

# TOOLKIT

SUPPORTING EMPLOYABILITY  
THROUGH SELF DEVELOPMENT





# TOOLKIT

A COMPILATION OF WORKSHOPS THAT CAN BE USED ON DIFFERENT  
YOUTH ACTIVITIES ON THE TOPICS OF UNEMPLOYMENT,  
EMPLOYABILITY, ENTREPRENEURSHIP AND INTERCULTURAL LEARNING

AUGUST 2018



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title

## SUPPORTING EMPLOYABILITY THROUGH SELF DEVELOPMENT

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# supporting employability through self development

It is difficult to say which of the present-day problems affecting young people all over the continent is the most serious one and needs immediate actions to be taken. It is clear, however, that issues related to employment and soaring numbers of youth, who cannot find their place in the job markets, remains a grave concern already for a few years. Despite the different policies and regulations being implemented by the individual countries as well as the European Union institutions themselves, a lot more needs to be done for millions of youth to not only to enter the labour market but also to feel that their knowledge and skills match the jobs' requirements and can be adequately utilized.

## project objectives

The overall aim of the project "Supporting Employability through Self Development" is to create a learning space and practice for employability and personal development tools, methods and practices to be used by those working with young people (in any capacity: formal, non-formal, vocational, etc.) so as to support them in pursuing diverse career prospects. This aim is achieved by means of fulfilling the following objectives:

- Improving the participants' competencies required in facilitating personal and professional development of young people they work with;
- Providing space for sharing of experiences and good practices in the subject matter (here in particular: development of key life and employability skills);
- Gaining first-hand experience in a number of personal and professional development tools;
- Empower participants in acting as multipliers so as to build up to the experience gained during the project and having it spread to relevant stakeholders afterwards;
- Exploring possibilities for future cooperation among participants and partner promoters engaged.

So as to achieve better and more sustainable results as well as to support participants in their practical implementation of competences gained, the project has been divided into three distinct stages: training course, local follow-up activities and consolidation seminar.

### **the what:**

This project has gathered youth workers and leaders coming together from 10 different countries to gain skills, knowledge and develop necessary attitudes related to supporting young people in working on their personal development and further increasing employability skills. The project activities were based on the principles of learning by doing where those attending have had the opportunity to step into the shoes of their learners and try out some of the personal and professional development tools upon themselves. This experience was crucial when carried forward to the successive stages of the project where the participants designed and tested some new methods and tools that can be used in their everyday work. This toolkit is a product of all project activities and includes tools and ideas created throughout its implementation.

### **the product:**

This toolkit brings a compilation of workshops that can be used on different youth activities on the topics of unemployment, employability, entrepreneurship and intercultural learning. The toolkit has been created as a result of the intensive work by participants and trainer's team during the Training Course and Seminar "Supporting Employability through Self Development", as well as during the local level workshops.

We would like to express our gratitude to all those who contributed to creating this toolkit, with their suggestions, feedback and dedicated work. We kindly thank all our partners, the participants, project team and volunteers who took part in the project and made all of this possible.

## what is this toolkit

It is a toolkit made by participants of the project "Supporting Employability through Self Development".

- The participants designed and implemented workshops in small groups during the Training in order to discover and create new tools and methods of non formal learning.
- The workshops were tested on the rest of participants, improved and prepared to be published by participants after the training course.
- Participants also tried out these workshops on local follow-up activities and included their improvements and proposals into this toolkit.
- It serves as a manual for youth workers and youth leaders and it is free of charge.

## Perspective on identities

theme: Development of Communication Skills

### Aim and Objective:

Increasing effectiveness of youth in reflecting about the different levels of identity

### Material needed:

Flipcharts, pens, papers, post it notes

### Duration:

25 minutes



### Description:

#### 15 min - Your identities

The trainer presents the activity, its rules and dynamics. The participants will be introduced to the topic and how every individual shows an identity of its own on different contexts and environments. The identity wheel will be presented to them in a flipchart (see picture). After this each participant will receive post it notes and pens, and they will be asked to list at least 3 of their own identities related on the contexts provided:

- myself
- me in the social environment
- me in the world

The participants will be asked to attach the post it notes on the respective circle of the identity context shown in the identity wheel in the flipchart. There will be a commenting phase, where the participants will share the motivation of their choices voluntarily.

#### 10 min - Final conclusion

Participants will be invited to recall their first conclusion about their own identities and share their final points of view after hearing the others and seeing where they and the others stand.

### Method/s:

open discussion, identity wheel

### Target group:

18-24 years old



## Life Changing Box

theme: Self Development

### Aim and Objective:

To reflect about past experiences, present situation and future plans; To raise awareness on self development.

### Material needed:

Pens, papers, flipchart, tapes, markers, post it notes

### Duration:

55 minutes

### Description:

#### 10 min

The trainer will explain the activity and its dynamics. Then the participants will be divided in groups of five. Each participant will think about his/her own personal moments/ persons/ experiences/ tools/ tricks which helped them in self development. They will write them down each one in a piece of paper.

#### 20 min

The individual choices will be shared and discussed with the small group where will be selected the best methods to personal development, which might be mutual to the others in the group.

#### 25 min

Participants will share those key points and inspiration moments in the plenary, where each group presents with the big group one by one their selection of methods. After the presentation and open discussion, the plenary decides how to locate the selected suggestions in a flipchart with a line of importance from 1-25.

### Method/s:

Group work, discussion/debate

### Results/outcomes:

Finding out the best methods/common methods to self development; To raise awareness about knowledge, competencies and skills already acquired and the one needed for future; To realize the personal key point of learning and development



## Electricity (10 min)

**energizer**

### Description:

Divide the participants in two groups with equal number. Two teams will stay in a line holding hands, one in front of each other. The trainer will keep the hands of the first one of each team. The trainer will give them, at the same moment, the "shock" (a hand squeeze), while the participant will have to pass the shock to the one next to him\her and so on. Last one of the row to receive the shock will grab an object previously put on a table (i.e. a tennis ball, a marker). They return the object on the table and go back to the beginning of the line. The first team to finish all the participants taking the object is the one to win the game.





## Instagram icebreaker (10 min)

**energizer**

### Description:

Invite participants to draw on a post-it note something that represents themselves, just as an Instagram post (i.e. a face with glasses, a scarf etc). The other participants will try to guess who this post-it note belongs to. Share with the others what you have drawn and what that represents of you.



## Elevator Pitch

theme: Communication and Presentation Skills

### Aim:

Improve communication skills; Increase self-confidence

### Objective:

Reflection and self reflection, personal view, communication skills, verbal and non-verbal communication

### Material needed:

Papers, pens, time measuring tools, tables, chairs

### Duration:

50 minutes

### Description:

15 min Individual preparation

The participants are introduced to the activity and how the Elevator Pitch works. They will be divided in small groups of 5. Each participant will have 5 minutes to think about themselves (their strengths, qualities, skills, experiences etc.), to think how to express and how to use their time in the best way. They can also use paper to write things down as they want. Participants have to imagine that they are in an elevator where they meet the person they want to impress, and they have to do it in one minute (i.e. future employer, businessman, etc).

20 min Work in small groups

In front of the small group, one by one, each participant has 1 minute to present their idea and who they are. After each presentation there is 2 minutes for the reflection and feedbacks of the group to the participant that was presenting. After the feedback they come back to the circle and evaluate the activity.

15 min Work in a big group

Each small group will chose one participant that will simulate their Elevator Pitch in front of everyone. The big group will open discussion and give feedbacks on their presentation. In conclusion, the facilitator will give the final constructive feedbacks which the big group might have not covered, and give extra tips on what makes a good presentation.

### Method/s:

Presentation and discussion in small and big groups; Constructive feedbacks

### Results/ outcomes:

Gained confidence, Able to Identify their strengths and weaknesses, Getting out of the comfort zone, Communication and presentation skills improved.

## Wall of Success // Privilege game

### Aim and Objective:

To bring participants closer to those around them through sharing experiences, comforting and being there for one another. To discuss the complicated intersections of privileges and marginalizations in a less confrontational and more reflective way.

### Material needed:

List of statements related to privilege or obstacles; Slide with instructions for the privilege walk, a large and quiet area.

### Duration:

1 hour and 30 minutes to 2 hours

### Description:

20 minutes for the Privilege Walk

The purpose of this activity is to learn to recognize how power and privilege can affect our lives even when we are not aware it is happening. This exercise is controversial and should be voluntary, and it is very important that all who participate in this workshop remember to keep the things, which are discussed, confidential.

The facilitator instructs participants to form a straight line across the room, about an arm's length apart, leaving space in front and behind. The facilitator explains the rules of the activity creating a safe environment for everyone. For example, when the facilitator reads "If you are over 18, take one step forward," only those who are over 18 will move and everyone else will stand still. Each step should be an average length step.

The facilitator starts to read the statements (see picture) one at a time allowing time for participants to take a step. The statements can be drafted based on the participants experiences and contexts, or you can create role plays (i.e. a single mother with two children living in a shelter house etc.) and draft the general statements according to those.

40 minutes for the debrief

When all the statements have been read, the participants are invited to sit in a circle and discuss about their experience and feelings, processing the activity using the following questions:

- Are you surprised at where you are?
- How does it feel to be in front? In the middle? In back?
- Did you come to any new realizations? If so, which one had the most impact?

What question made you think most? If you could add a question, what would it be?

**Results/outcomes:**

Participants know more about the people around them;  
Participants feel more open and flexible;

**Target group:**

18 +

- STEP ONE BACK WHO LIVES IN A BIG CITY;  
- STEP ONE FORWARD WHO WAS FINANCIALLY SAFE IN CHILDHOOD;  
- STEP ONE BACK WHO HAS AN ALCOHOLIC OR DRUG ADDICT FAMILY MEMBER;  
- STEP ONE BACK WHO HAS ANY FAMILY MEMBER IN PRISON;  
- STEP ONE FORWARD WHO IS MARRIED;  
- STEP ONE BACK WHOSE RELIGION IS NOT MAJORITY IN THE COUNTRY;  
- STEP ONE BACK WHO WAS NOT BORN IN THE COUNTRY YOU ARE LIVING RIGHT NOW;  
- STEP ONE BACK WHO HAS CHILDREN;

- STEP ONE FORWARD WHOSE PARENTS HAVE UNIVERSITY DIPLOMA;  
- STEP ONE FORWARD WHO IS HEALTHY AND ABLE;  
- STEP ONE FORWARD WHO HAS NO SIBLINGS;  
- STEP ONE BACK WHO HAS BEEN SEXUALLY ABUSED OR RAPED;  
- STEP ONE FORWARD WHO SPEAKS A FOREIGN LANGUAGE;  
- STEP ONE BACK WHO HAS THEIR OWN INCOME;  
- STEP ONE BACK WHO IS NOT A MEMBER OF MAJORITY ETHNIC GROUP;

**Jump in, jump out (10 min)**

**energizer**

**Description:**

This game is played through three phases. Put the participants in a circle, and explain the instructions, as follows. The order to follow will be "jump in, jump out, go left, go right":

- Say what I say, do what I say
- Say what I say, do the opposite of what I say
- Say the opposite of what I say, do what I say

## Express Yourself

theme: Public Speaking

### Aim and Objective:

The main aim of this workshop is how to develop language skills and teaching attitudes; Improving self confidence

### Material needed:

Flipcharts, papers

### Duration:

60 minutes

### Description:

30 min - Game "Become a journalist"

The facilitator explains the activity to the group and what is expected from them. The participants will be divided into three groups and will be provided with pieces of paper with key words written on it (World War III, Israel, North Korea, Vatican, UN, Nuclear Weapon, Dialogue, International Initiatives, etc). The task is to make a story from the keywords (scenario for TV or radio show). The scenarios have to involve an interviewer and the guests.

After this, the groups will have to act/play the roles provided and the scenario they have prepared in front of the others, after which the group will be open for discussion and feedbacks.

### Method/s:

Role play games (face with the challenges through acting and simulations) go outside of your personality, become some other character.

### Target group:

Young people 16-25



## The desert island (15 min)

**energizer**

### Description:

Tell your group that they are going to be whisked off to a desert island in just 5 minutes. Each person is allowed to take three things with them. They need to write these three things onto a post-it note and be prepared to place it on a flip chart (or wall) opposite their name. After 5 minutes ask for a group member to come forward and place their post-it onto the flip chart and explain to the rest of the group what they have chosen and why. You continue this until everyone has done described their three items.

## Evolution (10 min)

energizer

### Description:

Explain to participants that everyone starts "their life cycle" as ameba. They have to walk around while acting as an ameba and play rock paper scissors with another participant of their choice. The task is to become super human by the following order and make the noises of the animals that they are evolved to as described below:

ameba + ameba = ameba (lose) – chicken (won)

chicken + chicken = ameba (lose) – monkey (won)

monkey + monkey = chicken (lose) – human (won)

human + human = monkey (lose) – super human (won)



## Personal Development Plan

### Aim and Objective:

To encourage participants to think and write about their future perspective; To accelerate the process of understanding different factors like needed skills, time management and tools; To provide the participants time and space to express their expectations and fears

### Material needed:

Colorful paper footprints, markers, color pencils, scissors

### Duration:

45 minutes

### Description:

#### Part 1 (30 min)

The trainer will explain the "Personal development plan" activity. The material will be on the floor, available to all the participants during the activity.

Participants are encouraged to think about the future plans for their personal development path and the tools and manners they will need to reach it. They have to write down one, or more things they want to achieve and the time needed to fulfill it. Trainer will suggest to focus in three phases: short-term (tomorrow - 6months), middle-term (6 months - 1 year) and long-term (after 1 year).

#### Part 2 (15 min)

Participants will put their "footprints" towards self-development on the floor and sit in a circle in the plenary. They are invited to share their projects and aims on voluntary basis, and to share how they can help the others on achieving their goals

### Results/outcomes:

The participants are able to identify realistic plans that can contribute to their personal development; The participants are aware of the importance of a personal development plan; The participants can identify their strengths and their weaknesses towards the future.

## River of Life

### Aim and Objective:

- To reflect about past experiences, present situation and future plans
- To raise awareness on personal learning process and ways

### Material needed:

paper, markers, pencils, colour papers, newspapers, glue, cutter, scissors...

### Duration:

45 minutes

### Description:

#### Part 1 (30 min)

Each participant gets a paper. Firstly the participants will have time to think about his/her past life. Which were the key moments? Who was helping/supporting/inspiring them? What did they achieve? What they would like to achieve next?

Each participant will try to answer these questions drawing their life as a river. They are allowed to use everything they want and to be as much creative and expressive as they wish/can.

#### Part 2 (15 min)

Participants will come back to the plenary and, on a voluntary base, some of them will present their rivers and their flow in their life.

### Results/outcomes:

- To raise awareness about knowledge, competencies and skills already acquired and the one needed for future;
- To realize the personal key point of learning and development.

### Target group:

15 -30 years old

## Transport the ball (10 min)

energizer

### Description:

Invite the participants to sit on chairs in a circle. They will have to sit as close to each other as they can, and put their arms on the shoulders of the ones next to them. The task is to transport the ball to each other without using hands, and the ball has to be passed by everyone, no one can skip. First they will need to transport the ball from one lap to the other, and later by using their legs and feet.



## Life-changing experiences

### Aim and Objective:

- Improve soft and communication skills.
- Raise awareness and self-awareness, as well as emotional intelligence.
- Sharing of different ideas, experiences, perceptions.

**Material needed:** Papers, post-it notes, pens.

**Duration:** 20 minutes

### Description:

20 min -The experiences that have changed your life  
The activity dynamics will be presented to the participants. They will be working in small groups first, and then discuss and share with the whole group. Participants will be divided in groups. They will have to write on post-it notes (anonymously) whatever they think changed their lives, good or bad. The papers will be put in the center of the table. Then participants will take one random post it note, read it and discuss about it with the rest of the group.

Later on the participants will be back on their seats in a circle and will discuss in the plenary, and share similarities and differences (that were discussed in the small groups).

### Results/outcomes:

Participants have found a common basis despite their differences. Participants have improved their self-confidence, self-esteem and emotional intelligence. Participants have reflected on their current skill levels and are able to create a personal development plan.

### Target group:

17-25 years old

## Improvisation theatre

### Aim and Objective:

- to increase the capacity of youth workers by enriching their working methods with improvisational theatre;
- to improve the sense of initiative and entrepreneurship.

### Material needed:

pencils/writing material, whiteboard/board, paper

### Duration:

30-40 mins

### Description:

Job centre game – a communication training method from the field of improvisation theatre. This game is a method originally from the field of improvisation theatre, and is made up in the moment, no prior scenario or advanced planning is required. The trainer explains the game and its dynamics:

- participants are given roles: 1 consultant in a job centre, the rest of them are people looking for a job
- the consultant leaves the room, the other participants think about a creative/funny job they want to do
- the game is for the consultant now to figure out the job all of the other participants are looking for, through the role play and the answers to the questions of the other participants.

Later on, the participants get out of the role play, sit in a circle and discuss/reflect about the activity, and their insights on it.

### Method/s:

Acting, Role play, Participatory methods, Open discussion.

### Results/outcomes:

Participants have improved their self-confidence, courage, creativity, and are taught to trust their instincts.

### Target group:

17-25 years old

## Theater of the oppressed

### Aim and Objective:

- Create empathy and reduce resistance to concepts that participants might be unfamiliar and uncomfortable discussing.
- Allow participants to see how they, in their daily lives, are oppressed.
- Inspire solidarity with those that are oppressed in different social contexts from their own.

### Material needed:

Printed scenario for the theater, chairs, table, other prompts depending on the scene.

### Duration:

60 minutes

### Method/s:

Theater play, acting, role play, Participatory methods, Debates.

### Target group:

17-25 years old





### Description:

#### Theater of the oppressed

Explain to the participants what is the concept of the Theater of the Oppressed and explain the rules. Explain them that first they will watch a performance which shows a problem/issue/situation of oppression (i.e. sexual harassment in the workplace).

After some initial theater exercises to warm up the participants and to allow them to establish trust as a team, divide them into small groups and ask them to prepare a play based on the scenario that is given to them on a printed form. Once the scenario is analyzed they will have to stage the play for the others. When the performance ends, invite participants (audience) to explore, show, analyze and transform the situation and discuss the possible solutions that would change the series of events.

The performance will be repeated. Invite any participant as an audience member to call out freeze and come up on "stage" and take the place of the character they want to, in order to try to change the progress of the events. This way, the spectator becomes the 'spect-actor'. Explain the participants that they do not need any experience in play and drama to change the events, they only need ideas on how to change the events to effectively resolve the problem/oppression.

The activity might be concluded by the time we have reached the most convenient solution to the issue that is addressed. This way you invite the youngsters to be the agent of change in their daily life and to try change the situations that they or the others might be in.

## Fit the Market

theme: Communication Skills

### Aim and Objective:

General aim: Improving communication and persuasive skills

Specific objectives: Learn how to make arguments; Improving self confidence; Time management; Guided reflection skills

### Material needed:

Printed material (roles papers), pencils, self reflection quiz, different objects for selling

### Duration:

50 minutes

### Method/s:

Role play, Self reflection, Plenary discussion

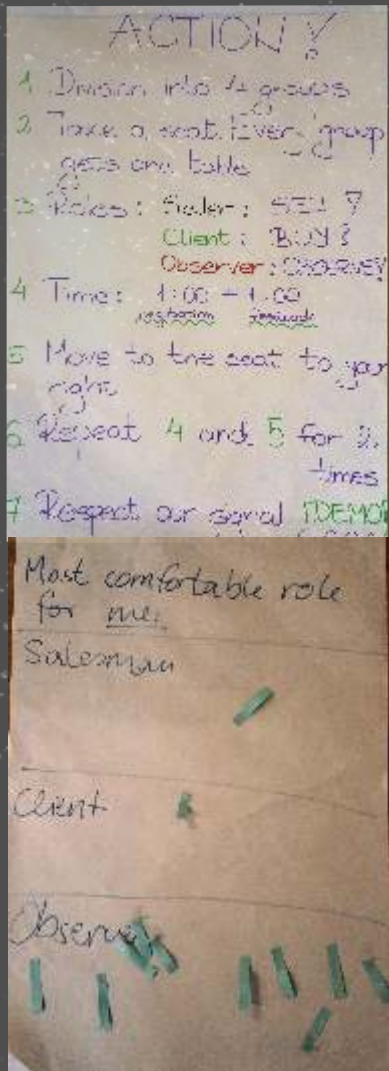
### Results/outcomes:

R1 - Communication characteristics and basics are learned: Make participants reflect on the basics of the communication;  
R2 – Applied communication skills through the role play that could be applied in real life, taking in consideration the time and stress management, self presentation skills and argumentation;  
R3 – Participants are more comfortable to do self reflection based on the implemented activity

### Target group:

18 - 25 years old

## Description:



### 25 min - Exercise (Role Play) "Fit the market"

The trainer will introduce the game exercise "Fit the market". The participants will be divided in small groups of 3 people. One of them is going to be the seller, the other the buyer and the third one the observer. The tasks of every each of them is to do/behave as:

- the seller: to try to sell the product in most innovative and creative way,
- the buyer: to try to buy and think about the product, to be convinced or not by the seller, or
- the observer: to observe the overall process.

After that, the trainer will provide the participants with some objects (i.e. marker, newspaper, notebook, pencil, tape roll, etc) that they have to work with, the products the buyers and the sellers are going to negotiate about. After few minutes they will switch the roles. The game ends when every role has changed within the group.

(The game can be done in small groups of three or done by putting all participants at one table and create a "human track", where they will just move at their right after one minute of role play.)

### 10 min Self reflection quiz

The participants will be asked to fulfill the "Self Reflection" quiz (see picture), with questions about what role they think fits them the most/less.

### 15 min Plenary discussion and final words

After the Self Reflection quiz, the participants will be asked to return to their places, in order to conclude the workshop by discussing about the role play.

The trainer will ask them to share their impressions and in which role they felt more empowered and vice versa

## Advancing communication and presentation skills

### **Aim and Objective:**

The main aim of this workshop is to equip youngsters with the skills needed for today's dynamic job market.

The objectives of the workshop include: the improvement of the participants' communication skills, teamwork skills and presentation skills.

### **Material needed:**

Laptop, projector, printed papers (for the participants, posters), blank papers for the participants, pens, flip chart, paper box, sticky notes, ball for energizer.

### **Duration:**

45 minutes

### **Method/s:**

Flipchart presentation, group work and discussion, reflections and feedbacks

### **Results/outcomes:**

The youngsters' communication skills are advanced, as well as the teamwork and presentation skills.

### **Target group:**

16-22 years old

## Description:

45 min - Advancing communication and presentation skills

The trainer uses a flipchart presentation to explain to the audience about communication and presentation skills. Then the participants are asked to give their feedbacks on why do they think the communication skills are important? Or if they think that it is late for them to learn and or improve their communication skills?

After the feedbacks to the questions, the participants will be divided in 5 small working groups.

Each group has to discuss about a certain topic related to communication and presentation skills. The topics that should be covered by the participants are:

- Official written communication
- Interpersonal communication
- Non-verbal communication
- Verbal/oral communication

The groups have to prepare a flipchart and pick a group leader who will present their work later in front of the big group.

The groups have 20 minutes time to work on their flipcharts and presentations. After gathering in the big group, the teams will have 10 minutes to present their work.

After each presentation, there will be some time available for the feedbacks of participants and constructive tips on how and what to improve.





## Interview Lab

### Aim and Objective:

- to empower communication skills (verbal and non-verbal) of participants during the interview process for the job position;
- to acquire new knowledge and skills in the field of job selection;
- to make them aware of their communication skills and improve them;
- make participants to think outside the routine.

### Material needed:

Papers, pens, introduction props, preparation papers for the job interview, clock, job offer papers for each participant

### Method/s:

Learning by experience and role playing simulation; Job interview role play in pairs; Open discussion

### Results/outcomes:

- The participants will gain better understanding of the elements in an interview on both sides of the table
- Self reflection and improvement of the business communication skills in both roles

### Target group:

18-25 years old

## Description:

Talk to participants about self-development, and the measures that need to be taken towards it. You can also include in the presentation tips about relaxing before an interview, and clues about obtaining a positive thinking. We will also explain what are the values that they need to take into account: punctuality, dressing code and manners, and then lead the way about the job interview.

- Have they ever been to a job interview?
- What were some common questions that were asked?
- Was it difficult for them to answer?

Then explain to participants that they will do three job interviews trying to obtain a job (the job position and description that they have on the table), and after this they will interview three people to "employ" them, and will choose only one of them.

They will have 5 minutes to prepare themselves for the both roles, the interviewer and the job applicant. They can write down the question they want to ask as an interviewer, or the points they want to talk about as a job applicant.

Now divide the participants in two groups/lines. They will seat in two sides of the tables/bench, one facing another, as they will work in pairs for this. One side of the table is in the role of the interviewer, and the opposite side is the role of job applicant. Benches will be placed in a row so that participants can move easily from one chair to another. The participants will be asked to sit and after 2 minutes they will be asked to move one seat to their right or left, following the instructions.

All the participants will have the job position and description printed in front of them. During the activity, each participant will have two minutes to present themselves to the interviewer and or vice versa, as an interviewer to ask questions to the one in front of them. After they have interviewed 3 people, respectively been interviewed by 3 interviewers, they will switch the roles, having the opposite role now. The activity will end when all participants have a chance to be in both roles three times. After this, they will need to choose the person they would hire.

After this exercise, the participants are invited to reflect on their roles and feelings, and through an open discussion they share their experience in both roles:

- What was more difficult for you? To be the interviewer or to be interviewed?
- In which role did you feel more responsible/comfortable?
- What made you hesitate more?
- In what criteria and why did you select the person to hire?

# THY

NON-GOVERNMENTAL ORGANIZATION  
ORGANIZATA JO-QEVERITARE



Prizren, Kosovo  
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## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



