Erasmus+

TRAINER

GUIDEBOOK FOR NON-FORMAL EDUCATION ON EMPLOYABILITY

FOR ROMA YOUTH

Contents

QUICK GUIDANCE FOR THE TRAINER

The Trainer Guidebook for Non-Formal Education on Employability for Roma Youth should to be used together with the corresponding Student Guidebook. The Trainer Guidebook includes the same content to be found in the Student Guidebook, but it includes additional instructions for the trainers which are not shared with the students. This is done for didactic reasons. It allows the trainer to create a group dynamic in class, to guide the session, and to emphasize specific educational points.

The Guidebook is comprised of 24 sessions which are designed to have an approximate duration of 2 hours each.

Many of the exercises are designed for and best done as small group work. However, depending on class size, many of them can also be done as individual work.

The program is purposely designed to incorporate intensive use of ICT. Hence the effective delivery of the course requires computers, smartphones, and Internet access. Nonetheless, some of the work can also be done with pen & paper, without the use of ICT.

The program introduces the use of mobile applications for educational purposes. There is a growing understanding that mobile applications hold great educational potential and can be particularly effective in work with young people. They can be especially used in non-formal education. The exercises have been tested with various groups and have been accepted well.

Many of the warm up and/or relaxation exercises have been included only in a few sessions, in order to avoid repetitiveness. Such exercises include the hangman, or the mobile applications. Trainers are encouraged to use them more extensively, as well as to develop similar exercises, whenever possible, involving the students in the process.

SESSION 1

1.1 Sabina's Computer Workshop

FOR THE TRAINER

The objective of the exercise is to introduce several key terms related to employability, and to encourage students to think about how skills are developed and why skills are important for the employment of young people. An additional objective is to promote interest in ICT skills.

First, one or several students read the text. The reading is followed by a discussion.

The discussion can start with a review of the key words. Students can be asked to provide examples. The trainer can then expand the discussion by asking questions.

Here are several sample questions for discussion.

The trainer should formulate additional questions.

Who of the students works with a computer? How old were they when they started? What do they do on the computer most often?

What are computer programs? Students are asked to indicate various programs. The trainer is ready to help with suggestions.

Why did playing with the computer help her learn English?

Sabina started to play with computers as a hobby and then developed it into work. What kinds of hobbies do you have?

What is hardware and what is software?

What is a skill? Please indicate different skills.

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

FOR THE TRAINER

The session requires the use of smartphones.

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

The sessions should start with a short introduction.

In the next step, the trainer can promote a short discussion on the benefits of using Viber and What's Up and situations when they are useful.

The rest of the session involves practical work with Viber and What's Up.

The last part of the practical work involves role play of business communication. The trainer should explain why Viber and What's Up can be useful in business communication. Students are divided in pairs and they are asked to play one of the proposed role plays. If there is interest and the students are motivated, the trainer can propose that they come up with scenarios for role plays. They can be divided into groups and each group can be asked to produce 2 scenarios.

In addition to learning how to use text messenger services, the objective of the exercise is to teach students some basics of business communication between people who do not know each other.

The trainer should explain to the students that they should use proper sentences, syntax, and punctuation, and that they should not be too informal.

FOR THE STUDENT

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

For the trainer

The objective of the exercise to introduce some of the core employability skills as well as the concept of self-assessment. The trainer should explain that it is important to be honest when doing the self-assessment and that it serves to help us identify things we should improve.

For the student

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

FOR THE TRAINER

The objective of the exercise is to encourage students to think about the skills they have; the skills they lack, and the skills they would like or need to learn.

Students should be given up to 40 minutes to write the essay. After they have completed the work, several essays can be read in class, followed by discussion.

FOR THE STUDENT

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

FOR THE TRAINER

The objective of the exercise so to make students familiar with real job ads and the skills they require.

Ask participants to study them one at a time and to discuss what skills are commonly required. Work can be done in phases.

Firstly, a job ad is studied. After that, discussion follows on what are the specific employability skills which are required.

The process is repeated with the following job ads.

FOR THE STUDENT

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

FOR THE TRAINER

The exercise is a continuation of the previous work.

Students are asked to go do an online search of job ads. There is no limitation as to the type of jobs, however the job ads should have a good description of employability skills requirements.

The students can be divided into small groups or they can work individually. After they have found several job ads, students are asked to review them.

The next step is discussion about the requirements in the various job ads. The starting questions can include: What do the job ads have in common? What are the skill they commonly require? How are such skills acquired?

FOR THE STUDENT

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

FOR THE TRAINER

The objective of the exercise is to introduce students to the concept of career orientation.

First, one or several students read the text. The reading is followed by a discussion.

Questions for discussion:

The trainer frames the discussion around the questions Aleksandar is asking himself (last part of the text). The trainer does not offer a conclusion. Instead s/he guides the discussion.

FOR THE STUDENT

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

FOR THE TRAINER

The objective of the exercise is to introduce students to Skype, in particular to the use of Skype for professional purposes.

The exercise requires the use of computer (with camera) and the Internet. Up to 2 students can share the same computer if needed. It is not recommendable that more than 2 students use the same computer.

Provisional topics to be covered:

- Opening of Skype account
- Responsible use of Skype
- Working with contacts
- Setting up audio and video
- Organizing group calls

The sessions should start with a short introduction to Skype.

In the next step, the trainer can promote a short discussion on the benefits of using Skype and situations when Skype is good to use.

The rest of the session involves practical work with Skype.

The final step should be the organization of the group calls (role-play). Several students are in turn assigned the role of the call organizer. They are asked to come up with work-related topics for the call (for example, problem with sales, promotion of a new product or service, etc.). They organize the call and lead the conversation. Each group call can have a duration of several minutes. After each call there can be short debriefing on what was done right, and what needs to be improved.

FOR THE STUDENT

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

FOR THE TRAINER

The objective of the exercise is to teach students the use of Skype for business communication purposes. An additional objective is to underscore the need for proper written communication, for correct syntax and punctuation in work correspondence.

The exercise requires the use of computer (with camera) and the Internet. Up to 2 students can share the same computer if needed. It is not recommendable that more than 2 students use the same computer.

First, the trainer presents the topic of the session. S/he explains why the ability to express oneself in writing clearly is important in work.

In the next step, role-play is organized. The trainer has several situations prepared. One situation is role-played followed by debriefing, then the next situation is role-played. If needed, students can be engaged in inventing new situations.

The exercise can be done a few times during the course work, in order to give the students the opportunity to practice, and to reiterate the importance of proper written communication. Students can be asked to come up with additional role plays at home. They should be asked to cope up with role plays which are fun.

FOR THE STUDENT

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

FOR THE TRAINER

The objective of the exercise is to introduce the concept of a CV and its importance in the process of job search.

First, one or several students read the text.

In a next step, following the completion of the reading, the trainer initiates a discussion. The discussion can start with a review of the key words. Students can be asked to provide examples. The trainer can then expand the discussion by asking questions.

Here are several sample questions for discussion. The trainer should formulate additional questions.

What is a CV? Do the students have CVs?

Have they prepared CVs for themselves in the past?

Have they sent job applications requiring CVs before? If yes, where?

What information should the CV contain? How is this information organized?

What do you think about the issues of 1-page limit and including a large photo in the CV?

What do you think about the issue of omitting work experience from your CV?

What do you think about the final tips in the story?

FOR THE STUDENT:

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

FOR THE TRAINER

The objective of the exercise is the students to find different CV formats online, to review them, and in the process learn how to make a personal CV. The students should do an online search and find several different CV formats. They should review the formats. After the task is completed the trainer should involve the students in a discussion. Possible questions include: What do the various CV formats have in common? How do they differ? What is the standard content of a CV? How is the content organized?

FOR THE STUDENT

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

FOR THE TRAINER

The objective of the exercise is to teach students how to develop their CV.

The trainer introduces the basic concepts in making a CV, including: CV items (contact info, education, work experience, languages, etc.), chronology of experiences (from the most recent backwards).

This exercise will be preferably done in phases over several different sessions. Students can be asked to take notes at home, to remember their experiences from summer jobs, or temporary engagements, etc

FOR THE STUDENT

Please develop your own CV.

SESSION 6

6.1 The Employment Situation of Roma

FOR THE TRAINER

Objectives of the exercise: a) to promote discussion about the employment challenges specific to the Roma population; b) to teach several key terms of relevance to employment, c) to promote discussion and analytical thinking.

First, one or several students read the text.

In a next step, following the completion of the reading, the trainer promotes a discussion. The discussion can start with a review of the key words. Students can be asked to provide examples. The trainer can then expand the discussion by asking questions.

Here are several sample questions for discussion. The trainer should formulate additional questions.

How did the situation of Roma change through history, from the 19th century to after the end of socialism?

Where do Roma in Europe mostly live?

What is the situation with employment and poverty of Roma at present?

Why is the Roma population younger than the general population in Europe?

FOR THE STUDENT

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

FOR THE TRAINER

The objectives of the exercise are: a) to promote the use of key terms in a fun and relaxing way, b) to promote creative thinking.

The trainer should divide the students in several groups (2-4). The groups compete in completing the assigned hangman phrases. The winners get a price (candy or similar). The prize is important as it strengthens motivation.

In order to make the hangman phrase more difficult, it is recommended that the words are merged. For example:

Hidden phrase:

. . . .

Phrase solution:

THEPRIORITYISTOPROVIDEDECENTWORKFORSOCIALLYEXCLUDEDYOUNGPERSONS

The trainer should develop several similar phrases.

6.3 Writing a Short Essay on the Employment Situation of Roma

FOR THE TRAINER

The objectives of the exercise are: a) to promote analytical thinking, b) to promote writing skills using specific technical terms.

The trainer asks the students to write a short text on the same topic and using the information and the key words from the text they read and discussed. While writing their texts, the students should not consult the text they read.

FOR THE STUDENT

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

FOR THE TRAINER

The objective of the exercise is to promote understanding about employability skills.

In the first step the trainer promotes a short discussion on what is a skill.

Following the discussion on what is a skill, the trainer asks each student to write down on pieces of paper (which are provided) 5 different employability skills. The trainer does not provide any additional explanation. The point is to have the exercise open-ended and the students able to suggest anything they want.

Once every student has completed the exercise, the trainer asks each of them to read out and explain the 5 skills they have written down.

In the next step, the trainer divides the students in several small groups. Each group puts together the skills written down by all of its members, so that each group has at least 15-25 skills.

The groups are then asked to:

      a) find the duplicates (if any) and take them out,

      b) reformulate any names of skills, if needed, and

      c) categorize the skills, that is divide them into categories.

In the next step, each group presents their categorization of skills to the class. This is done on the board (whiteboard or other). (It is best if self-adhesive posts are used. If they are not in supply, regular pieces of paper can be placed on the board using adhesive tape).

In the next step, following the completion of the presentations, the trainer starts a discussion on the categorizations presented by the different groups.

FOR THE STUDENT

Exercise: Categorization of Skills

7.2 Employability Skills Matrix

FOR THE TRAINER

The objective of the exercise is to promote understanding about key employability skills.

The trainer asks the students to review the two enclosed matrices. Students are given 10 minutes for the exercises.

In the next step the trainer promotes a discussion about the differences and similarities between the two matrices, and the matrices produced during the previous group work.

FOR THE STUDENT

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

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
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
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

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

FOR THE TRAINER

The objective of the exercise is to introduce some basic rules of behavior during a job interview.

In the first step, the trainer starts a general discussion with the students about what they think job interview candidates should pay attention to, and how they should behave during job interviews.

In the next step, the trainer asks the students to review the table below. Around 10 minutes can be assigned for the review.

After the students have completed reviewing the information, the trainer continues the discussion, soliciting student feedback on separate items from the table: why do they think certain types of behavior are considered positive or negative during a job interview.

FOR THE STUDENT

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

FOR THE TRAINER

The objective of the exercise is to prepare students for job interviews.

The trainer divides the students into three groups. The first group is the job candidates. They will be interviewed, one by one, for the job. The second group is the recruiters. They interview the job candidates. They work together as a panel. The third group is the observers. They observe the interviews and provide feedback. After the first round, when the job candidates (optimally 2-4 persons) have been interviewed, the groups change their roles.

There are three role plays. The first group of job candidates all play the first role; the 2nd group play the second role, and the 3rd group play the 3rd role. It is important that all students get to play the role of a job candidate.

The role of the recruiters, as a group, is to come up with the questions. The questions should be consistent with questions asked at job interviews.

The role of the observers to come up with criteria based on which they would assess the performance of the job candidates. Criteria can for example include: how well the candidate introduced him or herself, the level of interest demonstrated by the candidate, how well the candidate responded to questions, how well the candidate asked questions, and so forth. The observers should consistently apply the criteria to all the candidates.

The role of each job candidate is to prepare individually for the interview.

After the end of each round of role play, the trainer should engage the students in extensive debriefing about how things went, what was done well, what are the things candidates could improve, etc. The purpose is to involve the students in actively thinking about the job interview process.

FOR THE STUDENT

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

FOR THE TRAINER

The objectives of the exercise are: a) to promote discussion about the specific employment challenges of Roma youth, b) to promote analytical thinking and writing.

First, one or several students read the text.

In a next step, following the completion of the reading, the trainer promotes a discussion. The discussion can start with a review of the key words. Students can be asked to provide examples. The trainer can then expand the discussion by asking questions.

Here are several sample questions for discussion. The trainer should formulate additional questions.

Why do young people get discouraged when looking for work?

Why do young Roma usually have lower skills than other young people?

Why is school to work transition difficult?

What are the employment challenge of young Roma women?

FOR THE STUDENT

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

FOR THE TRAINER

The objectives of the exercise are: a) to promote the use of key terms in a fun and relaxing way, b) to promote creative thinking.

The trainer should divide the students in several groups (2-4). The groups compete in completing the assigned hangman phrases. The winners get a price (candy or similar). The prize is important as it strengthens motivation.

In order to make the hangman phrase more difficult, it is recommended that the words are merged (see previous hangman game in section 6.2)

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

FOR THE TRAINER

The objectives of the exercise are: a) to promote analytical thinking, b) to promote writing skills using specific technical terms.

The trainer asks the students to write a short text on the same topic and using the information and the keywords from the text they read and discussed. While writing their texts, the students should not consult the text they read.

FOR THE STUDENT

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

FOR THE TRAINER

The objective of the session is to explain the importance of disagreeing with respect.

The trainer does not explain the objective. S/he starts directly with organizing the role-plays. If the group is large, students are divided into smaller groups of 3-5 persons. Each group prepares for its own role-play.

Groups are given the short description of the role play in writing, and they are asked to develop their roles.

In the next step, students do their role plays.

After they have done the role-plays, the trainer explains the objective. Students are involved in a discussion.

In a next step, students do the same role-plays for a second time, this time being careful to disagree respectfully.

FOR THE STUDENT

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

FOR THE TRAINER

The exercise requires the use of computer and the Internet. Up to 2 students can share the same computer if needed. It is not recommendable that more than 2 students use the same computer.

The objectives of the session are

1. To learn how social networks can be used for research in the process of job search
2. To learn how to make a good personal profile on LinkedIn

The trainer makes a short introduction about social networks and their role in finding a job. S/he explains why LinkedIn is important in work life. In the next step, the trainer promotes a short discussion. Students are asked if they have used social networks for job search, if they know other people's experiences, and so forth. In the next step, students are guided through the process of opening or reviewing their LinkedIn account and creating their personal profile. Students review each other's profiles and discuss how to improve them.

FOR THE STUDENT

Introduction to LinkedIn

SESSION 11

11.1 Professional E-mail Communication

FOR THE TRAINER

The exercise requires the use of computers and the Internet. Several e-mail accounts will also be needed.

The objective of the exercise is to teach students the rules of professional email communication.

In the first step, the trainer introduces the topic. He outlines basic rule of professional communication, including:

Use of specific and descriptive subject lines (re the meeting in Sofia)

Proper salutation (Dear Madam/Sir)

Proper introduction

Clear, concise, and polite writing.

Proper ending of the email. (Kind regards, Sincerely, etc.)

Use of the reply and reply all options.

Use of the To, Cc, and Bcc options

The next step involves role play. The trainer divides the students into several groups. The groups engage in email exchange.

Following the completion of role plays 1 and 2, the trainer divides the students in groups and asks them to come up with ideas for additional role plays of professional email communication. Some of these role plays can be played in other sessions.

FOR THE STUDENT

Introduction to 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

FOR THE TRAINER

The objective of the exercise is to teach students how to self-assess their employability using the SWOT matrix.

The trainer explains the SWOT (Strengths, Weaknesses, Opportunities, Threats) matrix. S/he explains that the tool can be used for a variety of different assessments including also employability. The trainer provides a couple of examples of using the SWOT.

In the next step, the trainer asks the students to individually make their own SWOT analyses. Approximately 15 minutes are assigned for the exercise.

In the next step, the trainer asks the students, one by one, to present their SWOTs. Discussion and feedback can be promoted.

FOR THE STUDENT

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

FOR THE TRAINER

The objective of the exercise is to practice communication skills and self-control in stressful situations on the job.

The trainer shortly explains the role plays. The trainer does not reveal the objective of the exercise. Students can have fun and improvise as long as the they play the role according to the objective.

Phase 1: Students are divided into pairs. Each pair has to play one of several role plays which involve the handling of a difficult client. Clients have different demographics and are particular in different ways.

The role plays are followed by a debriefing on what went well, what can be improved, what are useful tips in such situations, etc.

Phase 2: Students are divided into several groups. Each group comes up with 1-2 situations where a difficult client has to be handled. The situations are then played. The role plays are followed by a debriefing.

FOR THE STUDENT

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

FOR THE TRAINER

The objective of the exercise is to teach students to make public presentations. An additional objective is to introduce them to the use of Power Point.

In the first step, the trainer makes a short introduction to using Power Point. Students who have absolutely no knowledge of Power Point are encouraged to do some additional practicing at home.

In the second step, students are given some time (up to 20 minutes) to practice work in Power Point.

In the next step the trainer explains the importance of public presentation. S/he explains that is a part of the job for many people; that many people are nervous when presenting in public; that public presentation becomes better with practice.

In the next step, the trainer divides the students into small groups, pairs, or if the conditions allow, in the sense that there is a computer for each student, students can work individually. The trainer assigns topics for public presentations. The trainer explains that students should conduct an online search to gather the information for their presentations.

The public presentations should be short (around 5 minutes). It is important that each student presents. Hence if work is done in small groups or pairs, several rounds are conducted until each student gets a chance to present.

The trainer can encourage the students to try different things in Power Point, such as for example to insert a photo, do a diagram, etc. However, the key objective of the session is practicing presentation in public.

Some provisional presentation topics are listed below. The trainer should come up with additional topics for presentation.

FOR THE STUDENT

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

FOR THE TRAINER

The objective of the exercise is to make students aware of common situations during job search and to encourage them.

First, one or several students read the text. The reading is followed by a discussion.

Possible questions for discussion:

How did Samet react? Did his behavior improve his chances of getting a job? How should you react when you do not get a response after the job interview?

FOR THE STUDENT

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

FOR THE TRAINER

The objective of the exercise is to teach students how to make effective CVs. The exercise is a continuation of the work done in session 5, exercise 5.3. The trainer should decide the best way to continue the work. If all students have already fully developed their CVs, the trainer can ask them to make their CVs again in a different format. It is important that students are accustomed to working with different CV formats. Well known CV formats are for example, Europe Aid and Europass. The trainer should make the key point that work on a person's CV is a continuing effort, and that the CV must be periodically updated.

FOR THE STUDENT

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

SESSION 15

15.1 Event Organization

FOR THE TRAINER

The objective of the exercise is to get the students familiar with the process of planning an event. During this exercise they will need to make many decisions, such as on how participants will travel, where they would sleep, what they would eat, what would the agenda/program look like, etc. This will require them to think critically and solve problems.

Students are divided in 2 groups. Each group works on one event.

Each group needs to prepare a **written plan** which will include all relevant information, for example: how will participants be recruited, how will each participant, travel, travel destinations, what will the agenda of the event (generally) look like, what will be the cultural events in free time.

Each group is asked to also produce a detailed budget for its project. If it is possible, the students can be asked to make the budgets using a spreadsheet (Excel, etc.), and hence the exercise can be combined with some spreadsheet work. If this is not possible, then the students can produce the budgets on paper.

The exercise should be **as realistic as possible,** so that the decisions that students make are also grounded in reality. Students should be asked to verify issues online, such as the price of hotels, prices for transportation, cost of travel by car based on fuel expenditure, etc.

Students can be given up to 2 hours to do the work. It is good to allocate more time so that they can have the time to search the issues online.

After they have completed their event plans, the groups present them. The trainer encourages discussion, questions, and feedback.

FOR THE STUDENT

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 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.	3 –day trip in the country of 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.	25 young activists from various CSOs from different cities in the country of the organizer.
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.	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. |
Trainers: 4 persons needs to be recruited. The organizer needs to find them.	In addition, in each city, cultural sites should be visited.
Travel: ground transportation; to be decided by the organizer.	Travel: ground transportation; to be decided by the organizer.
Accommodation: 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: 6.000 Euros.
Budget: 7.000 Euros.	

SESSION 16

16.1 Communication/Job Search: Making Job Search Phone Calls

FOR THE TRAINER

The objective of the exercise is to introduce the students to the practice of making job inquires by phone. An additional objective is to encourage the students for making job related phone calls.

The trainer explains that making job inquires on the phone can be very difficult, that there can be a lot of rejection involved, and that rejection can discourage people.

In the next step, the trainer promotes discussion about the various situations involving job inquires on the phone. For example:

A job ad has been published and there is a phone number where people can call for additional information.

A job ad has been published and it says that candidates should not make phone calls.

There is no job ad. The candidate was referred to a person in the company by a friend. S/he was told this person could help.

The candidate does not know anyone in the company. S/he is making a call trying to find out the name of the manager and to speak directly to him or her.

In the next step, the trainer divides the students in pairs. One person in the pair is the person making the job inquiry; the other person is answering the call.

The students are given general role play outlines, and they are encouraged to improvise. They are also asked to come up with outlines for role plays of job inquires by phone.

It is important that each person plays the role of job seeker several different times. Each role play scenario can be played multiple times.

FOR THE STUDENT

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

FOR THE TRAINER

The objective of the exercise is to teach students to make public presentations. An additional objective is to introduce them to the use of Power Point. The exercise is continuation of the work done in session 13.

The trainer asks the students to imagine that as a result of their job inquires by phone, they have got a chance to go and present themselves to the company. Each candidate should prepare a PowerPoint presentation of their education, experience, skills, strengths, and so forth. Students are given 15-20 minutes to produce the ppt.

A small group of 3-4 students are selected to play the panel that the candidate presents to. They rate the performances. The composition of the panel changes several times, as all students should play the role of the job candidate.

FOR THE STUDENT

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

FOR THE TRAINER

The objective of the exercise is to teach students the basics of business planning. An additional objective is to promote their interest in entrepreneurship, and their initiative and curiosity.

Students are asked to come up with their own idea for a start-up small business.

The idea has to be realistic, and it has to be related to something they would really like to do, and it has to be something that could be kicked-off with a small start-up fund of up to 4.000 Eur.

The trainer asks them to write a very short summary: what the business would be about, where it would be located, etc.

In the next step, students are asked to produce a simple investment plan – to make a list of everything (equipment, materials, space, etc.) they would need to start the business.

They are also asked to write how much each of these items would cost and to calculate the total needed.

Students are given 40-50 minutes for the exercise.

After they have completed the exercise, several students (or all of them if the size of the group allows it) present their investment plans.

FOR THE STUDENT

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

FOR THE TRAINER

The objective is to use math in a fun and competitive way, and to encourage students to refresh their math skills.

A sufficient number of students need to have Android smartphones. Students are divided into pairs. Each pair should have an Android phone with an Internet connection.

Pairs are asked to download the app Math Games – Brain Workout from Play Store.

The game requires simple math.

The teams are given 20 minutes to play to game.

The team that completes the most levels is the winner and receives a small prize (for example, a bag of candy). The starting levels of the game are easy, but each subsequent level becomes more difficult. The game can be played between other exercises.

Për pjesëmarrësitFOR THE STUDENT

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

SESSION 18

18.1 Writing Effective Cover Letters

FOR THE TRAINER

The objectives of the exercise are: a) to teach students how to write cover letters, b) to practice writing skills, c) to practice business communication by email.

The trainer explains to the students the concept of the cover letter, what kind of information it should contain, and its purpose.

In the next step the trainer asks the students to write their cover letters. First, the trainer can ask the students to write general cover letters. The students can write them and email them to their assigned counterparts. Several counterparts can then read out the letters.

The exercise can be repeated in the following way. The trainer will ask the students to write cover letters which are tailored to a certain job position. The trainer can come up with several positions, such as: office assistant, call center worker, sales person in an electronics store.

Students are asked to write cover letter which describe the skills and experiences they have for those specific jobs. The objective is to explain to the students that they should not use a generic letter template, and that the cover letter should be tailor-made

FOR THE STUDENT

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

FOR THE TRAINER

The objective of the exercise is to teach students the relevance of different employability skills for various jobs. An additional objective is to refresh student knowledge of employability skills.

Divide participants in groups. Students can be provided pre-prepared job profiles, or they can first be asked to suggest several jobs and then do the list of the skills needed for the various jobs.

FOR THE STUDENT

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

FOR THE TRAINER

The objective of the exercise is to get the students familiar with the process of planning an event. During this exercise they will need to make many decisions, such as on how participants will travel, where they would sleep, what they would eat, etc.

Students are divided in 2 groups. Each group works on one event. Each group needs to prepare a written plan which will include all relevant information, for example: how will each participant travel, travel destinations, what will the agenda of the event (generally) look like, what will be the cultural events in free time. Each group is asked to produce a detailed budget for its project as well. If it is possible, the students can be asked to make the budgets using a spreadsheet (Excel, etc.), and hence the exercise can be combined with some spreadsheet work. If this is not possible, then the students can produce the budgets on paper.

The exercise should be as realistic as possible, so that the decision that students make are also grounded in reality. Students should be asked to verify issues online, such as the price of hotels, prices for transportation, cost of travel by car based on fuel expenditure, etc.

Students can be given up to 2 hours to do the work. It is good to allocate more time so that they can have the time to search the issues online.

FOR THE STUDENT

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 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. 4 trainers, each coming from a different EU country (the countries are yet to be decided). Travel: as much as possible by plane; any ground transportation as convenient. Additional cultural events, as appropriate. There will be 2 free afternoons during the seminar. Budget: 20.000 Euros	Travel to a 3-day business fair in Bucharest. 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. All the participants will share the same stand. They carry their own promotional material. Some of the participants want to stay several days longer in Bucharest at their own expense. Travel: whatever is most convenient. There is some free time for cultural events. Budget: 8.000 Eur.

SESSION 20

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

FOR THE TRAINER

The work is continuation of the previous exercise on the making of the investment plan.

First, students are asked to list the main products/services their business would produce and sell, and to make an estimate of the total revenue this would generate over a period of 1 year. For reasons of simplicity, students are asked to list a maximum of 5 products or services. If their business involves a much larger number of goods (for example a food store or a restaurant) or services, they are asked to group them into maximum 5 groups.

Second, students are asked to calculate all the expenses they would have to produce the products/services they would sell. They list all the expenses and calculate the total for 1 year.

Third, they calculate the profit and the profit margin.

FOR THE STUDENT

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

FOR THE TRAINER

The objective of the exercise is to introduce the concept of managing conflicts in the workplace.

The trainer can start the session with a short introduction and by raising a question for discussion.

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

The question for discussion can be done in the form of a short exercise. Participants can be divided into small groups, or they can work individually (depending on the size of the group). They are asked to write up to 5 reasons for differences and disagreements between people working together. They are given 5 minutes to discuss the issue and the write the reasons on separate posted notes.

In the next step, the posted notes are put up on the board. Students are then asked to review all the reasons proposed by the different groups.

In the next step, the trainer promotes a discussion about the reasons for disagreement. One item of the discussion could be to try to make a categorization of the various reasons into groups. This can be done in a plenary, or it can be the next phase of group work.

After the students have done their categorizations of the reasons for disagreement, the trainer also proposes a possible categorization. S/he explains that this is only one possible categorization.

Categorization of reasons for disagreement/conflict between people working together

1. A participant has to do something that is not in his or her interest,

2. A participant prefers a type of behavior which is not preferred by other participants,

3. A participant wants a resource which is lacking, or is also wanted by others,

4. A participant has attitudes or goals which are different from the attitudes and goals of other participants.

After the issue of reasons for disagreement or conflict has been discussed, the trainer moves to the following issue: what are the different possible reactions in a situation of conflict? How can people react?

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.

The question for discussion can be done in the form of a short exercise. Participants can be divided into small groups, or they can work individually (depending on the size of the group). They are asked to write up to 3 types of behavior in situations of disagreements between people working together. They are given 5 minutes to discuss the issue and the write the reasons on separate posted notes. In the next step, the posted notes are put up on the board. Students are then asked to review all the reasons proposed by the different groups.

In the next step, the trainer promotes a discussion on the types of behavior in a situation of disagreement. One item of the discussion could be to try to make a categorization of the various reasons into groups. This can be done in a plenary, or it can be the next phase of group work.

After the students have done their categorizations, the trainer also proposes a possible categorization.

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

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

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

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

4. Avoiding: not resolving the situation.

5. Compromise: having both parties concede.

Exercise: Dealing with situations of disagreement in the work place

Students are divided into small teams of 2-3 persons (or if the group is small they can work individually). They are asked to review all the problems and to apply one of the approaches from the Rahim model. They also need to elaborate why they have opted for that approach

FOR THE STUDENT

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

FOR THE TRAINER

The objective of the exercise is to introduce the concepts of market and sales.

Students are asked to write a short text describing their market and their sales strategy.

They are asked to think about their market in terms of:

 a) territory (area, location which they can cover),

b) type of customer (men, women, children, individual vs. legal persons); the trainer explains that depending on what is their product or service, their customers/market will vary. The trainer provides examples of various products/services and promotes discussion who are the main customers, for example, for cosmetic treatments, spare parts for vehicles, pastry shops, ice cream, kitchen tables, etc.;

c) the size of the market in terms of quantity of certain products or services it can absorb. The trainer can promote discussion on how market sizes differ for various products and services, for example: bakery products, luxury sunglasses, cleaning products, wall-painting and tiling services, air conditioners, etc.

Students are asked to think about their sales strategy in terms of specific sales approaches that would be effective for their product or service. The trainer could promote a discussion on types of sales models students are aware of. For example, running your own shop, distributing your products via other shops, selling on social networks, door-to-door sales, etc.

FOR THE STUDENT

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

FOR THE TRAINER

The exercise is continuation of the work done in exercise 17.2.

The objective is to use math in a fun and competitive way, and to encourage students to refresh their math skills.

A sufficient number of students need to have Android smartphones. Students are divided into pairs. Each pair should have an Android phone with an Internet connection.

Pairs are asked to download the app Math Games – Brain Workout from Play Store.

The game requires simple math.

The teams are given 20 minutes to play to game.

The team that completes the most levels is the winner and receives a small prize (for example, a bag of candy).

The starting levels of the game are easy, but each subsequent level becomes more difficult. The game can be played between other exercises.

FOR THE STUDENT

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

SESSION 23

23.1 Making Decisions

FOR THE TRAINER

The objective of the exercise is to introduce the concept of making decisions.

The trainer first briefly introduces the subject. In doing so the trainer can present the information included in the introduction section for the student below. The trainer can promote a discussion on the issue.

In the next step, the trainer asks the students to conduct the exercise, the matrix for decision making.

The decision to be made is which printer to buy for the office. The trainer can divide the students in small groups, or (depending on the size of the group) or the students can work individually.

In the first step students are asked to rate each of the criteria on a scale from 1 – lowest to 5 highest.

Criteria	Price	Speed	Functionalities	Price of cartridge	Total
Weight					
Model 1	1	2	5	1	9
Model 2	2	2	2	3	9
Model 3	3	3	4	2	12
Model 4	2	4	3	5	14

In the second step students are asked to assign different weight to the criteria. For example, if they feel that the criterion of price is more important (weighs more) than some of the other criteria, they can give it a weight of 1.5 or 2. If they feel that speed is even more important they can give it a weight of 3. The weights should range from 1 to 3. Then student is asked to multiply the original rating by the weight, as illustrated in the table below:

Criteria	Price	Speed	Functionalities	Price of cartridge	Total
Weight	1.5	2	3	1	
Model 1	1 x1.5	2 x 2	5 x 3	1 x 1	23
Model 2	2 x 1.5	2 x 2	2 x 3	3 x 1	16
Model 3	3 x 1.5	3 x 2	4 x 3	2x 1	24.5
Model 4	2 x1.5	4 x 2	3 x 3	5 x 1	**25**

According to the results from the exercise, the best printer is model 4.

In the next step, the trainer asks the students to use the matrix to make the following decision – which of several job candidates to hire.

The students are asked to:

a) set the criteria based on which they decide which of 4 candidates to hire,

b) to rate each candidate on a scale 1-5,

c) to assign weight of 1-3 to each criterion and sum up the results.

After the students have completed the exercise with the matrix for decision making, the trainer presents the next 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					
F					
G					

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

In comparing A – Durres with B – Varna, we have marked A1. This means that Varna gets 1 point in comparison to Durres. When we compare E – Budva with C – Ohrid, we have marked E2. This means Budva gets 2 points in comparison with Ohrid. The winner from the exercise is Budva with 6 points.

	A: Durres	B: Varna	C: Ohrid	D: Bucharest	E: Budva
A: Durres		A1	C1	D1	E2
B: Varna			C1	D1	E2
C: Ohrid				C1	E2
D: Bucharest					
E: Budva					

Total:

A =1

C = 3

D = 2

E = 6 (the option E: Budva got most votes)

The trainer first presents the matrix for comparing pairs to the students, and then guides them through the exercise.

After the students have completed the exercise, the trainer can repeat the exercise using another type of decision, for example, a person to hire. In this case, the students have to imagine the job candidate, and their strengths and weaknesses and then compare them against each other.

FOR THE STUDENT

Introduction

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

FOR THE TRAINER

The objective of the exercise is to introduce the concept of competition in the business sector. The exercise is a continuation of the previous work on business planning.

The trainer asks the students to think about their competitors, that is, businesses which sell similar products or services.

The trainer should promote discussion on why it is important to know the competition, how can one find out about his or her competitors, what strategies can be used to compete, and so forth.

In the next step, the trainer asks the students to do the exercise on comparing themselves with the competition (see below). The students should complete a separate table on each of their main products or services (tables can be added as needed).

In order to make the exercise more realistic, the trainer can ask the students to do a field assessment of products and services as the ones they have included in their business plans. This field assessment should be assigned as homework, before the classroom work on assessing the competition.

FOR THE STUDENT

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

FOR THE TRAINER

The objective of the exercise is to have the students compare their personal SWOT from exercise 12.1 with their SWOT conducted at the completion of the course.

Students are asked to do their SWOT without consulting the SWOT they did in sessions 12.1. After they have completed the exercise, students are asked to compare the two SWOTs and to discuss the differences.

FOR THE STUDENT

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