# It’s going to be a good course! ☺

## Instructions:

1. Introduce yourself in your group (name, age and qualification/profession, what is important to know about you: hobbies/favourite music...)
2. Debrief the previous exercise (Phantasy travel) and exchange shortly on the questions:
	* How was your morning?
	* How did you look at the course when coming here?
3. Prepare in the group a contribution to design together 2 posters with the titles:
	* This is going to be a good course, if ...
	* This is going to be a bad course, if ...

For this, firstly brainstorm on your ideas, wishes and fears. Don’t forget to make notes!

Then, come to a group agreement on the three most important issues for a good course and the three most important aspects that make courses bad in your point of view.

Finally, please visualise your results on small sheets of paper. Visualisation can be in written form, by drawings or symbols or by other creative means!

1. Introduce the members in your group to the others (define who does it before). In parallel prepare name tags. Then present the findings from your group discussion on the quality of courses in max. 2 minutes and stick the visualising papers to a common big poster.

### What does work mean to me?

### Examples from provoking sentences.

* It is important that my profession is fun!
* I do not need regular working hours.
* I want apprenticeship, and no blank years!
* Anyone who wants to work immediately gets a job that he likes.
* It is very difficult to get a job.
* Unemployed are social parasites.
* It does not matter what profession you learn!
* I do not want to get dirty in my work!
* Women are not allowed to work in a man's job!
* Better any profession than unemployed as a long time!
* I work just to earn money!
* Work may not be fun!
* I want to live in my youth and I don't want to work
* Politicians must take care of me - why I elect them

## My Personal Profile

**Instruction**

Please try to assess yourself. Rate the character traits listed below on a 5-level scale between two dimensions/extremes.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Balanced |  |  |  |  |  | Nervous  |
| Controlled |  |  |  |  |  | Uncontrolled |
| Cautious |  |  |  |  |  | Impulsive |
| Decided |  |  |  |  |  | Reluctantly |
| Informally |  |  |  |  |  | Inhibited |
| Strong-willed |  |  |  |  |  | Will weak |
| Dependent |  |  |  |  |  | Independent |
| Cool |  |  |  |  |  | Emotional hot |
| Original |  |  |  |  |  | Unimaginative |
| Objective |  |  |  |  |  | Subjective |
| Realistic |  |  |  |  |  | Dreamy |
| Straight |  |  |  |  |  | Cumbersome |
| Demanding |  |  |  |  |  | Modestly |
| Aggressive |  |  |  |  |  | Peaceful |
| Sensitive  |  |  |  |  |  | Robust |
| Social |  |  |  |  |  | Unsocial |
| Dominant |  |  |  |  |  | Submissive |
| Superficial |  |  |  |  |  | Deep |
| Optimistic |  |  |  |  |  | Pessimistic |
| Closed |  |  |  |  |  | Open |
| ... |  |  |  |  |  | ... |
| ... |  |  |  |  |  | ... |
| ... |  |  |  |  |  | ... |

## Wishes exercise

**Instruction**

Please think about the following situations and write down what you would wish/do in each of the cases:

* If I would win 1 million Euros in a lottery, I would ...

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* If I would have a whole year “for free” just for myself, and would have enough money and no requirements, I would...

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* If a fairy would grant me 3 wishes (except health, eternal youth and money), I would ...

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## Personal situation analysis

**Instructions:**

Who has got clearly defined goals and will reach them! Think about and answer the following questions for yourself. It is valuable to make notes.

* My profession/qualification is:

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* How did it come? Why did I choose this profession/qualification:

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* Which activities I like to do a lot? (And can I do these activities in my profession?:

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* Which activities I like not at all, but I am good in?

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* How much do I want to earn in my profession?

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* Where do I want to work (at home, in an office, in a factory, in a big company, in a family company, ..., in my home town, abroad...)

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* What are the products and services that I would like to work with?

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* If I could choose (again), which profession/qualification would I choose: …

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## Work-Life-Balance

## Aim

The aim of this exercise is to think about your actual situation and wishes, as you have described in the previous exercise. On this basis, try to formulate concrete personal professional goals.

## Before starting

Think about the power of thoughts:

* Thoughts create energy!
* Energy is life!
* Positive thoughts create positive energy!
* Energies develop attraction!
* Positive energies attract other positive energy!
* I - my mind - determines the direction of my life!

This video gives you more interesting insights into the world of thinking habits and the influence they have on success and happiness: <https://www.youtube.com/watch?v=M2tgKZLRq3s>

**Helpful questions**

What are your ideas regarding your professional future? The following questions should help you to consider different aspects related to career decisions in order to formulate your personal goals as realistic as possible.

* Do I have a clear picture of the profession I would like to do (see your answer to the last question of the previous exercise)?
* If not: please search for more information
* Why do I want to do this profession/qualification? Why is it interesting/important to me?
* Do I really want to do it? Or is it rather someone else who wants me to do it?
* What do I concern regarding the qualification/profession in question?
* What would be the price that I would have to pay in order to realise this goal?
* What/which resources would I need in order to reach that goal?
* What would be the very first step I would have to take in order to reach that goal?

# The Entrepreneurial Mindset – The Entrepreneurial Self

The concept of the „Entrepreneurial Self“ was popularised by German sociologist Ulrich Bröckling in 2007.

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

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

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

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

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

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

# Success stories of young entrepreneurs

## Instructions:

Form small groups of 3-4 people. Read carefully and patiently together the 2 success stories of young entrepreneurs. Make notes about what you read, if you wish. Then read the questionnaire and answer the questions. After having it completed, nominate a leader in your group who presents your answers to the other groups.

You can find a wide range of success stories [here](http://femaleentrepreneurassociation.com/category/20s/):

Suggestions:

group 1 :

[success story 1](http://femaleentrepreneurassociation.com/2014/09/be-authentic-be-rad-be-generous/)

[success story 2](http://femaleentrepreneurassociation.com/2014/03/helping-young-performers/)

group 2 :

[success story 1](http://femaleentrepreneurassociation.com/2014/01/she-wanted-time-with-her-family/)

[success story 2](http://femaleentrepreneurassociation.com/2014/07/bootstrapping-doesnt-have-to-be-ugly/)

group 3 :

[success story 1](http://femaleentrepreneurassociation.com/2014/04/taking-life-by-the-reins/)

[success story 2](http://femaleentrepreneurassociation.com/2014/04/owning-a-wedding-photography-business/)

group 4 :

[success story 1](http://femaleentrepreneurassociation.com/2014/02/building-a-perfume-business/)

[success story 2](http://femaleentrepreneurassociation.com/2013/12/building-a-personal-development-wellness-business/)

Tip: If the level of English of these success stories is high over those of participants’, you can refer to the National Addendum.

### Success story:….................................................................

1. Summarize briefly the essence of this “success story” so that the other groups also would know “what it is about”!
2. What skills and abilities do you think were necessary for this young person to succeed?
3. What was the “great idea”?
4. How could this person maintain the competitiveness of his/her company?

### Success story:....................................................................

1. Summarize briefly the essence of this “success story” so that the other groups also would know “what it is about”!
2. What skills and abilities do you think were necessary for this young person to succeed?
3. What was the “great idea”?
4. How could this person maintain the competitiveness of his/her company?
5. Did this young entrepreneur take any risks? (If yes, what was it? If no, what do you think, why?)

## Self Questions:

Following the 7 different questions you can find at the end of each success story, answer your ones individually on the handed out self-questionnaire. You can honestly write down anything you want, there is nothing to be ashamed or afraid of!

The 7 questions are the following:

1. **When I face a big challenge I…**

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1. **My greatest fear is …**

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1. **The most courageous thing I’ve ever done is …**

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1. **If I could go back in time to when I was 20 (depend on the age of participants) I would tell myself…**

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1. **I belive…**

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1. **The biggest lesson I have ever learned is…**

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1. **My favourite quote is…**

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# Risk Taking Game

## Short Description:

Students have to throw paper balls in a basket from a distance. The closer the learner is to the basket the lower the score is if they score. The more risk they take, the higher the score.
Time estimation for the game (including reflection): 30-90 min.

## How to play the game

There is a great video on how to play the game, what to prepare and how to instruct the participants:

<https://www.youtube.com/watch?v=rz1kzGdron0>

(Source: ILO - International Labour Organisation; used following the Standard-YouTube-Licence)

## Reflexion questions after the game (suggestions)

* How good are we at estimating our skills?
* How does one's decision influence individual success?
* How does one's decision contribute to the success of a team?
* Who was responsible for the group performance?
* How were success and risk connected in this game? Can you see a general rule?
* How can missing skills in a team be compensated? Can they be compensated?
* How did the actions and decisions of the other teams influence your group's decisions? Did they influence you at all?
* What did you do to improve your own performance? What did you do to improve the performance of the team?
* What did other teams do to improve their performance?
* What is a "good" amount of risk?
* How did you see your role as a team leader?
* Would you have behaved differently if you had not been part of a team?
* How do you feel about (not) winning?

## Successful people on Facebook

**Instructions:**

Look up the Facebook profiles of two people you think are successful and answer the questions below for each of them.

**Person 1:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What makes him/her successful?

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How does he/she show that he/she is successful?

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What do you think he/she does NOT show on their Facebook page? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Would everybody consider this person successful? Why? Why not?

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**Person 2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What makes him/her successful?

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How does he/she show that he/she is successful?

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What do you think he/she does NOT show on their Facebook page?

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Would everybody consider this person successful? Why? Why not?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Self-promotion on Facebook

**Instructions:**

Take the worksheet "Successful People on Facebook" and the notes you made there.

Then open your own Facebook profile and compare it to the profiles of the successful people you chose.

Now answer the following questions for yourself:

**- What ideas could you use in order to appear more successful on your Facebook page?**

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**- Which of their strategies do you think could work for you? Which not? Why not?**

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## Work-Life-Balance

**Instructions:**

Use the Internet to come up with a good definition of "Work-Life-Balance"

* How would you explain this concept in 3-5 sentences?
* How would you explain it to your younger brother/sister?
* Suitable resources (ideas): Wikipedia, Youtube

## Your Solution:

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## Good Tips for Entrepreneurs

**Instructions:**

Now that you know about "Work-Life-Balance", what 5 concrete tips would you give successful entrepreneurs to improve their work-life-balance?

* What suggestions do you have for them to reduce stress in their life?
* Do you think a successful entrepreneur would want to stop working altogether if he had enough money?

## Your Tips:

Tip 1:

Tip 2:

Tip 3:

Tip 4:

Tip 5:

# Day 3, Activity 1

## Instructions:

Trainer - input for summarizing the first two training days.

Important notions from training day 1:

* Personal needs
* Personal interests
* Personal goals
* Risks
* Motivation/self-motivation
* Rewards
* Self-confidence

Important notions from training day 2:

* Short-term/long-term thinking
* Planning
* Scenarios
* Role models/idols
* Responsibility

Possible ways for the input:

* Asking questions,
* Handing out cards with the notions and asking the participants to explain them to the rest of the group,
* Placing the cards with the notions and asking the participants to stand by the one: they think is the most important/they possess/they lack,
* Forming groups of 4-5 participants, handing them 2-3 notions and ask them to find a connection between them

A bridge to the current activities can be created asking: “How was your first impression when you started this training?” “How is your impression after two days? Is there a difference?”

After receiving the answers, the trainer can ask “Do you think first impressions matter? Why?”

**Handout 1**

You are an executive, heairing young people. Watch the photos of the candidates and make notes.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Would you hire this person?** | **Why yes? Why not?** | **What position can you see him/her in?** | **What should he/she change?** |
| **Person 1** |  |  |  |  |
| **Person 2** |  |  |  |  |
| **Person 3** |  |  |  |  |
| **Person 4** |  |  |  |  |
| **Person 5** |  |  |  |  |
| **Person 6** |  |  |  |  |

# Day 3, Activity 2

## Role play scenario

You are executives searching for a new employee. There are several candidates programmed to be interviewed and you are making pre-interview research. You only have the pictures of the candidates and are trying to make a first impression. Watch the presentation and make notes on the handout about each candidate you see.

# Day 3, Activity 3

**Recommended content: Communication - express yourself, create your image**

Goals for communication: drawing attention, persuasion, solving a problem

Message: what I would like to send about myself?

Target: the people I reach out to

Forms to express messages written, spoken, signs, gestures, mimic

Capturing the attention of my audience: touch, surprising gesture, addressing, question

Channels: telephone, email, letter, air

Style: emotional, direct, assertive, proactive, aggressive, avoidant, formal/informal

**Handout 2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Why?** | **What?** | **To whom?** | **How do i say it?** | **How to make them listen?** | **How Do I Deliver The Message?** | **Which is my attitude/style?** |
|  |  |  |  |  |  |  |

## Final version of the message:

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**Message cards**

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|  |  |
| --- | --- |
| I am looking for a job. | I am hungry. |
| I like to watch movies. | I plan to start a family before I turn 28. |
| I can’t work on Friday, I have a family obligation. | I would like to learn how to play a guitar. |
| I would like to work in a business environment. | I would like to work outdoors. |
| I would like to take an early lunch break. | I feel ill, I would like to stay home today. |

**Target cards**

✂

|  |  |
| --- | --- |
| My best friend | My employer |
| My mother | My trainer |
| My boyfriend/girlfriend | My co-worker |
| My acquaintance | The HR person interviewing me for a job |
| My neighbour | The mayor |

# Day 3, Activity 4

**Recommended content: Introduce yourself**

Useful tips: permanent eye contact; handshake/grip not too strong, not too light; presentable body language (shoulders back, head held straight, light stride); smile; being engaged and interested; respecting the other person’s space.

Topics to be expressed and asked: greetings, name, position/job, period of employment, department, expressing pleasure in meeting the other person.

**Recommended content: Strategies for oral communication**

Volume and tone of the voice - not too soft or loud; no speaking with chewing gum or full mouth while eating; being friendly and social, but not overwhelming; no expression of strong emotions; no excessive gestures; active listening: listening to the speaking partner without interference, without getting distracted, reacting on what has been said.

Start: something general, not overly personal. Appropriate topics: the weather, a current event, recent news, a compliment, an observation.

Extending conversations: more personal topics: family, employment. Saying too little or too much should be avoided. Open-ended questions are preferable ("How," "Why," and "What,"). Topics to be avoided: religion, politics, race and sexual orientation.

Ending conversations: transitions are recommended, such as expressing regret to having to leave, offering positive feedback on the conversation.

# Day 3, Activity 5

## Role play scenario

You are on your first day on the job and meet your new colleagues. The other participants stand in a small circle, facing each other. You have the task to approach them and introduce yourself.

After you introduced yourself, engage in a conversation. Imagine that you are co-
workers, one of you being new on the job.

# Training day 3 - Activity 5

**Recommended media:** The participants watch the Kyocera commercial: <https://www.youtube.com/watch?v=NU0zrVT9jv4>

**Recommended content: Cell phone-etiquette**

The following aspects should be taken in consideration when using a mobile phone:

The volume of the voice: understandable, but not too loud.

Interruptions: when talking to somebody or being engaged in a common activity, mobile phones should be turned off or not answered. Using a silent ring and moving away to talk if necessary.

Public places: personal topics should be avoided, the language appropriate.

Places where no phone conversations should be made (theatres, churches, bathrooms, elevators, hospitals, waiting rooms, restaurants, public transportation, libraries, museums, schools, performances, cinema, funerals, weddings).

**While driving a car: no texting or talking on the phone**

Texting: not appropriate during meetings, conferences, classes, conversations, walking; texting private or confidential information, messages with sexual or threatening content is not recommended.

Speaker: not recommended when not in a private place or alone.

#

# Day 3, Activity 7

**Recommended media:** The participants watch the Mr. Bean episode: <https://www.youtube.com/watch?v=9LhLjpsstPY>

**Recommended content: Professional attitude - you would be taken seriously:**

Professional attitude:

Confident body language; shoulders back, eye contact, smile, moderate gestures, clear speech, moderate voice tone.

Body language aspects to be taken in focus in business life:

(After: Allan and Barbara Pease: The Definitive Book of Body Language, Bantam, 2006)

**Eye contact: direct - honesty; avoiding eye contact – something to hide**

Handshake: domineering gesture - turning your palm down; submitting gesture - turning your palm up; equality, comfort - hands vertical. Grip: too strong: aggressively; too weak - lack of commitment.

Gestures: shrugging shoulders - not understanding each other; hands before the mouth - telling a lie; palms up - openness, not threatening; palms down - authority, domination; hands in a pocket - not wanting to participate in a conversation; fingertips touch - thoughtful, focused; arms crossed - distance, insecurity; self-hugging - lack of self-confidence; rubbing palms together - expectations; clenched hands - frustration; chin stroking - decision being made;

Sitting position: closed legs, crossed arms - defensive stance; leaning forward - interest, engagement;

Facial expressions: smile: natural - friendly; tight lipped - hiding a secret; jaw dropping - happiness. Mouth down - angry, sad.

**Message cards**

|  |  |
| --- | --- |
| Bored | excited |
| Nervous | worried |
| Unsecure | agressive |
| Happy | sad |
| Angry | confident |

# Day 3, Activity 8

## Recommended building tasks/games

**Tied** – after Miller, Brian Cole, Quick team building activities for busy managers : 50 exercises that get results in just 15 minutes, AMACOM, 2004, page 89.

The trainer sets a start and a finish line. The group is lined up behind the starting line. On signal, they are to proceed to the finish line. They must all cross the finish line at exactly the same time. If they are not all together, they need to go back to the starting line and try again. They need to keep trying until they succeed.

**Star power** – after Miller, Brian Cole, Quick teambuilding activities for busy managers: 50 exercises that get results in just 15 minutes, AMACOM, 2004, page 87.

An activity in which participants form a star shape with a long piece of rope (10-15 m). All participants pick up the rope. They can move their hands along the rope, but they cannot change places with each other. They must form a five-pointed star with the rope in 10 minutes with no rope left over at either end.

**Spaghetti Tower** – after Team Builders and Icebreakers – e-publication from University of Central Missouri, page 50. (<https://www.ucmo.edu/osa/leadership/documents/Ice_Breakers_and_Team_Builders_Packet.pdf>)

Materials: 20 sticks of uncooked spaghetti, 1 roll of masking tape, 1 meter of string, and 1 marshmallow for every team.

Each team has to build tower using these materials. The highest tower wins, but the towers have to be stable enough to stand without support and hold a marshmallow on their top for at least 5 seconds.

 **Minefield game** – after <http://www.nyy.org.uk/>

The participants form pairs. The trainer sets up a set of obstacles in the room using chairs, boxes, etc. and appoints the start and the finish line. One of the partners is blindfolded, the other is giving verbal instructions, guiding him/her from the start to the finish line without setting off the “mines”. Once a mine is set off, they have to start from the beginning. Several pairs can be on the course at the same time, challenging the hearing and communication between partners.

**Traffic jam** – after Various Authors: Games and Exercises, a Manual for Facilitators and Trainers Involved in Participatory Group Events, UNICEF, 1998

The trainer forms a walkway (ex: by putting sheets of paper on the floor). Groups should be of no more than four to six persons. One group stands up on one end of the plank and the other group on the other end. They should imagine, they are on the eighty-sixth floor of the Twin Towers in New York City. Half of them are trapped in one of the towers and there is a fire raging behind them.

The other half are firefighters and have to save the first group and then make it to the other side to fight the fire. The two groups must attempt to switch sides at the same time without falling off of the plank. If anyone falls off they have to start the game over by going back to the side of the plank where they began.

**Message cards**

✂

|  |  |
| --- | --- |
| salt | pepper |
| shadow | light |
| heaven | earth |
| white | black |
| good | bad |

# Day 3, Activity 9

## Instructions

Visit the Europass platform: <https://europass.cedefop.europa.eu/editors/en/cv/compose>

Start to compose your CV. Choose the desired language, than proceed to fill out the individual fields. On the right side of the screen you can see important tips and descriptions of the information that should be included.

Work individually.

# Day 3, Activity 10

## Instructions

Create a profile on a social network (Facebook, LinkedIn). If you already have one, analyse the information contained within and update it to reflect the professional image you want to create for yourself.

Take a look at the content of your social media page - photos, posts, shared links - and think about how you would feel about them if your boss would surf your social media page in front of you. What is the content you would want him/her to see, what not.

Scan the comments and tags too and select everything inappropriate. Inappropriate content does not necessarily have to be removed, the privacy settings can be adjusted accordingly.

Make contact with peers working/interested in the same field you are; search for companies from the field and subscribe to them, follow them, like them.

# Day 3, Activity 11

## Instructions

Find online places to look for a job. Gather the links of the places you found in the given common database. Tips:

* look for websites from your own country
* be aware that the advertising boards of higher education institutes offer jobs for graduates, the big companies require a few years of experience

# Day 3, Activity 11

## Instructions

Think about everything you learned today (ex: personal hygiene, business fashion, communication - both verbal and nonverbal, self-introduction, CV, networking, job markets).

Answer the questions from the Handout Job Search Plan and think about the following additional aspects:

* What is your goal for this week?
* What are the steps you need to make to achieve your goal?
* Do you see any barriers? What is the cause of the problem?
* Can you do everything by yourself? If not, whom can you ask to help you?
* What can you achieve in one day? How much time do you think you need for each activity?
* What can you reward yourself with when you complete your daily schedule?

Fill out the timetable in Handout Job Search Schedule. Schedule your activities to work every day some more in order to achieve your goals.

# One-Week Job Search Plan

**What job would I like to do?**

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**What companies do I prefer?**

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**How are these companies present (websites, social media)?**

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**Who is working there from my acquaintances?**

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**Who has a job I like?**

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**How can I get in touch with him/her?**

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**What offline job searching places do I want to search/place an ad on?**

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**What should my ad look like?**

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| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ✆🖂People to be contacted |  |  |  |  |  |
| 🖳Companies (subscribe, follow, like) |  |  |  |  |  |
| ✍Job Search ads to be placed |  |  |  |  |  |
| 👍What I do for myself |  |  |  |  |  |
| ☺My reward |  |  |  |  |  |

* Do you think a successful entrepreneur would want to stop working altogether if he had enough money?
* Would you like to work even if you had enough money?

# Video interview with an Employer

## Instructions:

National material or Video episode: What do employers expect from employees –

<https://www.youtube.com/watch?v=24zp5OPzxPE>

**The video or the Interview focuses on the important rules and regulations at work, including:**

* Work hours,
* Ethical relations with other staff and the Management,
* Compliance with Healthy and safety work instructions,
* Keeping the requirements for the dress code,
* Being loyal to the Employer.

# Job Description - Pizza Cook / Chef / Maker

##  Job duties include:

* Prepare toppings and condiments
* Make pizzas to fill orders,
* Assist with food production service,
* Provide excellent customer service!

## Food preparation skills and knowledge:

* Prepare specialty foods such as pizzas, bread sticks, sandwiches, following specific methods that usually require short preparation time.
* Verify that prepared food meets requirements for quality and quantity.
* Wash, cut, and prepare foods designated for cooking.
* Prepare dough, following recipe.
* Measure ingredients required for specific food items being prepared.
* Cooks, Short Order - Prepare and cook to order a variety of foods that require only a short preparation time.
* May take orders from customers and serve patrons at counters or tables.
* Maintain sanitation, health, and safety standards in work areas.
* Keep clean food preparation areas, cooking surfaces, and utensils

## Working with cooking equipment

* Operate large-volume cooking equipment such as grills, deep-fat fryers, or griddles.

## Working with customers

* Take food and drink orders and receive payment from customers.
* Read food order slips or receive verbal instructions as to food required by patron, and prepare and cook food according to instructions.
* Cook the exact number of items ordered by each customer, working on several different orders simultaneously. Serve orders to customers at windows, counters, or tables.

## Reporting and coordinating work with managers

* Schedule activities and equipment use with managers, using information about daily menus to help coordinate cooking times.
* Prepare and serve beverages such as coffee and fountain drinks.
* Works with other people in the staff and maintains good work communication and mutual support and help.

## Working with suppliers

* Stock, and restock workstations and display cases. Order and take delivery of supplies.

# LABOUR CONTRACT – main structure

## The trainer discusses the nationally approved structure of a Labour contract which is compliant with the National Labour Law.

**Sections in the contract, according to the Bulgarian Labour Law.**

1. The contract is signed between the Employer and the Employee and carries personal signature of both parties.
2. The contract includes full personal data about the employee which includes:

The Name, forename and family name, birth date, personal ID card number and the current personal address.

1. The contract specifies the labour conditions:
	1. Work address.
	2. Labour hours and week days.
	3. The title of the job occupied.
	4. The salary total per month or the fixed part of the salary and conditions for a variable part.
	5. Number of days off.
2. Special requirements about work clothes.
3. Requirements about education, qualifications, past experience for the position.
4. Conditions about discontinuance of the labour contract.
	1. Mutual agreement between the Employer and the Employee,
	2. Initiated by the Employee
	3. Initiated by the Employer or
	4. Caused by other conditions.

# Training Day 4

## Pizza game

The game is developed based on the idea of Kanban Pizza game, freely available for specific Kanban training applications. I have applied this game for trainings. http://www.agile42.com/en/training/kanban-pizza-game/

I simplified a game and developed further the Round 2 activities.

**Block 1 – Round 1**

**Block 2 – Round 2**

**Covered topics:**

**Round 1**

* What employers expect?
* Understanding the Job description
* Relationships at work – with customers, colleagues from own team, from different teams – suppliers.

**Round 2**

* Planning tasks and priorities
* Professional communications at work
* Professional communication by phone

**After the Game – Self reflection**

* Circles of personal perceptions “What to know – How to behave – How to become better”

1. **Round 1**

Round 01 checks the ability of participants to participate in a business process.

**Roles:** Pizza Master, teams with pizza makers, suppliers, Quality check experts

**List of Materials:**

1. Post-it in three colours: yellow (pineapple), pink (ham) and green (rocket salad).
2. Printer paper to cut pizza bottoms from (A4/Letter works fine but you can also use other sizes).
3. Red markers as tomato sauce.
4. Glue or transparent tape (to make the Post-Its stick better).
5. Masking tape (aka. painter's tape).
6. Scissors (one small + one large per team).
7. Stopwatch.
8. Order cards from Customers - one set per team.
9. Oven plate - one per team.
10. Rule Sheets.

**Work in teams:**

Each team gets paper of different colours, scissors and other materials (the full list of materials is at the bottom of this page). They will cut, shape and tape these together to form pizza slices according to the given recipe.

**The Flow of the Game:**

1. **Introduction of the Work process to participants from a PIZZA MASTER**

At the start of the game the Master shows 1 piece of pizza and explains the recipe to the teams for preparing pizza slices (Hawaiian).

What goes into the pizza: a slice of pizza base (paper triangle), tomato sauce (red marker), three slices of ham (pink Post-Its) and three slices of pineapple (yellow Post-Its). The tomato sauce covers the pizza bottom nicely and the toppings are carefully cut and distributed evenly across the pizza. Show the oven plate and explain how it works. There can be a maximum of three pizza slices in the oven at one time. Cooking time is at least 30 seconds. No adding or removing of slices while baking!

Then teams decide the arrangement for the process and try to make 2-3 pizzas ( 5-7 minutes or so) alone.

After the 5 min. for process trial teams stop and the trainer introduces the requirements about cleanness for the work place and quality check rules.

The trainer explains how the process will be better if teams distribute different activities to different people.

The trainer Visualizes the areas for the work process and explains what type of work will be done where.

The scoring system is designed to promote idea about quality at work and economic way of work – avoid wasted materials, minimize non-finished work.

* 10 marks for ready pizza slices with no defects
* Negative marks for wasted products /part of non-finished pizza slice/ - pizza base -2
* Pizza base with tomato pasta -4, topping -1
1. **The game starts – Round 01**

**Part 1 - The Goal is to produce 15 pieces for 20 minutes.**

After the Round ends, the Quality check evaluates the ready pizza slices and allocates points to teams – positive and negative depending on the ready products and non-finished pizza slices and cleanness of the work places. Discussions and team decision how to improve the work.

**Part 2 - The Goal is to produce 20 pieces with less defective pieces and less non-finished pieces/- 20 min.**

After the second part ends, the Quality check evaluates the ready products and non-finished or defective products. The winning team receives a Prize /box of chocolates, personal “pizza” star or other/

1. **At the end of Block 2 starts Round 2**

**Roles:** Clients, Salesman /receives clients orders/, Purchaser /orders food ingredients to suppliers/, Suppliers.

2 scenarios for ordering Pizza for small food stores and cafes:

1. Clients communicate by phone with the Salesman.
2. Salesman prepares the orders list and gives it to the Purchaser
3. The Purchaser calculates number of different food ingredients for all the orders according to the recipe and orders them to a Supplier by phone.

For every scenario the roles are written in cards. Trainees receive their role-cards and have 5-10 minutes to prepare.

**Scenario 1 – 15 minutes**
**Scenario 2 – 15 minutes**

Discussion after the Round ends.

**4. Debrief after the game:**

* Comment on the roles and difficulties.
* Share emotions, rules at work.
* The process of work.
* Complete individually the knowledge circles.
* Must know about work.
* Should do when working with others.
* The benefit for me joining a work process.

**Knowledge circles - Individual exercise for self-reflection**

At the end of the Morning blocks, trainees fill-in a chart with 3 circles:

* What they have to know about work to contribute to good results?
* How they have to behave during a work process to be more productive and help others?
* How did they feel during the game – benefits from been involved in a work process?

## Exercise: Self organization at work

1. Split in groups. Discuss in a group the work process in the Pizza game Round 01.
2. Prepare a mind map for the cooking process by developing further details in the 4 directions, listed below.
3. After completing the diagram, list and order by chronological order the activities as they follow in the cooking process.
4. Present your list of activities as a group and answer the questions:
* What is the first priority in the process – Speed work, Quality of results or the least non-finished materials at the end of the work process?
* How to decide how much food products to buy for the cooking?

### To do list:

1. Look for available information for Job offerings – list alternative sources of information and set a goal for finding at least information about job offers from 5 different sources.
2. Set priorities to research further found information about job offers which is open for candidates with similar level of education and experience.
3. Read the Job requirement and analyse how relevant is your experience and skills for this specific job requirements.
4. In case the personal skills and experience meet the requirements, read and edit own documents in a form that reflects more closely the requirements for the offered job. Apply for the job position.

## QUIZ

**Answer the following questions – Circle the correct answer**

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| 1. | Choose which of the following answers will prevent injury and work incidents. |

1. comply with the work hours
2. apply the instructions for safety work
3. maintain ethical work relations
4. all of the above

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| 2. | A small store purchases clothes from a producer and sells them to customers – middle age people. What type of business the store is? |

1. manufacturer
2. service provider
3. trader – wholesaler
4. trader – retailer
5. none of the above

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| 3. | What will be my priorities at work when I become employed?  |

1. Come to work on time
2. Complete work without wasting time and materials
3. Complete work at high quality without wasting materials
4. all of the above

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| 4. | What will be written in my job description? |

1. what are my work hours
2. what is my salary
3. what are my tasks requirements
4. all of the above

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| 5. | Choose from the examples below which one shows a firms corporate social responsibility? |

1. The Employer organizes different places for collecting wasted materials separately – glass, paper, plastics
2. the employers does not control the wasted materials he insists on timely completion of customers’ orders

## Knowledge circles - Individual exercise for self-reflection

At the end of Day 4 block 4 fill-in a chart with 3 circles:

1. **Must know about work**

What facts about the company I have to read or find in advance before I apply for the interviews?

1. **Should do when working with others**

Make a self-reflection what is the main business process in the company I will apply, what type of relations are expected at work?

Consider own attitude about different relationships and the business behaviour as it was demonstrated in the Role play Pizza game.

1. **The benefit for me when I become employed. Shall I be happy?**

Share your own experience from the game. How did I feel during the game – benefits from being involved in a work process.



### Must know about work:

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### Should do when working with others:

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### The benefit for me:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_