![Erasmus+ logo with European Union flag]

TRAINER
GUIDEBOOK FOR NON-FORMAL EDUCATION ON EMPLOYABILITY
FOR ROMA YOUTH

Erasmus+

Contents

SESSION 1

1.1 Sabina's Computer Workshop

Please read the following text

Sabina lives in the large Roma neighborhood of Shuto Orizari in Skopje. She started playing with the computer as a child. She continued to use it regularly during primary and secondary school. She became very good with installing various programs, using these programs, and fixing problems when needed. Working with the computer also helped her learn English, as the computer used this language. The word spread around in the neighborhood that Sabina was very good with computers. People said she had strong computer skills. Other kids from the neighborhood and their parents as well started to call her to fix their computers when they broke down. Initially she would be called a few times per month, but as the word spread, she was getting over 15 calls per month. In the beginning people were giving her small tips. However, as work continued to grow, she set prices for the most common services she provided. Over time, it became easier for her if people would just bring their computers to her house. She made one room of her house into a workshop and spent more and more time fixing computers. At first, she mostly fixed software-related issues. She could not fix hardware problems. However, she realized that many people also had various hardware issues with their computers and decided to learn how to fix hardware. In the last 2 years of high school, she took a course in fixing computer hardware. She also got a license which proved she knew how deal with such problems. At the age of 18 she ran the best-known computer service shop in the neighborhood. She registered her business and she also hired a part time assistant, a young neighborhood boy by the name of Ashmet, who was also skilled with computers. Ashmet worked in the shop in the mornings while Sabina attended classes at university. She enrolled in computer sciences, having decided to further specialize in her field. In many regards she was much ahead of her classmates, because she has already had a lot of practical experience.

Key words:

Skill	The ability to do something well.
Service	Doing work for someone. Economic activity in which there is no material good at the end of the work process.
Workshop	Place where goods are made or repaired.
Computer software	The programs used by a computer.
Computer hardware	The physical parts of the computer.
License	Permission to do something. In the context of the text, it is a government permission to operate an economic activity, to run a business.
Specialize	To concentrate on something and become very good in it.
Practical experience	Work experience, the experience of doing something.

1.2 Introduction to Viber and What's Up

The objective of the exercise is to introduce students to Viber and What's Up, in particular to their use for work purposes.

Provisional topics to be covered:

Opening of Viber and What's Up account

Responsible use of Viber and What's Up

Working with contacts

Using Viber and What's Up for Business Communication

Role Play 1:

Ahmet works for a travel agency and he is responsible for renting private apartments to tourists who come to the city [the city is the city where the students live; they should know it well]. Suzanne is arriving to the city tonight. She is inquiring about the exact address, the neighborhood where the apartment is located, safety, moving around the city, places to eat, payment, getting a receipt, etc. She will have limited access to the Internet tonight when she arrives, so she wants to get as much information as possible now. She will be staying in the city for 4 days. Ahmet is trying his best to provide to her as much information as possible.

Role Play 2:

Sabina works for a cable operator. She is in charge of customer care. She receives requests or complaints via phone, but also via text messengers. She helps clients with simpler technical issues, and she refers them to the technical support for more difficult ones. She receives many reactions from angry clients, for example, because they had problems with the Internet or the cable TV. Rexhep is such a customer. His Internet has been experiencing problems all day, and he is on a tight deadline and he is nervous. He is an older person and has very little knowledge of computers. Sabina is trying to lead him through several simple steps to help him fix his Internet.

Role Play 3:

Jennifer works for an e-commerce company and her job entails communication with clients who want to buy certain products. The company works a lot with clients from abroad, so a lot of the communication is in writing via text messengers, either Viber or What's Up. Her job is to explain the clients the benefits of a product and to help the sale. Risto is a client from a neighboring country and he is interested in ordering a new cell phone. He has quite a few questions about the cell phone functionalities.

SESSION 2

2.1 Skills Self-Assessment

Please do the following self-assessment:

1 = I completely disagree; 5 = I completely agree

READING

1	I know how to read	1 2 3 4 5
2	I can read well	1 2 3 4 5
3	I read regularly	1 2 3 4 5
4	I read something every day	1 2 3 4 5
5	I can read and understand all the words my friends write on social networks	1 2 3 4 5
6	I read the content on popular youth web pages easily	1 2 3 4 5
7	I can read the daily newspapers easily	1 2 3 4 5

WRITING

1	I know how to write all the letters	1 2 3 4 5
2	I can write words and sentences correctly	1 2 3 4 5
3	I always pay attention to punctuation such as capital letters, full stops, comas, question marks, etc.	1 2 3 4 5
4	I know how to write an email	1 2 3 4 5
5	I write emails regularly	1 2 3 4 5
6	I can type an email with average speed	1 2 3 4 5
7	I write down what I want to say clearly and precisely	1 2 3 4 5
8	My writing skills are better than my peers'.	1 2 3 4 5

WORKING WITH NUMBERS

1	I know how to add numbers	1 2 3 4 5
2	Adding numbers is easy for me	1 2 3 4 5
3	I know how to subtract numbers	1 2 3 4 5
4	Subtracting numbers is easy for me	1 2 3 4 5
5	I know how to multiply numbers	1 2 3 4 5
6	Multiplying numbers is easy for me	1 2 3 4 5
7	I know how to divide numbers	1 2 3 4 5
8	Dividing numbers is easy for me	1 2 3 4 5
9	I was better than my peers in math	1 2 3 4 5
10	I was worse than my peers in math	1 2 3 4 5

COMPUTER SKILLS

1	I know how to work on a computer	1 2 3 4 5
2	I work on a computer regularly	1 2 3 4 5
3	I have good knowledge of Word	1 2 3 4 5
4	I have good knowledge of Excel	1 2 3 4 5
5	I know how to enter a simple formula in Excel	1 2 3 4 5
6	I know how to do a table in Excel	1 2 3 4 5
7	I have good knowledge of Power Point	1 2 3 4 5

VERBAL COMMUNICATION

1	I speak clearly	1 2 3 4 5
2	I am careful about the things I say; I do not say things I do not want to say	1 2 3 4 5
3	I know how to control my emotions (anger, impatience with people, disappointment, etc.) when I speak	1 2 3 4 5
4	I make a good impression when I speak in group discussions (family, friends)	1 2 3 4 5
5	I can persuade people	1 2 3 4 5
6	People consider me to be a good listener	1 2 3 4 5

2.2 Personal Essay on Employability Skills

Please write a personal essay about your skills. Reflect on the skills you think you have and the things you think you are good at. Also write about the skills you think you are lacking, as well as the skills you would like to develop. You could also write about your interests as a child, your hobbies, things in which you were good. You can also write something about the jobs you would like to do or that interest you. The essay should be about 500 words.

SESSION 3

3.1 Study of Job Ads

Please review the following job ads. What do the job ads have in common? What are the skills they commonly require? How are such skills acquired?

Job Ad 1

Position description

A new EU-funded project advertises a vacancy for an office manager.

Responsibilities

    Day-to-day management of the office;

    Assisting the team leader;

    Financial management;

    Event organization.

Skills and qualifications

    Good written and spoken English;

    University diploma;

    Minimum 1 year of office experience;

    Experience with financial reporting;

    Organizational and management skills.

Job Ad 2

Position Description

This position is responsible for the activities of the office, provides leadership and manages the office operations team consisting of one person. Areas of office management responsibility include front office administration, mail, file management, taxes, conference and meeting planning, and administrative support.

Responsibilities:

Lead and manage the operations team;

Continuously assess staff performance and skill needs, and services provided to our clients;

Participate in daily tasks and share responsibility with other administrative team members;

Manage the annual budgeting process, salary adjustments;

Responsible for petty cash;

Conflict resolution.

Qualifications:

Five or more years of experience as an office manager;

College degree or equivalent experience required;

Strong ICT skills (i.e., Microsoft Word, PowerPoint, Excel, web-based applications, etc.).

Knowledge of financial and accounting terminology.

Ability to build strong working relationships at all levels;

Strong written and oral communications skills;

Planning abilities.

3.2 Study of Job Ads Found Online

Please conduct an online search of various job ads. Identify several job ads and review them carefully. What do the job ads have in common? What are the skills they commonly require? How are such skills acquired?

SESSION 4

4.1 Aleksandar's Career Choice

Please read the following text:

Aleksandar is about to complete high school. As the school end is near he and his classmates often find themselves discussing what they will do next. Some of them are certain that they would continue to university. Others are not sure, whereas yet others say they want to start working. Aleksandar is still not sure if he would like to go to university. Even if he decides to go, he is not sure what he would like to study.

He knows that the unemployment is high and that finding a job is not easy even if one has a university diploma. He thinks that if university makes it easier to find a job, then it is worth going. But he does not know if this is the case and does not know how to check.

Another thing he does not know is whether he would like studying. In high school he did well. However, he did not like all the subjects. He especially did not like math and physics, basically anything that involved numbers. What he really liked was history. And he was very good at it. He especially liked the political history of the 20th century, and the World Wars. However, he liked other history as well. Sometimes he read history books. His aunt realized his passion and brought him such books.

He thought that if he should go to university, he should study history. However, he got somewhat discouraged by something his older sister told him. She said that there are very few jobs for historians; either as teachers in schools, or researchers in history institutes, perhaps also in museums. This sounded true and it got him thinking. Why study something, even if you like it, if it will not help you find a job?

Another option was to follow his friends and to enroll where they would. He knew quite a few schoolmates who made their decision in this way. They followed their friends. A couple of his best friends wanted to study economics. He really considered of enrolling where they would. However, he really disliked economics. Was it worth it to study something you do not like, just to be together with your friends?

For some of his schoolmates, things seemed easier. They had a very clear idea what they wanted. For some of them their parents had made the decision and they did not give it much thought. One boy knew he would be a locksmith just like his dad. Another girl knew she would be an accountant, even though she had told Aleksandar she really wanted to be an actress.

As the school year was nearing to an end, Aleksandar was thinking what is the right choice?

Is it to orient yourself in a field where there are many jobs, or where jobs were expected to be in the future?

Or is it to pursue what you really like, and you are good at even though finding a job may not be easy?

He was also puzzled by the dilemma if it was possible to be good at something one did not like, and vice versa? He knew some schoolmates who may fall into either of these categories.

Was it a smart move to do the same as your friends?

And what about having your parents choose for you when this was not what you liked, but it helped securing a job?

Key words:

Unemployment	Situation when there are not enough jobs in the economy. The number of unemployed people.
Economics	The science which studies the economy.
Accountant	Person who keeps the financial records of businesses or other organizations.

4.2 Introduction to Skype

Provisional topics to be covered:

Opening of Skype account

Responsible use of Skype

Working with contacts

Setting up audio and video

Organizing group calls

4.3 Work Correspondence on Skype

Please conduct the following role play exercises:

Role Play 1:

Each student in the role-play represents a youth organization from the region. The organizations cooperate for the first time and they do not know each other very well. They are jointly organizing a youth event which has to gather young people from all the countries. They need to discuss the logistics (travel, accommodation), and the agenda (themes, presentations, etc.). The trainer asks some of the participants in the role-play to disagree with some of the ideas presented by others, but to do it in a polite way. The objective is to learn to disagree with respect.

Role Play 2:

Each student in the role-play is a sales person. All sales persons work for the same company and they work in different cities in the same country. They are discussing the sales of a new product. The trainer can come up with a product which would stimulate students' interest. First, each student provides a short presentation of the sales in their city over the past period. Then they engage in discussion about challenges, good sales strategies, etc.

SESSION 5

5.1 The CV Dilemma

Please read the following text:

Having completed high school, Nusret has started following the job ads and applying to job interviews. All the job ads which he read required a CV. Employers usually asked candidates to email their CVs. As Nusret did not have a CV he did an online search for CV guidance and templates. He also decided to talk with some of his friends who already had their CVs prepared.

Some of his friends were categorical that the CV must not be longer than 1 page. They said that was the key, to find a way to include the most important things about you in 1 page. Some of them also said that the CV must include a photo; the larger the photo – the better. However, some of his other friends disagreed. They said that the 1-page limit was not mandatory; it was only one way to do it. They said that it was not possible to describe well a person's different experiences in 1 page. They also said that whereas a small photo could be included, a large photo did not look good in the CV at all. One of his friends, Jenny, said that she followed the advice to include a large photo in the CV, but when she went to a job interview, they told her that this was not professional. Someone also told her to make sure that the file she emails is not too heavy. Apparently, employers did not like that. She took the advice.

Nusret found several different CV templates online. Even though they were different in format, they followed common rules. For example, they both included information on the person's education and work experience. Both education and work were being listed from the most recent experience backward. They included information on knowledge of foreign languages and computer skills. Some of them also included a lot of additional details, such as information on hobbies, personal attitudes, and so forth.

Nusret sat down and prepared his CV. But there was a problem. Because he was so young, he did not have any work experience. He had had temporary jobs in the past, during the summers. He worked as a waiter in a coffee bar, distributor of leaflets, cargo worker, surveyor, and so forth. Only he was not sure he should include such work experience. Another thing was that he was not sure that a work experience as a cargo worker would look good in an application for an office job. He thought it was better to omit those experiences from the CV. But then, his friend Petar told him that he also omitted his temporary jobs but then went to an interview in a company working in retail, and the person who interviewed told him that even though his temporary experiences were not related to the job he applied for, they were still important indicators of his diverse work experience and willingness to work. The guy told him that all experience counted.

This story made Nusret think. This sounded reasonable. It also kind of made sense, because without these experiences, his CV would have been completely empty. He thought, what is the point of sending a blank CV?

How to do the CV was a topic of frequent discussion with friends. There was really a lot of advice online, and there were quite a few trainings available. There was so much guidance, he was not sure which particular advice to take. He found some of the quick tips quite useful. For example:

You should not send an email job application without a subject line. It does not look professional. Employers might not know what the email is about and delete.

You should not send an email only with the CV attached and no text in the message. This is also unprofessional and even worse than sending an email without a subject line. Just a couple of sentences to accompany the CV is all is needed.

You should not send the CV file unnamed or with some awkward name. The file should not be heavy. He heard some people sent attachments of 10MB or more.

He did not have much experience with sending job applications, or professional emails for that matter, but these made sense to him.

Looking through the job ads he found one for a sales intern in a large company. He decided to send out his first CV.

Key words:

Job ad	An announcement in a paper, or online, about a job opening.
Job interview	A meeting in which a candidate for the job is asked questions, usually about his skills and previous work experience.
CV	A written text about a person's education and work experience.
Personal attitude	The way a person thinks about or reacts to certain things.
Retail	The sale of goods in small quantities.
Work experience	The experience of previous work; previous jobs a person has done.
Training	Education
Subject line (of an email)	The subject line of the email is the place where the title of the email is written. It is usually indicated with the word "subject". The title of the email should indicate the content of the email.
Job application	A written request for a certain job.
Sales	The action of selling something.
Intern	A person who works in order to get work experience, often without pay or for small pay.

5.2 Finding CV Formats Online

Please conduct an online search and identify several different CV formats. Review the various formats. What do they have in common? How do they differ?

5.3 Developing a Personal CV

Please develop your own CV.

SESSION 6

6.1 The Employment Situation of Roma

Please read the following text:

"For more than a thousand years, Roma people, including Travelers, Gypsies, Manouches, Ashkali, Sinti, and other groups, have been part of the European population. The term "Roma" was first chosen at the Inaugural World Romani Congress held in London in 1971 and is now widely used as a generic and pragmatic description of a diverse range of communities. In Central and South Eastern Europe, Roma suffered disproportionately during the transition to market economies. A historical perspective helps to cast light on the low levels of employment, high poverty, and widespread social exclusion that Roma communities continue to experience today. For centuries, Roma were integrated into the local economies near their areas of residence through their provision of services such as blacksmithing and care of horses

("horse healing"). Industrialization and post-industrialization in the 19th–20th centuries and the declining demand for the services typically provided by Roma, in combination with the consolidation of nation-states, led most Roma to give up migration and settle in one locale. During state socialism, Roma often held positions as unskilled workers in heavy industries. For a while, Roma standards of living improved and many Roma had access to housing, education, and health care. The transition to market economies, however, caused Roma populations great hardship. The dysfunction and collapse of large state-owned enterprises led to a decline in formal, low-skilled employment. Policies of land restoration, as well as the decline of cooperate farming, led many Roma to migrate from rural areas to towns and cities. In the Western Balkans, these difficulties were compounded by civil war, leading to large-scale displacement of Roma communities and their outmigration to countries of the European Union."

 ... "Roma constitute Europe's largest minority group, with a population estimated at 10 to 12 million. Although present in virtually every European country, Roma are concentrated in Central and Eastern Europe – with over 3 million living in Romania, Bulgaria, and Hungary alone – and in the Western Balkans, where they number as many as 600,000 in Serbia. In addition to large size, several other aspects of Roma demography make their situation special. The Roma are not simply the largest minority group in Europe; they outnumber the populations of half Europe's countries.... According to a major survey of 11 EU Member States carried out in 2011, only one in three Roma was in paid employment, nine in 10 lived below the national poverty line, and approximately five in 10 reported experiencing ethnic discrimination. In addition, in contrast with the ageing European general population, the Roma population is young: Roma of working age are on average 25 years old, compared to the EU's average of 40, and Roma youth

represent 10-20 per cent of new labor market entrants. However, as of 2011, only 15 per cent of the young Roma population had completed upper-secondary education and almost 60 per cent of those between 16 and 24 were not in employment, education or training. These disadvantages, coupled with the decent work deficits experienced by the Roma population as a whole, make the challenge of labor market integration of Roma youth both weighty and urgent."

Source: Promoting Decent Work Opportunities for Roma Youth in Central and Eastern Europe. An ILO Resource Guide, International Labor Organization, 2016.

Key words:

Poverty	Not having enough money to meet basic needs, such as food, shelter, clothing, heating.
Social exclusion	Being excluded from society, living at the margins of society, usually because of poverty of belonging to a group which is disadvantage on grounds of ethnicity, religion, sexual orientation, disability, or related grounds.
Industrialization	Development of manufacturing, of industrial production.
Post-industrialization	Phase following industrialization, when the service sector grows to become bigger than manufacturing.
Unskilled worker	Worker with low skills, often associated with low level of education.
Heavy industry	It usually refers to iron and steel industries, etc.
Transition	Going from one phase to the next. The term has been often used to denote the shift from socialism to capitalism.
Market economy	An economic system where production and prices are decided by private companies.
State-owned enterprise	Enterprise owned by the state. It often refers to the main type of company during socialism.
Land restoration	Returning of land. It the context of the text it refers to the returning of land which was returned to owners after the end of socialism.
Upper-secondary education	The level of education in between high school and university.
Decent work	Work which provides fair income, job security, and social protection for the worker.

6.2 Hangman Game with the key words from exercise 6.1

Please follow the trainer's instructions and play the hangman game.

6.3 Writing a Short Essay on the Employment Situation of Roma

Please write a short essay on the topic of employment situation of Roma. Please use the information and the new words you learned from the previous exercise.

SESSION 7

7.1 Categorization of Employability Skills

Exercise: Categorization of Skills

Please follow the instructions by your trainer and complete the exercise.

7.2 Employability Skills Matrix

Review of employability skills matrices

Table 1. Employability Skills

Critical Thinking	Life-long Learning	Teamwork	Self-Esteem	Responsibility and Accountability
being able to:				
make the difference between a fact and opinion	be curious and enjoy learning new things	understand the role of each person in the group	state own strengths and recognize personal limitations	*establish realistic goals and work towards meeting them*
recognize, define, and explain a problem	believe that learning takes place in all parts of life, not just classroom	plan and make decisions with others	try things	*predict the consequences of one's action*
access critical information needed to make a decision	understand there is always more to learn	contribute key information and ideas	learn from mistakes	*plan how time will be used*
assess alternatives and anticipate results	be willing to try learning in new ways	deal with differences and conflict with respect	handle feedback or criticism and be open to self-improvement	*complete work on time and meet deadlines*
decide on a solution and act on it	learn alone or with others	show empathy	accept credit for things well done	*demonstrate good attendance and punctuality*
consider problems a challenge	apply learning from one situation to another	exercise give and take to achieve group results	express feelings, thoughts and beliefs	*predict how much time a task will take*
apply learning and knowledge to new situations	know when to ask for assistance	actively participate and share the credit	form positive relationships	*explain actions without blaming others*
make good decisions under pressure		provide leadership and motivate others	develop personal and professional networks	
		stand by and support the group's decision		

Source: Hache, L. et al., The Quick Reference Guide: Blueprint for Life/Work Designs, National Occupational Information Coordinating Committee, Washington, DC, US, 2000

Table 2. Employability Skills Framework

Personal Attributes that contribute to overall employability		
• Loyalty • Commitment • Honesty and integrity • Enthusiasm Reliability	• Personal Presentation • Common sense • Positive self esteem • A sense of humor	• A balanced attitude to work and home life • An ability to deal with pressure • Motivation • Adaptability

Skill	Element - (facets of the skill that employers identified as important noting that the mix and priority of these facets would vary from job to job)
Communication ..that contributes to productive and harmonious relations across employees and customers	• Listening and understanding • Speaking clearly and directly • Writing to the needs of the audience • Negotiating responsively • Reading independently • Empathizing • Speaking and writing in languages other than English • Using numeracy • Understanding the needs of internal and external customers • Persuading effectively • Establishing and using networks • Being assertive • Sharing information
Planning and organizing …that contributes to long and short term strategic planning	• Managing time and priorities- setting time lines, co-coordinating tasks for self and with others • Being resourceful • Taking initiative and making decisions • Adapting resource allocations to cope with contingencies • Establishing clear project goals and deliverables • Allocating people and other resources to tasks • Planning the use of resources including time management • Participates in continuous improvement and planning processes • Developing a vision and a proactive plan to accompany it • Predicting - weighing up risk, evaluate alternatives and apply evaluation criteria • Collecting, analyzing and organizing information • Understanding basic business systems and their relationships

Category	Elements
Team work ...that contributes to productive working relationships and outcomes	• Working across different ages and irrespective of gender, race, religion or political persuasion • Working as an individual and as a member of a team • Knowing how to define a role as part of the team • Applying team work to a range of situations e.g. futures planning, crisis problem solving • Identifying the strengths of the team members • Coaching and mentoring skills including giving feedback
Technology ...that contributes to effective execution of tasks	• Having a range of basic IT skills • Applying IT as a management tool • Using IT to organize data • Being willing to learn new IT skills • Having the OHS knowledge to apply technology • Having the physical capacity to apply technology e.g. manual dexterity
Learning... that contributes to ongoing improvement and expansion in employee and company operations and outcomes	• Managing own learning • Contributing to the learning community at the workplace • Using a range of mediums to learn - mentoring, peer support and networking, IT, courses • Applying learning to 'technical' issues (e.g. learning about products) and 'people' issues (e.g. interpersonal and cultural aspects of work) • Having enthusiasm for ongoing learning • Being willing to learn in any setting - on and off the job Being open to new ideas and techniques • Being prepared to invest time and effort in learning new skills • Acknowledging the need to learn in order to accommodate change
Problem Solving... that contributes to productive outcomes	• Developing creative, innovative solutions Developing practical solutions • Showing independence and initiative in identifying problems and solving them • Solving problems in teams • Applying a range of strategies to problem solving • Using mathematics including budgeting and financial management to solve problems • Applying problem solving strategies across a range of areas • Testing assumptions taking the context of data and circumstances into account. • Resolving customer concerns in relation to complex projects issues

Self-Management that contributes to employee satisfaction and growth	Initiative and enterprise ..that contribute to innovative outcomes
• Resolving customer concerns in relation to complex projects issues • Having a personal vision and goals • Evaluating and monitoring own performance • Having knowledge and confidence in own ideas and visions • Articulating own ideas and visions • Taking responsibility	• Adapting to new situations • Developing a strategic, creative, long term vision • Being creative • Identifying opportunities not obvious to others • Translating ideas into action • Generating a range of options • Initiating innovative solutions

Source: Employability Skills for the Future 2002, Australian Chambers of Commerce and Industry and Business Council of Australia

SESSION 8

8.1 Job Interview: What to Do and Not to Do

Please review the following table and discuss it with your classmates

What to do	15 things to avoid in a job interview
Arrive 10-15 minutes early.	Indefinite answer to question.
Use the waiting time to review employer research information.	Overbearing "know-it-all" complex.
Have pen and paper. Asking to borrow a pen indicates lack of preparation.	Inability to express oneself clearly.
Be positive. Recruiters remember a positive attitude.	Lack of confidence and poise, nervous, ill at ease.
Listen carefully to each of the interviewer's questions before responding.	Make excuses, evasive, hesitate on unfavorable factors on record.
If needed, pause and take time before answering difficult questions.	Lack of courtesy, ill-mannered.
Keep going even if you feel you made a mistake.	Sloppy application form.
Carry extra copies of the CV and the references organized in a portfolio.	No interest in company or industry.
Do not discuss salary and benefits. If asked, respond without stating specific amounts (I was earning around...since I was a student, the aim was to get experience and some money for the fees...)	
Keep your answers brief and concise. Unless asked to give more details, limit your answers to two to three minutes per question.	
Ask questions. Good questions require advance preparation. Just as you plan how you would answer an interviewer's questions, write out any specific questions you want to ask. For instance:	
Can you please describe an average day at the job?	
How will you evaluate applicants?	
Who will be my colleagues and supervisors?	
How is an employee evaluated and promoted?	
Who are your clients? Who are your competitors?	
What are your expectations for new recruits? What qualities are you looking for in them?	
How soon can I hear from you? When will you take a final decision?	
Maintain a conversation flow. By consciously maintaining a conversation flow – a dialogue instead of a monologue – you will be perceived more positively.	

Source: Surfing the Labor Market. Job Search Skills for Young People, International Labor Organization, 2012.

8.2 Job Interview: Role Play

Please follow the trainer's instructions and engage in the following role plays:

Role play 1:

The candidate applies for the post of junior sales person in a large, well-known shop which sells electronic equipment. The candidate has very little previous experience, as s/he has recently graduated from high school. The experience included several summer jobs and short-term engagements. The candidate had good grades in high school and speaks English. The candidate is good with electronic equipment. The candidate does not have previous sales experience. S/he needs to convince the recruiters that s/he has very good communication skills, and that she will be a good sales person.

Role play 2:

The candidate applies for a junior field assistant position with a local Roma CSOs. The CSO does a lot of community work, providing free legal aid to Roma, as well as educational services. It also does non-formal education with young people. The candidate is not required to have previous work experience but is required to know the local community well. The candidate is also required to have strong communication skills, and s/he will need to do field outreach, talk to people s/he does not know, and to be able to engage them. The candidate is required to have general knowledge of the concepts of discrimination, legal aid needs of Roma, as well as educational challenges faced by Roma children and families. Only basic understanding is required, and additional training will be provided. The candidate needs good ICT skills as online data entry will be done on a portable device during the field interviews.

Role play 3:

The candidate applies for a position in a real estate agency. The agency mediates rental and sales mostly of apartments. The job includes identification of new properties which are advertised on the market on a regular basis, communication with property owners and with clients, communication with lawyers, limited amount of work on contracts, work with a database of properties. The job does not require specific technical skills, but the candidate needs to have ICT skills, to speak some English, and to be a good communicator. The candidate has very little previous practical experience, during high school. S/he has to convince the recruiters that s/he is the right person for the job.

SESSION 9

9.1 The Employment Challenge of Roma Youth

Please read the following text

"...Roma youth also face particular challenges common to young people. Youth are most likely to be in part-time, temporary, and seasonal employment, and to work in the informal economy without access to social protection... They are more vulnerable to the business cycle, often the "last-hired, first-fired." Youth have also been harder hit by the economic downturn in Europe, as evidenced by general youth unemployment figures... a growing number of young people have become discouraged and are therefore not actively seeking employment although they are, in principle, available and willing to work..."

.....

"Roma youth have much lower levels of education and skills than young people generally, despite the fact that the participation of young Roma (aged 15–24) in upper secondary and tertiary education has risen substantially over the last decade... The combined effects of prejudice and spatial segregation; institutional or policy failures to address their marginalization; inferior education; more limited skills training; and more restricted access to other services still block labor market integration... At the same time, structural problems characterize the labor markets in post-socialist Central and Eastern Europe. Typical post-socialist economies entered into the economic transition with a relatively large proportion of low skilled workers and traditional education systems that continued to produce poorly skilled youth after 1990, while the new jobs created since the 1990s required higher skills... A clear understanding of the difficulties of the school to work transition for Roma youth is essential... Roma youth can benefit most from training in demand-driven technical and vocational skills, employability skills..."

...

"Roma households tend to be larger than non-Roma households, and Roma women tend to have more children than the general population. Given the limited access to childcare facilities, this is often a severe constraint on women's employment. Roma tend to marry at a younger age and marriage also affects activity patterns, particularly in education... Young Roma women – much like non-Roma young women – experience additional labor market discrimination in recruitment, for example where they are denied employment because they might become pregnant in the near future, or when they are required to undergo pregnancy testing..."

Source: Promoting Decent Work Opportunities for Roma Youth in Central and Eastern Europe. An ILO Resource Guide, International Labor Organization, 2016.

Key words:

Part-time employment	Employment which is not full-time, for example for only half of the day, or a couple of days a week.
Temporary employment	Employment which lasts only for some time, which is not stable.
Seasonal employment	Employment related to a season of the year when there is a stronger demand for certain kinds of workers. For example, in a tourist season there is a higher demand for workers in the tourism sector.
Informal economy	Also called the "grey economy", this is part of the economy which is not taxed, and/or where workers are not formally employed.
Social protection	Policies and measures for protecting the people from poverty.
Spatial segregation	It means that a segment of the population, for example a certain ethnic group, such as Roma, is set to live apart from the other population, usually in a separate part of towns and cities.
School to work transition	The period between completion of schooling and fully integrating in the labor market.

9.2 Hangman Game

Please play the hangman game following the trainer's instructions.

9.3 Writing a Short Essay on the Employment Challenge of Roma Youth

Please write a short essay on the topic of employment challenge of Roma youth. Please use the information and the new words you learned from the previous exercise.

SESSION 10

10.1 Learning to Disagree: Role Play

Please conduct the following role plays following the trainer's instructions.

Role play 1:

All persons in the group work in the same team in the same organization. It is June and as usual they have already indicated the time during the summer when they would like to use their summer holidays. The manager is generally flexible about this as long as there is at all times someone in the office. However, this summer is a bit different as there will be more work than usual. Persons holiday schedules overlap, and she cannot let them all go at the same time. Worker's interests collide. Each worker argues their case, why it is important for them to keep their schedule; they refer to situations from previous years when they gave in to colleagues' preferences. Each person is adamant in defending their case. The manger is also firm that the schedules do not work, and that some of the workers will have to change them.

Role play 2:

All persons in the group work in the same team. The team has to decide on the content of a billboard ad (text and image) for the product they are advertising. The product is locally produced soft drink. Nobody has a personal interest in the content; they have different opinions. Some of the persons in the group feel that the opinions of the others do not make sense; they explain why their ad is better. People get excited in the discussion.

Role play 3:

The role-play is of telephone conversation. It includes 2-3 phone conversations. Each conversation involves two persons. One of the persons works for the company; the other is a client. The person who works for the company is in charge of reminding clients who are late with payment. S/he calls clients and insists to know when payment will be done. The other persons in the group are clients. Some of the clients are angry because they are reminded too often.

10.2 The Importance of Social Media in the Job Search: Introduction to LinkedIn

Introduction to LinkedIn

SESSION 11

11.1 Professional E-mail Communication

Please conduct the following role plays following the instructions by your trainer.

Please observe some basic rules of professional e-mail communication:

Always use a specific and descriptive subject line which reflects the content of the message. Do not send e-mails with blank subject line.

Always use proper salutation in the e-mail. Such salutations can be Dear Sir, Dear Madam, Dear Madam/Sir – in a case you do not know the gender of the person; Dear Mr. X, Dear Ms. Y.

It is customary to use a polite intro to your e-mail. A commonly used phrase is "I hope this message finds you well", etc.

Always write politely and clearly. Use proper punctuation.

The e-mail is concluded with a polite greeting, such as "Kind Regards", "Sincerely", "Warm Regards", etc.

Please use the "reply all" option as appropriate. If an email was sent to you and several other persons, this means that the other persons should be informed of or involved in the conversation and hence the "reply all" option should be used. People often forget to use this option and this can result with miscommunications.

The field "To" is for the persons to whom the message is directly addressed; the field "Cc" is for persons who should be informed of the conversation, but the e-mail is not directly addressed to them. The field "Bcc" is used when the sender of the email wants to keep them informed of the communication, without the persons in "To" and "Cc" knowing about it.

 Role play 1:

Monika organizes a meeting in Sofia which is to be attended by 4 organizations from 4 different countries in the region. They all have to come to Sofia from different locations. The challenge is to coordinate the dates which suit all of the organizations. Several emails are exchanged about the dates. In addition, they are coordinating the agenda for the meeting. The agenda should include 2 presentations from each organization. All presentations should be on the issue of employment of Roma youth. The presentations should address different aspects and should not overlap. The organizations exchange many rounds or emailing over these issues.

Role play 2:

Lindita coordinates a team of field staff who work in several different cities. They work in Roma communities and provide career orientation services for young Roma. In addition, they promote courses on employability. The register candidates and make lists of potential participants in courses. Lindita has several questions on how the last week went. She asks the questions to all the staff at the same time. They each respond in turn. Then the staff from some cities have questions for staff from the other cities. Lindita also asks for specific clarifications from some of the colleagues.

SESSION 12

12.1 Personal Employability SWOT Analysis

Please make a self-assessment of your employability using the SWOT (Strengths, Weaknesses, Opportunities, Threats) matrix.

Strengths are our own advantages, our strong sides.

Weaknesses are our own deficiencies, shortcomings.

Opportunities are external factors or events that are favorable to us.

Threats are external factors or events that are unfavorable to us.

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS

12.2 Communication: Handling a Difficult Client

Please play the following role plays following the instructions by your trainer.

Role play 1:

The setting is a shoe store. The roles are the difficult client and the shop clerk. The difficult client is an elderly man who wants to try many pairs of shoes but is difficult on hearing and cannot communicate with the shop clerk very well.

Role play 2:

The setting is a market place. The roles are the difficult client who is a nervous, a bit aggressive shopper (male or female) and the elderly farmer who sells his produce.

Role play 3:

The setting is a mobile provider shop. The roles are the difficult client who is nervous because he wants to pay his bill, but the system has just gone down and s/he cannot be served, and the shop clerk.

Additional role plays are developed by the students and played.

SESSION 13

13.1 Public presentation Using Power Point

Introduction to public presentation using Power Point

Provisional topics for presentation:

Things tourists can do and see in my city.

The biggest cities in my country and what they are known for.

The biggest companies in my country and their products.

The biggest problems in my country.

Things young people need to get jobs.

What young people in my country dream about?

My favorite athlete.

My favorite film star.

Additional presentations on topics developed by the trainer or proposed by the students.

SESSION 14

14.1 Going to Interviews and Not Getting Any Feedback

Please read the following text:

Samet graduated from high school last summer. He graduated from the high school in economics. He has been looking for office jobs. He knew the basics of accounting. He does not have the degree to be an accountant, but he can be an assistant. He can also do a wide range of office jobs that do not require a higher education degree. He has some experience with working on a computer, even though not much in the Microsoft Office package. And he does speak some English. He has been applying for all sorts of office positions: sales assistant, administrative assistant, office assistant, junior management clerk and so forth. He has been sending at least 5-10 applications per week. He started getting invited to interviews. He got on average 1 interview invitation to each 10 job applications he sent. To most of the other 9 out of 10 applications, he never got a response. He was getting angry that employers do not respond. He felt this was not at all polite. The first time he went to an interview he was very excited. The interview went well, and they told him they would inform him of the outcome by email. He got really hopeful that he would get the job. He was opening his email 20 times per day for the next week. The message never arrived. He felt really disappointed. The same situation repeated with the several next interviews. Even though the interviews went well, he never heard back from the companies. He started to get angry and very disappointed. He thought, what is the point of applying and wasting time to go to interviews when they do not even dignify you with a short email to tell you did not get the job. He started to doubt that the job interviews were just a show and that it was the candidates with connections who got the jobs. Still, some of his friends managed to find jobs in the same way. Someone told him that many private companies did not need to organize fake interviews, as they were not bound by regulation. They were free to hire whomever they wanted. They told him this did not apply to all private companies, but it did apply to many. So, yes, it seems it was possible to get a job without connections, just by going to an interview. He was ready to accept just about any kind of job offer. He heard somewhere that he cannot have high expectations when he is so young and without experience. But then, as he continued going to interviews and receiving no feedback, his disappointment and anger with employers grew. He thought to himself, if they do not bother writing a short email, I will also not bother much with my job applications. I will stop writing the introduction letter. He started just sending to the CV in a blank email in response to job ads. What happened was that he started receiving fewer interview invitations. As weeks passed by, he started looking for fewer and fewer job ads. Then, he decided to go an employability training organized by a local CSO. It was a 2-day workshop. He thought it would be a waste

of time, as he felt he knew all he needed to know anyways, but still he went, mostly to please his mother. There were around 20 young job entrants in the training. Most of them in a similar situation like himself, without any work experience. During the discussions, he found out that many of the young people shared his anger at employers who never notify you after an interview. He remembered what the trainer told them. She said, "It is not in your interest to get angry. Do not think about them. Think about your interest. They just do not want to bother. It has nothing to do with you." She also said that since she worked as a consultant, she applied to over 30-40 ads for consultants each month. She said that she did not hear back in more than 99% of the cases. But it was part of the job. This made Samet think.

14.2 CV Work: Continuation

Please work on your CV in accordance with instructions by your trainer.

SESSION 15

15.1 Event Organization

<u>Introduction</u>

Planning an event or a trip is a common management task. Many people in the course of their everyday work are involved in planning events. The planning of an event involves many decisions, for example on:

- How will participants be identified? How will they be involved?

- Where will the event take place, or where will the trip start from?

- How will each participant travel? Will they all travel separately. Will they travel together?

- What kind of transportation will be used?

- Where will participants sleep? What will they eat?

- What will they do during the event or the trip? What will their program look like?

- How much will all the different things which are needed cost? Can the event or the trip be organized with the available budget? How to save on expenses yet provide a quality experience for the participants

Please organize the following two events. Prepare a short plan which will include:

- Information on all the issues related to organizing the event or the trip

- A detailed budget for your project (event or trip).

Event 1	Event 2
5-day summer school for young people (age 18-28) in a summer resort in the country of the organizer. The location should be decided by the organizer. 30 young people. The young people have to come from at least 15 different locations in Albania. The organizers do not know the potential participants. They need to promote the event, invite applications, and select the participants. Agenda: training on youth employability and entrepreneurship. General themes need to be set by the organizer. The specific training material will be developed by the trainers. Trainers: 4 persons needs to be recruited. The organizer needs to find them. Travel: ground transportation; to be decided by the organizer. Accommodation: to be decided by the organizer. Free time: going to the beach; cultural events. To be defined by the organizer. Budget: 7.000 Euros.	3 –day trip in the country of the organizer. 25 young activists from various CSOs from different cities in the country of the organizer. The trip involves travel to 4 different cities in the country of the organizer. The purpose of the trip is to visit different CSO projects in youth employment. In addition, in each city, cultural sites should be visited. Travel: ground transportation; to be decided by the organizer. Accommodation: to be decided by the organizer. Budget: 6.000 Euros.

SESSION 16

16.1 Communication/Job Search: Making Job Search Phone Calls

Please conduct the following role plays of a job inquiry by phone. Feel free to improvise and create different situations.

Role play 1:

The candidate makes the call; s/he is referred to another person, who refers her/him to another person, and so on. Some of the people the candidate talks to are willing to give some info, some are not. The candidate is told to call the next day; then the person is not there, and so forth. It is a long process.

Role play 2:

The candidates make the call about a specific position. After several inquiries s/he gets to the right person. The persons start to ask questions about the candidate's education and experience. Eventually the person asks the candidate to write an email and then call back. The candidate calls back, but the person has gone away for holidays; s/he is asked to call back in 2 weeks…. (please continue the story).

16.2 Communication: Public presentation Using Power Point

Personal presentation using Power Point, following the job inquiry by phone. Please prepare your presentations following the instructions by your trainer.

SESSION 17

17.1 Quick Business Planning 1

Please come up with an idea for a small business you would like to start. It should be something that could be started with a fund of up to 4.000 Euros.

Please make a list of everything you would need to start the business, such as space, equipment, furniture, tools, raw materials, goods, etc. Please also note how much each of these things would cost. Feel free to do an online search to check the prices of different things.

List of Needed Equipment	Amount
1…. 2… 3…	1… 2… 3… TOTAL 1
List of Needed Raw/Expendable Materials	Amount
1… 2… 3…	1… 2… 3… TOTAL 1
GRAND TOTAL (1+2)	

17.2 Mobile App Work – Simple Math

Please play the mobile app game: Math Games – Brain Workout, following the instructions by your trainer.

SESSION 18

18.1 Writing Effective Cover Letters

Introduction to cover letter.

The cover letter is an integral part of the job application. It is sent together with the CV, and when the application is sent via e-mail, which often the case, the CV is enclosed with the cover letter.

The cover contains at least the following information:

About the candidate's education and experience;

About the skills the candidate has which are relevant to the position;

About the candidate's motivation for and interest in the position.

Some employers prefer longer, more detailed cover letters, whereas others want shorter ones. In some cases, the cover letter is just a very short introduction letter which accompanies the CV which contains all the information.

Please follow the instructions by your trainer and write your cover letter

18.2 Employability Skills of Relevance to Various Jobs

Please follow the instructions by your trainer and do the following exercise:

Please use the job profiles suggested in the table below, or alternatively, imagine several occupational profiles.

After you have listed several jobs, create the skill portfolio for each of the professions. List the job specific skills, and the employability skills needed for that particular job.

After you have completed the exercise, discuss the balance between job-specific and employability skills, and what training is needed to get them. Discuss the specific employability skills which are important for the various jobs.

Provisional Job Profiles

Skills Type	Taxi Driver	Sales Person in Clothing Shop	Customer Care Assistant	Carer for the Elderly
Technical (job-specific) skills				
Employability skills				

SESSION 19

19.1 Event Organization

Introduction:

Planning an event or a trip is a common management task. Many people in the course of their everyday work are involved in planning events. The planning of an event involves many decisions, for example on:

- How will participants be identified? How will they be involved?

- Where will the event take place, or where will the trip start from?

- How will each participant travel? Will they all travel separately. Will they

  travel together?

- What kind of transportation will be used?

- Where will participants sleep? What will they eat?

- What will they do during the event or the trip? What will their program look like?

- How much will all the different things which are needed cost? Can the event or the trip be organized with the available budget? How to save on expenses yet provide a quality experience for the participants?

Please organize the following two events. Prepare a short plan which will include:

- Information on all the issues related to organizing the event or the trip

- A detailed budget for your project (event or trip).

Event 1	Event 2
5-day seminar in Durres	Travel to a 3-day business fair in Bucharest.
30 participants (from various companies), of whom: 5 from Austria, 5 from Slovenia, 5 from Italy, 5 from Germany, 5 from Macedonia, 5 from Bulgaria. The organizer knows the companies and the participants.	The group includes: 10 persons from Albania, 5 from Macedonia, and 5 from Bulgaria. Each person represents a different company. The organizer knows the companies and the participants.
4 trainers, each coming from a different EU country (the countries are yet to be decided).	All the participants will share the same stand. They carry their own promotional material.
Travel: as much as possible by plane; any ground transportation as convenient.	Some of the participants want to stay several days longer in Bucharest at their own expense.
Additional cultural events, as appropriate. There will be 2 free afternoons during the seminar.	Travel: whatever is most convenient.

There is some free time for cultural events. |
| Budget: 20.000 Euros | Budget: 8.000 Eur. |

SESSION 20

20.1 Quick Business Planning 2 (Continuation): Revenue and Costs

This exercise is a continuation of the work done during session 17, exercise 17.1.

As a first step, please list the main products/services your business would produce and sell and make an estimate of the total revenue this would generate over a period of 1 year (Table 1 – Revenue). For reasons of simplicity, please list a maximum of 5 products or services. If your business involves a much larger number of goods (for example a food store or a restaurant) or services, please group them into maximum 5 groups.

Second, please calculate all the costs (Table 2) you would have to produce the products/services you listed in Table 1- Revenue. We generally divide costs into 2 main groups, a) fixed costs – which do not depend on the amount of goods or services you produce, and b) variable costs – which depend on the amount of goods or services produced. The more goods and/or services we produce the higher the variable cost. Examples of fixed costs are rent, some of the salaries, etc. Examples of variable costs are raw materials, energy, etc.

Third, please calculate the profit and the profit margin.

Table 1 - REVENUE

no.	Product/Service	unit	price per unit	no. of units*	total
1					
2					
3					
4					
5					
	TOTAL				

*to be produced over a period of 1 year since the starting of the business

Table 2 – Costs

Description of Fixed Costs	unit	cost/unit	number	total
TOTAL FIXED COSTS				

Description of Variable Costs	unit	cost/unit	number	total
TOTAL VARIABLE COSTS				
TOTAL COSTS (FIXED+VARABLE)				

PROFIT = Revenue minus Costs

PROFT MARGIN= (Profit/Revenue) * 100

SESSION 21

21.1 Managing Conflict in Work Situations

Introduction:

A lot of the work we do is done in teams. When people work together, they often develop differences and enter into disagreements. This is a common aspect of working together. The people in such teams need to be able to resolve their differences in a constructive way. Dealing with the differences which develop in the team is an important part of working together.

Young workers need to be able to work in a team. They need to be aware that it is normal that people in the team have differences. Other people will have points of views, attitudes, or behaviors that will be different from theirs. They need to be able to deal with such differences.

The ability to deal with such differences effectively is important for the team and for the individual. The team which manages such situations better, is more effective. The individual who manages such situations better, will be better able to integrate himself/herself in various teams.

Question for discussion: Name several reasons for disagreement or conflict between people who work together? Please offer examples if you know any.

The important question is how to resolve disagreement or conflict between people working together. You may have to resolve a conflict because you are managing the team. Or you may be involved in the disagreement yourself and you need to find a way to resolve it.

We should remember that different people will deal with disagreement in different ways. Of course, a person does not react in the same way in different situations of disagreement. The same person may have different reactions, and that will depend on the specific circumstances of the situation. This goes for the people who are in a position of managers of the people who have a disagreement, and for the people involved in the disagreement themselves.

Question for discussion: What are the different ways in which people can react in a situation of conflict? Please provide examples if you know any.

Categorization of approaches to a situation of disagreement (Rahim model):

6. Integrating: finding a solution which is acceptable by both parties. It involves looking for alternatives and open communication.

7. Obliging/ yielding: resolving the situation in favor of the other party,

8. Dominating: resolving the situation in one's own favor,

9. Avoiding: not resolving the situation.

10. Compromise: having both parties concede.

Approach	Appropriate	Not Appropriate
Integrating	Issues are complex, Ideas are needed to come up with better solutions, Time is available, One party alone cannot solve the issue,	The problem is simple, Immediate decision is needed. Other members of the team are not concerned.
Obliging/ Conceding	You believe that you may be wrong, The issue is more important to the other party, You are in a position of weakness, Preserving the relationship is important.	The issue is important to you, You believe that you are right, The other party is wrong or unethical,
Dominating	The issue is trivial, Speedy decision is needed, Unpopular course of action is implemented, Subordinates lack the expertise to make the decision, The issue is important to you	The issue is complex, The issue is not important to you, Both parties are equally powerful, The decision does not need to be made quickly, The subordinates have expertise.
Avoiding	The issue is trivial, The risk and the possible consequences from confrontation re big, Colling off period is needed.	The issue is important to you, You need to make the decision, The parties are not willing to concede, yet the issue must be resolved, Prompt action is needed.

| Compromising | The goals of the parties are mutually exclusive, Parties are equally powerful, Consensus cannot be reached, Integrating or dominating style will not succeed, Temporary solution to a complex problem is needed. | One party is more powerful, The problem is complex. |

Source: Rahim, M.A., Managing Conflict in Organizations (2nd Ed.), New York: Praeger, 1992.

Exercise: Dealing with situations of disagreement in the work place

Please review the following situations of conflict between people working together. Propose a solution for resolving these situations. You are a manager in the team and you are not directly involved in most of the situations - you are involved in some - but you are expected to resolve them or at least to react.

Situation	Proposed Solution
Two groups of web designers in the team are in a disagreement over one functionality of the web page which is being developed for an important client. The client repeated to me 15 times that the deadline is of critical importance to her. The deadline is the day after tomorrow. The functionality is important. Both groups of web designers propose a relevant solution.	
There is total disagreement in the team over where to place the air conditioner in the office. Nobody wants the air stream blowing in their direction; but it has to blow in someone's direction. All five colleagues have a different opinion. Nobody is giving in.	
A seminar abroad is approaching. All expenses are covered by the organizer and the location is very attractive. In addition, the person who goes gets per diems. Everyone in the team wants to go. Maximum two persons can go. They are all equally qualified and they can benefit from the seminar.	
The communication manager and one of the project managers cannot stand each other. The conflict is completely personal. Their animosity is evident in meetings and it bothers other people. It affects the work process. They are both equally guilty for bringing personal issues into the office.	

We are soon starting with the sales of a new product. A lot of money was invested in producing it. We have agreed to also make a large investment in advertising it. There is strong disagreement over how to advertise the product. Usually, several of the managers would have a say in an issue such as this one. There is no clear expert recommendation on which the best way should be. There are several possible options. But if we make a mistake, we can lose a lot of money.	
There is a serious conflict between the members of the team about the overtime work. The job is such that often we must stay after the end of regular business hours. We cannot pay for the overtime. We do not have the money for this. But we write the hours down, and people get extra days of holiday. Some people do not mind staying late, but they are angry because some people never stay. Those who never stay, say it is because of family reasons. There have been several quarrels over this issue, and at some points there was the risk that a deadline would be missed. We again face such a situation.	
One of the colleagues is problematic. It is clear that it is his fault because he irritates everyone else. I have talked to him several times, but it has not helped. In addition to his attitude, he also does not do the work. However, we are a public institution and he has powerful connections. The team cannot take the situation any more.	
We have to put up posters across town to promote an event. The colleague told the interns and the assistants that they have to do the distribution of the posters. They all refused. They are ashamed to do it, they said. I need to make a decision. The posters need to be put up by tomorrow evening the latest.	
We have a serious problem with collecting payment for our products. Many clients do not pay their invoices. I work on collection, together with several colleagues. I give the instructions. I got the impression that some of the colleagues were slow with sending out reminders. When I reacted, I got a very nervous response that "it is not their fault that somebody did not pay". The disagreement became serious. Especially with one of the key persons in the team.	
Our boss is very irresponsible. I see his behavior and so does everyone else, but there is nothing we can do about it. He also affects our motivation for working, and the work is not going well. His superiors should take care of this; it is their job. But they either do not notice or do not care. The boss plays cards on his computer for days.	

SESSION 22

22.1 Quick Business Planning 3 (Continuation) – Description of the Market and Sales Strategy

Please follow the instructions by your trainer and describe the following:

a) the market for the products or services from your business project (work from previous sessions)

b) the ways in which you will sell these products or services to your customers

22.2 Mobile App Work – Simple Math

Please play the mobile app game: Math Games – Brain Workout, following the instructions by your trainer.

SESSION 23

23.1 Making Decisions

<u>Introduction</u>

When we work we often have to make many decisions every day. Many of these decisions are simple and they are made easily. However, there are decisions that are more complex. They are more difficult to make. We should be able to also make such decisions.

The decisions can be difficult for various reasons:

- uncertainty (we do not have all the information we need)

- complexity (there are many different factors involved, influencing each other)

- the consequences from the decisions are very serious

- there are many alternative solutions

- people's reactions to the decision (there are many parties involved, and they can have various responses to the decision)

Hence, in order to make a decision we need to approach it systematically. We need to:

- prepare the context

- think about alternatives

- analyze alternatives

- make the decision

- verify/check the decision

- executive the decision

The decision itself can be made in different ways. The way in which we make the decision is also important, when other people are involved. For example, some people prefer to make the decision by themselves. This is sometimes called authoritarian decision-making. Other people will involve the team in the making of the decision. This is considered to be more consultative or democratic decision-making.

Sometimes, the situation itself dictates the way in which the decision has to be made. For example, the decision has to be made urgently, in the next 2 minutes. In such a situation there is no time for consultations.

It is considered that the authoritarian way of decision-making is more appropriate in situations when:

- the person making the decision has more expertise than the other people involved

- the person making the decision is confident in the decision

- the team (other people involved) will accept the decision

- there is no time for consultations.

It is considered that the consultative decision-making is more appropriate in situations when:

- the person making the decision needs information from the other people involved, or other sources

- the problem is not clear

- it is important that the decision be accepted by the other people involved

- there is time for consultations.

When we need to make a decision, we can use a tool, a matrix, which helps us weight the different factors involved.

This tool is particularly useful when there are several alternatives that we can choose between, and yet there is no one clear option. One way for doing this is the following:

Exercise:

You need to decide which printer to buy for the office. You have 4 models and they differ in price, speed, functionalities they have, the price of the cartridge. You can rank these criteria on a scale from 1 – lowest, to 5 – highest. Please follow the instructions from your trainer and complete the exercise.

Criteria	Price	Speed	Functionalities	Price of cartridge	Total
Model 1					
Model 2					
Model 3					
Model 4					

Another tool which can be helpful in making decision is the matrix for comparing pairs.

This matrix is another tool for choosing between several alternatives by comparing them.

If can be used for all sorts of decisions, for example, candidate to hire, equipment to buy, place to hold an event, etc.

The matrix is presented in the table below.

	A	B	C	D	E
A					
B					
C					
D					
E					

The matrix is used in the following way:

- the options are listed

- the options are compared between each other by ranking them on a scale from 1-3

For example, the decision to make is to select a location for a seminar. The options are:

A: Durres

B: Varna

C: Ohrid

D: Bucharest

E: Budva

Please follow the instructions by your trainer and complete the exercise.

SESSION 24

24.1 Quick Business Planning 4 (Continuation) – Competition

Exercise: Comparing Yourself with the Competition

Rate yourself and your competitors on a scale from 1 – lowest, 5- highest against the given criteria. In addition, please provide an explanation why you think your ratings are better or worse on certain criteria.

Own Product/Service 1:

Criteria	Own Product/ Service	Competitor 1	Competitor 2
Price	Rating: Explain:		
Quality			
Delivery			
Customer Care			
Other:			
Other:			

Own Product/Service 2:

Criteria	Own Product/Service	Competitor 1	Competitor 2
Price	Rating: Explain:		
Quality			
Delivery			
Customer Care			
Other:			
Other:			

(tables can be added as needed)

24.2 Personal Employability SWOT Analysis

Please make a self-assessment of your employability using the SWOT (Strengths, Weaknesses, Opportunities, Threats) matrix.

Strengths are our own advantage, our strong sides.

Weaknesses are our own deficiencies, shortcomings.

Opportunities are external factors or events that are favorable to us.

Threats are external factors or events that are unfavorable to us.

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS