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STEP UP

SUSTAINABILITY SKILLS AND ENTREPRENEURIAL MIND
SET TO FOSTER MIGRANT WOMEN EMPLOYABILITY
AND UPSKILLING POSSIBILITIES
2021-1-SE01-KA220-ADU-000035340

GUIDEBOOK

STEP UP project aims at offering migrant women the opportunity to gradually increase a wide range of skills (employability skills, transversal competences, communication skills, team working, confidence, ability for innovation, sustainability thinking), while raising their awareness on the importance of lifelong learning possibilities.



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STEP UP

DISCLAIMER

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TABLE OF CONTENTS



| | |
|-----|------------------------|
| 04 | AUTHORS |
| 06 | INTRODUCTION |
| 28 | LOOKING FOR A JOB |
| 58 | FACING A JOB INTERVIEW |
| 77 | FIRST DAY AT WORK |
| 103 | FACING A CONFLICT |
| 124 | NEGOTIATION SKILLS |
| 150 | CONCLUSION |

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GUIDELINES

The Guidebook consists of the abovementioned 6 chapters and follows the steps for the successful preparation into the labour market. Each chapter is divided into the following sections:

- **Introduction**, including the theoretical framework that provides basic knowledge on each topic.
- **Tips**, providing summarized and practical steps related to each chapter.
- **Objectives**, highlighting the ultimate goals of each chapter's topic.
- **Activities**, followed by a set of Non-Formal Education activities & tools that aim to foster knowledge, skills, and competencies related to the topic of each chapter. Every activity in this section has its own step-by-step description, list of the materials and prepared handouts for their implementation.
- **External sources**, this section consists of useful extra sources to deepen the knowledge on the specific topic.

However, all activities included in this Guidebook, have a complementary role and are not mandatory whatsoever.

Feel free to use this Guidebook, as a source of inspiration for your own professional career development.

This Guidebook was designed in a user-friendly and interactive manner, allowing users to easily navigate this resource by using the following interactive features.



USEFUL INTERACTIVE FEATURES



- > Back to home page - allows to come back to the table of content.



- > Move to the next page



- > Move to the previous page



- > Scan the following QR codes



- > Click on the attached link

INTRODUCTION



SUSTAINABILITY SKILLS AND ENTREPRENEURIAL MINDSET TO
FOSTER MIGRANT WOMEN EMPLOYABILITY AND UPSKILLING
POSSIBILITIES

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TABLE OF ACTIVITIES

INTRODUCTION

| | |
|----------------------------------|----|
| INTRODUCTION | 8 |
| OBJECTIVES | 9 |
| ACTIVITIES | 10 |
| <i>3 countries dimensions</i> | 10 |
| <i>Pyramid exercise</i> | 12 |
| <i>Beyond boundaries</i> | 15 |
| <i>Building security (Jenga)</i> | 17 |
| <i><u>SpeEQUALed dating</u></i> | 19 |
| <i>The never ending story</i> | 21 |
| <i>Group order</i> | 23 |
| <i>3 question mingle</i> | 25 |
| <i>2 truths 1 lie</i> | 26 |
| <i>Bang Bang</i> | 27 |

THEORY

This is an introductory session. It aims at empowering participants to find a safe space and mentally prepare them for all the challenges they will face in the working environment.

The sessions will pinpoint and underline the importance of equality, security, safety, freedom of movement, dignity, respect and protection. All these components are extremely relevant because they fall under the umbrella of rights the participants should be aware of while looking for a job, keeping it and dealing with all the challenges.

- **Equality:** migrants face many difficulties when it comes to equality in the workplace. Inequality may happen if people are not aware of their rights.
- **Safety & Respect:** While negotiating, it is important to understand there is a safe space whatever choice one will make. Respect is a fundamental element for people and communities to live in harmony.
- **Freedom of Movement/choice:** Migrants move from one country for many different reasons (financial, political, environmental, etc.) and they have to face many difficulties on the way. Thus, it is important to create a space where they feel safe and free to move.
- **Dignity:** As Article 1 of the Universal Declaration of Human Rights states, dignity is a basic and fundamental standard without which it is impossible to live. While applying for a job, during the interview it is important to be treated with dignity, no matter the background of the applicant.
- **Security & Protection:** Migrants decide to flee their country because they are at risk, and once they reach a hosting country they are constantly the target of discrimination.



OBJECTIVES AND OUTCOMES

These activities need to provide the tool for the trainer to create a safe and cooperative environment before the implementations of the Guidebook. Safe environment and acknowledging their own rights is the first step to introduce migrant women in the labour market.

Physical Safety

The most apparent reason to create a safe environment is to protect people from physical harm or injury.

Mental and Emotional Well-being

When people feel safe and secure, they experience lower stress levels, reduced anxiety, and better overall mental health.

Improved Learning

In educational settings, a safe environment enhances learning outcomes.

Positive Organizational Culture

It sets the foundation for open communication, mutual respect, and a sense of belonging among employees.

Community Cohesion

It promotes social bonds and a sense of collective responsibility and it fosters community cohesion and social stability.

ACTIVITIES



15 to 20 pax



Approx. 15 minutes



- Countries name
- 3 colour stickers
- sticky notes
- pens

3 countries dimensions

Overview

During this activity the participants will be able to express their opinion of the countries where they feel more comfortable. Furthermore, it is a good communication exercise and it is useful to share knowledge and insight of the hosting country.

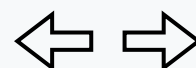
Objectives

- For each person to evaluate where they want to go
- To raise awareness towards their feelings of safety and security within the European Union countries

Themes

- Stereotypes
- Migration
- Safety of Movement

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PART 1 - 5 min Introduction

On the floor, there will be papers with the names of European Countries (27 member states) / print of a European Map).

Each participant is given three sticky notes of three different colours:

- Blue
- Yellow
- Green

PART 2 - 5 min Writing Task

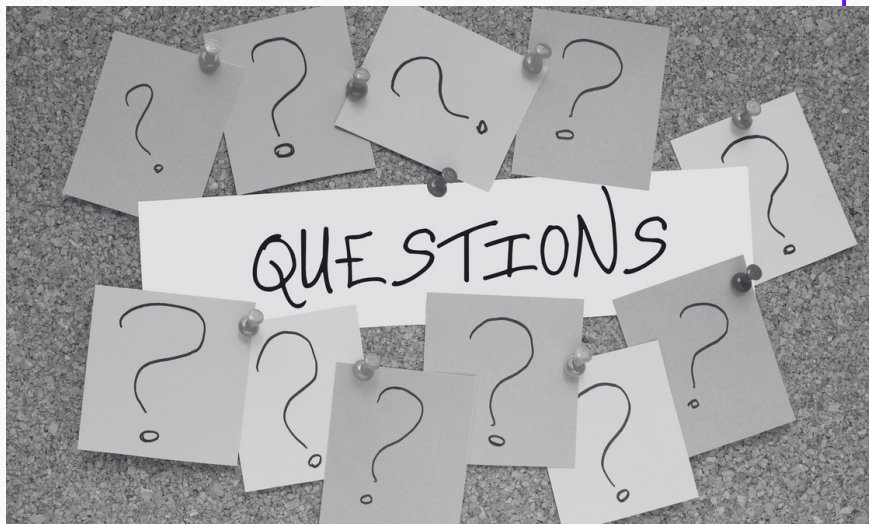
They will choose three different countries depending on their knowledge and impression of EU states:

- Blue where they would like to live
- Yellow where they think the quality of life is the highest
- Green where it's most likely for them to move

PART 3 - 10 min Brainstorming

After the choice they will write on the sticky note the explanation of why they choose that particular place and they will stick it.

There will be a moment in which the facilitator will read the sticky notes and there will a time of brainstorming.



- Are you surprised by the choices that your fellow group mates made?
- Are you in agreement with all the statements?



ACTIVITIES



15 (groups of 5)



Approx. 20 minutes



- Poster (A2)
- Pens



Pyramid exercise

Overview

This activity will involve a self-reflection process of the accomplishment one can and want to achieve. Through dialogue, participants will brainstorm on obstacles and steps to do in order to overcome the problems they will face.

Objectives

- Support the self-evaluation process in creating a support system among the participants for them to reach their personal goals

Themes

- Rights
- Dignity
- Team working
- Developing self-confidence

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PART 1 - 5 min

Prepare some papers and draw a pyramid on it divided in different layers.

Each participant is given a pen and they can write at the top of their pyramid something they would like to accomplish (Handout 1).

The other participants of the group will then write in each slot of the pyramid something that they need to do or have in order to accomplish it.

PART 2 - 5 min

Repeat the activity a second time. This time the content to be written on the pyramid will be about the obstacles (Handout 1) you can face to reach your goal. In order to avoid waste the pyramid can be divided in two sections (see Handout 1).

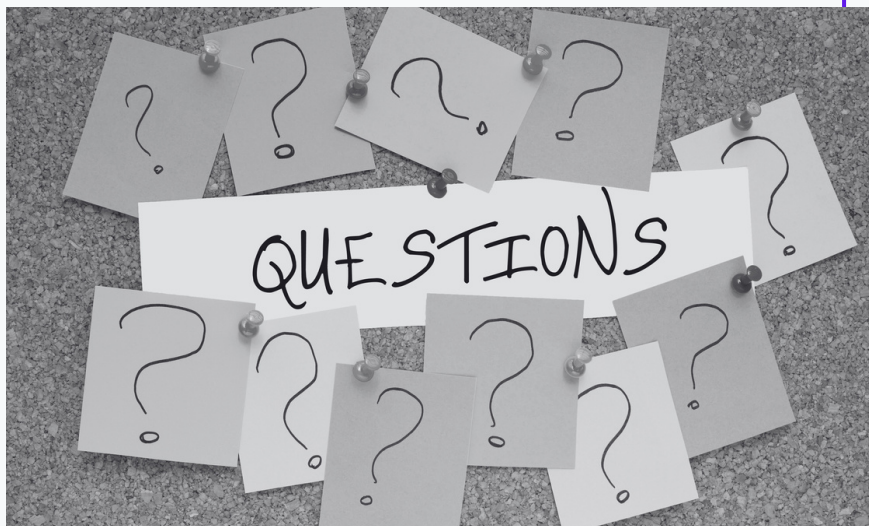
PART 3 - 10 min

Brainstorming

Brainstorming with all participants on the subject of privilege and lack of access to certain opportunities

The facilitator can use these topics:

- What are some strengths that can help reach the goal?
- How can you face the obstacles your teammates remarked on?
- Let other people outside the groups give suggestions and encouragements



- Do you feel like you are more empowered and have gained more knowledge by doing this activity?
- Do you think that the activity was helpful for your personal goal?





HANDOUT 1



Each person in the group will be given a pyramid with a number of slots. Each person will write down their objective based on their current life projects.

Part 1: All of the other members will write down suggestions to reach that accomplishment

Part 2: All other members of the group will write the obstacles that may arise in reaching that goal

ACTIVITIES



15 pax



Approx. 20 minutes



• None



Beyond boundaries

Overview

This activity allows participants to get to know each other, while understanding the different life stories they had to face in order to reach the hosting countries. Most of the times people have more stories to tell than they show.

Objectives

- Show common experiences among the participants
- Foster awareness on safety and respect within the migration process
- Understanding privilege and lack of it in migration experience

Themes

- Safety
- Empathy
- Respect
- Freedom of movement

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15/150



PART 1 - 5 min

All the participants will be standing on one side of the room. One side of the room is the starting point, and, if participants agree with questions posed they will have to walk towards the opposite side.

The facilitator will ask these questions:

ABOUT safety:

- Did you ever feel unsafe in your 'hosting countries' (e.g. Greece)?
- Did you ever feel helpless during your migration process?
- Is there someone who takes care of you now?

ABOUT respect:

- Have you ever had to deal with discrimination?
- Did you ever struggle with adapting to a new country's culture?
- Did some situation make you feel like a cultural habit you have was odd?

ABOUT freedom of movement:

- Did you have to cross more than one border to arrive here?
- Did you come alone?
- Is staying in your host country different from what you expected?



DEBRIEFING

- Did you feel like you shared some experiences with the other people?
- Has this activity made you feel seen?
- Which were the questions were most of the people moved?



ACTIVITIES



15 pax



Approx. 25 minutes



- Jenga (54 pieces)
- Markers
- Paper tape



Building security (Jenga)

Overview

This icebreaker lays the foundations for team building and cooperation within the group. Furthermore, it shows how fragile is security but how strong it is if there is solidarity and collaboration

Objectives

- Understand the fragility of security and protection systems

Themes

- Security
- Empathy
- Safety & Protection



PART 1 - 5 min

Each participant is given a few (2 or 3) pieces of Jenga

They will have to write with the marker (on paper tape) some topics that are fundamental to guarantee security and protection and put it on the Jenga piece.

Example: housing, passport, civil rights, schooling.

PART 2 - 5 min

Then, the Jenga tower (representing the whole security system of migrants) gets built.

The game of Jenga proceeds, and each participant has to extract a piece from the tower without making it fall.

Each time a piece is extracted, the participant will comment about the topic written on it.

(When the tower, eventually, falls, all participants, in turns, will take the pieces and comment them).

PART 3 - 5 min

Participants will choose 6 pieces that represent the fundamentals of security for them.

And they will re-create the Jenga tower, with this new basis.

DEBRIEFING



- Which were the most important aspects discussed today that guarantee security, in your opinion?
- What could have prevented the crisis that made you flee?
- What can you do to ensure security for you or someone else?



ACTIVITIES



15 pax



Approx. 25 minutes



• Chair



SpeEQUALed dating

Overview

This icebreaker helps participants to get to know each other and their opinion in a very short time.

Objectives

- Have a better understanding of gender roles and gender equality
- Confront with different opinions on gender

Themes

- Gender Equality
- Self-awareness
- Empathy



PART 1 - 5 min

The room will be organized with pairs of chairs. Participants will take place randomly on them.

The activity consists in briefly discussing a topic given by the facilitator for 5 minutes, and then one of the two people will change chairs and will discuss a new topic with someone else.

Questions:

- What is equality for you?
- Would you say that gender is a cultural fact?
- If you feel comfortable doing it, share an episode in which your gender made you feel less valued
- How is womanhood valued in your home country?
- Why is gender equality important?
- Do you feel included by the feminist movement?
- Do you recognize yourself in the feminine gender roles? If not, what makes you differ?

PART 2 - 5 min

After the discussion part is over there will be a time for brainstorming. Brainstorming based on imagery; each participant will have to visualize their life in a world of total equality between genders. It means same rights, same access to equal opportunities and salaries, access to same places, no cultural differencing between sexes. After 3 minutes of thinking, who is willing can share their ideas.

Example: My life in a world with gender equality would be easier because I could travel alone, have access to a bigger range of work fields, and wear whatever I want.

DEBRIEFING



- During conversation, were you in agreement or disagreement with your partners?
- Which topics did you find particularly challenging to discuss?



ACTIVITIES



15 pax



Approx. 25 minutes



- Pens
- Papers

The never ending story

Overview

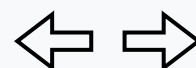
This icebreaker helps participants to develop written communication skills and storytelling to share opinions and experiences in an anonymous and interactive way.

Objectives

- Understand the importance of choices
- Reflect on one's life storytelling and confront with other realities

Skills

- Freedom of choice
- Story sharing
- Storytelling
- Empathy



PART 1 - 5 min

The participants start by sitting in a circle. A piece of paper will be given out to each one of the participants, which will answer one question, said by the facilitator, fold it, and then pass it on its right. Every time that a piece of paper is passed, there will be a new question.

Elements to write:

- Fictitious name (or real name)
- Where they come from
- Where did they migrate to
- Why did they choose to leave
- Are they proud of their choice
- What would they have done different

Example: They will write down the fictitious / real name and then pass the sheet to the next participant on the right which will do the same, and so on for all of the elements.

PART 2 - 5 min

At the end of the questions, the sheet will be passed one more time. Now, finally, each participant will have a brand new story of migration in their hands, on the sheet, and they will share it and comment on it in turn.

DEBRIEFING



- Do you recognize if one of these stories is similar to yours?
- Do you think it's been helpful to listen to other people's life choices?
- How can the freedom of choice influence your life?



ACTIVITIES



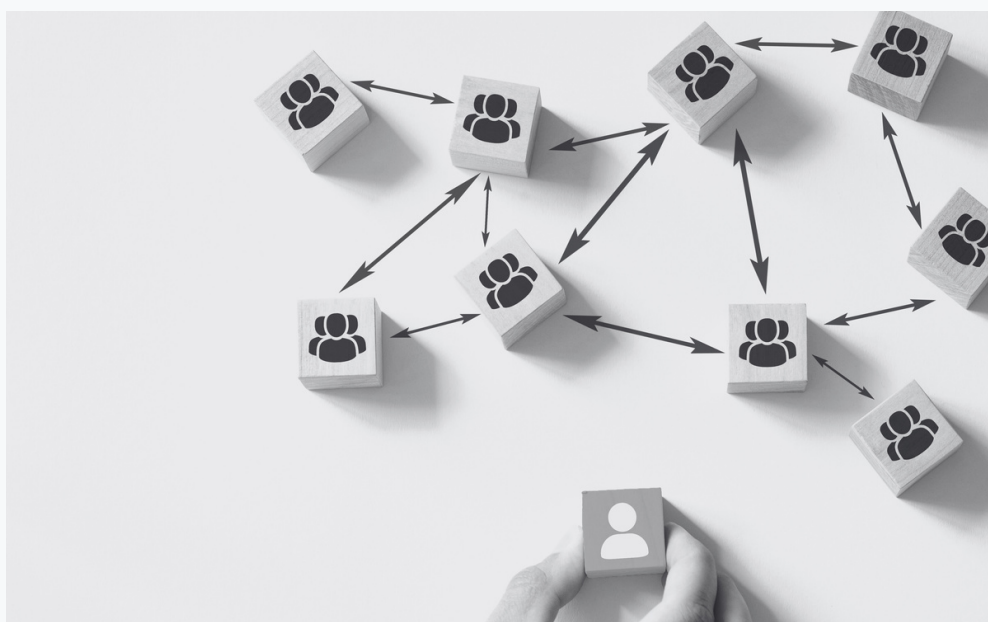
15 pax



Approx. 10 minutes



• None



Group order

Overview

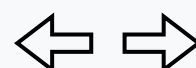
This is a team building exercise where participants need to communicate without speaking and understanding the differences between people.

Objectives

- To see what they know about each other
- To understand that, even though sometimes they might be in different life stages or have certain differences, in the end they are all equal.

Themes

- Equality
- Empathy



PART 1 - 5 min

To make the game more fun, the participants will have to play without speaking to each other, they will only use gestures.

Participants will be divided into groups of 3 people. They will have to form a line where the order is based on the response of the following statements, announced by the facilitator:

- How far is their home country
- How many children they have
- How tall they are
- When is their birthday
- In how many countries they have been (maybe even through the migration root)
- How many family members are with them

(example: if one person has 4 kids and another has 1, the one with less kids will be positioned at the front of the line, so in an ascending order).

Facilitator introduces the concept of equality.

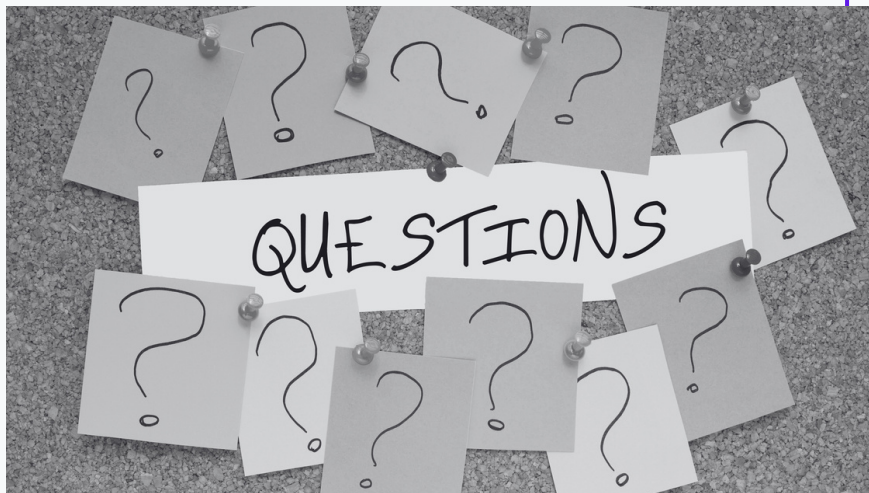
PART 2 - 5 min

We are different but at the same time we are all the same, everyone is on the same line.

PART 3 - 5 min

Show video about equality: [What is Equality? - YouTube](#) until minute 1:45

DEBRIEFING



- Are you surprised by what the people of your team revealed about themselves?
- Did you feel comfortable sharing these facts about yourself?



ACTIVITIES



15 pax



Approx. 10 minutes



• None



3 question mingle

Themes

- Icebreaker
- To get to know the group

Instructions

Each participant is given a piece of paper.

In five they will have to write down 3 questions (example: Do you have a brother or sister?).

Keep in mind to not be too personal.

Participant will have to walk around the room for 8 minutes.

While walking they will have to stop 1 person and ask them the 3 questions.

After they asked 1 person they can move on to another one.



ACTIVITIES



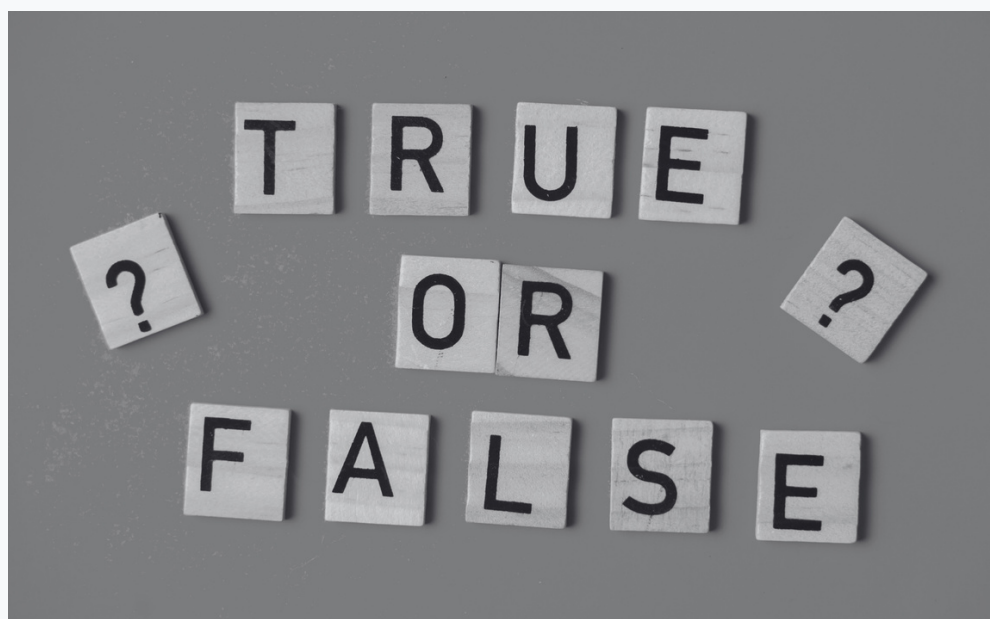
15 pax



Approx. 10 minutes



• None



2 truths 1 lie

Themes

- Icebreaker
- To get to know the group

Instructions

- Each participant will think of some facts about themselves. After that, they have to choose two real facts and make up a lie about themselves.
(eg. I have a sister (True), I speak 3 languages (True), I live in Italy (False))
- The other participants have to guess which one is the lie.



ACTIVITIES



15 pax



Approx. 10 minutes



• None



Bang Bang

Themes

- Icebreaker
- To get to know the group

Instructions

Participants get into a circle.

One participant will stand in the middle.

They will point to someone, and this person will duck down.

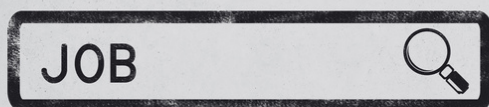
The 2 people on their side have to shout each other's name.

The first person who shouts the name correctly is the winner, the other is eliminated.

The winner takes the place of the person in the middle.



LOOKING FOR A JOB



CHAPTER 2

SUSTAINABILITY SKILLS AND ENTREPRENEURIAL MIND SET TO
FOSTER MIGRANT WOMEN EMPLOYABILITY AND UPSKILLING
POSSIBILITIES

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TABLE OF
ACTIVITIES

LOOKING FOR A
JOB

| | |
|--|----|
| INTRODUCTION | 30 |
| TIPS FOR CV | 31 |
| COVER LETTER | 32 |
| OBJECTIVES | 33 |
| ACTIVITIES | 35 |
| <i>Different Personalities, Different Jobs</i> | 35 |
| <i>Would you like to present yourself?</i> | 47 |
| <i>Feature your story</i> | 54 |
| EXTERNAL LINKS | 57 |

THEORY

Finding a job is a long process that requires patience and a lot of dynamic effort. It is important to take into consideration several aspects, such as how to make a good CV, how to write a proper cover letter, collect documents (e.g. references). Most important of all is to be able to adapt your background information according to the job you are applying for.

Self-assessment: It's important to understand your qualities and not to exaggerate on skills you don't have. Moreover, you need to find a job you like and according to your capabilities.

Research: Once you understand which job fits you better, it's important to do some research on your potential employers. It will show you are a dynamic/curious person.

Networking: It is the most important aspect. Creating network will help you accessing more job offers and to find your way.

Customize you application: It's important to modify your CV according to where you're applying. Employers will notice if you send always the standard CV.

Adaptability: Remember to always take up new challenges. It will help to diversify your Resume.

Job search strategies: Nowadays, it is really important to use social media to promote your job experiences. Do not forget to update your experiences not only on your CV but also on your social media, as well as every accomplishment you will achieve.



TIPS

STEP-BY-STEP GUIDE ON HOW TO WRITE A CV:

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Personal Information

Include your full name, contact (phone number, email address) and other relevant information.

Professional Summary/Objective:

You can write a small statement at the beginning that introduces yourself and summarizes your main skills, experiences, and career goals.

Work Experience:

- List your experience, from the most recent one
- Include the company's name, job position, dates, and a small description of responsibilities

Education and Qualifications:

- List your educational background, from highest degree
- Include the institution's name, qualifications and dates

Skills:

Use bullet points to include both hard skills (technical abilities) and soft skills (i.e. communication, team working, decision-making, etc.).

Additional Sections:

Include any additional information that may be relevant to the job you are applying to (e.g., certifications, licenses, interests, workshops, volunteering, publications, or language proficiency, etc.)

Further information:

- Check grammar and spelling errors.
- Use a clean easy to read CV template
- Keep it short (1-2 pages max)
- Adapt your CV to the job offer
- Keep your profile updated on a regular basis



WHY DO WE NEED TO PREPARE A COVER LETTER WHILE LOOKING FOR A JOB?



While everyone knows the importance of the CV, it is important to mention the relevance of the cover letter as well. The cover letter is a short introduction of yourself. Through the cover letter, the employer will have a better understanding of your written communication skills.

Here are some reasons why you need to write a cover letter:

Introduction: It's the direct channel you create with the hiring manager and help making a positive first impression

Expressing motivation/interest: Employers receives many Resumes, and this means they will read CVs very fast (approx. 3 seconds per CV, and 10 seconds per Cover Letter). While writing the cover letter you need to straight to the point and show you spent time during your research about the company

Highlighting Skills: Here you can mention the relevant skills for the job positions you are applying for

Addressing Potential Concerns: You can ask proactively concerns you may have. This will show interested in the job position you're applying for.

Differentiating Yourself from Other Candidates: Considering the high number of applications employers receive, it is important to have a strong cover letter that could differentiate yourself from the other candidates

Effective Communication Skills: The CV only is not enough material to show your verbal and written communication skills.

Requesting an Interview: In a cover letter, you can show your enthusiasm by proposing the possibility to have an interview.

A well-written cover letter can enhance your chances of getting noticed and securing an interview by showing qualifications, enthusiasm, and professionalism.



OBJECTIVES AND OUTCOMES

It's important to identify your specific objectives for looking for a job as they can guide your job search strategy and help you target the right opportunities. Consider what matters the most to you and what you hope to achieve in your career, and let those objectives drive your job search and decision-making process.

Preparing you CV

Creating a comprehensive CV will help you understand your strengths and weaknesses and it will allow you to adjust according to the job description.

Tailoring a Cover Letter

A cover letter is essential to distinguish yourself as an alternative and successful candidate.

Analysing the job description

This includes an analytical and critical understanding of the job description that will help you avoiding losing the time to send applications over and over again for jobs you don't fulfill the criteria for.

Gathering all the references and documents to apply for the job

Organizing all the documents you need to send for the application process and updating them will help you being more efficient and it will increase your opportunities to find better employment possibilities.

DIFFERENT PERSONALITIES, DIFFERENT JOBS

Looking for a job that suits you or that you are passionate about can be challenging, but there are a lot of opportunities out there. Nonetheless, when doing it, you should always keep in mind your interests, skills and ambitions.



Watch Video:
[How to Find Your
Passion and Make
it Your Job](#)

ICE BREAKER: Request the group to create two rows facing one another. Everybody should have a pair in front of them. Ask each pair facing each other to observe one another from a distance of 35cm, and to draw a portrait of the other and then reverse roles. When they finish, allow each other to show their creations.



ACTIVITIES



15 to 25 pax



Approx. 120 minutes



- Smartphone or computer with internet access
- Optional:
 - Sheets of paper
 - Pens/pencils

Different Personalities, Different Jobs

Overview

Applying for a job is a stressful moment. The right information and preparation can help to have a positive experience. For getting to know about careers, employment and how to find support. For reflection: How to find my potential? How to find a job for me?

Objectives

- To make a self-assessment of personality, skills, and interests (for the participant to learn more about herself).
- To show that there are many different jobs that could fit the participants and help them find one.
- To reflect about strengths, weaknesses, opportunities, and threats of certain jobs.

Themes

- Personality types
- Job search
- Resume



PART 1 - 15 mins

Find your personality type

First, all the participants should have a smartphone or a computer to make the free 16 Personalities Test (www.16personalities.com).

This personality test will attribute a personality to the person, depending on the answers. There are four main categories (explorers, analysts, diplomats, sentinels) and each family has subcategories. The participants should be divided in groups according to their results (explorers together in one, analysts in another, and so on).



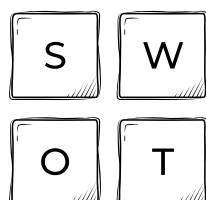
PART 2 - 30-35 min

Brainstorming - SWOT analysis

After the groups are divided, give them some time to read it.

The groups should now reflect and brainstorm to develop a SWOT analysis: considering the traits of each personality group and the jobs associated, the participants should think about eventual strengths, weaknesses, opportunities, the threats of these jobs (see Annex 1).

(Optional) If the provided jobs are too many, participants can agree and focus only on 2-3 of the jobs from the list.



PART 3 - 40-45 mins

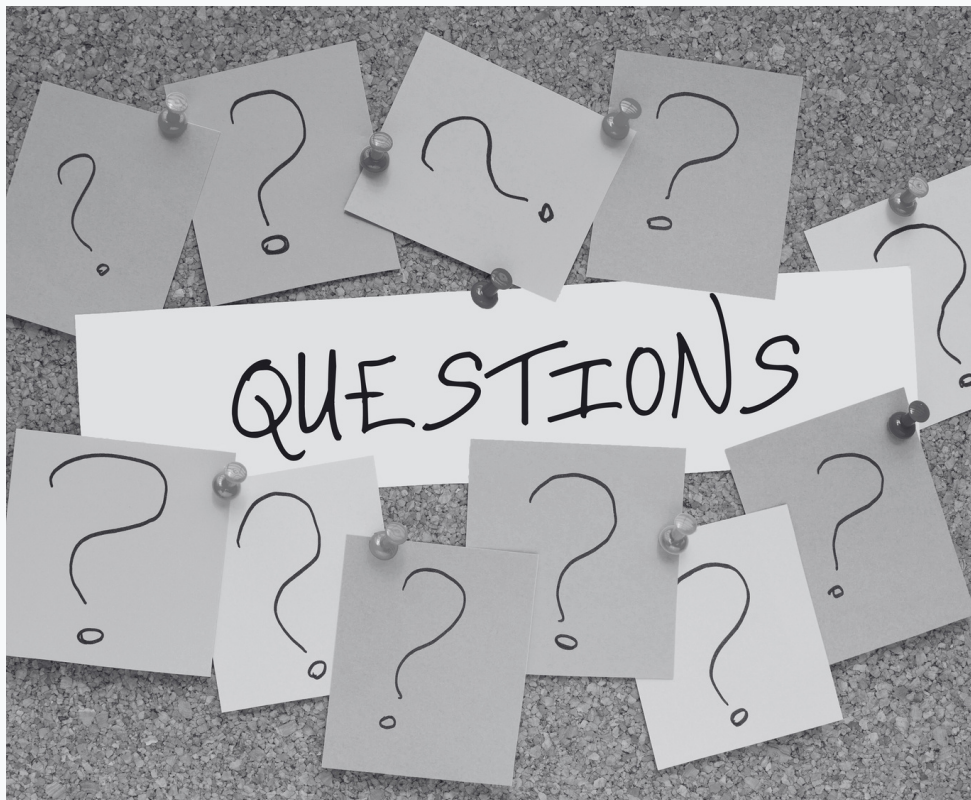
The 5 Ws

Distribute papers (in annex 2) with job offers for each group. The job offers should be distributed according to the personality category each group has (consult annex 1).

These job offers should be analyzed by each group, through the Five Ws: Who, What, When, Where, Why? The goal is to make the groups deal with a real-life job offer, skim through it, and understand if that job could be a good opportunity for them, e.g., what is the job about, what are the requisites, full-time or part-time, what are the participants' own perspectives on this job-offer, etc.

Finally, the groups have to present their conclusions (5 min), describing the job offers (and the skills needed).

DEBRIEFING



- Have you learned something new you about yourself or on how to look for a job?
- Summarize the key points covered in the workshop and highlight the importance of doing something that matches your personality.
- What was your experience while analyzing the job offers?

TIPS

Remind the participants that the personality test is just a tool to know more about yourself and that the careers that come from it are just suggestions, they should always take into consideration personal interests, skills, and ambitions they already have.



Job Opportunities according to Personality Test

| Family | Job | Higher Degree | Apprenticeship or Professional Course |
|---|----------------------|---------------|---------------------------------------|
| Explorers (Virtuous, Adventurous, Entrepreneur, Entertainer) | Carpenter/Woodworker | | ✓ |
| | Graphic designer | | ✓ |
| | Photographer | ✓ | ✓ |
| | Massage Therapist | | ✓ |
| | Sales representative | | |
| | Fitness instructor | | ✓ |
| | Nurse | ✓ | |
| | Event planner | ✓ | ✓ |
| | Performer | ✓ | ✓ |
| | Tour guide | | ✓ |

Job Opportunities according to Personality Test

| Family | Job | Higher Degree | Apprenticeship or Professional Course |
|--|---------------------|---------------|---------------------------------------|
| Analysts (Architect, Logician, Commander, Debater) | Architect | ✓ | |
| | Project manager | ✓ | |
| | Interior designer | ✓ | ✓ |
| | Real estate agent | | ✓ |
| | Computer programmer | ✓ | ✓ |
| | Data analyst | ✓ | |
| | Political leader | | ✓ |
| | Consultant | ✓ | |
| | Lawyer | ✓ | |
| | Professor | ✓ | |

Job Opportunities according to Personality Test

| Family | Job | Higher Degree | Apprenticeship or Professional Course |
|--|-------------------------|---------------|---------------------------------------|
| Diplomats (Advocate, Mediator, Protagonist, Campaigner) | Therapist | ✓ | |
| | Social worker | ✓ | |
| | Human resources manager | ✓ | |
| | Writer | | |
| | Teacher/professor | ✓ | |
| | Humanitarian worker | | ✓ |
| | Public relations | ✓ | ✓ |
| | Nonprofit manager | ✓ | ✓ |
| | Social media manager | ✓ | ✓ |
| | Event planner | | |
| | Designer | | |

Job Opportunities according to Personality Test

| Family | Job | Higher Degree | Apprenticeship or Professional Course |
|--|---------------------------------|---------------|---------------------------------------|
| Sentinels (Logistician, Defender) | Operations manger | ✓ | |
| | Supply Chain manager | ✓ | ✓ |
| | Database administrator | ✓ | |
| | Nurse | ✓ | |
| | Social worker | ✓ | |
| | Teacher/trainer | ✓ | |
| | Event planner | ✓ | |
| | Sales manager | ✓ | ✓ |
| | Logistics manager | ✓ | |
| | Human resources specialist | | |
| | Customer service representative | | |
| | Sales representative | | |

*LinkedIn Offers - Explorer***Photographer**

Photoshots · Como, Italy (On-site) · 322 applicants



Full-time · Entry level



10 -50 employees · Real Estate



Skills: Communication, Editorial Photography, Event Photography, Lighting, Photography, Product Photography, Studio Lighting, Studio Photography, Travel Photography, Video Production

APPLY **ABOUT THE JOB**

We are seeking a talented Photographer to capture the essence of our brand and bring our vision to life through captivating imagery. In this role, you will work closely with our marketing and design teams to create stunning visuals that resonate with our audience and showcase our products/services in the best possible light.

RESPONSIBILITIES:

- Conduct on-location and studio photoshoots for our products, events, and marketing campaigns.
- Produce high-quality images that align with our brand's style and storytelling objectives.
- Edit and retouch photos to enhance their visual appeal while maintaining authenticity.
- Collaborate with the creative team to brainstorm and implement new ideas for visual content.
- Ensure timely delivery of edited photos to meet project deadlines.
- Organize and maintain our photo library for easy accessibility and future use.
- Stay updated on photography trends and techniques to continuously improve your skills.

REQUIREMENTS:

- Previous experience as a Photographer with a focus on [type of photography, e.g., product, portrait, landscape].
- Proficiency in operating DSLR cameras and photo editing software (e.g., Adobe Photoshop, Lightroom).
- A keen eye for detail and a passion for storytelling through imagery.
- Strong time management skills to handle multiple projects simultaneously.
- Excellent communication and teamwork abilities to collaborate effectively with various teams.

HOW TO APPLY: IF YOU HAVE A PASSION FOR PHOTOGRAPHY AND A TALENT FOR VISUAL STORYTELLING, WE WOULD LOVE TO HEAR FROM YOU! TO APPLY, PLEASE SEND YOUR RESUME AND A LINK TO YOUR PORTFOLIO SHOWCASING YOUR PHOTOGRAPHY WORK TO

LinkedIn Offers - Analyst

Real Estate Agent



SoldIt· Thessaloniki, Greece (On - site) · 800 applicants



Full-time · Entry level



50 - 100 employees · Real Estate Agency



Skills: Commercial Property Sales, Customer Service, Marketing, Negotiation, Real Estate, Sales, Skill Development, Working Experience

APPLY 

ABOUT THE COMPANY

At SoldIt, we are a reputable real estate agency committed to delivering exceptional service and results to our clients. We take pride in our collaborative and supportive work environment, where our agents thrive and succeed.

RESPONSIBILITIES:

- Assist clients in buying, selling, and renting properties, providing expert guidance throughout the process.
- Conduct property viewings, showcasing the best features and benefits to potential buyers and tenants.
- Create and maintain strong relationships with clients, understanding their needs and preferences.
- Market properties effectively through various channels to attract potential buyers and tenants.
- Negotiate offers and contracts, ensuring favorable terms for all parties involved.
- Stay up-to-date with the local real estate market trends and property values.
- Collaborate with our team to achieve individual and company-wide sales goals.

REQUIREMENTS:

- Valid real estate license in Greece.
- Proven experience as a Real Estate Agent or in a related role.
- Strong communication and interpersonal skills.
- Customer-focused with a passion for helping clients achieve their real estate goals.
- Knowledge of local real estate laws and regulations.
- Goal-oriented, driven, and able to work independently.

HOW TO APPLY:

Ready to take your real estate career to new heights? Send your resume and a brief cover letter detailing your experience and achievements to info@soldit.com. Let's make a difference in the lives of our clients together!

LinkedIn Offers - Diplomat

Social Media Manager



Actfast · Stockholm, Sweden (Online) · 100 applicants



Full-time · Entry level



2 - 10 employees · Non Profit Organisation



Skills: Community Management, Copywriting, Editing, Instagram, Media Marketing, Social Media, Social Media Advertising, Social Media Marketing, Social Media Optimization (SMO), Writing

APPLY 

ABOUT THE JOB

As a Social Media Manager at Actfast, you will be at the forefront of our digital marketing efforts. You'll play a key role in building and executing engaging social media strategies that enhance our brand presence, connect with our audience, and drive meaningful engagement.

RESPONSIBILITIES:

- Develop and implement social media strategies to align with our marketing objectives and overall brand vision.
- Create engaging and shareable content for various social media platforms, including Facebook, Instagram, Twitter, LinkedIn, and more.
- Manage daily social media activities, including posting, monitoring, and responding to comments and messages.
- Analyze social media metrics and insights to measure the effectiveness of campaigns and make data-driven improvements.
- Stay updated on social media trends, best practices, and emerging platforms to keep our strategies fresh and relevant.
- Engage with our online community, building and nurturing relationships with our followers and advocates.
- Identify and engage with social media influencers and brand ambassadors to expand our reach.

REQUIREMENTS:




- Proven experience as a Social Media Manager or a similar role, with a strong portfolio showcasing successful social media campaigns.
- Familiarity with various social media platforms, tools, and analytics.
- Creative mindset with an eye for design and the ability to produce visually appealing social media assets.
- Strong organizational skills and the ability to manage multiple social media channels efficiently.
- Knowledge of current social media trends and best practices.
- Bachelor's degree in Marketing, Communications, or a related field is preferred but not mandatory.

HOW TO APPLY:

To apply for the role of Social Media Manager at [Company Name], please submit your resume, along with links to any relevant social media accounts or campaigns you have managed, to info@actfast.com

*LinkedIn Offers - Sentinel***Social Worker**

CareDay · Hamburg, Germany (On-site) · 600 applicants

 Full-time · Entry level 10 -50 employees · Healthcare Center Skills: Communication, Disability Services, Family Development, Intellectual Disabilities, Medication Management, Microsoft Excel, Microsoft Office, Skill Development, Social Services, Teamwork[APPLY](#) **ABOUT THE JOB**

As a Social Worker with CareDay, you will play a vital role in providing critical support and assistance to those in need. You will work closely with individuals and families facing various challenges, helping them navigate through difficult circumstances and providing them with the necessary resources and guidance.

RESPONSIBILITIES:

- Conduct assessments and interviews to understand clients' needs and develop personalized care plans.
- Provide counseling and emotional support to individuals and families dealing with social, emotional, and behavioral issues.
- Connect clients with appropriate community resources, such as housing, healthcare, employment assistance, and other social services.
- Maintain accurate and up-to-date records of client interactions and progress.
- Advocate for clients' rights and needs to ensure they receive the assistance and services they require.
- Participate in team meetings and case conferences to share insights and work collaboratively on complex cases.
- Stay informed about current social work practices, policies, and regulations to provide the best possible support to clients.

REQUIREMENTS:

- Bachelor's or Master's degree in Social Work or a related field.
- Previous experience in social work or related fields is an advantage, but we welcome enthusiastic new graduates as well.
- Excellent communication and interpersonal skills to build rapport with clients and work effectively with a diverse population.
- Compassion, empathy, and a strong desire to make a positive difference in people's lives.
- Organizational skills to manage caseloads and documentation efficiently.

HOW TO APPLY:

To apply for the position of Social Worker, please submit your resume and a brief cover letter detailing your interest and relevant experiences to info@careday.com

CV OR COVER LETTER? IMPORTANT DECISIONS

Having a good CV is one of the most important gateways for getting a job, since it is the first impression you pass to the company or place that offers the job you are applying to.



Watch Video:
[Why the best hire
might not have
the perfect
resume | Regina
Hartley.](#)

ACTIVITIES



15 to 25 pax



Approx. 100 minutes



- Flipchart or whiteboard
- markers
- sticky notes
- pens
- handouts (optional)



Would you like to present yourself?

Overview

Having a good CV is one of the most important gateways for getting a job, since it is the first impression you pass to the company or place that offers the job you are applying to.

This activity helps participants prepare for job applications by reflecting on personal, educational, and professional information, brainstorming CV features, assessing skills to reach the final stage of building a CV and learn more about LinkedIn.

Objectives

- To generally reflect how to present oneself when applying for a job.
- To think about how the participant would like to present themselves.
- To make a self-assessment of skills
- To learn how to write a CV

Themes

- Personality types
- Job search
- Cover letter



PART 1 - 5/10 mins

Introduction

Ask participants to write down basic information (name, age, nationality, education, professional qualifications, and other experiences). After that, they must reflect and write down 3-5 different things they would like to include in their CV (like skills, experiences, interests, etc.).

PART 2 - 20 min

Brainstorming

In pairs, the participants will discuss what they think about the features they want to include in their CV. During the brainstorm, participants can give feedback to each other of what they believe it is important to include.

PART 3 - 10 min

The tree of skills

Pick some of the questions from annex 1 and ask the participant to answer individually the questions to assess what skills they have.

Afterwards, the facilitator shows to the participants annex 2, a tree of skills. The tree has 4 different categories of skills (organizational, communication, technical and leadership).

Participants will brainstorm in groups to match their skills with one of the main categories (e.g. *How to use Word* could be in the category "**Technical**"). At the end of the exercise, give them the right answers.

Finally, a handout (annex 2.1) with different jobs and technical terms should be distributed.

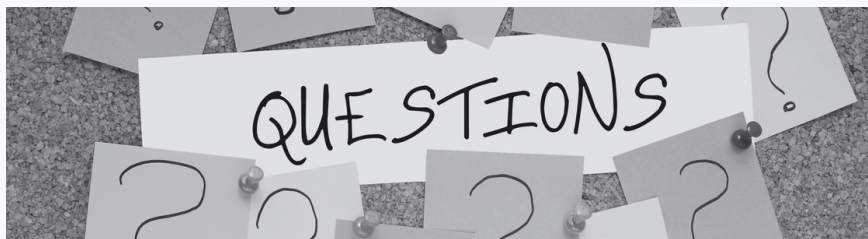
PART 4 - 30 min

Write your own CV

Once they have created the draft of their skills, competencies and basic information, participants are now ready to fill a standard template for their own CV (a sample of a built CV is in annex 3).

(*Optional*) The facilitator can show the participants how to build their own LinkedIn profiles (check available links in the [external links](#) section).

DEBRIEFING



Did you feel it is hard to build a good CV?

After this activity, do you feel ready to apply to a job offer?

Provide participants with any additional resources or handouts (for instance, LinkedIn suggestions or an example of a good CV).

Conclude the workshop by encouraging participants to apply the skills learned in their real lives.



ANNEX 1

QUESTIONS

- Can you prepare meals?*
- Can you keep your house clean and tidy?*
- Are you organized?
- Do you work well under pressure?
- Do you adapt easily?
- Can you effectively manage your time and prioritize tasks?
- Do you keep your workspace organized?
- Are you good at planning and coordinating?*

ORGANIZATIONAL SKILLS

- Is it easy for you to communicate?
- Do you speak other languages?
- Can you clearly write a document/report?
- Are you comfortable expressing your ideas and opinions to others?
- Are you a good listener during conversations or meetings?
- Can you deliver presentations to a diverse audience?
- Can you write clear and concise emails?*
- Do you have customer service experience?

COMMUNICATION SKILLS

- Can you use tools such as Word, Excel, PowerPoint?
- Can you use software tools for graphic design, video editing, or other creative purposes?
- Do you cook well?
- Can you drive?
- Do you have experience using industry equipment or machinery?

TECHNICAL SKILLS

- Are you good at negotiating?*
- Are you good at argumentation?*
- Are you able to inspire and motivate people?
- Can you delegate tasks effectively while providing guidance?
- Are you good at managing/mediating conflicts?*
- Are you good at making decisions?

LEADERSHIP SKILLS

ANNEX 2

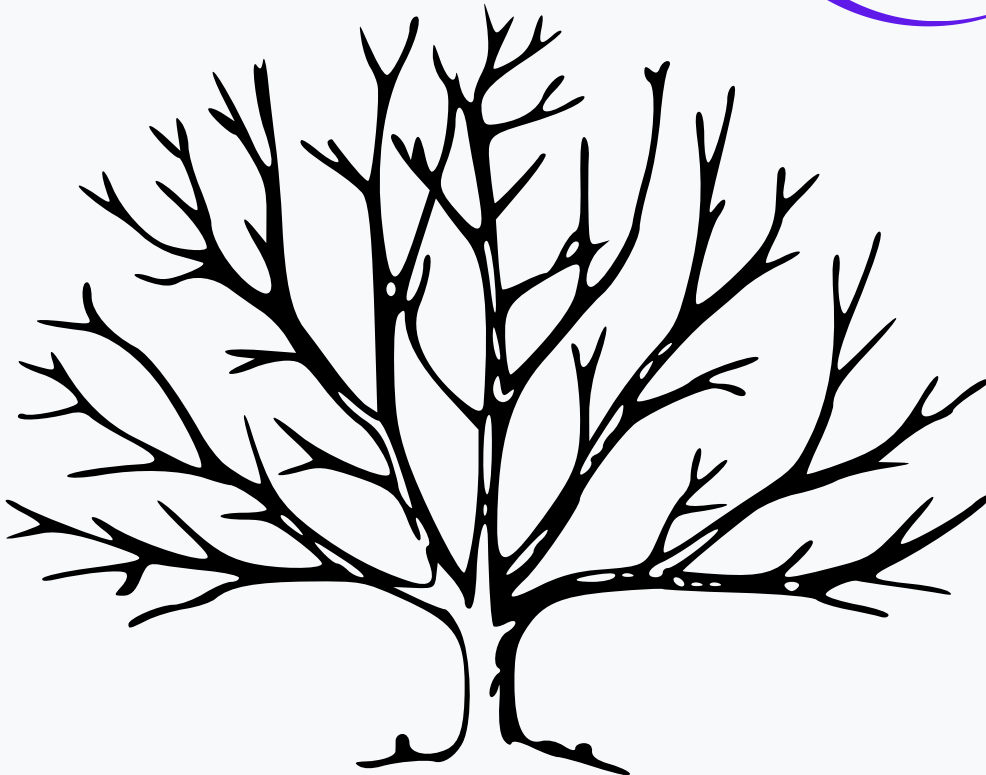
Leadership



Communication



TREE



Technical



SKILLS

Organization



ANNEX 2.1

JOBS/SKILLS

Cleaning a house
Worked in a store
Cooked in a restaurant
Serving
Prepared drinks
In charge of a supermarket
Organized events
Organized data
Assisted teachers in school
Designed posters, marketing
Janitor
Play sports
Play an instrument
Volunteered
Internship
Logistics
Cut hair
Sell products
Administrative work
Call-center work
Plant, maintain garden

TECHNICAL TERM

Cleaning services/housekeeper
Sales associate
Chef/Cook
Waitress
Bartender
Retail manager
Events manager
Data analyst
Teacher's assistant
Web designer
Custodian
Recreational athletics
Instrument skills/proficiency
Volunteer
Intern/trainee
Logistics coordinator
Hairstylist
Sales representative
Administrative assistant
Customer Service Representative
Gardener

ANNEX 3

SAMPLE



**Martha
Blevins**

High School Teacher

[linkedin.com/in/name](#)
hello@reallygreatsite.com
+123-456-7890
www.reallygreatsite.com
Click [here](#) for my portfolio

Work Experience



High School Teacher

Cordale High School

March 2022 to August 2025 (3 years, 5 months)

- Improved students' overall grades by 10% by facilitating discussions about art appreciation and aesthetic concepts
- Increased art club participation by 5% by spearheading the annual student art exhibition
- Taught creative techniques in drawing, painting, and printmaking. Moderates student art club as teacher-adviser



Freelance Photographer

Corentin Design

November 2020 to January 2022 (1 year, 2 months)

- Achieved a 10% growth in monthly projects by collaborating with other creative professionals, including graphic designers and art directors
- Boosted monthly clients by 5% by introducing a wide array of equipment, including cameras, lenses, lights, and image editing software
- Applied creativity in designing eye-catching visuals. Supervised printing, production, and publishing of client-approved output

Relevant Skills

- Graphic Design
- Digital Art
- Creative Thinking & Effective Communication

ANNEX 3.1

SAMPLE TO FILL

About Me



Contacts

Work Experience

Education

Relevant Skills

ACTIVITIES



15 to 25 pax



Approx. 50 minutes



- Smartphone
- Optional:
 - Paper
 - Pens, pencils



Feature your story

Overview

Cover letters work almost like a business card. Having a good cover letter is fundamental when applying for a job as it serves as a customized introduction and complements your CV. This activity aims to show how to create one.

Objectives

- To learn the importance of a cover letter
- To learn how to build a good cover letter, summarizing key points of the CV.
- To have examples of what is a good and a bad cover letter.

Themes

- CV Planning
- Cover letter building
- Critical Thinking



PART 1 - 10 mins Introduction

The participants should be shown an example of what a good cover letter looks like (annex 1). (*Optional*) The facilitator analyzes the example with the participants.

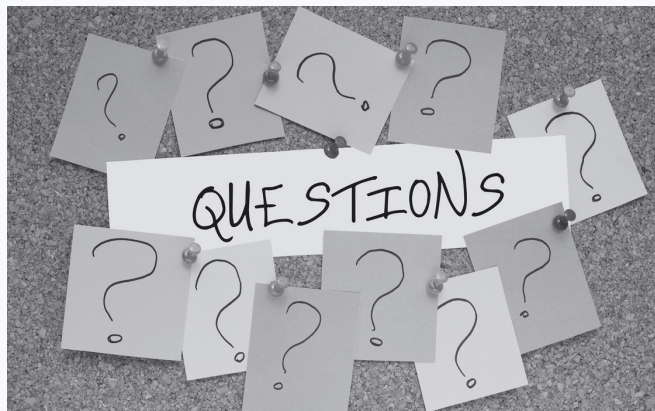
PART 2 - 30 min Writing each other's cover letter

Ask participants to make pairs. Each participant should describe herself to her pair (name, age, nationality, education, professional experience, main skills, why you want to work in the field and why you should be hired). Each person should write a cover letter for their respective pair.

PART 3 - 10 min Debriefing

The participant should now have her cover letter written by her pair. After reading it, each pair should go through some debriefing questions and try to understand together what can be improved.

DEBRIEFING



Do you think the cover letter written by your partner describes you well/properly?
Do you think receiving an external perspective is a useful exercise of introspection/self-analysis?
Do you think this activity gives you a more detailed picture about your strengths and weaknesses that the first activity helped you detect?



ANNEX 1

Krishna Rama
Marketing Specialist
18, Rimi Chowk, Pune - 309934
+91 40 00564786
krishnarama@email.com

Pune, 10 November 2021

Yamini Mathai
Hiring manager
XYZ company
78, Yerwada, Pune - 212383

Dear Mrs Mathai,

As a lifelong enthusiast of XYZ's marketing initiatives, I was thrilled to see your posting for the position of Digital Marketing Manager. I am positive I can help with XYZ's upcoming challenges. I have experience in leading successful national online campaigns with budgets over ₹2,20,00,000. What is more, I have succeeded at expanding ABC's client base by 18% since 2015.

In my current position at ABC, I have supervised all phases of our online marketing initiatives, both technical and creative. Last year, my key challenge was to design and optimize nine product websites for ABC's most strategic products and improve our SEO results, as well as enhancing the UX. Here we are a year later:

- Eight of the nine websites I optimized have achieved and secured their spot in the top 3 results on Google. These are organic, non-paid results for 10+ key search terms;
- The incoming search engine traffic to all nine websites comprises 47% of the total organic traffic for key terms and phrases.

I know that XYZ's current plans involve developing a comprehensive online portal focused on healthcare-related issues. This project is a perfect match for my personal and professional interests and an exciting opportunity to create a unique online base of knowledge for patients and healthcare professionals. I would love to leverage my knowledge of SEO marketing and online growth marketing to achieve groundbreaking results with this initiative.

I would welcome the chance to discuss your digital marketing objectives and show you how my success at ABC can translate into digital and online marketing growth for XYZ.

Krishna Rama
krishnarama@email.com
+91 40 00564786

P.S. – I would also value the opportunity to show you how my e-detailing solutions grew the combined sales of three ABC flagship products by a record-breaking 13% in one year.

EXTERNAL LINKS

LITERATURE

How Do I Create a Good LinkedIn Profile?

<https://www.linkedin.com/help/linkedin/answer/a554351/how-do-i-create-a-good-linkedin-profile-?lang=en>

Cover letters: The good and the bad

<https://www.seek.com.au/career-advice/article/cover-letters-the-good-and-the-bad>

How to make a good impression in a Virtual Interview:

[Resume.io](https://www.resume.io)

REFERENCES:

Looking for a job? Highlight your ability, not your experience | Jason Shen

<https://www.youtube.com/watch?v=guXxy8LH2QM>



Burn Your Old Resume, the Future of Work Is Here | Kerri Twigg | TEDxWinnipeg

<https://www.youtube.com/watch?v=YA400nwQhLE>



LinkedIn's Community: A Superpower Hiding in Plain Sight | Sandra Long | TEDxFergusonLibrary

<https://www.youtube.com/watch?v=uwWRArh8wAY>



FACING A JOB INTERVIEW



CHAPTER 3

SUSTAINABILITY SKILLS AND ENTREPRENEURIAL MIND SET TO
FOSTER MIGRANT WOMEN EMPLOYABILITY AND UPSKILLING
POSSIBILITIES

STEP-UP | ERASMUS+ KA2

TABLE OF
ACTIVITIES

FACING A
JOB INTERVIEW

| | |
|---|----|
| INTRODUCTION | 60 |
| TIPS FOR INTERVIEW | 61 |
| JOB INTERVIEW | 63 |
| OBJECTIVES | 64 |
| ACTIVITIES | 66 |
| <i>Beyond Words: The Power of Non-Verbal Communication</i> | 66 |
| <i>Communication Breakthrough: Building Effective Skills Together</i> | 69 |
| <i>Building Self-Confidence: Step into Your Power!</i> | 74 |
| EXTERNAL LINKS | 76 |

THEORY

Theories on job interviews have evolved over time, aiming to understand and improve the effectiveness of the interview process. One such theory is the "Structured Behavioral Interview," which suggests that using standardized questions and evaluating candidates based on specific behavioral criteria can lead to more accurate and consistent hiring decisions. Another theory is the "Situational Interview," where candidates are asked to respond to hypothetical scenarios to assess how they would handle real-life work situations. These theories highlight the importance of a well-structured and fair interview process to identify the best-fit candidates for a particular role, ultimately contributing to successful hiring outcomes for organizations.

One theory on job interviews is the "Person-Environment Fit" theory, which emphasizes the alignment between the individual's characteristics and the work environment. According to this theory, a successful job interview involves assessing the candidate's values, personality traits, and skills to ensure they align with the company's culture and job requirements. When there is a strong fit between the candidate and the organization, it leads to higher job satisfaction, better performance, and longer-term commitment to the company. This theory underlines the significance of not only evaluating a candidate's qualifications but also considering how well they will integrate and thrive within the company's unique work environment.



TIPS

HOW TO PREPARE THE JOB INTERVIEW



ONSITE



Research the company and position

Analyse the profile of the company to understand if your skills match for the position you're applying for.

Know your resume by heart:

Be prepared to answer every questions you might receive during the interview

Practice Mock Interviews:

Be prepared to answer possible questions and anticipate what they might ask you.

Remember the dress code:

Dress appropriately according to the dress code of the Company

Prepare your own questions:

Come up with some questions regarding companies' policies, code of conduct, salary, benefits, etc.

Bring necessary documents:

Be prepared to bring the necessary documentation and additional copies to hand to the interviewer.

Arrive early:

Plan your journey and show up earlier than the interview

Be mindful of body language:

During the interview, maintain eye contact, offer a firm handshake, and display positive body language.

Follow up after the interview

Send a thank-you email or note to the interviewer(s) within 24 hours of the interview. Express your appreciation for their time and reiterate your interest in the position.



Test your technology

Make sure your devices and internet connection are working properly.

Choose a suitable location

Find a good spot (not too dark, not too light) and make sure the background is clear. It's better not to use virtual background.

Dress professionally

Dressing even if you are home will boost your confidence and make a positive impression.

Research the company

Understanding the company's profile will help you define your roles and to show proactiveness.

Practice with mock interviews

Conduct practice interviews with friends or family members over video calls. Their feedback can be valuable in improving your interview skills.

Be aware of your body language

Non-verbal cues are still essential in virtual interviews. Maintain good eye contact by looking at the camera, sit up straight, and avoid fidgeting.

Manage your time

Be punctual, interviews online are more structured, and may contain tests/exercises.

Have necessary documents ready

Keep your documents ready in case you need to provide additional information.

Follow up after the interview

Send a thank-you email to the interviewer(s) within 24 hours of the interview. Express your appreciation for the opportunity and reaffirm your interest in the position.

TIPS

HOW TO PREPARE THE JOB INTERVIEW



ONLINE



WHY DO WE NEED TO LEARN HOW TO PREPARE FOR A JOB INTERVIEW?



Job interview can happen under different circumstances and it is really important to understand which are the obstacles and elements one can use in order to stand out with the hiring personnel.

It is crucial to understand how to behave during the interviews, due to:

Competitive Job Market: Access to education and better living conditions have boost high competitiveness. Being ready for the interview will place you one step ahead.

Confidence Building: It is important to be confident in your own means. This will deliver a more effective communication of your skills.

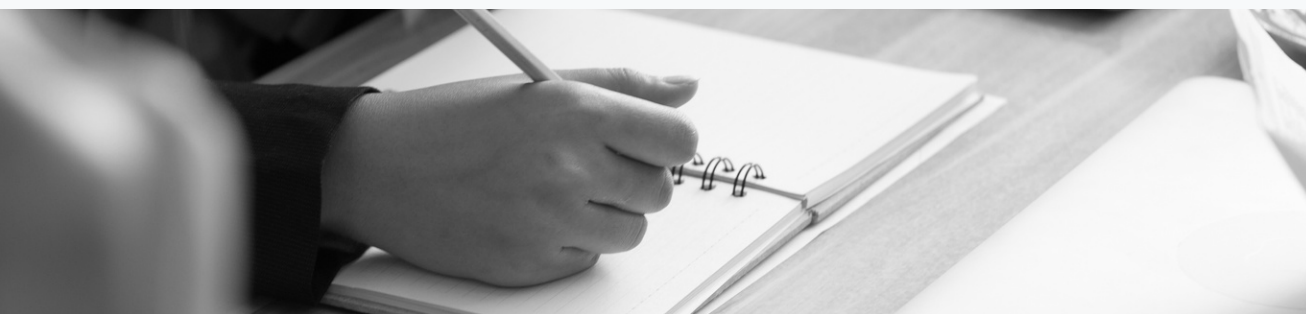
Customizing Responses: To be able to anticipate potential questions will help the hiring person to understand your strenghts for the job position.

Addressing Weaknesses: Being able to identify your weaknesses will help you addressing them during the interview and portray the committment to work and improve those areas.

Handling Nerves: Anxiety is an essential component one should learn how to deal. Mistakes can happen but it should not stop you from showcasing your skills.

Professional Image and establishing connection: By being prepared it shows professionalism and it is very appreciated. Furthermore, it is possible to find common points with the interviewers that could help showcase your potential.

Negotiation and Next Steps: Proper preparation enables you to discuss salary expectations and benefits confidently.



OBJECTIVES AND OUTCOMES

The aim of this workshop is to give practical knowledge to participants as to how they should prepare for a job interview and how they may face the interview.

Prepare for the interview

Find about the company (values, dresscode, level of formality etc)

Read the job description again to be prepared for job tasks related questions

Arrange the certificates and a printed CV in a docket/file to take to the interview

Planning your travel to reach earlier than the set time.

Online interview: where to set the computer, prepare the environment

Facing the interview

How to greet the interview panel/ person

Be aware of your body language and posture

Examples of general questions

Prepare your questions

Do Research about the company

How to close the interview

Practice with a mock interview

BEYOND WORDS: THE POWER OF NON-VERBAL COMMUNICATION

Within the framework of general EU laws, employees have the right to request time off from work, including requesting a day off for personal reasons, medical appointments, or other legitimate purposes. However, employers may have their own policies and procedures for requesting time off, and these may vary by country and employer.



Watch Video:
[Your body
language may
shape who you
are | Amy Cuddy](#)

ICE BREAKER: Divide participants in couple and give them 5 minutes to present themselves to their pair. The presentation must include their name, interests, skills and personal qualities.

Ask each participant to introduce their partner to the other participants

ACTIVITIES



2–32 pax



Approx. 80 minutes



• None



Beyond Words: The Power of Non-Verbal Communication

Overview

All of your nonverbal behaviors—the gestures you make, your posture, your tone of voice, how much eye contact you make—send strong messages. They can put people at ease, build trust, and draw others towards you, or they can offend, confuse, and undermine what you're trying to convey

Objectives

- To prepare participants for a job interview.
- To raise awareness on the importance of gestures, facial expressions, and body language during the interview.
- To provide practical advice to develop non-verbal communication skills.
- To help participants to identify the most appropriate gestures and expressions for effective non-verbal communication.

Themes

- Emotional Intelligence
- Empathy
- Body Language
- Public Speaking



PART 1 - 5 min

Form groups of 5/6 people and do a round table discussion by asking participants to list the elements of non-verbal communication according to them.

After the exercise, bring the groups together and discuss with all the participants the answers that have been given and complete the elements of non-verbal communication that have not been mentioned.

PART 2 - 45 min

Form groups of 2 people and provide participants with a list of common gestures, postures, and facial expressions and ask them to reproduce them on a turn-by-turn basis and try to guess the emotion being expressed.

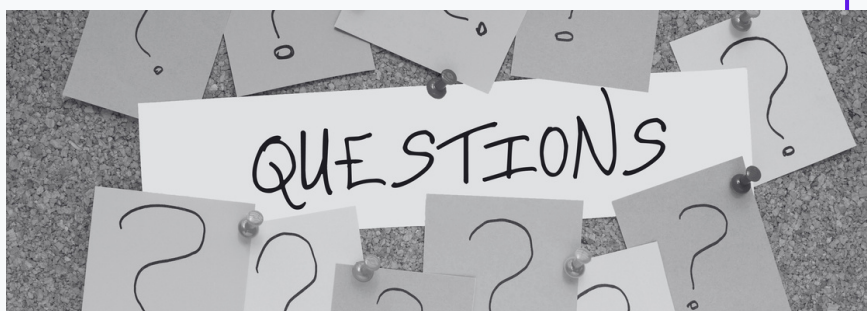
Provide participants with job interview scenarios (see Annex 1) that they can mime using only non-verbal communication. Instruct participants that they will not be allowed to speak during the interview but that they will be able to use gestures, facial expressions, and body language.

(Optional) Other participants will have to guess the scenario according to the imitations

PART 3 - 20 min

After each scenario, discuss with participants what worked well in terms of non-verbal communication and what could be improved.

DEBRIEFING



Ask participants to reflect on what they learned about non-verbal communication in a job interview.

Discuss the different strategies they have used to improve their non-verbal communication and how they can apply these skills to their next interview.

TIPS

The facilitator should have a list of all the elements of non-verbal communication and prepare job interview scenarios to help participants to practice non-verbal communication.



ANNEX 1

JOB INTERVIEW SCENARIOS

Scenario 1: The Confident Candidate

Participants will portray a candidate who is assertive, confident in expressing their ideas and opinions, and well-prepared for the job interview.

Scenario 2: The Nervous Candidate

In this scenario, the participant will portray a nervous and anxious candidate.

Scenario 3: The Engaging and collaborative candidate

In this scenario, the participant will portray a confident, professional and assertive candidate.

Questions that can be asked during the role play:

- Can you tell me about yourself and your background?
- Why are you interested in working for our organization?
- Tell me about a time when you had to handle a difficult coworker or client.
- What are your long-term career goals, and how does this position align with them?

ELEMENTS OF NON-VERBAL COMMUNICATION:

Proxemics: use of personal space and distance in communication.

Body Language: use of posture, gestures, and movements of the body including hand gestures, body orientation, stance, and overall body movements.

Facial Expressions: movements and positions of the facial muscles that express emotions: joy, surprise, disgust, sadness, anger, fear...

Eye Contact: gaze and eye movements.

Paralinguistics: non-verbal vocal cues accompanying speech, It includes the timbre and volume of the voice, the rhythm of words, sentence breaks, such as tone of voice, and emphasis.

Touch: use of physical contact to communicate emotions, support, comfort, or control. Touch can vary in intensity, duration, and appropriateness based on cultural norms and the relationship between individuals.

Appearance: physical presentation, including clothing, grooming, and personal style, which communicates social identity, professionalism, and cultural affiliations.

Artifacts: Objects or accessories used to convey messages or symbolize certain meanings, such as jewelry, tattoos, clothing accessories, or even the arrangement of personal items in a workspace.

Chronemics: use of time in communication, including the pace of speech, punctuality, waiting, and response times.

ACTIVITIES



2-32 pax



Approx. 90 minutes



- Whiteboard or flip chart
- Markers
- Handouts with communication tips and techniques
- Note cards or sticky notes
- Timer or stopwatch



Active Listening by Communicating

Overview

This activity is divided in two parts. In the first session, the participants will understand the complexity of Active Listening, while in the second part they will analyse the communication strategies, how to give and receive a feedback while developing empathy.

Objectives

- The non-formal education activity aims to help participants develop effective communication skills in a supportive and interactive environment. Through engaging exercises and discussions, participants will enhance their verbal and nonverbal communication abilities, active listening, and empathy.

Themes

- Active Listening
- Empathy
- Communication



PART 1 – 25 min

The activity starts with an active listening exercise. In order to facilitate the exercise, split the groups in 4-5 people. Ask them to think about one topic of their choice (e.g., hobbies, favorite books, dream vacations, etc.).

Choose 2 volunteers: one will describe an even of their choice (speaker), the other will be the (active) listener without interrupting.

Explain to the participants that everyone can take note of the dialogue, while the active listener can just take mental notes.

PART 2 – 25 min

After the conversation is over, the active listener should write down all the elements he/she remembered. The same task will be undertaken by the other participants.

Match the responses and see how different are the results.

After getting the results, explain the importance of active listening and introduce a list of effective active listening techniques (annex 1).

Discuss the importance of using these techniques during the job interview and in the daily communication, and repeat the exercise.

PART 3 – 10 min

For the second part of the workshop, introduce the concept of communication through verbal and non-verbal techniques.

Discuss the importance of nonverbal clues in communication, such as body language, facial expressions, and gestures.

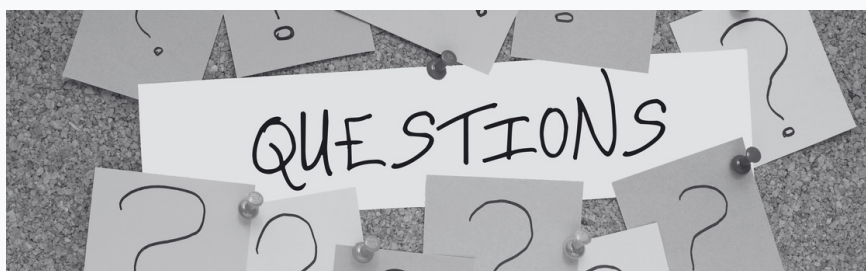
Explain the participants the importance of giving/receiving feedback.

In pairs, participants will be provide with scenario (annex 2) and they need to prepare to give their feedback (see annex 3 for different feedback strategy).

PART 4 – 20 min

Conclude the workshop with an empathy-building activity. After they write down a particular challenging situation they experience, ask them to share it with their partner. The partner should try to give supportive and empathetic responses.

DEBRIEFING



Encourage participants to ask any remaining questions or seek advice on specific communication challenges they might be facing. Summarize the main points and provide handouts with communication tips for them to take home. Discuss the different strategies they have used to improve their non-verbal communication and how they can apply these skills to their next interview.



ANNEX 1

ACTIVE LISTENING TECHNIQUES

Maintain Eye Contact: Establish and maintain appropriate eye contact with the speaker. It shows you are attentive and interested in what they are saying.

Give Nonverbal Feedback: Use nodding, smiling, and other facial expressions to show that you are actively engaged in the conversation.

Avoid Interruptions: Allow the speaker to express their thoughts without interrupting. Wait for them to finish speaking before responding.

Use Open Body Language: Keep an open posture, facing the speaker, to demonstrate your willingness to listen.

Paraphrase: Restate what the speaker said in your own words to confirm your understanding and show that you are paying attention.

Summarize: At appropriate intervals, summarize the key points the speaker has made to reinforce your comprehension.

Ask Clarifying Questions: If something is unclear, ask open-ended questions to seek clarification and encourage the speaker to elaborate.

Reflect Emotions: Acknowledge and reflect the speaker's emotions to show empathy and understanding. For example, "It sounds like you felt really excited about that."

Provide Encouragement: Use encouraging phrases like "I see," "Go on," or "Tell me more" to demonstrate your interest in the conversation.

Avoid Distractions: Minimize distractions during the conversation, such as looking at your phone or being preoccupied with other tasks.

Avoid Judging: Refrain from making judgments or forming opinions prematurely. Allow the speaker to express themselves freely.

Be Patient: Some people may take time to express themselves or find the right words. Be patient and give them the space to do so.

Practice Empathy: Try to understand the speaker's perspective, emotions, and underlying feelings to connect on a deeper level.

Maintain Focus: Concentrate on the speaker's message and avoid letting your mind wander or thinking about what you'll say next.

Show Appreciation: Express gratitude and appreciation for the speaker sharing their thoughts or experiences with you.

ANNEX 2

SCENARIO ON FEEDBACK

SCENARIO 1

Sarah recently gave a presentation to a small group about a new marketing campaign for a product. Alex, a colleague, was present during the presentation and has been asked to provide feedback on Sarah's performance.

SCENARIO 2

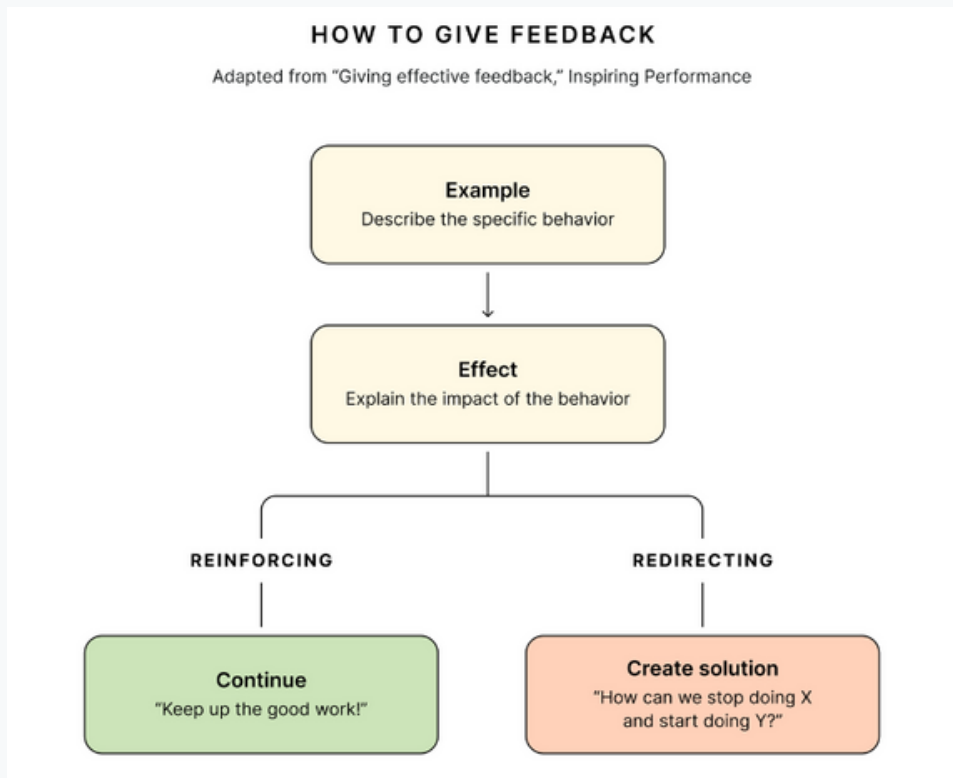
Sarah recently submitted a report on a project that John needed to review. After going through the report, John noticed some areas where the report excelled and a few aspects that could be improved for better clarity and impact. John decides to schedule a meeting with Sarah to provide constructive feedback on her report.

SCENARIO 3

Emily, who has been assigned to review James' project report, has carefully gone through the document and identified areas for improvement. She wants to offer constructive feedback to help James enhance the report's quality and presentation. They have scheduled a feedback meeting to discuss the findings.

ANNEX 3

FEEDBACK STRUCTURE



EXAMPLE 1

The Fact that...
It make me feel...
My suggestion is

EXAMPLE 2

Something I really
appreciate about
you is....

EXAMPLE 3

I think you did a great
job when you.... It
showed that you had....

EXAMPLE 4

I would love to see
you do more of X as
it relates to Y

EXAMPLE 5

I really think you have a
superpower around X

EXAMPLE 6

One of the things I
admire about you is...

EXAMPLE 7

I can see you're having
a positive impact in...

ACTIVITIES



2-32 pax



Approx. 90 minutes



- Whiteboard or flip chart
- Markers
- Handouts with self-confidence tips and techniques
- Note cards or sticky notes
- Timer or stopwatch

Building Self-Confidence: Step into Your Power!

Overview

In this confidence-building workshop, participants start with an icebreaker to foster positivity, delve into self-confidence's definition and importance, learn its benefits for personal and professional success, engage in self-reflection, discuss strategies against self-doubt, create self-affirmations, explore body language's link to confidence through power poses, practice constructive feedback, and conclude with a group discussion on applying these techniques in daily life.

Objectives

- The non-formal education activity aims to empower participants to build self-confidence and foster a positive self-image. Through interactive exercises and group discussions, participants will learn practical strategies to boost their self-confidence and overcome self-doubt.



PART 1 – 5 min

Start with an icebreaker activity that encourages participants to share one thing they appreciate about themselves. This sets a positive tone for the session.

PART 2 – 15 min

Lead a discussion on the definition of self-confidence and its importance in personal and professional life. Discuss the benefits of having self-confidence and the impact it can have on achieving goals.

PART 3 – 10 min

Guide participants through a self-reflection exercise to identify their strengths, skills, and past accomplishments. Encourage them to write these down on note cards or sticky notes.

PART 4 – 15 min

Discuss common sources of self-doubt and negative self-talk. Facilitate a group brainstorming session on strategies to challenge and overcome self-doubt.

PART 5 – 10 min

Introduce the concept of self-affirmations and positive visualization. Provide examples of affirmations and guide participants in creating their own. Encourage them to practice positive visualization of achieving their goals.

PART 6 – 15 min

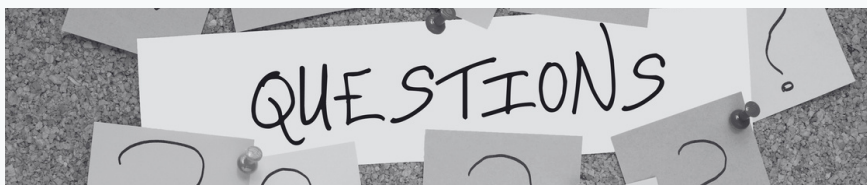
Explain the link between body language and confidence. Demonstrate power poses and encourage participants to practice them to boost their self-assurance.

PART 7 – 20 min

Pair participants and have them take turns giving and receiving constructive feedback. This exercise helps build confidence in giving and receiving feedback in a supportive environment.

Facilitate a group discussion on participants' experiences during the activity. Encourage them to share insights gained and how they plan to apply the techniques in their daily lives.

DEBRIEFING



Allow time for participants to ask questions or seek further advice on building self-confidence. Summarize the main takeaways and provide handouts with self-confidence tips for them to take home.



EXTERNAL LINKS

LITERATURE

30 Best tips to prepare an interview in 2022:

<https://www.themuse.com/advice/the-ultimate-interview-guide-30-prep-tips-for-job-interview-success>

How to make a good impression in a Virtual Interview:

<https://joinhandshake.com/blog/students/how-to-make-a-good-impression-in-a-virtual-job-interview/>

REFERENCES:

Mastering the Art of Interview | Ashley Rizzotto:

<https://www.youtube.com/watch?v=ppf9j8x0LA8&t=319s>



5 Clever Virtual Interview Tips According to Psychology - Ace that Zoom!

<https://www.youtube.com/watch?v=YPH9PONqDbo>



FIRST DAY AT WORK



CHAPTER 4

SUSTAINABILITY SKILLS AND ENTREPRENEURIAL MIND SET TO
FOSTER MIGRANT WOMEN EMPLOYABILITY AND UPSKILLING
POSSIBILITIES

STEP-UP | ERASMUS+ KA2

TABLE OF
ACTIVITIES

FIRST DAY
AT WORK

| | |
|-----------------------------------|-----|
| INTRODUCTION | 79 |
| ONBOARDING | 80 |
| TIPS FOR DRESS CODE | 81 |
| OBJECTIVES | 82 |
| ACTIVITIES | 84 |
| <i>It is (not that) serious..</i> | 84 |
| <i>Mastering Work Etiquette</i> | 93 |
| <i>Find a Friend</i> | 97 |
| <i>Egg Drop Activity</i> | 100 |
| EXTERNAL LINKS | 102 |

THEORY

A new day is starting! Excitement and a little nervousness are behind the corner. Yet, here there are few suggestions for you to have a successful first day.

Be punctual: It's important to give a good impression by being on time!

Be Friendly: Smile and show genuine interest into getting to know tyour company and colleagues

Listen actively: Pay attention to everything that is happening without being directly involved.

Take initiative and be open minded: Show enthusiasm and curiosity to learn. Offering help is always a good icebreaker. Taking up new challenges can be a valuable asset.

Dress code and code of conduct: dress appropriately and check the code of conduct in order not to misbehave.

Ask Questions and seek feedback: don't be afraid to do an extra question or ot ask for feedback, being proactive is always an added value.

Take Breaks: Don't forget to take breaks to take rest and recharge during the day



ONBOARDING

This chapter delves into the crucial role of induction in shaping workplace culture, emphasizing the excitement, nervousness, and anticipation experienced by employees on their first day at work.

The first moments an employee spends in a new workplace set the tone for their entire experience. The first day is the day when the expectations, norms and values of the organisation become tangible. It is the day when employees begin to form their first perceptions of the company's culture, and these perceptions can influence their job satisfaction, performance and commitment over time.

Onboarding is a complex process that integrates new employees into the organization and its culture. A well-structured induction program promotes a sense of belonging and alignment with the company's values. Effective onboarding shapes workplace culture, increasing job satisfaction and engagement, while poorly executed processes can lead to confusion and frustration.

In this section, we will examine the key components of a successful recruitment process that can contribute significantly to shaping workplace culture. This includes the following:

Clear Expectations: Setting clear expectations about job roles, performance standards and the values of the organisation from day one.

Social Integration: Encouraging interaction with colleagues and providing opportunities to build social bonds at work.

Training and Development: Providing the necessary training and development opportunities to improve knowledge and skills.

Cultural Assimilation: Integrating newcomers into the corporate culture, emphasising values and promoting alignment with the company's mission.



TIPS

STEP-BY-STEP GUIDE ON DIFFERENT TYPES OF DRESS-CODE:

STEP - UP
ERASMUS+ | KA2



Formal or Business Professional:

This dress code is common in traditional and corporate environments. Men typically wear suits with ties, dress shirts, and formal shoes. Women may wear tailored suits, dresses, or blouses with skirts or dress pants. Neutral colors and conservative styles are usually preferred.

Business Casual:

Business casual is a more relaxed dress code while still maintaining a professional appearance. Men might wear dress pants or khakis with collared shirts or sweaters. Ties are often optional. Women can wear dress pants, skirts, blouses, or casual dresses.

Casual:

Some offices have a casual dress code, particularly in creative or tech industries. Jeans, t-shirts, and sneakers might be acceptable. However, it's essential to maintain a neat and tidy appearance even in casual attire.

Smart Casual:

Smart casual is a step above casual, with a mix of informal and formal clothing. It might include dress pants or skirts with a more relaxed top or a casual dress paired with appropriate shoes.

Business Formal:

Business formal is a step up from business professional and is often seen at formal events or important meetings. Men might wear a suit and tie, and women might wear formal dresses or suits.



OBJECTIVES AND OUTCOMES

The aim of this section is to provide all the tools to deal with communication skills, understanding and setting of priorities and tasks. Most importantly, it is important to remember one person's rights, as well as to understand the duties. By doing so, it will help creating the conditions for a favourable environment.

Understanding Workplace culture

Every workplace develops around different working environment and it varies according on the kind of company you can work in (e.g. corporate, NGO, CSO, etc.). Is it mandatory to understand the key behaviour and work etiquette in order to adapt and fit into the new environment.

Professional Behaviour

Team work and working environment quality are essential to increase the productivity of the employees. Of course, there are different behaviours to adapt according to the situation you are dealing with. E.g. within colleague the registry can vary from formal to informal, while with superiors, the behaviour to adopt is more formal-oriented.

Communication Skills

Communication and dialogue will help you integrate in the working environment in the best possible way. It is important how to deliver messages without being imposing or not respectful of other people.

"IT IS (NOT THAT) SERIOUS..."

An ideal workplace is one that fosters a culture of respect, inclusivity, and support for all employees, regardless of nationality, age, race, sexual orientation, hobbies, etc. It should be a safe and positively stimulating environment where everyone feels valued and can thrive professionally and personally.



Watch Video:
[Positive Workplace
Culture](#)

ICE BREAKER: ask participants to come up with the silliest excuse for skipping work - divide in pairs and encourage role scenarios where participants are being pushy or ill mannered with their requests. (flexible ice breaker activity)

ACTIVITIES



15-25 pax



Approx. 90 minutes



- Pens/pencils
- Post-its



"It is (not that) serious..."

Overview

This activity shows the different interpersonal connection that can be created in the workplace.

Furthermore, it focuses on the different shades of harassment and how to cope with uncomfortable situation within the team or while relating with supervisors.

Objectives

- To show the participants unfortunate hypothetical scenarios that could happen in their working daily life.
- To show that there are unacceptable actions in the working place, and that it should be a place of respect and inclusivity.
- Show the participants that are solutions to certain problems they may face.

Themes

- Empathy
- Emotional Intelligence
- Communication
- Public Speaking



PART 1 - 10 mins

Introduction

Divide the participants in groups. Provide them the "bingo" in annex 1, with categories for incorrect behaviors in the workplace.

PART 2 - 30 min

Role Plays

The facilitators have 4 different scenarios available for role play (annex 2). They can choose some of the available scenarios for the role plays. Before the role play start, read the **context** to the participants to introduce the new scenario.

While the role play is happening, the participants should be filling the bingo, matching the behaviors they saw into the right categories. At the end of the role play, participants will have some time to reflect in group about their choices.

Each group should write down in post-its which behaviours were wrong and correct more concretely for each scenario.

(Optional): The facilitator can provide a link (QRCode) with the different types of harassment



[See the 11 Types of workplace Harassment \(and How to Stop Them\)](#)

PART 4 - 10-15 min

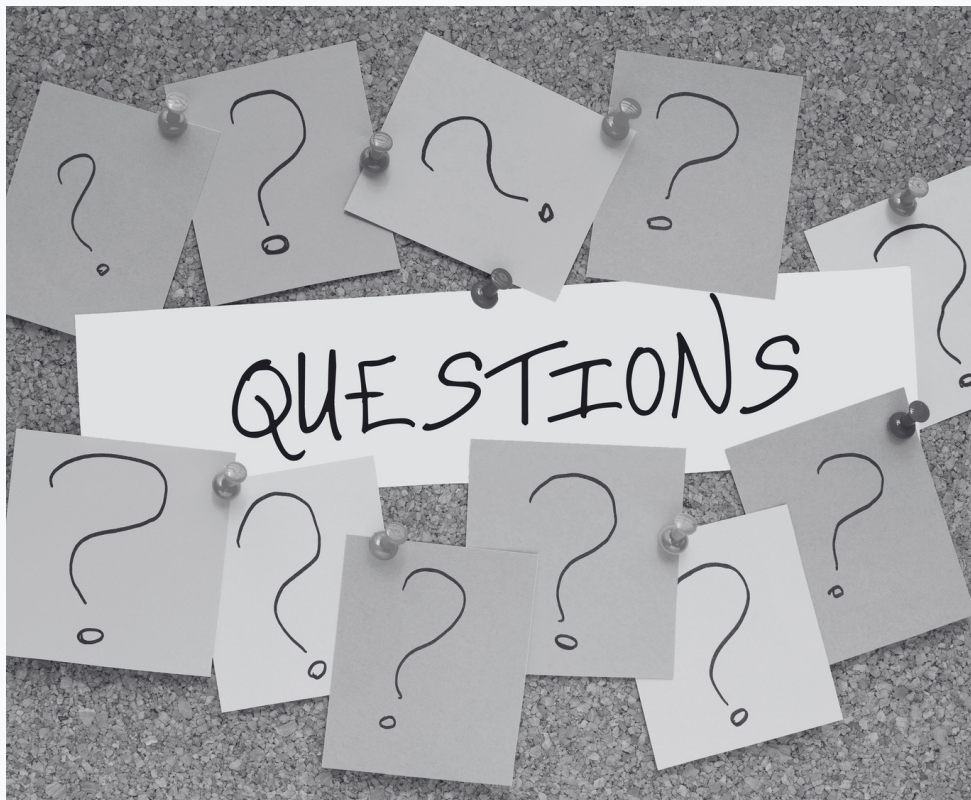
Brainstorming and Presentation

After noting down all the behaviours, the facilitator introduce a new concept:

Which are potential actions/solutions you could undertake if you would be in one of those situation?

The groups have time to brainstorm and then to present their findings to the audience.

(Optional) the facilitator share the handout 1 with possible actions and solutions to undertake in case these scenarios happen in their real life (e.g. going straight to hr, communicating, etc.)



DEBRIEFING

How did it make you feel?
Has it ever happened to you a similar situation in real life?
How would you react if you would see one of these scenarios?
Do you think there could be more actions you could undertake in case this scenarios happen?

TIPS

Be sure to address that these are just unfortunate hypothetical scenarios that workers may face in their jobs in real life. Remind them that they do not reflect your views and you are against any kind of treatment based on prejudice or harassment.
Don't forget to read the contexts for the scenarios.



ANNEX 1

**Personal
harassment**

**Sexual-orientation
harassment**

**Verbal
harassment**

**Religious
harassment**

**Gender
harassment**

**Physical
harassment**

**Power
abuse**

**Psychological
harassment**

**Racial, ethnic
or cultural
harassment**

**Sexual
harassment**

**Online
harassment**

**Age-based
harassment**

ANNEX 1

Scenario 1 - Xenophobia/sexism/intolerance in the workplace

Context: A and B work in the same company. A is B's supervisor. A is from an European country, B is not. A is usually inconvenient and sometimes makes jokes (apparently unharmed) about B's ethnicity, religion. B feels very uncomfortable all the time, but since A is her boss, she just pretends she finds it funny, and she does not report to the Human Resources. She is afraid to be fired or to create a bad environment.

A: Good morning, B!

B: Good morning!

A: How was your weekend?

B: Good and yours?

A: Good. Did you see there was a terrorist attack in the UK on Sunday? *seems disgusted, disappointed* Your religion just brings problems to the world. I know you are Islamic, and I am not racist, but I think we should not accept any immigrant that wants to come, or at least it should be controlled. We should be careful, you never know who is entering the country. You are a different case though, no offense!

B: Yeah... It is really sad. *first she looks a bit shocked, eventually agrees with her head, but seems very uncomfortable* But, you know...

A: (interrupts) Anyway, do you know what is the difference between a terrorist and a woman? *gives a little slap in her arm, laughing*

B: What?

A: You can negotiate with a terrorist... *laughs a lot*

B: (clearly not comfortable) Haha.

Scenario 2 - Homophobia in the workplace due to culture and beliefs

Context: A is new at the company in a very progressive/open-minded country in political aspects and comes from a very conservative country. B is native. The country where B is from is very progressive in several areas, for instance in terms of LGBTIQ+ rights. B is gay, and one day he mentioned his husband. A used to act completely normal towards B, but after knowing about his sexuality, he started treating B a bit differently.

B: (disappointed) I heard you identify as gay and, to be honest, I don't really understand that lifestyle. It goes against my beliefs and the values I was raised with.

A: (admired) I understand that you might have different beliefs, but my sexuality is not a lifestyle; it's a part of my identity. It's not a choice, and I think you should respect that.

B: Well, I just can't support the idea of seeing men together, it's a sin. Marriage is between a man and a woman, and that's how it should stay.

A: Denying same-sex couples the right to marry perpetuates inequality. Love is love, regardless of gender. This is about fairness and human rights.

B: I still think it goes against biology, the natural order of things.

A: Being gay is a natural variation of human sexuality, and it's found throughout the animal kingdom. It's not a matter of being unnatural; it's about embracing diversity and understanding that not everyone fits into traditional norms.

B: (gives up) I guess we just have fundamentally different views on this, and I doubt we'll ever see eye to eye!

A: That's okay; we don't have to agree on everything. But I hope that can change one day and even though we have different beliefs, we can still treat each other with respect and empathy.

ANNEX 2

Scenario 3 - Comments on the workers' personal life in the work place

Context: A and B are co-workers. They started becoming closer as co-workers and followed each other on Instagram. Casually, out of working hours, B likes to gamble (in a healthy way), and he posts some stories in casino with friends. A started mocking B's personal life, in front of other co-workers, implying that there could be an addiction.

A: (playfully to other co-workers) Have you seen B's latest Instagram stories? Looks like they're having a great time at the casino again!

Co-worker: Oh, really? I didn't know B enjoys gambling.

B: (smiling) Well, it's just a fun way to relax and hang out with friends on weekends.

A: (sarcastically) Relaxing? You must really love it there, B. Are you sure this is healthy for you? There is a fine line between addiction and fun...

B: (uncomfortable) Oh, come on, A. It's not like that. It's just a hobby, nothing more. Sometimes I am lucky, others I am not. It is not like I am playing everyday.

Co-worker: (trying to mediate) Well, we all have our hobbies and interests outside of work, right? If it doesn't affect your health and job performance, it's all good.

A: (persisting) Yeah, but it seems like you're always there, B. Don't you have any other hobbies?

B: (defensively) Of course, I do! Gambling is just one of the things I enjoy doing in my free time.

Co-worker: (supportive) Everyone has their preferences, and we should respect that. As long as it doesn't interfere with our work, it's none of our business.

A: (realizing the impact of their words) You're right. I was just joking. I didn't mean to judge or make assumptions. Sorry, B.

B: Thanks for understanding, A. Let's all remember to be respectful of each other's interests and hobbies outside of work.

ANNEX 2

Scenario 4 - Power abuse by the boss

Context: *A is working at a new company and has been working a lot more hours than it is supposed. B is the CEO of the company.*

A: (nervously) B, I wanted to talk to you about something that has been bothering me lately.

B: (curious) Of course, A. Please feel free to share what's on your mind.

A: Well, I've noticed that I've been working longer hours than expected. It's been a bit overwhelming, and I find it challenging to maintain a healthy work-life balance.

B: (defensively) A, you're still new here, and I appreciate your dedication to the job. Sometimes, we all need to put in extra effort to meet deadlines and expectations.

A: I understand that, B, but it's happening all the time. I feel like I can't say no to the additional workload, and it's affecting my well-being outside of work.

B: (dismissively) You should see this as an opportunity to prove yourself. Hard work will pay off in the long run.

A: I want to contribute and excel in my role, but it's essential for me to have a healthy work-life balance too. It's becoming challenging to sustain this pace.

B: (condescendingly) A, as your boss, I know what's best for the company. If you want to succeed here, you need to prioritize your work above everything else.

A: (assertive) I respect your position as my boss, B, but I also value my well-being and personal life. I believe that maintaining a balance will help me be more productive in the long term.

B: (angry) Look, I don't have time for this discussion. If you can't handle the workload, maybe this isn't the right place for you.

Try to communicate your discomfort: It may not solve the problem, but depending on the case, communication could be the way.

Know your rights: Get to know the policy of the workplace and the laws of your country.

Don't ignore it, report it: If it gets serious or recurrent and if you feel safe, report it to your supervisor, human resources manager, or a higher authority. If you do not feel safe, you can make an anonymous accusation.

Seek support from colleagues: Talk to trusted colleagues or friends from your work about what you have been experiencing. If you have witnesses, it could be helpful.

Look for professional advice: Consult with a relevant labor union or commission related to work in your region or country or an employment lawyer, if you have access to one.

Escalate the complaint: If the harassment continues, consider complaining to higher management or to relevant authorities.

Self-care: Harassment can be very hard psychologically and even physically. Seek for professional help (e.g., psychological) if you feel the need.

MASTERING WORK ETIQUETTE

Respecting the work etiquette of your workplace is very important for a positive, professional and healthy work environment. It enhances productivity, teamwork, and it is crucial for the image of the organization you are working at. Moreover, it contributes for personal development and career growth.



Watch Video:
[Workplace
Etiquette Tips |
The Dos and Don't
at Work](#)

ACTIVITIES



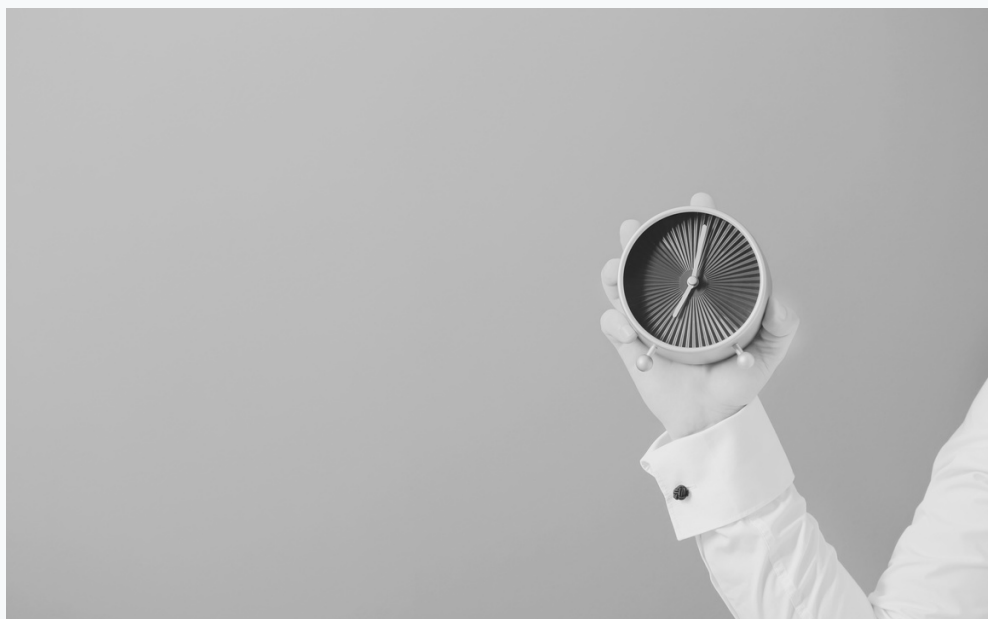
15-25 pax



100-120 mins



- Post-its
- Pens/pencils



Mastering Work Etiquette

Overview

Every company or workplace has its own rules. Some rules are more obvious than others, and rules in different cultures may differ. The aim of this activity is to put the participants in contact with elements of work etiquette and real life examples.

Objectives

- Reflect in teams about work etiquette.
- Learn some principles of work etiquette.
- Be in touch with real life examples of some companies' rules.

Themes

- Work Etiquette and Ethics
- New job
- Critical Thinking



PART 1 - 20 mins

Introduction

Print annex 1 and cut the papers beforehand so you can spread them in the floor. Each square has different behaviors related to work etiquette. Divide the participants in groups of 3-4 people.

Tell the groups to discuss between them and write in post-it's if these behaviors are acceptable or not in the work environment, so after they stick it in the squares.

PART 2 - 40 mins

Iceberg

In this part, the idea is to draw an Iceberg divided in two: good practices on the left side and bad practices on the right side. As everyone knows, the upper part of the iceberg itself is just a small part of the whole, going from the most visible and the less visible. The participants should organize the squares in the iceberg in a hierarchical way, giving the priority to the behaviour they know (top) to the ones they are not aware of (bottom).

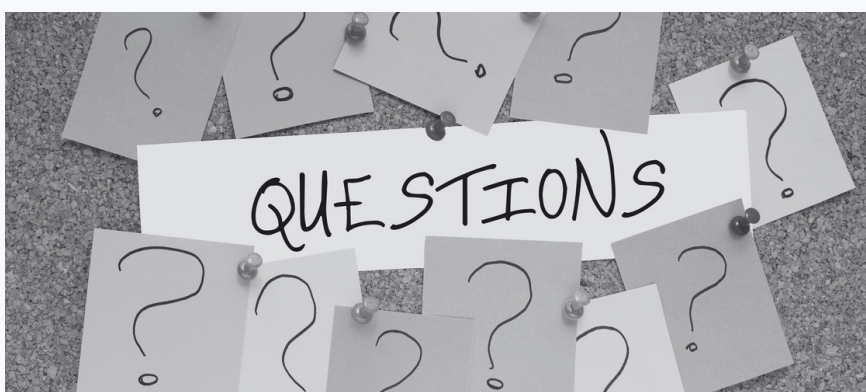
When they are done, they should present their results. Afterwards, the introductory video from page 90 should be projected or shared with the groups, so they know what is right or wrong in terms of work etiquette.

PART 3 - 40 mins

Case Study

In annex 2, there is a list of 6 different companies, with links to their codes of conduct, including work etiquette. Each group is entitled to a different company. The goal is to put the participants in touch with real life examples, so they must skim through the codes of conduct and look for relevant parts connected to the squares of their etiquette iceberg, noting it down. In the end, each group must present their results to share examples of different companies, being able to identify eventual similarities and differences.

DEBRIEFING



Were there any behaviors that your group found particularly challenging in terms of acceptability in the work environment?

During the Iceberg activity, what influenced your decision to place certain behaviors in the top or bottom?

Do you feel this activity helped you for a future job?



ANNEX 1

To arrive late

To wear shorts

Substance abuse

**Excessive use of
the phone**

To wear provocative

To be ponctual

To avoid gossip

**Respect for
hierarchy**

Inclusive behavior

**Keep
confidentiality**

Harassment

Descriminate

ANNEX 2

CODES OF CONDUCT – EXAMPLES

SCHOOL

<https://www.woodlands.ealing.sch.uk/wp-content/uploads/2014/07/15-01-06-code-of-conduct-for-schools.pdf>

VESSEL OPERATOR

https://www.capitalship.gr/code_of_ethics.pdf

MARKETING AGENCY

<https://corporate.delltechnologies.com/content/dam/delltechnologies/assets/microsites/codeofconduct/2018/docs/translations/dell-technologies-code-of-conduct-for-marketing-agencies-english.pdf>

FAST FOOD RESTAURANT

[https://s26.q4cdn.com/317237604/files/doc_downloads/RBI-Code-of-Conduct_FINAL_ENGLISH\[1\]-1216.pdf](https://s26.q4cdn.com/317237604/files/doc_downloads/RBI-Code-of-Conduct_FINAL_ENGLISH[1]-1216.pdf)

HOTEL

https://www.hrhhotels.com/code_of_conduct.php

AIRLINE

https://www.ryanair.com/doc/investor/2013/code_of_ethics_2013.pdf

ACTIVITIES



10+ pax



Approx. 45 minutes



- Sheets of paper,
- Pens/pencils

Find a Friend

Overview

Starting a new job, adapting to the new environment of the workplace and making friends in that environment can be difficult and exciting at the same time. This activity sheet can be used to allow people who start a new job to make new connections with their colleagues. This activity encourages them to interact with colleagues who they may not otherwise interact with. They may find similarities between each other or realize interesting facts about others that they did not know. In this way, they can easily adopt their new work environment by having friends and feeling they are part of that environment.

Objectives

- To learn about each other
- To feel part of the new environment
- To feel connected to the new work place mentally
- To feel comfortable with oneself
- To adopt the new regulations, environment and people



PART 1 - 5 min

Distribute the worksheet to the persons who will participate in the activity. Then, explain the activity by saying;

" Now, imagine that last week you got an interview with a company you have been dreaming about for a long time and got the job finally. And, today is your first day at work.

And the people sitting next to you right now are your co-workers / colleagues you have never met. You are at work and you have to meet someone to make things easier.

Check out the worksheets you have now. I want you to find the people who write in the categories there. This is a kind of dating activity. For example, if a person who likes to drink coffee is written on the worksheet, you need to find a person in this group who likes to drink coffee and write it there."

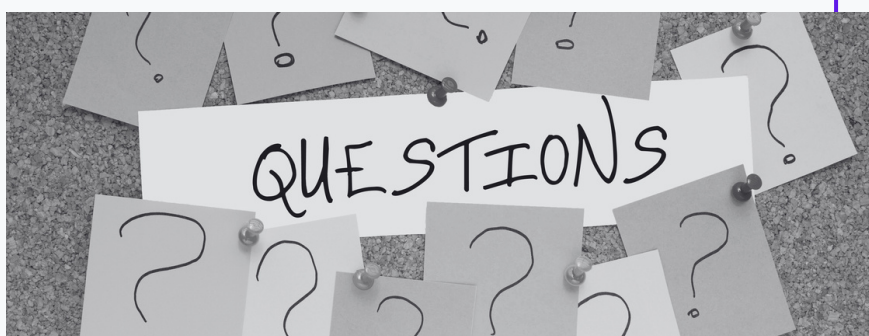
PART 2 - 10 min

Then, have the participants find fellow colleagues fitting the description in each box. This will give them a natural talking point as they meet one another, helping them find what they have in common and sparking friendly interaction.

Note that:

- The participants can list each classmate only once on the worksheet
- The participants should spell names correctly; when they find a friend to add to their sheet, they should ask the friend how to spell their first name.

DEBRIEFING



- How was your communication in this activity
- In what way, you have become friend with your co-workers?
- How was your first day at work? Did you manage to adopt your new workplace?



Be sure that you did not include something to the worksheet about personal preferences, discriminative features about the people etc. You can include the general information about the people.



Name: _____

Find a Colleague Who...

Find a person from your colleagues who fits the description in each box. Write their name inside the box. You cannot write the same name more than once.

| | | | | |
|---------------------------------------|---------------------------------------|--|--|-------------------------------|
| Has a pet dog | Know how to play a musical instrument | Loves peanut butter | Was not born in this city | Likes to draw |
| Was in your different job last year | Likes to read | Has the same color eyes as you | Likes to play basketball | Has been on an airplane |
| Is allergic to something | Favorite color is purple | Free Space! | Is the same height as you | Owens 2 or more cats |
| Likes to write | Lives in a house | Is wearing the same color shoes as you are | Has a birthday this month | Has traveled to another state |
| Is the oldest person in the workplace | Is wearing a blue shirt | Lives in an apartment | Walked to school or rode the bus today | Likes pepperoni pizza |

ACTIVITIES



5-6 pax per group



Approx. 20 minutes



- approx. 50 straws
- Raw eggs – 2 per team
- Step ladders or safe point from which to drop the egg
- Sufficient clear floor/table space for teams to work on their device.



Egg Drop Activity

Overview

The main focus of the activity is to build a relationship with groups to emphasize the values of cooperation, listening skills, leadership, and team-building. The workshop was developed in a way to work with verbal communication. When it comes to the first day at work, people are generally nervous and stressed about their new journey. In order to handle this stress, people should learn about teamwork and communication skills. With this game, the cooperation and the communication in the groups, how everyone behaves in the group and how the whole group as a team is able to solve task can give an experience to the people about their first day at job.

Objectives

- To create a good relationship within the group
- To overcome the communication problems

Themes

Creativity, Time Management, Empowerment, Cooperation & Team-building, Building Relationship with Co-workers



PART 1 - 5 min

Teams of between 3 and 5 participants are asked to make a structure from limited materials, which will prevent a raw egg from breaking when it is dropped by the facilitator from a height of 10ft.

Introduce this as a creative challenge with very few rules.

PART 2 - 10 min

State that the objective is that each team must design and build a structure that will prevent their egg from breaking when dropped from a height of 10 feet onto a solid floor (do not give any guidance as to the style of design, if questioned simply restate the objective)

The teams have just 20 minutes in which to build their structure.

Should more than one team succeed in protecting their egg, the winner will be determined by the fewest straws used.

Issue each team with approximately 50 drinking straws, one egg and a 1 meter length of gaffer/duck tape

Encourage the teams to work out of sight of one another

After 20 minutes call the teams together around the drop area

DEBRIEFING



Ask whether their design changed and why
Identify any positive individual contributions that you noticed during the task

Ask what each team (starting with the least successful) would do differently if they were to repeat the exercise

The infinite variety of solutions to this exercise make it an excellent creative energiser, after which teams are likely to be more open to creative thinking



During the exercise walk around the teams giving time checks and monitoring progress.

As the facilitator, you should drop the eggs but make sure you insist that the teams are satisfied with how you aim and make the drop or you may get the blame for a breakage



EXTERNAL LINKS

LITERATURE

Tips for Your First Day of Work:

<https://www.indeed.com/career-advice/starting-new-job/first-day-of-work>

10 tips for success on your first day of work:

<https://asana.com/resources/first-day-of-work>

REFERENCES:

First Day at Work (START WITH CONFIDENCE):

<https://www.youtube.com/watch?v=ppf9j8x0LA8&t=319s>



How to introduce yourself | Kevin Bahler | TEDxLehighRiver

<https://www.youtube.com/watch?v=V1xt7zgnuK0>



FACING A CONFLICT



CHAPTER 5

SUSTAINABILITY SKILLS AND ENTREPRENEURIAL MIND SET TO
FOSTER MIGRANT WOMEN EMPLOYABILITY AND UPSKILLING
POSSIBILITIES

STEP-UP | ERASMUS+ KA2

TABLE OF
ACTIVITIES

FACING A
CONFLICT

| | |
|--|-----|
| INTRODUCTION | 105 |
| TIPS ON CONFLICT MANAGEMENT | 106 |
| HOW TO DEAL WITH CONFLICT | 108 |
| OBJECTIVES | 109 |
| ACTIVITIES | 111 |
| <i>Managing Difficult Situations</i> | 111 |
| <i>Building Confidence and Emotional Intelligence in Migrant Women in risky situations</i> | 114 |
| <i>Understanding the Conflict Types</i> | 117 |
| EXTERNAL LINKS | 123 |

THEORY

Conflict management skills are the key to unlocking this complex door as they help minimize the negative impacts of workplace conflicts on you, the people involved, and your whole team.

They're, in substance, what you would do when you sense a disagreement with a friend or partner but applied to the workplace. On less fortunate occasions, they might be skills you use once the conflict gets out of hand.

Whether your team's matches are this small or much bigger, you can use the below conflict management guide to problem-solve and avoid risks effectively.

Effective conflict management can have many benefits in the workplace. It can lead to a positive work environment, improved communication, and increased productivity.

Effective conflict management can also improve employee morale and reduce employee turnover. It can lead to better problem-solving skills and more creative solutions.

Finally, effective conflict management can improve the overall culture of the workplace and create a more positive image of the organization.



TIPS

STEP-BY-STEP GUIDE ON HOW TO DEAL WITH CONFLICTS:

STEP - UP
ERASMUS+ | KA2



Talk with the other person.

- Ask the other person to name a time when it would be convenient to meet.
- Arrange to meet in a place where you will be able to continue.

Focus on behaviour and events, not on personalities.

- Say "When this happens..." instead of "When you do..."
- Describe a specific instance or event instead of generalizing.

Listen carefully.

- Listen to what the other person is saying instead of getting ready to react.
- Avoid interrupting the other person.
- After the other person finishes speaking, rephrase what was said to ensure you understand it.
- Ask questions to clarify your understanding

Identify points of agreement and disagreement.

- Summarize the areas of agreement and disagreement.
- Ask the other person if they agree with your assessment.
- Modify your assessment until both of you agree on the areas of conflict.

Prioritize the areas of conflict.

- Discuss which conflict areas are most important to each of you to resolve

Develop a plan to work on each conflict.

- Start with the most critical conflict.
- Focus on the future.
- Set up future meeting times to continue your discussions.



TIPS

STEP-BY-STEP GUIDE ON HOW TO DEAL WITH CONFLICTS:

STEP - UP
ERASMUS+ | KA2



Follow through on your plan.

- Stick with the discussions until you've worked through each area of conflict.
- Maintain a collaborative, "let's work out a solution" attitude.

Build on your success.

- Look for opportunities to point out progress.
- Compliment the other person's insights and achievements.
- Congratulate each other when you make progress, even if it's just a tiny step. Your hard work will pay off when scheduled discussions eventually lead to ongoing, friendly communication.



HOW TO PREVENT DISCRIMINATION IN THE WORKPLACE

Respect cultural and racial differences in the workplace.

Be professional in conduct and speech.

Refuse to initiate, participate, or condone discrimination and harassment.

Avoid race-based or culturally offensive humour or pranks. When in doubt, leave it outside the workplace.

Familiarize yourself with the company's workplace policies and act responsibly.

Attend training on EU equality legislation and learn about your legal rights and responsibilities under the anti-discrimination laws.

Be pro-active. Report inappropriate, discriminatory, harassing or abusive behaviour to your co-workers, Human Resources department, union, or management.

If you experience or witness discrimination or harassment, contact your local human rights



OBJECTIVES AND OUTCOMES

It's important to identify your specific objectives for looking for a job as they can guide your job search strategy and help you target the right opportunities. Consider what matters most to you and what you hope to achieve in your career, and let those objectives drive your job search and decision-making process.

Analyse Conflicts

It is important to be able to analyse the situation where the conflict happens and to understand the available tools to cope with it

Evaluate Situation

Conflicts can arise from different situations and can escalate very quickly. It is important to understand the context and the situation where the conflict is happening

Developing Emotional Intelligence to deal with the Conflict Resolution

Emotional intelligence is an important and useful elements in the skill set of a person. To be able to understand and reflect on the situation can help focusing on the different alternatives on how to solve the conflict.

MANAGING DIFFICULT SITUATIONS

Within the framework of general EU laws, employees have the right to request time off from work, including requesting a day off for personal reasons, medical appointments, or other legitimate purposes. However, employers may have their own policies and procedures for requesting time off, and these may vary by country and employer.



Watch Video:
[How to Deal with Difficult People | Jay Johnson](#)

ICE BREAKER: ask participants to come up with the silliest excuse for skipping work - divide in pairs and encourage role scenarios where participants are being pushy or ill mannered with their requests. (flexible ice breaker activity)

ACTIVITIES



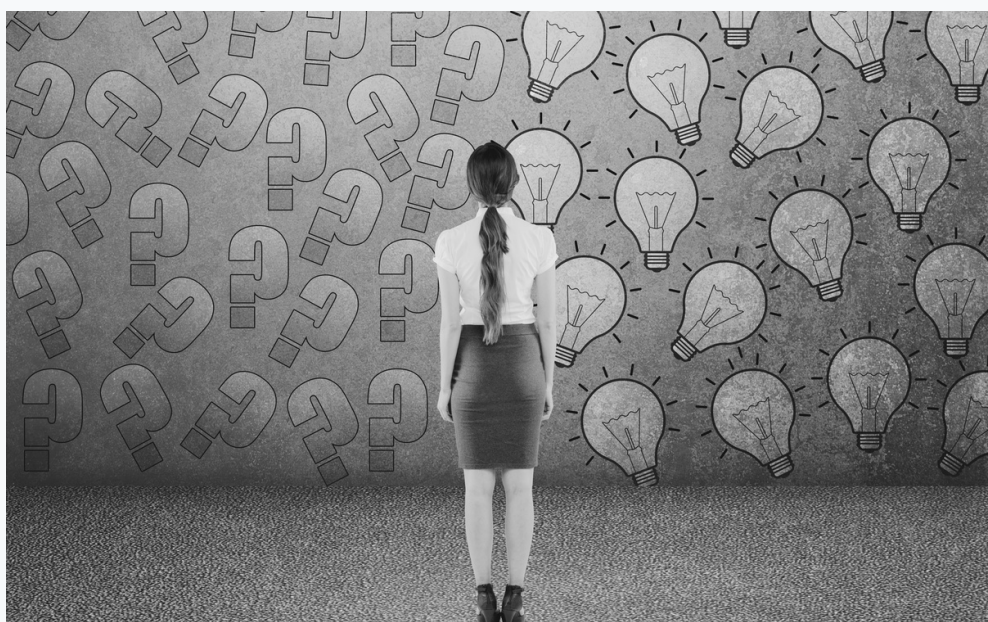
10- 30 pax



Approx. 90 minutes



- Paper
- Pens
- Sticky notes.



Managing Difficult Situations

Overview

This workshop allows participants to reflect on the difficult and stressful situation they faced in their life and to try to understand how to cope with the conflict.

Objectives

- Increase the employability of women by providing them with the necessary skills to manage difficult situations and conflicts
- Provide participants with strategies and techniques to handle risky situations in the workplace and in life
- Raise confidence and resilience in challenging work environments.

Themes

- Conflict Management
- Critical Thinking
- Empathy



PART 1 - 5 min

Introduction

Divide participants small groups.

The group will create different stories of conflicts with the folding paper method.

The participants will have to reply one question, fold the paper and give it to the person on their left. The set of questions will be: MAIN CHARACTER (1), ANTAGONIST (2), ACCIDENT, WHAT HAPPEN, HOW IT WAS SOLVED.

PART 2 - 10 min

After the stories are completed, the groups share and discussed if there are any things in common and they explain the reasons behind their choices. The participants then proceed to create a conflict story. (OPTIONAL) Participants can either use their fictional stories or they can use personal ones.

PART 3 - 10 min

Once the setting is established, participant will put in place a role play scenario of the conflict they chose to portray. The audience will be given the possibility to apply their communication and conflict resolution skills in a practical setting.

PART 4 - 15/20 min

The scenarios will be played by the participants and can be for example related to discrimination on workplace due to race sex or religions, language barriers, cultural differences, competition between colleagues.

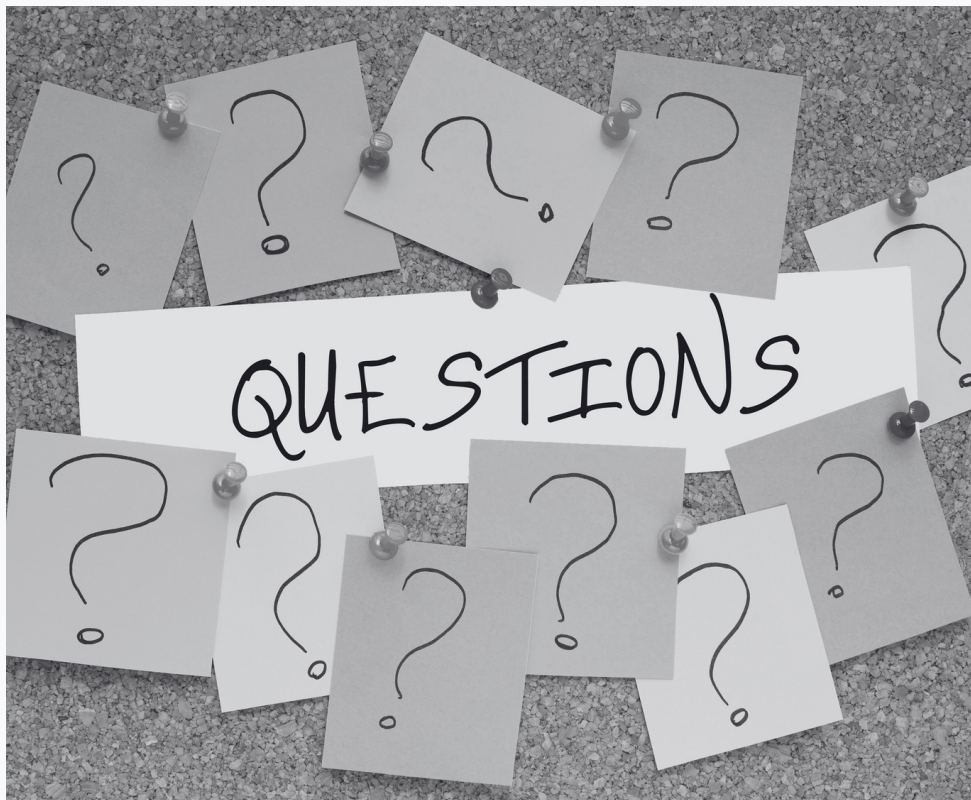
Each group will need to assign roles to their members, such as the person in conflict, a supervisor, or a mediator, it is important that this roles will be defined for the other participants to understand how a certain group handle a certain issue.

PART 5- 15 min

While the play is ongoing, the participants from the audience can ask to pause the scene and to "repeat" it including new elements on how they would personally approach the conflict and showing the possible alternative solutions to it.

Once the role play ends, the trainer will facilitate a brief discussion where participants reflect on the strengths and eventually areas of improvement, also others will contribute by giving constructive feedback.





DEBRIEFING

Summarize the key elements from each role play and highlight the importance of open communication, understanding, and empathy in resolving conflicts. Final group discussion about resolution of conflicts with input from each participant into the circle.

TIPS

Make sure to be ready with good practices and suggestion to give the participants during group discussion. Follow each conversation in the small groups to give inputs for further reflection if necessary.



ACTIVITIES



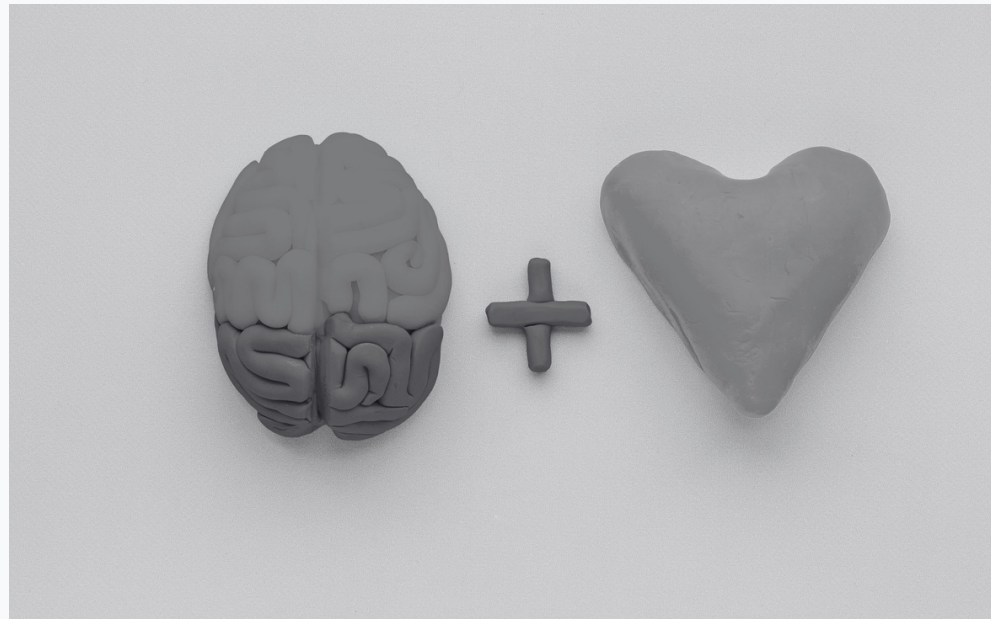
10 to 30 pax



Approx. 90 minutes



A set of scenario playing cards.



Building Confidence and Emotional Intelligence

Overview

The purpose of this exercise is to help women understand the concept of crowd contagion. This is particularly applicable to work environments where emotional comments can easily lead to a suboptimal situation. Crowd contagion captures the idea that emotions are contagious and if not controlled come to influence negative behaviours. If one person becomes angry, others are likely to become angry soon as the emotion is passed from one person to the next.

The main aim is to examine ways of managing other people's emotions and improving one's emotional intelligence. Identify strategies to prevent negative situations from happening.

Objectives

- Empower women by helping them develop a positive self-image,
- Increase their confidence, and recognize their inner strengths.
- By building confidence and emotional intelligence, participants can handle situations with resilience and a stronger sense of self.

Themes

- Empowerment
- Self-confidence
- Emotional Intelligence



PART 1 – 30 – 45 min

A set of scenario playing cards. You must have one for each person. Except for one, all scenario cards should be printed with the following phrase:

- "You are taking part in a discussion with others on a topic chosen by your tutor. Give the meeting your best effort to contribute."

The sentence to be written on the odd card out is:

- "You are taking part in a discussion with others on a topic chosen by your tutor. While in the meeting, act agitated, angry, and emotional, but do so without making it obvious that you have been told to."

The group should be reminded that they shouldn't be able to see each other's scenario cards. Printing the scenarios in various fonts and sizes will make them stand out from a distance even if they are accidentally glanced at, ensuring that no one will suspect that many of them are similar. The better, the less the participant knows about the setup.

Explain that you want the group to have a discussion session on the migrant women colleagues treatment in the workplace topic.

Ask them to begin brainstorming utilizing whichever technique they prefer.

Ask the group to evaluate their performance after the allotted time has passed. Ask them specifically if they felt that their meeting was taking place in an unusual manner. After getting the person with the angry scenario to admit his part, watch how other people respond.

PART 2 – 30 – 45 min

Describe crowd contagion and how people's emotions can influence others. Inquire about approaches to solving this problem. Before it spreads to others, they need to recognize when someone is becoming emotional and act to calm him down.

Ask the group to engage in another brainstorming session after the discussion. Choose a different subject this time. For example privileges and barriers in the work environment.

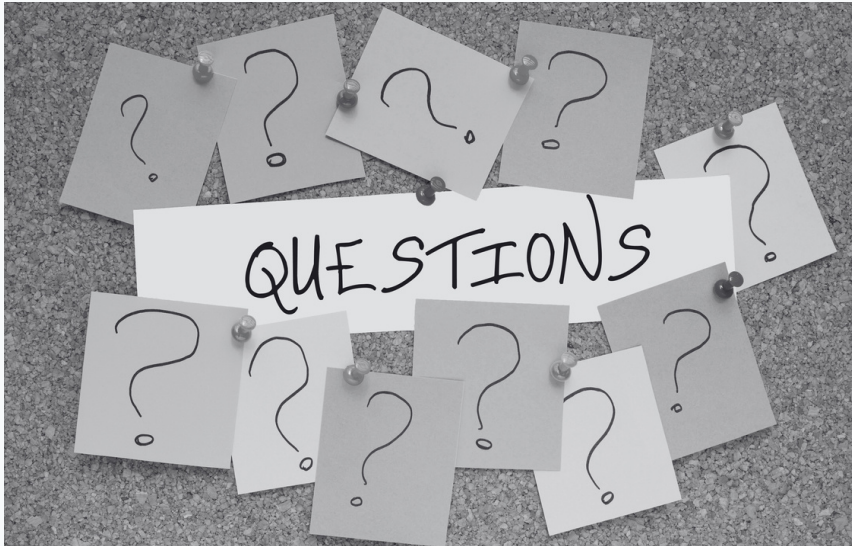
Distribute the scenarios to participants at random, but watch out not to give the angry card to the same person twice. One person currently has the angry scenario, but no one else is aware of it.

Make sure crowd contagion doesn't affect the effectiveness of the meeting by asking participants to lead the brainstorming.

Set aside 10 minutes for this section. You anticipate that attendees will identify the disruptive party and observe the delegates' response to this.

After the allocated time, or when the objective of this exercise has been reached, get everyone back together and follow with a discussion.





DEBRIEFING

How did you feel about the exercise?
How much more effective was your second debate than the first?
Was it useful to be aware of crowd contagion?
Was it easy to tell who was getting emotional?
What tactic proved to be the most successful in managing the emotional situation and preventing the group from getting too emotional during the debate?



If you believe that the emotions are becoming a problem, stop the brainstorming.





10 to 30 pax



Approx. 90 minutes



- Papers and pens
- Flip-charts and markers



Understanding the Conflict Types

Overview

Knowledge of conflict resolution styles enables people to handle disagreements more effectively, maintain healthy relationships, and contribute to a more peaceful and productive workplace. It is a useful skill set that supports both personal and professional development and improves organizational cooperation and communication.

Objectives

- To deepen participants' understanding of different conflict management styles and their application in various scenarios.
- To give the participants tools if they find themselves in a conflict in the workplace.

Themes

- Conflict prevention and resolution
- Communication
- Self-awareness



PART 1 - 20-30 mins

Introduction

Firstly, divide the participants in four groups. After, the participants are given information by the facilitator on what conflict management style are (annex 1).

After, divided in groups, encourage the participants to brainstorm about different features of the five conflict management styles, using mind-mapping methodology. There is an example of a mind-mapping scheme in annex 2.

PART 2 - 40 mins

Hypothetical scenarios

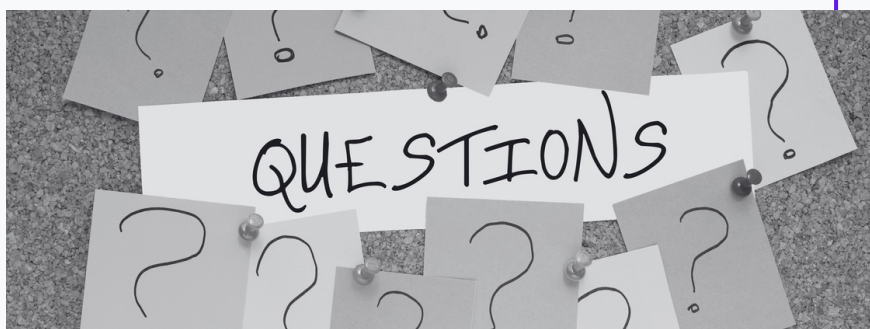
Provide each group with a hypothetical conflict scenario from annex 3.

Instruct the groups to "solve" the conflict in their scenario from the five perspectives. They must brainstorm potential actions, approaches, and communication strategies within the different styles given.

PART 3 - 30 mins

Presentations

In the end, each group has to present their solutions to the assigned conflicts in 5 different ways. The facilitator can encourage them to think what would be the best way to solve the conflict.



DEBRIEFING

Consider a conflict situation where cultural differences played a role. How did these differences impact the conflict? What strategies could you use to clear cultural gaps and promote understanding?

Identify a specific communication skill or technique you would like to improve in conflict resolution. How could you practice and develop this skill in your everyday interactions?



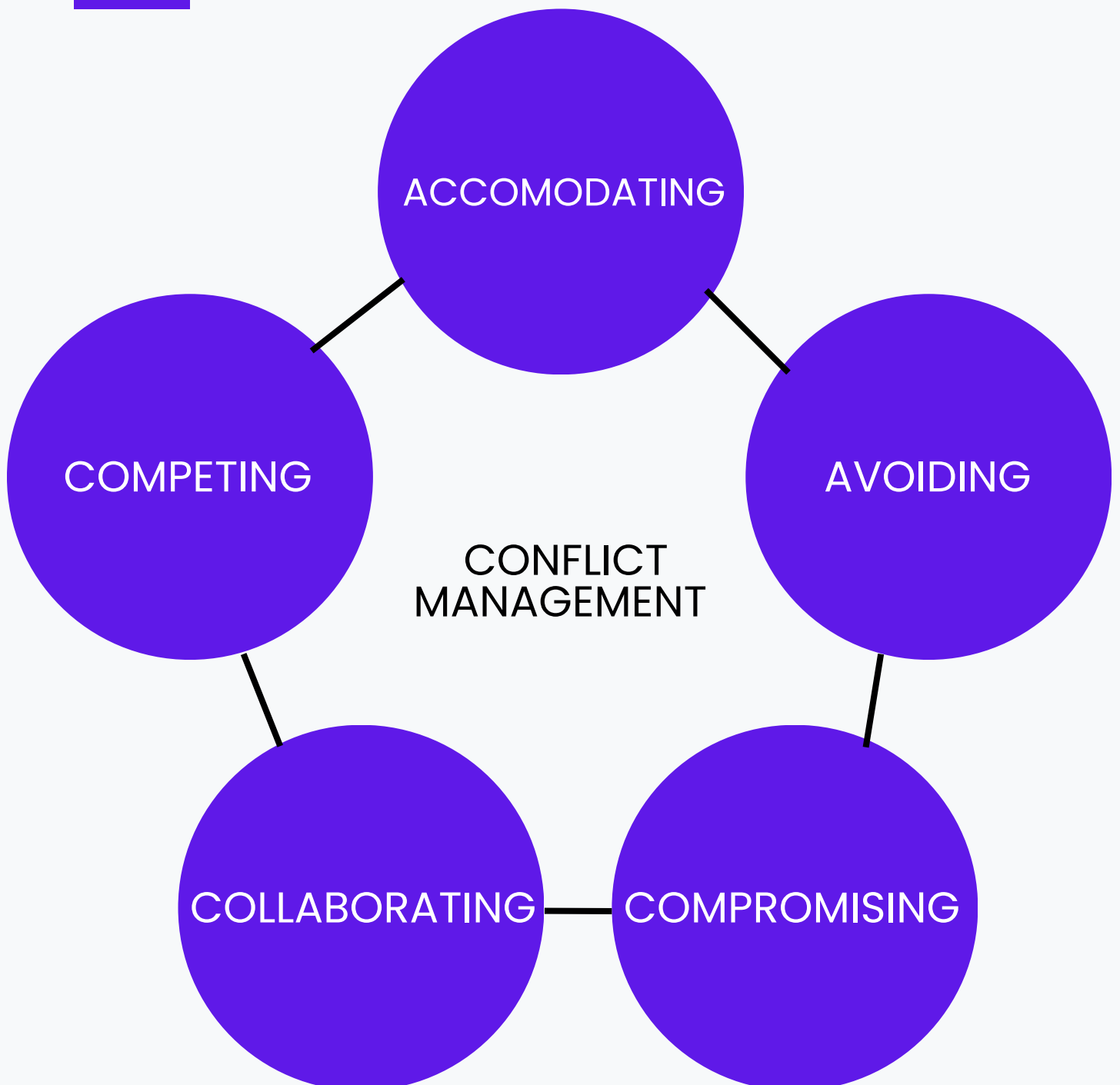
Follow the participant through the process of generating their personal experience, talk individually to each to assist them in finding the right path. In the second part hear carefully all the cases participants have found and in the time they are working on solution, do the same to be ready to be supportive.



ANNEX 1

CONFLICT MANAGEMENT STYLES

Conflict management styles are the **different approaches individuals use to address and handle conflicts or disagreements**. There are five main conflict management styles, each characterized by a different level of assertiveness and cooperativeness.



ANNEX 2

Competing (or Forcing):

Displaying high assertiveness but low cooperativeness, this style involves individuals pursuing their personal interests and objectives, often at the detriment of others. Such individuals may come across as domineering or aggressive, focusing primarily on triumphing in the conflict.

Avoiding:

Demonstrating low assertiveness and cooperativeness, this approach entails individuals steering clear of confrontation and discord altogether. They may withdraw from the situation or alter the subject to sidestep engaging in conflict.

Accommodating:

With low assertiveness and high cooperativeness, individuals employing this approach prioritize preserving relationships and fulfilling the needs of others. They might yield their interests and goals in order to peacefully resolve the conflict.

Compromising:

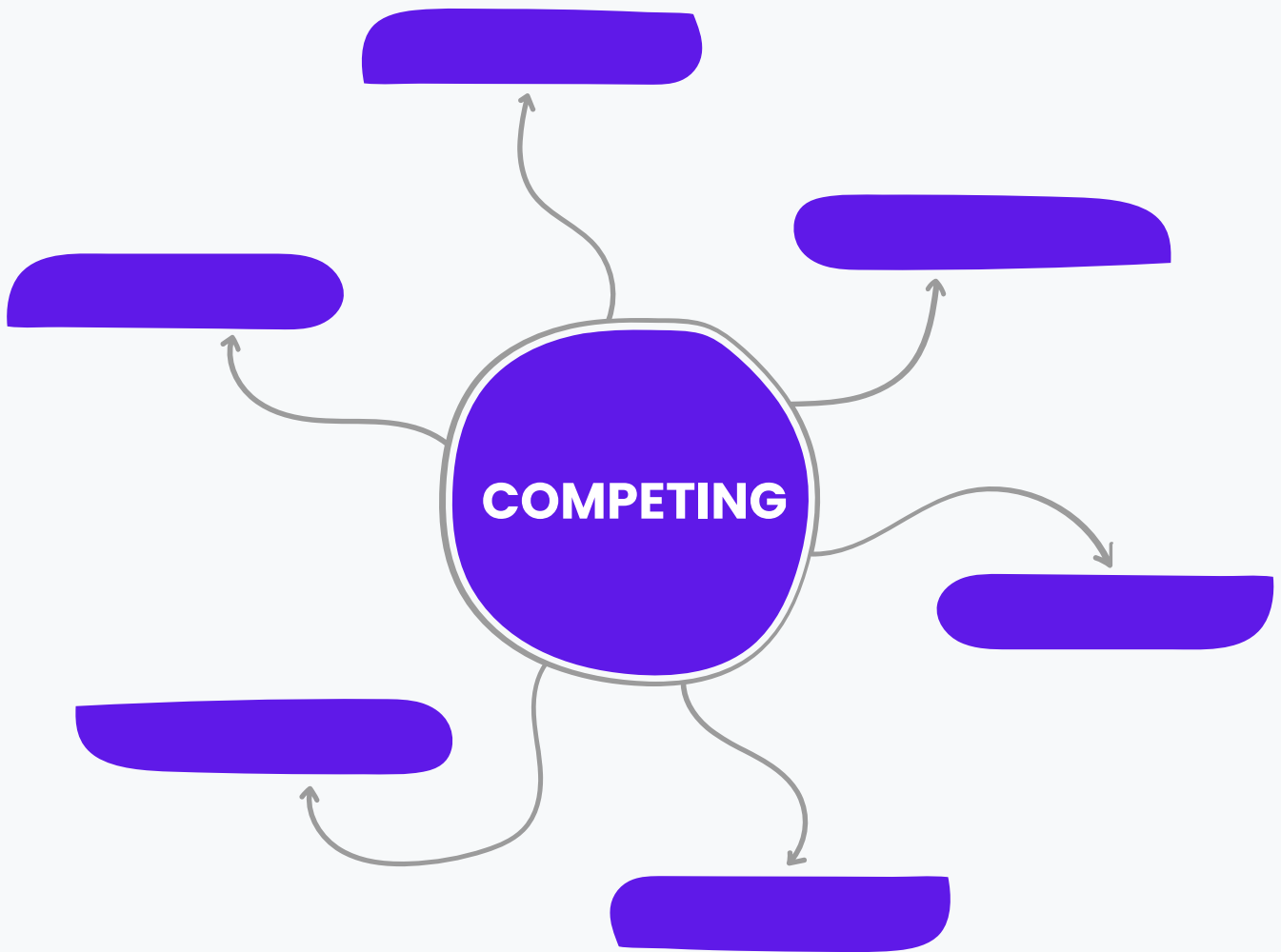
Striking a balance between assertiveness and cooperativeness, this method involves individuals striving for a middle ground, seeking a solution that partially gratifies both sides. They exhibit a willingness to make concessions in pursuit of an agreement.

Collaborating (or Problem-Solving):

Showcasing both high assertiveness and high cooperativeness, this style entails individuals actively participating in discovering solutions that benefit all parties involved. They emphasize transparent communication, attentive listening, and ingenuity to address the root causes of the conflict.

ANNEX 3

MIND-MAPPING EXAMPLE



ANNEX 3

SCENARIO 1:

A project requires two team members to collaborate closely. As they work together, they learn that they have different communication styles and preferences. Misunderstandings and conflict in their professional relationship result from this.

SCENARIO 2:

A group is responsible with allocating a limited budget among various projects. Each team member strongly believes that their project should be given top priority and the biggest part of the budget. The competing interests and intense debates make it hard to reach an agreement.

SCENARIO 3:

When two departments have different work schedules and deadline expectations, a conflict emerges. One department goes more towards a fixed timetable, while the other is usually more flexible. Conflicting schedules cause delays and confusion, harming the project's overall development.

SCENARIO 4:

A manager and a team member have a disagreement on which is the best approach to solve a complex problem. The manager favors a top-down directive (more commanding) approach, while the other believes in a more participative and collaborative approach. There is confusion and a lack of clarity in the team's direction that results from opposing leadership styles.

EXTERNAL LINKS

LITERATURE

Why There's So Much Conflict at Work and What You Can Do to Fix It | Liz Kislik | TEDxBaylorSchool
https://www.youtube.com/watch?v=2l-AOBz69KU&ab_channel=TEDxTalks



5 Steps to Fix Any Problem at Work | Anne Morriss | TED
https://www.youtube.com/watch?v=V7pf3oT2_dE&ab_channel=TED



Three Simple, Fun and Effective Tools to Help Manage Risk | Will Gadd | TEDxYYC
https://www.youtube.com/watch?v=MTDFKPTNSA&ab_channel=TEDXTALKS



NEGOTIATION SKILLS



CHAPTER 6

SUSTAINABILITY SKILLS AND ENTREPRENEURIAL MIND SET TO
FOSTER MIGRANT WOMEN EMPLOYABILITY AND UPSKILLING
POSSIBILITIES

STEP-UP | ERASMUS+ KA2

TABLE OF
ACTIVITIES

NEGOTIATION
SKILLS

| | |
|--|-----|
| INTRODUCTION | 126 |
| WORK ETIQUETTE | 127 |
| WORKERS RIGHTS | 128 |
| NEGOTIATION SKILLS | 129 |
| TIPS | 130 |
| OBJECTIVES | 131 |
| ACTIVITIES | 134 |
| Requesting Time Off from your Boss | 134 |
| Asking a Coworker to Cover your Shift | 139 |
| Asking a Pay Rise | 144 |
| EXTERNAL LINKS | 149 |

THEORY

Negotiating skills in a professional environment are important for a number of reasons. Firstly, they can help employees secure better working conditions, such as flexible schedules or additional support. Secondly, negotiating skills can help employees communicate their needs and expectations effectively, which can improve their working relationships with their colleagues and managers.

Remote work itself comes with its own set of challenges, as it can be more difficult to communicate effectively with colleagues and managers who are not physically present. For example, negotiating a salary increase may be more challenging when employees are not able to meet with their manager in person. Additionally, negotiating skills can help employees navigate the challenges that come with working from home, such as maintaining work-life balance and staying productive. Meanwhile, in a blended working environment, employees may need to negotiate for a flexible schedule that allows them to work from home on certain days of the week or to balance childcare or other responsibilities.

Overall, negotiating skills can help employees to navigate the transition between remote work and in-person work and achieve success in this new work environment.



WORK ETIQUETTE

Workplace etiquette and employer expectations can vary across the European Union, but there are some general guidelines that are followed in most member states, such as:

Punctuality: In most EU countries, punctuality is highly valued, and employees are expected to arrive on time for work and meetings. Being late without a valid reason can be seen as disrespectful and unprofessional.

Dress code: Dress codes vary depending on the industry and company culture, but in general, dressing professionally is important in the workplace. Wearing casual clothing, such as shorts or flip-flops, is generally not acceptable in most workplaces.

Communication: Effective communication is crucial in the workplace. Employees are expected to be polite, respectful, and clear in their communication with colleagues and managers. In some EU countries, direct communication is preferred, while in others, a more indirect approach may be more appropriate.

Work-life balance: Many EU member states place a high value on work-life balance, and employers are expected to provide their employees with reasonable working hours and time off. Overtime should be compensated accordingly, and employees should not be expected to work excessively long hours on a regular basis.

Respect for diversity: EU member states are known for their diverse cultures and languages. Employees are expected to respect diversity and to avoid any form of discrimination or harassment in the workplace.

Professionalism: In general, professionalism is highly valued in the workplace, and employees are expected to conduct themselves in a professional manner at all times. This includes being respectful, punctual, and accountable for their work.

Overall, workplace etiquette and employer expectations in EU member states are generally focused on professionalism, respect, and effective communication.



WORKERS RIGHTS

The direct beneficiaries of EU labor law rights are the more than 240 million workers in the European Union. These rights have a positive impact on one of the most important aspects of their daily lives. In addition, employers and society as a whole also benefit from EU labor law by providing a clear framework of rights and obligations in the workplace, protecting the health of the workforce, and promoting sustainable economic growth.

The Treaty on the Functioning of the European Union outlines the EU's objective to improve the living and working conditions of people in Europe. In the area of labor law, the EU establishes minimum standards to complement policy initiatives taken by individual member states. The EU adopts laws in the form of directives, in accordance with Article 153 of the Treaty, which set minimum requirements for working and employment conditions, as well as for informing and consulting workers. However, member states are free to provide higher levels of protection if they choose to do so. For instance, while the European Working Time Directive guarantees workers four weeks of annual paid leave, many countries have opted to provide more generous leave entitlements for their workers.



WHY DO WE NEED TO LEARN TO IMPROVE OUR NEGOTIATION SKILLS AT THE WORKPLACE?

Employees who excel at negotiating with their colleagues, managers, and customers are highly valued assets to any organization, setting them apart from competition in job applications.

Throughout one's career, there are moments when negotiation with employers or supervisors becomes necessary. Whether it's requesting planned leave during a specific time of the year, taking an impromptu day off, or advocating for a well-deserved raise, the ability to negotiate is crucial for advancing in the workplace. That's when stepping up and learning the art of negotiation becomes essential.

To negotiate in a professional manner one must communicate concisely, respectfully and diplomatically, even in challenging situations in order to avoid misunderstandings, conflicts, or breakdowns in working relationships.

This workshop will cover the basics of persuasive communication and negotiation skills in a professional setting. It can be split into 2 days with Modules 3.1 and 3.2 and Module 3.3 conducted on Day 2. The program will offer participants opportunities to freely discuss and take part in a number of role play scenarios that will showcase their learning and make them confident negotiators in their place of work.



TIPS

GENERAL WORKER RIGHTS IN THE EU

STEP - UP
ERASMUS+ | KA2

The right to fair working conditions:

EU law establishes minimum standards for working conditions, including limits on working hours, minimum rest periods, and minimum paid vacation time.

The right to equal treatment:

EU law prohibits discrimination in the workplace based on gender, age, race, religion, disability, sexual orientation, or any other grounds.

The right to a safe workplace:

EU law requires employers to take steps to ensure the health and safety of their employees in the workplace.

The right to information and consultation:

EU law requires employers to inform and consult with employees on a range of issues, including changes in the workplace and the introduction of new technologies.

The right to collective bargaining:

EU law recognizes the right of employees to bargain collectively with their employers to negotiate wages and working conditions.

The right to parental leave:

EU law guarantees a minimum of 4 months of parental leave for each parent, which can be taken at any time during the first 8 years of a child's life.

The right to freedom of association:

EU law guarantees the right of workers to join trade unions and to engage in collective bargaining.

The right to work in any EU member state:

EU citizens have the right to work in any member state without the need for a work permit.



OBJECTIVES AND OUTCOMES

To help employees communicate in a confident, professional and competent manner so that they can convince their line managers or bosses to give them what they need or desire.

Participants will improve their communication skills and learn to incorporate active listening, and effective response techniques.

Increased Confidence

Letting go of any fears, hesitations, or self-doubt with role play and practice in a supportive environment

Better understanding of Policies and Procedures

these are related to taking time off, pay raises, and performance evaluations.

Understanding strategies to make a request

framing their requests in a positive and professional manner, providing valid reasons and aligning their requests with organizational goals and values.

Managing Objections or Rejections

this includes strategies for handling conflicts, negotiating, and maintaining professionalism in difficult conversations.

Keeping in mind cultural and diversity considerations

when communicating with bosses, including being mindful of different communication styles, norms, and expectations in a diverse workplace.

REQUESTING TIME OFF FROM YOUR BOSS

Within the framework of general EU laws, employees have the right to request time off from work, including requesting a day off for personal reasons, medical appointments, or other legitimate purposes. However, employers may have their own policies and procedures for requesting time off, and these may vary by country and employer.



Watch Video:
[4 Conversational
Maxims for
Effective
Communication](#)

ICE BREAKER: ask participants to come up with the silliest excuse for skipping work – divide in pairs and encourage role scenarios where participants are being pushy or ill mannered with their requests. (flexible ice breaker activity)

TIPS

ON HOW TO NEGOTIATE A DAY OFF

STEP - UP

ERASMUS+ | KA2

Remember, if your coworker is unable to cover your shift, do not take it personally or get upset, they may have their own commitments or reasons. Be understanding and respectful of their decision, and look for alternative solutions, such as asking another coworker or speaking with your manager.

Plan ahead:

Consider the timing and schedule of your request. Choose a time when your workload is manageable and your absence won't disrupt important deadlines or meetings. Avoid peak work periods or times when your absence could cause inconvenience to your team or supervisor.

Know your company's policies:

Familiarize yourself with your company's policies regarding time off, including vacation days, personal days, or other types of leave. Be aware of any specific procedures or requirements for requesting time off, such as submitting a formal request in writing or obtaining approval from multiple levels of management

Be clear and concise:

When making your request, be clear and concise about the reason for your day off. Whether it's for personal reasons, health-related issues, or a specific event, provide a brief explanation without oversharing personal details. Keep your request professional and focused.

Highlight the benefits:

Clearly communicate the benefits of your day off, both for yourself and for the organization. Explain how it will not negatively impact your work or your team's productivity.

Offer solutions:

If your absence will result in additional workload or responsibilities for your team, be proactive and offer solutions to mitigate any potential disruptions. This could include arranging for coverage during your absence, completing pending tasks beforehand, or ensuring that your work is up-to-date and well-organized for others to access.

Be flexible:

Be open to finding a compromise or alternative solutions, such as rearranging your schedule or making up for the time off later. Be willing to work with your supervisor to find a mutually beneficial solution that meets both your needs and the needs of the organization.

Remain professional and respectful:

Remember to maintain a professional and respectful tone during the negotiation process. Avoid being pushy or demanding, and listen to any concerns or feedback from your supervisor. Be prepared to accept a denial or a modified request gracefully and professionally.





15 to 20 pax



Approx. 60 minutes



- Flipchart or whiteboard
- markers
- sticky notes
- pens
- handouts (optional)



Requesting Time Off from your Boss

Overview

Employees generally have the right to request time off from work, including requesting a day off, for personal reasons, medical appointments, or other legitimate purposes. Effective communication, proper planning, and flexibility are key to negotiating a day off at work successfully.

By demonstrating professionalism, understanding the company's policies, and highlighting the benefits of the request, employees have a better chance to get the time off they need.

Objectives

- To enhance participants' communication skills in requesting time off from work and to provide them with strategies for making a compelling and persuasive request.

Themes

Assertiveness and Confidence: Emphasizing the importance of being assertive and confident when making a request for time off, while still maintaining professionalism and respect in communication.



PART 1 - 5 min

Introduction

Begin the workshop by explaining the importance of effective communication in the workplace when requesting time off.

Discuss the challenges and potential misunderstandings that may arise when making such requests.

Share the objectives of the workshop and the skills that participants will develop.

PART 2 - 10 min

Brainstorming

Ask participants to share common scenarios or situations in which they might need to request time off, such as personal appointments, family events, or vacation plans.

Write down their responses on a flipchart or whiteboard.

PART 3 - 10 min

Group Discussion

Facilitate a discussion on the key elements of effective communication when making a request for time off, such as being clear, concise, and persuasive.

Discuss strategies for making a compelling request, including using appropriate language, providing valid reasons, and considering the timing and impact on work.

PART 4 - 15/20 min

Role-Play Activity

Facilitate a discussion on the key elements of effective communication when making a request for time off, such as being clear, concise, and persuasive.

Divide participants into pairs or small groups.

Provide each group with a scenario from the earlier brainstorming session, or create realistic scenarios for them to work on.

Instruct participants to role-play the scenarios, with one person acting as the employee requesting time off and the other as the manager or supervisor receiving the request.

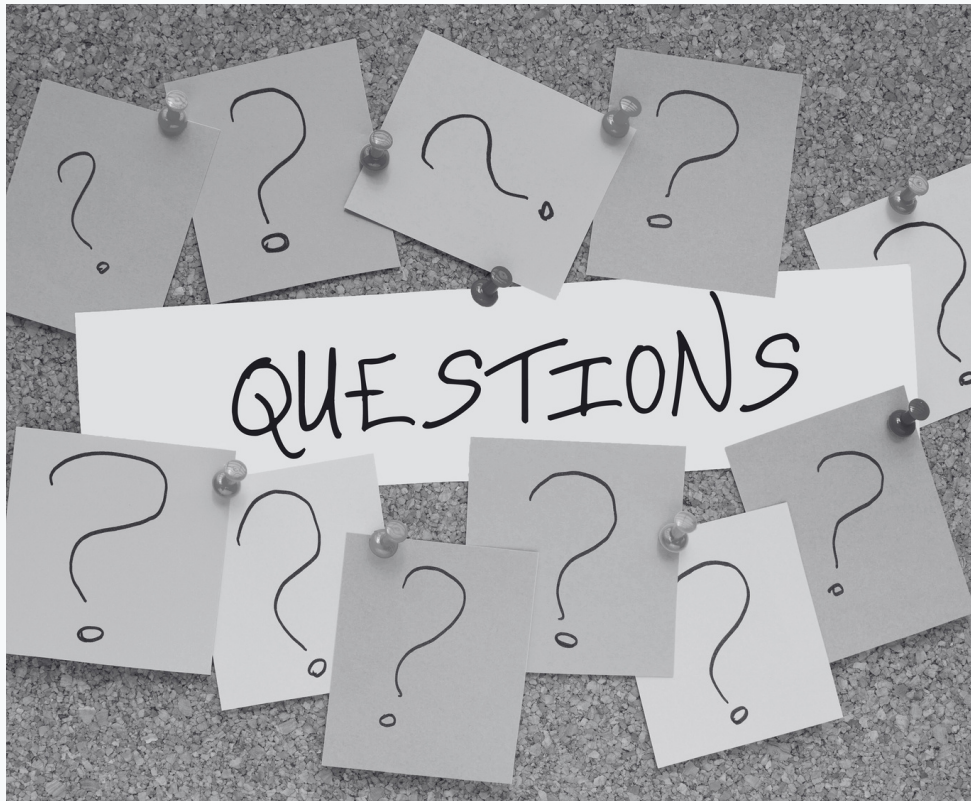
Encourage participants to apply the communication skills discussed earlier and provide feedback to each other. Rotate roles so that each participant gets a chance to practice both sides of the communication exchange.

PART 5- 15 min

Writing task

Ask participants to share common scenarios or situations in which they might need to request time off, such as personal appointments, family events, or vacation plans.





DEBRIEFING

Facilitate a debriefing session to discuss the role-play activity and the strategies used by participants.

Summarize the key points covered in the workshop and highlight the importance of effective communication in requesting time off.

Provide participants with any additional resources or handouts, if applicable.

Conclude the workshop by encouraging participants to apply the skills learned in their workplace situations.



It's important to create a safe and supportive environment for participants to practice and receive feedback during the role-play activity. Encourage open discussion and constructive feedback to facilitate learning and improvement in communication skills.



ASKING A COWORKER TO COVER YOUR SHIFT

Asking a coworker to cover your shift requires clear communication and a tactful approach. This involves being mindful of your language, tone, and timing, as well as being respectful of your coworker's schedule and commitments.



Watch Video 1:
[When my coworker asked me to cover their shift - YouTube](#)

DISCUSSION: Ask participants to discuss any extraordinary or unreasonable requests from their coworkers or persons they have worked with in the past. Encourage active participants to act out the scene with a volunteer or incentivise the person sharing the funniest story.



Watch Video 2: [How to ask for a favour](#)



Watch Video 3: [Using the Law of Reciprocity and Other Persuasion Techniques Correctly](#)

TIPS

ON HOW TO NEGOTIATE A DAY OFF

STEP - UP
ERASMUS+ | KA2

Plan ahead:

Give your coworker enough notice in advance and avoid asking them to cover last-minute, unless it's an emergency.

Ask politely

Begin with a friendly and respectful approach. Start by addressing them by name and asking if they are available to cover your shift.

Explain your reason:

Clearly and concisely explain your reason for requesting them to cover your shift. Be honest and transparent, and try to avoid sounding entitled or demanding.

Provide necessary details:

Provide your coworker with all the necessary details about the shift they will be covering, including the date, time, duration, and any special instructions they need to follow.

Offer something in return:

If possible, offer to cover their shift in the future, or do something nice for them as a gesture of appreciation.

Thank them:

Regardless of their response, thank them for considering your request and for being a supportive coworker.

Remember, if your coworker is unable to cover your shift, do not take it personally or get upset, they may have their own commitments or reasons. Be understanding and respectful of their decision, and look for alternative solutions, such as asking another coworker or speaking with your manager.



ACTIVITIES



15 to 20 pax



Approx. 60 minutes



- Flipchart or whiteboard
- markers
- sticky notes
- pens
- handouts (optional)



Asking a Coworker To Cover Your Shift

Overview

The ability to communicate effectively with your colleagues, clients, or employers so that you are able to get your point across, helps you feel more empowered in your career. Understanding the art of persuasion is key to influencing others, presenting convincing arguments, and motivating others to act in a way that offers a win-win for yourself and your colleagues.

Objectives

To develop effective communication skills for requesting shift coverage from a coworker in a professional and respectful manner.



PART 1 – 5 min

Introduction

Start the workshop by explaining the importance of workplace relationships which are based on trust, respect and support. Talk about this specifically in the context of requesting shift coverage from a coworker.

PART 2 – 10 min

Brainstorming

Facilitate a brainstorming session where participants can share their experiences or challenges in asking for shift coverage from a coworker. Write their responses on a flipchart or whiteboard to create a list of common scenarios or situations related to shift coverage requests.

PART 3 – 10 min

Group Discussion

Facilitate a discussion on the key elements of effective communication when making a request for time off, such as being clear, concise, and persuasive.

Discuss strategies for making a compelling request, including using appropriate language, providing valid reasons, and considering the timing and impact on work.

PART 4 – 15/20 min

Role-Play Activity

Divide participants into pairs or small groups.

Provide each group with a scenario from the earlier brainstorming session, or create realistic scenarios for them to work on.

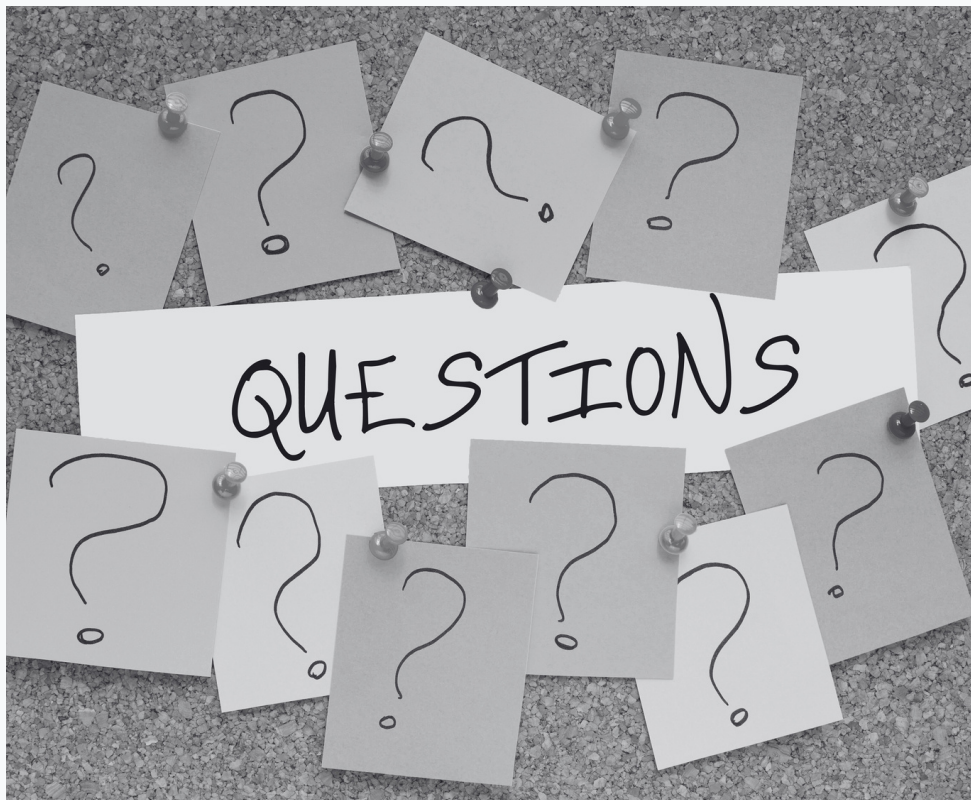
Instruct participants to role-play the scenarios, with one person acting as the employee requesting time off and the other as the manager or supervisor receiving the request.

Encourage participants to apply the communication skills discussed earlier and provide feedback to each other. Rotate roles so that each participant gets a chance to practice both sides of the communication exchange.

PART 5 – 15 min

Writing task

Write an email to your manager letting them know if you were able to get someone to cover your shift and if they would be able to grant you the day off work.



DEBRIEFING

Facilitate a debriefing session to discuss the role-play activity and the strategies used by participants. Summarize the key points covered in the workshop and highlight the importance of effective communication in requesting time off.

Provide participants with any additional resources or handouts, if applicable.

Conclude the workshop by encouraging participants to apply the skills learned in their workplace situations.

TIPS

It's important to create a safe and supportive environment for participants to practice and receive feedback during the role-play activity. Encourage open discussion and constructive feedback to facilitate learning and improvement in communication skills.



ASKING A PAY RISE

There are several instances in your career where a raise is not only justified but also expected. Although there are no guarantees, it is worth asking for one. Asking for a raise demonstrates that you recognize your worth and take your career seriously. If you are underpaid, you are undervalued, regardless of how much you enjoy your job.

Negotiating a pay raise can be emotionally charged as you seek higher compensation, but the challenge lies in providing evidence that supports your request. With good planning and preparation, using objective data, employees can position themselves effectively to support your case.

Successful negotiation involves understanding how your request for a pay raise aligns with your employer's objectives. By showcasing your value to the organization, you can create a compelling argument for why you deserve higher compensation. This puts you in a favorable position to achieve a win-win outcome, where you are rewarded financially for your contributions and the organization benefits from retaining a valuable employee.



Watch Video 1: [Barbara Corcoran Explains How To Ask For A Raise](#)

DISCUSS - do you agree or disagree with some of the things said?

ASKING A PAY RISE



Watch Video 2: [How to negotiate a raise like a pro](#)

Questions to ask participants: So what stops you from asking for a salary rise?

1. *Is it the structure of the company? **Does your company pay people based on their competencies or not?** What do you feel?*
2. *Is there a positive culture of genuine financial recognition, or not? Are there issues of bias in your company?*
3. *Is it the current financial climate? **Are there financial freezes on pay rises** right now in your company for example?*
4. *Is it your own fear? **Do you have concerns that you'll be judged negatively for asking?***
5. *Are there any taboos around talking about money in your culture? (**Talking about money is taboo in many cultures.** As a result, many of us feel uneasy about salary negotiation. Research shows that one of the most common reasons for not negotiating salary is feeling uncomfortable asking for more money.)*



15 to 20 pax



Approx. 120 minutes



- Flipchart or whiteboard for group discussions and note-taking
- Markers and sticky notes for brainstorming and activities
- Handouts with negotiation tips, sample scripts, and resources for further reading
- Role-playing props, such as play money or props for fun negotiation exercises



Asking for a Pay Rise

Overview

To make participants aware of their competencies and worth in their industry that enables them to ask for a raise and to handle management's objections or questions in a professional manner.

Objectives

In this module, we will work on participant's understanding of their worth in an organisation as well as practical tips, strategies, and role-playing exercises to help them overcome the challenges and fears associated with asking for a pay raise.

Themes

Knowing your value in your industry.

Building confidence and assertiveness in pay raise conversations.

Creating a compelling argument for a pay raise.

Exploring strategies for navigating potential objections and achieving successful outcomes.



PART 1 - 5 min

Introduction

Setting the Stage for Success

Group activity to identify common fears and obstacles when asking for a pay raise.

Discuss what participants feel about asking for a pay raise. Cultural taboos, fears? Have they done this before, was it successful or not? What would they do differently?

PART 2 - 10 min

Understanding Your Worth Interactive exercise to help participants assess their skills, achievements, and contributions to the organization.

Skills and Achievements Assessment: Provide participants with a worksheet or template to assess their skills, achievements, and contributions to the organization. Ask them to reflect on their accomplishments, projects they have completed, and any positive impact they have made in their role. This exercise helps participants recognize their worth and builds their confidence in asking for a pay raise.

VIDEO: [How to Ask for a Raise : 7 TIPS to Get a Pay Rise](#)



Handout 1 - barriers to asking for a raise

Handout 2 - Do's and don't of asking for a raise

PART 3 - 10min

Role-Playing Negotiation Scenarios: Illicit various scenarios for asking for a pay raise, writing them on the chart.

Divide participants into pairs or small groups with each group taking turns playing the role of the employee and the employer.

Encourage participants to practice using different negotiation techniques, such as framing their request, presenting evidence, and handling objections.

PART 4 - 15-20 min

Crafting Your Pay Raise Proposal: Provide participants with a template or guide to create their personalized pay raise proposal. This can include sections such as their achievements, reasons for requesting a pay raise, market research, and strategies for presenting their case. Encourage participants to work individually or in pairs to develop their proposals, and then have a peer review and feedback session where participants can provide constructive feedback on each other's proposals.

This exercise helps participants prepare a compelling case for their pay raise request and enhances their negotiation skills.

Handout: Asking for a Raise Sample Script

PART 5 - 15 min

Wrap up activity

End the workshop with a fun and engaging activity to celebrate participants' newfound skills and confidence in asking for a pay raise.

For example, you can conduct a mock award ceremony where participants nominate each other for "Negotiation Ninja" or "Confidence Champion" awards based on their participation and progress in the workshop. This activity helps reinforce the positive outcomes of the workshop and leaves participants feeling motivated and empowered.

DEBRIEFING



Encourage participants to share their findings with a partner or small group and discuss the value they bring to the organization.

After each role-play, facilitate a debriefing session where participants can share their experiences, insights, and feedback.

Revisit the concepts and framework for proposing a pay rise

TIPS

Remember to adapt the interactive exercises to the specific needs and preferences of the participants, and provide ample opportunities for reflection, discussion, and feedback. Keep the atmosphere positive, inclusive, and supportive, and ensure that participants feel comfortable to share their thoughts and experiences throughout the workshop.



HANDOUT 1

WHAT ARE THE BARRIERS TO ASKING FOR A PAY RISE?

Fear of Rejection:

Many employees may worry that their request for a pay raise will be denied, which can be disheartening and may even impact their relationship with their employer or supervisor.

Lack of Confidence:

Some employees may lack the confidence to negotiate for a pay raise, especially if they feel they do not possess the necessary skills or experience to justify their request.

Unclear Expectations:

If employees are not clear about their employer's expectations or the criteria for getting a pay raise, they may feel unsure about how to approach the negotiation process.

Workplace Culture:

In some workplaces, there may be a culture of discouraging or avoiding discussions about pay raises, which can make employees hesitant to initiate such conversations.

Fear of Negative Consequences:

Employees may worry that asking for a pay raise could lead to negative consequences, such as being viewed as greedy or jeopardizing their job security.

Lack of awareness about market value:

If employees are unaware of the current market value for their role or industry, they may not feel confident in negotiating for a higher salary.

Personal beliefs and cultural factors:

Individual beliefs about money, self-worth, and cultural norms around discussing finances may also influence an employee's willingness to ask for a pay raise.

HANDOUT 2

HOW TO PREPARE YOUR CASE FOR A RAISE:

Research:

Before approaching your boss, research industry standards for salaries and compensation for similar roles in your location.

Timing:

Choose an appropriate time to request a meeting with your boss. Avoid busy periods or times when your boss may be stressed or distracted. Request a meeting in advance, and clearly state that you would like to discuss your salary and compensation during the meeting.

Dress appropriately:

They say you dress for the job you want, not the one you have. Be professional and confident during the meeting.

Be specific:

Clearly articulate the raise you are requesting. Prepare a list of specific reasons why you believe you deserve a raise, backed up by data and examples. Be realistic and reasonable in your request, and provide evidence to support your claims.

Listen and respond:

After stating your case, listen to your boss's feedback. Your boss may have questions or concerns, and it's important to listen attentively and respond thoughtfully. Be prepared to address any objections or questions raised by your boss, and remain professional and composed throughout the conversation.

Be open to feedback:

Be open to feedback and be willing to negotiate. Your boss may not be able to grant your requested raise immediately, but may be able to offer other forms of compensation such as bonuses, additional benefits, or a timeline for a future raise. Be open to alternative options and be willing to negotiate to reach a mutually satisfactory outcome.

Follow up:

Regardless of the outcome, thank your boss for their time and consideration, and ask for feedback on what you can do to improve your chances for a raise in the future. If a raise is granted, express your appreciation and confirm the details in writing.

Remember, be professional, prepared, and respectful when asking for a raise. Keep in mind that not all requests will be granted, but by following these steps, you can present a strong case and demonstrate your value to the company.

EXTERNAL LINKS

LITERATURE

- ✓ Charisma Myth:How Anyone Can Master the Art and Science of Personal Magnetism, By Olivia Fox Cabane
- ✓ Quiet: The Power of Introverts in a World That Can't Stop Talking, By Susan Cain
- ✓ Mindset: The New Psychology of Success, By Carol S. Dweck
- ✓ Daring Greatly: : How the Courage to Be Vulnerable Transforms the Way We Live, Love, Parent, and Lead, By Brené Brown
- ✓ How to Win Friends and Influence People, By Dale Carnegie
- ✓ Influence: The Psychology of Persuasion, Robert B. Cialdini
- ✓ Jack: Straight From the Gut, By Jack Welch
- ✓ Protocol: The Power of Diplomacy and How to Make It Work for Yo, By Capricia Penavic Marshall

REFERENCES

<https://ec.europa.eu/social/main.jsp?catId=157&langId=en>



Being able to negotiate is an indispensable skill in the workplace that everyone needs, from junior through to management levels of experience.





STEP – UP | ERASMUS+ KA2

Conclusion

The toolkit crafted to enable women to enter the labor market emerges as a comprehensive and invaluable asset. It addresses the distinct hurdles encountered by migrant women, furnishing them with the essential competencies, knowledge, and self-assurance to navigate the complexities of the job arena. By skillfully amalgamating practical counsel, strategies for personal growth, and cultural acumen, this toolkit holds the potential to effect a substantial transformation in the empowerment of migrant women, enabling them not only to secure employment but also to flourish in their chosen professions. As our pursuit of inclusivity and equitable opportunities persists, this toolkit emerges as a guiding light, nurturing a vision of a future where migrant women can actively contribute to and reap the rewards of the workforce, thereby enriching their lives and the societies they become integral to.

