



ENTRE-YOU Trainer Manual

Erasmus+ Strategic Partnerships for Vocational Education and Training

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ENTRE-YOU Consortium

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Part I: Training Methodology

ENTRE-YOU – Basic Facts

ENTRE-YOU is a combination of trainer- led classroom sessions (offline), online materials for self- completion and material for self reflection.

ENTRE-YOU consists of 5 Modules: 4 knowledge-centered Modules (1-4) and the experience-centered Module 5.

The basic aim of ENTRE-YOU is to allow disadvantaged youth to enter the job market by teaching them how to think and act in an entrepreneurial way.

In connection with this Trainer Manual (O5), there is a training curriculum with 100 learning targets (O3) as well as a collection of training material (O4), which will be referenced to in this Trainer Manual.

Target Participants

- Unemployed people.
- Young people graduating high school/higher education institution.
- Trainers of the Labor Agency.
- Other interested stakeholders

There are no specific requirements for admission to the course. They only need to demonstrate that they

- can extract meaning from written texts and convey meaning in writing
- have basic mathematical skills
- can think logically (common sense thinking)

Requirements for ENTRE-YOU Trainers

All trainers are recommended to take an “ENTRE YOU Train The Trainer” course, which will enable them to implement the ENTRE-YOU training system and facilitate the learning and teaching processes. Also, trainers who wish to provide ENTRE-YOU trainings are required to:

- know the basic terms and concepts of personal skills, e.g. motivation, self worth, self management.
- know the basic terms and concepts of teamwork, e.g. communication, conflict management, project management.
- perform basic calculation functions (addition, subtraction, division, multiplication).
- calculate percentage and shares.
- be interested in concepts and methods of Economy and Business Management
- have basic experience in teaching/training in any field, preferably with youth.
- know basics of pedagogics, i.e. how guide and direct learning processes.
- know about the challenges of working with young people.
- enjoy working with young people.

Expected Motivations and Prejudices of Learners

What motivates young adults to pursue ENTRE-YOU?

- a. They choose to take part in the course by themselves.
- b. They see the benefit for their careers and/or their lives.
- c. They contribute to the course financially.
- d. They are interested in the field of business, e.g. due to positive past experiences.

What keeps youth from pursuing ENTRE-YOU?

- a. They were forced to attend the course. This can lead to an indifferent or negative attitude.
- b. They have negative attitudes, experiences and prejudices against business and enterprises. They see business management as complicated, overwhelming, boring.
- c. They see corporations and capitalism as evil.

The Entrepreneurial Mindset – The Entrepreneurial Self

The concept of the „Entrepreneurial Self“, which was popularised by German sociologist Ulrich Bröckling in 2007, is the didactical foundation of the ENTRE-YOU course. All trainers must be aware of the concept in its basic layout in order to convey the spirit of ENTRE-YOU in their training.

Bröckling states that the principle of „Act like an entrepreneur!“ has become the leading approach towards life nowadays. The Entrepreneurial Self is not something you are born with but something you need to develop throughout your life.

In order to develop an Entrepreneurial Self, young people are required to act creatively, flexibly, self-responsibly, risk-consciously. They need to develop a market-based view of life, in which they are able to identify customers, suppliers, resources, market requirements etc. The demands the Entrepreneurial Self makes on each individual person become even higher in times of globalisation, economic crisis and high unemployment.

This scenario also implies that the demands on young people are continuously increasing and that it is becoming harder and harder to be a successful player in the market we call life. This is even more true for disadvantaged young people like ESL and NEETs.

The premise of ENTRE-YOU is that young people need to be equipped with the tools and resources in order to be competitive in this scenario. They need to be taught how to develop an entrepreneurial view of life and how to best „market“ their skills. They need to experience what it means to be the „CEO of their lives“ in everyday situations and need to be guided towards viewing the job market as a market in which they are a key player.

In order to facilitate this learning process, there need to be four resources:

1. Learners who are willing to take their life into their own hands.
2. Teachers who are willing to provide resources and guidance.
3. A catalogue of business related topic the learners need to be taught.
4. A set of tools in order to enable the learning process.

Part II: Training Organization

Training Schedule

MODULES	BLOCKS
MODULE 1	BLOCK 1 Introduction of the course and the meaning of "work"
	BLOCK 2 Me and the group
	BLOCK 3 Self-reflection, analyzing personal situation and formulating goals
MODULE 2	BLOCK 1 Managing Your Life
	BLOCK 2 Taking Responsibility For Your Life
	BLOCK 3 What Is Success?
	BLOCK 4 Introduction To Work-Life-Balance
MODULE 3	BLOCK 1 Creating a professional image
	BLOCK 2 Teamwork
	BLOCK 3 Planning a jobsearch
	BLOCK 4 Making a presentation
MODULE 4	BLOCK 1 What employers expect from employees at work
	BLOCK 2 How becoming employed will change my life
	BLOCK 3 Additional information about Business organizations and improving individual business knowledge and skills
	BLOCK 4 Application of acquired knowledge and skills
MODULE 5	Group Project/Enterprise

Time Management and Duration of Modules

Each of the ENTRE-YOU Training Modules are designed to work on their own. They do not necessarily need any of the previous or any of the following modules to work. This gives the training design a high degree of flexibility.

Each module (except Module 5) is divided into four blocks. Each of the blocks is designed to be closed units of learning experiences. However, the blocks do build upon the other blocks of the same module. If the ENTRE-YOU training is to be implemented in full, it is recommended to follow the suggested flow of modules and blocks.

Concerning the time required for each of the modules and blocks, consider the following:

- The time needed for each module highly depends on the target group, their level of engagement, their learning skills, their social circumstances etc.
- As a minimum (!) duration we suggest that each module will take 1-2 full days of training (i.e. about 12 learning units).
- If there is enough time, each module can easily be extended into 5 full days of training (i.e. one week of training, about 30 training units). This will allow for more time to reflect, repeat and experience the training.
- So in total, ENTRE-YOU is designed to be finished within 2-5 weeks – again, depending on the target group and organisational time restrictions.

If ENTRE-YOU is to be implemented in schools, we suggest to use the “blocks” structure for the lesson planning. Each block will take a maximum of 2 hours, meaning they can be taught within two school lessons. Please remember to allow some time for repetitions and summaries, especially if the content is spread out over a whole school year.

Module 1 - Increasing self motivation and confidence

Goals and Requirements

Training Goal: Reflecting on ones actual situation and wishes; increasing motivation and openness for pro-activeness.

Training Outcomes: After completing this training, participants will be able to:

1. Make a positive learning experience
2. Self-affirmation of endurance (being able to finish the course and not to give up)
3. Understand the sense of self-reflection
4. Getting an idea of self-reflection (start to think about oneself)
5. Being able to understand the concept of personal goals
6. Willingness to identify personal goals
7. Develop positive attitude towards work/employment
8. Increased curiosity regarding possibilities in work life
9. Willingness to identify personal possibilities ("external")
10. Identify personal interests (activities/areas I like)
11. Identify personal needs/conditions that have to be fulfilled as a pre-requisite to feel well ("internal")
12. Being able to define the term "risk".
13. Being able to identify the risk of taking action.
14. Being able to identify the risk of not taking action.
15. Willingness to try something out... (to take a risk)/reduced fears to make mistakes
16. Understand the concept of motivation
17. Recognise the importance of motivation
18. Knowing about possibilities for self-motivation
19. Being able to understand the benefits of celebrating and rewarding yourself.
20. Understand the importance of self-confidence

21. Experimenting with techniques the development of self-confidence
22. Being more self-confident

Training Group Size: 5-20 participants

Audiovisual Equipment Requirements: Beamer or other projection equipment; laptop/desktop; speakers.

Room Requirements: Seats and tables for participants, black/white board/ flipchart.

Course Agenda

Block	Lesson Title/Description	Offline/ Online
BLOCK 1	Introduction of the trainer and welcome to the course - Short introduction into the course topic	Offline
	Phantasy travel "arrival" - Ask participants to repeat their arrival to the course place in phantasy once again	
	Presentation of a detailed programme of the course - visualisation on flipchart	
	Exercise in group	
	Summarize and discuss implications for the question What does "work" mean to me?	
BLOCK 2	Transition from before the break; Individual work; Ex- ercise: "My name is a programme" - Awareness raising for own positive characteristics and strengths and bet- ter getting to know each other	Offline
	Icebreaker and teambuilding exercise that provides a good base for reflection on very different relevant as- pects: "Helium stick" – team building game	
	Demonstration, common registration and surf on the platform for orientation	
	"Current weather situation" - Getting an idea of self- reflection	
BLOCK 3	"Wishes exercise" - self-reflection	Offline
	Situation analysis - analysis of the current situation	
	Goal formulation - motivation for positive thinking, for- mulation of goals	

Lesson Plans

Module 1, Block 1 - Introduction of the Course and the Meaning of "Work"	
Goals/learning targets	The goal of this activity is to introduce the "spirit" of ENTRE-YOU to the group. Also, it is designed to welcome the participants to the program and make them feel at ease.
Content	<ol style="list-style-type: none"> 1. Short introduction - The trainer introduces him/her self, the course topic and gives helpful information on organisational aspects (room, breaks). 2. Phantasy travel "Arrival" - the trainer asks the participants to repeat their arrival to the course place in phantasy once again 3. Presentation of detailed course programme - The trainer presents the course programme in more detail. This activity leads to a higher level of attention, provides the trainer with valuable feedback on the interests of the participants and is another opportunity for the participants getting to know each other better 4. It's going to be a good course! - The trainer organises grouping in groups of four, provide a short instruction to the exercise, support the groups in their group work 5. What does "work" mean to me? - The trainer presents provoking sentences to the participants and asks the participants to assess these statements spontaneously by a traffic light feedback, where green means "I (rather) agree.", yellow: "50:50.", red: "I rather disagree." The trainer moderate a discussion on the presented statements and the considerations of the participants in the plenary.
Methodology	<ul style="list-style-type: none"> Presentations by a tutor Team exercise /group work Games with guidance by tutor Video with guidance by tutor Quizzes with guidance by tutor
Activities	<ul style="list-style-type: none"> Introduction into the course and its topics - building the bridge between the everyday experience and the learning situation, orientation Getting to know each other Clarify expectations Building trust Discussion Exercise Video Game

Handouts	„It’s going to be a good course!”
Visual materials	Participant list U - form; Sticking dots ; Flipcharts with poster; Small papers
Equipment	PC/ Tablet/ Smartphone with internet connection
Measurement of achievement	Participants are relaxed and open to what is ahead of them.

Module 1, Block 2 – Me and the Group	
Goals/learning targets	The aim of this chapter is to get to know oneself better as well as finding out about individual ways of contributing to the group.
Content	<p>6. My personal strengths – My name is a program - The aim of this activity is to make aware and reflect on positive characteristics and strengths, to stimulate self-description and self-evaluation. The trainer makes a transition from the activities and contents; the trainer instructs an individual work and the trainer introduces the exercise “My name is a programme”</p> <p>7. “Helium stick” - teambuilding exercise that provides a good base for reflection on very different relevant aspects. The trainer organizes the group into 2 small groups of 6 - 9 people in 2 rows opposite to each other. The trainer holds the stick horizontally about chest height.</p> <p>8. Current weather situation - The activity is both a feedback session on the first part of the course and another opportunity for the participants for self-reflection and getting a feeling for the own emotions. The participants are asked to place themselves near the weather that best symbolizes their actual mood. The trainer can also ask for explanation.</p>
Methodology	<p>Presentations by a tutor</p> <p>Team exercise /group work</p> <p>Games with guidance by tutor</p> <p>Video with guidance by tutor</p> <p>Quizzes with guidance by tutor</p>
Activities	<p>Discussion</p> <p>Team building game</p> <p>Exercise</p> <p>Video</p> <p>Game</p>
Handouts	Personal profile template
Visual materials	Long, thin stick
Equipment	PC/ Tablet/ Smartphone with internet connection

Measurement of achievement	A sense of "group spirit" is starting to develop. Nobody is left out.
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Module 1, Block 3 - Self-reflection, Analyzing Personal Situation and Formulating Goals	
Goals/learning targets	<p>The aims of this chapter are:</p> <ul style="list-style-type: none"> - Enabling participants to self-reflect - Enabling participants to formulate goals for themselves - Enabling participants to work independently on self-study exercises, possibly in an online environment in the future.
Content	<p>9. Introduction into the e-learning platform - The trainer presents the e-learning platform, demonstrates how to work with it. Participants register in the platform and surf on it in order to orientate.</p> <p>10. Wishes exercise - The wishes exercise leads participants to a room of thoughts without facing obstacles and barriers as they exist in real life and enables them to express what would make them happy.</p> <p>11. Situation analysis - In this activity participants are invited to approach this technique and trying to answer some questions regarding their actual situation</p> <p>12. Goal formulation - At this stage participants start to formulate personal professional goals. Before starting participants are invited to deal with positive thinking with the aim to raise their awareness on the power thoughts have and to motivate for positive thinking.</p>
Methodology	Game with guidance by tutor
Activities	<p>Self-reflection</p> <p>analysis of the current situation</p> <p>motivation for positive thinking</p> <p>formulation of goals</p>
Handouts	<p>"Wishes exercise" - handout with explanation to be filled in on the computer or on a printed paper</p> <p>"Situation analysis" - Who has got clearly defined goals will reach them!</p> <p>"Goal formulation" - The aim of this exercise is to think about your actual situation and wishes, as you have described in the previous exercise, and to formulate concrete personal professional goals.</p>
Visual materials	N/A
Equipment	N/A
Measurement of achievement	The participants have taken first steps in working individually and self-responsibly on reflecting on their current situation and what they would like to improve in the future.

Module 2 - Becoming CEO of your life

Goals and Requirements

Training Goal: Developing fundamental management skills.

Training Outcomes: After completing this training, participants will be able to:

23. Being able to distinguish between long-term and short-term thinking.
24. Being able to understand how long-term perspectives and short-term actions are connected and depend on each other.
25. Being able to find out whether to focus more on short-term or long-term plans/views/perspectives during the ENTRE-YOU course.
26. Being able to identify missing skills and knowledge.
27. Being able to define personal development areas.
28. Being able to understand how plans, goals and actions are connected.
29. Being able to apply the fundamental steps of planning, including planning of own expenses
30. Being able to think in small steps.
31. Being able to measure to which extent the small steps have been reached.
32. Being able to decide how to proceed.
33. Being able to define the term "focus".
34. Being able to define priorities (in life).
35. Being able to define "success" for oneself.
36. Being able to be aware that success means different things to different people.
37. Being able to understand the term "scenarios".
38. Being able to think in scenarios.
39. Being able to understand the saying "If one door closes, another one opens."
40. Being able to learn from your own experience and mistakes.
41. Being able to learn from situations.
42. Being able to learn from people (role models, idols).

43. Being able to focus on the positive aspects and outcomes during the learning process.
44. Being able to find out the importance of keeping learning in your own life.
45. Being able to understand what means to be a “responsible” person and to act “responsibly”.
46. Being able to understand the importance of taking responsibility for your own decisions.
47. Being able to identify the benefits of taking responsibility for your own life.
48. Being able to understand the sense of work-life balance
49. Being able to identify stressful situations
50. Understand basic elements of managing stress

Training Group Size: 5-20 participants

Audiovisual Equipment Requirements: Beamer or other projection equipment; laptop/desktop; speakers.

Room Requirements: Seats and tables for participants, black/white board/ flipchart.

Course Agenda

Block	Lesson Title/Description	Offline/ Online
BLOCK 1	Connecting Module 1's experience with today's topics	Offline
	What is the difference between a manager and an entrepreneur?	
	Success Stories of entrepreneurs	
BLOCK 2	The Risk Taking Game	
BLOCK 3	What is Success? – Successful people on Facebook	Online
	Self-Promotion On Facebook	
BLOCK 4	Defining Work-Life-Balance	Online
	Good Tips for Entrepreneurs	

Lesson Plans

Module 2, Block 1, Activity 1 - Connecting Module 1's Experience with Today's Topics	
Goals/learning targets	The goal of this activity is to summarize the contents of Module 1, highlighting the connection between their content and the contents of the current training Module.
Content	<p>Important notions from training Module 1:</p> <ul style="list-style-type: none"> - Personal needs - Personal interests - Personal goals - Risks
Methodology	<p>Discussion</p> <p>Group work</p> <p>Repetition games</p>
Activities	<p>The trainer connects the previous Module with the topics of today by highlighting that once you have a clearer picture about yourself and what your aims in life are, you need to get going.</p> <p>Today is about getting going in many ways and forms. There are many ways to approach things and move forward, and today's content is intended to help the participants figure out their individual ways.</p>
Useful questions	<ul style="list-style-type: none"> - What is the difference between long-term and short-term thinking? - What is the benefit of short-term thinking? What are its dangers? - Why is long-term thinking so important but so hard? - What does the ENTRE-YOU course mean to you short-term and long-term?
Recommended content	See the contents of the first training Module.
Handouts	Repetition games or any other handout the trainer considers necessary.
Visual materials	Possible visual materials by the choice of the trainer.
Equipment	N/A
Measurement of achievement	The contents of Module 1 are refreshed up and the connection to the day's topics is clear.

Module 2, Block 1, Activity 2 - What is the Difference between a Manager and an Entrepreneur?	
Goals/learning targets	<p>Learning targets: 23-32</p> <p>The goal of this activity is to make the participants realize that "Being CEO of their lives" requires both management and entrepreneurial skills. To distinguish between those two skills, is essential.</p>
Content	<p>Skills of a manager</p> <p>Skills of an entrepreneur</p> <p>Responsibilities of a manager</p> <p>Responsibilities of an entrepreneur</p>
Methodology	<p>Brainstorming</p> <p>Group Discussion</p>
Activities	<p>The trainer asks the participants what they think a manager's job is and what the difference is between a manager and an entrepreneur. All suggestions of the participants are collected on a flipchart or mindmap (brainstorming).</p> <p>They discuss about the key differences between the two types of work.</p> <p>Alternatives</p> <ul style="list-style-type: none"> • Instead of the group brainstorming you can use a presentation about entrepreneurship ("YOU are the CEO of your life.ppt"). • For more advanced groups it would be highly interesting to discuss about the concept of the "Entrepreneurial Self", its benefits and challenges. Some discussion ideas are collected in the ENTRE-YOU Training Kit
Useful questions	<p>Self-reflection, lead by the trainer:</p> <ul style="list-style-type: none"> • Are you more like an entrepreneur or like a manager? • How can you find out? • What does "Managingn your Life" and "Becoming the CEO of your life" mean in this background? • What does this mean if you are seeking employment?
Recommended content	<p>A manager's job is to plan, to control and to find out the most effective and efficient ways to get work done. He must be resourceful and structured. They usually work for entrepreneurs.</p> <p>An entrepreneur's main task is to see business opportunities, have business ideas and seek out chances on the market. He must be willing to take risks and be okay with the risk of failing. They employ people to help them manage their business.</p> <p>It is important to find out to what type of work you are leaning towards. Only then you can find a job that suits you well. Most people are not JUST entrepreneurs or JUST managers but a mixture. Still, most people lean towards one of the two in the way they approach their daily challenges.</p>

Handouts	Training Kit: The Entrepreneurial Self
Visual materials	01_YOU are the CEO of your own life.pptx
Equipment	Laptop Beamer Mindmapping Software Flipchart
Measurement of achievement	The participants understand the difference between a manager and an entrepreneur and know to which working style they lean towards more.

Module 2, Block 1, Activity 3 - Success Stories of Entrepreneurs	
Goals/learning targets	Learning targets: 33-43 The goal of this activity is creating awareness among the participants that entrepreneurs are “normal people” who know what they want and work hard for it – and who are not afraid to fail.
Content	Focus Priorities Scenarios Learning from experiences, people, situations and mistakes.
Methodology	Group work
Activities	The trainer hands out success stories of (local or famous or little-known) entrepreneurs. The participants form groups of 3-4 members and discuss among them: What did this entrepreneur very well? What aspects of his work make him a good entrepreneur? Do you detect any weaknesses he must face? Alternatives <ul style="list-style-type: none"> • Instead of Handouts the discussion about successful entrepreneurship can be stimulated by watching videos or films. • Also, it could be a very refreshing way to learn to invite a “real” local entrepreneur and ask them about their successes and struggles. • All of Activity 3 could be organised as out-of-classroom work as well. It could even be made into a common project on Module 5, involving more resources to come up with a more detailed analysis.
Useful questions	Do you have any recommendations you would give to these entrepreneurs? Could you imagine having a business yourself?

Recommend- ed content	<p>Transition: Now we take a closer look at how entrepreneurs work „in real life“.</p> <p>Note that successful entrepreneurs in all cases rely on excellent managers to keep their business on track in the day-to-day work. At the same time, excellent managers are dependent on the visionary ideas of entrepreneurs and their willingness to take business risks.</p> <p>Successful entrepreneurs are not only those famous men on TV (Zuckerberg, Jobs, Branson etc.) but many men and women like you and me. Entrepreneurs do not have magical powers but know what they want and are willing to work hard for it.</p>
Handouts	Training Kit: Success stories of young entrepreneurs
Visual materials	N/A
Equipment	Laptop Beamer
Measurement of achieve- ment	The participants put themselves into the shoes of an entrepreneur and got inspiration about how to apply an entrepreneurial approach to their own lives.

Module 2, Block 2, Activity 1 - The Risk Taking Game	
Goals/learning targets	<p>Learning target: 12-15, 26-27, 45-47</p> <p>The aim of this block is to playfully experience and reflect on the connection between taking risks and taking responsibility for one’s own decisions and the results coming from these decision.</p>
Content	<p>Risks and chances</p> <p>Knowing your abilities and limitations</p>
Methodology	<p>Game</p> <p>Discussion and reflection</p>
Activities	<p>“The Risk Taking Game” is explained in the Training Kit, which also includes questions to discuss after the game.</p> <p>Additional idea</p> <ul style="list-style-type: none"> The trainer may also introduce the concept of “trade-offs”, i.e. that a decision FOR something also means deciding AGAINST several other things.
Useful questions	See Training Kit
Handouts	N/A
Visual materials	N/A

Recommend- ed content	<p>Transition: Taking risks is an essential part of acting like an entrepreneur. As a CEO of your own life, you are required to take risks in order to take advantages of the chances life provides.</p> <p>As a trainer, let the game unfold itself and see where it leads to. Usually, the insights are quite profound.</p>
Equipment	N/A
Measurement of achieve- ment	The participants experienced the connection between risks and chances and know how to manage risks when they work in groups.

Module 2, Block 3, Activity 1 - What is Success? – Successful People on Facebook	
Goals/learning targets	<p>Learning target: 35, 36, 42</p> <p>The goal of this activity is to experience that "success" is not one fixed thing but is highly personal. Also, "being successful" depends on one's personal goals, values and character. There is no "one size fits all". Still, role models may inspire us to be courageous enough to follow our own plans and aims.</p>
Content	<p>Defining success</p> <p>Being able to learn from people.</p>
Methodology	<p>Online research</p> <p>Individual or group reflections</p>
Activities	<p>The participants are given the handout, which includes all the instructions they need. They can now work individually on the task.</p> <p>Alternatively, this exercise can be done in a group setting, where the group analyzes the Facebook profile of famous "successful" people together, using the questions in the handout.</p>
Useful questions	See Training Kit
Recommend- ed content	<p>Transition: The following self-learning exercises will help you find out more about yourself and become the „CEO of Your Life“.</p> <p>The aim of this exercise is to experience different definitions of "success". What seems to be successful to one person may not be desirable at all for another person.</p> <p>Also, success is only one side of the coin. The other side of the coin, i.e. the hard work success needs, is very often not shown.</p>
Handouts	Training Kit: Successful people on Facebook
Visual materials	N/A
Equipment	<p>Online access for every participant</p> <p>Facebook access, preferably with each participant's individual profile.</p>

Measurement of achievement	The participants can see different forms of "success" and how different people define "success" differently.
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Module 2, Block 3, Activity 2 - Self-Promotion On Facebook	
Goals/learning targets	<p>Learning target: 34, 36, 42</p> <p>The goal of this activity is to experience that the things we publicly see about successful people is only one part of the "truth". Successful people carefully curate the self image they show to the world. How does this fact apply to your life?</p>
Content	<p>Controlling one's public image</p> <p>Seeing through other people's public image</p>
Methodology	<p>Online research</p> <p>Individual or group reflection</p>
Activities	<p>The participants are given the handout, which includes all the instructions they need. They can now work individually on the task.</p> <p>Alternatives</p> <ul style="list-style-type: none"> • This exercise can also be done in a group setting, where the group analyzes the Facebook profile of a handful of participants together, using the questions in the handout. However, this alternative only works well when the level of trust within the group is high and when there are volunteers who want their Facebook profile analyzed. • Instead of Facebook and in case the participants do not have internet access, glossy society magazines can be used as well. In this case, the participants should be required to pay closer attention to what kind of news get reported, how different celebrities are portrayed and reflect on how much influence they think those celebrities have on the image that is conveyed in those magazines.
Useful questions	See Training Kit
Recommended content	<p>Facebook is a perfect example of a medium in which people usually only show their "successful side" and hide the things they are not so happy with.</p> <p>As the participants are expected to be in a target group which regularly uses Facebook or at least knows about it, Facebook can be a fun medium to reflect on these questions. It also provides added-value as the participants can reflect on their own way they use Facebook as a "stage" in their lives.</p>
Handouts	Training Kit: Self-promotion on Facebook
Visual materials	N/A

Equipment	Online access for every participant Facebook access, preferably with each participant's individual profile.
Measurement of achievement	The participants can present nonverbally the feelings assigned to them, showing control over their body language.

Module 2, Block 4, Activity 1 - Defining Work-Life-Balance

Goals/learning targets	Learning targets: 48-50 The aim of this exercise is to introduce the concept "Work-Life-Balance" and to reflect on the effects if the scale leans too much on the side of Work or too much on the side of Life.
Content	Work-Life-Balance Managing stress
Methodology	Online research
Activities	The participants are required to do individual online-research to come up with a good, understandable definition of the concept.
Useful questions	As a guideline, the following question may be helpful: "How would you explain Work-Life-Balance to an eight-year-old?"
Recommended content	N/A
Handouts	Training Kit: Work-Life-Balance
Visual materials	N/A
Equipment	Online access for every participant
Measurement of achievement	The participants created their own definition of the term "Work-Life-Balance".

Module 2, Block 4, Activity 2 - Good Tips for Entrepreneurs

Goals/learning targets	Learning targets: 48-50 The goal of this activity is to transfer the concept of "Work-Life-Balance" into the participants' lives.
Content	Work-Life-Balance Managing stress
Methodology	Online research Individual reflection

<p>Activities</p>	<ul style="list-style-type: none"> • The exercise plays with the idea that successful entrepreneurs are often overworked. • By putting themselves in the shoes of a kind of consultant and by providing recommendations, they are intended to experience the ability to come up with solutions and to train their empathy. • The short self-reflection questionnaire for the participants to reflect on their own work-life-balance. • The aim of self reflection is not to have all the answers or the “right” answers, but instead to start a reflection process about whether the participant’s life is maybe too much on the “work” side or even too much on the “life” side. <p>Alternatives</p> <ul style="list-style-type: none"> • It is also possible to experience the concept of Work-Life-Balance in “real life” by interviewing (business) people about how they manage work, family and hobbies. Interview questions may include: How do they feel about their Work-Life-Balance? Would they say they are good managers of their lives? What does a typical day look like? What are they struggling with? What do they wish they did better? • If time and resources allow, the topic of balancing areas of life are excellently covered by the board game „Biopolis”, available in Spanish and English. More information available at http://www.coachingames.net/biopolis/index.php
<p>Useful questions</p>	<p>N/A</p>
<p>Recommended content</p>	<p>N/A</p>
<p>Handouts</p>	<p>Training Kit: Good Tips for Entrepreneurs Training Kit: Work-Life-Self-reflection</p>
<p>Visual materials</p>	<p>N/A</p>
<p>Equipment</p>	<p>N/A</p>
<p>Measurement of achievement</p>	<p>The participants transferred the concept of “Work-Life-Balance” into their own lives.</p>

Module 3 - Building basic social skills

Goals and Requirements

Training Goal: Developing fundamental social skills.

Training Outcomes: After completing this training, participants will be able to:

51. Being able to introduce yourself
52. Being able to understand the meaning of communication
53. Being able to understand the concept of communicational channel
54. Being able to understand the concept of message in the process of communication
55. Being able to understand the concept of participants in the process of communication
56. Being able to understand the concept of formal communication
57. Being able to understand the concept of informal communication
58. Being able to understand the role and principles of oral communication
59. Being able to understand how to use a mobile phone on the workplace
60. Being able to know the difference between a workplace and a private conversation
61. Being able to understand the role and principles of written communication in different situations
62. Being able to distinguish different styles of written messages
63. Being able to edit a CV
64. Being able to understand the meaning of networking
65. Being able to identify the essential steps of a presentation
66. Being able to understand the role of body language in different situations
67. Being able to understand the consequences of fashion choices
68. Being able to understand the importance of appearance and personal hygiene required at the workplace
69. Understand the importance of gaining confidence
70. Understand the importance of respecting others
71. Being able to identify strategies how to get to know new persons

72. Understanding the importance of asking for help
73. Understand whom to ask for help
74. Understanding the importance of accepting the help offered
75. Understanding the importance of offering help to others
76. Understanding the importance of active listening
77. Experimenting strategies to approach problems with proactive attitude
78. Experimenting strategies to maintain focus on the task during time
79. Experimenting strategies to assume/play different roles within a group
80. Experimenting strategies to approach a task from different perspectives

Training Group Size: 5-20 participants

Audiovisual Equipment Requirements: Beamer or other projection equipment; laptop/desktop; speakers.

Room Requirements: Seats and tables for participants, black/white board/ flipchart.

Course Agenda

Block	Lesson Title/Description	Offline/ Online
BLOCK 1	Summary and connection to the previous training days.	Offline
	Making a first impression - Discussion based on visual materials	
	Means of communication – Discussion based on a grid, a presentation	
	Conversations on the workplace - Discussion and role play	
BLOCK 2	Body language - discussion based on video materials and role play	Offline
	Team work - building and organizing games	
BLOCK 3	Creating a CV using Europass	Online
	Creating a professional image on social media	
	Creating a common database for jobsearch	
	Setup of a jobsearch-plan	
BLOCK 4	Basic structure of a presentation	Online
	Creating a presentation	
	Self evaluation on the Module	

Lesson plans

Module 3, Block 1, Activity 1 - Summary of the Previous Training Days	
Goals/learning targets	The goal of this activity is to summarize the contents of the first two training days, highlighting the connection between their content and the contents of the current training Module.
Content	<p>Important notions from training Module 1:</p> <ul style="list-style-type: none"> - Personal needs; Personal interests; Personal goals; Risks; Motivation/self-motivation; Rewards; Self-confidence <p>Important notions from training Module 2:</p> <ul style="list-style-type: none"> - Short-term/long-term thinking; Planning; Scenarios; Role models/idols; Responsibility
Methodology	<p>Discussion</p> <p>Group work</p>
Activities	<p>An input from the trainer is necessary to engage the participants in summarizing the first two training days. The trainer is free to choose the form he/she considers appropriate to make the input. However here are some possible ways to do that:</p> <ul style="list-style-type: none"> - Asking questions, - Handing out cards with the notions and asking the participants to explain them to the rest of the group, - Placing the cards with the notions and asking the participants to stand by the one: they think is the most important/they possess/they lack, - Forming groups of 4-5 participants, handing them 2-3 notions and ask them to find a connection between them. <p>A bridge to the current activities can be created asking: "How was your first impression when you started this training?" "How is your impression after two days? Is there a difference?"</p> <p>After receiving the answers, the trainer can ask "Do you think first impressions matter? Why?"</p>
Useful questions	<p>How would you describe _____ (notion)?</p> <p>How do you think _____ (notion) and _____ (notion) are connected?</p> <p>What is the difference between _____ (notion) and _____ (notion)?</p> <p>How was your first impression when you started this training?</p> <p>How is your impression after two days? Is there a difference?</p> <p>Do you think first impressions matter? Why?</p>

Recommended content	See the contents of the first and second training Module.
Handouts	Notion cards or any other handout the trainer considers necessary.
Visual materials	Possible visual materials by the choice of the trainer.
Equipment	N/A
Measurement of achievement	Most of the notions are covered, the participants can identify their meaning and importance.

Module 3, Block 1, Activity 2 - Making a First Impression	
Goals/learning targets	<p>Learning targets: 67, 68</p> <p>The goal of this activity is to make the participants realize how the first impression influences the human personal and work relationships, to identify the main fashion rules and personal hygiene standards required on a workplace.</p>
Content	<p>Acceptable/required clothing on different workplaces.</p> <p>Personal hygiene standards required on a workplace: hair care, body care, makeup, nails.</p> <p>Possible mistakes and their consequences.</p> <p>Importance of the first impression one makes.</p>
Methodology	<p>Role play</p> <p>Individual exercise</p> <p>Discussion</p> <p>Group work</p>
Activities	<p>The trainer explains the basic scenario for the role play: the participants are executives searching for a new employee. There are several candidates programmed to be interviewed and they are making pre-interview research.</p> <p>The trainer then hands out a grid (Handout 1) and explains that the participants will see a presentation with the photographs of the candidates. The participants should take notes about the individual candidates/persons according to the grid.</p> <p>The trainer launches the presentation (Images_Handout1.pps) and the participants take notes. The presentation can be played again if necessary.</p> <p>The trainer launches the presentation again, stopping at every photograph, asking the participants to share their opinions about them. It is recommended to guide the discussion with questions that can help the participants identify the changes that can be made in appearance in order to make a better first impression.</p>

<p>Activities</p>	<p>The participants discuss their first impressions, how the appearance of a person influenced their decision to hire or reject them. They also discuss what job they can imagine every candidate would be suitable for.</p> <p>Optional activity: the participants can form groups of 3-4 and choose one photograph, then come up with a story about who that person is, how his/her life is, what work experience he/she has, why he/she is currently looking for a job.</p> <p>The trainer can close the activity by asking the participants if they consider that the first impression does matter, if it is important to make an effort in order to make a good first impression.</p>
<p>Useful questions</p>	<ul style="list-style-type: none"> • What kind of a person do you think he/she is? • Would you hire this person? Why yes? Why not? • What position can you see him/her in? • What should he/she change? • Do you think, first impressions are important? How?
<p>Recommended content</p>	<p>In order to make a good first impression on a job interview and increase one's chances to become an employee the following aspects should be held in sight:</p> <ul style="list-style-type: none"> • Wear proper clothing: business casual style, elegant, yet simple (men: shirt, trousers, socks, brogues or casual shoes, jacket, optional: tie; women: blouse, skirt or trousers, stockings, pumps or stilettos); clean, iron flattened if necessary; avoid revealing clothes, stained, worn clothing, jeans, shorts, sports shoes, flip-flops. • Hair care: clean, combed and styled hair. • Body care: clean, groomed appearance; no unpleasant body smell; not too much perfume; clean, groomed fingernails; fresh breath. • Make up: not too strident. • For men: fresh shave.
<p>Handouts</p>	<p>See Training Kit</p>
<p>Visual materials</p>	<p>Images_Handout1.pps</p>
<p>Equipment</p>	<p>Laptop Beamer</p>
<p>Measurement of achievement</p>	<p>The participants understand the importance of appearance on a job interview, can identify the main expectations to be complied with and strategies to make changes in one's appearance.</p>

Module 3, Block 1, Activity 3 - Basic Communication	
Goals/learning targets	<p>Learning targets: 52-58, 61, 62</p> <p>The goal of this activity is creating awareness among the participants about the different ways of communication we use every day; how the participants, channels and message of a communication can change the flow of it; the difference between formal/informal and oral/written communication.</p>
Content	<p>Goal of communication</p> <p>Channels of communication</p> <p>Message</p> <p>Participants of a communication</p> <p>Communicational styles</p> <p>Nonverbal forms of communication</p>
Methodology	<p>Presentation</p> <p>Individual exercise</p> <p>Group work</p>
Activities	<p>Suggested transition: the trainer explains, that, even if not intended, everything about our appearance delivers a message. Then he/she can guide the discussion so that the participants point out other ways of communication.</p> <p>The trainer starts the presentation (Communication.pps - developed after David Berlo's Sender-Message-Channel-Receiver Model of Communication, Berlo, D. K. (1960). The process of communication. New York, New York: Holt, Rinehart, & Winston), continuously directing questions about the possible aspects of communication, discussing them with the participants.</p> <p>The trainer leaves the final slide of the presentation on screen, then hands out the second worksheet (see Training Kit).</p> <p>The participants form groups of 2 or 3. The trainer prepares the message cards and target cards by cutting them. The participants pick a message card and a target card and proceed to fill out the grid on Handout 2, trying to formulate a given message to a specific target.</p> <p>The groups present their messages and discuss them.</p>
Useful questions	<p>know that he/she is _____ (ex: single, married, happy, an artist, etc.)?</p> <p>What do you think a person wearing _____ (ex. red lipstick, colorful clothing, black clothes, etc.) wants the others to think of him/her?</p> <p>How would you let the world know that you _____ (got a job, like rock music, are vegetarian, etc)?</p> <p>How can you understand somebody if you don't speak the same language?</p> <p>Why do people talk to each other?</p>

Useful questions	<p>What do you think, what should one wear if he/she wants everybody to know?</p> <p>What are the 5 most important things you would like others to know about you?</p> <p>How do we choose whom to talk to?</p> <p>How can we let somebody know what we want them to know?</p> <p>In how many different ways can we say the same thing to different people?</p> <p>How can I change my message depending on my feelings?</p>
Recommended content	<p>Goals for communication: drawing attention, persuasion, solving a problem</p> <p>Message: what I would like to send about myself</p> <p>Target: the people I reach out to</p> <p>Forms to express messages written, spoken, signs, gestures, mimic</p> <p>Capturing the attention of my audience: touch, surprising gesture, addressing, question</p> <p>Channels: telephone, email, letter, air</p> <p>Style: emotional, direct, assertive, proactive, aggressive, avoidant, formal/informal</p>
Handouts	See Training Kit for Handout 2, Message cards, Target cards
Visual materials	Communication.pps
Equipment	Laptop Beamer
Measurement of achievement	The participants are capable to adjust the message to the communicational context and communicational intent during the group work.

Module 3, Block 1, Activity 4 - Means of Communication	
Goals/learning targets	<p>Learning target: 51, 58, 60, 71, 76</p> <p>The goal of this activity is to raise awareness among the participants regarding oral, face to face conversations in the workplace. They can practice how to introduce themselves, which topics to address, how to listen to others, they can acquire strategies to begin, maintain and end conversations politely.</p>
Content	<p>Self introduction on the workplace: useful tips and topics</p> <p>Face to face conversations on the workplace: useful tips, topics and strategies</p>
Methodology	<p>Role play</p> <p>Discussion</p>

<p>Activities</p>	<p>Possible transition: the trainer can explain that the participants are about to apply in practice the communicational strategies they have acquired during Activity 3, but in a specific communicational context.</p> <p>The participants play a scenario where one of them is on his first day on the job and meets his new colleagues. The participants stand in a small circle, facing each other. One of them has the task to approach them and introduce himself/herself. A discussion follows about what to do and how to do it. The trainer guides the discussion with questions and tips. The scenario can be repeated afterwards with application of the discussed tips and strategies, giving the chance for other participants to experiment with the situation.</p> <p>The trainer guides the participants to summarize the essential aspects of self-introduction, then asks the participants to continue the conversation once the self-introduction is completed.</p> <p>The participants form an open circle, two or more of them stand in the middle and engage in a conversation. They play the role of coworkers, one of them being new on the job. The other participants and the trainer can give advice on how to carry on with the conversation. They discuss the ideas and try to identify possible mistakes, explaining why they are wrong/inappropriate. The scenario can be repeated if necessary.</p>
<p>Useful questions</p>	<p>What does it feel like to approach a group of coworkers as a new employee?</p> <p>What can you do to make a good first impression on the people you meet?</p> <p>What do you want them to see you like?</p> <p>What would you ask a person when meeting him/her for the first time?</p> <p>What would you never discuss with your coworkers?</p> <p>What would you like to share with your coworkers?</p> <p>What would you not like to know about a coworker?</p> <p>What do you find interesting/annoying/boring when talking to somebody?</p>
<p>Recommended content</p>	<p>Self-introduction</p> <p>Useful tips: permanent eye contact; handshake/grip not too strong, not too light; presentable body language (shoulders back, head held straight, light stride); smile; being engaged and interested; respecting the other person's space.</p> <p>Topics to be expressed and asked: greetings, name, position/job, period of employment, department, expressing pleasure in meeting the other person.</p> <p>Strategies for oral communication</p> <p>Volume and tone of the voice - not too soft or loud; no speaking with chewing gum or full mouth while eating; being friendly and social, but not overwhelming; no expression of strong emotions; no excessive gestures; active listening: listening to the speaking partner without interference, without getting distracted, reacting on what has been said.</p>

Recommended content	<p>Start: something general, not overly personal. Appropriate topics: the weather, a current event, recent news, a compliment, an observation.</p> <p>Extending conversations: more personal topics: family, employment. Saying too little or too much should be avoided. Open-ended questions are preferable ("How," "Why," and "What,"). Topics to be avoided: religion, politics, race and sexual orientation.</p> <p>Ending conversations: transitions are recommended, such as expressing regret to having to leave, offering positive feedback on the conversation.</p>
Handouts	N/A
Visual materials	N/A
Equipment	N/A
Measurement of achievement	The participants can identify and explain mistakes made during self-introduction and face to face conversations; they are familiar with related strategies and tips; they can perform a self-introduction; they can engage in a conversation which is appropriate for the workplace.

Module 3, Block 1, Activity 5 - Mobile Phone Usage on the Workplace	
Goals/learning targets	<p>Learning target: 59</p> <p>The goal of this activity is to make clear under what conditions the mobile phones are appropriate to be used on the workplace.</p>
Content	Rules of appropriate mobile phone usage on the workplace
Methodology	<p>Video</p> <p>Discussion</p> <p>Group work</p>
Activities	<p>Possible transit: the trainer asks the participants "How do you communicate mostly?", "How frequently do you use your cell phone?" "When is it not appropriate to use a mobile phone?"</p> <p>The participants watch a media file exposing inappropriate phone usage. The trainer should use a video which presents situations) where using a mobile phone is excessively wrong/embarassing/unpolite.</p> <p>The trainer asks for opinions, the participants point out cases of inappropriate cell phone usage seen in the video. They add a few examples from their own experience, where you can ask "Really?!".</p> <p>The trainer asks them to formulate a set of golden rules for using a mobile phone, a sort of cell phone etiquette.</p>
Useful questions	<p>Why is using a mobile phone in this situation inappropriate? Have you ever had a similar experience?</p> <p>What is this person doing wrong? What should he/she do differently?</p> <p>What other situations would you not recommend the usage of mobile</p>

Useful questions	phones in?
Recommended content	<p>Cell phone-etiquette</p> <p>The following aspects should be taken in consideration when using a mobile phone:</p> <p>The volume of the voice: understandable, but not too loud.</p> <p>Interruptions: when talking to somebody or being engaged in a common activity, mobile phones should be turned off or not answered. Using a silent ring and moving away to talk if necessary.</p> <p>Public places: personal topics should be avoided, the language appropriate.</p> <p>Places where no phone conversations should be made (theaters, churches, bathrooms, elevators, hospitals, waiting rooms, restaurants, public transportation, libraries, museums, schools, performances, cinema, funerals, weddings)</p> <p>While driving a car: no texting or talking on the phone</p> <p>Texting: not appropriate during meetings, conferences, classes, conversations, walking; texting private or confidential information, messages with sexual or threatening content is not recommended.</p> <p>Speaker: not recommended when not in a private place or alone.</p>
Handouts	N/A
Visual materials	The trainer should use a video which presents situations where using a mobile phone is excessively wrong/embarassing/unpolite.
Equipment	Laptop Beamer Speakers
Measurement of achievement	The participants can identify wrong mobile phone usage, explaining why it is inappropriate in a given situation.

Module 3, Block 2, Activity 6 - Body Language, Nonverbal Communication	
Goals/learning targets	<p>Learning target: 66, 69</p> <p>The goal of this activity is to highlight the role and importance of body language in the everyday life and on the workplace. The participants shall understand how their body language influences their relationships, acquire several strategies to become aware of their body language and postures that can make them more successful.</p>
Content	<p>Body language</p> <p>Mimick</p> <p>Professional attitude</p>

<p>Methodology</p>	<p>Video Role play</p>
<p>Activities</p>	<p>Possible transition: reversing the situation of mobile phone conversations, where we can hear our conversation partners, but we cannot see them. The trainer asks the participants to imagine what it would be like to see somebody but not being able to hear them (ex: to be on a street with heavy traffic and spot a friend on the other side of the road). The participants should give ideas how they would communicate in this situation.</p> <p>The trainer asks the participants to view the selected video material and write down feelings they identify in it.</p> <p>The participants discuss what they understood from the clip, the trainer asks them what they think the characters felt and how they understood what the story was about since no words were spoken during the video material.</p> <p>The trainer explains the basics of body language and how messages are sent through it.</p> <p>The participants draw cards with feelings and states of mind on them, then they are asked to play what they have on their cards. The other participants have to guess what feelings/states of mind are presented.</p> <p>The trainer gives tips how to control body language when being in a professional situation in order to be more successful.</p>
<p>Useful questions</p>	<p>How do you think a _____ happy/angry/sad person looks like?</p> <p>How can you tell at one glance if someone is being _____ interested/annoyed?</p> <p>What universal gestures do we know? What do they mean?</p> <p>How would you act if you were on your workplace?</p> <p>What would you do to look like a professional?</p>
<p>Recommended content</p>	<p>Professional attitude:</p> <p>Confident body language; shoulders back, eye contact, smile, moderate gestures, clear speech, moderate voice tone</p> <p>Body language aspects to be taken in focus in business life: (After: Allan and Barbara Pease: The Definitive Book of Body Language, Bantam, 2006)</p> <p>Eye contact: direct - honesty; avoiding eye contact - something to hide</p> <p>Handshake: domineering gesture - turning your palm down; submitting gesture - turning your palm up; equality, comfort - hands vertical. Grip: too strong: aggression; too weak - lack of commitment.</p> <p>Gestures: shrugging shoulders - not understanding each other; hands before the mouth - telling a lie; palms up - openness, not threatening; palms down - authority, domination; hands in a pocket - not wanting to participate in a conversation; fingertips touch - thoughtful, focused; arms crossed -</p>

Recommended content	<p>distance, insecurity; self-hugging - lack of self confidence; rubbing palms together - expectations; clenched hands - frustration; chin stroking - decision being made;</p> <p>Sitting position: closed legs, crossed arms - defensive stance; leaning forward - interest, engagement;</p> <p>Facial expressions: smile: natural - friendly; tight lipped - hiding a secret; jaw dropping - happiness. Mouth down - angry, sad.</p>
Handouts	Feelings cards
Visual materials	As a visualization for this activity we recommend to select a short video (max. 5 minutes), where the communication is only nonverbal.
Equipment	<p>Laptop</p> <p>Beamer</p> <p>Speakers</p>
Measurement of achievement	The participants can present nonverbally the feelings assigned to them, showing control over their body language.

Module 3, Block 2, Activity 7 - Team Tasks	
Goals/learning targets	<p>Learning targets: 70, 72, 73, 74, 75, 79</p> <p>The goal of this activity is to put the participants in situations where they have to collaborate with others in order to achieve a common goal. They have to work in teams, get organized, help each other and make compromises in order to finish their tasks.</p>
Content	Teamwork
Methodology	Group work
Activities	<p>The participants form groups of 3-4 and they play a series of games/perform tasks where they have to work as a team. Each group chooses a leader for the task and several other roles can be assigned if needed. It is best if the roles within the group are redistributed after every task/game so that the participants can experience different roles: leadership, executing orders, cooperation with others, etc.</p> <p>The trainer should give continuously advices to them, make them understand, that teamwork requires willingness to help others, accept help, offer help and make compromises in order to achieve a common goal. They also should be respectful towards the opinions of the other participants in the team.</p>
Useful questions	<p>How would you begin?</p> <p>How can you go further?</p> <p>Do you have ideas how to solve this?</p> <p>Who could help you?</p>

<p>Useful questions</p>	<p>Do you need help? Which one of your teammate’s idea do you think is the best solution? Do you agree to this solution? What was the best part of this game? How was it to work with this team? What did you have in common with the others? How did you come to an agreement?</p>
<p>Recommended content</p>	<p>The assigned games and tasks should be easy and require teamwork.</p> <p>Suggested games/tasks:</p> <p>Tied - after Miller, Brian Cole, Quick team building activities for busy managers : 50 exercises that get results in just 15 minutes, AMACOM, 2004, page 89</p> <p>The trainer sets a start and a finish line. The group is lined up behind the starting line. On signal, they are to proceed to the finish line. They must all cross the finish line at exactly the same time. If they are not all together, they need to go back to the starting line and try again. They need to keep trying until they succeed.</p> <p>Star power - after Miller, Brian Cole, Quick teambuilding activities for busy managers: 50 exercises that get results in just 15 minutes, AMACOM, 2004, page 87</p> <p>An activity in which participants form a star shape with a long piece of rope (10-15 m). All participants pick up the rope. They can move their hands along the rope, but they cannot change places with each other. They must form a five-pointed star with the rope in 10 minutes with no rope left over at either end.</p> <p>Spaghetti Tower - after Team Builders and Icebreakers - an e-publication of University of Central Missouri, page 50 (https://www.ucmo.edu/osa/leadership/documents/Ice_Breakers_and_Team_Builders_Packet.pdf)</p> <p>Materials: 20 sticks of uncooked spaghetti, 1 roll of masking tape, 1 meter of string, and 1 marshmallow for every team.</p> <p>Each team has to build tower using these materials. The highest tower wins, but the towers have to be stable enough to stand without support and hold a marshmallow on their top for at least 5 seconds.</p> <p>Minefield game - after http://www.nyy.org.uk/</p> <p>The participants form pairs. The trainer sets up a set of obstacles in the room using chairs, boxes, etc. and appoints the start and the finish line. One of the partners is blindfolded, the other is giving verbal instructions, guiding him/her from the start to the finish line without setting off the “mines”. Once a mine is set off, they have to start from the beginning. Several pairs can be on the course at the same time, challenging the hearing and communication between partners.</p>

Recommended content	<p>Traffic jam - after Various Authors: Games and Exercises, a Manual for Facilitators and Trainers Involved in Participatory Group Events, UNICEF, 1998</p> <p>The trainer forms a walkway (ex: by putting sheets of paper on the floor). Groups should be of no more than four to six persons. One group stands up on one end of the plank and the other group on the other end. They should imagine, they are on the eighty-sixth floor of the Twin Towers in New York City. Half of them are trapped in one of the towers and there is a fire raging behind them. The other half are firefighters and have to save the first group and then make it to the other side to fight the fire. The two groups must attempt to switch sides at the same time without falling off of the plank. If anyone falls off they have to start the game over by going back to the side of the plank where they began.</p>
Handouts	If necessary
Visual materials	If necessary
Equipment	If necessary
Measurement of achievement	The tasks/games are mainly successful, following discussions clear the feelings of the participants, outlining the major aspects of the games/tasks.

Module 3, Block 3, Activity 8 - Creating a CV	
Goals/learning targets	<p>Learning target: 63</p> <p>The goal of this activity is to focus on the main parts of a CV, helping the participants understand what each part should contain, how to edit a CV that would increase their chances to get a job.</p>
Content	<p>CV - content and form</p> <p>Europass platform</p>
Methodology	Individual exercise, assisted by the trainer in case of organized class activity.
Activities	<p>The participants work individually on the Europass platform: https://europass.cedefop.europa.eu/editors/en/cv/compose They can choose their desired language, than proceed to fill out the individual fields. On the right side of the screen they can see important tips and descriptions of the information that should be included.</p> <p>After completing the CV, the participants download their CV and should participate in individual conversations with the trainer to discuss the results of their work and receive feedback. It is recommended that after they make the suggested corrections (if it is the case), they let the trainer review it again.</p> <p>The trainer should point out that every section should be completed; introduced information should be truthful; misspelling, mistakes should be avoided.</p>

Useful questions	N/A
Recommended content	N/A
Handouts	N/A
Visual materials	N/A
Equipment	Tablet Laptop Desktop Smartphone Internet connection Beamer (organized class activity)
Measurement of achievement	Every participant has a competitive CV after the end of the activity.

Module 3, Block 3, Activity 9 - Creating a Professional Profile on Social Media	
Goals/learning targets	Learning targets: 64, 77, 80 The goal of this activity is to help the participants acquire strategies to set up a profile on a social network that is contributing to their professional success, highlighting focus points and possible mistakes.
Content	Steps to set up a personal profile on social media (Facebook, LinkedIn) Posts - what should be and what should not be posted Photographs - what should be and what should not be posted Viral character - difficulties to control posted material Privacy settings Networking
Methodology	Individual online exercise, assisted by the trainer in case of organized class activity
Activities	The participants create a profile on a social network. If they already have one, they analyze the information contained within and update it to reflect the professional image they want to create for themselves. The trainer should advise them to take a look at the content of their social media page - photos, posts, shared links - and think about how they would feel about them if their boss would surf their social media page in front of them. What is the content they would want him to see, what not. Tip: it is good to scan the comments and tags too and select everything inappropriate. Inappropriate content does not necessarily have to be

Activities	<p>removed, the privacy settings can be adjusted accordingly.</p> <p>After the profile is set up to be professionally looking, the participants proceed to make contact with peers working/interested in the same field they are; to search for companies from the field and subscribe to them, follow them, like them.</p>
Useful questions	N/A
Recommended content	<p>Privacy settings: limiting the access of strangers to private content.</p> <p>Photographs: personal photographs should be set to private, a professionally looking photo can be set as a profile picture.</p> <p>Profiles should be regularly updated.</p> <p>Strong skills should be highlighted and evident.</p> <p>Posts with sexual, racial or political content should not be posted.</p> <p>Update information about interests, experience, etc.</p> <p>Networking: connecting to people working in the same field the participants want to have a job in; searching for companies in the field, subscribing to them, following them</p>
Handouts	N/A
Visual materials	N/A
Equipment	<p>Tablet</p> <p>Laptop</p> <p>Desktop</p> <p>Smartphone</p> <p>Internet connection</p> <p>Beamer (organized class activity)</p>
Measurement of achievement	Every participant has a professionally looking profile after the end of the activity, with a network of individuals and professionals/companies.

Module 3, Block 3, Activity 10 - Common Jobmarket Database	
Goals/learning targets	<p>Learning targets: 64, 77, 80</p> <p>The goal of this activity is to help participants identify places and strategies to look for joboffers online. They can understand how several different strategies and approaches can offer the same results, how networking and helping each other can serve a common goal.</p>
Content	<p>Networking</p> <p>Identifying online places to find joboffers</p>

Methodology	Individual online exercise, assisted by the trainer in case of organized class activity
Activities	<p>The trainer sets up a common database for the group using a linksharing/bookmarking website (ex. Delicious).</p> <p>The participants look for online places to look for a job (to prevent disappointing experiences the trainer should instruct them to look for websites from their own countries, and to be aware that the advertising boards of higher education institutes offer jobs for graduates, the big companies require a few years of experience, etc.)</p> <p>The participants gather the links of the places they found in the common database.</p>
Useful questions	<p>What online jobmarkets based in your country do you know about?</p> <p>How do you think the companies you would like to work at advertise their job openings?</p> <p>Do you know anyone who got a job via online joboffers? How did they succeed?</p>
Recommended content	Decided by the trainer
Handouts	N/A
Visual materials	N/A
Equipment	<p>Tablet</p> <p>Laptop</p> <p>Desktop</p> <p>Smartphone</p> <p>Internet connection</p> <p>Beamer (organized class activity)</p>
Measurement of achievement	One common database containing links to online jobmarkets is set up.

Module 3, Block 3, Activity 11 - Jobsearch Plan	
Goals/learning targets	<p>Learning targets: 77, 78, 80</p> <p>The goal of this activity is for the participants to become clear about what they want, how they want to achieve those goals and to create a plan for a jobsearch.</p>
Content	<p>Personal goals</p> <p>Planning</p> <p>Developing a proactive attitude</p>

Content	Focusing on a task
Methodology	Individual online exercise, assisted by the trainer in case of organised class activity.
Activities	<p>The trainer shares the 2 handouts as Google Docs-documents with the participants and asks them to think about everything they learned that day (personal hygiene, business fashion, communication - both verbal and nonverbal, self-introduction, CV, networking, jobmarkets) and plan a week of jobsearch.</p> <p>By filling out the documents the participants set up a plan to look for a job as well as a schedule for the jobsearch. By answering the questions from Handout Jobsearch Plan they can have a clear picture of what they want to achieve, then by filling out the timetable in Handout Jobsearch Schedule they can schedule their activities to work every day some more in order to achieve their goals.</p> <p>Optional: The trainer can review the plans and schedules of the participants and give them more tips to improve them if necessary.</p>
Useful questions	<p>What job would you like to do?</p> <p>What companies do you prefer?</p> <p>How are these companies present (websites, social media)?</p> <p>Who is working there from your acquaintances?</p> <p>Who has a job you like?</p> <p>How can you get in touch with him/her?</p> <p>What offline job searching places do you want to search/place an ad on?</p> <p>What online job searching places do you want to search/place an ad on?</p> <p>What should your ad look like?</p> <p>What is your goal for this week?</p> <p>What are the steps you need to make to achieve your goal?</p> <p>Do you see any barriers? What is the cause of the problem?</p> <p>Can you do everything by yourself? If not, whom can you ask to help you?</p> <p>What can you achieve in one day? How much time do you think you need for each activity?</p> <p>What can you reward yourself with when you complete your daily schedule?</p>
Recommended content	Decided by the trainer
Handouts	<p>Training Kit - Handout Jobsearch Plan</p> <p>Training Kit - Handout Jobsearch Schedule</p>
Visual materials	N/A
Equipment	<p>Tablet</p> <p>Laptop</p>

Equipment	<p>Desktop</p> <p>Smartphone</p> <p>Internet connection</p> <p>Beamer (organized class activity)</p>
Measurement of achievement	<p>Every participant has his goals and preferences set and a schedule ready.</p>

Module 3, Block 4, Activity 12 - Basic Structure of a Presentation	
Goals/learning targets	<p>Learning target: 65</p> <p>The goal of this activity is to highlight the basic structure of a presentation.</p>
Content	<p>Basic structure of a presentation</p>
Methodology	<p>Individual online exercise, assisted by the trainer in case of organised class activity.</p>
Activities	<p>The participants watch a video material (preferably in their native language) containing a short presentation.</p> <p>The participants receive the transcription of the video material, previously structured by the trainer. They analyze its structure by completing the questions shared by the trainer in a Google-Documnet. It is helpful if the transcription of the video is handed out to the participants.</p>
Useful questions	<p>Decided by the trainer based on the video material</p>
Recommended content	<p>A video material containing a short (3-5 minutes long) presentation (featuring a book, a program, a product etc.)</p>
Handouts	<p>Decided by the trainer based on the video material.</p> <p>Recommendation: a grid/table where the participants can easily identify the basic parts of a presentation. See the recommended English handout in Training Kit (Handout Presentation Structure).</p>
Visual materials	<p>Decided by the trainer</p> <p>Recommended: A video material containing a short (3-5 minutes long) presentation (featuring a book, a program, a product etc.)</p> <p>Recommended English video material: https://www.youtube.com/watch?v=KrgFPqQ7AyA</p>
Equipment	<p>Tablet</p> <p>Laptop Desktop</p> <p>Smartphone</p> <p>Internet connection</p> <p>Beamer (organized class activity)</p>

Measurement of achievement	The essential parts of a presentation are recognized by the participants by identifying the questions they offer an answer to.
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Module 3, Block 4, Activity 13 - Making a Presentation	
Goals/learning targets	Learning target: 65, 78 The goal of this activity is for the participants to experiment with presentations (planning, preparing, practicing, finalising), They can also reflect of the contents of the third training Module and summarize them.
Content	Presentations (planning, preparing, practicing, finalising) Summary of the third training Module
Methodology	Individual exercise or groupwork
Activities	The trainer sets up a common group on a social network The participants can work individually or form groups of 2-3. The participants summarize the contents of the third training Module and plan a short presentation (Ex: What to do to increase my chances on the jobmarket?; How to become a better professional?) with the help of the grid (Handout Make a Presentation) shared with them as a Google Docs document The participants film the presentation (several times if needed) and upload it to the common group. They can watch and comment the presentations of the other participants.
Useful questions	Who is your target audience? What do you want to achieve (give advice, convince, etc)? What is the essence of what you want to say? How do you want to say it? How long should your presentation be?
Recommended content	Contents of the third training Module.
Handouts	Training Kit - Handout Make a Presentation
Visual materials	N/A
Equipment	Tablet Laptop Desktop Smartphone Internet connection Beamer (organized class activity)
Measurement of achievement	Every participant/group of participant has a presentation ready.

Module 4 - Business knowledge for the work place

Goals and Requirements

Training Goal: Developing fundamental business skills.

Training Outcomes: After completing this training, participants will be able to:

81. Understand employer's expectations towards new employees /incl. Code of Conduct – dress code, work hours, day off planning/.
82. Understand the types of organisations and who is the responsible person for the targeted job position
83. Understand what a job description is about
84. Being able to identify if own knowledge, skills and expectations fit the job description
85. Understand the importance and responsibilities of being at work
86. Understand the importance of knowing who is in charge for different activities on the work place
87. Identify own work process and being able to explain what needs to be done on the job
88. Understand the different types of work relationships
89. Understand the corporate responsibility activities within the company (separating waste, not using plastic, care for employees and customers, care for business partners)
90. Understand and respect the difference between private and professional behaviour /applied to communication at work, compliance with rules and regulations/
91. Understand the need to respect work rules and procedures
92. Being able to apply rules for business communication /phone communication, mail communication/
93. Being able to participate in a conversation about own performance results /to present own work done, to ask questions about misunderstood information, to

share difficulties at work/

94. Understand what is the meaning of effective completion of tasks /on-time, achieve required results etc./
95. Understand the balance between personal goals and work goals
96. Understand the principles of effective Time management – / use of written tasks, prioritizing, grouping similar tasks, focusing on a single task until finished etc./
97. Being able to apply a “To Do list” for daily tasks.
98. Being able to set priorities for work tasks within the scales urgent-not urgent and important –not important
99. Being able to plan own time by evaluating the necessary time for different tasks
100. Find the right daily routine according to own tasks& functions

Training Group Size: 5-20 participants

Audiovisual Equipment Requirements: Beamer or other projection equipment; laptop/desktop; speakers.

Room Requirements: Seats and tables for participants, black/white board/ flipchart.

Course Agenda

Block	Lesson Title/Description	Offline/ Online
BLOCK 1	The Labyrinth to Treasure and my personal armory	Offline
	Short video and discussion with trainees about rules and regulations at work.	
	Labour contract and Job description	
	Pizza game Round 01 The work process	
BLOCK 2	Self organization at work	Offline
	Pizza game Round 02	
BLOCK 3	Business organizations	Offline
	Presentation "Corporate responsibility at work"	
BLOCK 4	To do list for improving my knowledge and skills for job application	Online
	Short quiz	
	Self-reflection exercise „Circles of knowledge“	

Lesson Plans

Module 4, Block 1, Activity 1 - The Labyrinth to Treasure and my personal armory	
Goals/learning targets	The goal of this activity is to stimulate the trainees to make the connection between own interests, strengths, plans, motivation to work and what will be expected at work about their different behavior, knowledge and skills.
Content	<p>Opening the Daily session by establishing a link between outcomes from Days 1-3 and the targeted outcomes from Module 4 by brief energizing activity and continuing with an individual activity.</p> <p>This is an individual exercise for self-reflection of previous days and group discussion about expectations for Module 04 preceded by a brief illustration of what is expected</p> <p>All trainees participate in a circle for questions and answers and then receive a personal chart – Labyrinth with 4 different colours sticky notes. The Centre of the Labyrinth is the Treasure – Desired job and personal happiness.</p> <p>The Four sectors in the Labyrinth require 4 different “keys”, which trainees prepare with different coloured sticky notes:</p> <ul style="list-style-type: none"> • Personal skills /outcomes from Module 01/ • Personal Attitude /outcomes from Module 02/ • Social skills /outcomes from Module 03/ • Business knowledge /what is the goal for achievement in Module 04/ <p>Every trainee will write on the sticky notes what he thinks will help him find the treasure from discussed personal competences in Days 1-2-3/</p> <p>Trainees present and discuss their personal charts and conclude if they perceive in a similar way the previous days’ activities and have common expectations and goals for Module 04.</p>
Methodology	Introduction by the Trainer with illustrative questions and answers, individual work, Group discussion
Activities	<p>The trainer will open the day and introduce Activity 01 and help trainees to understand it by forming a circle for a round of questions. The questions illustrate what is expected to be written in the 3 angles of the Personal Labyrinth: Personal skills, Attitude, Social skills.</p> <p>All participants sequentially will answer a question directed to them.</p> <p>After a Round of questions /10-16 questions to allow all participants to take part/, the trainer submits the personal charts and 4 colored sticky notes for the individual exercise.</p>

Activities	After completion of personal charts, trainees will present own results and discuss what do they expect from the activities in Module 4.
Useful questions	<p>With the questions the trainer helps the trainees understand how to explain desired job, personal qualities, attitude towards others and work, social skills.</p> <p>Example</p> <ul style="list-style-type: none"> - How do you imagine your future job? - What will make you happy? - What did you like more in the previous days when working with others? - What is your unique quality? - What will help you to communicate better with others? - What is important for you when working with others in the group? - What is the next step you plan to do for your employment? - What has to be changed in your time schedule when you start working?
Recommended content	See the contents of the previous training days for relevant questions about Personal competences, Attitude towards self and others, Social competences.
Handouts	Individual charts "Labyrinths "with colored sticky notes.
Visual materials	Possible visual materials by the choice of the trainer.
Equipment	N/A
Measurement of achievement	Completed individual charts with recognized personal skills, attitude and needs for a job.

Module 4, Block 1, Activity 2 – Discussion, Based on Provisional Resources (short video episode "What do employers expect" or interview with an employer or other visuals)	
Goals/learning targets	The goal of this activity is to build an understanding that any employee has to comply with rules and regulations about workplace safety environment, dress code, work meetings, work ethics, time schedule etc.
Content	Provisional resource: "What do employers want from employees" https://www.youtube.com/watch?v=24zp5OPzxPE short video
Methodology	Asking questions based on Visuals, discussion about different work situations
Activities	The trainer explains the basic directions of rules and regulations set for any work environment and why it is important to comply with them. And discuss the requirements for the dress code, safety rules, time schedule regulations, treating others with respect.

Activities	Explains the safety risks for some specific jobs in the area of construction, manufacturing, health care, firefighting etc.
Useful questions	<ul style="list-style-type: none"> • Why it is important to keep good personal hygiene? • What will be the effect on others at work if I delay to take my shift? • Whom to inform if I have a health or a family problem?
Recommended content	<p>May use visuals about different work environments</p> <ul style="list-style-type: none"> • Construction • Cooking • Medical care <p>The group shares understanding about</p> <ul style="list-style-type: none"> • Time management at work, • Rules for safety work process, • Dress code at work, • Ethical issues about work relations, the right to be treated with respect and treat others with respect
Handouts	N/A
Visual materials	Video episode or pictures
Equipment	Laptop Beamer
Measurement of achievement	The participants understand and can explain the importance to comply with the work instructions, rules and dress code requirements and possible consequences for the personal health, for the health of others.

Module 4, Block 1, Activity 3 – The Labour Contract and Job Description

Goals/learning targets	This activity aims to build understanding about the Labor contract and Job description as documents, signed by any employee which describe the responsibilities, tasks and job obligations.
Content	<p>Every trainee receives a copy of a sheet, representing the main parts in a Labour contract and Job description /provisional for Pizza maker.</p> <p>Labour contracts are nationally regulated, the materials need local adaptation for different partners.</p> <p>The contract explains the job position, scope of tasks or functions that have to be performed, relevant knowledge, skills, and education.</p> <p>The job description also provides information about required competences, the rules for working with others, desired quality at work.</p> <p>Job description in the handout explains</p> <ul style="list-style-type: none"> • What are the required knowledge, skills, past experience;

<p>Content</p>	<ul style="list-style-type: none"> • What is the expected behavior, • What is the scope of tasks for the Pizza maker position. <p>Discussion about the meaning of “professional skills, knowledge, competences and behavior”.</p>
<p>Methodology</p>	<p>Discussion based on examples for Labor contracts and Job descriptions Group work.</p>
<p>Activities</p>	<p>The trainer asks participants to read both documents and share their general understanding. After that he draws a table on the white board/flip chart with several columns</p> <ul style="list-style-type: none"> • Required education or professional trainings, • Required personal experience, • Required skills, • Required attitude, • Inventory of my personal capacity. <p>Below the trainer draws a number of rows equal to the number of participants and asks them to share “what personal abilities they would show relevant for this job requirements”.</p> <p>If it appeared that nobody has relevant training or experience, the trainer asks the group if they have helped at cooking at home, stimulate the trainees to share any non-formal existing experience.</p>
<p>Useful questions</p>	<p>Any questions that stimulate the participants to share own experience and gain confidence that any non-formal previous activities they participated in at home, with friends or during public events might be helpful when applying for a job.</p> <ul style="list-style-type: none"> • What kind of education have you finished? • Did you participate in previous trainings? What kind of trainings? • Did you help with cooking at home? • Did you participate in any volunteering activities?
<p>Recommended content</p>	<p>N/A</p>
<p>Handouts</p>	<p>Labor contract and Job description for a specific job (provisional Pizza maker)</p>
<p>Visual materials</p>	<p>Table for a group discussion</p>
<p>Equipment</p>	<p>White board Flipchart</p>
<p>Measurement of achievement</p>	<p>The participants are capable to distinguish between job requirements and personal skills, knowledge, education and non-formal experience.</p>

Module 4, Block 1, Activity 4 - Pizza Game Round 01 The Work Process	
Goals/learning targets	The goal of this activity is to establish a sense of work organization, work process, following work rules and working with others.
Content	<p>Role play Round 01</p> <p>The Role play aims to develop an experience with a work process, relations and communications. The role play simulates a pizza making production process which meets the needs of customers.</p> <p>Participants receive a copy of instructions. They have to decide in teams who will be the Shift manager, who will be the quality assurance person and the pizza makers.</p> <p>The trainer introduces the rules and illustrates the cooking process.</p> <p>The aim of the game is to run a competition between two or more teams (team of 4-5 trainees) based on the criteria</p> <ul style="list-style-type: none"> • Completing the customers’ orders on time, • Complying with the quality norms, • Avoiding oversupplies, defects for rework, • Keeping clean work areas.
Methodology	<p>Role play</p> <p>Discussion</p>
Activities	<p>The trainer explains the rules and objectives of the role play.</p> <p>He announces the criteria for winning the competition between teams.</p> <p>The participants play a scenario for the preparation of pizzas. The participants organize a working area with a place for raw materials, cooking place, oven, and area for ready orders for delivery. A preparation time is given for every team to run a pilot process and prepare for the roles. After the competition starts, the trainer looks for the rules of the games and time restrictions. After the competition ends, the trainer with the participants in the role of Quality assurance decides on the winning team.</p> <p>The group discusses achievement, experience and shares impressions.</p>
Useful questions	<p>After the Round 01 ends, discussions made should be based around questions</p> <ul style="list-style-type: none"> • How do you feel during the work process? • Did you understand the rules clearly? • How did you coordinate with your coworkers? • Was the competition fair? • What did the game show about work rules and relations with other coworkers?

Recommend- ed content	Before the game comment on the ethical behavior among trainees during the competition. Comment that only the fair play leads to satisfaction from the experience with the game.
Handouts	Training Kit - Instructions
Visual materials	Pictures with the pizza illustration
Equipment	As described in the instructions – A4 paper, colored sticky notes, red marker, scissors, box from A4 print paper /to become oven in the game/, alarm clock.
Measurement of achieve- ment	The participants can identify and explain mistakes made during the game, they can engage in a conversation which is appropriate for the workplace quality criteria.

Module 4, Block 2, Activity 5 – Self Organization at Work	
Goals/learning targets	The goal of this activity is to reflect the experience gains in the game and prepare a “mind map” for important skills and attitude at work that helps for achieving set work targets.
Content	<p>After the Game round 01 the group decides what is important for the work process and fills a mind map about important prerequisites for a work process, based on the Pizza game Round 01.</p> <p>The task is a team exercise. Teams present their results and then set priorities together.</p>
Methodology	<p>Team work</p> <p>Discussions</p>
Activities	<p>Reflections about the role play with the use of a mind map.</p> <p>The trainer explains the expectations and helps the teams in their discussions and work.</p> <p>The participants discuss what they understood from the game. Why did they miss some rules or timing?</p> <p>Share the good and bad experience, what help them and what was a barrier for the effective team work.</p>
Useful questions	<ul style="list-style-type: none"> • How would you act if you do not understand the requirement if you were on your workplace? • What would you do to finish work on time?
Recommend- ed content	<ul style="list-style-type: none"> • Professional attitude: • Team attitude towards accomplishing the team task, • Share ideas, • Apply active listening to the ideas of others in the team, • Keep focused at work.
Handouts	Mind map

Visual materials	N/A
Equipment	Tables Flipchart block Blutack
Measurement of achievement	Completed team charts, presented and discussed

Module 4, Block 2, Activity 06 - Pizza Game Round 02	
Goals/learning targets	The goal of this activity is to put the participants in situations where they have to communicate professionally with customers and coworkers in face-to-face, by telephone and by mail.
Content	<p>Work in groups of 3-4 for the role plays based on a scenarios</p> <p>Scenarios</p> <ul style="list-style-type: none"> • 2 customers and a waiter in a Pizza restaurant. One of the customers behaves aggressively. • 2 customers ordering pizza by telephone, one of them calling two times to change his order. • Salesman collecting 3 client's orders for pizza delivery to restaurants. One of the clients is taking very slow decision. <p>Sending orders by mail to coworkers.</p>
Methodology	Group work
Activities	<p>The participants form groups of 3-4 and they play a series of conversations according to different scenarios.</p> <p>The trainer should write the rules for professional conversation on the flipchart or the whiteboard</p> <ul style="list-style-type: none"> • To be polite, • To present own name, • To ask for the name of the customer in case they speak by phone, • To ask for the address and contact person name and telephone in case of orders with delivery to an address, • To be able to explain ingredients of the meal, • To know the prices, • To be able to give advices. <p>After collecting orders from the phone calls participants should work in teams to write a mail to the pizza makers for the number and type of orders and deliveries.</p>

Activities	The trainer should advise the teams how to structure the mail, how to allocate the Subject, how to avoid long sentences.
Useful questions	<ul style="list-style-type: none"> • How would you begin the conversation with the customer? • Is it necessary to confirm orders at the end of the conversation? • How to deal with an angry or aggressive customer? • What are the main rules for writing professionally an e-mail? • Did you need help with the difficult customer?
Recommended content	<p>Rules for a professional conversation with a customer</p> <p>Rules for writing an e-mail with good structure and short content</p>
Handouts	Role plays if necessary detail instructions
Visual materials	N/A
Equipment	Open space and form a circle for the role plays
Measurement of achievement	Discussion about own perceptions for the scenarios, difficulties and lessons learned

Module 4, Block 3, Activity 07 - Business Organizations

Goals/learning targets	The goal of this activity is to focus on the categories of activities – services, production, sales for business and not for profit organizations, to understand what are different in organizations that support the achievement of organizational goals.
Content	Power point presentation available in the e-learning platform
Methodology	Individual exercise, assisted by the trainer in case of organized class activity
Activities	<p>The participants work individually</p> <p>They watch the presentation and prepare for a short quiz</p>
Useful questions	N/A
Recommended content	N/A
Handouts	N/A
Visual materials	N/A
Equipment	<p>Tablet</p> <p>Laptop</p> <p>Desktop</p> <p>Smartphone</p>

Equipment	Internet connection Beamer (organized class activity)
Measurement of achievement	Correct answers in the quiz

Module 4, Block 3, Activity 8 – Corporate Responsibility at Work	
Goals/learning targets	The goal of this activity is to help the participants understand what are the rules for behaviour for economic use of resources at work and the meaning behind the requirement to save the nature.
Content	Power point presentation loaded in the e-learning platform The presentation reveals what is the meaning behind the phrase: Reduce, Reuse, Recycle They observe the examples in the presentation showing the meaning of the corporate social responsibility.
Methodology	Individual exercise, assisted by the trainer in case of organized class activity
Activities	The participants watch the presentation and prepare for a short quiz
Useful questions	N/A
Recommended content	Power point presentation
Handouts	N/A
Visual materials	Power point slides
Equipment	Tablet Laptop Desktop Smartphone Internet connection Beamer (organized class activity)
Measurement of achievement	Correct answers in the quiz

Module 4, Block 4, Activity 9 – To do List for Improving my Skills and Knowledge for a Job Application	
Goals/learning targets	The goal of this activity is to stimulate participants to become proactive and plan next steps for job search and preparatory work for application for a job
Content	<p>The exercise aims to stimulate the trainees to prepare a personal plan for next steps after the training end, related to the research of the Employers who offered free Job positions. The trainees have to plan three groups of activities with allocating deadlines:</p> <ul style="list-style-type: none"> • Research activities, • Activities in the social networks, • Activities for improving self documents, related to job applications.
Methodology	Individual exercise, online, assisted by the trainer in case of organized class activity
Activities	<p>The trainer posts in the platform a list of web-sites where trainees may look for job offers.</p> <p>The participants access the contents and look for jobs where they may apply. Then compare own experience and skills with job requirements written in the offer and make a plan of further activities – preparation of own documents, looking for more information, contacting the person in charge.</p> <p>Prepares a Job Application letter and updates his CV with a focus on relevant skills and experience.</p>
Useful questions	<p>Where can I read more about these companies with open positions?</p> <p>How to improve my documents as to become more relevant to the offered requirements?</p>
Recommended content	<p>Decided by the trainer</p> <p>The trainer may upload a sample for good Application letters</p>
Handouts	N/A
Visual materials	N/A
Equipment	<p>Tablet</p> <p>Laptop</p> <p>Desktop</p> <p>Smartphone</p> <p>Internet connection</p> <p>Beamer (organized class activity)</p>
Measurement of achievement	Submitted personal To do list with at least 3-4 tasks „To do“ related to actual job offers and adding clear timelines.

Module 4, Block 4, Activity 10 - Short Quiz	
Goals/learning targets	The goal of this activity is to check the understanding of the terminology used in the presentations used for on-line activities
Content	Short quiz with 5 multiplechoice questions Available on the e-learning platform and in the Training Kit
Methodology	Individual online exercise, assisted by the trainer in case of organized class activity.
Activities	Access to the platform and open the quiz, fill-in the answers and submit the results
Useful questions	N/A
Recommended content	Answers available at https://docs.google.com/forms/d/e/1FAIpQLSfdn5l0rzjQ4Bx5osJ16msuJ6qj7n86_igBYHuwxZTBCuG3yw/viewform
Handouts	Short quiz with 5 multiplechoice questions Available on the e-learning platform and in the Training Kit
Visual materials	N/A
Equipment	Tablet Laptop Desktop Smartphone Internet connection Beamer (organized class activity)
Measurement of achievement	Correct answers show the understanding of the terms used in the presentations during the individual on-line work.

Module 4, Block 4, Activity 11 - Self-reflection Exercise „Circles of Knowledge“	
Goals/learning targets	The goal of this activity is to highlight the basic areas for personal development and improvements that will increase the chances for employability of the trainee.
Content	Starts as a summary base on the team exercises performed during the off-line activities, ends as a personal development map with achieved outcomes during the 4 days of trainings and set targets for further development
Methodology	Individual online exercise, assisted by the trainer in case of organized class activity.

<p>Activities</p>	<p>At the end of Module 4 the trainees will reflect the daily activities from Days 01-04 by summarizing all the building blocks of knowledge and skills they have acquired and trained during face-to-face activities.</p> <p>The circles of knowledge will involve areas of the Personal skills, Personal attitude, Social skills. Knowledge about work requirements and work-life balance.</p>
<p>Useful questions</p>	<p>What was important about me I recognized during the training?</p> <p>What is my strongest quality?</p> <p>What is my motivation to search for a job?</p> <p>What gives me a self confidence that I will succeed?</p> <p>What did I learn about my personal responsibilities?</p> <p>What did I learn about professional image and self presentation?</p> <p>How did I enrich my skills for professional communication?</p> <p>What was the most exciting moment when working with others in the games or team exercises?</p> <p>How did I feel during the group discussions?</p> <p>How did I feel during my individual exercises?</p>
<p>Recommended content</p>	<p>IF available – the Personal Diary with reflections at the end of training days.</p>
<p>Handouts</p>	<p>N/A</p>
<p>Visual materials</p>	<p>N/A</p>
<p>Equipment</p>	<p>Tablet</p> <p>Laptop</p> <p>Desktop</p> <p>Smartphone</p> <p>Internet connection</p> <p>Beamer (organized class activity)</p>
<p>Measurement of achievement</p>	<p>If trainees describe achievements as a result of different training days and make references to different training activities, this will prove that they perceive the training beneficial for themselves.</p>

Module 5 - Get into Practice

Goals and Requirements

Training Goal: The aim of Module 5 is to put the knowledge of the previous Modules into practice. The participants should experience first-hand what it means to do a project in an entrepreneurial way.

It is important that the students choose a project on their own. They should not be given projects they must work on, because that is not what an entrepreneur does. However, the trainer can give them suggestions and ideas (see the following pages).

Training Outcomes: Unlike in the other Modules, the outcomes of Module 5 cannot be predicted. Anything is possible, and everything that happens provides a chance to learn. The task of the trainer is to moderate the process and to help the students reflect on what is happening and why.

Training Group Size: 5-20 participants. It is possible to divide the group into several sub-groups, each working on a different project. In this case, it may be necessary to have more than one instructor working with the students.

Audiovisual Equipment Requirements: Depending on the projects the requirements concerning equipment may be very different. The trainer should try to give the students all the resources they need within reason.

Room Requirements: The project groups do not necessarily have to work in a classroom. They can choose any suitable place to do their work.

Ideas for Possible Projects

Meeting Stakeholders

1. Meeting with an employer/entrepreneur to discuss what are his/her expectations from people who apply for a job in their company.

2. Meeting with an employer/entrepreneur to discuss what people who apply for a expected from employers.
3. Meeting with a representative from the Employment Agency to share how do the Agency meets employers and unemployed people, what options the State provides to non-employed young people etc.
4. Meeting with a Hiring/Employment Agency looking for (temporary) people demanded by employers.
5. Meeting with organisations and individuals who are experts in conducting job interviews.
6. Meeting with deans from VET schools
7. Meeting with the major of a city or the head of the municipality.

Group activities

8. Sharing of self-reflections about training days, what was practical and useful, what was difficult for understanding, what has to be improved. Providing a report for the founders of ENTRE-YOU.
9. Plans and ideas on how to established network among people in the group and how they will continue to keep in touch and help each other after the course.
10. Looking back to the personal maps for the goal "Become employed" and the Circles of knowledge, skills and attitude that have to be developed further.
11. Creating a self-help groups after the end of the Project.
12. Plan an event to celebrate finishing the ENTRE-YOU course. Divide work, find sponsors and work out an agenda for the day/afternoon/evening.

Meeting Peers

13. Find a group in your municipality that is less fortunate than you. Come up with a small project about how you could help them individually or as a group.
14. Try to contact a (locally) famous person and ask them to answer some interesting questions about their life and success you prepared - on Facebook, Twitter, e-mail or phone. Write a short article about it or record/videotape the interview for a podcast or a Youtube video.

Part III: Additional Aspects of Teaching ENTRE-YOU

About Self Study

Self-study part in ENTRE YOU programme is a real challenge for involved trainers. The targeted group of trainees include different young unemployed people from disadvantaged groups which also include those who are "early leavers from school". The expectation about trainees is about passive attitude towards employment, job searching, own individual learning and advancement. We may expect difficulties and misunderstanding of the process of individual learning, problems with the motivation and ability to set and achieve own development goals.

Challenges of the Self-study Approach Implemented in the Programme

- The trainers must be prepared with alternative options aiming to overcome passivity in individual learning,
- overcome immaturity in learning. The highlighted needs above require that organizations that will be ENTRE- YOU providers have to account for two important factors for the environment for the "self-study" part of the programme
- availability of a "live near-by" support or presence of facilitators for the group for the time, allocated for self-study activities and organization of a special common place for self-study where the group of trainees may meet, share and advance together.

Goals for Self-study Activities

- A. To achieve a transition in the trainees attitude and skills for learning
 - from face-to-face guided training and learning in the part of the program to "near-by" supported learning environment and next to further-way of supported learning environment;
 - from structured to less structured way for learning and doing exercises.
- B. To acquire skills for
 - learning to learn from examples, from life simulated situations, from others in the group,

- building relationships with others and finding a trustworthy “buddy” in the learning and training process,
- networking with other trainees – establishing relations, knowledge sharing, helping each other.

Tasks for the Trainer

- To be aware of the needs, attitudes and motivation of the group members.
- To find a common ground for all participants in the discussions and examples that will stimulate commitment.
- To implement the right tempo for the transition from trainer’s guided learning to more autonomous learning.
- To find the right balance between doing the “self-study” and building the self-learning experience and building a sense of “community” (for example by organizing self-study activities in a common place, different from the training activities in the programme).
- To understand that learning to learn is a step towards building an entrepreneurial mind-set.

The **goals** of ENTRE-YOU with the help of the Contents and the Trainers will be successfully achieved if the trainees at the end of the programme:

- are able to do self-study,
- know how to learn,
- have a trusted “buddy”
- are proud of own achievements and recognize the benefit for themselves,
- understand that learning is fun,
- are ready to plan and take the next step alone, are able to search and find the right support.

Tools for Self-study

1. A Learning Pack

- Time schedule
- List of tasks
- Access to the Internet source with additional training materials Appointed “self-study” physical place with available individual work places, equipped with computers

and internet.

2 Contact list with names, e-mail addresses and telephones of the Trainer /the Facilitator's name – if it is a different person from the face- to-face Trainer for the self-study part/ and other trainees in the group.

3 Ethical issues (or a Code of Conduct) for joining the group of trainees

The Ethical issues prepare the trainee at the very start of the programme that there are main rules, related to the activities in the programme and to the personal behaviour in the relationship with others in the group.

Examples for the issues treated in the Code of conduct might be

Responsibility about rules and regulations for participation in the programme due to cases of absence, dealing with conflicts, acceptance of diversity in the group, equal rights in the programme and way of treating others etc.

4 The Learning Diary (or the Learning Chart).

The final element of the Self-study pack aims to keep a track about own trainee's learning reflection. Has to do with the 5 modules of the training programme. Each reflection part for a module relates to the learning content and the perceptions about relationships with others in the group.

The Learning diary might be more structured after first and second modules and less structured for next parts.

Evaluation

1. Institution Implementing the Program

- trained, skilled trainers and evaluators. The institution should value and encourage trainer collaboration, both in the standards and criteria that are used to assess trainers' work, and in the way results are used to shape professional learning opportunities.
- supports for trainers/trainers needing assistance. Evaluation should be accompanied by useful feedback, and connected to professional development opportunities that are relevant to trainers' goals and needs, including both formal learning op-

opportunities and peer collaboration, observation, and coaching.

- governance structures that enable sound personnel decisions. Evaluators should be knowledgeable about instruction and well trained in the evaluation system, including the process of how to give productive feedback and how to support ongoing learning for trainers.
- resources to sustain and monitor system

2. The ENTRE-YOU Program itself

- Formal evaluation of content, trainers, materials, equipment, working environment, duration, methodology by standardises questionnaires.
- Informal evaluation by the students giving feedback in class after each training day and at the end of the program.
- Improvement of the training based on the feedback and evaluation of students, trainers and institution.

3. Trainers

During evaluation, trainers have the following tasks:

- evaluation of participants/students
- evaluation of the program
- evaluation of institution implementing the program

Trainer evaluation must triangulate information about students, teaching, and outcomes. The evaluatee proposes how achievement of his or her objectives can be assessed, using evidence such as:

1. Trainer observation and judgment. Reflect on the student results from your/trainer assessment.
 - Identify and describe the areas of your students' strengths and weaknesses as they pertain to your goals (pre-assessment).
 - Identify why students regressed, stayed at the same level, and/or grew more than expected (mid- or post-assessment).
2. Evaluative discussion with students

- Records of students' past learning performances and experiences and files of students' work collected to show growth (Student Achievement Plan or Learning diary).
- How will students use results to further their learning (e.g., student goal setting and reflection, papers, projects, exhibitions, or portfolios of student work that demonstrate important skills requiring planning, research, revision, and demonstration of applied understanding).
- Describe specific actions taken for individual students who are not demonstrating growth, not meeting the growth targets or exceeding the identified growth targets.

Trainer evaluation systems need to be considered not only in terms of evaluation instruments or procedures, but also in terms of the policy systems in which they operate and the school-based conditions that are needed to stimulate continuous learning and improvement.

4. Participants/Students

During evaluation, participants have the following tasks:

- student self-evaluations
- evaluation of trainers
- evaluation of the program
- evaluation of institution implementing the program

Evaluation by participants can be done in two ways:

- Formal evaluation using standardised questionnaires.
- Informal evaluation using Learning Diaries, Feedback in class, Feedback after the program is done (Employment Service, Facebook, Instagram, Linedin etc.)

Definiton of "success" in ENTRE-YOU

- Change of mindset
- Gain of Self-confidence
- Better understanding of yourself and your aims
- Written CV
- Ulimately: Getting a job.

The Right Mindset for Trainers

1. Trainers are facilitators of learning processes. They need to be competent in the area of basic business management in order to focus on supporting their trainees in learning.
2. The aim of ENTRE-YOU is not to absorb knowledge by learning by heart. The intention is to learn by understanding (!) processes and motivations.
3. Ask yourself: How would I explain this to a ten-year-old?
 - a. Use simple language
 - b. Avoid complicated words and unnecessary technical terms.
 - c. Use examples from the participants' way of life.
4. Beware of focussing on your own interests. Do not over-emphasise the topics YOU like best or YOU think are most important. Give your participants the chance to decide for themselves what is important to them.
5. Teach your participants how to learn. Show them how to take notes. Let them try to teach each other and learn from each other's experiences and stories.
6. Treat your participants as equals. Respect their values, provide motivation by explaining reasons and keep learning fun!
7. Participants should learn to study by themselves, even outside the classroom. Encourage them if they like to learn more about certain topics.
8. Do not provide more information than necessary – unless the participants are asking for it.
9. Use media any way you can. The internet provides useful videos for almost any topic of the curriculum. Be creative!
10. Try to foster team work among your participants. Encourage them to work together, help each other and boost their self esteem.

Helping the Learners Learn

Tips Concerning the Learning Diary

- Depending on the group, use an individual or a joint Learning Diary.
- The individual Learning Diary can be a paper handout, the joint Learning Diary can be set up in a social network (Facebook, Google+, etc).
- If the group has difficulties completing the Learning Diary or is very passive, the trainer can offer the content of the module/section beforehand/include the contents in the Learning Diary and ask the participants to comment on it.
- As an alternative, if the Learning Diary is a joint one, the participants can be asked to post at least 1 comment per day/module/section.
- Posts made to the Learning Diary can be rewarded (ex: with badges that can be gathered).
- Optionally, the participants can vote the best poster of the group.

Tips to Help the Participants have a Pleasant Learning Experience

- Show examples, visualize: use videos, pictures, presentations
- Prepare the learning: ask questions, discuss, then let the participants do the exercises by themselves, but be ready to help them if necessary
- First assimilate the knowledge, then practice
- Use the brainstorming method, then use the ideas of the participants to build the knowledge
- Use a practical approach (learning by doing)
- Take the time to discuss every step, each idea
- Provoke mistakes, then use them to build knowledge, show that mistakes can contribute to class equally as the good/correct ideas; make participants understand that it is normal to make mistakes and you can use them to learn from them
- Create a relaxed atmosphere, with no pressure (use rather self-evaluation than numerical evaluation, tests)
- Use other locations than the classroom for parts of the training (park, museum, etc)
- Reward participants instead of punishing them
- Celebrate the completion of the training

Dos and Don'ts

DO	DON'T
<ul style="list-style-type: none"> • practice, do • let participants come up with their own ideas • reward • create a relaxed atmosphere • celebrate 	<ul style="list-style-type: none"> • abstract • impose your own ideas • punish • create pressure

Tips for the Use of Videos

- Use short videos (maximum of 5 minutes in duration).
- Funny videos hold the viewers' attention longer.
- So do shocking videos.
- Viewers should be able to connect with the video, i.e. they should recognize what they see and view it as relevant for their lives.
- The video should convey a "background message", but not too many (max. 3).
- The language should be understandable and appropriate.
- Make sure the video and sound equipment works.
- Share videos that work with other trainers!

Using the ENTRE-YOU Learning Platform

All training materials are available via the ENTRE-YOU online Learning Platform, which can be reached at <http://entreyou.eu/courses/english> (for the English version).

The Platform is easy to use. It provides three levels:

- Level 1: Course = The ENTRE-YOU Course
- Level 2: Lessons = The ENTRE-YOU Modules 1-4
- Level 3: Topics = The ENTRE-YOU exercises, activities, handouts etc.

All files can be opened and saved by clicking on them.

Screenshot: Level 1: ENTRE-YOU Course Content

Course Content Expand All | Collapse All

Lessons		Status
1	ENTRE YOU Module 1	<input checked="" type="checkbox"/>
2	ENTRE YOU Module 2	<input checked="" type="checkbox"/>
3	ENTRE YOU Module 3	<input checked="" type="checkbox"/>
4	ENTRE YOU Module 4	<input checked="" type="checkbox"/>

Screenshot: Lessons included in ENTRE-YOU Module 1

Lesson Topics
<input type="radio"/> In Class: It's Going To Be A Good Course!
<input type="radio"/> In Class: Personal Profile Template
<input type="radio"/> In Class: What Does Work Mean To Me?
<input type="radio"/> Self Study: Goal Formulation
<input type="radio"/> Self Study: Situation Analysis
<input checked="" type="radio"/> Self Study: The Wishes Exercise

Screenshot: Details page of one exercise

Self Study: The Wishes Exercise

By admin on March 30, 2016 / Edit

Topic Progress: 

[← Back to Lesson](#)

When starting self-reflection it is useful to open the mind by creatively thinking about wishes you have related to your professional career.

Download: [m1_05_a10_handout_wishes-exercise](#)



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