



Erasmus+

Employability Skills Handbook for Employability Educators



Get There
Journey to Employment



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Unit 1: The GetThere Project

1.1. Background

In spite of the European economy's recovery, young people across Europe continue to face high levels of unemployment. To face this reality, effective training programmes need to be accessible to all young people in order to ensure that they have the necessary skills to apply to a variety of positions in the EU.

Unemployment is at pernicious levels across several European countries and especially among the GetThere partner countries:

- **50,3% YU and 23,5% GU in Greece**
- **45,8% YU and 20,0% GU in Spain**
- **27,2% YU and 10,8% GU in Portugal**
- **24% YU and 11,7% GU in Cyprus**
- **13,6% YU and 4,9% GU in UK**

Eurostat (2016)

The Youth Policy of European Commission (2014) emphasizes the urgency to tackle youth unemployment. Youth employment is also the first topic for discussion in the context of the Structured Dialogue between public governments and agencies and youth organisations. In this sense, several actions are being taken in EU, including support young people's entrepreneurship via: (i) targeted education, (ii) access to funds, (iii) mentoring, and (iv) support networks and structures in favour of youth employability skills.

In all this process, Vocational Educational Training (VET) providers play a key role. Bruges Communiqué (2010) states that VET provider organisations should be encouraged to cooperate at European level.

In this sense, the GetThere project will equip VET providers with methodologies, tools and competences in order to be the future employability educators (i.e. VET teachers/trainers/professionals) and thus speed up development of employability skills among young unemployed in all partner countries.

1.1. Project Information

The GetThere – Journey to Employment project was designed under the Erasmus+ European programme. It seeks to address the issue of youth unemployment and develop better employability skills for young people in each partner country and the wider European Union.

“One of the main priorities of the EU is to ensure that there are prospects for growth and employment to young Europeans”

EC Vice-president Antonio Tajani, Industry and Entrepreneurship, 2011

Using an innovative curriculum model as well as a proven learning methodology, the project offers young people an effective programme for moving into employment. The GetThere Employability curriculum model includes:

- Innovative methodologies and tools;
- Curriculum focused on developing employability skills from ASDAN, a UK Awarding Body;
- Peer mentoring methodology based on the Mentoring Programme from Diagrama (Europeace Youth) in the UK.

1.2. Project Curriculum

The project curriculum brings together ASDAN's Skills Development Curriculum and EuroPeace Youth (EPY, now Diagrama) Mentor Training Course.

ASDAN has been involved in developing and offering courses that develop employability/soft skills in the United Kingdom, and around the world for over 30 years. ASDAN courses provide an activity-based approach that can help raise learners' awareness of employer expectations and the working environment. The Employability Skills Development curriculum meets the needs of providers looking for a programme of activities to support learners in preparation for vocational training, for working towards an employability qualification, or for getting a job.

The EPY methodology uses mentoring as a unique relationship involving the use of a diverse range of skills and qualities in order to support others. EPY develops learning on the basis of ensuring that education and developmental inclusion are accessible to all. It encourages an integrated (therapeutic, lifelong learning, educational) approach towards the most vulnerable youth and young adults across Europe. Their approach helps learners engage in capacity-building which ensures improvement in short-term and long-term individual development.

The activities in this handbook are based on both approaches and feature the following:

- are flexible and can meet the needs of different learners
- support personalised learning
- can be used in a range of contexts and for different programmes of learning
- encourage a 'pick and mix' approach, allowing learning opportunities to be chosen for varying time frames
- are generic and can be adapted to suit any vocational interest
- correspond to individual and cultural differences
- raise learners' awareness of self and others through reflexive practice

The GetThere handbook curriculum offers trainers and educators opportunities to develop appropriate ways of responding to learners' within a systemic framework. It provides an integrated learning programme that enhances learning and adapts to personalized needs.

1.3. Project Partners

The GetThere project consortium consists of six partners all of whom have worked on European projects based around developing Employability Skills.



ASDAN (UK) is a registered charity and awarding organisation, offering programmes and qualifications that explicitly grow skills for learning, skills for employment and skills for life.



Diagrama Foundation (UK) is a not-for-profit organisation that takes care of the needs of vulnerable people who are experiencing social difficulties, with the defence and promotion of Human Rights at its heart. Their main objective is to promote the development of centres, programmes and research aimed at the prevention, treatment and integration of people in social difficulties or at social risk, especially children, families, young people and dependants.



INFODEF (Spain), Institute for the Promotion of Development and Training, is an organisation founded with the intention to provide services and develop projects for the promotion of the Local Development through Education and Culture. INFODEF works in partnership with schools, VET centres, Adult Education organisations, Public Administrations and community and voluntary sector organisations to deliver VET and adult education to meet local needs.



ISQ (Portugal) – Institute for Technology and Quality is a private and independent organisation, not for profit, founded in 1965, which provides scientific and technological support and promotes ongoing improvement, innovation and the safety of people and property in Industry and Services, as well as continuous training, with an international presence and vocation, holding branches in more than 40 countries worldwide.



IEKEP (Greece) The Institute of Training & Vocational Guidance founded in 1990, is a private non-profit organisation, functioning in the region of Attica as an accredited vocational training centre. Its main activities include

- Training services for professionals of various specialties as well as unemployed, covering a wide range of sectors such as constructions, environment, ICT, tourism, culture, basic skills, etc.
- Research activities, mostly on vocational guidance, in cooperation with Public Organizations, European Organizations, Universities, etc.



CARDET(Cyprus) is an independent, non-profit, non-governmental, research and development organisation based in Cyprus with partners around the world. CARDET is becoming one of the leading institutions in the Euro-Mediterranean region for research, evaluation and development. The CARDET team strives to offer the highest quality research and development capabilities and educational opportunities to benefit society.

1.4. GetThere Key Findings

A set of questionnaires was created to explore the needs that exist in each country in the promotion of employability skills targeting both groups of interest: the trainers and the beneficiaries.

The aim was to assess which of the employability skills are more relevant for the partnership countries and/or VET organisations' clients. Two very similar surveys were developed and all partner organisations delivered them to two target groups:

- **BENEFICIARIES:** Unemployed people or people that were going through training
- **TRAINERS:** Counsellors, Career & Employability Skills Tutors, VET Employability experts.

The findings are shown in Tables 1 and 2, as a result of 112 questionnaires from Trainers, and 162 questionnaires from Beneficiaries distributed across all partner countries.

Table 1 indicates the six most important skills listed by **beneficiaries** in each partner country.

Table 1: Beneficiaries' most important employability skills

BENEFICIARIES						
SKILLS	ASDAN (UK)	Diagrama (UK)	INFODEF (Spain)	ISQ (Portugal)	IEKEP (Greece)	CARDET (Cyprus)
Communication	X	X	X	X	X	X
Team-working	X	X	X	X	X	X
Problem-solving	X			X	X	X
Customer Awareness	X	X		X	X	
IT in the workplace		X	X			
Self-management	X	X			X	X
Exploring Job opportunities		X	X			
Health & Safety in the workplace	X			X		X
Rights & responsibilities			X	X	X	X
Applying for a job			X			
Working with numbers						

Table 2 indicates the six most important skills listed by **trainers** in each partner country.

Table 2: Trainers' most important employability skills

TRAINERS						
SKILLS	ASDAN (UK)	Diagrama (UK)	INFODEF (Spain)	ISQ (Portugal)	IEKEP (Greece)	CARDET (Cyprus)
Communication	X	X	X	X	X	X
Team-working	X	X		X	X	X
Problem-solving	X	X		X	X	X
Customer Awareness	X	X	X	X		X
IT in the workplace		X			X	
Self-management	X				X	X
Exploring Job opportunities		X	X			X
Health & Safety in the workplace	X			X		
Rights & responsibilities			X	X	X	
Applying for a job			X			
Working with numbers			X			

Unit 2: Handbook Aims & Objectives

The aim of this handbook is to equip employability educators with methodologies, tools and skills in order to actively respond to the needs of the people they work with. This will help enhance personal development, employability and participation in the European labour market.



Employability educators can use this handbook with three different groups:

- a) Young people who want to prepare themselves for the workforce
- b) Unemployed people who want to increase their chances of getting a job
- c) Employed people who want to strengthen their skills to perform better at their work

The objectives of this handbook are to:

1. Provide employability educators with new knowledge and skills to facilitate people of a working age in all partners' countries.
2. Contribute to improvements in quality and innovation in Employability organisations and systems.
3. Incorporate innovative learning activities and mentoring methodologies taken from, two leading organisations, ASDAN and Diagrama, respectively.

This handbook has four main features:

- 1) Employability skills activities and mentoring resources that the trainer can use with end-users
- 2) General tutor guidelines for effective delivery of sessions
- 3) Specific employability skills tutor guidelines for enhancement of skill development
- 4) Supplementary resources in the form of additional activities, video links and useful websites

Unit 3: Tutor Guidance

Planning the Course

When planning the course, tutors should:

- 1) Become familiar with the content.
- 2) Adapt the content to accommodate individual needs and preferences.
- 3) Consider the time and resources needed for the activities
- 4) Plan the scheme of work.
- 5) Refer to the Tutor Guidelines at the end of each unit.



Source: startupstockphotos.com

Guiding Learners: Strategies

Build a relationship and trust

- Be aware of the differences between you and the learner. You are not trying to change the learner but to accommodate their learning style(s) in order to complete the tasks. You may do this by adjusting, adapting or finding alternative ways.
- Be open and honest: As a tutor you must be open and honest with your learners in order to lead by example. Build a mutually reinforcing relationship that will ensure productivity.
- Ask about learners' feelings after each activity and during the course. It is important to acknowledge their feedback.
- Don't be afraid to reveal that you don't know something: You can refer the learner to more sources. You can also take the opportunity to learn and bring back the answers, demonstrating that you are in a learning process as well.

Model positive employability behaviour

- Be patient about the learner developing their own working schedule.
- Use questions to enhance their problem-solving skills.
- Make sure the learner knows it is safe to not succeed at first. Show them that learning is a process that usually involves unsuccessful attempts, but that through the process of elimination the options towards success are revealed.
- Give positive feedback, encouraging vocabulary that reinforces effort even in minor accomplishments.

Correspond to individual differences

- Ensure variety in the types of activities undertaken in order to meet individual needs and learning styles.
- Develop variety in the mode of working, i.e. individual, pairs, groups.
- Make sure that activities complement or reinforce learning acquired through tasks in other sections.
- Implement different styles of learning to accommodate individual's different learning styles.

IMPORTANT NOTE:

Specific tutor guidelines are provided in every employability unit. These make reference to **Mentoring Activities (Unit 5)** which aim to help educators handle the psychological and educational needs of the groups they are working with. Please refer to these for an integrative approach to enhancing employability skills.

Unit 4: Employability Units

4.1. Teamwork

What it involves

Teamwork is the process of working collaboratively with a group of people in order to achieve a goal. It means that people will try to cooperate, using their individual skills and providing constructive feedback, despite any personal conflict between individuals.

A good team player is someone that can put his/her difference to the side to assist in accomplishing a goal that will benefit both the individual and the task. This person needs to have a positive mental attitude, offer encouragement to others, a strong work ethic, willingness to help someone else in the team if needed, and a willingness to observe, listen and take direction. This person should also be assertive if a situation arises where leadership needs to be demonstrated.

This ability to work with other people is of major important in the labour market. In small businesses, within teams, in larger businesses and even if you are self-employed, you need to be able to work with others effectively.



Learning Activities

Activity 1 – Working in a team



With your group, discuss and agree the advantages and disadvantages of:

- Working on your own
- Working with one other person
- Working with a group of people

	Advantages	Disadvantages
Working on your own		
Working with one person		
Working with a group of people		

Activity 2 – Teamwork Rules



With others, produce a list of ground rules that would be helpful when carrying out a team or group project in the workplace.

List of rules for team work

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Prepare a short presentation to explain the rules and why they are important.



Source: pexels.com

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Activity 3 – Squares game

How to get started

- Select someone from your group to be leader for this activity.
- Sheets A and B will tell the leader what to do.
- Divide into groups of five with any additional people as observers
- Each group needs to have their own table to work at.
- Arrange the tables so that the groups cannot see what each other is doing.
- The group leader will give instructions.

The aim of the Activity is for everyone in the group to make a square out of the pieces of paper available.

The group leader gives everyone an envelope filled with different paper or cardboard pieces according to the directions on Sheet A. The group leader must give clear instructions for everyone to follow.

After reading them to you the group leader will put a copy on each table. Only the group leader is allowed to say when to stop.

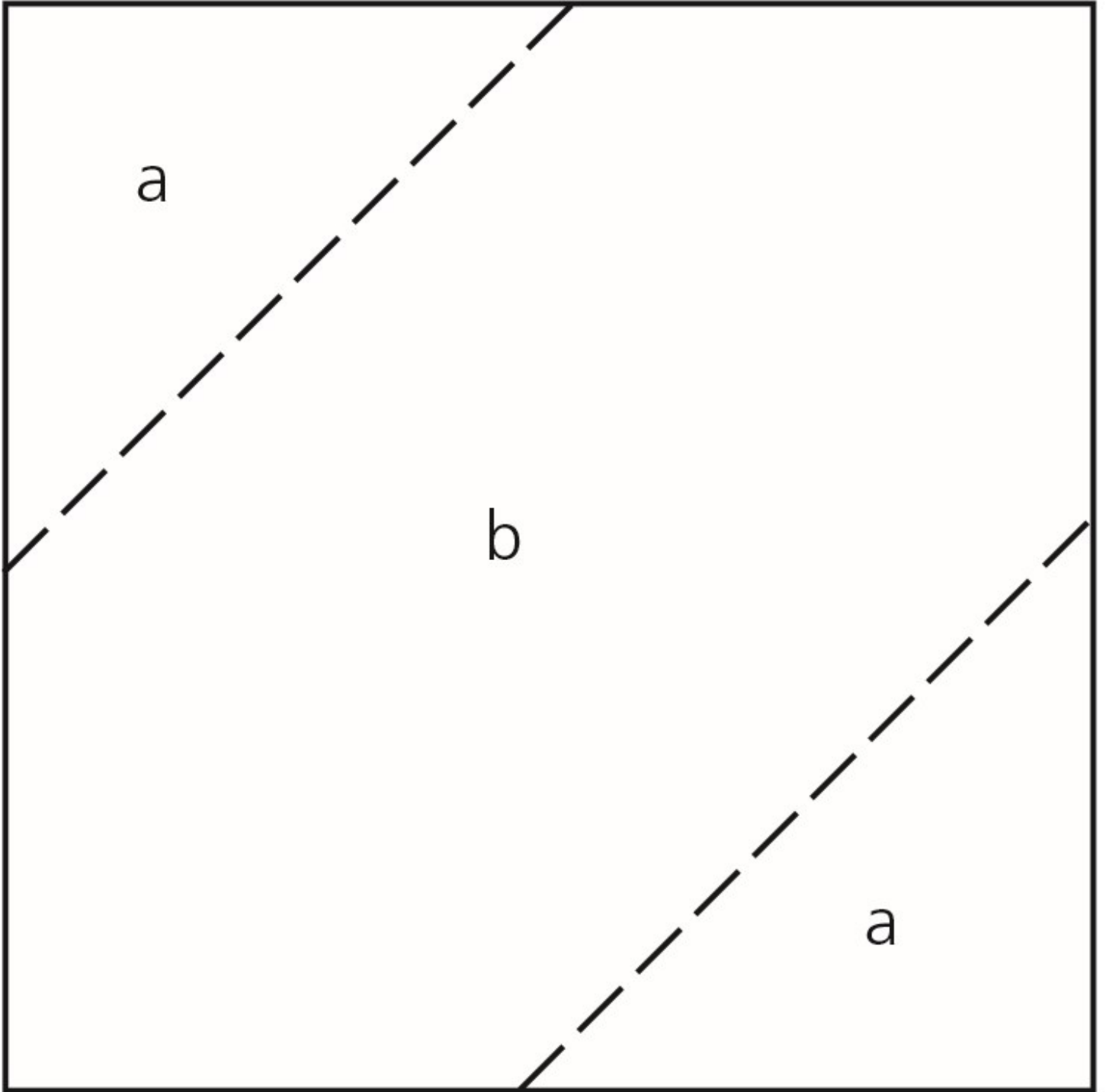
Discussion

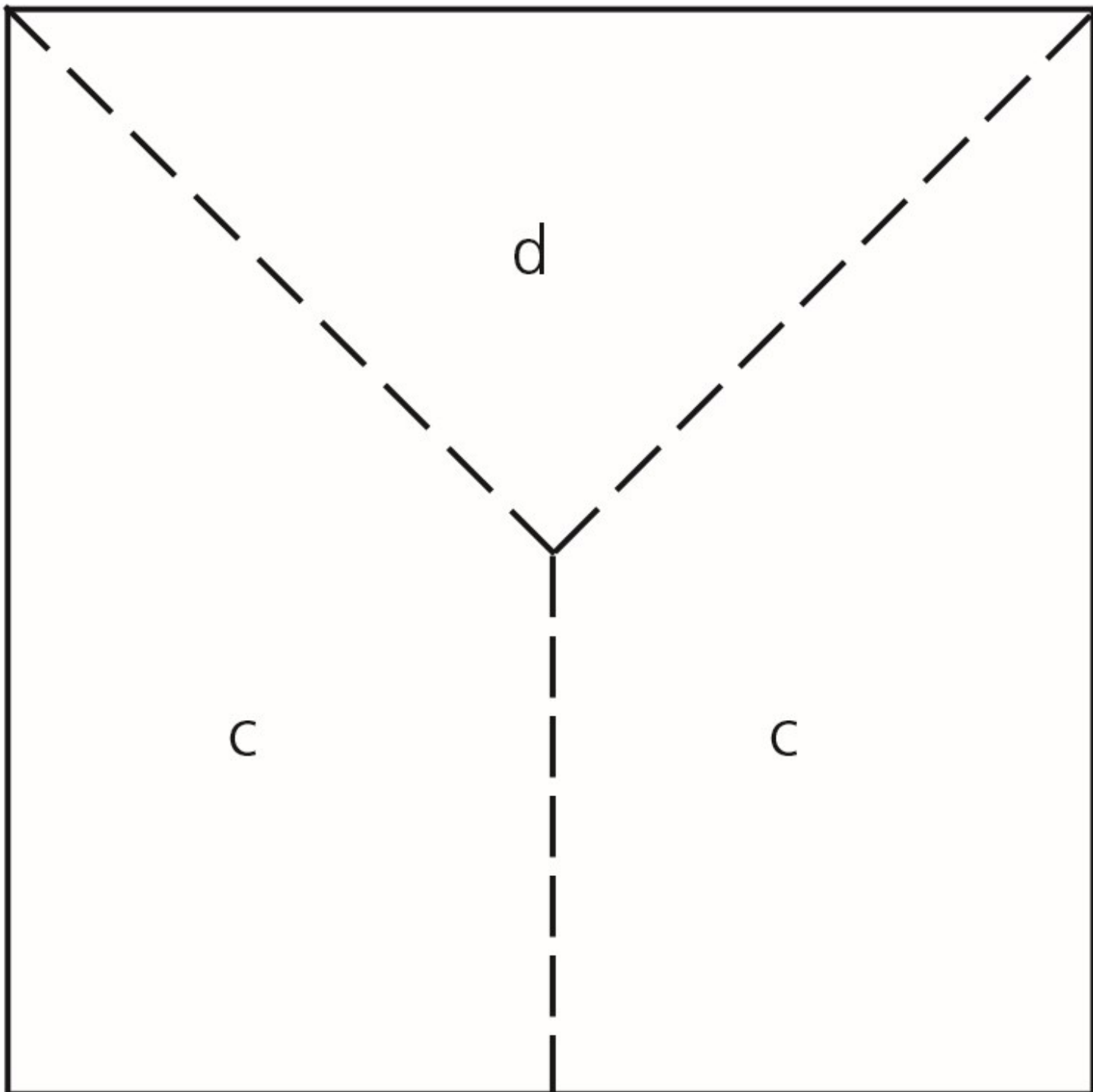
When the squares are completed, discuss how you got on and how you managed to complete the task. Once you have done this, the group leader will ask some questions from Sheet B.

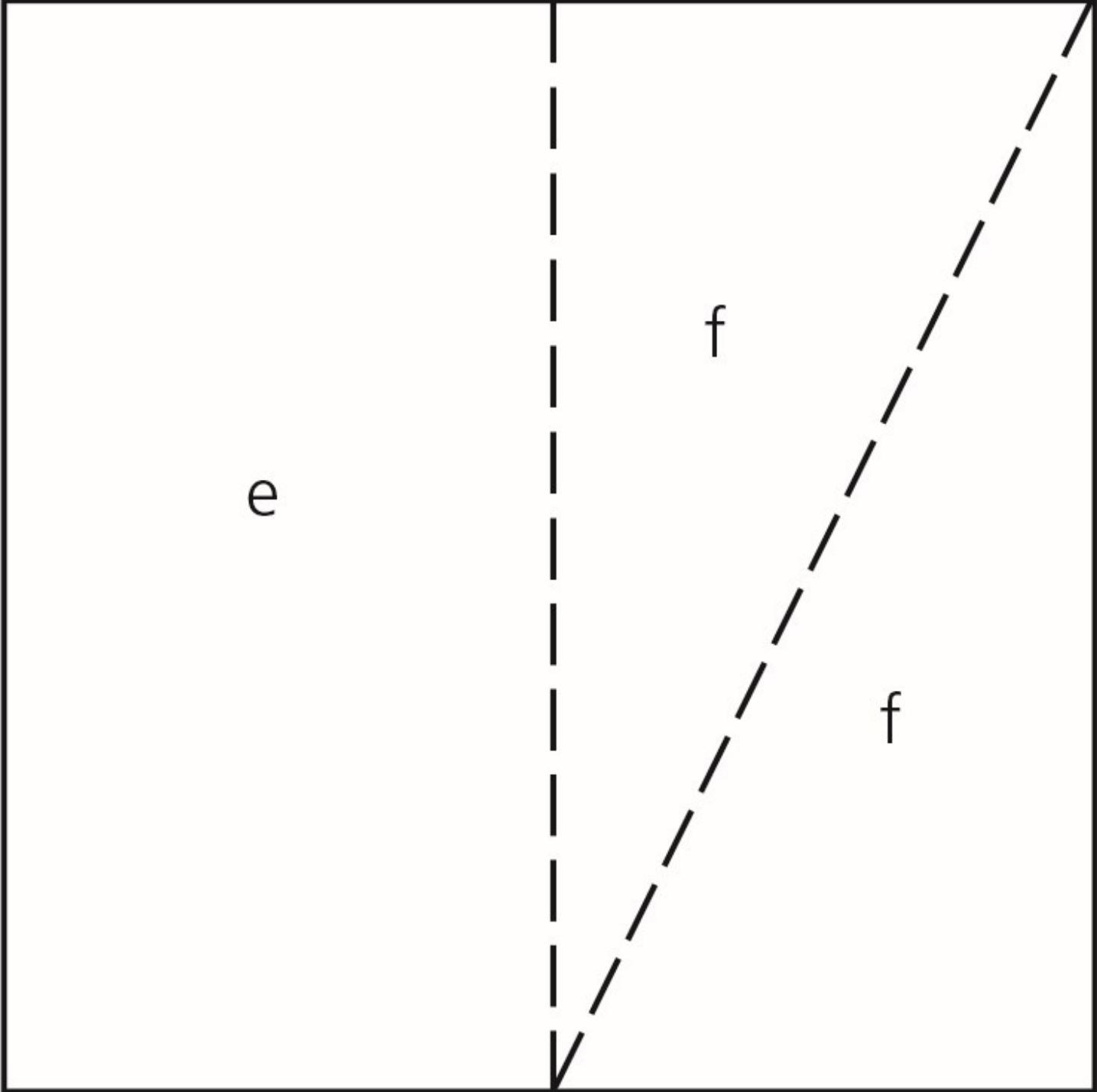
Activity 3- Sheet A ‘The Squares’

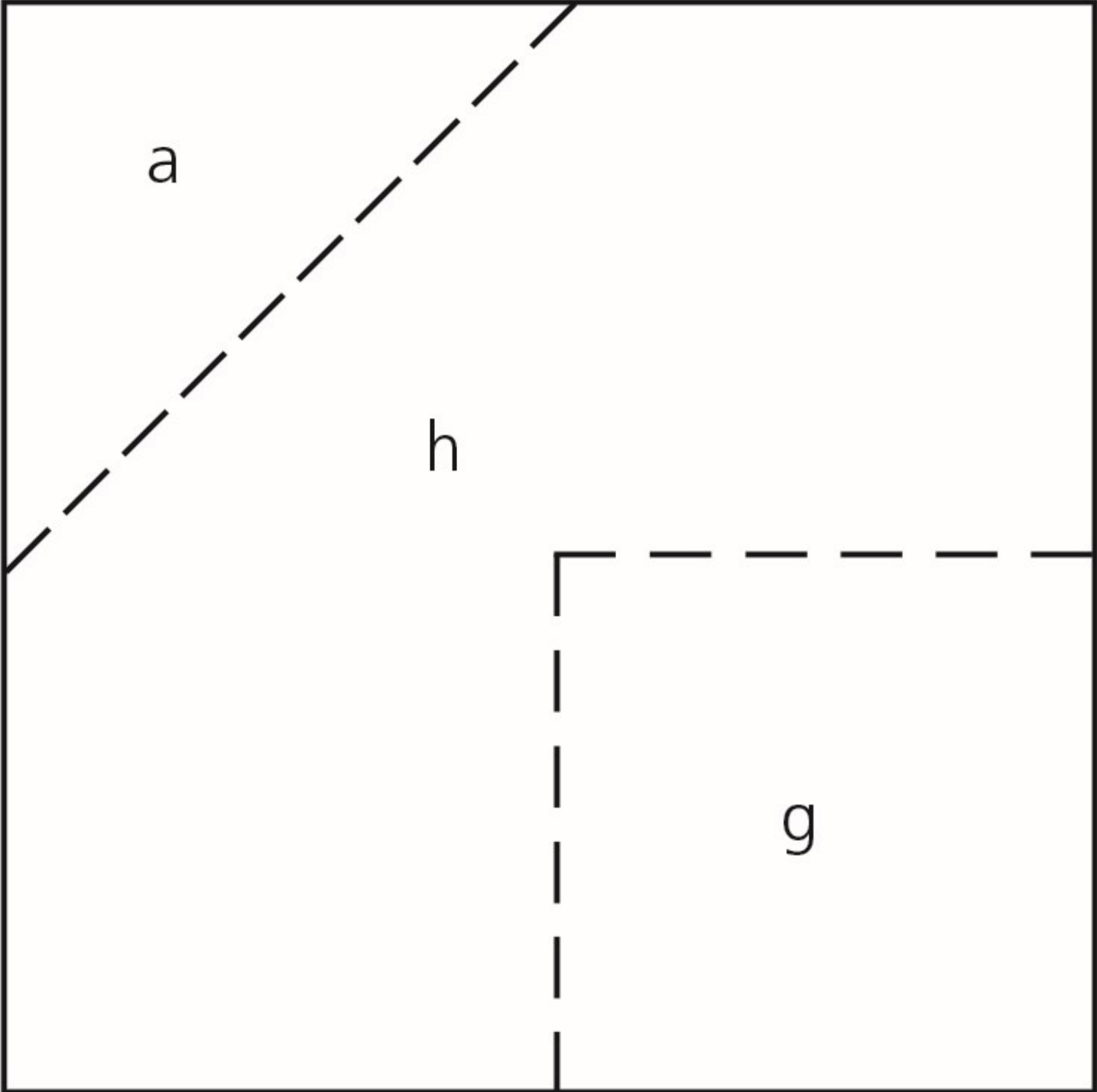
Instructions for the group leader before you start

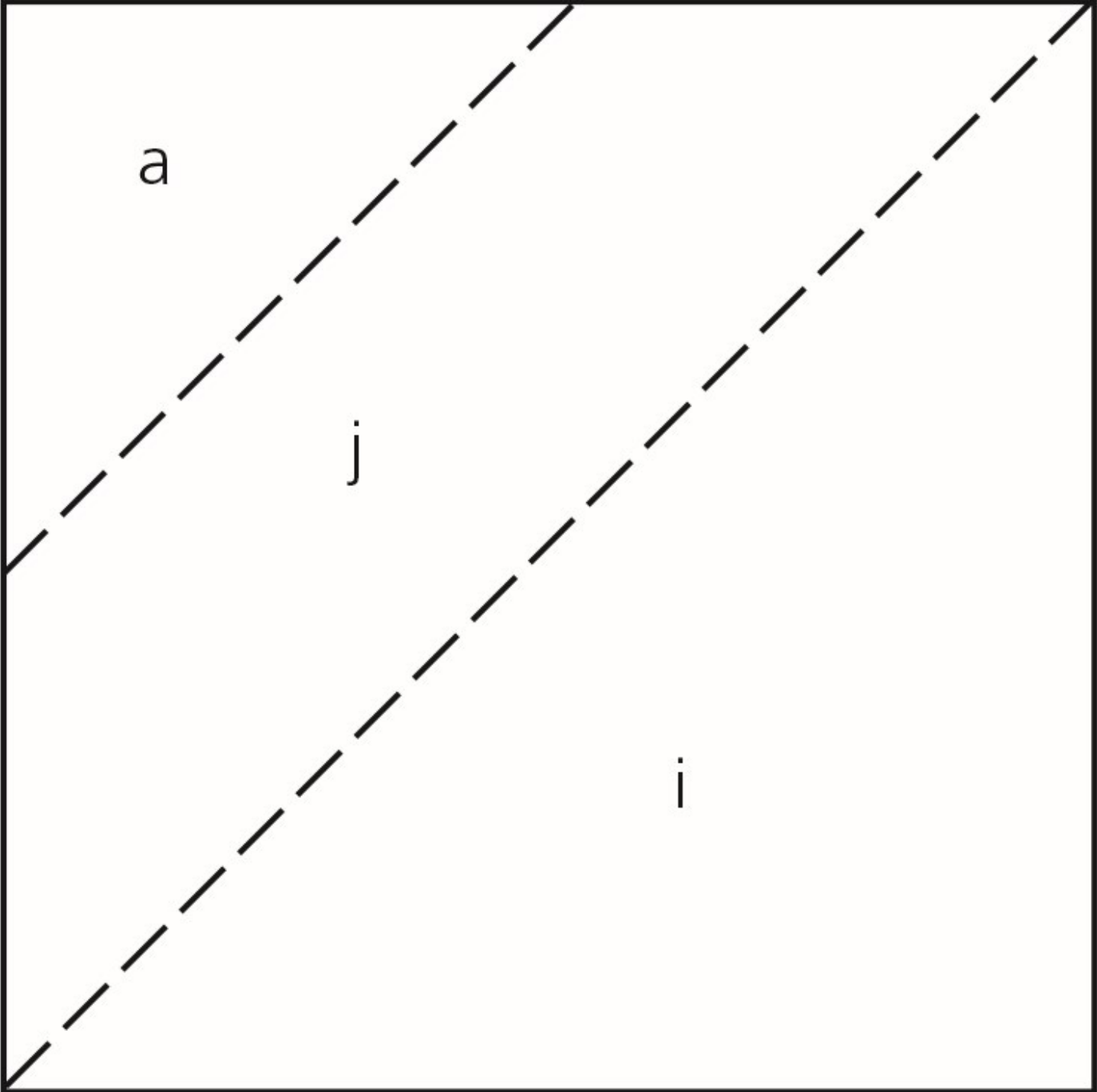
1. Print the squares on thick paper or card and cut it into the pieces as shown. Don't change any characters.
2. Put them in envelopes A, B, C, D, E as follows:
 - in A pieces i, h, e
 - in B pieces a, a, a, c
 - in C pieces a, j
 - in D pieces d, f
 - in E pieces g, b, f, c
3. Give a set of square-parts to each group of 5. Make sure you have a complete set of envelopes for every group.











Activity 3 – Sheet B ‘The Rules and Questions’

Instructions for the players:

- During the activity you are not allowed to speak to each other
- You are not allowed to give each other hints or show each other by body language that you want something
- You may put pieces of your own in the middle of the table
- You may pick up pieces from the middle of the table if you think you can use them
- You are not allowed to pick up each other’s pieces
- You are not allowed to place a piece at someone else’s puzzle
- You may pick up pieces from the middle of the table as often as you want
- You may put back pieces in the middle of the table as often as you want
- The exercise is over at the moment that everybody has a square in front of him/her and there are no square-pieces left.

Instructions for observers:

- Do the players follow instructions?
- What is their body language like?
- Do they only work on their own square or do they look at others?

Questions to be asked afterwards:

- How did it feel when you did not get a piece you needed from one of your colleagues?
- How did it feel when someone had a piece of vital importance and did not notice?
- How did it feel when someone, whose own square was ready, did not seem to think of others?
- Do you ever have the same feelings of frustration or success in other areas of your life?

Activity 4 – Teamwork Adjectives



The following adjectives describe some of the qualities that are required by team members. Each team member must have at least two or three of these qualities.

Highlight the adjectives that could best be used to describe you. You may use a dictionary if there are any words you don't know:

reliable	mature	Co-operative	extrovert
confident	enthusiastic	diplomatic	creative
dedicated	efficient	perceptive	dynamic
tactful	decisive	inspirational	unorthodox
communicative	imaginative		

Choose three of the qualities you highlighted and write a short paragraph explaining why you made these choices.

Look at the group roles below:

Negotiator	Ideas people	Facilitator	Leaders	Time keepers
------------	--------------	-------------	---------	--------------

Think about which one suits you best. Write another paragraph explaining why:

Can you match the other group roles with other people in your team?

Activity 5 - Team roles

There can be many different reasons for working with other people. You might get together with one other person or a group of friends, or you may be part of a more formal group or team. Some of these working arrangements work better than others. What makes the difference?

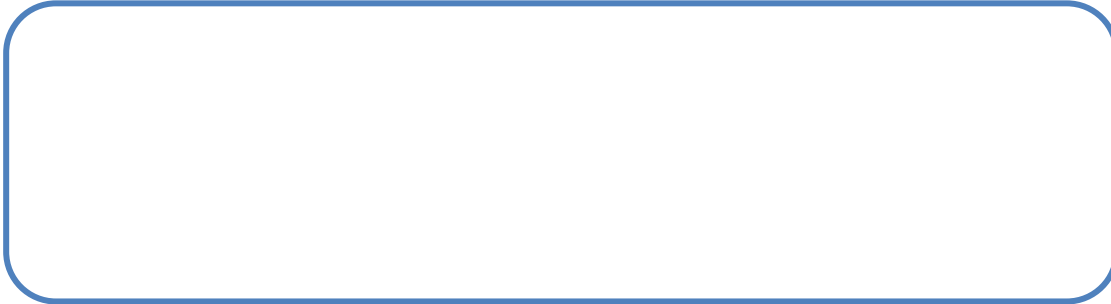
What roles and jobs would you choose to take on, or which ones have you had experience in?

Which jobs do you enjoy most?

Which jobs do you find challenging?

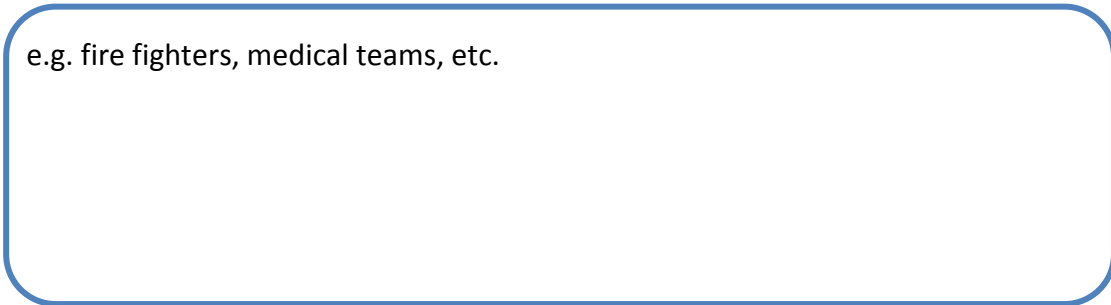
Have you ever been a member of a really successful group or team? What do you think made it successful?

Have you ever been a member of a group or team that didn't work well together? What do you think happened in this group to prevent it working well?



Can you name any work teams where it is important for the people involved to co-operate with each other?

e.g. fire fighters, medical teams, etc.



What do you think makes these particular teams or groups successful?



Studies have shown that the brightest or most creative people do not necessarily make the best team workers. It would appear that a mix of personal characteristics makes a better team or group. Some analysts of group behaviour have identified a range of personal characteristics as key roles in a group.

Key roles in a group

The group leader

Mature, balanced, focused and confident.
Able to draw people out; a good listener and a good judge. Ensures that everyone is included.

The ideas person

Creative, imaginative, innovative and unorthodox.
Able to think laterally and produce ideas for the group.

The practical organiser

Practical, reliable, efficient and good at planning.
Able to implement plans and make things work. Can turn ideas into tasks, plans and schedules.

The group shaper

Outgoing, full of drive, achievement and passion.
Able to pull people along and get things done.

The critic

Serious and analytical.
Able to look at all the angles and spots problems. Is the evaluator for the group.

The information gatherer

Bright, enthusiastic and interesting, good at networking.
Able to glean ideas and find new contacts and sources of support for the group.

The team worker

Friendly, committed, perceptive and a good listener.
Able to work in any group; sensitive to atmosphere and good at building bridges between people.

The finisher

Careful, conscientious, a perfectionist who worries about standards.
Able to keep to schedules and deadlines and ensure that agreements are observed and that tasks are completed.

The joker

Playful, has a strong sense of humour and is entertaining.
The comedian. Able to tease, poke fun and act the clown. "Stirs thing up", can keep things light hearted and lift the morale of the group.

Tutor Guidelines

We suggest that the facilitator stresses the importance of respecting others. For that, we leave here some hints for group reflection on ways to show and be respected at work.

1. START WITH YOU!

It's not easy to treat others with respect if you don't respect yourself. Be honest with yourself and recognize what makes you unique; your personality, your talents, your principles, your story.
Do you give yourself the respect you deserve?

2. ACCEPT THAT EVERYONE MAKES MISTAKES

Making mistakes is the way to learn, so learn to forgive yourself when you have made a mistake and respect others who have the guts to say sorry.
A good boss is a boss who says sorry when they are wrong!

3. RECOGNISE AND CELEBRATE DIFFERENCE

When you start work, you will have to work with lots of people different from you! Sometimes those who are most unlike you turn out to be some of your best friends.
What will you learn from someone different from you?

4. LEARN TO HANDLE CRITICISM

To have self-respect, you have to be aware of the person you really are and accept when someone is giving you helpful and constructive feedback.
Do you respect people who give you honest feedback?

5. TRY TO PROMOTE OTHERS

We learn to respect others when we let go of the feelings of resentment and jealousy. It takes courage, but try to respect others who may be better than you at times and you will be surprised what comes back to you!
Who do you know that needs your respect?

6. RECOGNISE WHEN PEOPLE DISRESPECT YOU

You have the right to be respected at work and if someone doesn't give you basic respect, stand up for yourself and report incidents when you have been treated badly.
Do you spend time with people who respect you?

Explain

- Explain to learners the importance of teamwork in a personal and professional level.
- Explain the meaning of cooperation and the importance of respecting others.
- Explain to them the differences in people's workstyles and how this is a result of people's differences in the ways that they learn. Use '**How I learn**' activity (section 5.7) to show learners the differences in learning styles.

Show

- Show them the different key roles in a group/team.
- Make them reflect on their natural role in a team and how they can contribute to the success of their team.
- Use experiential learning and group dynamics and set up exercises according to the audience.
- Use the '**Multiple Intelligences Test**' activity (section 5.8) to help the learner know him/her self better and ensure better co-operation with the rest of the group.

Ask

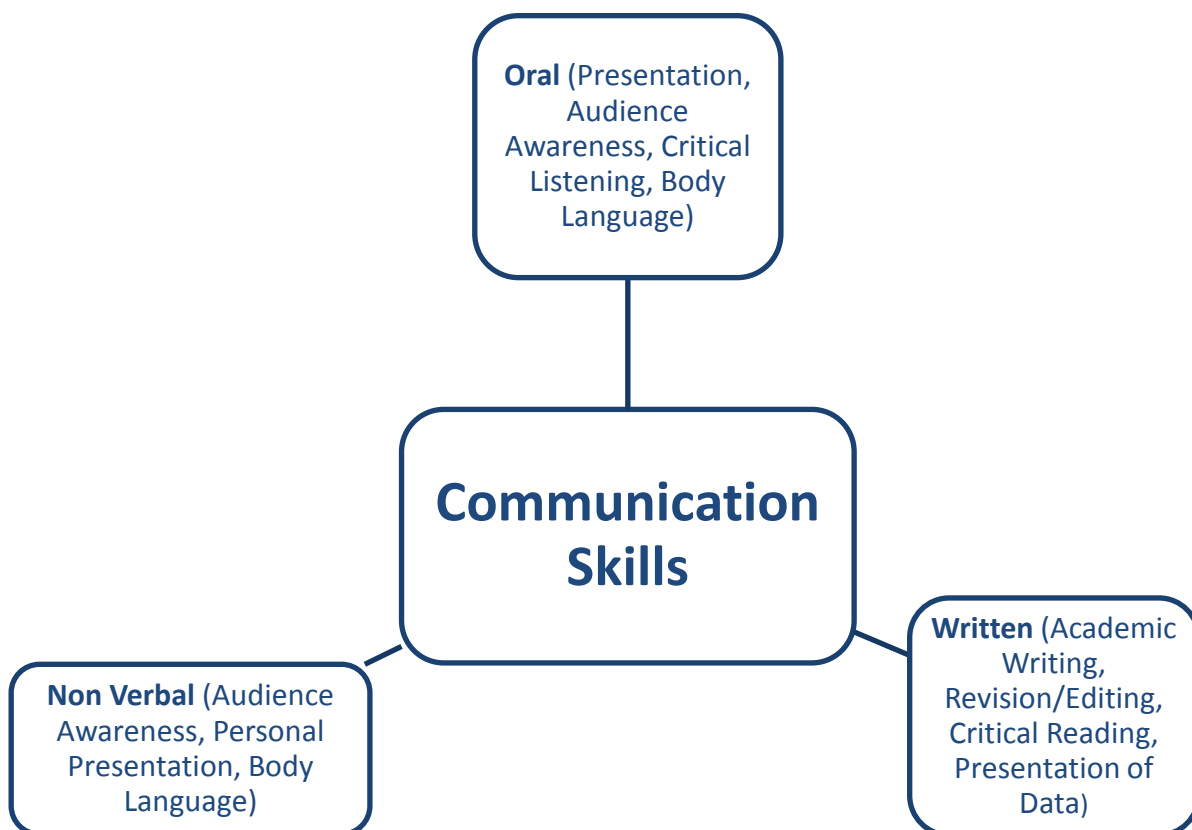
- Ask students about their personal experiences in teamwork.
- Ask them to reflect on how their different cultural background can bring an added value to the team.
- Ask them to keep in mind, at all times, the importance of respecting and praising others.

4.2. Communication

What it involves

Communication skills in the workplace is all about being able to convey information to people clearly and simply, in a way that means things are understood and get done. It's about transmitting and receiving messages clearly, and being able to read your audience. It means you can do things like give and understand instructions, learn new things, make requests, ask questions and convey information with ease.

It also means that you can adapt yourself to new and different situations, read the behavior of other people, compromise to reach agreement, and avoid and resolve conflict. In fact, a large part of good communication is about being empathic, so you can understand how others will interpret your words and behavior. And don't forget that communication is a two-way street, so being a good listener is vital.



Learning Activities



Activity 1 - Verbal/ non-verbal communication

Good communication is an important skill to have in business. To communicate effectively means you are able to make yourself understood and are able to effectively put across your message whatever it may be. Communication is either verbal or non-verbal. Describe below what is meant by verbal and non-verbal communication.

Verbal communication means:

--

Non-verbal communication means:

--

Describe below examples of verbal and non-verbal communication and examples of when they should be used

Verbal

Examples	Examples of when could be used

Non verbal

Examples	Examples of when could be used

Scenario

You work in the finance department of the local council.
You work in a team of six people.
Describe below the form of communication you would use in each of the following situations, stating why.



Source: pexels.com

Scenario	Form of communication	Why would you use this form of communication
You are required to notify a member of the public that they are required to pay a bill for a planning application.		
You need to arrange a team day out and get agreement on the venue.		
You need to negotiate some time off to go on a long weekend for a friend's birthday. It is at the last minute and you were supposed to give two weeks' notice.		
You have noticed a course in the organisation's newsletter that you would like to go on.		

Activity 2 - Poor Communication



30 min

Scenario

The scene is the reception of a large company.

A visitor has arrived and after catching the attention of the receptionist asks for the sales director. The receptionist has put a call out to the sales office. A sales coordinator arrives and asks the receptionist why she called. She nods in the direction of the visitor and says nothing, returning to paperwork. The sales coordinator approaches the visitor and asks why he has called. The visitor explains and is obviously annoyed. The visitor is the managing director of a very important firm and is a very good customer.

Consider the scene above and list below the examples of poor communication and detail what should have happened.

Example of poor communication	What should have been done

Good communication is an important skill to have in business. To communicate effectively means you are able to make yourself understood and are able to effectively put across your message whatever it may be. Poor communication can mean you may not be able to effectively put your message across.

Describe below a situation when you were subjected to poor communication.

Describe how the situation could have been improved.

Describe how you felt when the communication was poor.

Activity 3 - Body Language

Put the following examples of body language into the correct box according to whether it is positive or negative.

folded arms
eye contact
nodding
pointing

yawning
hands on hips
relaxed shoulders
rolling eyes

smiling
leaning forward
frowning
drumming fingers

Positive	Negative



Source: roberthalf.com

Activity 4 - Communicate with others at work

Identify three different ways that people communicate with each other in the workplace:

- 1.
- 2.
- 3.

Identify who **you** need to communicate with in the workplace (or training centre/school/college):

Communication method	Who	Give reasons why the method used is appropriate

Activity 5 - Knowledge quiz about communication



1. State **two** different audiences you may have to communicate with.
2. State **two** different methods of communication.
3. Describe when to use each of the above methods of communication.
4. State **two** ways of ensuring written language is easily understood by the reader.
5. State **two** different types of information in a letter that would require careful checking for accuracy.
6. Describe **two** ways to check written work.
7. State **two** organisational procedures for saving written communications.
8. Describe **three** methods of active listening.
9. Give **one** reason for asking for feedback on communication skills.

Explain

- Explain to learners the importance of communication on a personal and professional level.
- Make for them visible the different layers of communication and how these can be developed in several professional situations.

Show

- Show them the different ways of communication.
- Use experiential learning and set up exercises according to audience and group dynamics.
- Use the '**Active Listening**' activity (section 5.5) which will help your trainees to deeply understand the appropriate and more efficient ways to communicate and deliver ideas and demands to the others.

Ask

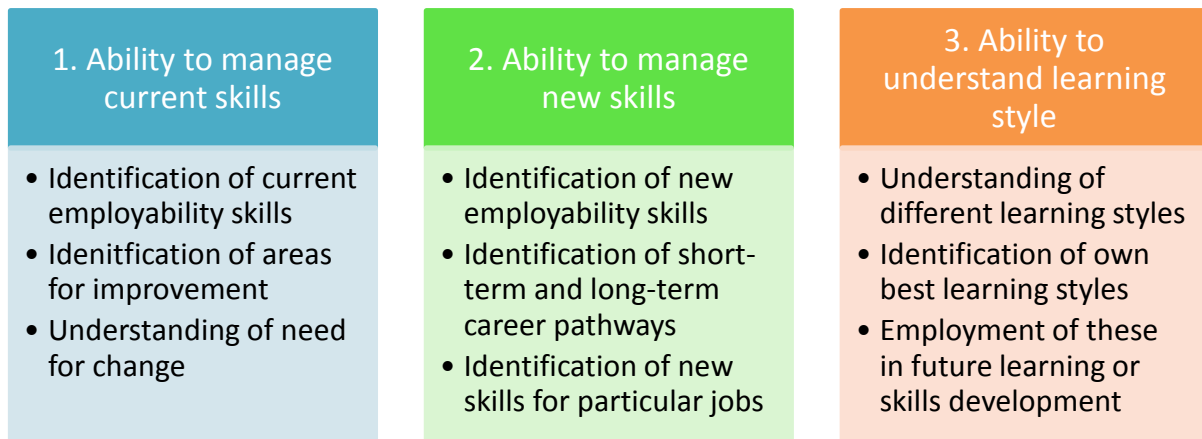
- Ask students their personal experiences in communication.
- Ask them to bring their different cultural background.
- Ask them to keep in mind all the time the importance of non-verbal communication.

4.3. Self-management

What it involves

Self-management is defined as the personal application of changes in behaviour which can produce a desired improvement in employability or life skills. Self-management is a relative concept and may necessitate a small amount or a wide-scale of change or development. Self-management can be used to live a more efficient daily life, banish poor habits and acquire new ones, accomplish new tasks, and achieve personal goals. Learning and teaching self-management skills have many advantages and benefits to the individual over both the short and long-term.

Self - management allows learners to understand and show how to relate their interests, skills and qualities to particular job roles. Exploring Self-Management skills involves three dimensions related to the skills of the learners



Learning activities



Activity 1 - Self-Enquiry

Complete the checklist below to see which areas of self-management you need to address as part of this unit.

How good are you at...?	Brilliant	Good	OK	Poor
Planning your own learning				
Recognising the skills and qualities needed for success at work				
Being clear about which skills you need to develop and improve				
Timekeeping and attendance				
Dressing and behaving appropriately in different situations				
Understanding the importance of health and safety in the workplace				
Producing high quality work on time				
Communicating in a way that is appropriate to the situation				
Working successfully with others				
Knowing what is good and poor customer care				
Making use of help and support when working with others				
Identifying suitable job opportunities for you				
Getting information about job options				
Writing CVs, letters and job applications				
Presenting yourself effectively at interviews				
Understanding your rights and responsibilities				
Taking prompt and appropriate action when facing a problem				
Using simple calculations to tackle basic number problems				

Activity 2 - Work appropriate

Agree some targets and changes on your appearance and standards of dress which you think would be beneficial or appropriate.

To get ready for work I need:

1.

2.

3.

4.

5.

6.

Activity 3 - Learning Log

Practice your skills of reflection by keeping a diary of your learning activities for one week.

In your diary say what you have done and what you thought about it. Review your diary with your tutor.

Learning Log

Day	Morning	Afternoon
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Review		
Other		



60 min

Activity 4 - Multiple Intelligences Test

Assist learners to discover more about their intelligence, skills and key drivers. By going through the **'Multiple Intelligences Test'** (section 5.8) learners will discover what they need to develop to pursue specific career routes. This is to be used in line with developing overall self-management.

Activity 5 –Skill development

Agree some targets towards improving a skill over the course of about one week (e.g. in a sport or using a computer). It may be helpful to use Activity 4 beforehand to identify learners' needs. Has your performance improved? Review what went well and what went less well in working towards your targets.

PLAN

Description of the skill I wish to develop
How I plan to do it: 1. 2. 3. 4. 5.
What I will need:
Who will support me and how?
Other information

REVIEW

Get There: National Pilot Report 2015-1-UK01-KA202-013608 This project has been funded with the support of the European Commission. The information reflects the views of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

What I did
What went well?
What could have gone better?
Changes I made to my plan?
Other information

Explore

- Explore current employability skills as part of a self-management review.
- Use the '**Name exercise**' activity (section 5.4) as a way of understanding learners' different cultural backgrounds.

Understand

- Understand the way that learners define their identity by using '**What do you call yourself**' activity (section 5.5). This will encourage deeper self-awareness and therefore stronger self-management skills.

Plan

- Plan new learning in relation to current needs.
- Plan new learning in relation to preferred learning styles.
- Review and plan learners' further skill development.

4.3. Problem-solving

What it involves

Problem-solving can be broken down into two stages (see Figure 1). Before confronting a problem it is necessary to identify the nature of the problem (Stage 1), and then proceeding to gain a deeper understanding of it (Stage 2).

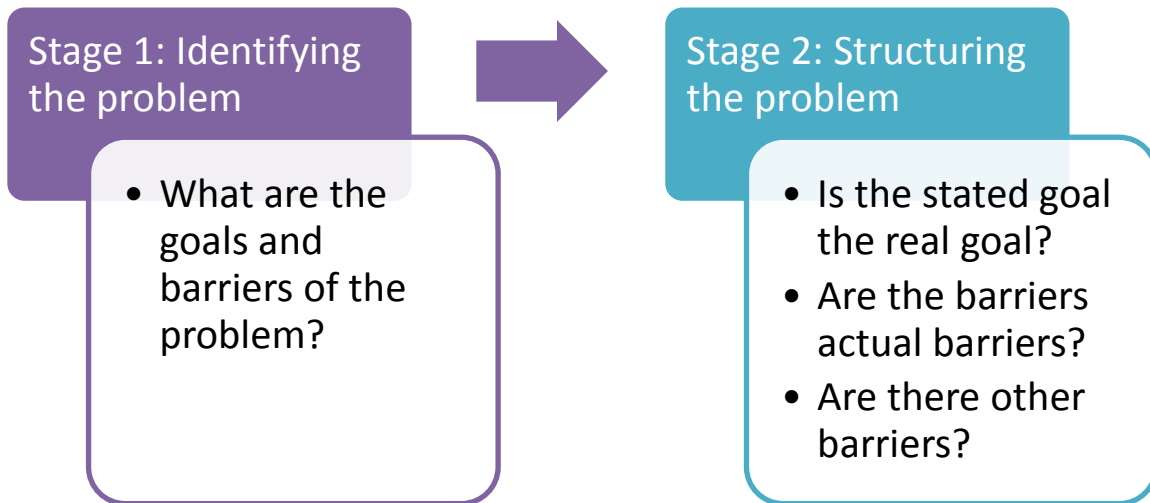


Figure 1: Stages in problem-solving

Stage 1 requires you to look at the problem in terms of goals and barriers in order to break it down into more manageable sub-problems. For example:

“People fail to meet targets continually” (main problem)

“I don’t know how to tell them this” (sub-problem 1)

“And I end up doing more work” (sub-problem 2)

Stage 2 gives you the opportunity to look at the relationships between the key elements of the problem. Using simple diagrams makes it easy to understand and ‘see’ the problem more readily. For example, chain diagrams are one of the simplest types of visual aids used to represent a problem. The key elements are presented in an ordered list, each element being connected with other elements before and after it. This represents a sequence of events needed for a solution, which follows that if one of these becomes resolved the other elements will become resolved too.

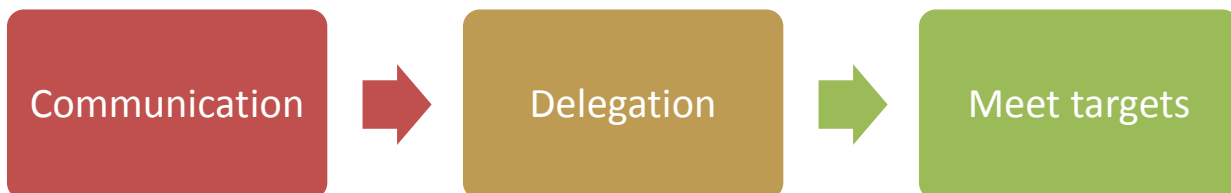


Figure 2: Chain diagram of elements within a problem

Learning Activities

Activity 1 - Tackling problems



1. What sorts of problems might you meet in the workplace?

2. Why is it important to take prompt action to deal with a problem?

3. Why does a problem need to be solved?

4. How will you know when a problem has been solved?

Activity 2 - Spotting Problems

When problems appear at work employers need staff who can foresee a problem coming, resolve it and also prevent them from happening in the first place. This challenge will help you!

A) Problems at work are normal

Think of 3 different problems which could happen at work under the following categories

Problems with equipment	Problems with staff	Problems with suppliers	Problems with staff from other organizations
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.

It is much easier to shift the blame and say “It’s not my problem”. However, when you start work you have to be responsible and be able to not just spot a problem but share a problem and work with others to fix it.



Source: photos.merineews.com

B) From problem spotting to problem solving

In pairs discuss this real-life scenario:

It is a busy day at work and you suddenly realize that the copier machine has run out of paper. Your boss has asked you to print material for a meeting that will take place in half an hour. What response would the boss be happy with:

1. You get frustrated and stress out. You tell the Boss “If you want me to print stuff, there needs to be paper in the printer!”
2. “Boss the copy machine ran out of paper. I could not print what you asked.”
3. “Boss the copy machine ran out of paper but I managed to borrow some from the office next door. I have ordered fresh supply which will come tomorrow.”

- **Ask learners to think which response would be a good approach to problem-solving and why?**
- **Ask learners to think which response would be a bad approach to problem-solving and why?**
- **What qualities does the good/bad response show?**

C) Snitching vs. problem reporting

When there is a problem at work, it can sometimes be very difficult to let the boss know. Sometimes people don't say anything because they fear that they will be called a 'snitch'. However, there are ways in which you can share problems professionally and openly.

List five situations when you think it is important to share a problem even if it is another person's fault:

1.

2.

3.

4.

5.

Tell learners how they can go from problem spotters to problem solvers in four easy ways:

Try to remember that you already possess qualities that can help you solve problems

Ask other people's perspective on the problem

Observe when you solve problems and note down the qualities you used to do so

Try to predict problems before they arise and think creatively as to how you can prevent them.

Activity 3 - Fixing problems



3a) Traits of a fixer

In pairs come up with eight traits (the habits and characteristics) of someone who is a fixer:

Now, put them in the order you think is most important. There are no right or wrong answers; answers will vary for different people



3b) What is the opposite of a fixer?

In the table below write your eight qualities of a fixer and then think of what is the opposite? (Think of people that you know who are good at fixing problems. What do you appreciate about them? E.g. can make decisions fast, are positive, are good team players, etc).

A fixer is someone who...

A non-fixer is someone who...

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

3c) Planning for a fixer attitude



In pairs think of five things you could do this week to help you develop a fixer attitude.

a)
b)
c)
d)
e)

Activity 4 - Planning & reviewing your problem-solving

 30 min

Note down the problem that needs to be resolved:

Make a plan of what you need to do: (outline materials, tools, equipment and support you may need)

Tasks:

- 1.
- 2.
- 3.
- 4.
- 5.

Resources/Help

- 1.
- 2.
- 3.
- 4.
- 5.

How long do you think it should take to solve the problem?

How and when will you check your progress?

What health and safety issues do you have to think about?

What will you do if things go wrong?

What advice and support did you use when following your plan?

When you reflected on your progress did you need to change your plan? Yes No

If yes, what did you do?

Did you solve the problem? Yes Partly No

How did you check that the problem had been solved?

When you were tackling the problem:

What do you think went well? *E.g. It was good to get someone else's ideas on different ways*

What do you think went less well? *E.g. The plan could have been more detailed*

Describe what you did about any difficulties:

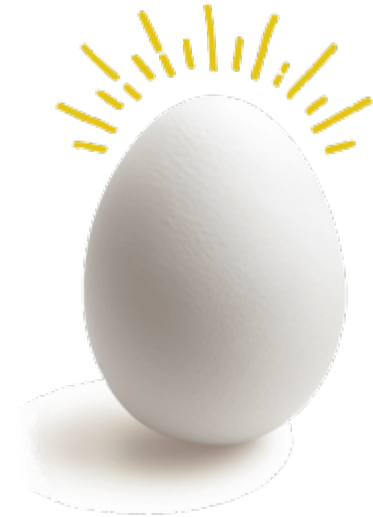
Activity 5 - Thinking ahead

 50 min

Educators can use this activity to enhance learners' problem-solving skills. Educators must explain to learners that for any problem to be solved, they must learn how to think ahead and come up with a good strategy. For this to work, this must be communicated to colleagues and must be carried out using team-working skills.

The following is called the 'Egg-catcher' activity. Explain the instructions and assessment criteria to the learners.

Use this activity to help them understand the importance of thinking ahead, implementing and reviewing when approaching a problem.



Source: eggnutritioncentre.org

Brief:

You and your design team have to make a platform or pillow that will prevent an egg from breaking or cracking when dropped from a height of 3.5 metres.

That materials that you will be given are:

- 15 straws
- 3 pieces of paper
- 2 balloons
- 3 metres of sellotape
- scissors

Instructions:

Discuss and decide on a team name. You will then need to discuss the design with your team and draw your design- you have 10 minutes to do this. You will then be given your materials and have 30 minutes to construct your design. You do not have to make use of all the materials. You will then test your design. You will have one egg to practice with and one for the final drop.

Assessment details:

Each design team will be scored on three separate areas:

- Design and communication (up to 10 points)
- Teamwork (up to 10 points)
- Success of final drop (up to 10 points)

A total of 30 points can be achieved- the winners will be the team with the most points. If you are successful with the final egg drop, but don't score well in the other areas you might not necessarily **win!**

Who is in your team?

What is your team name?

Draw a labeled diagram of your design here:

Keep track of the quantity of materials that you have used to build your design:

Straws:

Pieces of paper:

Balloons:

Sellotape:

Scissors:

What happened to your egg in the practice drop?

What happened to your egg in the final drop? Why do you think this happened?

Team's final score	/30
Score on Design & Communication	/10
What went well in your team's design & communication?	
What could you do better next time?	
Score on Teamwork	/10
What went well in your team's design & communication?	
What could you do better next time?	
Score on the Final drop	/10
What went well in your team's design & communication?	
What could you do better next time?	

Explain

- Explain to learners that they are going to work on developing an approach to problem solving which can support them in their life and on their journey to work as they encounter obstacles along the way.

Show

- Show the problem solving skills film (in Supplementary resources- Unit 6).
- Discuss the approach taken to problem-solving with students and ask them to re-cap on the steps covered in the film.
- Use the '**Multiple Intelligences Test**' (section 5.8). This will help learners understand that they can approach a problem from more than one angle given that they have various forms of intelligence skills.

Ask

- Ask them to look for their own recurring patterns and find ways of changing these.
- Ask them to think about how their personal background affects the way they approach problems. Use the '**Life Spiral activity**' (section 5.6) to achieve this.
- Ask for ideas of potential problems in workplace or actual current problems.

4.4. Customer Awareness

What it involves

Employers want to hire those that exceed expectations and if you do that for the customer – not just the company – then you’re really going to be able to prove that you are going to provide excellent customer support.

Customer awareness requires you to be able to step into customers’ shoes and understand where they are coming from. Learners must be able to identify customer thinking patterns. Today’s customers are more connected than before. They have several contact points with the brand, company or business: website, retail stores, call centres, social media, television ads and mobile applications just to name a few. Therefore, for this unit it is important to have knowledge on online customer engagement (CE). This refers to:

1. A social phenomenon enabled by the wide adoption of the internet in the late 1990 and taking off with the technical developments in connection speed (broadband) in the decade that followed. Online CE is qualitatively different from the engagement of customer’s offline.
2. The behavior of customers that engage in online communities revolving, directly or indirectly, around product categories (cycling, sailing) and other consumption topics. It details the process that leads to a customer’s positive engagement with the company or offering, as well as the behaviour associated with different degrees of customer engagement.
3. Marketing practices that aim to create stimulate or influence CE behavior. Although CE-marketing efforts must be consistent both online and offline, the internet is the basis of CE-marketing.
4. Metrics that measure the effectiveness of the marketing practices which seek to create, stimulate or influence CE behavior.



Source: everydayinterviewtips.com

Customer Engagement Cycle

The Customer Engagement Cycle (Figure 3) shows how customers engage in a process before, during and after the purchase.

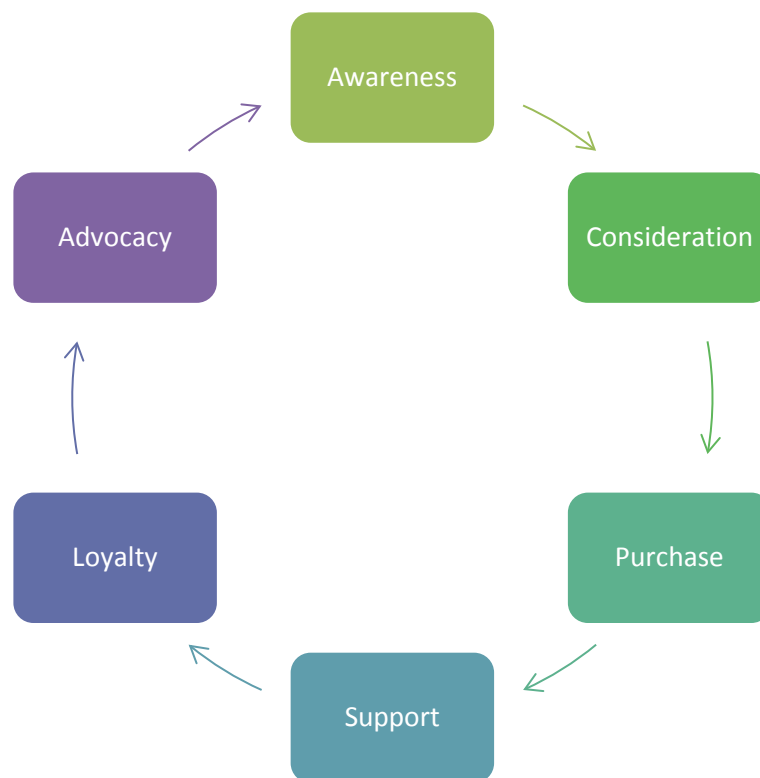


Figure 3: The Customer Engagement Cycle

Explain to learners that working within an organization means they are also part of the organization's brand. So they must consider the following:

Awareness: Customers have not previously heard of your brand, products or services. You need to make a good first, second and third impression so that they take you in consideration when they are further along the engagement cycle.

Consideration: Customers are looking for information so that they can research and compare between competitors and offerings. Communicate your value proposition to them and build up confidence in your brand so that they will purchase from you.

Purchase: Customers are busy people and want to make the purchase in a way that is convenient for them. Be as flexible as possible and make it simple and straightforward for them to make the purchase.

Support: Customers want to purchase from brands that will provide good service and support. Make sure to support them with any issues, questions or complaints they may have.

Loyalty: Customers like to be appreciated and rewarded for the business they are providing you. Offer recognition and incentives for loyal customers.

Advocacy: Customers who are happy with the experience they encounter with your brand are likely to recommend you to their peers. Empower them with the ability to easily spread the word on behalf of your business.¹

¹ <http://www.abbasalidina.com/the-customer-engagement-cycle/>

Get There: National Pilot Report 2015-1-UK01-KA202-013608 This project has been funded with the support of the European Commission. The information reflects the views of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Each of these stages represents the opportunity to form a deeper relationship with customers. The Customer Engagement Cycle is a chain and we are only as strong as its weakest link. Any breakage along the chain means that we could be losing customers as they pass through it. We have to ask ourselves, in each stage what the customer need.

We must also keep in mind that customers do not actually care where they are in the Customer Engagement Cycle. They don't see what happens behind the scenes and only care about their experience with a brand as a whole. This cycle is for our reference to help us provide customers with long-lasting positive experience as they interact with brands.

More information about Customer Engagement Cycle in <http://www.abbasalidina.com/>

Learning Activities



Activity 1 – Definition of customer

Part 1

Discuss what is meant by “customer”. With a partner, make a list of at least six different types of jobs/services and identify who the customer is in each case

E.g. a mechanic → person with a vehicle for repair; a paramedic → injured person.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Share your list and ideas with your group.

Part 2

Choose two of the customers in the prior list and link his/her behavior with the stages of the Customer Engagement Cycle:

	Customer 1:	Customer 2:
Awareness		
Consideration		
Purchase		
Support		
Loyalty		
Advocacy		

From your own experience as a customer give two examples that illustrate good practice in customer service *e.g. when buying something from a shop or online, when phoning an Advice Centre for information.*

Give two examples of what a customer might do if they get poor service:

Give two examples of the effect giving poor service might have on the organisation itself:

Give reasons why it is important to give a good first impression to customers:

What are the main goods or services customers get from your organisation?

Give three examples of how your organisation tries to meet customer needs:

List policies and procedures relevant to your customer service role:

Why is it important to maintain customer confidentiality?

In groups, explain what you consider are the characteristics of good and bad customer care using one of the following methods:

- Poster
- Illustrated leaflet
- Information page

Present this to the rest of the class.



Source: care2.com

Activity 4 - Body Language



Cut out the cards below and match the body language to the correct interpretation.
Pick body language cards at random to use in your role plays.

<p>Body language: <i>Erect posture, brisk walk</i></p>	<p>Interpretation: <i>Confidence</i></p>
<p>Body language: <i>Standing with hands on hips</i></p>	<p>Interpretation: <i>Aggression</i></p>
<p>Body language: <i>Sitting with legs crossed, foot kicking slightly</i></p>	<p>Interpretation: <i>Boredom</i></p>
<p>Body language: <i>Arms crossed/folded</i></p>	<p>Interpretation: <i>Defensiveness</i></p>
<p>Body language: <i>Walking with hands in pockets, shoulders hunched</i></p>	<p>Interpretation: <i>Dejection</i></p>
<p>Body language: <i>Head resting in hand</i></p>	<p>Interpretation: <i>Tired/boredom</i></p>
<p>Body language: <i>Rubbing hands together</i></p>	<p>Interpretation: <i>Anticipation</i></p>
<p>Body language: <i>Open palm</i></p>	<p>Interpretation: <i>Sincerity, openness, innocence</i></p>

Body language: Tapping with the fingers	Interpretation: Lack of self-confidence/ insecurity
Body language: Patting/fondling hair	Interpretation: Lack of self-confidence/ insecurity
Body language: Tilted head	Interpretation: Interest
Body language: Looking down, face turned away	Interpretation: Disbelief
Body language: Biting nails	Interpretation: Nervousness

Use the blank cards to add your own ideas:

Body language:	Interpretation:
Body language:	Interpretation:
Body language:	Interpretation:

Activity 5 - Role play



This activity will help learners understand the perspective of both parties involved in a customer service interaction.

Imagine that you are assisting a customer and s/he starts to get upset with you. How would you deal with the situation?

Please work in pairs and be as real as possible.

After your role play discuss the following:

- What was the experience like for the customer?
- What was the experience like for the customer service assistant?
- How would this experience be different if it were happening online?

Explain

- Explain to students the importance of customers in all kind of business.
- Explain to them the importance of understanding needs and complaints from customers.
- Give them all the different types of customers that they can find and their concerns.

Show

- Show empathy and feedbacks about the skills and the boundaries of each learner.
- Use experiential learning and set up exercises according to audience and group dynamics.

Ask

- Use the '**Life Spiral activity**' (section 5.6) in order to promote in-depth understanding of each person's life experiences. Ask learners how their awareness has changed of people after this activity is completed.

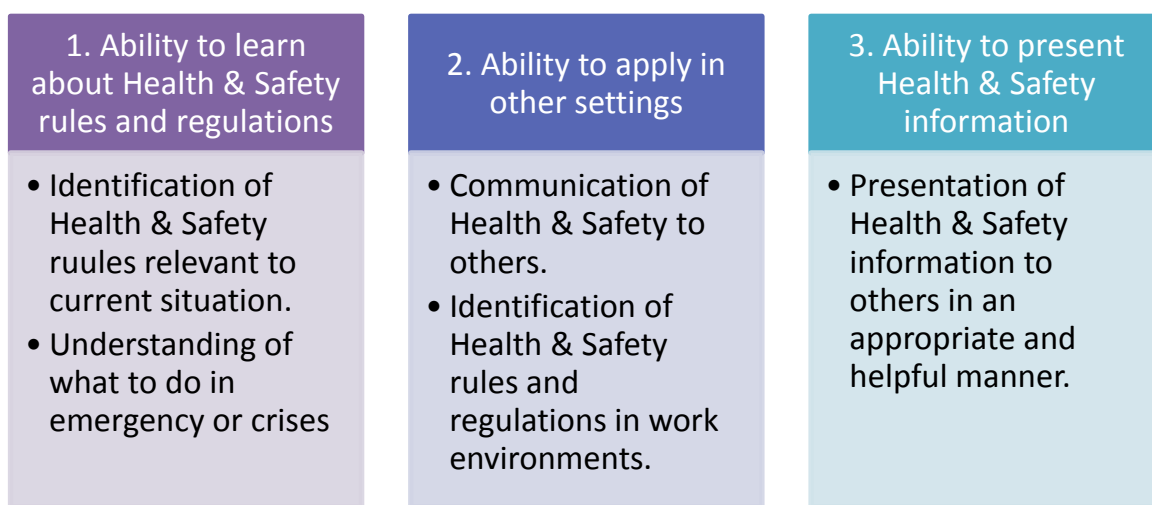
4.5. Health & Safety

What it involves

Health and Safety is defined as a list of rules and regulations designed to ensure the health and safety of those working in the workplace as well as other people who may have access to or usage of the same. The list of rules and regulations is not exhaustive and varies largely depending on the nature of the workplace and the business involved. Nevertheless, some general principles can be invoked as in the challenges below.

By managing the employability skill 'Health & Safety' learners can identify potential aspects of safety and hazards in their own workplace or in general as well as what rules and regulations are appropriate to other specific jobs.

Exploring 'Health & Safety' involves three dimensions related to the employability of the learners



Learning Activities



Activity 1- Emergency situation

Find out what to do in an emergency in your place of work. Show knowledge of the specific risks for the business or employment you are in or would like to work in and complete the forms to show your understanding. Discuss your findings with a tutor or your group.

If someone has an accident:

What do I do?	Who do I tell?	Where do I go?

What are the most important things to remember in an emergency?

- 1.
- 2.
- 3.

If I see or smell a fire

What do I do?	Who do I tell?	Where do I go?

If I see or hear the fire alarm

What do I do?	Who do I tell?	Where do I go?



25 min

Activity 2 - Health & Safety procedures

Make a list of health and safety procedures when working in your workplace or one of the following places:

- Supermarket
- Construction site
- Hairdressing salon
- Garage
- Leisure Centre
- Kitchen
- Other agreed location

Health & Safety in the Workplace

To do my job safely I must....

Draw pictures or find examples of safety signs and describe what they mean in the boxes below:

Example 1	Example 2	Example 3
Meaning:	Meaning	Meaning
Example 4	Example 5	Example 6
Meaning:	Meaning	Meaning

Activity 3 - Checking safety

Carry out a survey of a place of work to find out how safe it is. Make a list of any improvements you feel would make it safer.

Carry out a survey using the criteria below to show that you and other staff understand how safe your workplace is.	Self (Tick)	Other Staff (Tick)
1. Name and role of supervisor/line manager explained		
2. Undertake a tour/site inspection		
3. Shown a health and safety poster and understood other relevant information		
4. Informed of areas that are out of bounds		
5. Made aware of what action to take if the fire alarm sounds		
6. First aid facilities explained and first aid staff identified		
7. Safe ways of working explained/demonstrated		
8. Aware of workplace hazards and the action required		
9. Manual handling techniques explained		
10. Use of personal protective equipment explained/demonstrated		
11. Accident reporting procedure explained		
<u>List of improvements</u>		

Activity 4 - Health & Safety poster



Create a poster designed to promote health and safety or describe ways to keep your workspace clean and tidy. To help you design your poster, use the sheet below:

1. Working in pairs write down everything you know about the subject area

2. What are the basic rules for health and safety or keeping a workspace clean and tidy?

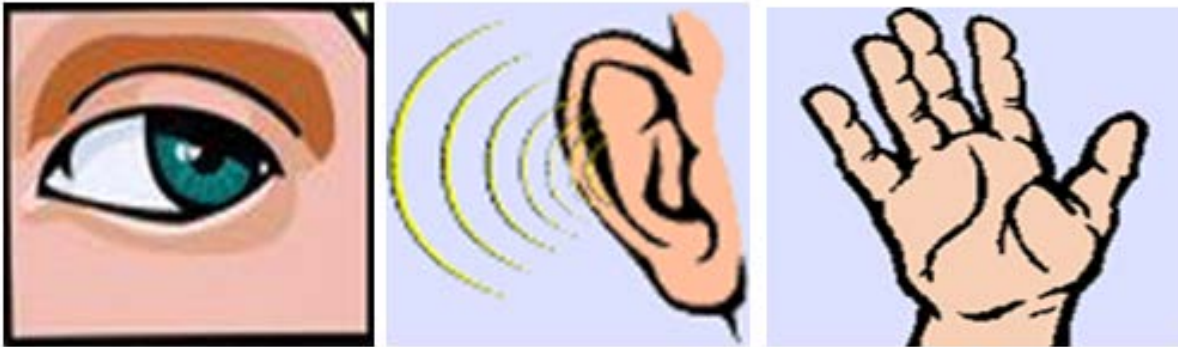
3. Think about the key messages you want to convey to your audience and list them in order of priority

4. Think about an image or images which will help make your poster powerful and describe them below

5. Are there any other aspects of design which you need to include e.g. style, size of poster, production values?

Activity 5 – Various learning of Health & Safety

Find out about your friends' or colleagues' preferred learning styles. Do this by completing the Learning styles activity (section 5.7). By taking into account the different types of learning styles; Visual, Auditory, Kinaesthetic, you will be able to know what is needed to enhance understanding of Health & Safety rules for people with every learning style.



Create a wall display, presentation or written document suited to their needs to show the kinds of practices that are most unsafe or dangerous and should not be allowed in the workplace.

Give a talk to your group about your wall display.

Explain

- Explain to students the importance of the reasons for having Health & Safety rules and regulations.
- Allow them to ask questions in relation to the topic of Health & Safety in their own experience.

Research

- Research the different aspects of Health and Safety in current workplace.
- Record information about this in an appropriate manner.
- Research other aspects of Health & Safety in different workplaces.

Present

- Ask students to present their findings on Health & safety in an appropriate manner.
- Use preferred learning styles to maximise the impact of presentation (refer to '**How I learn**' activity, section 5.7).
- Review the impact of presentations with the audience.

4.6. Rights & Responsibilities

What it involves

Every business has a responsibility to ensure it adheres to the relevant rules and regulations. Employers make sure they do everything they can to get it right. Equally, employees should be aware of their own responsibilities, as well as of what their rights are and what their employer should be doing with regard to relevant matters such as pay, contracts, time-off and working hours.



Source: vision.org

Workplace health and safety legislation requires employers to ensure that workplaces are both physically and mentally healthy for all employees. This means certain measures are put in place to create a working environment that does not harm mental or physical wellbeing. In each country, there is different workplace legislation. Employers are obligated to adhere to this legislation and provide a safe and healthy workplace. They do this by preventing or minimizing potential risks and providing the right working conditions.

Learning Activities

Activity 1 - Individual Rights and Responsibilities



Instructions:	Ask the learners to match two rights with the most appropriate situation. The activity is designed to focus on thinking about individual rights in different situations. It does not assume that the learners currently have these rights. The results may be used to promote discussion about other rights that are also relevant to each situation.
---------------	---

Education	The right to learn
As a consumer	The right to education until the age of 16
In the community	The right to vote at 18
Politics	The right to be fed
In the family	The right to stand for election
At work	The right to a refund or exchange
	The right to be safe
	The right to be loved
	The right to buy goods in good working order
	The right to be protected by the law
	The right to be paid a minimum wage
	The right to work in a safe environment

Activity 2 - Right or responsibility

What do I need to do?

Colour code these boxes to show which statements are rights and which are responsibilities:

To be free from slavery	To speak appropriately to others	To listen to others
To have a fair trial and be protected by the law	To treat all people as equal – regardless of race, religion or gender	To have a home and be educated
To express your opinion freely	To take care of yourself and others	To obey the law
To look after your environment	To vote in a democracy	To be free from torture

What links rights and responsibilities?

Pick two rights and come up with some responsibilities you have that are associated with that right. For example, if you are protected by the law, you have a responsibility to obey the law.

If you have the right to...	If you have the right to...
Then you have the responsibility to:	Then you have the responsibility to:

Activity 3- Rights and Responsibilities min

This activity will help learners understand how to research their rights and what they should know about them.

Section A: Young People and the Law

In groups, find out what the law prohibits young people from doing until they reach certain ages between 13 and 19.

Present this information in the form of a diagram.

Section B: Human Rights

In groups, find about The Declaration of Human Rights Amnesty International and how it works

Design a T-shirt to promote the work of Amnesty International

Activity 4 - Rights and responsibilities at work

Describe three of the main rights that all employees have at work:

Rights that all employees have:	What is the benefit to employees of this 'right'?

Explain what differences there may be in the rights of an employee who works in a particular job or employment sector (E.g. relating to holiday entitlement, right to strike, shift work etc):

Give two examples of laws that help to protect employees at work:

Who could you go to for help with problems at work to do with employee rights? Give two examples:

State what steps an employee should take if they have a grievance issue at work:

Describe three of the main responsibilities that an employee has at work:

Responsibility:	How does this 'responsibility' benefit other workers, and/or the employer?

Give three examples of how an employee can get information about their responsibilities in the workplace

- 1.
- 2.
- 3.

State what steps an employee should take if they were faced with disciplinary procedures at work:

Activity 5 - Safety at Workplace



Describe the hazard	Who could be harmed? How?	How likely is it to happen?	If it happens, how serious could the harm be?	What can be done to reduce the risk of harm?

Tutor Guidelines

Ask

- Ask learners about their experiences at workplace settings with regards to rights and responsibilities.
- Ask them how aware they are of their rights as current/future employees.
- Ask them how they plan to learn about their rights.

Explain

- Explain to learners that their rights can sometimes be violated.
- Use the '**What do you call yourself**' activity (section 5.5) to guide learners through the process of understanding about issues related to the identity of people, and how these can lead to violation of human rights (e.g. racism, bullying, discrimination).

Research

- Research aspects of Rights & Responsibilities in different workplaces (including gender-specific aspects).
- Research the country's workplace legislation and share this with the learners.

4.7. Exploring Job Opportunities

What it involves

By managing the employability skill “Exploring Job Opportunities” learners will be able to identify potential job opportunities as well as to understand and show how to relate their interests, skills and qualities to particular job roles.

Exploring Job Opportunities involves two dimensions related with the employability of the learners



The ability to communicate information about themselves which is relevant to a particular job role

Learners must be able to:

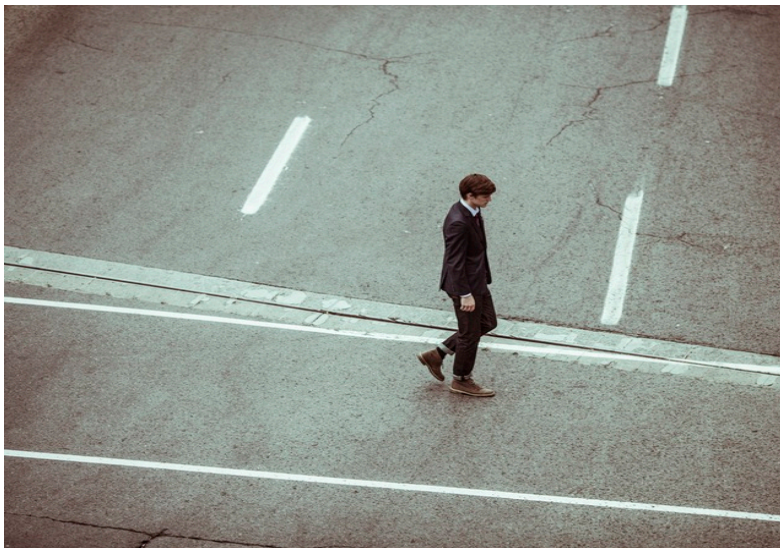
- identify job roles relevant for themselves
- present relevant information about themselves
- communicate straightforward information about themselves which is relevant to the job role



The capacity to understand how to relate their skills and interests to potential job opportunities

Learners must be able to:

- use given information to identify job opportunities
- identify their skills and interests
- identify skills and qualities they would need to do particular jobs



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Source: pexels.com

mission

Learning Activities

Activity 1 - Personality match



The aim of this activity is to encourage learners to think about the different personality traits needed in different jobs

1a) Suggest jobs

Divide the class in half and ask the learners from one half to suggest different jobs: the more varied the better! If the learners have lots of ideas, you could ask for two suggestions from each. Write the jobs on one side of the board.

1b) Name personality traits

Now ask the other half of the class to name personality traits and strengths: write these on the other side. Make sure they name traits (e.g. creativity, attention to detail, sociable) not employability skills such as numeracy or IT.

1c) Match personality traits with each job

As learners suggest each trait, ask them to say which job(s) would suit it. Match them by drawing lines across the board.

1d) Reflection

You'll have a mass of crossed lines by the end of the activity, but it should demonstrate the range of different jobs that suit different personality types.

If any jobs or traits don't have many lines, you could focus on these and ask learners to think about what traits the job needs or what jobs would suit that trait.

Activity 2 - My interests and experiences

2a) Research jobs

Ask learners to research three different jobs that they would like to do using different sources of information:

- newspapers
- Internet
- local recruitment agencies

Each learner needs to create a portfolio.

Ask learners to record their research in their portfolios.

2b) List interests and experiences

Ask learners to make a list of their interests, experiences, skills and qualities and consider how they would help them to explore job opportunities.

Guide learners during the process and remind them to do the following:

- Describe the skills, qualities and experiences needed to do each job.
- Identify any gaps between your list and the requirements for the jobs.

Don't forget:

Help learners to identify their skills and qualities

Guide learners to think about which skills, qualities and experiences are needed to do each job



Source: [linkedin.com](https://www.linkedin.com)

Activity 3 - Skills I have developed min

3a) Group discussion

Guide a discussion with the learners in order to help them to:

- think about their skills, qualities and strengths
- identify three different jobs that would be suitable for them

Ask learners to record the main points from the discussion in their portfolios.

Don't forget:

Learners need to consider their experiences of work so far and think about the skills they have developed and used in their workplace settings

3b) List skills and jobs

Ask learners to think about which types of job would be best suited to their qualities and character. Then ask them to make a list in their portfolios.

Activity 4 - Next steps

Guide learners to think about their next steps in finding out about jobs which are realistic and suitable for them.

4a) Group discussion

Ask learners to make a list of their next steps and to talk about them.

List must include information about how to:

- improve their employability skills
- improve their interpersonal skills
- improve their qualities
- consider suitable jobs when advertised
- find out what particular jobs involve before they apply for them
- consider how long it might take to move from one step to the next

4b) Agreeing next steps

After the discussion of next steps, learners will need to agree the most important ones and set deadlines to achieve them.

Activity 5 - What I have learned

Ask learners to gather all the evidence they have produced to support their achievements in the previous activities. Then, ask them to organise these evidences in their portfolio in order to facilitate their assessment.

Don't forget:

Evidences should be clear and linked to the activities

When using printouts from the Internet learners should highlight the important information and include comments in the margin to say why they were useful

Putting evidences in the right order it will help learners to check that it is all in the correct place

Tutor Guidelines

Mentor

- Create a relationship in which you become more of a mentor rather than a trainer for the learners. This will allow learners to open up about their concerns regarding their career paths.

Guide

- Guide the learners through national career websites to show them job openings, ways to apply for jobs, and how to find their way through these websites.
- Use the Supplementary resources (Unit 6) to show them links that will be of use to them regarding job exploration.

Share

- Share your personal opinion about a performance effort or outcome, with praise (favorable) and/or criticism (unfavorable).
- Use the '**Active Listening**' activity (section 5.5) to show learners how to communicate, which will be of use when expressing their job exploration concerns.

Unit 5: Mentoring Methodology & Activities

5.1. Introduction

What is Mentoring?

“Understanding, Clarifying, Responding, Checking. Responding appropriately and helpfully to understood needs rather than being reminded of your own experience”.

Brian De Lord.

The Mentoring Course designed by Brian De Lord is based on theory and practice used in the EuroPeace Youth services (now part of Diagrama) is designed to add and compliment to previous knowledge rather than act as a substitute. The main aim is not that your knowledge is exchanged for whatever is binged. The plan is to add the suggestions to what you already know and practice and reflect on any changes and differences that it makes. The purpose will improve decision making by young people and practitioners.

Vulnerable learners need more than academic support to acquire new skills and competences and engage with their learning journey. We as teachers also need to explore why some learners have not managed to access the educational experiences that they have encountered in previous years. When vulnerable learners understand and can articulate their previous difficulties and present needs, they are far more likely to engage with the difficult (as they perceive) path to achievement.



Source: pexels.com

Mentoring is a unique relationship involving the use of a diverse range of skills and qualities in order to support others. This course will allow participants to support mentees to overcome barriers in their Lifelong Learning journey. The training will offer all participants opportunities to develop appropriate ways of responding to vulnerable children and adults, within a systemic framework.

5.2. Learning Outcomes

- To balance the need for flexibility and the importance of boundaries within the mentoring relationship.
- Begin the twin processes of self-awareness and reflexive practice in order to develop an effective relationship that is mutually beneficial.
- Be able to support mentees in their understanding of the effects of all forms of oppression and how these may manifest in their behavior and a sense of identity.
- To be able to use a range of skills and competences to ensure accurate understanding and appropriate responses.
- Develop and demonstrate skills to cultivate learning and emotional development.
- Ability to guide career development around the concept of purpose and global citizenship.

Get There: National Pilot Report 2015-1-UK01-KA202-013608 This project has been funded with the support of the European Commission. The information reflects the views of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

- Be able to identify the principals and prejudices that their judgments are based on.
- Be able to balance collaborative and competitive influences in order to work effectively with other professional and voluntary staff.

5.3. Content & Activities

The content is based on the following principles:

- A diverse range of mentoring and coaching interventions.
- Strategies for developing and sustaining self-awareness through reflexive practice.
- Developing multiple skills and competences for engagement, understanding and responding.
- Strategies to develop learning capacity of mentees.
- Delivering all interventions within a reflexive and non-oppressive framework.
- The understanding of responsibilities about confidentiality and safeguarding.
- Strategies to deliver career guidance and preparation for employment initiatives.
- Cultivating and collaborating with supported network of individuals and organizations.

The activities proposed next are developed with the aim to have enough awareness and feedback to deliver the lessons with the learners. Educators can use these to enhance learning of their groups. We strongly recommend using these in conjunction with the Employability activities presented in Unit 4.

5.4. Activity 1: Name Exercise

This is a useful exercise that can be used as an ice-breaker activity. It helps to understand the way that each person calls themselves and what meaning that has for them. This activity helps to integrate a group that is composed of different cultures by encouraging people to go beyond the name and explore each others' identity in more depth.

This exercise may reveal experiences that come with different cultural backgrounds. As an educator it is important to consider that cultural identity is a unique blend of inner qualities and self-representation. An individual's inner self is composed of a myriad of fragments including nation, religion, family, gender, sexuality as well as culture. The self-representation includes appearances or personality and beliefs of a person.



Source: communicationtheory.org

 30 min

Name exercise

Each participant will start by saying their name and then add something to it; either anecdote, explanation, feeling about, meaning (educators should give the first example)

After this introduction, ask the learners:

What do you think about the explanation of others about their names?

Did you find out something more about the person from the anecdote?

Discussion: Important to generate a discussion about the meaning of names for others

- Is the meaning linked to family, nation, religion, culture?
- What is the explanation of the name?
- How does the individual feel about their name?

Conclusion: "Listening beyond hearing can lead to greater understanding"

5.5. Activity 2: What Do You Call Yourself?

The purpose of this activity is to help learners understand themselves in the way that defines them. The educator will encourage learners to reflect on how they use their identity and what that identity means to them. To run this activity the educator needs to ask learners the following questions and create a discussion around identity and the meaning that they attach to it.



- 1) Who am I?
- 2) How do I like people to define me?
- 3) What does my identity mean to me?
- 4) What does others' identity mean to me?

By asking these questions the educator allows learners to understand concepts related to racism, sexism, homophobia and disability. Through discussion the educator can help learners explore the oppressive elements of reality and awaken a critical level of consciousness by encouraging them to see beyond our initial labels of identity.



Source: pexels.com

“When you call yourself an Indian or a Muslim or a Christian or a European, or anything else, you are being violent. Do you see why it is violent? Because you are separating yourself from the rest of mankind. When you separate yourself by belief, by nationality, by tradition, it breeds violence. So a man who is seeking to understand violence does not belong to any country, to any religion, to any political party or partial system; he is concerned with the total understanding of mankind.”

— **Jiddu Krishnamurti**

5.5. Activity 3: Active Listening

This activity can be used to enhance learners' listening skills. It involves people working in pairs and exercising active listening. Learners understand about the importance of communication and conscious attention when interacting with others. Educators can use this activity to teach learners about rapport building.

Source: *pexels.com*

Active listening includes the following skills and qualities:

- a. **Matching:** Tone of voice, Tempo, Volume, Posture, Breathing, Predicates
- b. **Back-tracking:** Going back over what was said and done to ensure that all concerned had the same understanding.
- c. **Attending to Other:** Placing your entire conscious attention on the other person, rather than on yourself, so that their experience is the most important during the interaction.
- d. **Paraphrasing:** A process of attentive listening and then selecting your own words to describe the individual's experience.
- e. **Reflecting Feelings:** Content + Feeling = Meaning.
- f. **Use of Questions:** Can be useful in encouraging the individual to be more specific. Make use of open/closed questions.
- g. **Knowing Your Limitations:** Be aware of what you tell the learners according to your own knowledge and expertise. This is a real strength.

To check the accuracy of your understanding and to make the individual feel more understood you can use the following to ensure you give **constructive feedback**:

- h. **Giving Feedback:** Start with the positive and with whatever needs to be improved. Be specific; avoid comments like 'good' and 'awful'. Being specific makes feedback easier to learn from. Refer to behaviour that can be changed. Offer alternatives; suggest different ways of doing what you observed. Own the feedback. Remember – this is only your opinion. Leave the person with a choice: feedback that demands change is unsuccessful.
- i. **Receiving Feedback:** Listen to the feedback rather than immediately rejecting or arguing with it. Be clear about what is being said. Check it out with others rather than relying on only one source. Decide what you will do as a result of the feedback. Thank the person for giving the feedback.

Part 1: Listening in pairs

Person A to talk about anything they wish, except their job.

Person B to simply listen.

Person B (person who is listening) then provides feedback to the other about what he/she said. Change over roles and repeat. Different question/feedback.

At the end of this activity learners have to share their feelings of being speakers or listeners. Understanding, clarifying, responding, checking.

This activity could be delivered in trios, the third person has to share the feedback that he/she have felt and compare with the feelings of the active participants.

For the next part, speak to learners about the following human qualities. Ask them to consider the importance of these in professional boundaries. Without these human qualities, active listening becomes mechanical and insincere.

- ▶ Humanity
- ▶ Humour
- ▶ Humility
- ▶ Honesty
- ▶ (H)integrity
- ▶ Sincerity
- ▶ Resilience
- ▶ Love

Part 2: Good Listener/Bad Listener

Get into pairs.

Person A talks about anything they wish, except their job.

Person B listens to the other using active listening skills (a-g), and human qualities as described above. They provide feedback using the constructive feedback principles (h-i).

Now try this activity again, but this time do not use the above skills and qualities.

Change roles and repeat the activity.

Discussion: Describe how that felt. Try to talk about:

- **What skills comprise 'active listening'?**
- **What human qualities would facilitate the use of 'constructive feedback'?**
- **What human qualities made the communication better?**

5.6. Activity 4: Life Spiral

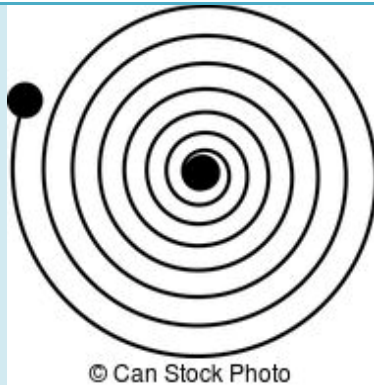
This activity goes deep in the life of people, understanding the theory of “legacy of experience” – which is rather like a map. The theory supports the notion that all individuals are product of the influences that their life experiences have had on them. They live out their legacies of experience. The ‘Life Spiral’ has been designed as a tool to help develop self-awareness. The principle is that in order to understand one’s present behavior one has to understand the impact that the past has had, or perceived to have had on their current life.



To run this activity the educator must carry out the following steps:

- 5) Explain to learners that they have to think about the important events in their life. They must think about these and reflect how these events have influenced their views and their legacies.
- 6) Ask learners to plot random ‘life’ events on the spiral. This should be done as an individual activity so that content remains private. Educators are required to give learners a first example by applying this exercise to their own lives.
- 7) Ask them to examine the events that have been plotted and to explain the stories behind them. Again, they can choose to do this as an individual exercise if they wish it to remain private.
- 8) Finally, ask learners to reflect on the narrative and pick out any themes, issues, connections that seem apparent. This can be done with the support of the educator.
- 9) Repeat the exercise over a period of time to build different levels of awareness

Life Spiral Exercise: What are my legacies?



Use the Spiral as an example of the life in an individual exercise think about your childhood, patterns, relationships, formations, connections, highlights in my life, etc.

Share any observations.

Discussion about the life spiral view.

What are the events?

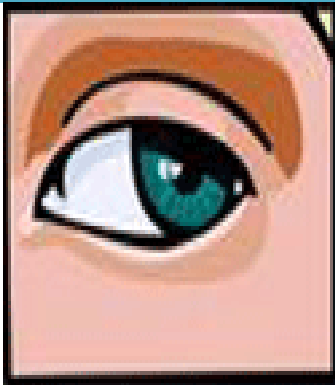
What are the stories behind them?

What is our analysis of them and their relationships to each other?

5.7. Activity 5: How I Learn

How we learn is important to understand our lacks and strengths. In the path way of the learning process we can find some obstacles that are critical to overtake. What are individuals' learning experiences? What stops them from learning? What stops young people from learning?

The VAK learning styles model suggests that most people can be divided into one of three preferred styles of learning. These three styles are as follows (there is no right or wrong learning style):



Someone with a **VISUAL** learning style has a preference for seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc. These people will use phrases such as 'show me', 'let's have a look at that' and will be best able to perform a new task after reading the instructions or watching someone else do it first. These are the people who will work from lists and written directions and instructions.



Someone with an **AUDITORY** learning style has a preference for the transfer of information through listening: to the spoken word, of self or others, of sounds and noises. These people will use phrases such as 'tell me', 'let's talk it over' and will be best able to perform a new task after listening to instructions from an expert. These are the people who are happy being given spoken instructions over the telephone, and can remember all the words to songs that they hear!



Someone with a **KINAESTHETIC** learning style has a preference for physical experience - touching, feeling, holding, doing, and practical hands-on experiences. These people will use phrases such as 'let me try', 'how do you feel?' and will be best able to perform a new task by going ahead and trying it out, learning as they go. These are the people who like to experiment, hands-on, and never look at the instructions first!



How I learn Quiz: Part 1

Below are some sentences which describe how people learn. Use the scoring system below to find out how you learn. Write a number next to each statement according

- 4. = The closest to describing you
- 3. = Next best description
- 2. = Next best
- 1. = The least descriptive of you

I make important decisions based on:

- ▶ Gut level feelings
- ▶ Whatever sounds best
- ▶ What looks best to me
- ▶ Thinking about arguments for and against

During an argument, what affects me most is:

- ▶ The other person's tone of voice
- ▶ Whether or not I can see the other person's point of view
- ▶ The logic of the other person's argument
- ▶ Whether or not I am in touch with how the other person feels

I find it easiest to:

- ▶ Find the ideal volume (loudness) on a stereo system
- ▶ Pick out the most important part of an interesting subject
- ▶ Pick out the most comfortable piece of furniture
- ▶ Choose attractive colour combinations

I let people know what is going on inside me by:

- ▶ The way I dress and look
- ▶ The feelings I share
- ▶ The words I choose
- ▶ The tone of my voice

Things I should say about myself:

- ▶ I'm very tuned in to the sounds around me
- ▶ I'm very good at understanding new facts and information
- ▶ I am very sensitive to the way clothes feel on my body
- ▶ Colours and the way a room looks have a strong effect on me

How to score

1 _____ K
_____ A
_____ V
_____ D

2 _____ A
_____ V
_____ D
_____ K

3 _____ A
_____ D
_____ K
_____ V

4 _____ V
_____ K
_____ D
_____ A

5 _____ A
_____ D
_____ K
_____ V

Totals

V = _____ K = _____ A = _____ D = _____

VAK Learning Styles Self-Assessment (Part 2)

Circle or tick the answer that most represents how you generally behave.

1. When I operate new equipment I generally:

- a) read the instructions first
- b) listen to an explanation from someone who has used it before
- c) go ahead and have a go, I can figure it out as I use it

2. When I need directions for travelling I usually:

- a) look at a map
- b) ask for spoken directions
- c) follow my nose and maybe use a compass

3. When I cook a new dish, I like to:

- a) follow a written recipe
- b) call a friend for an explanation
- c) follow my instincts, testing as I cook

4. If I am teaching someone something new, I tend to:

- a) write instructions down for them
- b) give them a verbal explanation
- c) demonstrate first and then let them have a go

5. I tend to say:

- a) watch how I do it
- b) listen to me explain
- c) you have a go

- 6. During my free time I most enjoy:**
- a) going to museums and galleries
 - b) listening to music and talking to my friends
 - c) playing sport or doing DIY
- 7. When I go shopping for clothes, I tend to:**
- a) imagine what they would look like on
 - b) discuss them with the shop staff
 - c) try them on and test them out
- 8. When I am choosing a holiday I usually:**
- a) read lots of brochures
 - b) listen to recommendations from friends
 - c) imagine what it would be like to be there
- 9. If I was buying a new car, I would:**
- a) read reviews in newspapers and magazines
 - b) discuss what I need with my friends
 - c) test-drive lots of different types
- 10. When I am learning a new skill, I am most comfortable:**
- a) watching what the teacher is doing
 - b) talking through with the teacher exactly what I'm supposed to do
 - c) giving it a try myself and work it out as I go
- 11. If I am choosing food off a menu, I tend to:**
- a) imagine what the food will look like
 - b) talk through the options in my head or with my partner
 - c) imagine what the food will taste like
- 12. When I listen to a band, I can't help:**
- a) watching the band members and other people in the audience
 - b) listening to the lyrics and the beats
 - c) moving in time with the music
- 13. When I concentrate, I most often:**
- a) focus on the words or the pictures in front of me
 - b) discuss the problem and the possible solutions in my head
 - c) move around a lot, fiddle with pens and pencils and touch things
- 14. I choose household furnishings because I like:**
- a) their colours and how they look
 - b) the descriptions the sales-people give me
 - c) their textures and what it feels like to touch them

- 15. My first memory is of:**
- a) looking at something
 - b) being spoken to
 - c) doing something
- 16. When I am anxious, I:**
- a) visualise the worst-case scenarios
 - b) talk over in my head what worries me most
 - c) can't sit still, fiddle and move around constantly
- 17. I feel especially connected to other people because of:**
- a) how they look
 - b) what they say to me
 - c) how they make me feel
- 18. When I have to revise for an exam, I generally:**
- a) write lots of revision notes and diagrams
 - b) talk over my notes, alone or with other people
 - c) imagine making the movement or creating the formula
- 19. If I am explaining to someone I tend to:**
- a) show them what I mean
 - b) explain to them in different ways until they understand
 - c) encourage them to try and talk them through my idea as they do it
- 20. I really love:**
- a) watching films, photography, looking at art or people watching
 - b) listening to music, the radio or talking to friends
 - c) taking part in sporting activities, eating fine foods and wines or dancing
- 21. Most of my free time is spent:**
- a) watching television
 - b) talking to friends
 - c) doing physical activity or making things
- 22. When I first contact a new person, I usually:**
- a) arrange a face to face meeting
 - b) talk to them on the telephone
 - c) try to get together whilst doing something else, such as an activity or a meal
- 23. I first notice how people:**
- a) look and dress
 - b) sound and speak
 - c) stand and move

24. If I am angry, I tend to:

- a) keep replaying in my mind what it is that has upset me
- b) raise my voice and tell people how I feel
- c) stamp about, slam doors and physically demonstrate my anger

25. I find it easiest to remember:

- a) faces
- b) names
- c) things I have done

26. I think that you can tell if someone is lying if:

- a) they avoid looking at you
- b) their voices changes
- c) they give me funny vibes

27. When I meet an old friend:

- a) I say "it's great to see you!"
- b) I say "it's great to hear from you!"
- c) I give them a hug or a handshake

28. I remember things best by:

- a) writing notes or keeping printed details
- b) saying them aloud or repeating words and key points in my head
- c) doing and practising the activity or imagining it being done

29. If I have to complain about faulty goods, I am most comfortable:

- a) writing a letter
- b) complaining over the phone
- c) taking the item back to the store or posting it to head office

30. I tend to say:

- a) I see what you mean
- b) I hear what you are saying
- c) I know how you feel

Now add up how many A's, B's and C's you selected.

A's =

B's =

C's =

If you chose mostly A's you have a VISUAL learning style.

If you chose mostly B's you have an AUDITORY learning style.

If you chose mostly C's you have a KINAESTHETIC learning style.

Some people find that their learning style may be a blend of two or three styles, in this case read about the styles that apply to you in the explanation below.

When you have identified your learning style(s), read the learning styles explanations and consider how this might help you to identify learning and development that best meets your preference(s).

Now see the VAK Learning Styles Explanation.



VISUAL

- Less distracted by noise
- Have trouble remembering verbal instructions
- Important to you that your writing looks neat
- Memorise by picture – remember what you have seen
- Observant, quieter



AUDITORY

- Easily distracted
- Learns by listening
- Likes music
- Enjoys reading aloud
- Most talkative of the three – loves discussion but may take over



KINAESTHETIC

- **Learns by doing**
- **Moves a lot**
- **Memorises by walking, seeing**
- **Likes plot-orientated books (an action story)**
- **Strong on insight/intuition, weak on details**

People commonly have a main preferred learning style but other people may have a blended learning style involving a mixture of two or less commonly, three styles.

When the learner understands their preferred learning style(s) they have awareness of the type of learning that best suits them. This enables them to choose the types of learning that work best for them. There is no right or wrong learning style. The point is that there are types of learning that are right for their own preferred learning style. Please note that this is not a scientifically validated testing instrument – it is a free assessment tool designed to give a broad indication of preferred learning style(s).

More information about learning styles, personality, and personal development is at www.businessballs.com.

With acknowledgments to Victoria Chislett for developing this assessment. Victoria Chislett specialises in performance psychology and its application within organisations, and can be contacted via email: performance_psychologist@yahoo.com

5.8. Activity 6: Multiple Intelligences Test

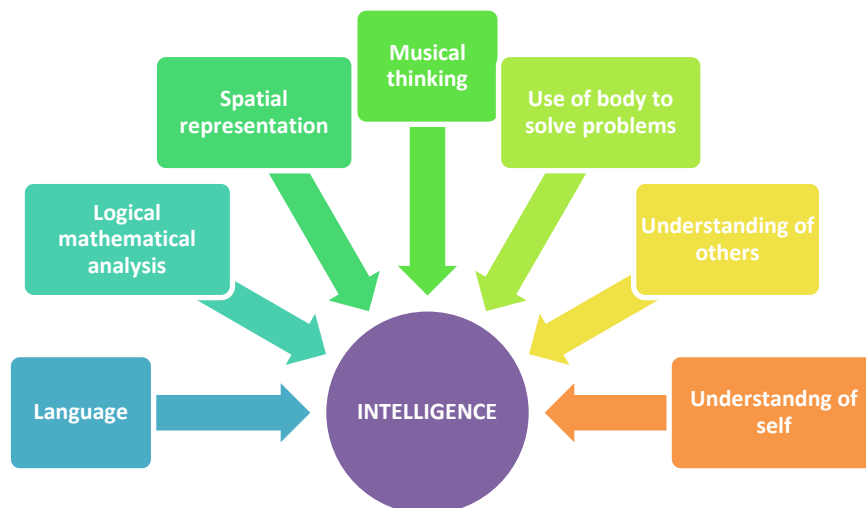


Source: pexels.com

This activity is based on Howard Gardner's Multiple Intelligences theory.

The theory has emerged from recent cognitive research and documents "the extent to which learners possess different kinds of minds and therefore learn, remember, perform and understand in different ways" (Gardner, 1991).

According to Gardner there are seven distinct intelligences:



Individuals differ not in the number of intelligences, but in the strength of these intelligences - the so-called profile of intelligences - and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains. Gardner's theory challenges the educational system which assumes that everyone can learn the same materials, in the same way and that a unitary system is enough to assess student learning.

"A contrasting set of assumptions is more likely to be educationally effective. Learners learn in ways that are identifiably distinctive. The broad spectrum of learners - and perhaps the society as a whole - would be better served if disciplines could be presented in a numbers of ways and learning could be assessed through a variety of means."

Gardner, 1991

Multiple Intelligences Test
Score the statements: 1 = Mostly Disagree 2 = Slightly Disagree 3 = Slightly Agree 4 = Mostly Agree

Score or tick the statements in the white-out boxes only	Score						
I like to learn more about myself							
I can play a musical instrument							
I find it easiest to solve problems when I am doing something physical							
I often have a song or piece of music in my head							
I find budgeting and managing my money easy							
I find it easy to make up stories							
I have always been physically well co-ordinated							
When talking to someone, I tend to listen to the words they use not just what they mean							
I enjoy crosswords, word searches or other word puzzles							
I don't like ambiguity, I like things to be clear							
I enjoy logic puzzles such as 'sudoku'							
I like to meditate							
Music is very important to me							

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I am a convincing liar							
I play a sport or dance							
I am very interested in psychometrics (personality testing) and IQ tests							
People behaving irrationally annoy me							
I find that the music that appeals to me is often based on how I feel emotionally							
I am a very social person and like being with other people							
I like to be systematic and thorough							
I find graphs and charts easy to understand							
I can throw things well - darts, skipping pebbles, frisbees, etc							
I find it easy to remember quotes or phrases							
I can always recognise places that I have been before, even when I was very young							
I enjoy a wide variety of musical styles							
When I am concentrating I tend to doodle							
I could manipulate people if I choose to							
I can predict my feelings and behaviours in certain situations fairly accurately							
I find mental arithmetic easy							
I can identify most sounds without seeing what causes them							
At school one of my favourite subjects is / was English							
I like to think through a problem carefully, considering all the consequences							
I enjoy debates and discussions							
I love adrenaline sports and scary rides							

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I enjoy individual sports best							
I care about how those around me feel							
My house is full of pictures and photographs							
I enjoy and am good at making things - I'm good with my hands							
I like having music on in the background							
I find it easy to remember telephone numbers							
I set myself goals and plans for the future							
I am a very tactile person							
I can tell easily whether someone likes me or dislikes me							
I can easily imagine how an object would look from another perspective							
I never use instructions for flat-pack furniture							
I find it easy to talk to new people							
To learn something new, I need to just get on and try it							
I often see clear images when I close my eyes							
I don't use my fingers when I count							
I often talk to myself – out loud or in my head							
At school I loved / love music lessons							
When I am abroad, I find it easy to pick up the basics of another language							
I find ball games easy and enjoyable							
My favourite subject at school is / was maths							
I always know how I am feeling							

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I am realistic about my strengths and weaknesses							
I keep a diary							
I am very aware of other people's body language							
My favourite subject at school was / is art							
I find pleasure in reading							
I can read a map easily							
It upsets me to see someone cry and not be able to help							
I am good at solving disputes between others							
I have always dreamed of being a musician or singer							
I prefer team sports							
Singing makes me feel happy							
I never get lost when I am on my own in a new place							
If I am learning how to do something, I like to see drawings and diagrams of how it works							
I am happy spending time alone							
My friends always come to me for emotional support and advice							

Add the scores or ticks in each column and write the total for each column in the boxes on the right. Your highest scores indicate your natural strengths and potential - your natural intelligences. There are no right or wrong answers.
My strongest intelligences are (write them here):

Intelligence type	your totals						
Linguistic							
Logical-Mathematical							
Musical							
Bodily-Kinesthetic							
Spatial-Visual							
Interpersonal							
Intrapersonal							

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Intelligence type	Intelligence description	Typical roles, preferences, potential	Related tasks, activities or tests	Preferred learning style
1. Linguistic	words and language, written and spoken; retention, interpretation and explanation of ideas and information via language, understands relationship between communication and meaning	writers, lawyers, journalists, speakers, trainers, copy-writers, English teachers, poets, editors, linguists, translators, PR consultants, media consultants, TV and radio presenters, voice-over artistes	write a set of instructions; speak on a subject; edit a written piece or work; write a speech; commentate on an event; apply positive or negative 'spin' to a story	words and language
2. Logical - mathematical	logical thinking, detecting patterns, scientific reasoning and deduction; analyse problems, perform mathematical calculations, understands relationship between cause and effect towards a tangible outcome or result	scientists, engineers, computer experts, accountants, statisticians, researchers, analysts, traders, bankers bookmakers, insurance brokers, negotiators, deal-makers, trouble-shooters, directors	perform a mental arithmetic calculation; create a process to measure something difficult; analyse how a machine works; create a process; devise a strategy to achieve an aim; assess the value of a business or a proposition	numbers and logic
3. Musical	musical ability, awareness, appreciation and use of sound; recognition of tonal and rhythmic patterns, understands relationship between sound and feeling	musicians, singers, composers, DJ's, music producers, piano tuners, acoustic engineers, entertainers, party-planners, environment and noise advisors, voice coaches	perform a musical piece; sing a song; review a musical work; coach someone to play a musical instrument; specify mood music for telephone systems and receptions	music, sounds, rhythm

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4. Bodily - Kinaesthetic	body movement control, manual dexterity, physical agility and balance; eye and body coordination	dancers, demonstrators, actors, athletes, divers, sports-people, soldiers, fire-fighters, PTI's, performance artistes; ergonomists, osteopaths, fishermen, drivers, crafts-people; gardeners, chefs, acupuncturists, healers, adventurers	juggle; demonstrate a sports technique; flip a beer-mat; create a mime to explain something; toss a pancake; fly a kite; coach workplace posture, assess workstation ergonomics	physical experience and movement, touch and feel
5. Spatial - Visual	visual and spatial perception; interpretation and creation of visual images; pictorial imagination and expression; understands relationship between images and meanings, and between space and effect	artists, designers, cartoonists, story-boarders, architects, photographers, sculptors, town-planners, visionaries, inventors, engineers, cosmetics and beauty consultants	design a costume; interpret a painting; create a room layout; create a corporate logo; design a building; pack a suitcase or the boot of a car	pictures, shapes, images, 3D space
6. Interpersonal	perception of other people's feelings; ability to relate to others; interpretation of behaviour and communications; understands the relationships between people and their situations, including other people	therapists, HR professionals, mediators, leaders, counsellors, politicians, educators, sales-people, clergy, psychologists, teachers, doctors, healers, organisers, carers, advertising professionals, coaches and mentors; (there is clear association between this type of intelligence and what is now termed 'Emotional Intelligence' or EQ)	interpret moods from facial expressions; demonstrate feelings through body language; affect the feelings of others in a planned way; coach or counsel another person	human contact, communications, cooperation, teamwork

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7. Intrapersonal

self-awareness, personal cognisance, personal objectivity, the capability to understand oneself, one's relationship to others and the world, and one's own need for, and reaction to change

arguably anyone who is self-aware and involved in the process of changing personal thoughts, beliefs and behaviour in relation to their situation, other people, their purpose and aims - in this respect there is a similarity to Maslow's Self-Actualisation level, and again there is clear association between this type of intelligence and what is now termed 'Emotional Intelligence' or EQ

consider and decide one's own aims and personal changes required to achieve them (not necessarily reveal this to others); consider one's own 'Johari Window', and decide options for development; consider and decide one's own position in relation to the Emotional Intelligence model

self-reflection, self-discovery

Unit 6: Supplementary Resources

Employability Units	Supplementary resources
4.1. Teamwork	<p><i>Video links:</i></p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=fUXdri9ch_Q • https://www.youtube.com/watch?v=zfkIh_4ZaNs <p><i>Additional activity:</i></p> <ul style="list-style-type: none"> • Team-working Quiz: http://facework.today/challenges/team-working/#steps-quiz
4.2. Communication	<p><i>Video links:</i></p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=JwjAAgGi-90 • https://vimeo.com/96610684 • https://vimeo.com/tag:communication+styles
4.3. Self-management	<p><i>Video links:</i></p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=EdM45YINj98 • https://www.youtube.com/watch?v=xGF20H2hu0w • https://www.youtube.com/watch?v=Rp28T-ZjViM
4.4. Problem-solving	<p><i>Video link:</i></p> <ul style="list-style-type: none"> • Problem-solving Barclays Life Skills: https://vimeo.com/144112628
4.5. Customer Awareness	<p><i>Additional activity:</i></p> <ul style="list-style-type: none"> • Empathy and other skills: http://www.businessballs.com/empathy.htm <p><i>Video link:</i></p> <ul style="list-style-type: none"> • Customer experience by Steve Jobs: https://www.youtube.com/watch?v=1SleTmORIOE
4.6. Health & safety	<p><i>Video links:</i></p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=Jgfe5O6xwA8 • https://www.youtube.com/watch?v=VKmKhP2bQwE • https://www.youtube.com/watch?v=HgS7k_mp0D4
4.7. Rights & Responsibilities	<p><i>Additional activities:</i></p> <ul style="list-style-type: none"> • Work Safety quiz: http://smartmove.safetyline.wa.gov.au/pluginfile.php/317/mod_resource/content/4/SmartMoveQuizzes.pdf • Rights & Responsibilities Quiz: https://www.surreyschools.ca/schools/earlmarriott/Departments/HACE/Documents/Rights%20and%20Responsibilities%20of%20Workers%20Info%20and%20Quiz.pdf
4.8. Exploring Job opportunities	<p><i>Website links:</i></p> <ul style="list-style-type: none"> • National Careers Week free resources (career guidance and opportunities in education across the United Kingdom): http://nationalcareersweek.com/careers-resources/

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Unit 7: Assessment Framework

European Qualifications Framework (EQF)

The European Qualifications Framework (EQF) *“is a common European reference framework which links countries' qualifications systems together, acting as a translation device to make qualifications more readable and understandable across different countries and systems in Europe”* (European Commission, 2008). It is a translation tool that helps communication and comparison between qualifications systems in Europe.

The European Qualifications Framework for Lifelong Learning (European Commission, 2016) helps to compare national qualifications systems and enable communication among them.

Understanding the EQF

At the core of the EQF are eight common European reference levels, which are described in learning outcomes: knowledge, skills and competences. Each of the eight levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications. This makes it more understandable what a learner with a qualification related to the EQF knows, understands and is able to do.

Its eight common European reference levels are described in terms of learning outcomes: knowledge, skills and competences as detailed below. The curriculum covered in this handbook reflects EQF levels 1-3 (see Table3).

Implementing the EQF on a national and EU level

The EQF was adopted by the Council of the EU and the European Parliament in the Recommendation of 23rd April 2008, committing them to put the EQF into practice across Europe. This makes it possible to compare qualifications awarded through all types of education and training from school education to academic, professional and vocational at each of its levels (European Commission, 2016).

The GetThere Competences Matrix accompanying this handbook provides a state of the art on National Qualifications Framework (NQF) and the EQF, in the partner countries. It describes the learning outcomes in terms of knowledge, skills and competences as defined for each Employability Skills unit.

Table 3: The EQF levels 1 -3

EQF Level	Knowledge	Skills	Competence
	In the context of EQF, knowledge is described as theoretical and/or factual	In the context of EQF, skills are described as Cognitive (involving the use of logical, intuitive and creative thinking,) and Practical (involving manual dexterity and the use of methods, materials, tools and instruments)	In the context of EQF, competence is described in terms of responsibility and autonomy,
Level 1	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
Level 2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
<i>For more information on other levels please see the source of this material that was taken from : https://ec.europa.eu/ploteus/en/content/descriptors-page</i>			