareness-raising activities or targeted interventions addressing specific skill gaps. They can also serve as entry points into more extensive learning pathways, allowing learners to engage with AI concepts in a manageable and accessible way before committing to longer programmes.

2.2 Reskilling and career transition scenarios

Reskilling and career transition scenarios are designed for learners who need to develop a broader set of competencies over a longer period of time, often in response to changes in job roles, organisational structures or labour market demands. In the retail sector, this may include transitions towards more digitally-oriented roles, such as e-commerce management, data-driven marketing or AI-supported operations.

These scenarios typically involve more comprehensive learning pathways that combine multiple learning blocks from the INAIR platform. The structure is designed to support progressive development, moving from foundational concepts to more advanced applications. The learning process is therefore extended over time, allowing learners to build confidence and competence gradually.

In this context, the role of facilitation becomes particularly important in maintaining coherence and motivation. Given the longer duration of the intervention, facilitators may introduce periodic checkpoints, reflection sessions or collaborative activities that help learners consolidate their understanding and remain engaged. The use cases illustrate how such elements can be integrated without disrupting the flexibility of the self-paced learning model.

Another important aspect of reskilling scenarios is the alignment with career development objectives. Learning is not only about acquiring knowledge, but also about preparing learners for new responsibilities and roles. The use cases therefore include elements that encourage learners to reflect on their professional trajectory, identify relevant opportunities for applying AI in their work and develop a more strategic understanding of digital transformation.

These scenarios are particularly relevant for training providers and organisations that aim to support longer-term competence development, including formal CVET programmes, professional certificates or structured reskilling initiatives.

2.3 In-company training scenarios

In-company training scenarios are specifically designed for implementation within organisational contexts, where learning is closely linked to business processes, operational priorities and strategic objectives. In the retail sector, this often involves training initiatives that aim to support digital transformation, improve efficiency or enhance customer experience through the adoption of AI technologies.

In these scenarios, the design of the learning pathway is strongly influenced by organisational needs. The selection of learning blocks, the structure of activities and the timing of the intervention are all aligned with specific business goals. For example, a training programme may focus on improving inventory management through predictive analytics, enhancing marketing strategies through AI-driven insights or supporting decision-making at managerial level.

A distinctive feature of in-company scenarios is the integration of learning with workplace practice. Rather than being treated as a separate activity, learning is embedded within daily operations. The use cases illustrate how platform-based learning can be complemented by workplace assignments, problem-solving tasks or projects that address real organisational challenges. This approach enhances relevance and increases the likelihood that learning will lead to tangible improvements.

Facilitators in this context often take on a dual role, combining pedagogical functions with an understanding of organisational dynamics. They may need to coordinate with management, align training with strategic priorities and support learners in navigating both the learning process and their professional responsibilities. The use cases provide examples of how such coordination can be structured effectively.

In-company training scenarios are particularly suitable for organisations that seek to integrate AI learning into their internal development strategies, including onboarding programmes, continuous professional development initiatives or targeted upskilling interventions.

2.4 Blended and hybrid learning scenarios

Blended and hybrid learning scenarios reflect the increasing prevalence of training formats that combine different modes of delivery, including self-paced online learning, synchronous virtual sessions and face-to-face interaction. These scenarios are designed to leverage the strengths of each modality while addressing their respective limitations.

Within the INAIR framework, the platform provides a flexible digital backbone that supports individual progression, while facilitated sessions introduce structure, interaction and opportunities for deeper exploration. The use cases illustrate how these elements can be combined in a coherent way, ensuring that learners experience a seamless transition between different components of the learning process.

A central challenge in blended and hybrid scenarios lies in the coordination of activities across different formats. Facilitators need to ensure that online and offline components are aligned in terms of objectives, content and timing. The use cases address this challenge by proposing structured sequences in which preparatory activities, platform engagement and facilitated sessions are interconnected.

Another important aspect is the management of learner engagement. While self-paced learning offers flexibility, it also requires a degree of autonomy and self-regulation that not all learners may possess. Facilitated sessions can help address this by providing checkpoints, opportunities for interaction and moments of reflection that reinforce commitment and understanding.

Blended and hybrid scenarios are particularly suitable for contexts where flexibility is required without compromising the quality of interaction and support. They can be applied in both institutional and organisational settings, and are especially relevant for programmes that involve geographically dispersed participants or that need to accommodate varying schedules.

3. How to Adapt Use Cases to Your Context

The use cases presented in this collection are designed as structured and transferable scenarios that illustrate how the INAIR learning platform can be integrated into different training formats. However, they are not intended to be applied in a uniform or prescriptive manner. Each training context is shaped by specific organisational conditions, learner characteristics, time constraints and strategic objectives. For this reason, facilitators are expected to adapt the use cases in order to ensure their relevance, feasibility and effectiveness.

Adaptation should be understood as a deliberate and reflective process in which facilitators adjust the components of a use case while maintaining coherence between learning objectives, activities and expected outcomes. This process does not require a complete redesign of the scenario, but rather a thoughtful calibration of its elements in response to contextual factors. The following sections outline key dimensions along which such adaptations can be carried out.

3.1 Adapting to organisational settings

One of the primary factors influencing the implementation of a use case is the organisational environment in which the training takes place. Different types of organisations - such as SMEs, large retail chains, training providers or intermediary bodies - operate under distinct conditions that affect how learning activities can be structured and delivered:

- In smaller organisations, for example, time and resources are often limited, and employees may have little flexibility to engage in extended training activities. In such contexts, facilitators may need to simplify the use case by reducing its duration, focusing on the most essential learning blocks and limiting the number of facilitated sessions. The emphasis may shift towards highly practical and immediately applicable content, with minimal disruption to daily operations.

- In larger organisations, by contrast, there may be greater capacity to implement more structured and extended training programmes. This allows for the inclusion of additional components such as group sessions, collaborative projects or more comprehensive assessment processes. Facilitators in these settings may also have access to internal support structures, such as learning and development departments, which can facilitate coordination and integration with broader organisational strategies.

Another important consideration relates to the **degree of alignment between the training and organisational objectives**. In some cases, training may be directly linked to specific business goals, such as improving operational efficiency or enhancing customer experience. In others, it may be part of a more general professional development offer. The use cases can be adapted accordingly, either by strengthening the connection with organisational processes or by maintaining a more general and exploratory focus.

Facilitators should also consider **organisational culture**, particularly in relation to learning and innovation. In environments where digital transformation is already well established, learners may be more familiar with AI concepts and more open to experimentation. In contexts where such transformation is still at an early stage, additional support may be needed to build awareness, confidence and engagement.

3.2 Adapting to learner profiles

A second key dimension of adaptation concerns the characteristics of the learners participating in the training. In CVET contexts, learners often have diverse backgrounds, varying levels of prior knowledge and different professional roles. Effective use of the use cases therefore requires careful consideration of these factors.

One important aspect is the **level of familiarity with AI and digital technologies**. Learners with limited prior exposure may require additional introductory activities, simplified explanations and more guided support during their engagement with the platform. In such cases, facilitators may choose to focus on foundational learning blocks and to incorporate more opportunities for clarification and discussion.

Conversely, learners with more advanced knowledge or experience may benefit from a more selective and in-depth approach. Facilitators may reduce the time spent on basic concepts and instead emphasise application, critical analysis and strategic reflection. The use cases can be adapted to include more complex tasks, such as analysing organisational data, evaluating AI solutions or designing implementation strategies.

Another important factor is the **professional role** of the learners. The INAIR platform is structured around role-based learning pathways, and the relevance of specific learning blocks will vary depending on whether learners are involved in sales, marketing, operations, customer service or management. Facilitators should ensure that the selected use case aligns with the functional context of the participants and, where necessary, adapt the activities to reflect their specific responsibilities.

Learner motivation and expectations also play a significant role. Some participants may be highly motivated by the prospect of improving their performance or advancing their career, while others may be more hesitant or uncertain about the relevance of AI to their work. Facilitators can address these differences by adjusting the framing of the training, highlighting practical benefits and creating opportunities for learners to connect the content with their own experiences.

Finally, facilitators should consider differences in learning preferences and capacities. While the self-paced nature of the platform provides flexibility, not all learners may be equally comfortable with autonomous learning. In such cases, additional structure, regular check-ins or more frequent facilitated sessions may be required to support engagement and progression.

3.3 Adapting to time and delivery formats

Time constraints and delivery formats represent another critical dimension of adaptation. The use cases included in this collection are designed to be flexible in terms of duration and mode of delivery, allowing facilitators to adjust them to a wide range of practical conditions.

In terms of duration, facilitators may need to compress or extend a use case depending on the available time. Shorter formats may require prioritisation of key activities and a more focused selection of learning blocks, while longer formats allow for a more gradual progression and the inclusion of additional elements such as reflection sessions or collaborative work. The challenge lies in maintaining coherence and ensuring that learning objectives remain achievable within the given timeframe.

Delivery format is closely linked to these considerations. The use cases can be implemented in fully online, face-to-face or blended formats, each of which presents specific opportunities and constraints. In fully online settings, facilitators may rely more heavily on digital tools to support interaction and

communication, while ensuring that learners remain engaged despite the absence of physical presence. In face-to-face contexts, there may be greater opportunities for immediate feedback, discussion and group work, but less flexibility in scheduling.

Blended and hybrid formats require particular attention to the coordination of different components. Facilitators need to ensure that online and offline activities are aligned and that transitions between them are clearly structured. For example, platform-based learning may be used as preparation for a workshop, or as follow-up to reinforce concepts introduced during a session. The use cases provide examples of such sequences, which can be adapted to suit specific logistical arrangements.

Another important consideration is the availability of technological infrastructure and support. Access to devices, internet connectivity and digital tools may vary across contexts, influencing how the platform can be used. Facilitators should assess these factors in advance and adjust the design of the use case accordingly, ensuring that all participants are able to engage effectively.

In adapting use cases to time and delivery formats, facilitators are encouraged to adopt a pragmatic approach that balances pedagogical intentions with practical feasibility. The objective is not to replicate the use case exactly as presented, but to preserve its underlying logic while tailoring its implementation to the realities of the training environment.

4. Use Case Template

The use cases included in this collection follow a common structure designed to ensure consistency, clarity and usability across different training contexts. This standardised template allows facilitators to easily interpret, compare and adapt the scenarios, while also supporting contributors in developing use cases that are aligned with the pedagogical logic of the INAIR project.

The template is intended to provide a coherent framework that captures the key elements required for effective learning design. Each section of the template corresponds to a specific dimension of the training process, from contextualisation and learner profiling to implementation and expected outcomes. When used consistently, this structure enables facilitators to understand not only what a use case involves, but also how and why it is designed in a particular way.

The sections described below define the structure of each use case and explain their purpose within the overall design.

1. CONTEXT AND **SETTING**	This section provides an overview of the environment in which the use case is implemented. It describes the organisational, institutional or training context, including relevant characteristics such as the type of organisation, the scale of the intervention and the general purpose of the training. The objective of this section is to situate the use case within a realistic scenario that facilitators can relate to their own context. It should include enough detail to make the setting meaningful, while remaining sufficiently general to allow for adaptation. For example, it may describe whether the scenario takes place within a retail company, a training organisation or a blended learning programme involving multiple stakeholders.
2. TARGET LEARNERS	This section defines the profile of the participants involved in the training. It should include information on their professional roles, level of experience, prior knowledge of AI and any other relevant characteristics that influence the design of the learning pathway. Understanding the target learners is essential for interpreting the rest of the use case, as it determines the level of complexity, the choice of learning blocks and the type of activities proposed. This section should therefore provide a clear and concise description that helps facilitators assess whether the scenario is applicable to their own audience or requires adaptation.
3. LEARNING OBJECTIVES	The learning objectives articulate the intended outcomes of the training in terms of knowledge, skills and competences. They define what learners are expected to understand, be able to do and apply as a result of participating in the use case. These objectives should be aligned with the INAIR curriculum and with the specific learning blocks selected for the scenario. They should also reflect the practical orientation of the training, emphasising not only conceptual understanding but also the ability to apply AI-related knowledge in retail contexts. Clear learning objectives are essential for guiding both the design and evaluation of the learning process.
4. RELEVANT INAIR LEARNING BLOCKS AND **RESOURCES**	This section identifies the modules and resources from the INAIR platform that are used within the use case. It should specify the relevant learning blocks and, where appropriate, indicate their proficiency level (Foundation, Intermediate or Advanced). In addition to the core modules, this section may also refer to supplementary materials

	available on the platform, such as videos, articles or case studies, that support the learning process. The purpose of this section is to make explicit the connection between the use case and the educational resources described in Section 1.4, allowing facilitators to easily locate and use the relevant content.
5. LEARNING PATHWAY	The learning pathway represents the core of the use case. It describes how the learning process unfolds over time, typically structured into three phases: preparation, platform engagement and follow-up. In the preparatory phase, learners are introduced to the topic, expectations are clarified and initial activities may be carried out to activate prior knowledge or establish a common baseline. This phase may include brief introductions, diagnostic discussions or orientation sessions. During the platform engagement phase, learners interact with the INAIR modules and associated resources. This phase is generally self-paced, but may be supported by guidance from the facilitator, such as recommended sequences, milestones or check-ins. The use case should describe how learners are expected to navigate the content and what level of autonomy is assumed. The follow-up phase focuses on consolidation and application. It includes activities that help learners reflect on what they have learned, connect it to their professional context and apply it in practice. This may involve discussions, exercises, workplace assignments or collaborative tasks.
6. COMPLEMENTARY ACTIVITIES	This section describes additional activities that complement the use of the platform and enrich the learning experience. These activities are typically facilitated and may include workshops, group discussions, case analyses, simulations or problem-solving exercises. The purpose of complementary activities is to deepen understanding, encourage interaction and support the transfer of knowledge to practical situations. They also provide opportunities for facilitators to guide learners, address questions and create a more engaging and participatory learning environment.
7. EXPECTED LEARNING OUTCOMES	While learning objectives define the intended goals, this section outlines what learners are likely to achieve by the end of the use case, including specific competences, insights or changes in practice. This distinction helps facilitators assess whether the learning process has been effective and provides a reference point for evaluation. The outcomes should be realistic, measurable where possible and aligned with the activities and resources included in the use case.
8. IMPLEMENTATION NOTES FOR FACILITATORS	The final section provides practical guidance for facilitators on how to implement the use case effectively. It may include suggestions on timing, group size, facilitation strategies, potential challenges and ways to address them.

5. Use Cases

This chapter presents a collection of use cases that illustrate how the INAIR e-learning environment can be integrated into concrete training and organisational scenarios. Each use case represents a structured pedagogical configuration, designed to demonstrate how specific learning pathways, modules and complementary activities can be combined into coherent learning experiences tailored to different contexts within the retail sector.

The use cases are conceived as standalone units, each focusing on a particular training situation, target group and learning objective. This modular organisation allows facilitators to consult individual scenarios independently, without requiring a sequential reading of the entire section. At the same time, the use cases are designed to be complementary, offering a range of perspectives that reflect the diversity of implementation contexts addressed by the INAIR project. Taken together, they provide a repertoire of design solutions that can support facilitators in responding to varying organisational needs, learner profiles and delivery formats.

Each use case follows the common template presented in the previous section, enabling facilitators to quickly identify key elements such as the training context, learning objectives, selected learning blocks and proposed learning pathway.

The scenarios included in this section are built around the learning pathways available within the INAIR platform, which are organised according to specific business functions in the retail sector. These pathways are composed of different combinations of learning blocks and educational resources, reflecting the competencies required in areas such as sales, marketing, customer service, operations, inventory management, finance, human resources, IT support, e-commerce and management, as presented in the following table.

	FOUNDATION					INTERMEDIATE					ADVANCED					
BUSINESS FUNCTION	MODULE 1	MODULE 2	MODULE 3	MODULE 4	MODULE 5	MODULE 6	MODULE 7	MODULE 8	MODULE 9	MODULE 10	MODULE 11	MODULE 12	MODULE 13	MODULE 14	MODULE 15	MODULE 16
Sales	✓			✓		✓	✓							✓		✓
Marketing	✓		✓			✓	✓			✓		✓		✓		
Customer Service	✓		✓		✓		✓	✓		✓				✓		
Operations	✓		✓			✓			✓		✓		✓			
Inventory / Stock Management	✓		✓			✓			✓				✓		✓	
Finance and Accounting	✓			✓	✓				✓	✓		✓				✓
Human Resources	✓		✓		✓			✓		✓		✓				
IT / Technical Support	✓	✓					✓			✓	✓					✓
E-commerce	✓				✓	✓	✓			✓				✓		✓
Management	✓			✓	✓				✓	✓	✓					✓

Each use case therefore not only presents a training scenario, but also illustrates how a function-specific pathway can be operationalised within a given learning context.

The scenarios emphasise the integration of self-paced learning with facilitated activities and practical application. They show how the INAIR platform can be used not only as a repository of content, but as a central component of a broader learning process that includes preparation, guided engagement and follow-up. Particular attention is given to the role of the facilitator in structuring this process, supporting learner progression and ensuring that learning outcomes are connected to real-world retail practices.

The use cases should be read in conjunction with the other components of the INAIR toolkit. The User Manual provides guidance on how to navigate and use the platform, while the overview of educational resources presented earlier in this document supports the identification of relevant modules and materials. The use cases build on these elements by demonstrating how they can be brought together into structured and meaningful learning experiences.

5.1 AI-Driven Inventory Optimization for Sustainability

Target Group	Supply Chain Managers, Operations Directors, Sustainability Officers, and Retail Store Managers responsible for inventory levels and operational efficiency
Training Format	Facilitated Self-Paced Learning (blended approach with independent study and facilitated labs)
Estimated Duration	Platform-based learning: 3.75h Facilitated learning (guided sessions, workshops, mentoring, group work, etc.): 10 - 12 hours (approx. 2 weeks) Total duration: 3.75h + 10/12 h guided session
Learning Objectives	By the end of this pathway, learners will be able to: • Understand how AI optimises real-time inventory management to reduce overstocking and shortages. • Apply predictive analytics to forecast demand, minimizing waste and improving cost efficiency. • Analyze the integration of AI and IoT for sustainable supply chain practices. • Utilize AI-driven Business Intelligence tools to automate data collection and generate strategic insights. • Develop a preliminary strategy for implementing "Green AI" practices in inventory management.
Learning Blocks	LB 14 - AI for Inventory Management LB 15 - AI-driven Business Intelligence
Learning Pathway Design	
Before Platform Use	The facilitator initiates the pathway by distributing a pre-course briefing pack titled "The Green Supply Chain Revolution". The pack explains how AI and IoT are transforming inventory management from a reactive task to a predictive strategy that directly supports sustainability goals. The facilitator frames the learning as a strategic shift: moving from simple stock-keeping to AI-enhanced demand forecasting that reduces waste and improves cost efficiency. To ensure immediate relevance, the facilitator asks participants to complete a short pre-activity titled "The Waste Audit". Participants document one area in their current supply chain where inefficiencies lead to overstocking, waste, or unnecessary logistics emissions and post a summary to a shared workspace that includes the environmental and financial impact of the issue. The facilitator reviews these posts and clusters them into themes—such as "Perishable Spoilage," "Seasonal Overstock," or "Inefficient Logistics"—helping participants recognise shared industry challenges. The facilitator then runs a short orientation session (45-60 minutes) to clarify expectations. They describe how the self-paced platform learning (specifically LB 14 and LB 15) will be complemented by two facilitated "Simulation Labs" and a capstone roadmap task. The facilitator makes the platform linkage explicit: participants create accounts and confirm their role to access the Advanced Retail pathway. The facilitator emphasises that progress involves not just engaging with the content but actively applying the concept of predictive analytics and IoT Integration in preparation for the practical redesign of their inventory processes. Before participants begin the platform modules, the facilitator guides each participant to identify the waste bottleneck from their Waste Audit that they will address in their

	capstone Sustainable Inventory Roadmap. This ensures the platform learning is connected to a specific, measurable challenge from the outset.
During Platform Use	Participants complete the assigned learning blocks (LB 14 and LB 15) in a structured rhythm. The facilitator provides weekly guidance linking the platform content to real-world operations, focusing on how AI supports real-time inventory management and how AI- driven business intelligence automates data analysis. The facilitator's aim is to help participants move beyond theory and understand the practical application of tools such as"automated reordering and product life cycle management. To support this, the facilitator maintains a Q&A channel where participants can raise questions about integrating new AI tools with legacy systems or about specific content in the learning blocks. Two facilitated "**Simulation Labs**" provide the practical bridge between platform content and workplace routines. **Lab 1: The Predictive Forecasting Sandbox** focuses on predictive analytics and demand forecasting. The facilitator uses a prepared anonymised dummy dataset representing a retailer facing volatile demand. Participants apply the AI concepts introduced in LB 15 to identify patterns in the data (e.g., weather driven demand spikes, local events) that traditional spreadsheets methods typically miss. They practice forecasting product demand in order to adjust inventory levels proactively, with explicit reference to the overstock and shortage scenarios identified during the Waste Audit. **Lab 2: The IoT & Sustainability Integration** focuses on the integration of AI and IoT. The facilitator guides participants to map out a "Smart Warehouse" scenario in which real-time sensor data automates reordering decisions.Participants must identify how this automation contributes to sustainability outcomes for example, by reducing energy usage or minimising physical waste, connecting the technical capability to the environmental goals established at the start of the pathway.
After Platform Use	The final phase is organised around a capstone task titled "**Sustainable Inventory Roadmap**". Each participant develops a strategic plan to address the "Waste Bottleneck" they identified during the Waste Audit. The facilitator begins by confirming that participants have completed the full platform pathway, including LB 14 and LB 15 and any end-of path assessment steps, ensuring the roadmap work draws on the complete content sequence The facilitator provides a structured roadmap template. Participants describe their current inventory process, identify the specific AI or IoT intervention required (e.g., implement predictive models for seasonal stock), and define the expected sustainability outcome with a measurable indicator (e.g., a target reduction in unsold inventory waste). Participants are required to include a section on data analytics and decision- making, specifying what data sources (e.g sales, trends, external factors) they need to collect to make the AI model functioning reliably. The facilitator then organises a structured peer review session. Each participant presents their roadmap in a short, time-boxed briefing. Peers review each plan to assess whether it is realistic and whether it genuinely addresses the sustainability objective. The facilitator's feedback focuses on the feasibility of the proposed AI adoption strategy, ensuring the participants have considered practical barriers such as data, system integration,and staff training requirements.. The program closes with each participant defining one immediate next step- such as data audit, a review of existing sensor infrastructure, or a pilot test with a single product

		category- to begin the transition towards an AI- driven, sustainable supply chain.
i	Implementation Notes	• Data Readiness: Facilitators should encourage learners to verify if their organisation collects the necessary historical data before attempting to implement predictive models • Cross-Departmental Collaboration: The roadmap exercise often requires input from IT and Logistics; facilitators should encourage participants to interview colleagues from these departments during the "After" phase. • Sustainability Focus: Keep the focus on Green AI. Remind learners that efficiency (LB 14) usually leads to sustainability, reinforcing the EU project's broader goals.

5.2 Trustworthy AI for Customer Engagement

Target Group	Marketing Managers, Customer Experience (CX) Leads, Digital Transformation Specialists, and Retail Sales Team Leaders
Training Format	Facilitated Self-Paced Learning
Estimated Duration	Platform-based learning: 4.7 h Facilitated learning (guided sessions, workshops, mentoring, group work, etc.): 8-10 hours Total duration:4.7 h + 8/10 h guided session
Learning Objectives	By the end of this pathway, learners will be able to: • Use the AI to personalise customer interactions in real-time while maintaining "technological empathy". • Implement AI-powered automation (e.g., chatbots) that enhances communication efficiency without losing the human touch. • Apply the principles of Trustworthy AI (transparency, fairness, accountability) to customer engagement strategies. • Analyse customer behaviour data to adapt sales strategies dynamically. • Evaluate AI tools using a "Trust Assessment" framework to ensure compliance with ethical standards and regulations.
Learning Blocks	LB 15 - AI-driven Business Intelligence LB 16 - AI-powered Customer Engagement
Learning Pathway Design	
Before Platform Use	The facilitator initiates the pathway with a **pre-course briefing pack** titled "**The Trust Equation in AI**". The pack introduces the dual challenge of modern retail: the operational case for real-time personalised customer experiences alongside the growing consumer demand for privacy and transparency. The facilitator frames the learning as a practical shift: using AI not only to drive sales but to understand and respect the customer. To ensure immediate relevance, the facilitator asks participants to complete a short pre-activity titled the "Trust Audit" .Participants identify one customer touchpoint in their organisation (e.g., a newsletter, a loyalty app, a chatbot) where the customer experience feels either too generic or potentially invasive, and post a brief description to a shared workspace. The facilitator reviews these posts and clusters them into themes such as lack of personalisation, opaque data usage or impersonal interactions, helping participants recognise shared challenges across contexts. The facilitator then runs an orientation session to clarify expectations and explain the blended format. They explain that while LB 16 covers the technical strategies and tools for AI- powered customer engagement, the facilitated sessions will focus on the ethical application of those tools using the project's Trustworthy AI guidelines as a practical framework. Participants create accounts and are directed to the Advanced pathway. The facilitator sets a clear expectation: participants are supposed to evaluate and critique AI tools, not only learn how to use them. Before participants begin the platform modules, the facilitator guides each participant to confirm the customer touchpoint identified in their Trust Audit as the focus of their capstone Ethical Engagement Charter. This ensures platform learning is anchored to a specific, real- world context from the outset.
During Platform Use	Participants complete LB 15 and LB 16 with a focus on AI-powered customer engagement. The facilitator provides weekly guidance prompts that encourage learners to look for the

	human and ethical dimensions within the platform content. Specifically, how AI tools can be integrated in ways that preserve and strengthen the human dimension of customer interactions. Two facilitated "**Ethics & Engagement Labs**" drive the practical application. **Lab 1: The Empathy Design Workshop** focuses on customer communication management. The facilitator presents a scenario in which a retailer deploys a chatbot to handle customer queries. Participants script the handoff protocols for that chatbot, determining which queries the AI should handle autonomously for efficiency, and which should be transferred to a human agent to preserve empathy and trust. They draw on concepts from LB 16 to design a conversation flow that automates routine customer service without creating frustration or reducing the quality of the experience. **Lab 2: The Trustworthy AI Assessment** uses the Trustworthy AI Assessment Sheet as a hands-on audit tool. The facilitator takes the role of a vendor pitching a new AI Personalisation Engine using the CB4 solution profile as the basis for the scenario. Participants act as the ethics committee and audit the pitch using the assessment sheet, examining whether the system ensures transparency, whether it includes measures to mitigate bias, and whether it provides a mechanism for user feedback and redress. This role-play exercises requires participants to apply the criteria of explainability and fairness to a realistic business tool.
After Platform Use	The final phase is organised around a task titled "**The Ethical Engagement Charter**". Each participant develops a set of guidelines or a campaign proposal for the customer touchpoint they identified in the Trust Audit. The facilitator begins by confirming that participants have completed the full platform pathway, including Data-Driven Insights and Cybersecurity and any end-of-path assessment steps, so that the charter work is informed by the complete content sequences. The facilitator provides a structured charter template. Participants outline how they will use AI to analyse customer behaviour and improve the experience, and must include a dedicated Trust section. In the Trust section, participants specify how they will ensure transparency -for example, by providing pre-instance explanations of automated decisions- and how they will protect privacy, for example, by grounding data collection in informed consent. Both elements must be concrete and specific rather than general statements of intent. The facilitator organises a peer review session in which participants analyse each other's charters through the Trustworthy AI Assessment criteria. Feedback focuses on whether the proposed approach is consistent with the project's ethical standards and whether it genuinely aligns AI capability with customer values and rights. The pathway closes with each participant defining one policy change they can advocate for in their organisation to promote trustworthy AI in customer engagement.
i Implementation Notes	• The Trustworthy AI Assessment Sheet should be provided as a physical or digital handout during the second Ethics and Engagement Lab, allowing participants to work through the audit criteria interactively as the vendor scenario unfolds. • Facilitators should ensure the pathway does not become focused primarily on compliance. The core goal remains engagement: the ethical framework is the means by which that engagement becomes sustainable and credible over time. • Throughout both the platform modules and the facilitated sessions, facilitators should emphasise user feedback mechanisms as the practical bridge between AI system performance and genuine customer satisfaction.

5.3 Strategic Leadership for Responsible AI Integration in Retail

Target Group	Management
Training Format	Facilitated Self-Paced Learning
Estimated Duration	Platform-based learning: 22,45 h Facilitated learning (guided sessions, workshops, mentoring, group work, etc.): 10 hours Total duration: 22,45 h + 10 h guided session
Learning Objectives	By the end of this pathway, learners will be able to: • **Evaluate** how AI may reshape retail value chains and operating models and identify where it can create measurable value. • **Formulate** a realistic AI adoption direction aligned with business priorities, data readiness, and sustainability commitments. • **Identify and mitigate** ethical, legal, and organisational risks linked to AI adoption, following trustworthy AI principles. • **Define** governance and monitoring practices that support accountability and continuous improvement after deployment.
Learning Blocks	LB 1 - Introduction to AI LB 4 - Data-driven decision making LB 5 - Ethics LB 9 - AI for Sustainability LB 10 - Regulations and Trustworthy AI LB 11 - AI-Enabled Value Chain LB 16 - AI-driven Business Intelligence
Learning Pathway Design	
Before Platform Use	The facilitator launches the pathway with a structured kick-off session titled "The AI-Ready Leader", delivered online or in person, depending on the cohort. At the outset, the facilitator clarifies that the pathway is designed to strengthen managerial decision-making around AI rather than develop technical engineering capability. They explain how the INAIR platform will be used: participants will complete a customised learning pathway aligned with the Management function, engage with knowledge checks and embedded reflection prompts within the modules, and bring key insights into facilitated sessions focused on sense-making and transfer to practice. The facilitator makes the platform journey concrete by outlining the steps learners will follow, creating an account, completing the initial profiling and entry assessment, and confirming the correct organisational function so that the system assigns the appropriate pathway. The facilitator emphasises that selecting the right function matters because it determines which learning blocks and activities appear in the learner's journey. To anchor relevance, the facilitator invites participants to describe one current strategic pressure point in their organisation where improved insight, improved planning, or more consistent execution could create measurable value. Participants are prompted to choose challenges with clear operational signals, such as high return rates, inconsistent demand forecasting, stock-outs, staff workload volatility, or declining customer retention. The facilitator then runs a short "**AI readiness snapshot" activity**, asking participants to assess their organisation across four dimensions: data availability and quality, decision routines and performance indicators, governance and risk awareness, and change

	capacity. Results are captured in a shared template so the group can see that successful adoption is not driven by tool choice alone, but by readiness, oversight, and integration into day-to-day routines. Before concluding the kick-off, the facilitator guides participants through a **use case framing exercise**: each participant selects one candidate use case they wish to explore during the pathway and writes a concise statement describing the intended outcome, the decision it supports, and the performance indicator that would signal improvement. This prevents vague ambitions and keeps the platform learning connected to measurable outcomes. The facilitator closes by establishing a learning contract: participants agree on a realistic weekly rhythm for completing platform modules, identify one internal stakeholder they will consult during the learning period (for example, operations, IT, HR, or data/analytics), and commit to producing a final output - a draft AI adoption roadmap appropriate to their context. The facilitator shares a short orientation note explaining how progress will be tracked using platform completion indicators and the Insight Log, how peer sessions will work, and what evidence participants should capture as they progress.
During Platform Use	Participants progress through the assigned learning blocks over the 2-week period, maintaining autonomy within a weekly structure set by the facilitator. At the beginning of each week, the facilitator posts a brief guidance message linking the platform content to leadership tasks such as prioritising investments, evaluating suppliers, setting governance expectations, and managing organisational change. The message includes one applied prompt that participants respond to in a shared workspace and one direct reference to the platform directly, such as completing a specific module section, finishing the knowledge check, and saving one insight from the embedded reflection prompt to their Insight Log. The facilitator explicitly distinguishes what happens on-platform and off-platform. On the platform, participants complete the content sequence within each learning block, respond to embedded reflection prompts, and complete knowledge checks that reinforce key concepts and responsible use considerations. Off the platform, participants use the Insight Log to capture learning in a transferable format each week: one concept that changed how they evaluate AI, one risk they would actively monitor, and one question they would ask a vendor or internal team before moving forward. The facilitator reviews the Insight Log weekly to identify misconceptions early, highlight strong reasoning, and tailor check-ins to the cohort's needs. Two structured **Strategy Circle sessions** deepen application. In the first session, the facilitator focuses on data-driven strategy and business intelligence. Participants bring one example of a management decision that currently relies on delayed or incomplete information. The facilitator leads a disciplined discussion on how better data routines and AI-supported insight could augment judgment without removing accountability, and introduces a simple insight validation routine managers can apply in real work: checking data provenance, sanity-checking outputs against context, asking what would change the recommendation, and documenting limitations and assumptions. Participants then link that routine back to their platform learning by selecting one knowledge check or reflection prompt that challenged their assumptions and explaining why. In the second Strategy Circle, the facilitator concentrates on trustworthy AI, sustainability implications, and governance. Each participant presents their candidate use case and receives peer challenge on risks such as biased outcomes, privacy concerns, opacity of vendor models, weak post-deployment monitoring, and misalignment with organisational values or sustainability goals. The facilitator uses a structured checklist to keep the discussion practical, asking participants to specify what safeguards they would require before adoption and how they would monitor performance and risk after implementation.

		Where participants fall behind on platform modules, the facilitator uses short check-ins to remove friction, clarify priorities, and restore momentum, ensuring progress remains steady without creating pressure that undermines engagement.
	After Platform Use	To consolidate learning and drive transfer into organisational action, the facilitator runs a half-day "AI Strategy Sprint". The sprint is designed as a working session with a tangible output rather than a discussion-only event. The facilitator begins by revisiting the AI readiness snapshot from the kick-off and asks participants to describe what changed in their understanding of readiness, governance, and realistic adoption pathways after completing the platform blocks and assessments. Participants also complete the platform's final learning step for the pathway (including any end-of-path assessment activity required by the platform) so that their roadmap work is informed by the full content sequence. Participants then complete a structured roadmap exercise producing a draft AI adoption roadmap tailored to their organisation and chosen candidate use case. The roadmap includes a clearly defined use case, expected value and success indicators, data and process prerequisites, a staged validation approach, roles and responsibilities, and a governance routine that clarifies who is accountable for outcomes and monitoring. The facilitator guides participants to keep the roadmap realistic by explicitly identifying dependencies and constraints. Participants specify what is already in place, what is missing, and what can be tested quickly before making any large commitment. This reduces the risk of selecting solutions that are not implementable in context and strengthens the credibility of the plan. The facilitator then organises peer critique in short, time-boxed presentations. Peers provide feedback on feasibility, clarity of success indicators, risk awareness, and alignment with sustainability and trustworthy AI expectations. The facilitator moderates the critique to ensure each participant leaves with actionable improvements rather than vague suggestions. The sprint closes with a structured implementation planning segment: participants define a 30–60 day action plan containing at least three concrete steps: one stakeholder conversation they will initiate, one internal process or dataset they will review, and one governance decision they will propose (for example, a monitoring cadence, a decision log for AI-supported insight, or a vendor evaluation checklist). The facilitator provides a compact transfer pack containing a roadmap template, a vendor question set, and a governance checklist, encouraging participants to use these artefacts to communicate consistently with teams and leadership after the programme.
i	Implementation Notes	• Recommended cohort: senior team leads, managers, or owners who influence processes, budgets, and change decisions. • The Strategy Sprint works best with a shared collaboration space and pre-filled templates to reduce admin overhead. • For micro-enterprises, the roadmap can be simplified into a "next steps plan" focused on one low-risk tool and one measurable improvement target.

5.4 AI-Enabled Financial Intelligence

Target Group	Finance and Accounting
Training Format	Blended Learning
Estimated Duration	Platform-based learning: 24.35 h Facilitated learning (guided sessions, workshops, mentoring, group work, etc.): 12 hours Total duration:24. 35 h + 12 h guided session
Learning Objectives	By the end of this pathway, learners will be able to: • Apply AI-supported forecasting and analytics approaches to strengthen budgeting, cash-flow awareness, and risk detection. • Interpret AI-generated insights critically and explain limitations, assumptions, and reliability to non-finance stakeholders. • Strengthen data governance and compliance thinking for finance-related AI use, including privacy and trustworthy AI considerations. • Redesign a finance workflow to improve efficiency while maintaining auditability and accountability.
Learning Blocks	LB 1 - Introduction to AI LB 4 - Data-driven decision making LB 5 - Ethics LB 9 - AI for Sustainability LB 10 - Regulations and Trustworthy AI LB 12 - AI for Knowledge and Insights Management LB 16 - AI-driven Business Intelligence
Learning Pathway Design	
Before Platform Use	The facilitator initiates the pathway by distributing a pre-course briefing pack titled "**From Reporting to Financial Intelligence**". The pack explains how AI can support finance and accounting functions in retail through stronger forecasting, anomaly detection, better visibility into drivers of variance, and effective consolidation of insights from multiple data sources. The facilitator frames the learning as a practical capability shift: moving from retrospective reporting alone towards decision support that remains evidence-based, explainable, and auditable. To ensure immediate relevance, **participants complete a short pre-activity** in which they document one recurring bottleneck in their current workflow. Typical examples include manual reconciliation, inconsistent categorisation, delayed forecasting, lack of clarity on variance causes, or difficulty linking financial signals with operational factors such as stock movement, promotions, and returns. Each participant uploads a summary of a bottleneck they have identified to a shared workspace, including the impact of the issue and a measurable indicator of improvement. The facilitator reviews these posts and clusters them into themes that will be revisited later, helping participants recognise shared challenges across organisations. The facilitator then runs a short orientation session (45-60 minutes) to clarify expectations and explain the blended format. They describe how self-paced platform learning will be complemented by two "**Data Labs**", optional check-ins, and a capstone workflow redesign task. At this stage, the facilitator makes the platform linkage explicit: **participants** create accounts, **complete** the **platform's entry assessment** and profiling

	step, and confirm the Finance and Accounting function so that the system assigns the correct learning pathway. The facilitator highlights that progress on the platform is not simply a matter of watching content; learners complete embedded knowledge checks and reflection prompts that feed into facilitated discussion and applied work. The facilitator sets clear boundaries for confidentiality and data protection. All practical exercises use anonymised dummy datasets, and participants will not be expected to share real financial or personal data. Before beginning the platform modules, participants select one workflow they will redesign as their applied output (e.g. forecasting, expense processing, cash-flow monitoring, inventory audit support, or management reporting) and complete a short capstone brief describing the current workflow, where errors or delays occur, what decisions depend on it, and what risks must be managed (for example, privacy risk, bias risk in automated classification, or loss of audit trail). The facilitator closes the preparation phase by introducing the **reflection log**. Each week, participants record one practical takeaway from the platform, one limitation or risk they identified, and one question they would ask before adopting any AI- supported tool in a finance context.
During Platform Use	Participants complete the assigned learning blocks in a structured rhythm across the blended delivery period. The facilitator provides weekly guidance by linking each block to finance decision routines including budgeting cycles, forecasting cadence, cost control, risk monitoring, and reporting obligations, and helps participants interpret AI outputs with professional caution: understanding assumptions, data dependencies, and failure modes, rather than accepting automated insight as inherently reliable. To support this, the facilitator maintains a Q&A channel where participants can raise questions about platform content, assessment items, or practical application. Responses are framed around principles and good practice, ensuring the learning remains transferable even when specific tools vary between organisations. Each week, participants complete the relevant module sequence on the platform, respond to embedded reflection prompts, and complete the knowledge checks. They then update their reflection log, with one insight they find applicable to their capstone workflow redesign and one risk or control requirement they consider essential in finance contexts. The facilitator periodically reviews the logs to identify patterns, such as repeated misunderstandings about what prediction can reliably achieve or confusion between compliance requirements and tool capabilities, and issues short clarifications to correct the course promptly. Two facilitated Data Labs provide the practical bridge between platform content and workplace routines. The first lab focuses on analytics for decision support and business intelligence. Using a prepared anonymised dummy dataset that resembles retail conditions (sales patterns, promotions, stock movements, returns), the facilitator demonstrates a basic forecasting and variance exploration workflow. Participants interpret outputs critically: identifying anomalies, proposing plausible causes for variance, and listing what additional data would be needed before taking action. The facilitator then guides participants to practise **responsible communication of insights**, asking them to formulate how they would explain the output to a manager, including what the model suggests, what it does not guarantee, and what monitoring would be required if the approach is adopted. The second Data Lab focuses on compliance, trustworthy AI, and governance. The facilitator uses a **scenario-based simulation** in which an AI-supported process creates legal or ethical exposure, such as automated credit assessment, fraud detection flags, or automated categorisation that could produce unfair outcomes or reduce auditability. Participants complete a guided audit exercise: identifying where privacy risks arise, how

	bias might enter, what documentation supports accountability, and how to maintain traceability. They produce a **short governance note** outlining controls they would require, such as access rules, documentation of assumptions, review checkpoints, and a process for handling disputes or errors. Where participants progress at different speeds on the platform, the facilitator offers optional office-hours support to ensure that variation in pace does not compromise cohort learning outcomes.
After Platform Use	The final phase is organised around a task titled "**Redesign One Finance Workflow**". Each participant develops a redesigned version of their selected workflow that integrates AI-supported elements while preserving accountability, compliance, and audit readiness. The facilitator begins by confirming that participants have completed the full platform pathway for their function, including any end-of-path assessment steps and final reflection prompts. So that the redesign task draws on the complete set of learning blocks. The facilitator provides a structured redesign template to ensure outputs are comparable and easy to review. Participants describe the current workflow, identify pain points and error sources, define the decisions the workflow supports, and propose a target state in which AI-supported elements are introduced in a controlled way. Examples include improved forecasting inputs, automated anomaly alerts with human review, more consistent categorisation supported by rules and validation, or improved reporting consistency through better knowledge management. Participants define measurable success criteria, such as reduced cycle time, fewer manual corrections, improved forecast accuracy, stronger visibility into variance drivers, or improved assurance during audits, to keep proposals practical and rather than aspirational. A required governance section accompanies each redesign. Participants specify how privacy will be protected, how limitations and assumptions will be communicated, how outputs will be validated, and how an audit trail will be maintained. The facilitator prompts participants state accountability clearly: who reviews automated recommendations, who approves changes to rules or models, and how exceptions are handled. The facilitator organises a structured presentation and peer review session. Each participant presents their redesign in a short, time-boxed briefing focused on the problem statement, proposed solution, expected value, and safeguards. Peers use a review checklist to give feedback on feasibility, data readiness, risk awareness, and clarity of accountability. The facilitator's feedback focuses on strengthening realism by identifying where proposals may overestimate automation benefits, underestimate data quality needs, or unintentionally weaken auditability. Participants revise their proposals based on feedback and produce a final deliverable consisting of a one-page workflow redesign summary and a short governance note suitable for sharing with management, IT, or compliance stakeholders. To close, the facilitator runs a brief reflective activity during which participants compare their initial bottleneck statement with their final redesign and identify what changed in their approach to evaluating AI-supported insight. Each participant defines one near-term action they will take in their organisation, such as testing with dummy data, reviewing data prerequisites, or proposing a monitoring routine, ensuring the programme ends with concrete, actionable next steps.
i Implementation Notes	• Use dummy/anonymised data only; participants should not share real financial or personal datasets. • The Data Labs can be delivered online or in person; live interaction improves interpretation and risk reasoning. • Recommended tools: spreadsheets plus an accessible BI layer if available (optional).

	• If a fully asynchronous version is needed, replace Data Labs with recorded demonstrations plus a facilitator-led Q&A session.

5.5 Facilitated self-paced learning for AI-supported e-commerce operations in retail SMEs

Target Group	E-commerce
Training Format	Facilitated Self-Paced Learning
Estimated Duration	Platform-based learning: 25,5 hours Facilitated learning (guided sessions, workshops, mentoring, group work, etc.): 6-8 hours Total duration: 31,5-33,5 hours
Learning Objectives	By the end of this pathway, learners will be able to: • identify the main ways in which AI is used in e-commerce operations in retail SMEs and recognise which areas of their own online sales activities may be affected. • Assess the potential benefits and limitations of AI-supported solutions in e-commerce, taking into account organisational constraints such as time, skills, data availability and costs. • Make informed and realistic decisions about next steps in learning, testing or discussing AI use within their own e-commerce context.
Learning Blocks	LB1 - Introduction to AI LB5 - Ethical Implications of AI Applications in Retail LB6 - Machine Learning in Retail LB7 - Natural Language Processing (NLP) in Retail LB10 - Regulations and Trustworthy AI LB14 - AI-powered Customer Engagement LB16 - AI-driven Business Intelligence
Learning Pathway Design	
Before Platform Use	Before learners begin working on the platform, the facilitator introduces the learning pathway by relating it to everyday work in e-commerce within retail SMEs. The facilitator starts by explaining why AI-related topics are increasingly relevant for online sales, customer engagement and data use, while clearly stating that the pathway is not focused on learning specific tools or technologies. Instead, the emphasis is placed on understanding what AI can and cannot do in e-commerce and how to make informed decisions in this area. The facilitator organises a kick-off session, delivered online or face-to-face depending on the programme. The session usually lasts between 60 and 90 minutes and serves as the main onboarding moment. During the meeting, the facilitator explains how the learning pathway is structured, how the self-paced platform modules work and how individual learning will be supported by facilitated reflection and follow-up activities. The facilitator also explains what self-paced learning means in practice, including expectations related to time commitment, learner autonomy and responsibility for managing one's own learning rhythm. As part of the kick-off session, learners are invited to take part in a short self-reflection activity. The facilitator asks participants to think about how digital tools are currently used in their e-commerce activities, how familiar they feel with AI-related concepts and

where they experience uncertainty or hesitation. This activity may take the form of a short written exercise, a simple online questionnaire or a guided group discussion. Its aim is to help learners recognise their own starting point and understand that different levels of experience exist within the group.

The facilitator then presents the learning objectives in a clear and practical way. They explain how the learning blocks support better understanding of AI basics, machine learning, natural language processing and AI-supported customer engagement in e-commerce. The facilitator highlights how this knowledge can help learners assess opportunities, risks and limitations of AI in their own organisations. At this stage, the expected workload, approximate time commitment and available support during the platform-based phase are clearly explained.

To initiate reflection and anchor the learning pathway in participants' everyday work, the facilitator invites learners to respond to a small set of opening questions, such as (a) how digital tools currently support or complicate their e-commerce activities, (b) what comes to mind when they hear about AI in online sales, (c) which parts of their sales process feel most uncertain or difficult, and (d) what would make the learning process feel useful even without immediate implementation

Before closing the preparatory phase, the facilitator briefly introduces the learning platform. They explain how the e-commerce learning pathway is organised, how the modules are structured and how learners should start working with the content. Learners are informed where to ask for help if technical or content-related questions arise. The preparatory phase ends with a clear invitation to begin the self-paced learning, supported by a shared understanding of its purpose and relevance.

During Platform Use	During the platform-based phase, learners work independently with the online modules at their own pace, within an agreed time window. The facilitator stays in the background as an external point of support, helping learners stay connected to the overall learning goals without directing their day-to-day work. Learners are encouraged to fit the learning activities around their regular responsibilities related to running online sales, managing products or interacting with customers. The facilitator focuses on encouragement and motivation rather than control. At selected moments, they send short messages that invite learners to pause, reflect and relate the content to their own retail or e-commerce experience. These messages may ask simple questions, such as how a given example connects to learners' own online store, customer communication or use of data. The aim is to support understanding and curiosity, not to check progress. The facilitator also encourages interaction between learners. Participants are invited to share short comments, questions or examples from their own e-commerce practice through a shared online space, such as a forum or collaborative document. This exchange helps learners see how similar AI-related ideas appear in different retail contexts and organisational situations. When learners express uncertainty, confusion or lack of time, the facilitator offers reassurance and practical guidance. They may suggest focusing on selected modules, skipping less relevant parts or returning to the content later. This flexible approach helps learners stay engaged without feeling pressure to complete everything in a fixed way. The facilitator should occasionally encourage learners to pause and relate the content to their own context by asking simple guiding questions. These include: (a) whether any examples on the platform resemble situations from their own online store, (b) which ideas feel most relevant and which feel less useful for their e-commerce work, (c) where AI could realistically support their online sales activities and where it would not make sense, and (d) what questions or doubts come up while working through the modules. If included in the programme, the facilitator organises optional online check-in sessions or open discussion moments. These sessions provide space to ask questions, share experiences and discuss how the platform content relates to real challenges in e-commerce and retail operations. The facilitator moderates the discussion, encourages participation and helps connect individual experiences to the broader learning objectives.

After Platform Use	After learners complete the platform-based modules, the facilitator organises a wrap-up phase focused on reflection and practical sense-making. This phase usually starts with a group meeting, held online or face-to-face depending on the programme design. The purpose of this meeting is to help learners step back from the content and reflect on what they have learned, what they found useful and what felt less relevant or too abstract for their everyday work in retail and e-commerce. During the session, the facilitator invites learners to share their main takeaways from the platform. Participants are encouraged to talk about ideas or examples that changed the way they think about AI in online sales, customer engagement or data use. The facilitator uses simple guiding questions to structure the discussion, for example asking what seemed most applicable to their own online store, what raised doubts or concerns and what challenged previous assumptions. The emphasis is on exchange of experiences rather than on reaching a single correct conclusion. The facilitator then supports learners in connecting the platform content to their own organisational context. Learners may be asked to reflect on one concrete area of their e-commerce operations, such as customer communication, product recommendations or performance analysis, and discuss whether AI-supported solutions could realistically play a role there. Equal attention is given to situations where AI does not seem useful or appropriate. This helps learners develop a balanced and critical perspective rather than a technology-driven approach. As part of the wrap-up phase, the facilitator encourages learners to think about realistic next steps. These may include further learning, small-scale exploration, internal discussions with colleagues or simply monitoring developments in specific areas of AI. The facilitator makes it clear that taking no immediate action can also be a valid outcome, especially in small retail organisations with limited resources. The focus is on informed judgement rather than rapid adoption. The after-platform phase concludes with a short reflection activity, individual or collective, in which learners summarise what they take away from the learning pathway and how it relates to their role in e-commerce or retail operations. The final reflection can be structured around a small number of clear questions that help learners make sense of what they have learned. Learners are invited to reflect on: (a) whether anything has changed in how they think about AI in e-commerce, (b) which parts of their online sales work they now see more clearly in terms of possible support or limits, (c) what feels realistic to explore further in their organisation and what does not, and (d) which one insight they want to take away from the learning process. The facilitator closes the process by highlighting the value of shared reflection and reminding learners that the goal of the pathway was to build understanding and confidence in assessing AI-related developments, not to implement specific technologies
i Implementation Notes	This use case is suitable for small groups of learners, ideally between 5 and 15 participants, working in retail SMEs with active e-commerce operations. It is particularly relevant for organisations that are at an early stage of exploring AI and do not have dedicated technical teams or prior experience with AI-based solutions. The learning pathway requires access to computers or mobile devices and a stable internet connection. No advanced technical skills are needed, as the focus is on understanding, reflection and decision-making rather than on using specific tools or systems.

Learners may experience time constraints due to day-to-day operational responsibilities in retail and e-commerce. It is recommended that facilitators provide regular encouragement and reminders and clearly communicate that selective engagement with the content is acceptable.

Facilitators should be prepared to adapt the pace and level of support based on learners' needs. Some participants may focus more on customer engagement topics, while others may be more interested in data use or performance analysis. Allowing flexibility in how learners engage with the modules helps maintain motivation and relevance.

5.6 Facilitated blended learning for AI-supported customer service in retail SMEs

Target Group	Customer Service
Training Format	Facilitated Blended Learning
Estimated Duration	Platform-based learning: 26,5 hours Facilitated learning (guided sessions, workshops, mentoring, group work, etc.): 6-8 hours Total duration: 32,5–34,5 hours
Learning Objectives	By the end of this pathway, learners will be able to: • Identify common uses of AI in customer service within retail and e-commerce. • Assess how AI-supported solutions may affect the quality of customer interactions, workload distribution and decision-making in customer service teams. • Reflect on when and how AI can support customer service work in their own organisation, and make informed decisions about appropriate next steps or limits of its use.
Learning Blocks	LB1 - Introduction to AI LB3 - Applications of Artificial Intelligence in Retail LB6 - Machine Learning in Retail LB7 - Natural Language Processing (NLP) in Retail LB10 - Regulations and Trustworthy AI LB12 - AI for Knowledge and Insights Management LB14 - AI-powered Customer Engagement
Learning Pathway Design	
Before Platform Use	Before learners start using the platform, the facilitator introduces the learning pathway by referring to everyday customer service work in retail and e-commerce. The facilitator begins by acknowledging common challenges such as handling a high volume of customer enquiries, managing repetitive questions, working under time pressure and maintaining consistent service quality across different channels. The facilitator explains that the learning pathway focuses on understanding how AI is used in customer service and how it may support or change daily work, rather than on learning specific tools. The facilitator organises an introductory session, delivered online or face-to-face depending on the programme. The session usually lasts between 60 and 90 minutes and serves as the main starting point of the blended learning format. During the meeting, the facilitator explains how the platform-based modules and the facilitated workshops are connected and how they complement each other. Learners are informed that online modules provide a shared knowledge base, while group sessions focus on discussion, examples and reflection based on real customer service situations. As part of the introductory session, learners take part in a short self-reflection activity. The facilitator invites participants to think about their current customer service tasks, the types of customer questions they handle most often and the tools they already use to support their work. Learners are also asked to reflect on situations where they feel uncertain, overloaded or concerned about quality, especially in written or automated communication. This activity helps learners recognise their own experience and see

differences across roles and organisations.

The facilitator may invite learners to reflect on their customer service work using a short set of opening questions. These include: (a) what a typical day in customer support looks like for them and where they feel the most pressure, (b) their first reaction to the idea of AI in customer interactions, (c) which customer enquiries feel the most repetitive or demanding, and (d) what would make the learning pathway useful for their work.

The facilitator then presents the learning objectives in a clear and practical way. They explain how the learning blocks support better understanding of AI applications in retail customer service, including automated responses, language-based systems and knowledge management. The facilitator highlights how these topics relate to service quality, fairness, trust and regulatory responsibilities. Expectations regarding time commitment, participation in workshops and engagement with the platform content are clearly communicated.

Before closing the preparatory phase, the facilitator introduces the learning platform and explains how learners should start working with the modules. Basic guidance is provided on how to access the content and how the learning schedule is organised. Learners are informed where to ask for support if questions arise. The preparatory phase ends with a clear invitation to begin the platform-based learning, with a shared understanding of its purpose and relevance for customer service work in retail.

During Platform Use	During the platform-based phase, learners work with the online modules as a shared knowledge base for their customer service work. The facilitator explains that the purpose of the platform is to introduce common concepts and examples related to AI in retail customer service, which will later be discussed and explored together during facilitated sessions. Learners are encouraged to complete the modules within the agreed timeframe, but they are not expected to follow the same pace or spend the same amount of time on each topic. The facilitator maintains an external, supportive role throughout this phase. Rather than closely tracking individual progress, they focus on encouraging participation and keeping learners connected to the overall learning process. At selected moments, the facilitator sends short prompts or reminders inviting learners to reflect on how the content relates to their daily customer service tasks, such as responding to customer enquiries, handling complaints or using knowledge bases and scripts. Interaction between learners is actively encouraged. The facilitator invites participants to share short observations, questions or examples from their own customer service experience in retail, using a shared online space such as a forum or collaborative document. Learners may be asked to describe situations where customer communication felt repetitive, difficult or sensitive, and to relate these experiences to the AI-related concepts introduced on the platform. This exchange helps surface similarities and differences across teams and organisations. The facilitator supports reflection by asking simple guiding questions. These include: (a) whether the examples on the platform reflect situations they face with customers, (b) which ideas seem helpful and which raise concerns, (c) where AI could support customer service without harming quality or trust, and (d) what questions or worries arise during the learning process. The facilitator also prepares learners for the facilitated workshops that follow the platform phase. They may ask participants to note one or two examples, questions or concerns they would like to discuss during group sessions. This helps ensure that the workshops build directly on learners' real experiences rather than on abstract scenarios. When learners report lack of time, confusion or uncertainty, the facilitator provides reassurance and practical guidance. They may suggest focusing on selected modules, skipping less relevant sections or returning to the content later. This flexible approach supports engagement while recognising the time pressure typical for customer service work in retail

After Platform Use	After learners complete the platform-based modules, the facilitator organises one or more facilitated sessions focused on reflection and practical application. These sessions are typically delivered as interactive workshops, held online or face-to-face, and are designed to build directly on the shared knowledge gained from the platform. The facilitator explains that the goal of this phase is not evaluation, but collective sense-making and discussion of how AI-related concepts relate to everyday customer service work. During the workshops, the facilitator invites learners to share situations from their own customer service experience in retail. Participants discuss examples such as handling repetitive customer enquiries, managing emotionally demanding interactions or ensuring consistent responses across channels. The facilitator encourages learners to reflect on where AI-supported solutions might support their work and where human judgement, empathy or responsibility remain essential. Different perspectives are welcomed, and there is no expectation that all teams will reach the same conclusions. The facilitator then introduces simple scenario-based activities. Learners work individually or in small groups on short, realistic cases based on customer service situations, such as deciding how automated responses could be used or identifying risks related to fairness, transparency or customer trust. The facilitator guides the discussion, helps clarify trade-offs and supports learners in articulating their reasoning rather than promoting specific solutions. As part of the wrap-up phase, the facilitator encourages learners to think about realistic next steps within their own organisation. These may include sharing insights with colleagues, raising questions with supervisors, reviewing existing customer service practices or continuing learning in specific areas. The facilitator makes it clear that choosing not to adopt AI solutions, or postponing decisions due to organisational constraints, can also be a valid outcome. The facilitator can structure the reflection around a small set of clear questions. Learners are invited to consider: (a) whether their view of AI in customer service has changed in any way, (b) which parts of their work now seem more or less suitable for AI support, (c) what feels realistic to explore further in their organisation and what should be left aside for now, and (d) what one thought or insight they take away from the learning process. The after-platform phase concludes with a short collective reflection. Learners are invited to summarise what they take away from the learning pathway and how it has influenced their understanding of AI in customer service. The facilitator closes the process by reinforcing the value of informed judgement, shared discussion and critical thinking when considering AI in retail customer service contexts.

i Implementation Notes	This use case is suitable for small to medium-sized groups, ideally between 6 and 20 participants, working in customer service roles within retail or e-commerce organisations. It is particularly relevant for teams that regularly interact with customers through digital channels such as email, chat or messaging systems. The learning pathway requires access to computers or mobile devices and a stable internet connection. No advanced technical knowledge is needed, as the focus is on understanding, discussion and reflection rather than on using or configuring AI tools. Because customer service work is often time-sensitive, facilitators should plan learning activities with flexibility in mind. Short platform modules combined with clearly scheduled workshops help learners manage their workload and stay engaged. Facilitators should actively encourage participation and sharing of experiences during workshops, as peer discussion is a central element of the blended learning format. Creating a safe space for discussion is important, especially when addressing topics such as automation, service quality and responsibility. This use case can be adapted for shorter programmes by reducing the number of workshops or focusing on selected learning blocks. It can also be delivered fully online if in-person sessions are not possible.

5.7 Harnessing AI for Smarter, Greener Retail through IT and Technical Support

Target Group	IT/Technical Support
Training Format	Facilitated Self-Paced Learning
Estimated Duration	Platform-based learning: 21h Facilitated learning (guided sessions, workshops, mentoring, group work, etc.): 10 hours Total duration:4 weeks + 10h guided session
Learning Objectives	By the end of this pathway, learners will be able to: • Explain how core AI concepts apply to retail IT infrastructures and digital systems. • Identify opportunities to integrate AI tools into retail technical support and value chain operations. • Evaluate AI solutions in relation to regulatory compliance and trustworthy AI principles. • Propose data-driven improvements using AI-driven business intelligence tools. • Design a small-scale AI-supported optimisation initiative for their organisation.
Learning Blocks	LB1 - Introduction to AI LB2 - Basic operational dynamics of AI LB7 - Natural Language Processing (NLP) in Retail LB10 - Regulations and Trustworthy LB11 - AI-Enabled Value Chain LB16 - AI-driven Business Intelligence
Learning Pathway Design	
Before Platform Use	The facilitator initiates the pathway with a structured two-hour onboarding workshop designed to position AI as a strategic operational tool rather than a purely technical concept. The session opens with a realistic scenario involving a retail company facing recurring system downtime, fragmented data flows between logistics and sales, inefficient energy consumption in server infrastructure, and increasing compliance pressures related to data protection. Participants analyse the scenario in small groups and identify where IT support currently operates reactively rather than strategically. This activity surfaces existing practices and creates readiness for exploring AI-enabled transformation. Following this framing activity, the facilitator presents the architecture of the learning pathway, explaining how foundational knowledge from LB 1 and LB 2 underpins the more applied components: NLP in customer support (LB7), AI-enabled value chain integration (LB11), regulatory compliance (LB10), and AI-driven business intelligence (LB16). The sequencing is made explicit so learners understand the pedagogical logic and progression from awareness to application. Participants then complete a guided self-diagnostic exercise in which they assess their organisation's current digital maturity, data governance practices, and level of AI adoption. Each participant documents one operational pain point that could potentially be improved through AI-supported optimisation. This written reflection will serve as the

	anchor for applied work throughout the pathway. The facilitator clarifies workload expectations, pacing recommendations, expected outputs, and the balance between self-paced study and synchronous engagement. A short learning agreement is established to reinforce commitment and autonomy. Before participants begin the platform modules, the facilitator confirms that each participant has identified and documented their operational pain point, since this will form the basis of the AI- Supported IT Optimisation Proposal produced in the final phase.
During Platform Use	Participants engage with the platform modules over four weeks following a recommended rhythm of one to two learning blocks per week. While progression remains self-paced, the facilitator establishes structured checkpoints to maintain momentum and coherence. After completion of LB1 and LB2, the facilitator organises a one-hour virtual clinic to clarify terminology, address misconceptions, and discuss how AI fundamentals relate specifically to retail IT infrastructures. Participants are invited to share brief examples of automation tools or analytics systems currently used in their organisations, enabling peer learning and contextual anchoring. As learners progress to LB7 and LB11, the facilitator organises a collaborative workshop where participants map their organisation's technical support processes within the broader retail value chain. Using a structured template, they describe current workflows, data flows, bottlenecks, and potential AI intervention points. The facilitator guides the discussion to ensure proposals are technically feasible and aligned with sustainability goals. Throughout the platform phase, participants maintain a structured Learning log. Each entry requires them to summarise key insights from the completed learning block, identify one practical implication for their IT role, and formulate one open question. The facilitator reviews the Learning Log weekly and provides concise written feedback to scaffold reflection and connect platform content to real operational contexts. After LB10 and LB16, the facilitator organises a facilitated session focused on regulatory, ethical, and business intelligence considerations. Participants analyse a scenario involving AI-driven predictive analytics and assess compliance risks under EU regulatory frameworks. This ensures technical innovation is interpreted through a governance lens before participants move into the final phase.
After Platform Use	Upon completion of the online modules, the facilitator organises a three-hour consolidation workshop centred on transfer to practice. Participants present an AI-Supported IT Optimisation Proposal derived from the operational pain point they identified during onboarding. Each proposal must describe the current challenge, the proposed AI intervention, expected efficiency gains, sustainability impact, compliance considerations, and required resources. Presentations are followed by structured peer feedback guided by three criteria: operational feasibility, alignment with trustworthy AI principles, and measurable sustainability contribution. The facilitator moderates the discussion to ensure proposals remain realistic and strategically aligned with retail business objectives. Following peer review, participants refine their proposals and complete an implementation roadmap specifying immediate next steps, responsible stakeholders, required datasets, risk mitigation strategies, and performance indicators. The emphasis is on translating conceptual understanding into actionable planning. The workshop closes with a guided reflective dialogue in which participants revisit their

		initial self-diagnostic assessment and articulate concrete competence gains. Participants are encouraged to schedule an internal presentation within their organisation to share insights and initiate pilot experimentation, consolidating learning as a structured pathway towards operational innovation.
i	Implementation Notes	• The pathway requires stable internet access and a basic level of digital competence. It is suitable for groups of six to twenty participants. • Participants may initially perceive AI as overly technical or remote from their day-to-day responsibilities. Using concrete, retail-based examples throughout both the platform modules and the facilitated sessions helps reduce resistance and makes the learning immediately relevant. • Time management can be a challenge across a four-week self-paced period. Weekly reminder messages from the facilitator, aligned with the Learning Log review cycle, are recommended to maintain momentum without adding significant administrative burden.

5.8 Sustainable and Intelligent Retail Operations with AI

Target Group	Operations
Training Format	Blended Learning
Estimated Duration	Platform-based learning: 20h Facilitated learning (guided sessions, workshops, mentoring, group work, etc.): 12 hours Total duration:5 week + 12h guided session
Learning Objectives	By the end of this pathway, learners will be able to: • Describe how AI technologies optimise retail operations and resource allocation. • Analyse operational processes to identify inefficiencies addressable through AI. • Apply AI-driven sustainability principles to reduce waste and energy consumption. • Interpret machine learning outputs for operational decision-making. • Develop an operational improvement plan integrating AI tools.
Learning Blocks	LB1 - Introduction to AI LB3 - Applications of Artificial Intelligence in Retail LB6 - Machine Learning in Retail LB 9 - AI for Sustainability LB 11 - AI-Enabled Value Chain LB13 - AI for Operations Optimization
Learning Pathway Design	
Before Platform Use	The facilitator launches the pathway with a three-hour interactive workshop designed to anchor AI within everyday operational decision-making. The session begins with a structured scenario involving a retail chain experiencing inconsistent demand forecasting, high levels of food waste, inefficient staff scheduling, and increasing energy costs. Participants work in small groups to map how these challenges are currently addressed and identify where decisions rely on intuition rather than data. This diagnostic discussion makes visible the limitations of traditional operational management and introduces AI as a decision-support mechanism rather than a replacement for human judgment. The facilitator then presents the structure of the learning pathway, explaining how LB 1 builds foundational understanding, LB 3 demonstrates concrete retail applications, LB 6 introduces machine learning logic behind forecasting tools, LB 9 connects AI to sustainability goals, and LB 11 and LB 13 address value chain integration and operations optimization. The sequencing is made explicit so learners understand that the pathway moves from conceptual grounding to operational redesign. Participants then complete a structured operational self-assessment in which they document one recurring operational inefficiency within their store or department. They describe current processes, key performance indicators, available data sources, and sustainability implications. This written baseline will serve as the anchor reference for applied work throughout the pathway. The facilitator clarifies workload expectations, estimated weekly study time, and the requirement to produce a final Operational Excellence Plan. A learning agreement reinforces commitment and accountability.

	Before participants begin the platform modules, the facilitator confirms that each participant has documented their operational inefficiency, since this will form the basis of the Operational Excellence Plan produced in the final phase.
During Platform Use	Learners engage with the online modules over five weeks, following a recommended rhythm of one learning block per week. Although progression remains self-paced, the facilitator establishes scheduled checkpoints to maintain cohesion and encourage peer learning. After completion of LB 3, the facilitator organises a facilitated session in which participants share examples of AI applications relevant to inventory management, logistics optimisation, or workforce planning. Discussion focuses on feasibility, required data quality, and organisational readiness. Following LB 6, learners participate in a guided data interpretation workshop. The facilitator provides simplified sample datasets and visual outputs representing predictive demand forecasting. Participants work in small groups to interpret results and discuss how these outputs would influence stock ordering decisions, staffing levels, or promotional planning. The facilitator addresses common misunderstandings about algorithmic accuracy and clarifies core machine learning concepts as needed. When learners complete LB 9, the facilitator organises a sustainability-focused reflection session. Participants estimate potential reductions in waste, overstocking, or energy consumption that could result from improved forecasting accuracy, and document their findings in a shared worksheet linking AI optimization to environmental impact. Throughout the platform phase, participants maintain a structured Operational Reflection Log addressing three prompts each week: one operational insight gained, one potential application in their context, and one anticipated implementation barrier. The facilitator reviews the log weekly and provides targeted written feedback to reinforce practical connections and encourage deeper analysis.
After Platform Use	Upon completion of all platform modules, the facilitator conducts a three-hour consolidation workshop centred on operational transfer. Participants present an Operational Excellence Plan based on the operational inefficiency identified during onboarding. Each plan must describe the operational challenge, the proposed AI-supported intervention, required data inputs, expected efficiency gains, projected sustainability impact, and measurable performance indicators. Presentations are followed by structured peer review. Participants evaluate each proposal against criteria including operational feasibility, return on investment, environmental contribution, and organisational readiness. The facilitator moderates the discussion to ensure feedback remains constructive and grounded in realistic retail constraints. Following the peer review, participants refine their plans and complete an implementation roadmap that specifies the pilot scope, stakeholder engagement strategy, risk mitigation measures, employee training needs, and monitoring indicators. Particular attention is given to change management and staff acceptance, ensuring AI adoption is framed as supportive rather than disruptive. The workshop concludes with a guided reflective dialogue in which participants compare their initial operational self-assessment and articulate concrete competence gains in data-driven decision-making and sustainability integration. Participants are encouraged to schedule a follow-up internal meeting within their organisation to present their

		Operational Excellence Plan and explore pilot implementation, ensuring that platform learning culminates in tangible operational innovation.
i	Implementation Notes	• The pathway is suitable for groups of 8–25 participants and requires access to operational data examples, whether real or simulated. • Learners may initially struggle to interpret machine learning outputs in a retail context. Facilitator scaffolding during the LB 6 data interpretation workshop is essential, and concrete retail-based examples throughout both the platform modules and the facilitated sessions help ground abstract concepts in familiar operational decisions. • The pathway can be adapted for blended or fully online delivery without significant structural changes. Where participants are able to work with real company data, the transfer to practice in the final phase is significantly strengthened. Weekly reminder messages from the facilitator, aligned with the Operational Reflection Log review cycle, are recommended to maintain momentum across the five-week platform period.

5.9 AI-Supported Sales Execution and Decision-Making

Target Group	Sales
Training Format	Facilitated Self-Paced Learning
Estimated Duration	Platform-based learning: 17.50 hours Facilitated learning (guided sessions, workshops, mentoring, group work, etc.): 8 hours Total duration: 25.60 hours
Learning Objectives	By the end of this pathway, learners will be able to: • Apply AI supported data analysis in sales • Use AI for engagement • Assess AI impact
Learning Blocks	LB1 – Introduction to AI LB4 – Data-Driven Decision Making LB6 – Machine Learning in Retail LB7 – NLP in Retail LB14 – AI in Inventory Management LB16 – AI-powered Customer Engagement
Learning Pathway Design	
Before Platform Use	The facilitator initiates the pathway by positioning it as a performance-driven intervention aimed at improving measurable sales outcomes rather than as a theoretical training activity. A detailed onboarding communication is distributed one week in advance, presenting a realistic business scenario in which sales performance is declining despite stable customer traffic. Learners are asked to review the scenario and submit a short structured reflection outlining how they would currently approach the issue, which allows the facilitator to capture baseline practices and assumptions. The onboarding communication is followed by a 90-minute synchronous kick-off session structured as a diagnostic workshop. During this session, the facilitator guides participants through a collective mapping of current sales processes, decision points, and data usage practices. They introduce key performance indicators such as conversion rate, average basket value, and stock turnover, explicitly linking them to the learning pathway. Learners then complete a short diagnostic exercise involving interpretation of a simplified dataset, highlighting gaps in analytical thinking and data-driven decision-making. The facilitator concludes by clearly outlining expectations regarding pacing, participation, and deliverables, and supports learners in defining individual performance goals aligned with their operational context.
During Platform Use	Learners progress through the modules, with each module directly linked to a practical sales task. The learning process is organised into weekly cycles combining independent module completion with mandatory application exercises. For each learning block, learners are required to complete a structured assignment, such as analysing customer data to identify sales opportunities or evaluating chatbot interactions to improve engagement quality. These assignments are submitted in a standardised format and reviewed systematically by the facilitator. Twice-weekly touchpoints are organised, consisting of a short progress check and a longer working session in which learners present their outputs and receive targeted feedback. The facilitator actively moderates discussions, ensuring that learners correctly interpret AI concepts and apply them to

		sales-relevant situations. Peer collaboration is embedded through small working groups with defined roles, ensuring accountability and balanced participation. Progress is closely monitored, and additional support sessions are provided for learners who fall behind. This structured approach ensures alignment, reinforces accountability, and maintains a strong focus on practical application.
	After Platform Use	Following completion of the modules, the facilitator organises a full-day integration workshop designed to consolidate learning and translate it into actionable strategies. Learners are presented with a complex, multi-variable case involving customer data, inventory constraints, and engagement challenges. Working in teams, they analyse the situation, identify key issues, and design a comprehensive AI-supported sales strategy. The exercise is structured in phases, including data analysis, selection of appropriate AI applications, and definition of expected business impact. Each team presents its solution, explaining both the analytical reasoning and the practical implications. The facilitator provides detailed feedback, focusing on the quality of insights and feasibility of implementation. Following the group exercise, learners develop individual performance improvement plans outlining specific actions, timelines, and measurable indicators. A follow-up session is organised after four weeks, during which learners report on implementation progress, discuss challenges, and refine their strategies. This ensures sustained application and reinforces the link between learning and business performance
i	Implementation Notes	This learning path requires a stable internet connection and access to the dedicated learning platform for all participants. It is highly recommended that the facilitator possess expertise in AI applications to effectively guide the learners. This particular pathway is best suited for smaller groups operating within a structured, controlled environment. Implementing regular reminders and providing robust support mechanisms will significantly help in improving participant completion rates.

5.10 AI-Driven Marketing Innovation Lab

Target Group	Marketing
Training Format	Facilitated Self-Paced Learning
Estimated Duration	Platform-based learning: 23.25 hours Facilitated learning (guided sessions, workshops, mentoring, group work, etc.): 5 hours Total duration: 28.25 hours
Learning Objectives	By the end of this pathway, learners will be able to: • Identify the use of AI in marketing • Apply ML and NLP functions • Evaluate the value chain • Develop Ai-driven solutions
Learning Blocks	LB1 – Introduction to AI LB3 – Applications of AI in Retail LB6 – Machine Learning in Retail LB7 – NLP in Retail LB10 – Driving Human-Centred Innovation LB12 - AI-Enabled Value Chain LB16 – AI-powered Customer Engagement
Learning Pathway Design	
Before Platform Use	The facilitator introduces the pathway as an innovation-oriented learning experience, conceptualizing it as a Marketing Innovation Lab rather than a conventional training programme. An initial onboarding communication invites participants to critically re-evaluate their current marketing methodologies and presents a broad challenge focused on leveraging Artificial Intelligence to enhance the customer experience. Instead of stipulating specific assignments, participants are encouraged to introspect upon their individual marketing challenges and pinpoint areas where AI could generate significant value. An illustrative communication is provided below. **Subject: Welcome to the Marketing Innovation Lab: Rethinking Customer Experience with AI!** Hi Team, Get ready to step away from traditional training! We're excited to invite you to the Marketing Innovation Lab, an innovation-oriented learning pathway designed to challenge how you currently approach marketing and customer experience. This is not a typical programme with prescribed tasks; it's a collaborative lab where you drive the innovation. Our Broad Challenge: How can we leverage Artificial Intelligence to dramatically enhance our customer experience? We will encourage you to reflect on the marketing challenges you face every day. Where are the friction points? Where do you see untapped opportunities?

The goal of this Lab is for you to identify specific areas in your own work where the application of AI could create significant, measurable value.

We're looking forward to this journey of discovery and innovation with you. More details on getting started will follow soon!

Best regards,

[Facilitator/Programme Lead Name]

A 60-minute kick-off session is conducted in an interactive workshop format, during which participants share their perspectives and collectively map key marketing challenges. The facilitator captures these inputs and clusters them into thematic areas such as personalisation, campaign optimisation, and customer insights. Learners are then guided to define individual or group projects that will serve as the central focus of their learning journey. The facilitator provides criteria to ensure that projects are realistic and aligned with organisational priorities, while maintaining flexibility in scope and approach. Expectations regarding engagement, documentation, and final outputs are clarified, with an emphasis on autonomy and creativity.

The following is a sample agenda for the 60-minute interactive kick-off session:

Time (')	Activity	Description & Key Focus
0–5	**Welcome and Session Framing**	Introduce the session as an interactive workshop focused on connecting AI learning to real-world marketing challenges. Briefly outline the goal: moving from conceptual challenge to defining an actionable project.
5–15	**Collective Challenge Mapping**	Participants share their individual perspectives on current marketing challenges, friction points, or untapped opportunities in customer experience. Use a tool (e.g., sticky notes, shared document) to quickly capture all inputs.
15–25	**Input Synthesis and Thematic Clustering**	The facilitator actively clusters the shared inputs into 2–3 key thematic areas (e.g., personalisation, campaign optimisation, customer insights) and validates these clusters with the group. This bridges individual challenges to broader learning themes.
25–45	**Project Definition and Scoping Workshop**	Guide participants (individually or in small groups) to select a challenge from one of the clustered themes and define a specific project that will be the focus of their learning journey. The facilitator introduces criteria to ensure projects are realistic, aligned with organizational priorities, and flexible in scope.

	45-60	**Clarification of Expectations & Next Steps**	Clarify all expectations regarding engagement, documentation (e.g., project log), and the nature of the final output. Emphasize the core principles of autonomy and creativity in their approach. Conclude with a brief Q&A and instructions on how to begin the self-paced learning (platform engagement) next.

During Platform Use

Learners engage with the platform in a flexible and self-directed manner, selecting modules based on the evolving needs of their projects and knowledge gaps. The facilitator provides recommended pathways additional to the platform's assessment but explicitly encourages exploration and adaptation. As learners progress, they continuously integrate insights from the modules into their project work, documenting their process in a project log. This log includes reflections on key concepts, application ideas, and iterative refinements of their solutions:

Date	Module(s) Consulted	Key Concept Reflection	Application Idea / Insight	Solution Refinements & Iteration	Next Project Step
DD-MM-YYYY	Module(s) Titles	Summarize a core concept or model from the module(s) that directly relates to the project.	Document specific ideas on how the concept could be applied to the current project challenge.	Describe any resulting changes, modifications, or adjustments made to the project plan, methodology, or solution prototype.	Define the immediate action required to move the project forward based on the insights gained.

Two optional studio sessions can be organised during this phase, functioning as collaborative workshops where learners present intermediate progress and receive peer feedback. The facilitator's role is to challenge assumptions, introduce relevant frameworks, and connect learners with appropriate concepts from the curriculum. Peer interaction is informal and driven by shared interests, with learners forming small groups to exchange ideas and support each other. The facilitator monitors engagement but intervenes selectively, maintaining a balance between guidance and independence.

The following is a sample agenda for the studio sessions:

Time (')	Activity	Description & Key Focus
0-10	**Framing and Challenge Check-in**	Reiterate the session's purpose: collaborative progress review and informal peer feedback, emphasizing a non-evaluative environment. Learners briefly state their current project focus and the single biggest challenge or assumption they are facing.
10-40	**Intermediate Progress Presentations**	Learners present their intermediate progress, focusing on their initial solution design, application ideas from the platform, or areas where they need input (e.g., data required, ethical considerations). Time-boxed presentations (e.g., 5 minutes per learner) to ensure coverage.

	40-60	**Collaborative Peer Exchange (Small Groups)**	Learners break into small, self-selected groups based on shared interests (e.g., personalisation or data insights) or similar project challenges. The goal is an informal, supportive exchange of ideas and mutual support. Groups provide constructive feedback on the feasibility and coherence of the presented solutions.
	60-80	**Facilitator Intervention and Curricular Linkage**	The facilitator monitors group discussions and intervenes selectively to: Challenge underlying assumptions in project designs. Introduce relevant frameworks (e.g., a specific governance model, a critical assessment matrix). Connect emerging project challenges to specific concepts from the curriculum (INAIR platform modules) that learners should consult next to refine their approach.
	80-90	**Individual Refinement and Next Steps**	Learners document 1-2 key insights gained from the feedback and facilitator input. Define concrete, immediate next steps for their project based on these refinements. The facilitator clarifies expectations for continued independent engagement and documentation in the project log.

After Platform Use

The pathway concludes with a *Marketing Innovation Showcase*, organised as a half-day event where learners present their projects to their peers. Each presentation includes a clear articulation of the problem addressed, the AI applications used, and the expected impact on marketing performance and customer experience. Following each presentation, structured feedback is provided by both peers and the facilitator, focusing on innovation, feasibility, and alignment with business objectives. The facilitator synthesises key insights across all projects, highlighting emerging patterns and best practices. Learners then participate in a guided reflection exercise, analysing their learning journey and identifying key competencies developed throughout the pathway. They refine their projects into actionable proposals, specifying implementation steps, required resources, and success metrics.

A sample agenda for the Showcase event:

Time (')	Activity	Description & Key Focus
0-10	**Showcase Opening and Framing**	Welcome participants. Frame the session as the capstone event for translating projects into organizational value. Review the structured feedback criteria: Innovation, Feasibility, and Alignment with business objectives.
10-130	**Project Presentations and Structured Feedback (e.g., 6 projects x 20 min)**	Each learner (or group) presents their project. Presentation structure: 1) Clear articulation of the problem addressed, 2) The AI applications used, and 3) Expected impact on marketing performance and customer experience. Immediately following each presentation, peers and the facilitator provide structured feedback.
130-150	**Facilitator Synthesis and Best Practices**	The facilitator synthesises key insights across all projects, highlighting emerging patterns, common challenges, and best practices observed regarding AI application, data readiness, and organizational alignment.

150–170	**Guided Learning Journey Reflection**	Learners participate in a guided reflection exercise. Focus on analyzing their learning journey and identifying the key competencies developed throughout the pathway (e.g., analytical thinking, ethical decision-making, strategic scoping).
170–230	**Actionable Proposal Refinement Workshop**	Dedicated working time for learners to refine their projects into actionable proposals. Focus areas: defining specific implementation steps, identifying required resources (data, budget, IT support), and specifying clear success metrics. The goal is to create a plan suitable for internal pitching to ensure ideas are translated into tangible outcomes.
230–240	**Conclusion and Next Steps for Implementation**	Final check-in on action plans. Clarify the opportunity for optional follow-up coaching sessions to support implementation and address practical challenges. Final thanks and formal close.

Optional follow-up coaching sessions are offered to support implementation, during which the facilitator provides targeted advice and helps learners address practical challenges. This ensures that ideas generated during the pathway are translated into tangible outcomes within the organisation.

i Implementation Notes

Technical and environmental requirements: the successful execution of this learning pathway is critically dependent on participants having access to a reliable and stable internet connection. Furthermore, continuous and unrestricted access to the designated online learning platform is mandatory for all course materials, interactive elements, and assessment components.

Facilitator and pedagogical considerations: it is highly recommended that the designated Facilitator possesses a demonstrable level of expertise in AI applications, particularly in the context of creative and marketing industries. This knowledge will significantly enhance their ability to guide discussions, provide relevant real-world examples, and address complex participant queries, thereby maximizing the pedagogical value of the program.

Application and target audience: this pathway is designed to cater to the needs of larger, more complex creative teams. The content and structure are tailored to foster collaboration, interdisciplinary understanding, and scalable application of AI tools across marketing initiatives.

Engagement and completion strategies: to mitigate the risk of attrition and ensure a high completion rate, a structured system of regular reminders and robust support mechanisms are recommended. These mechanisms may include, but are not limited to, automated progress notifications, scheduled check-in points with the Facilitator, and a readily accessible helpdesk or technical support channel to rapidly address any platform or content-related issues. Consistent communication and proactive support are key to maintaining participant motivation and successful course completion.

6. Conclusions

The Use Case Collection has been developed as a practical resource to support facilitators, trainers and training designers in translating the INAIR learning programme into structured and effective learning experiences. Throughout this document, the focus has been placed on bridging the gap between digital content and pedagogical implementation, providing concrete scenarios that illustrate how the INAIR e-learning environment can be integrated into diverse training contexts within the retail sector.

One of the key messages emerging from this collection is that the value of the INAIR platform lies not only in the quality and relevance of its educational resources, but also in the ways in which these resources are used. The modular structure of the curriculum, the differentiation across proficiency levels and the alignment with specific business functions offer a high degree of flexibility. However, this flexibility requires thoughtful design choices in order to be translated into meaningful learning pathways. The use cases presented in this document demonstrate how such design choices can be made, showing how learning objectives, content selection, facilitation strategies and application activities can be combined into coherent pedagogical configurations.

A second important consideration concerns the role of the facilitator. As highlighted throughout the document, the INAIR model is based on a self-paced learning approach that places significant emphasis on learner autonomy. Within this framework, facilitators are not expected to deliver content in a traditional instructional manner, but to guide, structure and enrich the learning process. Their contribution is essential in supporting sense-making, maintaining engagement and ensuring that learning is connected to real-world practice. The use cases illustrate different ways in which this role can be enacted, ranging from light-touch facilitation to more structured intervention, depending on the context and available resources.

The diversity of scenarios included in the collection reflects the wide range of contexts in which AI-related training in retail may take place. From short-term upskilling initiatives to longer reskilling pathways, from in-company training programmes to blended and hybrid formats, the use cases show that there is no single model of implementation. Instead, effective use of the INAIR platform depends on the ability to adapt learning designs to specific organisational settings, learner profiles and operational constraints. This adaptability is not a limitation, but rather a strength of the approach, allowing the platform to be used across different environments while maintaining coherence with its underlying pedagogical logic.

At the same time, the document emphasises the importance of maintaining alignment between learning objectives, activities and expected outcomes. While use cases can and should be adapted, such adaptations need to preserve the internal consistency of the learning design. This includes ensuring that selected learning blocks correspond to the intended competences, that activities support progressive learning and that opportunities for reflection and application are integrated into the process. The template provided in this document serves as a tool to support this alignment, offering a structured framework that can guide both the development and adaptation of use cases.

Another key aspect highlighted in the collection is the importance of linking learning to practice. In vocational education and training, and particularly in the context of AI adoption in retail, learning is meaningful only if it leads to changes in how work is carried out. The use cases therefore place strong

emphasis on activities that connect theoretical knowledge with real operational challenges, encouraging learners to apply concepts in their own professional environment. This focus on transfer is essential for ensuring that training contributes not only to individual competence development, but also to organisational innovation and performance.

Looking forward, the Use Case Collection should be understood as a dynamic and evolving resource. As the INAIR platform is implemented across different contexts and as facilitators gain experience in using it, new scenarios, adaptations and insights will emerge. These can be used to enrich and expand the collection over time, strengthening its relevance and applicability. Facilitators are therefore encouraged not only to use the use cases provided, but also to reflect on their own practice and contribute to the ongoing development of the resource.

In conclusion, this document aims to support facilitators in moving from access to content to effective learning design. By providing structured, adaptable and context-sensitive scenarios, it contributes to the broader objective of the INAIR project: enabling the meaningful uptake of AI knowledge and skills within the retail sector. Through thoughtful application of the approaches illustrated in this collection, facilitators can play a key role in supporting learners and organisations in navigating digital transformation and in leveraging AI as a tool for innovation, efficiency and value creation.

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