



MINISTRY FOR EDUCATION AND EMPLOYMENT



A BRIEF OUTLINE OF THE TRAINING COMPONENTS AND SUB MODULES FOR THE YOUTH WORKERS TO USE AS A FOLLOW UP DURING THE ONE TO ONE SESSIONS

AS PART OF THE PROVISION OF PERSONALISED SUPPORT AND TRAINING
FOR THE YOUTH GUARANTEE PROJECT

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Investing in Your Future

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Component One - Motivational and Behavioural Training

Component One Description

This component will begin with a focus on self-awareness. It will then expand into understanding guiding principles of human behaviour and understanding emotional and motivational needs in oneself and others in order to improve chances of successful and productive relationships in their lives in general as well as at work. Finding the appropriate balance between work and the rest of one's life will also be presented in this component. It will proceed to cover key principles of groups and team relations and will also tackle further processes linked to effective functioning in the work place including prioritization and decision-making.

Component One Content

Component one is organized around ten modules namely:

Modules:

- A. Self-awareness – introductions and understanding why self-awareness is useful
- B. Self-awareness- knowing one's strengths, weaknesses; interests
- C. Understanding one's own interpersonal process
- D. Understanding emotions and mastering negative states
- E. Understanding work-life balance – setting goals and expectations
- F. Self-Control
- G. Guiding principles of human behaviour
- H. Guiding principles of working in groups and teams
- I. Meeting expectations of self and others and managing stress in the work place
- J. Decision-making

Component one Syllabus

Component Objectives:

The overall learning objectives of the course are for participants to have a greater understanding and acceptance of themselves and their interpersonal processes with a focus on what can be enhanced, in order to have greater chances of successful and satisfying future work experiences.

The course aims at:

- a. Identifying and developing participant capacities and awareness— intellectual, moral, social and emotional
- b. Enabling participants to identify and accept their responsibilities, as individuals, citizens, and group members
- c. Enabling participants to evaluate the contexts in which they live and in which they wish to work, and to act accordingly.

Learning Outcomes for Component one (As a whole)

<i>Knowledge – at the end of the module the learner will have been exposed to the following:</i>
<ul style="list-style-type: none">• Knowledge on what self-awareness is and why it is useful to become self-aware• Knowledge on how to widen one's choices and be in control of one's emotions• Principles of groups and teams• Principles linked to work-life balance including setting clear expectations and setting achievable goals• Basic planning and monitoring techniques for self-control• Guiding principles on human behaviour• Basics linked to maximising efficiency, productivity and effectiveness including decision-making techniques
<i>Skills – at the end of the module the learner will have mastered the following skills:</i>
<ul style="list-style-type: none">• Identifying their strengths and weaknesses• Being in touch with their inner and outer worlds• Understanding own interpersonal process• Understanding emotions and be in a better position to control them• Mastering negative states• Understanding personal change and self-control
<i>Communication skills - The learner will be able to:</i>
<ul style="list-style-type: none">• Select appropriate personal attitudes when communicating• Find meaning through relating• Seek purpose through connection with others• Apply basic principles of working in groups and teams
<i>Judgmental skills - The learner will be able to:</i>
<ul style="list-style-type: none">• Make informed choices in their lives due to increased self awareness• Determine the positive use of emotions• Determine what constitutes efficiency and productivity in the work place
<i>Learning skills the learner will be able to:</i>
<ul style="list-style-type: none">• Read materials on and reflect about self-awareness• Reflect on experiences by self and others during the module presentation and work experiences• Collaborate and participate in group activities in module presentation
<i>Competences – at the end of the module the learner will have acquired the responsibility and autonomy to:</i>
<ul style="list-style-type: none">• Clearly describe their interests, strengths and weaknesses and where they desire personal change• Be more in control of themselves and their emotions• Meet expectations whilst being in control• Prioritise• Picture their goal prior to a task and set realistic goals• Start a task with the end in mind• Avoid becoming overwhelmed

- Understanding basic principles of managing stress
- Decision-make more effectively

Component One Module Descriptions (Modules A to J):

Module Duration: 4 hours each

Module A - Self-awareness: Introduction

The first module will open with an exercise that allows for both the facilitator to get to know the group as well as allowing the individuals in the group a chance for self-reflection. The importance of self awareness will then be highlighted. Self-awareness is considered an ideal starting point since deepening self -awareness will allow participants to understand their own internal processes, understand other people, and how they are being perceived, and understand their attitude and response to others in the moment.

Key exercise: Magazine Self-Posters

Module B - Self awareness: Strengths, Weaknesses and Interests

Self-awareness is having a clear perception of your personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotion. This module will delve further into the benefits of knowing oneself and one's personality better and will specifically focus on helping participants identify their interests, strengths and weaknesses, thus giving participants a stronger sense of self and identity in view of building self-efficacy.

Key exercise: Using Strengths and Weaknesses Cards

Module C - Understanding one's own interpersonal process

The process of becoming comfortable with self-discovery and self-disclosure will be continued in this module. Understanding one's own values in order to select an appropriate organisation to join and to work effectively with others within an organization and to be a positive influence on an organizations' culture will be stressed. The module will provide a chance for participants to give and receive personal feedback through appropriate guidance from facilitators.

Key exercise: The Johari Window Exercise (Luft and Ingram).

Module D - Understanding emotions and mastering negative states

This module will cover the main aspects of managing emotional states namely:

- Priming
- Anchoring
- Focus
- Beliefs
- Values
- Intention

Key exercise: Group exercise: Learning to describe and target emotions.

Module E - Understanding work-life balance – setting goals and expectations

This module will start with defining 'work' and 'life' for oneself and getting participants to decide what work-life balance means to them. The importance of making a plan on how to make work-life balance a reality; communicating with the people involved; as well as the

need to check one's life regularly and take control of everything starting with one's internal experiences will be highlighted with the aim of assisting them in becoming valuable members of the community.

Key exercise: Look at this Picture

Module F – Self Control

The nature of self-control, self-control techniques and planning for self-control will be covered in this module including identifying specific behaviours that would like to be changed.

Key exercise: Case Study Reviews and Questions.

Module G - Guiding principles of human behaviour

In this module participants will be presented with a number of key guiding principles linked to human behaviour and human motivation, the scope being that an understanding of these core principles of behaviour is supportive in guiding one's behaviour and communications with others, even in the work place.

Key Exercise: In small groups produce a list of guiding principles linked to human interaction

Module H - Guiding principles of working in groups and teams

The aim of this module is to prepare the participants for good relations with future fellow workers. Basic principles of team work and team roles will be covered including what can go wrong in a team.

Key exercise: Small group brainstorm and presentation: What factors lead to effective team work?

Module I - Meeting expectations of self and others and managing stress in the work place

Prioritization and goal setting will be explored and practiced in this module including the use of priming on the achievement of goals; the need for motivation; for breaking goals into smaller milestones and rewarding oneself along the way. The session will conclude with a look at the effects of stress on overall well being and productivity.

Key exercise: Goal achievement check-list

Module J - Decision-making

Decision-making skills are essential to enable participants to function properly in the workplace. The principles of decision-making and the various styles will be covered together with a chance for practice of the skills.

Key exercise: Work place role play

Component Two- Guidance on Employment Training

The training will be delivered in classroom sessions for a total of 8 hours for maximum 10 beneficiaries at the time.

Component Two Description

The objective of this module is to provide guidance and raise awareness on the possible market developments and trends so as to identify the areas where more opportunities would be available in the future.

Additionally a presentation by representatives of trade unions will focus on the rights and obligations in the place of work and the role of the unions from a general perspective (2 hours).

Component Two Content

Component Two will be organized around two modules, namely:

Modules:

A. Introduction to Career Planning (4 hours)

B. Overview of the Maltese Sectors, Economy and Industry and Rights and Obligations at Work (4 hours)

Component Two Syllabus

Course Objectives

In order to effectively make career decisions one needs to have an awareness of:

- oneself - likes/dislikes, values, strengths
- the world of work - what is happening in the general work environment
- influences - other factors that will impact on one's decision e.g., other family members etc.

The above three points cover the Career Planning Model; the first point (oneself-likes/dislikes, values and strengths) was covered in Component One. Component Two will proceed to give participants an overview of the world of work in terms of the key sectors; foremost opportunities vis-a-vis the local economy; and rights and obligations at work that they should be aware of. This information will be presented in the context of the Career Planning Model.

The course aims at:

- a. Providing participants with all necessary information that will support them in making appropriate career decisions
- b. Giving participants a clear and realistic picture of the local scene in terms of the job market
- c. Empowering participants to take responsibility for their career planning whilst being realistic in terms of the current job market and their individual abilities

Learning Outcomes for Component Two (As a whole)

<i>Knowledge – at the end of the module the learner will have been exposed to the following:</i>
<ul style="list-style-type: none">• Knowledge on the Career Planning Model• Knowledge on the local public, private and voluntary sectors• Knowledge on main aspects of the Maltese economy• Knowledge on the Maltese industry landscape• Knowledge on average weekly salaries in various positions/sectors/industries• Knowledge on rights and obligations at work
<i>Skills – at the end of the module the learner will have mastered the following skills:</i>
<ul style="list-style-type: none">• Evaluate their individual situation in terms of job opportunities using the Career Planning Model• Identify the roles of the key local sectors• Evaluate the local industries in terms of opportunity• Describe clearly their rights and obligations in a local place of work
<i>Communication skills - The learner will be able to:</i>
<ul style="list-style-type: none">• Explain the key steps involved in career planning• Discuss the main contributors to the Maltese economy• Make connections between their interests and strengths and the current market trends/opportunities• Confirm and challenge knowledge about certain occupations from looking at labour market information
<i>Judgmental skills - The learner will be able to:</i>
<ul style="list-style-type: none">• Determine the types of opportunities that are available in the job market• Determine the level of responsibility required from themselves in order to make effective career choices• Understand to what degree the internet can be a useful source of career information
<i>Learning skills the learner will be able to:</i>
<ul style="list-style-type: none">• Read materials further about market trends and reflect about their interests in relation to these• Reflect on experiences by self and others during the module presentation and work experiences• Collaborate and participate in group activities in module presentation
<i>Competences – at the end of the module the learner will have acquired the responsibility and autonomy to:</i>

- Learn how to access employment opportunities through the formal job market.
- Develop techniques for initiating employment opportunities
- Actively keep track of and up to date with current market trends
- Apply the Career Planning Model to their personal benefit in terms of seeking employment
- Understand their own responsibility in finding future employment whilst acknowledging the reality of the local job market
- Carry out their obligations in their future work place whilst understanding their rights

Component Two Module Descriptions (*Modules A and B*)

Module A – Introduction to Career Planning

Module Duration: 4 hours

Law and Watts (1977) devised a simple model of career education, which has stood the test of time. This model has been changed slightly to become a career planning (rather than a career education) model and some have named it the SODI model – where the last element is ‘implementation’ rather than ‘transition learning’ and ‘decision learning’ becomes ‘decision making and planning’.

The model encapsulates four concepts:

- **self-awareness** – the individual having knowledge about and understanding of their own personal development. Self-awareness in a careers context involves an understanding of the kind of personal resources (both actual and potential) that they bring to the world
- **opportunity awareness** – an understanding of the general structures of the world of work, including career possibilities and alternative pathways
- **decision-making and planning** – an understanding of how to make career decisions and being aware of pressures, influences, styles, consequences and goal setting
- **implementing plans** – having the appropriate skill level in a range of areas to be able to translate job and career planning into reality.

This model will be introduced in this Module, with a focus and aim on expanding the second point of the model (opportunity awareness).

Module B – Overview of the Maltese Sectors, Economy, and Industry and Rights and Obligations at Work

Module Duration: 4 hours

The module will be introduced with an overview of the local public, private and voluntary sectors. It will then proceed to cover the main aspects of the Maltese Economy, namely:

- Foreign Trade
- Manufacturing (Electronics and Pharmaceuticals; Servicing (Aircraft Maintenance)
- Tourism
- IT and e-Commerce (digital gaming industry)
- Funds, Insurance and Banking
- Film Production
- Shipping and Aviation

Following an overview of the Maltese Industry Landscape participants will also be given information on average weekly wages for different economic sectors. Union representatives will give a presentation on the rights and obligations in the work place.

Component Three - Communication Skills

The training will be delivered in classroom sessions for a total of 12 hours

Component Three Description

This module will help participants improve their communication skills as well as other skills which would enable them to communicate more effectively. The focus will be on the three components of communication (i.e. verbal, paraverbal and nonverbal) necessary to send clear, concise messages and to receive and correctly understand messages.

The component will then address dealing with difficult behaviours and factors which hinder face-to-face communication. The component will offer practice in effective listening and participants will discuss together what interrupts true listening (interpreting, judging etc.). Empathy will then be introduced and participants will again have the chance to practice this skill with each other, with scenarios presented to them as they work in small groups. Dealing with persons in a highly emotional state (angry, aggressive etc.) will also be dealt with. Finally, skills for giving and receiving feedback will be reinforced.

Component Three Content

The component will be organised around 3 modules namely:

Modules:

- A. Introduction to Communication: Purposes, Types, Channels and the Process of Communication (4 hours)
- B. Aids and Obstacles to Communication (4 hours)
- C. Giving and Receiving Feedback (4 hours)

Component Three Syllabus

Course Objectives

To have participants understand that communicating well involves learning skills that can be practiced and improved and to make them aware of all the ways that we communicate as well as the far-reaching effects that communicating well with others have, especially in the work place.

The course aims at:

Developing skills in sending and receiving messages effectively through observed practice in triads and the giving and receiving of constructive feedback will be a key part of this component. The benefits of empathy in all situations, even in the work place will be emphasized.

Component Three Learning Outcomes (As a whole)

<i>Knowledge – at the end of the module the learner will have been exposed to the following:</i>
<ul style="list-style-type: none">• Knowledge on types and forms of communication• Knowledge on the process of communication• Aids and obstacles to communication• Active Listening and Empathy• Dealing with difficult/highly emotional people• Being Assertive• Principles of giving and receiving feedback
<i>Skills – at the end of the module the learner will have mastered the following skills:</i>
<ul style="list-style-type: none">• Understand the process of communication• Become more attentive to reading body language• Identify alternatives to listening that interfere with the communication process• Use feedback as a form of self-awareness and method of getting to know others better
<i>Communication skills - The learner will be able to:</i>
<ul style="list-style-type: none">• Send and receive clear messages• Listen without judgement and interpretation• Respond empathically in situations requiring so• Respond assertively• Deliver constructive feedback• Receive feedback following appropriate processes that self-support
<i>Judgmental skills - The learner will be able to:</i>
<ul style="list-style-type: none">• Determine interpersonal skills that can be acquired through training• Be in control of their verbal and non-verbal messages and the appropriate use of both whilst appropriately 'reading' messages received from others• Determine their interpersonal communication style, strengths and areas which could improve
<i>Learning skills the learner will be able to:</i>
<ul style="list-style-type: none">• Read materials further about communication skills and processes• Reflect on experiences by self and others during the module presentation and work experiences• Collaborate and participate in group activities more confidently
<i>Competences – at the end of the module the learner will have acquired the responsibility and autonomy to:</i>
<ul style="list-style-type: none">• Be more supported/confident in their communication with others due to understanding the processes and factors which help and hinder communication• Develop and strengthen relationships through enhanced listening and empathic skills• Grow their self-awareness and understand others better through effective giving and receiving of feedback• Practice assertiveness and use these skills to reach their goals

Component Three Module Descriptions (Modules A to C)

Module A - Introduction to Communication: Purposes, Types, Channels and the Process of Communication

Module Duration: 4 hours

The purpose of communication and types (intra-personal, inter-personal, group etc.) of communication will be introduced in this module. Channels or forms of communication (verbal, non-verbal) will be explained. Also, the process (sender-receiver cycle) of communication will be covered.

Module B - Aids and Obstacles to Communication

Module Duration: 4 hours

This module will cover the skills in sending and receiving messages and how the appropriate context of the message and suitable expression and understanding of the message determine the effectiveness of the message being communicated. Listening skills and empathy will be practiced as well as dealing with difficult behaviours and the benefits of being assertive.

Module C - Giving and Receiving Feedback (4 hours)

Module Duration: 4 hours

Feedback is a way of learning about ourselves and the effect our behaviour has on others. Constructive feedback increases our self-awareness and offers us options and the opportunity to change our behaviour. The key skills required in giving helpful feedback and useful tips to use when being on the receiving end of feedback in the context of the work setting will be covered in this module.

Component Four – How to write a CV and be successful in a job interview

The training will be delivered in classroom sessions for a total of 20 hours

Component Four Description

This module will build on the career planning process introduced in Component Two. It will also build on Component One, which aimed to develop greater awareness on personal strengths and skills and how to present these in writing and in interviews. The focus will be on successful CV writing and undertaking interviews through interactive activities, providing learners with a chance to receive tutor feedback throughout the module.

Component Four Content

The component will be organised around 5 modules namely:

Modules:

- A. Writing Successful CVs (4 hours)
- B. General Interview Technique Training (4 hours)
- C. Preparing for an Interview (4 hours)
- D. Interview Practice (4 hours)
- E. Using the Social Media to Access the Job Market (e.g. LinkedIn) (4 hours)

Component Four Syllabus

Course Objectives

This component will work on enhancing CV writing skills and will give guidelines as to what encompasses a good and professional CV. It will also give participants a step-by-step process linked to the preparation for and actually being in an interview and give them chance to practice being in an interview setting.

The course aims at:

The course will centre on giving participants knowledge, skills and competences that support and grow confidence in them when it comes to preparing CVs and preparing themselves for interviews in their job-seeking attempts. It will seek to eliminate any negative, anxiety-provoking association linked to attending interviews and empower participants to face them positively.

Component Four Learning Outcomes (As a whole)

<i>Knowledge – at the end of the module the learner will have been exposed to the following:</i>
<ul style="list-style-type: none"> • Techniques and strategies for writing effective CVs • Knowledge on preparing your CV for the internet • Techniques and strategies for preparation for and attending actual interviews • Knowledge on how to answer difficult questions • Knowledge on how to answer competency based questions • Knowledge on the relevant social media existing to access job opportunities and how to use them
<i>Skills – at the end of the module the learner will have mastered the following skills:</i>
<ul style="list-style-type: none"> • Understand the importance of a CV and why it is necessary to have an effective one • Identify the key aspects to be covered in each section of the CV • Evaluate their CV in terms effectiveness and understand that the evaluation of it should be continuous • Follow main steps in preparing for an interview • Use techniques to create an effective profile online through relevant social media sites
<i>Communication skills - The learner will be able to:</i>
<ul style="list-style-type: none"> • Apply their awareness of their key strengths and interests appropriately in their CV writing • Appropriately use key action verbs to describe their experience in the CV • Manage and have a awareness of their verbal, paraverbal and nonverbals in interview context • Use key strategies in responding to difficult questions in interviews • Use key strategies in responding to competency based questions in interviews • Apply key communication skills linked to sending and receiving effective messages to stand out in interviews
<i>Judgmental skills - The learner will be able to:</i>
<ul style="list-style-type: none"> • Determine their sense of responsibility in seeking out job opportunities • Determine appropriate levels of outreach to future employers in terms of circulating CV • Establish suitable boundaries in terms of 'selling themselves' in both CV writing/profile creation and interview process
<i>Learning skills the learner will be able to:</i>
<ul style="list-style-type: none"> • Read materials further about CV and interview technique training • Reflect on experiences by self and others during the module presentation and work experiences • Collaborate and participate in group activities more confidently
<i>Competences – at the end of the module the learner will have acquired the responsibility and autonomy to:</i>
<ul style="list-style-type: none"> • Write a CV which encompasses main factors to make it complete and effective • Critically evaluate the effectiveness of a CV • Prepare for an interview in an efficient and thorough manner • Use deepened self-understanding to go through an interview process with more confidence • Decide on when suitable to use social media and be in a position to use key sites

Component Four Module Descriptions (*Modules A to E*)

Module A – Writing Successful CVs (4 hours)

This module will cover the following:

- In depth guidance on how to write a CV for their chosen market sector
- A step-by-step guide to create each CV section
- A critique for their existing CV
- Reviewing fellow students CVs

B. General Interview Technique Training (4 hours)

This module will build on Components One and Three, in terms of helping participants use the awareness of their strengths and interests as well as their newly refined communication skills and applying them to making a strong impression interviews.

The following will be covered:

- Making a strong first impression
- Controlling your interview nerves
- Conveying more enthusiasm in your voice
- Getting your ideas across succinctly
- Getting your body language right
- Using eye contact effectively
- Presenting confidently for both prepared and ad-hoc presentations
- Knowing how to deal with the unexpected
- Selling yourself successfully

C. Preparing for an Interview (4 hours)

This module will cover the key steps in preparing for interviews and will include the following steps:

- Analysis of the job
- Matching your skills to the job
- Listing your assets and linking them to the job requirements
- Researching the company/department/employer
- Practice Interviewing

D. Interview Practice (4 hours)

This session will mainly allow participants to practice interview sessions in triads with observer feedback as well as feedback from the facilitator.

E. Using the Social Media to Access the Job Market (e.g. LinkedIn) (4 hours)

The aim of this module is to give participants an understanding of the available social media and the role that they play nowadays in the search for employment. It will guide participants with skills linked to creating an impactful profile on sites like LinkedIn.