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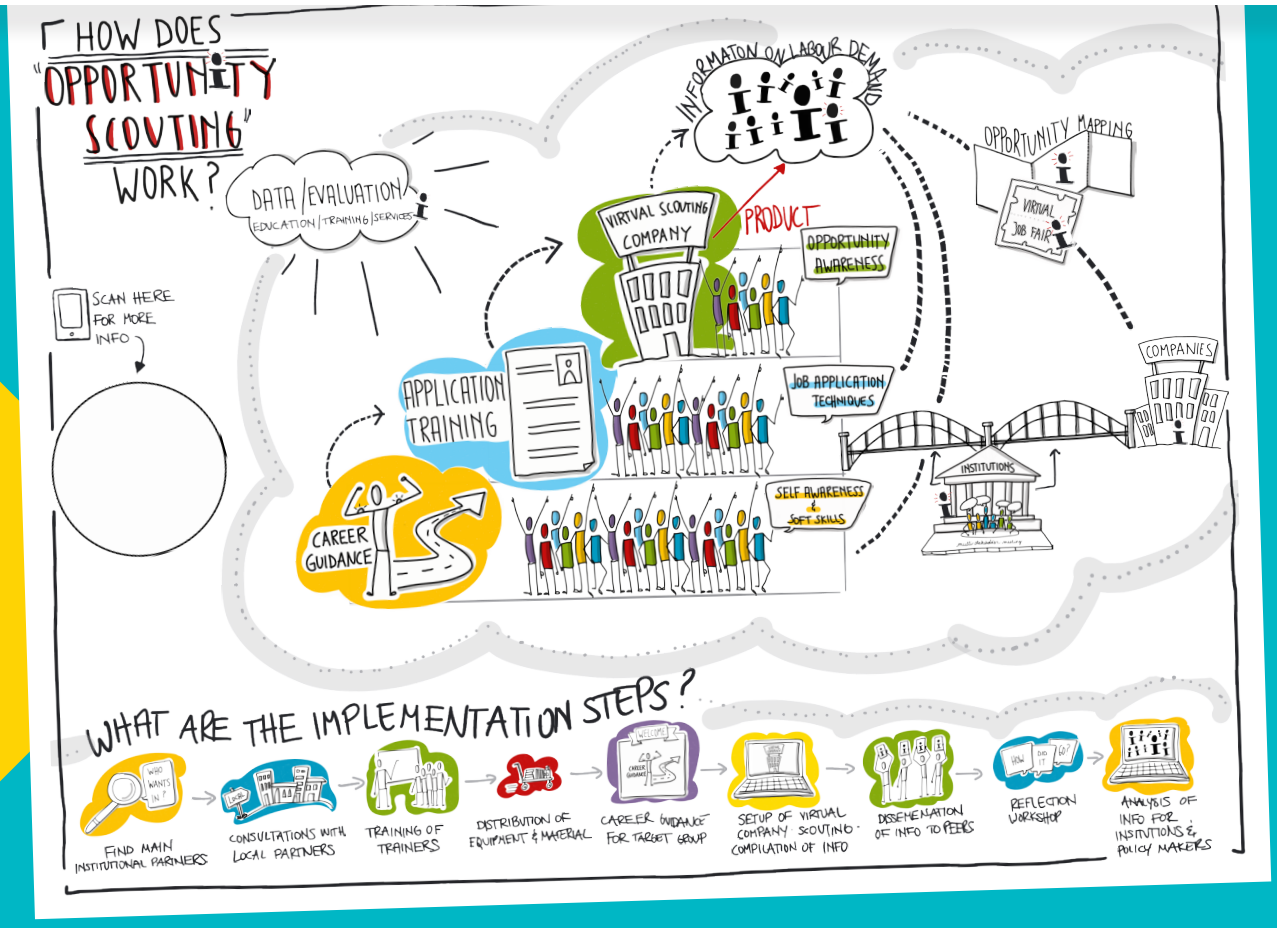

"Opportunity Scouting" Implementation Manual

Step by Step Implementation Guidelines for Trained Practitioners

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On behalf of the
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Content

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This Opportunity Scouting manual is based on implementation experiences in the summer break 2018 in Ferizaj and in summer 2019 in Ferizaj, Mitrovica, Suhareka, and Vushtrri.

A team of trainers (Mr. Lulezim Q. Arapi, Mr. Nexhmedin Basha, Mrs Karolin Eisenbraun, Mrs. Michaela Henn, Mrs Kumrije Kelmendi-Aliu, and Mrs Elza Ramadani in alphabetical order) trained VET teachers and further volunteering professionals to deliver the comprehensive career education and employment promotion programme "Opportunity Scouting" to young people of different educational backgrounds (2018) and to grade 11-VET-students (2019). They did so with such tremendous success, so that the "Youth, Employability and Skills (YES)" project, implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) aims to support the practitioners' work with these detailed implementation guidelines.

Apart from the support of GIZ YES (Mrs Julia Becker), further important contributions to the OS implementation and, hence, to this manual have been made by

- Mrs. Radica Berisha/ Ministry of Education, Science and Technology
- The municipality of Ferizaj: Mr. Zekir Bytyqi Municipal Directorate for Tourism and Economic Development, Municipality of Ferizaj
- Centre of Competence Ferizaj who hosted and actively supported to rounds of implementation with great commitment and success
- Further VET schools in Ferizaj, Mitrovica, Suhareka and Vushtrri (see list below), including the Vushtrri Career Centre which is supported by the Swiss funded Enhancing Youth Employment (EYE) project and which is serving both VET-schools.
- And mainly and foremostly all committed teachers and volunteering professionals who participated in the trainings, the implementation, and the reflection of implementation experiences and who contributed valuable feedback, ideas, and suggestions for improvement:

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Opportunity Scouting Operators Kosovo		All Modules	Only Module C
Ferizaj			
Technical VET-school Pjeter Bogdani	Mr. Xhemajl Halili	■	
	Mr. Bujar Huruglica	■	
	Mrs. Elona Lohaj		■
	Mr. Gentian Jetishi		■
	Mrs. Diellona Hyseni		■
Economic VET-school Faik Konica	Mrs. Selvete Gjinolli	■	
	Mrs. Mejreme Lekiqi	■	
	Mrs Hana Lamaxhama		■
	Mr. Sali Ahmeti		■
	Mrs. Gyltene Osmani		■
Agrobusiness VET-school Zenel Hajdini	Mr. Edison Avdiu	■	
	Mrs. Nafije Beqa	■	
	Mr. Guron Haxhimusa		■
	Mrs Besarta Ferziu		■
	Mrs Hana Hajrullahu		■
Centre of Competence for Health Professions in Ferizaj	Mr. Arben Aliu	■	
	Mrs. Venera Krasniqi	■	
	Mr. Fitor Haziri		■
	Mrs. Artiola Kajtazi		■
Mitrovica			
Economic secondary VET-school Hasan Prishtina	Mrs. Deshira Mustafaj	■	
	Mrs. Almira Selmani	■	
	Mr Fevzi Selmani		■
	Mrs. Florentina Hajdari Hajra		■
	Mr. Hysein Damati		■
Technical VET-school Arkitekt Sinani	Mr. Isa Haxhiu	■	
	Mr. Sami Voca	■	
	Mr. Lulzim Hakaj		■
	Mrs. Majlinda Sadriu		■
Suhareka			
Professional VET-school Abdyl Rama	Mrs. Kimete Kabashi	■	
	Mrs. Kaltrina Bytyqi	■	
	Mr. Shani Shala		■
	Mrs. Valentina Gashi-Bytyqi		■
Vushtrri			
Technical VET-school Lutfi Musiqi	Mr. Lavdim Perquku	■	
	Mr. Adil Jusufi	■	
	Mr. Ibrahim Lahu		■
	Mrs. Mirjeta Trepça		■
Professional VET-school Bahri Haxha	Mrs. Zehra Kovaçi	■	
	Mr. Enver Rruka	■	
	Mr. Idriz Ferizi	■	■
	Mrs. Mergime Jashari		■
	Mr. Festim Muzaqi		■

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1. Introduction

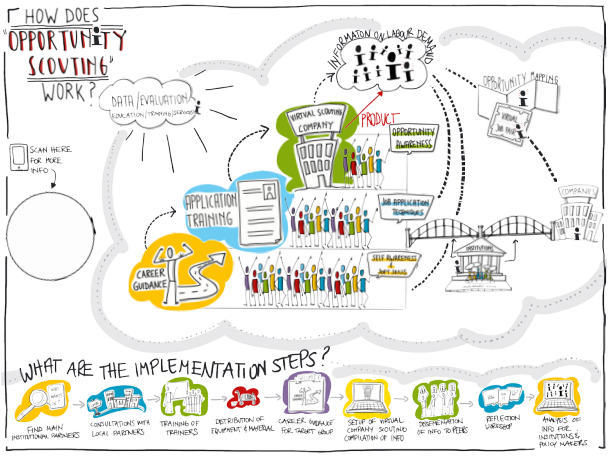
"Opportunity Scouting (OS)" is a short and intense youth employment promotion programme that has been piloted by the Ministry of Education, Science and Technology (MEST) with support of the GIZ programme "Youth, Employability and Skills (YES)" in collaboration with implementation partners[1] in the summer break of the years 2018 (in Ferizaj) and 2019 (in Ferizaj, Mitrovica, Suhareka and Vushtrri) with incredibly good success[2].

In 2018, it was implemented in the form of summer events of a few weeks duration and directed to all young people of the municipality of Ferizaj, while in 2019 the focus was on VET school students[3]. It was delivered by trained VET teachers and other volunteering professionals[4] who implemented the OS programme and reflected implementation practice and gave feedback to trainers and organizers.

Monitoring and evaluation data and feedback by implementing practitioners highlighted the success of the activity and the unique spirit of it and suggested to make it longer and to sequence it into three consecutive modules with a few days in between for post-processing and preparation or reflection. This Implementation Guide is taking up these suggestions. OS activities are split into three modules plus one additional "Recruitment Day" after the second module (B) and before the last (C). The recommended duration of Module C is three weeks.

Module A Career Orientation, Employability Skills (**4** full training **days**)

Module B Job Search Strategies and Application Techniques (**3 days**)



One "Recruitment" Day Participants submit applications and sit short job interviews, partly to exercise what they learned in module B, but also to be "recruited" to a "job" in a (simulated, virtual, training) "company". This 'company' is the didactical framework of Module C. Participants are being acquainted with the processes of a labour market and a professional working environment. Module C's methodology is using the concept of a virtual (training) company, which means that its basic features are simulated (contract, working hours, supervisors, work certificates). The work experiences, however, are for real and extremely valuable in an environment where it is difficult for young people to find work or internship places in a formally registered and professionally operating enterprise. (**1 day**).

Module C The company provides a structure and a working environment for the exploring phase of career guidance: Participants ("employees") plot career opportunities such as vacant positions (including internship positions), formal and non-formal learning opportunities, as well as existing services such as placement, scholarships or other services that may be relevant for employment. **Three weeks** seem to be the ideal lengths for the participants' competence development. However, the more the quality and quantity of resulting data (on current local labour market demand, existing working and learning opportunities, available services) is gaining priority, the more time can be used for gathering and processing these data into presentable formats.

This implementation manual shall be a resource kit for all practitioners who have been trained in theory and practice to deliver OS to young people in 2018 and 2019 and who reflected their implementation experiences and results. This manual shall guide and support implementation with step-by-step instructions and an overview and collection of materials.

We hope this makes implementation easier for practitioners and helps them to continue OS implementation and to further test and improve methodologies and materials with every implementation round. Implementation results and experiences can be shared and discussed with Michaela Henn (henn@michaela-henn.de) any time!

1 VET schools, Youth Centre Ferizaj, volunteering teachers and other professionals

2 Conference; Report

3 The heterogenous group composition in the first implementation had much more positive effects than negatives. It was a group of kids and young adults of both sexes aged between 15 and 26 and with diverse educational backgrounds who had an amazingly good and productive group spirit. Apparently and within a good team building process, heterogeneity (diversity) is an advantage for the output.

4 The programme has been supported with wo/manpower by youth workers/ social workers, human resource managers, public administration staff, entrepreneurs, computer administration experts, psychologists, and others.

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2. Overview of Opportunity Scouting modules, sequence, and duration

As a complete course programme, "Opportunity Scouting" consists of three modules that can be implemented one after the other in a timeframe of a couple of weeks. Summer breaks have proved to be ideal time slots for participants[5]. These modules could – with slight revision –would also work as stand-alone courses but are here combined and intertwined to work together as a full-fledged intense and effective youth employability and employment promotion programme.

Career orientation has an inward dimension and an outward dimension. Inwardly it explores the resources of an individual client (e.g., skills). On the outward dimension it explores opportunities for learning, work and support of a given environment (e.g., a city). The first part, **Module A** focuses on the inward dimension of career orientation. It helps participants to understand their individual strengths, values and resources (self-awareness) and encourages them to build their "careers" (i.e., individual progress through learning and work) on their strengths.

While the opportunities are topic of Module B, the self-understanding of Modula A creates the basis and gives the framework for participants to discover their own resources and to become the owner of their career development process. In four training days, the first module defines terms and concepts for "career", "career development" and clarifies the roles and responsibilities of persons who offer career guidance services (CG professionals, teachers, parents, peers, employment facilitators, etc.) and those who receive them ("participants"). It imparts first soft skills, such as critical thinking, communication, and group work skills.

Module A	Self-Awareness	4 days
1	Welcome & Orientation; Team Forming	Day 1
2	Terms & Concepts "CAREER"	
3	Terms & Concepts "CAREER GUIDANCE"	
4 (a)	First Closing Circle	
5 (a)	First Morning Meeting	Day 2
6	"DOs and DONTs" of clients in Career Guidance	
7	Self-Awareness 1: The "TIME TRAVEL" & the horizon of career development	
8	Self-Awareness 2: The EMOTIONAL SALARY of work (work values).	
4b	Second Closing Circle	
5b	Second Morning Meeting	Day 3
9	Terms and Concepts of 'Skills', 'Strengths', 'Transferable Skills', 'Talents' and how to discover them HOMEWORK	
10	Self-Awareness exercise 3: The TREASURE HUNT (Skills Inventory)	
11	Giving and receiving feedback	
4c	Third Closing Circle	
5c	Third Morning Meeting	Day 4
12	Summative reflection: preparing THAT's Me presentation Wrap-up; Outlook, Closing	
13	"That's Me" Celebration with guests, closing, celebration	

Module B focuses on **Job Search Strategy** and **Application Techniques**. 'With slight changes, it also could be offered as a stand-alone training. These instructions, however, tie this part in with the prior self-awareness and the following **labour market demand exploration** phase. Participants are now used to the active and interactive working methods of the course programme. Module B contents cover the employer's perspective, support the development of exploration and networking skills and also include input on the recruitment/ application process and typical elements (cover letter, CV, job interview) in theory and applied practice. It also introduces set-up, division, job profiles of the (virtual) "COMPANY" which will be the platform of module C.

5 Employers would prefer to have it earlier as summer season is high season for many businesses and

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Module B	Job Search Strategy & Application Techniques	3 - 4 days
1	Welcome & Orientation	Day 1
2	Job Search Strategies	
3	Exploration & Networking	
4	Closing	
5	Opening	Day 2
6	The Employers Perspective	
7	Job Application I (Theory)	
8	Job Descriptions/ Job adverts	
5b	Closing	
4b	Opening	Day 3
9	Job Application II (Applied)	
10	Job Application III (Practice)	
11	Preparation Recruitment	

During the application training of Module B, participants are familiarized with the COMPANY, its organisational set-up (divisions) and job profiles/ vacancies and apply the application theory into practice when choosing their preferred (and one alternative) job description, prepare CVs and motivational letters and prepare for their job interviews. We recommend having the **Recruitment Day** as separate one-day activity shortly after Module B and (not too long) before Module C. Participants have a bit more time to prepare themselves and the paperwork and portraits and trainers need some time to post-process results of Module B and to prepare Module C. It should not be too much time in between to avoid drop-out of participants.

Extra	Recruitment Day	
	Interviews & Contracting for OS	Day 4
	HR files; contract signing, code of conduct.	(Separate)

For participants, **Module C** is the final stage of Opportunity Scouting[6]. It covers the outward dimension of career orientation, i.e. opportunity awareness. The methodology chosen for the exploration phase is that of a virtual, i.e. simulated, company (ushtrimore). It is the easiest and most effective way to achieve a variety of work and learning related learning outcomes in a truly short time. The simulation of formal professional work-processes is extremely useful in an environment where not all young people have a chance to gather work experiences in the real world of work.

Module C	Opportunity Awareness	3 Weeks
1	1st Working Day: Induction Phase: Forming	Day 1
2	2nd Working Day. Consolidating Work Processes & Teams	Day 2
3	Gathering Routine; working towards benchmarks: Performing	Days 3 - 12
4	Last working week: Prepare Presentations	Day 11 – 14
5	Last working week: Review HR files, prepare certificates	
6	Last working day: Reflection.	Last Day
Certificates	& Celebration	

Organised in a shortly sequenced series of all three modules, Opportunity Scouting has an event character (like a summer school). As a series it is comprehensive and amazingly effective and extremely efficient youth employment promotion programme that – as integrated element of its methodology – also induces soft skills development. Like modern CG approaches require, this instrument empowers participants to lead and steer their own development. It has been run successfully by municipalities, secondary schools in Kosovo and other countries as well as by youth centres and entrepreneurship hubs.

6 For participating institutions (schools, municipalities, youth centre, private sector, public employment services, …), the final Module is the beginning of another cycle of learning and capacity building: After young participants have presented their findings, i.e. information about current formal labour market demand, institutions have the chance to use this data for collaboratively improve local economic development and employment promotion policies, infrastructure, programmes and services.

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3. Step-by-Step Implementation Instructions

In this chapter, every session of all modules is described in detail to support and guide trainers through the entire programme. Every module differs from the other. Module A lays the foundation for the working methods and culture and is particularly important for participants not only for its contents (self-awareness), but also for getting used and making use of the methods and acquiring work- and learning related soft ("employability") skills. These are trained not by explaining them, but by giving the environment, the instructions, and the encouragement and the necessity of using them.

3.1 Sessions Module A: Self-Understanding

In the following pages, the preparation for Opportunity Scouting Module A (session number 00) and all 13 sessions with participants (session number 1 to 13) are presented with step-by-step implementation instructions as well as an overview of materials. These instructions follow a simple structure:

Number and title is followed by the section "**objectives**", where the main learning outcomes are listed in key words. After that, the section "**steps**" guides the trainer through the activities. While the activities are standardized, the outcomes are diverse: Every participant will have other lessons learned and working results and this is perfectly all right. Some tips and tricks or points to attend to are mentioned in the section "**remarks**". At the end, the maximum "**duration**" is given as is an outlook to the next session or break ("**followed by**").

M&E #

Some elements are marked with this arrow. It indicates those group work results that trainers in the practice part of the training have brought to the reflection workshop. They can used for self-reflection as well as for peer support meetings set up for collective learning (to exchange about experiences and results and to support each other) as well as for the evidence based further development of the OS course programme.

Portfolio

Green arrows refer to working results that should be filed into their individual folders (stored away and be kept) by participants. They will need it in later stages of the course and continuously throughout their lifelong learning progress and career development (e.g. for job application or review)

This table gives an overview about all Module A-sessions. Experienced trainers can implement this module in four days. The schedule is densely packed. It would be more relaxed and flexible if it is one day longer (have an extra day between Day 3 and 4 or be scheduled that there is a weekend between these days).

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Time	Day 1	Day 2	Day 3	Day 4
08:30–09:00	01 Welcome & Orientation	05 Opening	05 Opening	05 Opening
09:00–10:30		06 DOs & DONTs	09 Skills & Talents	12 Prepare THAT's Me presentation
Short Break				
11:00–12:30	02 What does "career" mean?	07 Time Travel	10 Treasure Hunt I	13 That's Me Celebration
Longer Break				
13:30–15:00	03 Career Guidance	08 The emotional salary of work	11 Treasure Hunt II	Closing & Outlook next modules
15:00–15:30	Closing (04a)	Closing (04b)	Closing (04c)	

Before the training can start with participants, room and materials need to be prepared and tested to allow for a quick and focused start and to set a model:

A-00	Preparations
Objectives	➢ Be ready to start on time with full awareness for the participants. ➢ You are inevitably a role model for timely and focused character of the course.
Prepare	• Clean room, fresh air, only things visible that are going to be used: • Equipment installed and tested: Beamer, Laptop, Speakers, stick with PowerPoint presentations, Flipchart, Pin Board, Camera, Stationary (puncher, stabler, crayons, printing paper, flipchart-paper, pins, cards, markers, printing cartridge, scissors, glue, tape). • Seating arrangements: flexible seating order; space to move around; enable small working group arrangements (with 4-6 participants each). • Materials prepared: o Ball o Posters o Attendance List o Printouts for participants (folder, if available) • Drinking water for everyone
Remarks	If more than one trainer, have a preparatory team meeting to discuss agenda, tasks, and responsibilities.
Duration	Preparation takes time and effort. It is worth every minute, because the focus afterwards can be placed fully on the participants and their learning progress

A-01	Welcome, Orientation, Team Forming	Day 1
Objectives	➢ Everybody feels welcome and comfortable. ➢ Participants understand training objective, principles, methods, and agenda. ➢ Participants know each other by name. ➢ Participants know how to communicate and interact well with trainer(s) and with each other and how to influence learning/ working environment.	

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Steps	1. Welcome everyone, presenting the flipchart with title of event, place & time & clip board with attendance list for Day 1. 2. **Who Are We?** Self-introduction of trainer(s), full name, institution, something personal, putting (nick) name on flipchart. Role modeling 3. the self-introduction round of participants, who follow the model and put their (nick-) names (of how they want to be addressed during the course) on the flipchart. Use a name-learning exercise so that everybody knows everyone by (nick-) name. 4. Why Are We Here? Introducing purpose and expected learning outcomes of a) all modules and b) of Module A; introduce agenda of this training (module A) 5. How do we work together? Introduce rules and (first) methods a. A few rules are set by trainers; others can be suggested and jointly agreed during the course. Introduce set rules: i. voluntary attendance means regular attendance: sign attendance sheet every morning (1h), inform someone if you cannot come ii. if one talks, everybody else listens. iii. confidentiality iv. respect b. Introduce methods i. Communication with cards (red, green, yellow) ii. Morning and closing meetings iii. Evaluation iv. Box for anonymous proposals, ideas, complaints, hints 6. Questions, comments? Encourage all questions (there are no stupid questions!) and clarify. Distribute handouts. Announce break and tell participants when to be back.
Remarks	This is a lot of new stuff for a beginning. Be patient. Participants will get used to the new methods quickly. Never be angry, never punish, but be a constant reminder.

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	Materials	Methods
Module A, Day 1, Session 1. M&E 01	o Clip board with attendance list of Day 1 (participants sign in) and pen o Posters ▪ Welcome ▪ Rules ▪ Agenda (Course) ▪ Agenda (Day 1) ▪ Flipchart for (nick) names o Ball o Flipchart, paper, o Marker, cards o **If available** conference set for participants (pad, folder, pen) o Stationary (paper, crayons, glue, scissors, puncher, stapler, glue, tape) o Printouts (for participants) ▪ Agenda Course) ▪ a set of communication cards (1x green, 1x red, 1x yellow per participant) ▪ a set of evaluation cards (1x white, 1x red, 1x green, 1x yellow per participant) o Box (for anonymous notes of participants to trainers) o Attendance Monitor o Name of participants -> prepare contact list	o Getting to Know Each Other exerice(s) o Group Communication (yes, no, neutral) o Four Colours-Evaluation
Duration	2 hours	
Followed by	Short Break, Claryfing Terms and Concepts	

Notes

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A-02	Clarifying Terms & Concepts "CAREER", "CAREER DEVELOPMENT"	Day 1
Objectives	Participants understand ➢ the concepts behind "career", "career development" and "career guidance" ➢ that there are rarely "right" or "wrong" answers, thoughts, questions, but different ways of looking at things and different experiences. ➢ People are different and this is good for us! Every career is individual. ➢ Careers must be built on individual set of skills, talents, values and in a given context and situation. ➢ **"Every career has a beginning, and the beginning may be small!"** Participants train soft skills (communication) and reflection/ critical thinking (making up their own mind)	
Steps	1. **"What is a career in your eyes?"** Brainstorm the meaning(s) participants give to "career". Encourage diversity. Note down aspects and notions, keywords on the flipchart. Rephrase participants to check if you understand them well. 2. Present PPT **"Towards a definition of the term 'career'"** 3. Discuss and add to the flipchart (from the discussion) 4. Ask participants to draw their own snail-model while you hand out printouts (with place for personal notes) and continue to 5. present PPT "Foundations and Principles of Career Guidance" 6. Discuss. Clarify questions. 7. Ask participants to draw personal conclusions from what they heard and learned in this session and to write it down. 8. Asks volunteers to read from it. (always one thought per participant so that many can participate. Volunteers only! Don't push anyone but invite everyone to share. Slowly by slowly also the more shy or silent ones will take part (and if they decide against sharing, this is also fine and acceptable!)	
Remarks	Tell participants they may exchange their working results with each other if they want to. Nobody must! You intentionally did not for the snail shell drawings because all working results are individual and private. There will not be any testing. Sharing is voluntarily. Make sure that nobody is commenting or laughing at any statement. If there is mocking, turn to the poster with the rules, and remind of a) respect and b) remind of confidentiality and protect participants from being ridiculed even outside the classroom. No tolerance when it comes to mutual respect and how to show it!	

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	Materials	Methods
Module A, Day 1, Session 2.	o Participants' contact list for cross-check before distribution o Laptop, beamer, speakers, stick with PPTs o PPT "´Towards a definition of the term 'career'" o Present PPT "Foundations and Principles of Career Guidance" o Handout "Foundations & Principles of CG; (1 slide; notes)	o Input (PPTs) & Classroom discourse o Individual reflection/ drawing conclusions
Duration	1,5 hours	
Followed by	Long Break, Claryfing Terms & Concepts "CAREER GUIDANCE"	

Notes

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A-03	Clarifying Terms & Concepts "CAREER GUIDANCE"	Day 1
Objectives	Participants (…) ➢ (…) begin to understand their own leading role in career guidance and the role(s) of trainers and other supporters (peers, teachers, parents, advisors, etc.); ➢ (…) develop soft skills: critical thinking, group work & communication; ➢ (…) assume co-responsibility for the course programme and working environment by giving involving themselves actively ('you benefit as much as you contribute').	
Steps	1. Introduce the list of pointed statements and explain that they are pointed (exaggerated) but each of them containing a valuable message and that you want participants to find this message. Explain task/ screen instructions. 2. Exercise one statement in in plenum. 3. Sort participants into four to six working groups (of about 4 to 6 members each). This (first) time, participants allocate themselves to preferred) group (except discussions arise, then trainer divides participants into groups). Each group is given one statement/ quote (in large letters). Instructions are given, questions (if any) answered and 10 minutes of time for group work. 4. When time is up, ask one (volunteering) working group to present their statement, their understanding of it, and their findings. 5. Repeat with second and third (until time's up). 6. Wrap up session and refer to first session next day (about roles of clients), when the task is to conclude the role and responsibilities of students ("clients" in comparison to trainer).	
Remarks	These statements are abstract and may contrast sharply with expectations of participants towards career counsellors. Discussions about details may be triggered. Trainers may interfere and encourage participants to see the **grand picture** and to get to **the core of the message** and to rephrase the pointed statements (or aspects of it) in their own words to find its exaggerated essence. Be assured: There is no "right" or "wrong" understanding, but many ways of reading the messages. Make sure that participants feel that diversity of viewpoints is natural and welcome and do not allow participants to comment others in a derogatory way.	
	Materials	Methods
Module A, Day 1, Session 3	o Laptop, beamer, speakers, stick with PPTs o PPT "Messages" o Printout-Version selected messages o Paper (to take notes)	o Small working groups (self-allocation)
Duration	1,5 hours	
Followed by	The Closing Circle formally ends every day	

Notes

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<table>
<tr><td>A-04</td><td colspan="2">Closing Circle</td><td>End of Day 1</td></tr>
<tr><td>Objectives</td><td colspan="3">➢ Each daily closing circle wraps up the collective learning outcomes of the day and to gives room for individual reflection as well.
➢ It also gives participants occasion to influence the course programme, working environment, setting by giving feedback (evaluation exercise and anonymous mailbox), by sharing perceptions, reflections, and ideas as well as by making suggestions. For the trainer this is the time for listening attentively and for learning how sessions impact and to steer training closely to the learning curves of participants. For participants it is the place to increase ownership and take on some responsibility for the learning outcomes.
➢ The other purpose is to give all participants good orientation at every moment. It links one day with the other and structures the training.</td></tr>
<tr><td>Steps</td><td colspan="3">1. Assemble everyone in a round circle (chairs only is sufficient) to be seated conveniently, relaxed atmosphere.
2. Shortly remind participants of all activities of that day and watch their response. Ask how they experienced the day and collect spontaneous public feedback.
3. Gather systematic anonymous feedback of all group. Introduce Five-Fingers Feedback
4. Give an outlook to activities of the next day</td></tr>
<tr><td>Remarks</td><td colspan="3">One of the permanent tasks of a trainer is to observe all participants carefully and respectfully; to detect their strengths and their positions within the groups. Make sure you have every single participant in sight. Coordinate with your co-trainer (if you are lucky to have one) and make sure that nobody slips your attention.
This closing circle is going to be repeated every day and should become routine quickly (same with the morning meeting).</td></tr>
<tr><td></td><td>Materials</td><td colspan="2">Methods</td></tr>
<tr><td>Module A,
Day 1,
Session 4.</td><td>o Prepared Pinboard.
o Precice instructions: a) evaluation questions, b) use of pin cards: large letters, short sentece/ key words
o Set of evaluation cards per participant.
o Instructions (1 copy per working group table) and markers per working group table.</td><td colspan="2">o Orientation: Wrap-up & outlook
o Five-Finger Evaluation</td></tr>
<tr><td>Duration</td><td colspan="3">0,5 hours</td></tr>
<tr><td>Followed by</td><td colspan="3">Postprosessing of Day 1 and Preparation of Day 2</td></tr>
</table>

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Postprocessing	Day 1
Activities	Check on and file Attendance Monitor Review strengths and commitment of all participants. Take notes (on observations, not on conclusions!). Evaluation: What is the result? Sort the cards on the board until they are grouped into topics. What messages are in there for you? Take an educated guess. Try to understand your participants. Make a list of topics & proposals that you are going to address in the morning meeting the next day with the purpose of joint decision making. Make sure you pick topics that serve the group; individual requests should be considered as much as possible but must be declined if they impact negatively on the work and learning environment of the group at large. Prepare equipment and materials for the Day 2
M&E 2	
End of Day 1	

Notes

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A-05	Morning Meeting	Day 2
Objectives	➢ Adjust environment, structure, setting. Settling in: participants arrive, feel welcome, settle in and focus. Also: Activate participants to collaborate and to contribute. ➢ Orientation for participants (overall course programme & agenda Day 2) through linking sessions and days with each other (and against intended learning outcomes). ➢ Agreeing changes (rules/ agreements/ adjustment to the schedule).	
Steps	1. Welcome everyone (by name); have participants sign in (attendance monitor) 2. Start as timely as possible. Mention the importance of a timely beginning, if necessary (and carefully/ sensitively check if participants have good reason for coming late). You are free to start later if all agree to staying longer. 3. Turn to yesterday's working day, show (clustered) evaluation result. Name the topics/ requests/ critique/ proposals that you picked and discuss what needs to be settled, clarified, or changed. Add to the poster. 4. Ask for further questions. Remind of mailbox and of the feedback at the end of this day. 5. Give an overview of the current second day.	
Remarks	From the many comments, you'll have to pick what you see as priority for the group's learning progress. As a trainer, you are responsible to also set your own issues on the agenda if needed. (e.g.: tidying up together at the end of the day or why punctuality matters). Everything that impacts on the group and individual learning process is of priority. A trainer must intervene and interrupt if harm is done (e.g. bullying, violence). It can be difficult to limit the morning meeting to only half an hour. It is worth all efforts because it asks everyone to set priorities. It may take time until participants get used to the structure and the day can be started on time and focused. Trainers being extremely precise with questions and instructions (and have them prepared as much as possible) will also safe a lot of time as it avoids chaotic discussions, dead-end roads and detours.	
	Materials	Methods
Module A, Day 2, Session 5.	o Attendance Monitor o Grouped/ clustered evaluation pin-boards –> topics to discuss o A set of cards (red, green, yellow) for group discussions o Possibly: Poster with agreements o Agenda o Possibly al ball (that is given around to the speaker)	o Facilitated group meeting
Duration	0,5 hours	
Followed by	DOs and DONTs in Career Guidance	

Notes

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A-06	DOs & DONTs in Career Guidance	Day 2
Objectives	➢ Understanding roles and responsibilities of teacher/ trainer and participant/ client in Career Guidance. ➢ Further strengthen soft skills (critical thinking, summarizing messages from readings in own words, working in groups, communication: expressing oneself shortly, precisely and listening skills. ➢ Experiencing the benefits of diversity (different perspectives and opinions are enriching own understanding ➢ Starting to understand the high degree of self-responsibility/ self-reliance and autonomy in individual career development.	
Steps M&E 3	1. Participants sit in small working groups (continuation of session 3). 2. Get participants' feedback to work process, results and difficulties; adjust instructions. 3. Continue with plenum discussions: one group is reading out the quote (screen it to the board, if possible), they summarize the innate message as they understand it … 4. Allow for responses from the other working groups (questions, comments, dis-/agreement). 5. Use aspects which participants largely agree to for asking 'if this is true, what does this mean for you and your role in career development? Have one flipchart "TRAINER", one flipchart "PARTICIPANTS"[7] and divide both papers into "DOs" and "DONTs". If only one flipchart available, focus on participants' role. Collect conclusions for what a young person should do or not do in career development … 6. Wrap up core messages that you agree to and need to be understood by participants: highlight the active role, participants must have and the support you can give to them. Part of the answers lies within them (strengths) and parts of the answer in the opportunities given in the environment and that this course is focusing on the self-understanding/ discovering treasures in your participants, obvious strengths as well as strengths in hiding. This will be the main topic of Day 3. 7. Return to day 2 with a short outlook on the next session. RE-arrange room and make it a calm and pleasant environment (with the help of participants).	
Remars	This is a good session to exercise debating: don't repeat, what has been said before, get to your point quickly and precisely, listen to others getting to the core of their argument … Use a ball for structuring and calming down lively discussions: throw it to a participant, when s/he's finished, ball comes back to trainer who passes it on to the next. Make sure that also 'silent' particpants have their turn.	

	Materials	Methods
Module A, Day 2, Session 6.	o Statements o Beamer, Laptop/ flash memory and speakers o 2 flipcharts, papers, markers o (The speaker's) Ball	o Facilitiated Debate o Visualisation of results
Duration	1,5 hours	
Followed by	Small Break and "TIME TRAVEL"	

Notes

7 Just void the terms 'teacher' and 'student' but use terms that are as far as possible away from traditional schooling

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A-07	TIME TRAVEL	Day 2

Objectives

- Preparing participants for a long-shot: Time horizon of career development and defining long-term goals from the far end.
- Feel the relevance of career planning
- Encourage use of imagination and intuition (as a complementary to rational thinking and planning)
- Every individual is different.
- **"Every career has a beginning. The beginning may be small"** (Gideon Arulmani, CG expert and trainer)
- Unpredictability of career development: **"Life can only be understood backwards; but it must be lived forwards."** (Søren Kierkegaard, philosopher)

Steps

1. As an introduction: Which persons do participants know who had/ have a successful career? Collect a few names, put them on the board. Discuss how they came to develop it – what do participants think about it? Have they always known and were ambitious and diligent and determined? Could they have been successful in other careers? Does coincidence play a role? to do with it? (Social) Pre-conditions?
2. Explain upcoming exercise, rearrange seating, make room as quiet as possible, avoid disturbances
3. Give those who do not want to participate instructions, a time frame to return and the alternative work sheet.
4. Have time travelers seated, ask them to find a comfortable position, having their feet flat to the ground, arms relaxed in their laps, eyes closed.
5. Start music and read out text extremely slowly. Observe all participants, make sure everyone is doing okay. Guide them through the time travel and slowly back into the room.

When everyone is back, ask the group if the travel was pleasant (very: green, medium: yellow, not so much: red). You'll attend to those showing red cards in a minute …

Portfolio

6. First you ask participants to write or draw about what they experienced in their journey (individual work)
7. Offer participants the opportunity to show and explain it to each other (on a voluntary basis!), but do not insist.
8. Turn to all with a red and possibly all with a yellow card while everyone is drawing.
9. Call back also those participants with the alternative worksheet
10. Ask the plenum "how do you feel about this exercise"? What did it each you? Tell them that they don't have to but may share what they experienced on a voluntary basis with each other and everything that is shared is going to be treated by everyone else with respect and confidentiality.
11. Asl travelers to do the alternative task as well (as an voluntary homework) or store it away and do it some other time.

Remarks

What students see is shaped by current emotions. It is by no way a forecast nor a prediction.

Participation is strictly voluntary. Make sure that you do not comment on those who do not want to travel but support them to do the alternative worksheet.

Let participants know that imagination and intuition can be a valuable source for important life decisions that can be consulted in addition to factual information and rational weighing.

	Materials	Methods
Module A, Day 2 Session 7	o Laptop, Speakers o Relaxing music o Crayons, o A set of 3 communication cards o Time travel-text and instructions o Time travel worksheet and alterative work sheet (one set per person).	o Guided imagination o Individual work
Duration	1,5 hours (-)	
Followed by	Small Break, The Emotional Salary of Work	

Notes

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A-08	The EMOTIONAL SALARY OF WORK (Work Values)	Day 2
Objectives	➢ All participants become aware of inner drivers/ motivation as a source of energy and direction ➢ Everyone identifies his/ her personal set of main drivers ➢ Participants understand how they can use drivers (and friends) for brainstorming job ideas (from drivers)	
Steps **Portfolio**	1. Define "work values" (use example of Dick Bolles – 5 minutes) 2. Explain Worksheet I – individual work (5 minutes) 3. Explain worksheet II – Individual work (5 minutes) 4. Sort participants quickly in groups of 3 for worksheet III – instruct small working groups. Use flipchart for instructions (because not easy to remember/ complicated task) or hand-out instruction. Explain that it is more important to understand the principle of the task than to manage it in such a short period of time. Can and should be continued as a homework. 5. Worksheet IV: participants cross-check individual values (add, correct) and 'diamond-rank'/ prioritize them. 6. Final exercise can be only done as example (that should be repeated by all participants with friends): Explain Brainstorming Methods. Assign note taker. Assign presenter (a volunteer). 7. The volunteer takes two of his/ her most important values and puts them on the floor. Group brainstorms all sorts of professions based on that combination. Presenter can add a third value. Brainstorming is continued. (10 min) 8. Note taker gives list to presenter. Trainer asks presenter what s/he agrees with, what not. What surprises him/ her. Trainer asks peers if they are also surprised by that idea? Or if they see it fit to presenter? Make clear that these are only ideas. It is the presenters busines to accept, to reject or to ignore. 9. Ask, what related entrance position could be (of an idea that was accepted by the presenter)? 10. Example to be repeated (homework); not ever to be checked, but anyway! Do it for yourself. Do it with friends.	
Remarks	The term "values" is easily misunderstood; but it is not necessary to understand it fully for being able to do this exercise with success. Very dense session (would need longer time to finish for all).	
	Materials	**Methods**
Module A, Day 2, Session 8.	o A copy of Worksheet Values I + II for everyone (printout) o Glue and scissors o Pennington's 'motivation cake'	o Sorting exercisIndividual Work o Small working groups (of 3) o Brainstorming
Duration	1,5 hours (++)	
Followed by	Closing Circle Day 2	

Notes

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A-04b	Closing Circle	Day 2
Objectives	➢ Securing individual and collective learning outcomes ➢ Activate participants to co-create environment, programme, … ➢ Orientation for participants by linking one day with the other	
Steps	1. Assemble everyone in a round circle (chairs only is sufficient) to be seated conveniently, relaxed atmosphere. 2. Shortly remind participants of all activities of that day and watch their response. Mention intended learning outcome (and compare with those reported by participants). 3. Portfolio 4. Gather systematic anonymous feedback of all group. Introduce Five-Finger Feedback 5. Give an outlook to activities of the next day	
Remarks	Make notes if there is a gap between intended and reported learning outcomes. Make also notes about the strengths you observed in participates this day. Make sure that you are aware of each and everyone. Was the closing circle timely, efficient, productive? Are there issues, conflicts, … that impact negatively on the group or working environment?	
	Materials	Methods
Module A, Day 2, Session 4b.	o Prepared Pinboard o Set of evaluation cards per participant.	o Review/ Wrap-up & outlook/ plan for next day o Five-Finger Feedback
Duration	0,5 hours	
Followed by	Postprosessing of Day 2 and Preparation of Day 3	
Postprocessing		Day 2
Activities	Check and file Attendance Monitor Reflect on evaluation results, group the cards, pick topics. Look into the mailbox! Make sure you observed strengths with every single participant. Bring the list. Prepare equipment and materials for the Day 3: Skills Cards; List of participants/ strengths	
End of Day 2		

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A-05b	Morning Meeting	Day 3
Objectives	Adjust environment, structure, setting to participants' needs (to the need of individuals as well as to the need of the group at large); Orientation and focus; Activates participants to collaborate and to contribute to the programme.	
Steps	1. Welcome, sign in; arrive well and start in time 2. Look at the evaluation result and settle what can or needs to be settled (-> agreements) 3. Encourage participation/ contribution (questions, constructive (!) critique, proposals, use of mailbox, evaluation. 4. Remind of the results of yesterday's long intense sessions. Ask if someone continued with it yesterday and with what result? 5. Remind use of portfolio (participants will need it on last day). 6. Give an overview of the day: Skills, skills, skills.	
Remarks	Skills Cards cut in pieces and hided all over?	
	Materials	Methods
Module A, Day 3, Session 5b.	o Grouped/ clustered evaluation pin-boards -> topics to discuss o A set of cards (red, green, yellow) for group discussions o Poster with agreements o Agenda Day 3	o Facilitated meeting. If you have someone in the group you think could do it, ask him/ her to facilitate the morning meeting, but be close to assist.
Duration	0,5 hours	
Followed by	Clarifying Terms & Concepts "SKILLS", "TALENTS"	

Notes

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A-09	Clarifying Terms & Concepts "SKILLS", "TALENTS" & self-exploration	Day 3

Objectives

- Why knowing one's skills is important
- Sensitizing for terms and concepts behind the terms: "skills", "transferable skills", "talents", "strengths", "potentials", "soft skills", skill requirements in school vs at the workplace, "intelligence" (Howard Gardner)
- Transferability of skills
- Participants know different methods of how to discover their strengths
- Start a first kills inventory (collection of individual strengths)
- Self-confidence: Everyone – with no excempt6ion – has great and unique set strengths
- Depends on the context if a skill is considered a "strength" (or a disturbance)
- Most skills are not acquired at school
- Build careers on strengths

Steps

1. Teaser introduction: What are "skills"? Something one can do (fairly) well and someone else appreciates it
2. How do you develop skills? Whenever you **do** something (and do it better time by time). By the way: Employers usually hire you for the things you can **do** (not for the things you have a correct answer to)
3. Exercise: Ask participants to search the room for skills. Who finds one, shouts 'strop', everyone stands still, the finder reads out the skill, it is discussed, explained, In what context is this a strength? The finder tapes it either to his/ her chest if s/he is convinced of having this skill or puts it to the back of a peer who has it. Do so for some 10 minutes.
4. Tease: Why did I hide them? Own strengths are too natural to be obvious (to oneself but can easily detected by others. Most are unused and therefore invisible; some are hidden intentionally because some important others do not consider them appropriate (e.g. male ballet or female power)
5. Extraordinary talents (Sir Ken Robinson's Elements) But ordinary people may have many but less pronounced.
6. How to know them? Usually, we are blind for ourselves. It is not so easy to discover own strengths, but possible: Reflection past successes, feedback from others, venturing into new areas & applying them, competing/ comparing.
7. Write "waiter/ waitress" centerplate on a flipchart. Ask students to make a list of skills that a waiter/ waitress must have; collect around. Replace "waiter" with "manager"; have students compare. Many skills are TRANSFERABLE, acquired in one place, used and useful in other contexts as well.
8. Why is it important to know one's strengths? Key to employment; indicator of talent especially if you LIKE using them. To build your career on them.
9. Talent x investment = strengths
10. Howard Gardener's concept of multiple intelligences and the one-sidedness off academia / education on cognitive skills.
11. "Soft" skills; skills employers like to see.
12. Joy of learning: bicycle, chewing gum bubbles. Lifelong learning. How did you learn riding a bike? By doing!

	Materials	Methods
Module A, Day 3 Session 9	o Skill Cards (print-out 2 sets) and cut them in pieces. Hide them all over. o Tape, Scissor o Gardner's concept of intelligence Intelligences o Gallup's talent x invest=strengths o "Soft Skills" o Ken Robinson's Elements	o Classroom discource o Learning-Exercise o Several shoirt inputs
Duration	1,5 hours (-)	
Followed by	Small Break & TREASSURE HUNT I (Skills Inventory)	

Notes

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A-10	"TREAUSRE HUNT" (Skills Inventory)	Day 3
Objectives	➢ Starting the journey of strengths discovery	
Steps	1. Distribute 2 worksheets (Treasure Map; My Places), both individual worksheets 2. Give participants 10 minutes for the "Treasure Map" worksheet 3. After 5 or so minutes, allow them to share within working group for inspiration (and adding to their Treasure Maps) 4. Give participants another 10 minutes for the "My Places" worksheet. 5. Ask students to hang up posters for a small exhibition, have everyone walk around, asking questions, getting inspired, helping others to explore their strengths by interviewing them about what they do at these places. 6. Introduce the concept of self- and foreign assessment (remind them of the hidden cards). 7. Ask students to give one positive feedback to every peer; trainer adds from his/her list 8. Distribute feedback letters for parents, teachers, peer or 'important others' HOMEWORK 9. Tell participants that this was only the first steps into what will become a lifelong journey. Whatever they do in school, leisure, work, … in any sphere of life, they shall learn to see what they do well and what they enjoy doing and follow the bliss of learning and doing. All are equipped with strengths and skills; sometimes it is a matter of finding a good place where their preferred skills are appreciated and can be used and further developed.	
Remarks	Skills literacy is not easy to learn; takes time and experience but once you started seeing strengths, you'll find them everywhere. Where the teaching profession may tend to detect weaknesses, changing the perspective and applying a focus on strengths will have a tremendous positive effect on the skills development of students and the student-teacher relation. Teachers shall feel encouraged to explore all sorts of workplaces, jobs, professions and occupations and talk with all kinds of working people about their jobs, the satisfaction they gain of it and the skills and attitudes they use.	
	Materials	**Methods**
Module A, Day 3, Session 10.	o Treasure Map worksheet o "My Places" worksheet Paper & crayons o Feedback-letters (print-out for distribution)	o Individual work o Positive feedback
Duration	1,5 hours	
Followed by	Long Break, TREASSURE HUNT the blind spot and feedback	

Portfolio

Portfolio

Portfolio

Notes

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A-11	The blind spot, Feedback, LLL	Day 3
Objectives	➢ The blind spot: ways of discovering oneself ➢ Giving and receiving feedback	
Steps	1. Present and discuss Johari-Window and the consequences for career guidance/ career development 2. One should never be afraid of failing. 3. Giving and Receiving Feedback (PPT-input) 4. Discuss real life examples from participants	
Remarks	A bit much input for a day's last session. Maybe you need energizers	
	Materials	**Methods**
Module A, Day 3 Session 11	o Beamer, Laptop, flash memory o PPT Johari-window o PPT Giving and Receiving feedback o Printout: rules of constructive feedback	o Input o Facilitated dicussion o Energizer
Duration	1,5 hours	
Followed by	Closing Circle Day 3	

Notes

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A-04c	Closing Circle	Day 3
Objectives	➢ Securing individual and collective learning outcomes ➢ Orientation for participants by linking one day with the other and this module with the next modules. ➢ Get ready for the final day (of first module/ module A)	
Steps	1. A major part of the course is done by now, only one day left. How do participants feel about this? Do they benefit? What else would they need? Wishes for the remaining part? 2. Outlook next day and next Modules (with dates, time, location, trainer, if possible) 3. Share Contact List? 4. Discuss possibility to celebrate during the last session of next / last day. Participants can invite friends. A quiz can be done. 5. Outlook to "That's Me"-presentation. 6. Reminder: Bring portfolio and everything that documents who you are; if possible, on such short notice: Feedback letters	
	Materials	Methods
Module A, Day 3, Session 4c.	o Contact list o Shopping list o Guest list o Agenda	o Review/ Wrap-up & outlook/ plan for next day o No Five-Finger Feedback; instead, open round with proposals, ideas, feedback, comments, questions
Duration	0,5 hours	
Followed by	Postprosessing of Day 3 and Preparation of Day 4	
	Postprocessing	Day 3
Activities	Check and file Attendance Monitor Copy contact list Prepare equipment and materials for the Day 4 with all creative materials that are available (paper, crayons, marker, cards, scissors, glue, tape, …) If possible, buy water, juice, small simple snacks Also: have dates, times, location, trainer of module B ready (as information to share)	
	End of Day 3	

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A-05c	Morning Meeting	Day 4
Objectives	Adjust environment, structure, setting to participants' needs (to the need of individuals as well as to the need of the group at large); Orientation and focus; Activates participants to collaborate and to contribute to the programme.	
Steps	1. Welcome, sign in; arrive well and start in time 2. Remind of the results of yesterday's long but very incomplete session. 3. Ask who was able to get the feedback letters done? HOMEWORK? 4. Everyone brought his/ her portfolio?	
Remark	Rarely all participants will have their portfolio ready and homework done. Don't blame them. Instead, support them to remember their strengths. You can use a round of positive peer feedback to help out and add from your own observations.	
	Materials	**Methods**
Module A, Day 4, Session 5bc.	o If available large Din A3 paper for everyone o Crayons.	
Duration	0,5 hours	
Followed by	Preparing "That's Me"- Presentations	

Notes

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A-12	Preparing "That's Me" Presentation	Day 4
Objectives	➢ Wrap up all learnings about Self ➢ Celebrate achievements of the course ➢ Farewell and looking forward to seeing participants back for Module B: Application Training	
Steps Portfolio M&E 4	1. Check for Portfolios and Feedback-letters? Distribute paper and crayons. 2. Instructions: Draw an outline of yourself. Draw symbols for your values near the heart. Draw symbols for your skills near head, eyes, hands, legs, feet. Symbols for goals and wishes can be added as well. 3. Use exercise results and feedback letters (portfolio) 4. Participants who do not have the portfolio complete and who have difficulties preparing a presentation can be offered a positive feedback by peers and the trainer 5. Let participants exchange with each other. 6. Ask them to hang up "That's Me"-posters to the walls for an exhibition. If possible, make pictures of the posters for M&E. 7. Thank participants for their contributions; ask them for feedback to the course 8. Give an outlook for upcoming module (B: Application): Share information 9. Prepare celebration: Make the room ready, fresh air, water, and snacks. Tidy up what is not needed anymore, store equipment away, have participants and posters middle of all attention.	
	Materials	**Methods**
Module A, Day 4, Session 12.	o Large paper, crayons, tape, scissor, cards, markers, glue, o Information leaflet on next Module o Distribute contact list	o Creative arts o Intense postive feedback
Duration	1,5 hours	
Followed by	Short Break & Celebration, Closing	

Notes

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A-13	THAT's ME Celebration/ Closing	Day 4
Objectives	➢ Closing the course ➢ Sharing results with relevant Others ➢ Gain relevant Others to use the strengths focus when looking at participants	
Steps	1. Give a short speech to guests 2. Ask guest to walk around and find their host's poster (make it a game) 3. Ask participants to explain their poster to guests and, if they like, to ask guests to add from their perspective and experience 4. Ask participants to store posters (or pictures of it) to their portfolio-folders 5. Be available for any chat, talk, exchange; encourage guests to focus on strengths they observe and to let participants know about their strengths. The guest is a very important person to the participant and very influential. 6. Distribute information on module B/ Job Search Strategy and Application Training 7. Tidy up together	
Remarks	It If guests are expected, ask participants to not write their names on the posters but rather have their guests searching for their poster. Encourage participants to have their guests add to the poster. Short speech on the course programme and results; encourage guest to look at and add to the STRENGTHs of participant (and don't bother too much about weaknesses).	
	Materials	**Methods**
Module A, Day 4, Session 13	o Snacks o Water o Cleaning Materials o Laptop & Speaker for music	Open door
Duration	1,5 hours	

Postprocessing	Module A
Activities	Finish and file Attendance Monitor; use it to contact/ remind participants of module B. Replace used materials and store toolkit away. Collect and submit M&E results (as indicated with red arrow) as well as your personal notes on the note pages of this manual for peer reflection meeting. Give it a moment and make notes: What would you do different the next time? What would you like to discuss with fellow peers? Do something good to yourself. You had an exhausting and meaningful week!
End of Module A	

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3.2 Sessions Module B: Job Search Strategies and Application Techniques

The second module has a different focus topic-wise, but uses the very same teaching-learning methods that encourage exploration, critical thinking, reflection, etc. Ideally, participants have done Modul A before. A few newcomers, however, can easily be integrated. Here is an overview of the three-days course programme. It is followed by detailed implementation instructions, session per session, day per day.

Time	Day 1	Day 2	Day 3
08:30–09:00	01 Welcome & Orientation	05b Opening	05c Opening
09:00–10:30		06 Exploration & Networking + Feedback	09 Preparing Applications
30 min Break			
11:00–12:30	02 The Employer's Perspective	07 Introducing "the COMPANY"	10 Improving Applications, Preparing for Job Interviews)
60 min Break			
13:30–15:00	03 Job Search Strategies	08 Job Application (Theory)	11 Training Job Interviews
15:00–15:30	04a Closing	04b Closing	Closing Training

Notes

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B-01	Welcome & Orientation	Day 1
Objectives	➢ Newcomers are integrated; everybody feels welcome and comfortable; participants know each other by name. ➢ Participants understand training objective, principles, methods, and agenda. ➢ Participants know how to communicate and interact well with trainer(s) and with each other and how to influence learning/ working environment.	
Steps	1. Opening, Self-Introduction, Introduction of overall course programme of Module B and its links to Module A. Make sure that new participants understand contents of module A (involve module A participants to illustrate/ re-construct, which would also give an impression of the methods used in all OS training modules and encourage 'old' participants to integrate newcomers actively and intentionally. 2. Introduction/ Overview about Module B: some theoretical input, interactive exercises, also practicing -> Recruitment Day (rehearsal) -> Module C 3. Name learning exercise 4. Exercise communication cards. 5. Explain rules (poster); mailbox; end-of-day evaluation today and tomorrow. Encourage (new) participants to make use of these opportunities to express themselves and their needs. Decision is with you, because you need to attend to the group's needs but will adjust as much as possible to individual needs. 6. Distribute Agenda all days and show agenda of Day 1; explain.	
Remarks	While the first Module (A) focused on the self-understanding of participants (strengths, values), this module is more on understanding the perspective of the employer and making use of this knowledge.	

	Materials	Methods
Module B, Day 1, Session 1. M&E 5	o Agenda all training o Agenda B-Day1 o Participants List (sign-in protocol) & Attendance Monitor (compare with Module A) o Poster with rules/ agreements (refreshed from Module A) o Set of communication cards (red, green, yellow)/ participant o Set of evaluation cards/ participant o Mailbox	o Creative arts
Duration	2,0 hours	
Followed by	Short Break & The Employer's Perspective	

Notes

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B-02	The Employer's Perspective	Day 1
Objectives	➢ An employer is not assessing the qualities of a candidate as a human being but tries to get a good and economic fit for a job to be done. ➢ The job search can be fun. ➢ Typical categories an employer would look at during the application (and beyond) ➢ Exploring and application skills are life skills.	
Steps	1. Ask a volunteer to stand between the beamer and the prepared pinboard; use the shadow to draw an outline of the person; explain the message behind. 2. Explain task: Find out what, exactly, an employer is looking at when assessing a job candidate. Divide participants into 4 working groups; distribute one application form per table and markers and cards. Have working groups determine rapporteur. 10 minutes. 3. When groups are finished or after 15 minutes, ask first group to read out first application form category; ask other groups if they have the same; find a common headline to cover all four examples and pin it on your board (to the outline) 4. Discuss why this category is important for the employer and how applicants can take advantage of this knowledge. 5. Continue with the next category; start with the second group now and ask their (the second) category. Ask all other groups and repeat steps 3 and 4 until the board is full (or time is up). 6. Take a picture of the board with the silhouette and all categories employers look at in applicants; ideally after you have clustered them.	
Remarks M&E 6	After one or two rounds, you will have an idea of how the board is/ shall look at the end. Of course, this can also be prepared and discussed with peers. Once it is there, this exercise can be done more to the point, hence much quicker.	

	Materials	Methods
Module B, Day 1, Session 2	o Pinboard, large brown paper on it o Beamer o Cards, pins, markers o 4 sample application/ interview forms	o Divide group into 4 small working groups o Plenum work o Visualisation of work results on pin board o Drawing conclusions; translate in "DOs and DONTs"
Duration	1,5 hours	
Followed by	Longer Break & Job Search Straegies	

Notes

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B-03	Job Search Strategies	Day 1
Objectives	Participants (…) ➢ understand that answering job advertisements is one of the most difficult ways of finding a job. ➢ know better job search strategies: networking and information interviewing. ➢ win-win-situation: The employer is in dire need of/ depends on labour; ➢ can distinguish information interviews from job interviews. ➢ are not easily discouraged, but make the job search as much fun as possible	
Steps	1. Split plenum in two groups A, and B. Both groups will do the same exercise and compare and discuss their results in the end. Trainer uses a model solution for the exercise (Dick Bolles' charf of the typical ways, employers and job-hunters prefer filling a vacancy/ looking for a job). 2. This exercise involves loud and engaged discussions. Better assign working space at opposite parts of the room. 3. Ask both groups to spilt up into two halves and give one half blue cards and the other yellow and do the same with the other group. 4. Both sub-groups shall answer the same question, but from different perspectives. The question is a) "what are the different possible ways of filling a vacancy? And b) to bring it in order of priority (what's working best). Those with the *blue* cards are answering these questions from the *employer*'s point of view; the 'yellow group' does so from the *jobseeker*'s perspective. 5. Make sure that the groups find all options and that they do not loose to much time in discussions when brining the options in order of priority (effectiveness). 6. Ask sub-groups with the blue cards to present first: A-blue starts with saying, if I was the employer searching for staff, my first attempt would be _____. If they are done and questions of understanding settled, ask B-blue to continue. Spend time to discuss differences. 7. Present the model result for employers and explain it. 8. Continue with the yellow groups of A and B: Ask B-yellow to present; followed by A-yellow. 9. Present the model result for jobseekers. 10. Highlight the findings: Employers and jobseekers tend to use opposite strategies. With the consequence that chances are very small for a job-seeker only answers job adverts. Discuss relevance of internships in this respect. 11. Hand out the jig-saw puzzle worksheet to students (even in the case time is up by now. As a reminder and content for their portfolios). 12. Summarize key messages using the PPT "Job-Hunt Know How as taught by famous US Career Counsellors" and make sure that it is put into the cultural context (not blindly believed literally; it is from the US with an extremely competitive context with a strong private sector market and a highly individualized culture). 13. End with no-no-no exercise and its message as an energizing bridge to the closing circle.	
Remarks	Application process is to a high degree context and culture specific and differs from urban to rural, between sectors and industries and from country to country. This course is oriented toward a typical western style (job adverts, CV, motivation letter) used in formal businesses in a competitive business environment where also companies are competing for talents. Use a break for preparing the grounds for the no-no-no exercise.	

	Materials	Methods
Module B, Day 1, Session 3.	o Core Messages (PPT) o Beamer, Laptop, screen o 2 pin boards, that can be worked on both sides (= four paper walls) o Cards of two colours: one representing the view of employers, the other colour the view of jobseekers o Jig Saw Puzzle worksheet "Typical Ways of filling a vacancy" o Cups, drops/ sweets, tape (for no-no-no exercise)	o Group Work o Discussion o Input (PPT) o No-no-no exercise (against depressions caused by repeated rejections)
Duration	1,5 hours ( )	
Followed by	Closing Circle/ End of Day 1	

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B-04	Closing Circle	End of Day 1
Objectives	➢ Consolidating the learning of the day ➢ Feedback of participants to trainer/ training ➢ Orientation (linking previous with next session and day) ➢ Checking on how newcomers get along with methods.	
Steps	1. Assemble participants in a round circle (chairs suffice, not tables needed), convenient seating, relaxed atmosphere, everybody can see every other participant; the trainer amidst participants (eye-level). One board (for the five-fingers feedback) 2. Shortly and slowly remind participants of the day's activities, stress core messages, of that day and watch their response. Try to gain a feeling if it was too much for one day or if participants handle the learning load well. 3. Introduce/ Explain Five-Fingers Feedback (which will take longer the more participants are present who did not take part in Module A) and gather systematic anonymous feedback from the group. 4. Give an outlook to activities of the next day. Ask Modle A-participants to bring their portfolios along. 5. Empty the mail box and add to the topics, if applicable	
Remarks	This first day of Module B is very densely packed with information and exercises and might take a slow closing circle for digesting this information.	
	Materials	Methods
Module B, Day 1, Session 4 M&E 7	o Agenda Module B o Agenda Module B-Day 1 & Day 2 o Prepared Pinboard. o Precice instructions o Set of evaluation cards/ participant. o Finalize current attendance list and compare with Module A list (and prepare the list for Recruitment Day and Module C)	o Orientation: Wrap-up & outlook o Five-Fingers Feedback
Duration	0,5 hours	
Followed by	Postprosessing of Day 1 and Preparation of Day 2	

Postprocessing	Day 1
Activities	Manage Attendance Monitor Review Five-Finger Feedback, cluster/ group around topics, take three and prepare them for the morning round. Prepare equipment and materials for Day 2

End of Module B's Day 1

Notes

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B-05b	Morning Meeting	Day 2
Objectives	➢ Improved learning environment for all (based on feedback). ➢ Orientation, linking sessions and days with respect to intended learning outcome. ➢ Remaining questions from the past day clarified; focus for the second day's agenda set	
Steps	1. Welcome; sign in (attendance list) 2. Discuss, settle/ agree those topic(s) that have a great impact on the group's learning and that require support from more or less all the group. Trainer selects what s/he sees suitable for group discussion (and can settler other issues in other ways such as individual talks or setting/ imposing rules, if necessary). 3. Review shortly last day's activities and take a moment to settle what remained open/ needs to be clarified. 4. Introduce today's agenda; refer to Module C for applying today's first session	

	Materials	Methods
Module B, Day 2, Session 5b.	o Attendance Monitor o Topics of last Day to discuss o Agreements-Poster o Day 2 Agenda	
Duration	0,5 hours	
Followed by	Exploration & Networking; Giving & Receiving Feedback	

Notes

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B-06	Exploration & Networking; Feedback	Day 2
Objectives	➢ Developing and using explorations and networking skills is a basic life skill that can be learned and trained and is extremely useful. ➢ We are blind for ourselves and need the social mirror to help us explore where we have blind spots. ➢ Giving positive feedback is the best way to strengthen desirable behaviour ➢ How to give negative feedback in a constructive (acceptable) way. ➢ The quality of the answer depends a lot on a) the intention of the interviewer and b) on the quality of the question	
Steps	1. Settle open questions of last day **Exploration & Networking Skills** 2. Only then start with input (PPT Networking & Information Interviewing) 3. Ask what DOs and DON'T's are 'hiding' in the PPT and discuss them. 4. Ask the difference of information versus job interviews **Giving & Receiving Feedback** 5. If necessary, have a short energizer first, before the second PPT input on Giving and & Receiving Feedback comes 6. Ask/ discuss what is difficult about giving and about receiving feedback and what would make it easier. 7. Emphasize the importance of being open for receiving feedback. **Interviewing** 8. Explain the difference between closed and open-ended questions and explain that what we want to know and what we can ask are different things. Learning how to phrase good questions is much more important than learning how to give good answers. 9. Divide participant into four groups, each dealing with another sort of interview partner or interview subject (a jobholder/ professional/ working adult in a certain position, a HR-representative/ owner of a company about hiring procedures; an entrepreneur about His/ her experiences of setting up a business, trainers/ teachers/ lecturers/ about a training occupation). 10. Ask participants to first collect what they want to know (10 min) and secondly to phrase good questions to ask (10 min). 11. Walk around, visit each group, support and collect what the groups elaborate (for peer reflection meetings). **Effective and simple questions** should be collected and shared; the sample questions (hand-outs) revised accordingly. 12. Hand-out a printout set of sample questions.	
Remarks	It is not enough time to share the list of questions in plenum. As a compensation, the sample questions are handed-out to everyone. Collecting good and simple questions can be made a shared task in peer reflection meetings.	

M&E 8

	Materials	Methods
Module B, Day 2, Session 6.	o PPT Networking & Information Interviewing o PPT Giving & Receiving Feedback o Printouts • Feedback Guidelines • Sample questions (employers, job holders, entrepreneurs, HR departments/ companies)	o Input o Reflection
Duration	1,5 hours	
Followed by	Short Break; Introduction of "the Company"	

Notes

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B-07	The 'COMPANY'	Day 2
Objectives	Participants (…) ➢ get familiar with the set-up the OS Company with its business purpose and its five departments and related job profiles. ➢ have a first idea of the interdependency of departments and jobs for the company's overall performance and success. ➢ Choose one priority and one alternative job option for tailoring their application towards.	
Steps	1. Introduce the OS company with all its departments. Explain the function of each department. 2. Ask participants if they feel a spontaneous specific inclination towards one of the departments? Inclinations shall be explored: Distribute charts with key processes per department according to individual first and second choice. 3. Have participants organize into working groups of their first choice and investigate the chart for about 10 minutes. 4. Ask each of the five groups to summarize what it tells them about the activities of the department and about interfaces with other departments and give every group a few minutes to explain. 5. Ask participant to listen well to all presentation (with special focus on their second-choice option) because you will as them at the end to bring the departments into an order of personal preference from 1 to 5. 6. Summarize the department's role in the data production process and highlight the interfaces and mutual dependencies; stress that it is good for production if staff see the grand picture and when people can do more than only their job. 7. Nevertheless, ask participants to take only their first and second preferred option and take a copy of the respective job profiles. They will prepare a mock application for their first priority 8. Give an outlook on the next two sessions and announce a short break	

	Materials	Methods
Module B, Day 2, Session 7.	o Printouts of Job description/ adverts or job contracts	o Input o Working Groups o Presentation of WG results
Duration	1,5 hours ( )	
Followed by	Short Break; Job Application (Theory)	

Notes

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B-08	Job Application Elements & Process	Day 2
Objectives	Participants (…) ➢ Understand the purpose of every element of a formal professional application process ➢ So that they prepare for their own application for their preferred option in the (virtual) OS Company	
Steps	1. Explain that the purpose of this session is to gain an idea of the purpose and process and elements of a typical or ideal application process. There will be many variations and considerable differences in real life (depending a lot on sector, job, formalities of the recruitment culture) 2. Present PPT "Application Training" (Nexhmedin Basha) 3. Discuss implications/ consequences/ conclusions for application process at hand (for one of the OS company's jobs – translate in terms of "DOs and DONTs". 4. Set up Email accounts 5. Ask if it can be used for contact exchange list	
Remarks	This is a theoretical input that should be illustrated with practical examples and as much as possible applied to the challenge ahead (writing an application for one of the jobs in "the Company" Often ask the question "why?" to help participants find the rationale behind or ask them to find examples.	

	Materials	Methods
Module B, Day 2, Session 8.	o PPT Application Process o Contact list (participants' nick names, phone numbers and one empty space for email-addresses)	o Input o Discussion
Duration	1,5 hours	
Followed by	Closing Circle Day 2	

Notes

B-04b	Closing Circle	Day 2
Objectives	➢ Participants give feedback as to how they cope with the drafting of applications ➢ Prepare for the next day	
Steps	1. Shortly review the day's activities from beginning to the moment. 2. Clarify open questions 3. Conduct a short Five-Fingers Feedback 4. Share contact list and ask participants to fill in new email-addresses. 5. Ask participants to dress in a way they would dress for the job interview for, because they will have the possibility to shoot application portraits 6. Ask them to bring portfolio along and, if available, a data stick/ flash memory 7. Introduce tomorrow's agenda.	

	Materials	Methods
Module B, Day 2, Session 8.	o Contact list	
Duration	0,5 hours	

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Postprocessing	Day 2
Activities	Choose topics from mailbox / feedback to discuss the next morning Check on and file Attendance Monitor Type in email addresses for contact list; 1 print-out (to be crosschecked by participants on next = last day) Prepare equipment and materials for the Day 2: Include camera, mirror, comb, light. If possible: prepare computer room with 10 to 15 workstations (computer workplaces) and one or two network printer; cartridges Prepare information on Recruitment Day and Module C

End of Module B's Day 2

B-05c	Last Morning Meeting	Day 3
Objectives	➢ Trainer frames learning by link learning sessions and days with each other –> orientation for participants ➢ Structure and focus final day and link it with Recruitment Day and Exploration Phase of Module C	
Steps	1. Welcome participants, check on their appearances, ask them to sign in 2. Distribute contact list for cross-check 3. Settle topics (feedback, mailbox) and open questions 4. Explain today's agenda 5. Hand out information on Recruitment Day and Module C	
Remark	Preparing applications, ideally, is combined with a few computer lessons on how to use MS Word (or alternative software). It is best done in a fully equipped computer room with IT teachers assisting. Ideally, participants leave the training with one good CV, cover letter, portrait, email-address in print-out and digitally	

	Materials	Methods
Module B, Day 3, Session 5c.	o Clustered board; selected topics o A copy of contact list o Mirror, comb, o Camera, light o Agenda Day 3 o Information about • Information Recruitment Day • Module C o Computers, o Printer, cartridge o Paper o Document sleeves o Laptops/ Computer (ideally: computer room with printers) o Contracts/ job profiles	o Input
Duration	0,5 hours	
Followed by	Preparing Applications	

Notes

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B-09	Preparing Applications	Day 3
Objectives	➢ Prepare an application in key words (CV, motivation letter, portrait) and for a job interview ➢ Provide means (PC, paper, printer, cartridge) and know-how (MS word, picture	
Steps	1. Distribute job descriptions (priority option) and instructions. 2. Have participants work on their applications; allow for peer advice; offer support. 3. Make them use the portfolio for finding strengths and skills against categories/ requirements of the job. 4. Have them use either computers or pen and paper 5. Take portraits of them. 6. Explain how to insert pictures in a word document 7. Check on their email-addresses (functional?)	

	Materials	Methods
Module B, Day 3, Session 9.	o PPT Application o Laptop, Beamer, screen, printer o Cartridges, paper o (several) Computers (if available); otherwise, paper and pens.	o Individual work; supported
Duration	1,5 hours	
Followed by	Short Break; Improving Applications	

Notes

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B-10	Improving Applications	Day 3
Objectives	➢ Continuation of B-09 with the intention that every participant will leave the training with a proper application form (CV, motivation letter, picture).	
Steps	1. Continue supporting participants to work on their applications 2. Encourage peer exchange and expert support. 3. Provide PPTs as back-up 4. Ask participants to draw from their portolios	

	Materials	Methods
Module B, Day 3, Session 10.	(same as B-09)	(same as B-09)
Duration	1,5 hours	
Followed by	Long Break; Exercising Job Interviews	

Notes

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B-11	Exercising Job Interviews	Day 3
Objectives	➢ Prepare students for Recruitment Day (and Module C) ➢ Make it as much fun as possible	
Steps	1. Input on Job interview 2. Exercise typical interview questions 3. Don't answer questions regarding the job, but help participants prepare good questions 4. Settle everything that has been left (email addresses, print-outs, digital copies) and hand out materials that can be useful for participants who want to further prepare themselves or rehearse. 5. Explain schedule Recruitment Day, give instructions 6. Make appointments for interviews 7. Share one mobile phone number for last minute changes	

	Materials	Methods
Module B, Day 3, Session 10.	o PPT the Job Interview o Printout: • A collection of typical Interview Questions • Contracts • Code of conduct of the Company o Schedule/ Interview Appointments	
Duration	1,5 hours	
Followed by	Long Break; Exercising Job Interviews	

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B-12	Closing Module B	Day 3
Objectives	Participants know (...) ➢ that they are sufficiently prepared for the recruitment day and invited to exercise the job interview whether they want to take part in the exploration phase or not. ➢ the connection between Modules A and C ➢ have a contact list and information on the Recruitment Day and Module C	
Steps	1. Welcome. 2. Review day's activities 3. Check if everyone has an e-mail, application (CV and letter), portrait on stick and as a printout. 4. Hand out materials (contact list, applications, information, data sticks if available)	

	Materials	Methods
Module B, Day 2, Session 12.	o Contact list printout o Information on Recruitment Day and Module C	
Duration	0,5 hours	

Postprocessing	Modul B
Activities	Finalize Attendance monitor Replace used materials Prepare mailing list Finish appointments for Recruitment Day
End of Module B	

Notes

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3.3 Recruitment Day

The recruitment day is a realistic rehearsal of job interviews. It should take place shortly after Module B and not much more than a week before the Module C's exploration phase in the framework of the virtual company participants are recruited to. It used to take place right after the application training, but turned out to be stressful for trainers, so that a couple of days in between these two events and a separate recruitment day seemed recommendable.

Use the participant's list to schedule appointments with interviewees and send out emails with date, time, location, and a "human resource office" telephone number so that participants can reschedule if difficulties occur. Ideally, have a mirror and comb ready so that candidates can check their outfit and looks before the interview.

Trainers sit job interviews with candidate(s) in pairs of two and one or two trainers should watch one or two telephones, have a reception-like seating to show incoming candidates the way and to manage the list of appointments.

Schedule 20 min time slots which can be roughly divided into 10 min interview time, 5 min reflection and conclusion and a short documentation. Have a break after every three interviews, so that your attention remains always fully focused on the (poor 😊) candidate who might be nervous and whose learning and mastering the experience should be the trainer's only concern.

Also, have enough copies of "contracts", "code of conducts", job descriptions ready for handing them out. It is two jobs descriptions per candidate! One of the candidate's priority and one alternative that the trainer suggests to him/ her.

3.4 Sessions Module C: The Opportunity Scouting Company

In the following table, the two induction days are presented, in which "employees" are familiarized with daily operational routines of the Opportunity Scouting "company" and key processes and structures are explained and exercised. It gives new jobholders an idea on how procedures are intertwined, and which key processes are to be followed and why. Even though the standard procedures of each department have no visual connection, it is important to keep in mind that all departments work in close cooperation and depend on each other's precise work and communication.

Furthermore, the first two days are presented exemplary as they are crucial for a smooth and successful start of the operating business. Before beginning the standard procedures, which constitute the daily routines, each department must be introduced and trained for certain tasks such as interviewing businesses, working with excel or creating HR files. The agendas of the first and second day outlined in the table are scheduled in one-hour blocks giving a detailed structure of a) the tasks which are to be fulfilled, b) the methods and/or materials needed to perform the tasks successfully and c) the overall goals of this learning unit/ block. The first two days of the 'Field Team' department are elaborated as a model that applies also to all other departments (see Annex for a comprehensive overview of the remaining four departments). In addition, the attached *weekly* schedule gives an overview and rough structure of the daily achievements and tasks of the company's ongoing procedures. As the daily routines of the respective departments are mostly the same throughout the weeks, only divergent tasks of certain departments are pointed out and explained.

The handing over of the work certificates to each employee takes place at the end of the three weeks and marks the ending of the Opportunity Scouting Company. The certificate not only represents the successful completion of the work done in the company but is also a reference for future jobs. The HR files which are created by the a*dministration department* serve as the basis for the certificates. However, besides the personal and work-related data such as name, age and department, it is important to record the skills of each employee. Even though the Opportunity Scouting Company is simulated, all acquired work experiences and competences are real and helpful for prospective work contexts. To provide a comprehensive and precise certificate it is therefore necessary to have a continuous and systematic monitoring of the strengths of every employee throughout the working weeks. This will be mainly done by the supervisors but can also be supported by co-workers. Supervisors are therefore required to be attentive observers regarding to positive and skillful work behaviour of their employees.

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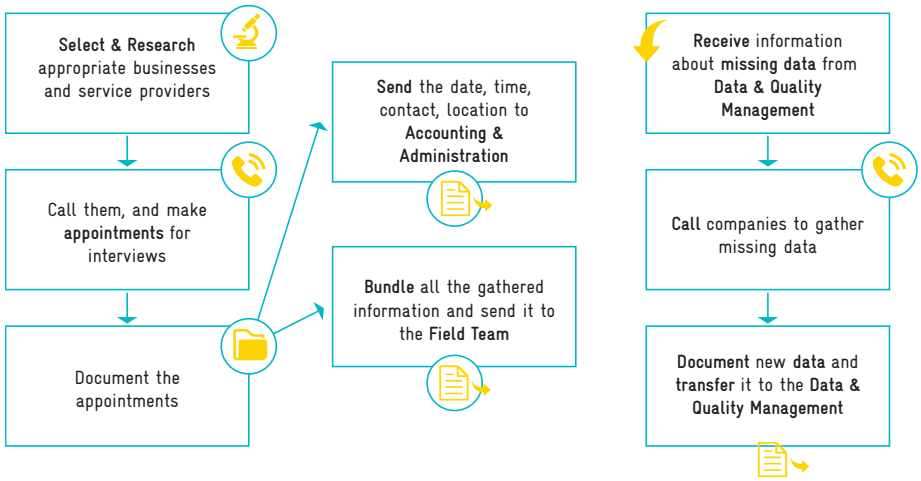
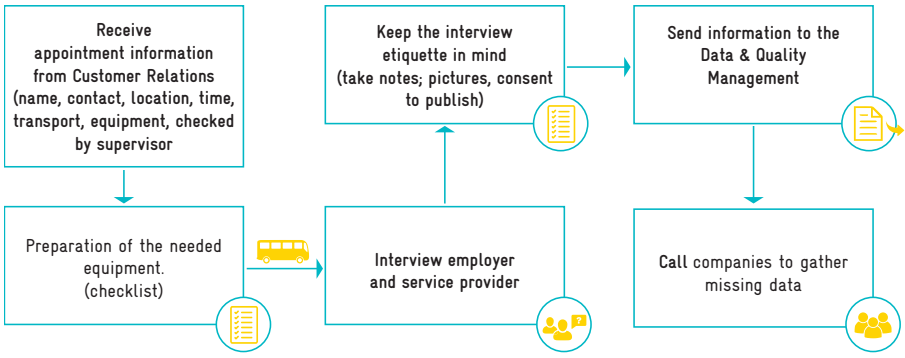
Daily routines per department (standard procedures)

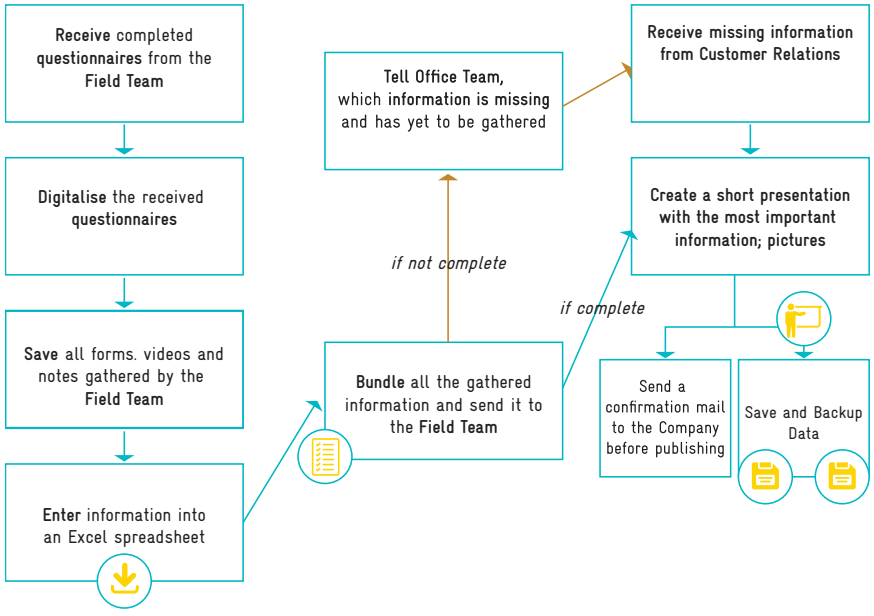
Customer service



Field Team



Data & Quality Management



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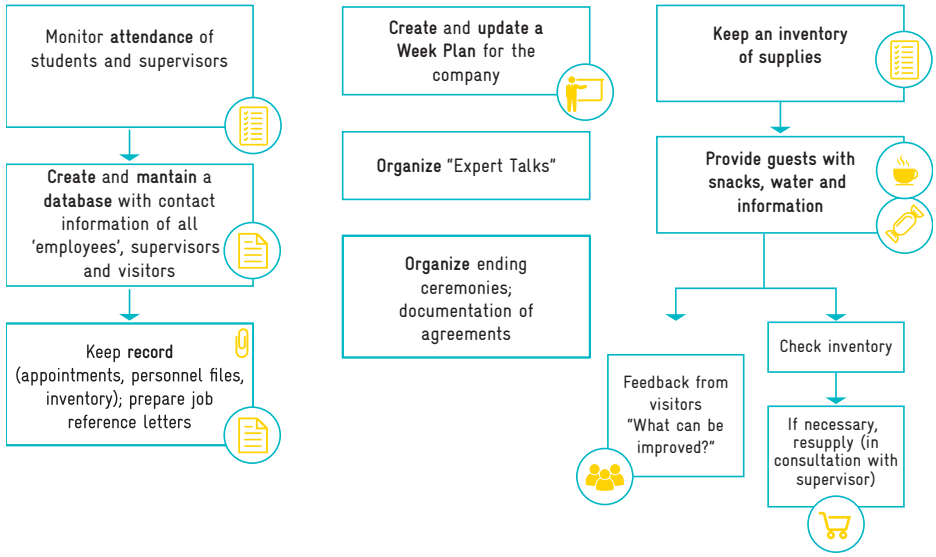
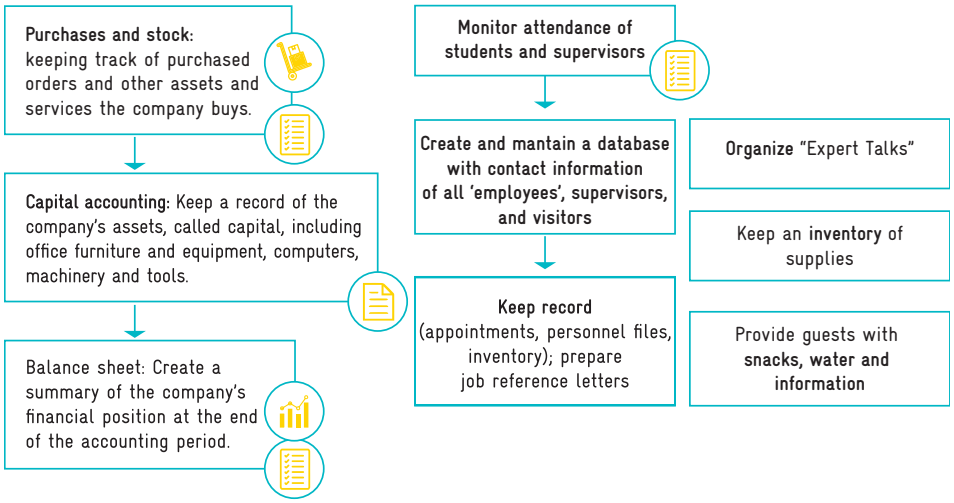
Administration



Accounting



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Field Team – Day 1				
Time	**Title**	**Tasks**	**Method/Materials**	**Goals**
08:15 am	**Preparing Day 1**	- Is everything ready for welcome ceremony? - Are any questions left?	- Chairs - *Busulla*[8] online platform (or other data representation form) - microphone - projector, screen - laptop/computer	- Being prepared for the first day - Checking all needed requirements
09:00 am	**Welcome Ceremony**	- Gathering all departments for a "welcome ceremony" to introduce the virtual company - presenting the "overall goal" of the company: searching job/learning opportunities for *Busulla* - presenting *Busulla* - briefly explain the procedure of the first day/ week - presentation of the departments and the responsible supervisors - take team pictures	- **List of employees/supervisors per department** [9] - using projector to show intended end result of presentation (here: *busulla.com*). - CEO read out the selected supervisors and employees for each department - Group pictures (and ideally also portraits) are made of each department (every staff member).	- creating a sense of community - "kick-off" for the upcoming teamwork/ collaboration/ event - bringing all the employees on the "same page" and into a good starting position for the first days
09:45 am	**Entering the Offices/ Introduction**	- Supervisors guide their teams into the offices - supervisors introduce themselves to their team and explain their task - team members introduce themselves to one another/ to the supervisor - survey expectations - creating name badges	- **day/week plan of their department** - name game (if necessary) - after the supervisor introduced him/herself, s/he asks the employees to introduce themselves and to tell about their expectations for the Opportunity Scouting project or if they already have experiences with conducting interviews - supervisor hands out tape and felt-tip so that each employee can make a name badge	- Becoming familiar with the working location - get to know each other - creating a department-based community spirit

8 In 2018 and 2019, resulting labour market data were processed in a way that they fit well into the structure and processes of the BUSULLA.com career website run by the ministry of education. Of course, displaying/ presenting resulting data can take many shapes and forms. 'Form follows function', goes the saying. So, one needs to determine the purpose and target group(s) first and conclude, secondly, a good way of presentation.

9 Materials written in bold letters refer to documents which are prepared beforehand. They are either necessary for coordinating and organizing formal structures such as contracts, code of conduct or work procedure posters or are necessary for the department specific work procedures. Each department requires a certain set of documents which support the work flow or help prepare the performance of the upcoming work.

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10:00 am	**Overview**	– survey ideas about the task/goal of the department – supervisor briefly presents the goal of the department – supervisor presents the agenda for the day	– posters and felt-tips – Clarifying agenda of the day	– getting to know the goal of their department – getting a structure for the day
	Code of Conduct & Signing of Contracts	1. Reading the Code of Conduct together and, if necessary, add ideas about important principles of interaction and communication 2. Handing out contracts, reading it paragraph by paragraph to make sure everybody understood before signing 3. Send one copy of contract to *Accounting and Administration*	– **Code of Conduct** – **Contracts for each employee**[10]	– employees understand their rights and responsibilities – employees are introduced to the letterbox and are shown a way to express potential problems anonymously – employees learn how to read a contract
11:00 am	**Introducing the workflow**	– explaining the working procedure of the department – presenting platform for communicating with other departments and for saving documents: **Microsoft 365** – Learning how to save documents	– **working procedure slides** – using working procedure slides, pinning them on the wall – creating a poster with the name of the department and the main goals – using working procedure slides, pinning them on the wall – showing the functions of Microsoft 365 on the computer	– employees understand the core procedure of their department – They are enabled to bring their ideas in
	Creating necessary working materials	– Introducing the (standard) questionnaire: what questions have to be asked? What is central part of the questionnaire? (Referring to what is needed on *Busulla*) – Add ideas to the provided questionnaire if suitable	– **Field Team questionnaire** – **Questionnaire etiquette** – Collecting ideas on a flipchart/ poster – Introducing the questionnaire	– by creating the documents needed for their department, employees learn how to prepare appropriately before starting to work – employees get familiar to the questionnaire
noon			**Lunch Break**	
01:00 pm	**Practicing**	– introduction of the "interviewer etiquette" – Practice to conduct interviews in groups of 2–3 people – learning how to fill out the questionnaire properly – gathering after 30–40 minutes to discuss problems/ challenges but also positive experiences – discuss problems and challenges of conducting interviews	– **Field Team roleplay** – introducing "questionnaire etiquette" – Practicing interviewing: Field Team Roleplay – After finishing roleplay: What worked well? What problems are identified? What should be trained again tomorrow? What happened to be easy? Are there still fears? – Are there any wishes (changes, learning units) for the next day? – supervisors write down important statements/ problems on a poster	– employees learn how to conduct interviews properly – employees learn how to use and fill out the questionnaire – employees are encouraged and motivated to go "out in the field" – employees are given the possibility to speak out fears and problems which can be discussed with all – fears are taken away

10 Contracts are created beforehand by the implementing organisation / agencies and are signed by the designated "CEO" of the Opportunity Scouting Company.

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02:00 pm	**Ending Ceremony**	- CEO wraps up first working day - CEO spreads positive atmosphere towards the Opportunity Scouting project - Reminding of working start time tomorrow and whether there will be a ceremony or not		- Joint ending of the first day gives structure and creates a sense of community - CEO acknowledges the effort and commitment of all employees - CEO creates a good feeling towards the next days
02:30 pm	**Supervisors Feedback Round**	- supervisors come together to discuss the first day	- Write **minutes of meeting** - What worked well? - What can be improved? - What could not be finished this day although it was on the agenda? - What will be done the next day?	- supervisors will be brought "on the same page" - supervisors know about the challenges/ experiences of the other department - supervisors can discuss and solve problems together
03:00 pm	**End of Day 1**			

Field Team – Day 2				
Time	Title	Tasks	Method/Materials	Goals
08:15 am	**Preparing Day 2**	- is everything prepared? - any questions left?	- supervisors can meet in conference room to discuss questions - supervisor can prepare their offices if needed	- supervisors are prepared for the day
08:30 am	**Entering the Offices**	- Gathering in the offices to start working - Overall greeting		- establishing and maintaining of routine: working days are started together

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08:45 am	**Morning Round**	– surveying unsolved problems/ questions – presentation of the agenda for the day	– Questions: How are you feeling after the last day? Are there questions left you didn't think of yesterday?	– employees understand that their problems/ questions are taken seriously
	Finishing the last day's training	– Practicing communication skills	– supervisor can bring up all the remaining problems or practice gaps to solve them now	– not yet finished training or further needed practice can be continued and completed
	Preparing for conducting first interviews	– set up the office: chairs and desks, laptop – Where are empty questionnaires collected? Where are completed questionnaires collected? – forming interview teams of 2–3 people – talking about roles: ○ one is filming/ taking pictures ○ two are asking questions and writing down answers – preparing equipment for interviewing – picking up badges and t-shirts from the general office [11]	– all filled-in questionnaires have to be collected on one single place, where the field team agreed on collecting important materials	– employees feel secure and prepared to start working
noon			**Lunch Break**	
01:00 pm	**Conducting first interviews**	– Interviewing teams are going into the field for the first time – Attending appointments made by *Costumer Service* – Visiting service providers in town to ask for spontaneous interviews	– Customer Service may already made appointments which have to be met – If there are not enough appointments made for all interview teams, they can visit local service providers, like employment office or youth centres, to conduct interviews	– employees gain first "in-field" experiences – employees apply their theoretically acquired knowledge to a real-work situation
02:00 pm	**Internal Feedback**	– all interview teams are meeting back in office – sharing experiences: any problems, challenges, positive feedback? – what is still left to be finished tomorrow? Any wishes (of training etc.) for the next day? – Reminding employees where to meet the next day (see Weekly Plan)	– write down important experiences and challenges on cards, lay them down in the middle of the circle	– employees share experiences and learn from each other – employees learn that even if "every beginning may be hard" that it will be better the more often they do it – joint ending of working day gives routine and structure
02:30 pm	**Supervisors Feedback Round**	– supervisors come together to discuss the second day	– **Write minutes of meeting** – What worked well? – What can be improved? – What could not be finished this day although it was on the agenda? – What will be done the next day?	– supervisors will be brought "on the same page" – supervisors know about the challenges/ experiences of the other departments – supervisors can discuss and solve problems together
03:00 pm	**End of Day 2**			

11 In 2018 and 2019, T-shirts and badges with the logo of Opportunity Scouting were provided to each staff member of the Opportunity Scouting Company.

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	Week 1 + Week 2	Week 3	Last Days
08:15 am	Preparation of day-to-day work	Preparation of day-to-day work	Preparation of last working days
08:30 am	Entering the Offices	Entering the Offices	Entering the Offices
09:00 am – 02:00 pm	Overall goal: Gathering routine and working towards benchmarks: Performing	Overall goal: Prepare presentations or other agreed outcome / product / publishing; organise data storage (mainly done / coordinated by Data and Quality Management) Review HR files, prepare certificates and doing final accounting (done by Accounting and Administration)	Overall goal: Reflecting on the past days in terms of the individual learning process, (individual) value of 'Opportunity Scouting' and future prospects; Receiving and giving of feedback focusing on strengths and achievements
02:00 pm	Internal Feedback	Ending Ceremony: Departments present their work and achievements	Ending Ceremony: Farewell and Celebration Recapping the work of Opportunity Scouting Company and highlight great achievements and results; Giving an outlook to future planning; Handing out work certificates Wishing farewell and celebrate
02:30 pm	Supervisors Feedback Round	Supervisor Feedback Round	
03:00 pm	**End of Working Days**		

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4. Annex

4.1 Data and Quality Management

Data and Quality Management – DAY 1				
Time	Title	Tasks	Method/Materials	Goals
08:15 am	**Preparing Day 1**	– Prepare the welcome ceremony: – Chairs, microphone, projector and screen on place – Documents: naming list of departments	– chairs – platform – microphone – projector and screen!	
09:00 am	**Welcome Ceremony**	– Gathering all departments for a "welcome ceremony" to introduce the virtual company – presenting the "overall goal" of the company: (*searching job/learning opportunities for Busulla* – *presenting Busulla)* – explain briefly the procedure of the first day/week – presentation of the departments and the responsible supervisors	– **List of employees/supervisors per department** – using projector to show the website of *Busulla* – CEO reads out the chosen supervisors and employees for each department – pictures are taken of each department	– creating a sense of community – "kick-off" for the upcoming teamwork/ collaboration/ event – bringing all the employees on the "same page" regarding the first days
09:45 am	**Entering the Offices/ Introduction**	– Supervisors guide their teams into the offices – supervisors introduce themselves to their team and explain the tasks – team members introduce themselves to one another/ to the supervisor – survey expectations – creating name badges	– name game (if necessary) – after the supervisor introduced him/herself, s/ he asks the employees to introduce themselves and to tell about their expectations for the Opportunity Scouting project/ working in the department – supervisor hands out tape and felt-tip so that each employee can make a name badge – **day/week plan of their department**	– Becoming familiar with the working location – get to know each other – creating a department-based community spirit

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10:00 am	**Overview**	- survey ideas about the task/ goal of the department - supervisors briefly explain the goal and tasks of the department - supervisors present the agenda for the day	- posters and felt-tips - asking the employees, what they think they have to do/ what the goal of the department is - collecting ideas - creating a poster with the name of the department and the main goals - read out the agenda for the day	- getting to know the goal of their department - the concept of the department is gradually introduced - getting a structure for the day
	Code of Conduct and Contract Signing	1. Presenting the Code of Conduct and collecting ideas about important principles of interaction and communication (what principles should lead the communication and interaction with one another) 2. Handing out contracts, reading it paragraph by paragraph to make sure everybody understood before signing 3. Send one copy of contract to *Accounting and Administration*	– **Code of Conduct** – **Contracts for each employee**	- employees understand their rights and responsibilities - employees are introduced to the letterbox and are shown a way to express potential problems anonymously - employees learn how to read a contract
11:00 am	**Introducing the workflow**	- explaining the working procedure of the department - How do we communicate with other departments? - Where do we save the data? - Presenting *Busulla* and what it demands from the data.	- **working procedure slides** - using working procedure slides, pinning them on the wall - Showing the *Busulla* website - What information is needed for a proper *Busulla* Vacancy offer?	- employees understand the core procedure of their department - They are enabled to bring in their ideas - They understand *Busulla* and Office 365
	Setting Up the Office	- set up the office: chairs, desks, laptops - How is/are the computer utilized? - picking up t-shirts from *Accounting and Administration*		- employees feel secure and prepared to start working
noon			Lunch Break	

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01:00 pm	**Creating necessary working materials**	– what is needed to accomplish each step of the working flow? – creating a check list with demands – introduction of the "Saving guideline" – which documents are provided, which documents have to be prepared? – **Training Microsoft Excel, creating tables** – How should the excel table be built? How to create titles? – Which labour market information should be how presented?	– **Saving Guideline** – supervisor presents how to save the data and label documents – decide for an internal working structure	– by creating the documents needed for their department, employees learn how to prepare appropriately before starting to work
02:00 pm	**Ending Ceremony**	– CEO wraps up first working day – CEO spreads positive atmosphere towards the Opportunity Scouting project – Reminding of working start time tomorrow and whether there will be a ceremony or not	– poster	– Joint ending of the first day gives structure and creates a sense of community – CEO acknowledges the effort and commitment of all employees – CEO creates a good feeling towards the next days
02:30 pm	**Supervisors Feedback Round**	– supervisors come together to discuss the first day	– **Write a minute of meeting** – What worked well? – What didn't work? – What could not be finished this day although it was on the agenda? – What will be done the next day?	– supervisors will be brought "on the same page" – supervisors know about the challenges/ experiences of the other departments – supervisors can discuss and solve problems together
03:00 pm		**End of Day 1**		

Data and Quality Management – DAY 2				
Time	**Title**	**Tasks**	**Methods/ Materials**	**Goals**
08:15 am	**Preparing Day 2**	– is everything prepared? – any questions left?	– supervisors can meet in conference room to discuss questions and plans for the day – supervisor can prepare their offices if needed	– supervisors are prepared for the day
08:30 am	**Entering the Offices**	– Gathering in the offices to start working – Overall greeting		– establishing and maintaining of routine: working days are started together

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10:00 am	**Morning Round**	– surveying unsolved problems/ questions – presentation of the agenda for the day	– Questions: How are you feeling after the last day? Are there questions left you didn't think of yesterday?	– employees understand that their problems/ questions are taken seriously
	Finishing the last day's training/ tasks	– Free time to continue with unfinished training of the last day (Ex.: does everybody feel secure with the programs (Excel/Office 365)? Microsoft 365 is set up and ready to use? Presentation templates are prepared?) – Talking about roles and responsibilities: – who is responsible for creating presentations? – who is responsible for transferring data to *Busulla?* – Who is responsible for checking the questionnaires for missing data?	– supervisor can bring up all the remaining problems or practice gaps to solve them now	– not yet finished training or further needed practice can be continued and completed and repeated
noon		Lunch Break		
01:00 pm	**Continue to Create Working Materials**	– continue to create documents – all completed questionnaires have to be re-checked and collected on one single place: one/ two people are responsible for transferring the data. – *(optional)* research for *Busulla's* advise section		– employees gain first experience in data processing and creating presentations – employees apply their theoretically acquired knowledge to a real-work situation
02:00 pm	**Internal Feedback**	– all employees are meeting for feedback – sharing experiences: any problems, challenges, positive feedback? – what is still left to be finished tomorrow? Any wishes (of training etc.) for the next day? – Reminding employees where and when to meet the next day **(Weekly Plan)** and farewell	– cards – felt-tips – write down important experiences and challenges on cards, lay them down in the middle of the circle – alternative: "five finger feedback"	– employees share experiences and learn from one another – employees learn that even if "every beginning may be hard" that it will be better the more often they do it – joint ending of working day gives routine and structure
02:30 pm	**Supervisors Feedback Round**	– supervisors come together to discuss the second day	– **Write a minute of meeting** – What worked well? – What can be improved? – What could not be finished this day although it was on the agenda? – What will be done the next day?	– supervisors will be brought "on the same page" – supervisors know about the challenges/ experiences of the other departments – supervisors can discuss and solve problems together
03:00 pm		End of Day 2		

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4.2 Customer Service

Costumer Service – DAY 1				
Time	**Title**	**Tasks**	**Method/Materials**	**Goals**
08:15 am	**Preparing Day 1**	– Is everything ready for the welcome ceremony? – Are any questions left?	– Chairs – platform – microphone – projector and screen – laptop/computer	
09:00 am	**Welcome Ceremony**	– Gathering all departments for a "welcome ceremony" to introduce the virtual company – presenting the "overall goal" of the company: searching job/learning opportunities for *Busulla* – presenting *Busulla* – explain briefly the procedure of the first day/week – presentation of the departments and the responsible supervisors	– using projector to show the website of *Busulla* – CEO reads out the chosen supervisors and employees for each department – pictures are taken of each department – **List of employees/supervisors per department**	– creating a sense of community – "kick-off" for the upcoming teamwork/ collaboration/ event – bringing all the employees on the "same page" regarding the first days
09:45 am	**Entering the Offices/ Introduction**	– Supervisors guide their teams into the offices – supervisors introduce themselves to their team and explain the tasks – team members introduce themselves to one another/ to the supervisor – survey expectations – creating name badges	– name game (if necessary) – after the supervisor introduced him/herself, s/he asks the employees to introduce themselves and to tell about their expectations for the Opportunity Scouting project/ working in the department – supervisor hands out tape and felt-tip so that each employee can make a name badge – **day/week plan of their department**	– Becoming familiar with the working location – get to know each other – creating a department-based community spirit
10:00 am	**Overview**	– survey ideas about the task/ goal of the department – supervisors briefly explain the goal and tasks of the department – supervisors present the agenda for the day	– posters and felt-tips – agenda for the day – asking the employees, what they think they have to do/ what the goal of the department is – collecting ideas – creating a poster with the name of the department and the main goals – read out the agenda for the day	– getting to know the goal of their department – getting a structure for the day
	Code of Conduct and Contract Signing	1. Presenting the Code of Conduct and collecting ideas about important principles of interaction and communication (what principles should lead the communication and interaction with one another) 2. Handing out contracts, reading it paragraph by paragraph to make sure everybody understood before signing 3. Send one copy of contract to *Accounting and Administration*	– **Code of Conduct** – **Contract for each employee**	– employees understand their rights and responsibilities – employees are introduced to the letterbox and are shown a way to express potential problems anonymously – employees learn how to read a contract

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11:00 am	**Introducing the workflow**	– explaining the working procedure of the department – How do we communicate with other departments? – Where do we save the data? – Presenting *Busulla* and what it demands from the data.	– **working procedure slides** – using working procedure slides, pinning them on the wall – showing the functions of Microsoft 365 on the computer	– employees understand the core procedure of their department – They are enabled to bring in their ideas
	Setting Up the Office	– set up the office: chairs, desks, laptops – How is/are the computer utilized?		– employees feel secure and prepared to start working
noon			Lunch Break	
01:00 pm	**Creating necessary working materials +** **Practicing**	– what is needed to accomplish each step of the working flow? – Introduction of the (standard) questionnaire: what has to be filled out by the Office Team? – introduction of the "phone etiquette" – practice phone calls in groups of two – practice professional email correspondence – learn how to fill out the (first page of the) questionnaire and make proper notes – Make appointments that fit to the schedule of the Field Team (First appointments for 9th July, 1 pm)	– **Saving Guideline** – **phone call etiquette** – collecting ideas on which questions should be asked = what is necessary to know in advance? – supervisor presents how to make phone calls – forming groups of two, hand out roleplay cards, explain roleplay – gathering after 30–40 minutes to discuss problems/ challenges but also positive experiences	– by creating the documents needed for their department, employees learn how to prepare appropriately before starting to work – employees get familiar to the questionnaire – employees learn how to make appointments on the phone properly – employees learn how to fill out the questionnaire – employees are able to schedule appointments
02:00 pm	**Ending Ceremony**	– CEO wraps up first working day – a lot of work is already done: departments are set up, training is finished or will be finished tomorrow, materials are created, working flow is ready to start – CEO spreads positive atmosphere towards the Opportunity Scouting project – Reminding of working start time tomorrow and whether there will be a ceremony or not	– poster	– Joint ending of the first day gives structure and creates a sense of community – CEO acknowledges the effort and commitment of all employees – CEO creates a good feeling towards the next days
02:30 pm	**Supervisors Feedback Round**	– supervisors come together to discuss the first day	– **Write a minute of meeting:** – What worked well? – What can be improved? – What could not be finished this day although it was on the agenda? – What will be done the next day?	– supervisors will be brought "on the same page" – supervisors know about the challenges/ experiences of the other departments – supervisors can discuss and solve problems together
03:00 pm	End of DAY 1 – Costumer Service			

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Costumer Service – DAY 2				
Time	**Title**	**Tasks**	**Method/Materials**	**Goals**
08:15 am	**Preparing Day 2**	– is everything prepared? – any questions left?	– supervisors can meet in conference room to discuss questions and plans for the day – supervisor can prepare their offices if needed	– supervisors are prepared for the day
08:30 am	**Entering the Offices**	– Gathering in the offices to start working day 2 – Overall greeting		– establishing and maintaining of routine: working days are started together
08:45 am	**Morning Round**	– surveying unsolved problems/ questions – presentation of the agenda for the day	– Questions: How are you feeling after the last day? Are there questions left you didn't think of yesterday?	– employees understand that their problems/ questions are taken seriously
	Finishing the last day's training	– Free time to continue with not finished training of last day (Ex.: does everybody feel secure to make appointments?)	– supervisor can bring up all the remaining problems or practice gaps to solve them now	– not yet finished training or further needed practice can be continued, completed and repeated
	Preparing and making the first appointments	– Where are empty questionnaires collected? Where are completed questionnaires collected? – How to document appointments? – Picking up t-shirts from *Administration and Accounting*		– employees feel secure and prepared to start working
	Handing over first appointments to the Field Team	– Talking about roles: – Who is responsible to transfer questionnaires to the *Field Team*? – Who is making calls and how is the computer utilized? – Who is responsible for coordination with the *Data and Quality Management*?		– employees gain first experience in calling companies and scheduling appointments within the time constraints of the field teams availability – employees learn how to coordinate within their department and with the Field Team
noon			Lunch Break	
01:00 pm	**Practicing Phone Calls**	– continue to practice phone calls – all filled-in questionnaires have to be collected on one single place: one/two employee(s) are responsible for transferring the data to the *Field team*		– employees apply their theoretically acquired knowledge to a real-work situation

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02:00 pm	**Internal Feedback**	- all employees are meeting for feedback - sharing experiences: any problems, challenges, positive feedback? - what is still left to be finished tomorrow? Any wishes (of training etc.) for the next day? - Reminding employees where and when to meet the next day **(Weekly Plan)** and farewell	- cards - felt-tips - write down important experiences and challenges on cards, lay them down in the middle of the circle - alternative: "five finger feedback"	- employees share experiences and learn from one another - employees learn that even if "every beginning may be hard" that it will be better the more often they do it - joint ending of working day gives routine and structure
02:30 pm	**Supervisors Feedback Round**	- supervisors come together to discuss the second day	- **Write a minute of meeting:** - What worked well? - What can be improved? - What could not be finished this day although it was on the agenda? - What will be done the next day?	- supervisors will be brought "on the same page" - supervisors know about the challenges/ experiences of the other departments - supervisors can discuss and solve problems together
03:00 pm	**End of Day 2 – Costumer Service**			

4.3 Accounting and Administration

Accounting and Administration – DAY 1				
Time	Title	Tasks	Method/Materials	Goals
08:15 am	**Preparing Day 1**	Prepare the welcome ceremony: Chairs, microphone, projector and screen on place Documents: naming list of departments	Chairs platform Microphone projector and screen	
09:00 am	**Welcome Ceremony**	- Gathering all departments for a "welcome ceremony" to introduce the virtual company - presenting the "overall goal" of the company: (*searching job/learning opportunities for Busulla* - *presenting Busulla)* - explain briefly the procedure of the first day/week - presentation of the departments and the responsible supervisors - Supervisors guide their teams into the offices - supervisors introduce themselves to their team and explain the tasks - team members introduce themselves to one another/ to the supervisor - survey expectations creating name badges	- using projector to show the website of *Busulla* - CEO reads out the chosen supervisors and employees for each department - pictures are taken of each department - **List of employees/supervisors per department** - name game (if necessary) - after the supervisor introduced him/herself, s/he asks the employees to introduce themselves and to tell about their expectations for the Opportunity Scouting project/ working in the department - supervisor hands out tape and felt-tip so that each employee can make a name badge - **day/week plan of their department**	- creating a sense of community - "kick-off" for the upcoming teamwork/ collaboration/ event - bringing all employees on the "same page" regarding the first days - Becoming familiar with the working location - get to know each other - creating a department-based community spirit

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10:00	**Overview**	– survey ideas about the task/ goal of the department – supervisors briefly explain the goal and tasks of the department – supervisors present the agenda for the day	– posters and felt-tips – asking the employees, what they think they have to do/ what the goal of the department is – collecting ideas – creating a poster with the name of the department and the main goals – read out the agenda for the day	– getting to know the goal of their department – getting a structure for the day
	Code of Conduct and Contract Signing	1. Presenting the Code of Conduct and collecting ideas about important principles of interaction and communication (what principles should lead the communication and interaction with one another) 2. Handing out contracts, reading it paragraph by paragraph to make sure everybody understood before signing 3. All contracts will be stored at the *Accounting and Administration* Office	– **Code of Conduct** – **Contracts for each employee**	– employees understand their rights and responsibilities – Introduction to formal procedures in professional environment – employees are introduced to the letterbox and are shown a way to express potential problems anonymously – Employees learn how to read a contract
11:00	**Introducing the Workflow**	– explaining the working procedure of the department – How do we communicate with other departments? – Where do we save the data?	**working procedure slides** – using working procedure slides, pinning them on the wall – How do we present the company to visitors? – How do we create and save personnel files?	– employees understand the core procedure of their department they are enabled to bring their ideas in
	Setting Up the Office	<u>Administration Office</u> will be the first "station" which will be encountered by guests: how and where shall it present itself? Placing a reception desk and making sure, that the printer is working What supplies are needed for the daily company operation? What is already provided? – storing coffee, kettle, tea, toilet paper, print paper on the right place – Make an inventory of all provided supplies (check/ update daily)	– desk – chairs – Printer – Files – Daily supplies etc.	Administration Office also functions as a reception: it has to be presentable as it is the first "station" which will be encountered by external visitors
		<u>Accounting</u> collecting ideas on what is needed to accomplish each step of the working flow. Set up the office with chairs and desks for everyone. e.g.: – Where will the money be stored? – How shall the office look like? – If the office is set up, working materials can be created		Employees ensure that all necessary supplies are bought

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noon			**Lunch Break**	
13:00	**Creating necessary Working Materials**	<u>Administration</u> - what steps are involved to accomplish the workflow? Which documents must be created? - Fill out the **Attendance sheet** - create templates/documents as inventory plan etc. - printing week plan and pinning them on a wall - Make personnel files of all employees <u>Accounting</u> - Create a balance sheet template - creating a reimbursement list - creating a per diems list - Balance sheet - learn how to fill out the documents	- presenting the slides, trying to bring in right order - collecting ideas on what tasks could be done	- by creating the documents needed for their department, employees learn how to prepare appropriately before starting to work - employees get familiar to the tasks of the department
14:00	**Ending Ceremony**	- CEO wraps up first working day - a lot of work is already done: departments are set up, training is finished or will be finished tomorrow, materials are created, working flow is ready to start - CEO spreads positive atmosphere towards the Opportunity Scouting project - Reminding of working start time tomorrow and whether there will be a ceremony or not	- poster	Joint ending of the first day gives structure and creates a sense of community - CEO acknowledges the effort and commitment of all employees - CEO creates a good feeling towards the next days
14:30	**Supervisors Feedback Round**	- supervisors come together to discuss the first day - handing over all (left) work contracts to Administration	- **Write a minute of meeting** - What worked well? - What can be improved? - What could not be finished this day although it was on the agenda? - What will be done the next day?	- supervisors will be brought "on the same page" - supervisors know about the challenges/ experiences of the other departments - supervisors can discuss and solve problems together
15:00	**End of Day 1**			

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Accounting and Administration – DAY 2				
Time	**Title**	**Tasks**	**Method**	**Goals**
08:15	**Preparing Day 2**	– is everything prepared? – any questions left?	– supervisors can meet in conference room to discuss questions – supervisor can prepare their offices if needed – **Attendance sheet** (for employees signing in upon entry and signing out when finishing work day)	– supervisors are prepared for the day
08:30	**Entering the Offices**	– Gathering in the offices to start working – Lay out "signing list" for all the employees to sign in for work		– establishing and maintaining of routine: working days are started together
08:45	**Morning Round**	– Supervisor surveys unsolved problems/ questions – presentation of the agenda for the day	– chair circle – Questions: How are you feeling after the last day? Are there questions left you didn't think of yesterday?	– employees understand that their problems/ questions are taken seriously
	Finishing the last day's tasks	– Free time to continue with not finished tasks of last day: for example, creating necessary documents	– supervisor can bring up all the remaining problems or practice gaps to solve them now.	– not yet finished training or further needed practice can be continued and completed
	Starting with Workflow: Inventory and other tasks	<u>Administration</u> – Starting with tasks: – Making an inventory list of each room – Prepare T-shirts and Badges for the departments to pick up (which department get which colour?) – Prepare List for employees to sign when t-shirts are picked up – Think about experts, who could give some interesting information about a relevant topic for **"Expert Talk"**[12] <u>Accounting</u> – What needs to be printed and where is it stored? – talking about roles: – who is responsible giving out cash and documenting cash flow? – How can the computer be utilized best?	– browse the internet or ask around who could be invited to speak about an interesting and relevant topic: a professional of a certain job field, someone from the employment office, a head hunter etc.	– employees start to make a first structure and overview about the company
noon		Lunch Break		

12 Expert Talk refers to an event completely organised and executed by the Administration department. It is usually a one-hour event in which an invited expert for a certain field, business or with a certain work-related knowledge shares his experiences and expertise. Sales events or advertisement events of any kind should be avoided.

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13:00	**Creating the "Anonymous Letterbox"**	<u>Administration</u> - Creating the "anonymous letterbox" - Think of a good slogan/name and create a poster which explains the purpose of the letterbox - position the letterbox where everybody can see it <u>Accounting</u> - continue to create necessary documents - all filled-in documents have to be stored in a structured way	- Think of how to create an 'anonymous letterbox': what is similar to a letterbox, what can be self-made?	- employees gain first "in-field" experiences - employees apply their theoretically acquired knowledge to a real-work situation
14:00	**Internal Feedback**	- Ending the working day together - any problems? - what is still left to be finished tomorrow? Any wishes (of training etc.) for the next day? - Reminding employees where to meet the next day **(Weekly Plan)** and farewell	- Cards - felt-tips - write down important experiences and challenges on cards, lay them down in the middle of the circle	- employees share experiences and learn from one another - employees learn that even if "every beginning may be hard" that it will be better the more often they do it - joint ending of working day gives routine and structure
14:30	**Supervisors Feedback Round**	- supervisors come together to discuss the second day	- **Write a minute of meeting** - What worked well? - What can be improved? - What could not be finished this day although it was on the agenda? - What will be done the next day?	- supervisors will be brought "on the same page" - supervisors know about the challenges/ experiences of the other departments - supervisors can discuss and solve problems together
15:00	**End of Day 2 – Accounting & Administration**			

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