



Teach For All
A Global Network



GOTEACH

WORKSHOP - CAREER TALKS

FACILITATOR NOTES



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About this Workshop

Objectives

By the end of this Workshop, the participants will be able to:

- Explain in a broader context, the key requirements, and elements for successful career development
- Explain the difference between Personality Traits and Transferable Skills and how these are important for specific job roles and career development
- Explain the difference between Personality Traits and Transferable Skills and how these are important for specific job roles and career development

Target Audience and volunteers

The target audience for this module are young people from vulnerable communities who are transitioning from school to the world of work. The organizations SOS children's Villages International and Teach for All Network will nominate the participants that would benefit from this intervention.

During this Workshop they will learn about their Personality Traits and Transferable Skills and how these add value to career development.

The suggested maximum number of participants is 20 as the current timing and interaction has been defined for this number of participants. To support the students the suggestion is to have one volunteer for each 3 to 4 participants. Volunteers can help with the breakout groups and support the students on an individual level if needed.

A larger group of participants is possible, but this will have an impact on the classroom size, the duration of the activities and the number of volunteers required.

Session Descriptions and Timing

Please note that facilitators are encouraged to use the materials to implement the interventions at their discretion. Modifications to the delivery of the sessions can be made as long as the learning objectives are met - please do take into consideration the timing of the workshop, the age group of their participants, and the interest of the young people attending the module.

Total estimated Workshop run time: **3 hours**

| Workshop Introduction, Teaser & Guest Speaker | 75 minutes |
|--|-------------------|
| Workshop introduction (topic, agenda, objectives and ground rules) | 7 minutes |
| Teaser activity | 10 minutes |
| Facilitator / volunteer introduction | 5 minutes |
| Student introduction | 20 minutes |
| Guest speaker | 15 - 18 minutes |
| Comfort break | 15 minutes |

| Session 1: Your Career | 35 minutes |
|--|-------------------|
| Career and career development: some questions and top tips | 9 minutes |
| World Economic Forum: Gender and Future of Jobs | 10 minutes |
| Personality Traits & Transferable Skills | 12 minutes |
| Any questions | 4 minutes |

| Session 2: Your Career - Activity | 40 minutes |
|--|-------------------|
| The logistics Industry as an example – about DHL | 10 minutes |
| Logistics as an example - activity | 30 minutes |

| Session 3: Wrap up | 25 minutes |
|---------------------------|-------------------|
| Recap quiz | 6 minutes |
| Your key learning points | 12 minutes |
| Career development – film | 5 minutes |
| Closure | 2 minutes |

NOTE: remove or add topics according to the need for a specific section.

Facilitator Information and Preparation

Workshop Requirements

In order to run this Workshop, the following items should be considered / pre-arranged:

- **Room:**
 - Set up the room appropriately. Usually a traditionally classroom setting. Consider a different setup (like a u-shape) as this opens up the atmosphere much more and steps away from the classroom look & feel.
 - (Preferably) two flip chart stands with flip chart paper
- **IT and software:**
 - Have all the relevant hard- and software available and ensure (test well in advance) if everything works. Think of the following hardware: power chords, beamer, laptop, speaker-set, projection screen, relevant connector cables. Think of the following software: PowerPoint for slides, any other software required to run the training.
 - If internet is required, check if internet is available. If yes, test this well in advance. If not available, consider skipping the YouTube film during the Wrap Up.
 - For contingency, have a copy of your training materials available on a memory stick.

- **Training materials**

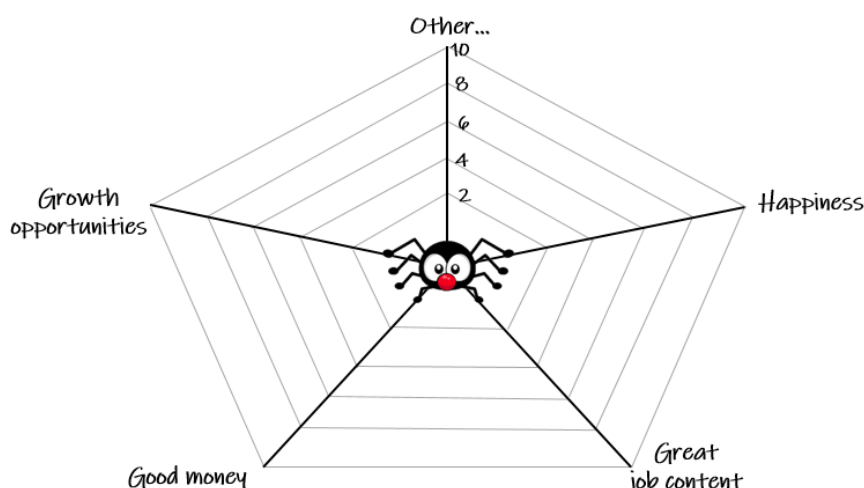
Have the following materials available in soft copy and/or hardcopy:

- Facilitator notes (printed)
- Slide deck
- Student handout / workbook (printed, one for each participant)
- List of Participants (LoP)
- Masking tape for the final quiz
- Flip charts

TIP: if printed materials, ensure to have sufficient copies available and carry a few spare copies of the student handout in case there are more participants than expected.

NOTE: provide the student handout only at the moment when the Logistics activity is run.

- **Prior to running the Workshop:**
 - Update slide five with the key facilitator / volunteer details in bullet points. Also add an image of the facilitator / volunteer and some images to support the story. The slide template allows for this.
NOTE: see the related facilitator note for suggested introduction items.
 - If more than 20 participants, use the 'alternative' students' introduction. For that purpose, hide slide seven and unhide slide eight prior to the workshop (slide eight is initially hidden).
 - Draw a spiderweb diagram on flipcharts (as large as possible). Depending on the number of participants draw spiderweb diagrams, on a number of flip charts.
 - **NOTE:** Preferably prepare one flipchart for each five students. This will save time and ensure that the spiderweb diagrams remain legible.



- Arrange for an appropriate guest speaker. Contract with the guest speaker regarding speaking time (max. 15 minutes) and the proposed content. The content should link to the topics of this workshop and could include the following:
 - Guest speaker name
 - Current job role and responsibilities
 - Previous job roles
 - The career story (how did you get where you are now)
 - What helped (will help) career development (personality traits, transferable skills, education & professional development, clear goals, building a network, challenging yourself).
 - Tips & tricks (do's and don'ts) for career development

- Update slide nine with the key Guest Speaker details in bullet points. Also add an image of the Guest Speaker and some images to support the story. The slide template allows for this.

NOTE: see the related facilitator note for suggested introduction items.

NOTE: it is possible to invite more than one guest speaker. Suggestion however is to limit to one guest speaker initially or maximum two. More than two guest speakers would potentially disengage the students as the 'talk' sessions are too long.

- Check if the film(s) is (are) available and run (for the wrap up session). Alternatively find a replacement film with a strong career message.
- After slide 16 there is a section on Gender and the Future of Work. This section requires good preparation from the facilitator / volunteer in order to avoid going into too much detail and to present the right information at the right level. A decision needs to be made on what to cover, prior to running the workshop.

NOTE: Ensure upfront that there is a working internet connection available.

NOTE: For preparation, use the chrome browser, go to the World Economic Forum website on: <https://www.weforum.org/reports/the-future-of-jobs-report-2023/infographics>






■ Post Workshop activities:

There are no post Workshop activities to be performed or considered.

About these Facilitator Notes




The notes are designed to assist facilitators in guiding participants through the Workshop. It is important that facilitators study this document prior to starting training in order to make sure the structure, process and activities are clearly understood.


The text in these notes is marked up in a number of colors and each has a different meaning – so always print the Facilitator Notes in color.



| | | |
|---|--------|--|
|  | Red | Interactive question for you to ask to enhance participation |
|  | Blue | Expected answer from the participants to an interactive question |
|  | Green | Activity |
|  | Orange | Indicates a slide that needs to be displayed |
|  | Black | Facilitator note or 'Tell' section (background information of things to be mentioned, explained or told) |

WORKSHOP INTRODUCTION, TEASER & GUEST SPEAKER


| Action | Slide # | Content | Slide |
|------------------|---------|---|-------|
| SLIDE | 1 | Welcome slide | |
| FACILITATOR NOTE | | <p>Make sure that the welcome slide displays before the students enter the training room.</p> <p>Once all the students have joined in the classroom, welcome everybody to the Career Talks workshop.</p> | |
| SLIDE | 2 | Learning objectives | |
| FACILITATOR NOTE | | <p>Take the students through the Learning Objectives and briefly explain what they will learn today.</p> <p>Also mention that there is a workbook that contains the key content items for later reference. The workbook will also be used during some of the activities and will be distributed later in this workshop.</p> | |
| SLIDE | 3 | Today's learning journey | |
| FACILITATOR NOTE | | <p>Explain the structure of the workshop and tell that the duration of the workshop is around 2 hours and 30 minutes.</p> <ul style="list-style-type: none"> • Session introduction which includes a teaser activity and there will be a guest speaker. • The next session is all around transferable skills and personality traits: what is this and how is this important for a career and career development. • Then there will be an activity in breakout groups where we use the logistics business as an example. • Finally, the wrap up with a short quiz, a film and of course the students' opinion on this workshop. <p>NOTE: depending on the number of participants, the duration may be more or less.</p> | |
| SLIDE | 4 | Ground rules | |
| FACILITATOR NOTE | | <p>Take the students through the ground rules for this workshop:</p> <ul style="list-style-type: none"> • If there are mobile phones, please switch them off or switch them to silent mode (do not use these during the workshop). • Listen to each other and respect other people's opinions. Be curious and open minded. • Work together. • Make notes. You can use your workbook for this. | |

| Action | Slide # | Content | Slide |
|------------------|---------|---|---|
| | | <ul style="list-style-type: none"> Ask questions at any time. Stupid questions do not exist, only interesting ones! Finally ... enjoy the workshop. | |
| SLIDE | 5 | Facilitator / trainer introduction |  |
| FACILITATOR NOTE | | <p>NOTE: Slide 5 needs to be prepared / updated prior to the workshop.</p> <ul style="list-style-type: none"> Add facilitator image Enter the facilitator name Add bullet points that summarize the facilitator introduction (the items the facilitator wants to present) Add three images that support the facilitator introduction | |
| FACILITATOR NOTE | | <p>The following items could be considered for the facilitator introduction:</p> <ul style="list-style-type: none"> Facilitator name Current job role and responsibilities Previous job roles The career story (how did you get where you are now) What helped (will help) career development (personality traits, transferable skills, education & professional development, goal setting, professional network, overcoming challenges). Tips & tricks (do's and don'ts) for career development <p>NOTE: avoid exceeding five minutes for the facilitator introduction. Keep it short and crisp.</p> <p>NOTE: consider the background of the students and make sure that the career path and education are communicated in an easy and understandable way (avoid abbreviations and specific jargon).</p> | |
| SLIDE | 6 | Activity – introducing yourselves |  |
| FACILITATOR NOTE | | Introduce the students' introduction which is done with an activity. | |
| TELL | | Now it is your turn to introduce yourselves briefly. We will do this with a quick activity. | |
| FACILITATOR NOTE | | This activity is based on a maximum of 20 participants. If more than 20 participants, please use the alternative introduction activity. | |
| ACTIVITY TIMING | | <p>Briefing: 2 min</p> <p>Activity (interviews): 5 min</p> <p>Debrief (introduction each other): 13 min</p> | |
| SLIDE | 7 | Introducing yourselves |  |




| Action | Slide # | Content | Slide |
|-------------------|---------|--|---|
| ACTIVITY BRIEFING | | <p>Let's all get up, put any tables and chairs aside and let's form a large circle.</p> <p>You will work in pairs and you have to interview each other. What you need to find out from each other is:</p> <ul style="list-style-type: none"> • What is the name? • Where do you come from? • What are the likes and dislikes? • What do you strive for in life ... and why? <p>You have 5 minutes in total, so 2.5 minutes for each interview. Then, each of you will get 30 seconds to introduce your interviewee. So, listen carefully what your interviewee has to say and maybe ask questions when there is something you might not understand.</p> <p>Is everything clear? If yes, then we start now. There you go.</p> | |
| ACTIVITY | | Start the activity. After 2.5 minutes give a signal that the students have to swap interviewer / interviewee. After another 5 minutes, stop the interviews. | |
| ACTIVITY DEBRIEF | | <p>The facilitator will appoint the pairs for debrief.</p> <p>Maximum 30 seconds for each introduction (facilitator to keep an eye on the time). Keep it light and fastmoving.</p> | |
| FACILITATOR NOTE | | ALTERNATIVE ACTIVITY: if there are more than 20 students. Slide 8 is initially hidden. If this activity is used, then hide slide 7 and unhide slide 8. | |
| ACTIVITY TIMING | | <p>Briefing: 2 min</p> <p>Activity (interviews): 8 min</p> <p>Debrief (introduction each other): 10 min (total time for debrief depends on the number of groups as there are 2 minutes debrief for each group).</p> | |
| SLIDE | 8 | Introducing yourselves |  |
| ACTIVITY BRIEFING | | <p>Let's all get up, put any tables and chairs aside and let's form a large circle.</p> <p>You will work in teams of 4 to 5 students, and you have to get to know each other:</p> <ul style="list-style-type: none"> • What are the names? • The students in this team strive for ... and why? • Appoint a spokesperson for your team • Define a cool name for your team <p>You have 8 minutes in total. Then, the spokesperson of each team will get 2 minutes to introduce the team. So, listen carefully what everybody has to say and maybe ask questions when there is something you might not understand.</p> <p>Is everything clear? If yes, then we start now. There you go.</p> | |
| ACTIVITY | | Start the activity and stop the teams after 8 minutes. Then commence debrief. | |

| Action | Slide # | Content | Slide |
|------------------|---------|---|---|
| ACTIVITY DEBRIEF | | The facilitator will appoint the teams for debrief. Maximum two minutes for each team debrief. | |
| SLIDE | 9 | Guest speaker |  |
| FACILITATOR NOTE | | <p>NOTE: Slide 9 needs to be prepared / updated prior to the workshop.</p> <ul style="list-style-type: none"> • Add guest speaker image • Enter the guest speaker name • Add bullet points that summarize the guest speaker's narrative (the items the guest speaker wants to present) | |
| FACILITATOR NOTE | | <p>The following items could be considered for the guest speaker's narrative (it may not be possible to cover all the items).</p> <ul style="list-style-type: none"> • Guest speaker name • Current job role and responsibilities • Previous job roles • The career story (how did you get where you are now) • What helped (will help) career development (personality traits, transferable skills, education & professional development, goal setting, professional network, overcoming challenges). • Tips & tricks (do's and don'ts) for career development <p>NOTE: avoid exceeding 15 minutes for the facilitator introduction. Proper time keeping should be agreed up front as we should not overwhelm the students, nor should they be disengaged.</p> <p>NOTE: preferably make the story interactive with some questions hence involving the students actively.</p> <p>NOTE: consider the background of the students and make sure to communicate in an easy and understandable way (avoid abbreviations and specific jargon).</p> | |
| SLIDE | 10 | Activity – My future career should bring me ... |  |
| FACILITATOR NOTE | | <p>Introduce the activity 'My future career should bring me ...'.</p> <p>Ensure the flip chart(s) with the spiderweb diagram are available (prepared before the workshop).</p> <p>This teaser activity aims to link further into the topic at hand and opens the floor for discussion on what a career is and what it should bring.</p> <p>NOTE: Prepare one flipchart for each five students. This will save time and ensure that the spiderweb diagrams remain legible.</p> | |
| TELL | | Let's engage in another activity. Something with a career and spiders. Sounds scary? Well, it is most likely not, so let's have a look. | |



| Action | Slide # | Content | Slide |
|----------------------|---------|---|-------|
| ACTIVITY TIMING | | Briefing: 2 min Activity: 5 min Debrief: 5 min | |
| SLIDE | 11 | My future career should bring me ... | |
| ACTIVITY BRIEFING | | <p>You can see the spiderweb diagram on the flip chart(s). I would like each of you to take a marker and indicate for each of the areas (good money, happiness, growth opportunities, great job content) which one you find most important and how important.</p> <p>You must indicate your priority which means that not all items should be rated equally important. So, what do you find most important and what do you consider least important.</p> <p>Use the 'other' option if there is something additional that you think is important.</p> <p>Simply place a tick or an 'x' at each of the areas and, there is one important thing: there is no right and wrong answer. Whatever your opinions and reasons are, it is all good and fine. We are all different in the end.</p> | |
| ACTIVITY | | <p>Run the activity. Allow the students 5 minutes to reflect and complete the activity.</p> <p>Volunteers to be available in case there are any questions and to guide and motivate the students.</p> | |
| SLIDE | 12 | My future career should bring me ... | |
| ACTIVITY DEBRIEF | | <p>Ask, for each of the areas, why they have been rated as such. Why do the learners find that area highly or least important as a career outcome. Ask specifics for the category 'other'. What are the 'other' relevant things and why are they deemed important.</p> <p>NOTE: no discussion at this stage. Just probe for answers and listen to the students and acknowledge. Focus on their opinions and reasons.</p> | |
| TELL | | <p>As a conclusion we could say that, depending on the person and your personal reasons, all areas are very important. If the money is great but the job is horrible and offers no growth opportunities, how happy are you in the end?</p> <p>Or if the job is great and makes you happy, but the money part is not up to standard? For how long will you remain happy and satisfied?</p> <p>Nevertheless, some of us may choose for financial reward (so short term) and others more for job content (long term). That is all good and fine.</p> | |
| ASK | | How do you see yourself, let's say 15 years from now? | |

| Action | Slide # | Content | Slide |
|------------------|---------|--|---|
| FACILITATOR NOTE | | Await answers from the participants. Again, probe for answers and listen to the students. They have different views and opinions which are all good and fine. | |
| TELL | | Excellent. That concludes this fairly long introduction section but nevertheless, we opened the floor for discussion on career and career development and what that means for each of you. We also listened to an interesting Guest Speaker who told us more about what could be needed for building a career. | |
| SLIDE | 13 | Comfort break |  |
| TELL | | Before we move on, let's go for a 15-minute comfort break. Please be disciplined as we have quite some grounds to cover in this Workshop. | |




Session 1: YOUR CAREER

| Action | Slide # | Content | Slide |
|------------------|---------|---|---|
| SLIDE | 14 | Your career |  |
| FACILITATOR NOTE | | <p>Introduce the next session of the Workshop: 'Your Career'</p> <p>This session contains top tips for career development and looks into Personality Traits and Transferable Skills as some of the key elements for career development.</p> | |
| SLIDE | 15 | Career & career development |  |
| ASK | | What would be some of the requirements that can help your career and your career development? | |
| ANSWER | | <p>Expected answers could include the following:</p> <ul style="list-style-type: none"> • Good education • Continuous learning and development (mastery) • Open to change • Open to feedback • Maintaining a broad view • Pursue opportunities (be pro-active and go for it) • Build and develop your skillset • Your own behavior • Your personality | |
| TELL | | <p>Excellent.</p> <p>There are quite a few things that can help your career to the next level. Things can help you to achieve your career goals whether that is financial success and a shiny new car or a great job that takes you into the future.</p> <p>In that light, let's have a look at some top tips for career development.</p> | |
| SLIDE | 16 | Career development top tips |  |
| FACILITATOR NOTE | | <p>Slide is animated. Show the seven top tips one by one upon mouse click and briefly explain to the students linking back (where appropriate) to the their answers on the previous question.</p> <ol style="list-style-type: none"> 1. Identify your talents. We all have talents each of which can be useful in many situations. Explore what can you bring to the table. What are the things you are good at? What is the value that you can add? 2. Embrace your strengths and weaknesses. What is your kryptonite? Be proud of it. But also know the things that can limit you. These may be developed if possible but at least consider the | |

| Action | Slide # | Content | Slide |
|------------------|---------|--|-------|
| | | <p>fact there are some weaknesses so you know what is possible and what may be more challenging.</p> <ol style="list-style-type: none"> 3. Turn around your 'Yeah ... But' thoughts. Don't limit your view but broaden it and think positively. See the opportunities and take them. 4. Know your skill and trait gaps. Remain open to feedback and change where necessary. Keep developing yourself and build your skillset until you achieve mastery. 5. Map out your career development plan. Think about the future. Where do you want to be in 5, 10, 15 years. Build a 5-year plan. 6. Own your career development. Don't sit and wait until good things happen. Be pro-active and take action. 7. Remain open to change. Change is the only constant so do not get stuck in one place. Embrace change as a good thing and find new opportunities. | |
| TELL | | <p>Success is never guaranteed but if you sit back and relax, there is a guarantee for sure and that is that not much will happen, and you will not achieve your career goals.</p> <p>You should also consider the ever changing and volatile job market. Technical developments like Artificial Intelligence for example drive changes in the job market. Different types of jobs and with different skill sets may be required.</p> <p>Let's have a quick look into that.</p> | |
| WEBSITE | | World Economic Forum | |
| FACILITATOR NOTE | | <p>NOTE: for this section, the facilitator / volunteer needs to prepare him/herself properly in order avoid going into too much detail. A decision needs to be made on what to cover</p> <p>Ensure upfront that there is an internet connection.</p> <p>Using the chrome browser, go to the World Economic Forum website on: https://www.weforum.org/reports/the-future-of-jobs-report-2023/infographics</p> <p>Explain the following:</p> <ul style="list-style-type: none"> ▪ Gender inequality still exists in the job markets across the globe (income differences, women in board of directors, educational inequality) ▪ Click the 'infographics' menu and focus on key drivers for job change, fastest growing jobs, largest growth jobs, top 10 skills. ▪ On this website, there are many reports and information of various kinds that could be very interesting for the students further research and learning, especially for future jobs and industries. | |
| ASK | | What does all of this tell us? | |
| ANSWER | | <p>Expected answers could include:</p> <ul style="list-style-type: none"> ▪ We are still far away from equal treatment although there is improvement | |






| Action | Slide # | Content | Slide |
|------------------|---------|---|---|
| | | <ul style="list-style-type: none"> The job market changes all the time. We should be aware of that and adapt quickly With the ever-changing job market, also skill requirements may change Surely a website to keep an eye on. | |
| TELL | | <p>Excellent. Keep an eye on that website as it provides great information on the changes in the job market and with that could be your guidance for your future career development.</p> <p>Let's have a look at some industries.</p> | |
| SLIDE | 17 | For inspiration – industries to pursue a career |  |
| ASK | | Here are some examples of most common industries for your inspiration. In which industry would you envision your future career? And why? | |
| FACILITATOR NOTE | | Await answers from the students. | |
| TELL | | <p>If you are not yet sure about the industry of your interest (and that is very common) you may want to engage in a workplace visit and get to know some of the job profiles in such industry.</p> <p>This will help you to assess what would be thing that you want to go for and even then ... it is not set in stone! Because seeing the opportunities and being open to change, you might not want to pursue a career in one single direction. One thing might lead to the next.</p> | |
| ASK | | Thinking about that industry, what skills would you need to build a career in that industry? | |
| FACILITATOR NOTE | | <p>Await answers from the students. There is no right and wrong.</p> <p>The students may bring forward a mix of skills and personality traits. This is all good and fine as the next slide will explain the difference.</p> | |
| TELL | | <p>Great stuff.</p> <p>Some of the things you mentioned may be personality traits and others could be transferable skills. Who knows what these are, personality traits and transferable skills?</p> | |
| SLIDE | 18 | Personality traits & transferable skills |  |
| FACILITATOR NOTE | | NOTE: the students may not know the answer to this question. Therefore, probe for answers lightly and then show the answer in the slide. | |

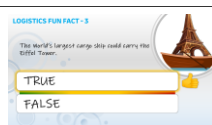

| Action | Slide # | Content | Slide |
|--------|---------|---|-------|
| SLIDE | 18 | Personality traits & transferable skills | |
| TELL | | <p>So, a personality trait is quite similar to a transferable skill, but as you can see there is a slight difference.</p> <p>A personality trait relates to your character as a person: how you are, and the attitude related to it. A personality trait is something that we developed in life, through our upbringing and our experiences. It can be changed but that takes quite some time and effort.</p> <p>A transferable (or soft) skill on the other hand is very much learnt behavior and therefore can be improved and developed. It can help you at work or in life in a variety of situations. You can improve your communication skills and team-work skills.</p> <p>Your personality may indicate what job you may like to do but your “Soft Skills” define how good you may be at it.</p> <p>To clarify, let’s have a look at some examples.</p> | |
| ASK | | Knowing this and, perhaps thinking about yourselves and how you are, what would be examples of personality traits? What are your personality traits? | |
| SLIDE | 19 | Personality traits - examples | |
| TELL | | <p>Excellent. There are both positive and negative personality traits.</p> <p>Positive personality traits can be things like helpfulness, optimism, honesty, friendliness, and responsibility.</p> <p>Negative personality traits can be potentially career limiting. Things like laziness, arrogance, recklessness, disrespect, and impatience.</p> <p>Nevertheless, these can very well be part of us, so we must be aware of those negative personality traits. We must recognize them and make sure that they don’t get in the way of our goals.</p> | |
| ASK | | Knowing that transferable skills are learnt abilities that can help you at work or in life. What would be examples of these transferable skills? What transferable skills do you already possess? | |
| SLIDE | 20 | Transferable skills - examples | |
| TELL | | <p>Teamwork, flexibility, problem solving, critical thinking, adaptability, communication and attention to detail are good examples of transferable skills.</p> <p>Let me give you an example to emphasize on the difference.</p> | |




| Action | Slide # | Content | Slide |
|------------------|---------|--|---|
| SLIDE | 21 | An example |  |
| TELL | | Like the slide states: finding a job role that matches your personality is only part of the equation. You also need to find a role that matches your skillset. Let me give you an example ... | |
| FACILITATOR NOTE | | At this stage the facilitator / volunteer can bring forward an example of his/her own experience. | |
| FACILITATOR NOTE | | NOTE: The example below can be used if the facilitator / volunteer can NOT bring forward an example from his/her own experience: <i>If you are a caring and friendly person you might like to work in jobs that involve people, for example Health Care. Your communication and problem-solving skills may define how good you are at it.</i> <i>If these skills are not up to standard, you may not succeed and you may even develop anxiety and stress. The good news is that you can develop your transferable skills which means you can improve and with that be increasingly successful at what you love to do.</i> | |
| SLIDE | 22 | The relevance |  |
| ASK | | Why is it important to know about your Personality Traits and Transferable Skills? | |
| FACILITATOR NOTE | | Await the students to provide answers first. Then provide the answer below. | |
| ANSWER | | When you apply for a job, it is the Personality Traits and Transferable Skills your employer will be interested in. What do you bring to the business? What are your strengths and weaknesses? How do you add value to the employer? So, reflecting on and knowing about your strengths and weaknesses will help you understand your development needs, but it will surely help you with your CV writing, your applications and job interviews, selecting the right employer and job role and with all that ... your career development. | |
| SLIDE | 23 | Any questions at this stage? |  |
| ASK | | Do you have any questions at this stage? | |
| FACILITATOR NOTE | | Provide some reflection time and answer the relevant questions (relevant to the topic at hand) from the students. | |

| Action | Slide # | Content | Slide |
|--------|---------|--|-------|
| TELL | | Perfect! Time to bring things into practice. Let's move on to an activity where we take the logistics industry as an example so we know what we are talking about. | |


Session 2: YOUR CAREER - ACTIVITY

| Action | Slide # | Content | Slide |
|------------------|---------|--|---|
| SLIDE | 24 | Your career – logistics activity |  |
| FACILITATOR NOTE | | Introduce the next session of the Workshop: 'Your Career - activity' This session contains a fun quiz and an activity that focuses on Personality Traits and Transferable Skills. | |
| SLIDE | 25 | Logistics industry as an example |  |
| ASK | | When you think of the word 'Logistics', what thoughts or words come to mind? | |
| FACILITATOR NOTE | | Jot the words and thoughts from the students on a flip chart. Then review the students' input and display the next slide (buzz words) and compare this to the students' input. | |
| SLIDE | 26 | Logistics ... buzz words |  |
| TELL | | That's great. Logistics is all about transportation of cargo from A to B via road, rail, sea and air. It's about planes, trains and automobiles. | |
| SLIDE | 27 | Activity – logistics fun facts |  |
| TELL | | Let's have a go with a fun quiz. Four true/false questions. If you think the statement is true, then get up. If you think the statement is false, then remain seated or sit down. Here we go ... | |
| FACILITATOR NOTE | | Running the quiz: <ol style="list-style-type: none"> 1. Display the slide and read the question aloud. 2. Click to run the timer (10 seconds) during which the students make their choice (true – stand up / false – remain seated or sit down). 3. Then click to indicate the correct answer and explain briefly. Keep it light, fun and fast-moving. | |
| SLIDE | 28 | Logistics fun fact 1 |  |
| TELL | | This is a true statement. | |




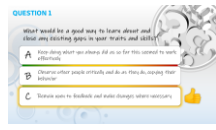
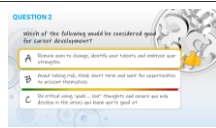
| Action | Slide # | Content | Slide |
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| | | I do not know how far they would reach beyond the moon but it is at least a distance of 300,000 kilometers. That's a lot of sausages! | |
| SLIDE | 29 | Logistics fun fact 2 |  |
| TELL | | This is a false statement as these tracks would not reach around the world ones but twice. That is 80,000 kilometers of tracks. | |
| SLIDE | 30 | Logistics fun fact 3 |  |
| TELL | | This statement is true. Then consider the fact that the Eiffel tower is 317 meters high and has a weight of 7,7 million kilos. That takes a bit more than a rowing to carry. | |
| SLIDE | 31 | Logistics fun fact 4 |  |
| TELL | | That is also a true logistics fact. In 2014, DHL Express transported two panda bears, Hao Hao and Xing Hui from China to Brussels. True VIPs or ... Very Important Pandas. | |
| TELL | | Logistics is important to the entire world. Without logistics, shops are empty, food is not distributed, export and import stops, and ordering things on-line may be virtually impossible (unless you want to pick them up yourself). Some people say money makes the world go around. This is only partially true as it is logistics that makes the world go around. | |
| SLIDE | 32 | A quick question ... |  |
| ASK | | Talking about DHL, who has ever heard of DHL? And if you did, what do you know about it? | |
| FACILITATOR NOTE | | The students may or may not have heard of DHL. Keep this question therefore light without putting anyone on the spot. | |
| SLIDE | 33 | Any commonalities |  |
| ASK | | When you look at this slide, what do all these images have in common? | |
| FACILITATOR NOTE | | Answer could include: <ul style="list-style-type: none"> Nothing really ... it's all different Logistics is twice on the slide, same as sports | |

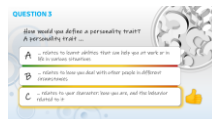
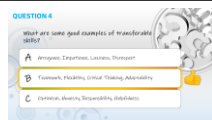
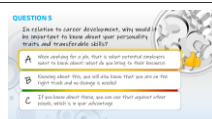

| Action | Slide # | Content | Slide |
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| | | <ul style="list-style-type: none"> Students may have no answer at all | |
| SLIDE | 34 | We are everywhere! |  |
| ANSWER | | <p>The answer is that DHL is involved in all of them.</p> <p>We are everywhere in the world, transporting vast amounts of shipments by air, road and sea. We support events of many types like Formula 1, but also its 'greener' counterpart Formula E as well as sailing contests. We also take our social responsibility in the world in many areas like on this page, the DHL Disaster Response Team.</p> <p>Yes, we even transport Panda Bears when we are asked to do so.</p> <p>Knowing a bit more about the logistics industry, let's now take this as an example, linking it back to Personality Traits and Transferable Skills.</p> | |
| SLIDE | 35 | Activity – a career in logistics |  |
| FACILITATOR NOTE | | Introduce the activity: 'a career in logistics'. | |
| TELL | | We will be looking at three job roles for this activity. Keep in mind thought that only in DHL there are over 100 job profiles which all need different skill sets and personality traits. Think of Operational job roles but also Human Resources, Finance, Sales & Marketing, etcetera. | |
| ACTIVITY TIMING | | <p>Briefing: 2 min</p> <p>Activity: 10 to 15 min</p> <p>Debrief: 10 to 15 min</p> | |
| SLIDE | 36 | A career in logistics |  |
| ACTIVITY BRIEFING | | <p>You will be working in groups of 4. In your groups you need to define, for the assigned job role, the personality traits and transferable skills that you think might be required (the top 3 of each).</p> <p>Also reflect on and discuss how you think these traits and skills help to be successful in that job role.</p> <p>You can find the job roles in your handout on pages 19 to 24. There also extra space for note taking. On pages 12 and 15 you will find a more extensive list of transferable skills and personality traits for your reference.</p> <p>You have 10 to 15 minutes for this.</p> <p>Now let me form the groups and tell each group which job profile you will be working on.</p> | |



| Action | Slide # | Content | Slide |
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| ACTIVITY | | <p>Form the groups and inform each group on the job role they will be working on.</p> <p>Then, start the activity. Allow the students 10 to 15 minutes to reflect, discuss and complete the activity.</p> <p>Volunteers to be available in case there are any questions and to guide and motivate the students.</p> <p>NOTE: if there are more than 20 participants, consider more than 3 groups were multiple groups work on the same job profile.</p> <p>NOTE: volunteers to support the groups and help them as this is not an easy activity.</p> <p>NOTE: this activity is not about right and wrong. It is about further reflection on Personality Traits and Transferable Skills and how these are relevant for careers and career development. Therefore, no judgment but acknowledgement of and praise for the group's efforts and input.</p> | |
| ACTIVITY DEBRIEF | | <p>Ask each group to present their findings. Maximum two minutes per group. They have to state:</p> <ul style="list-style-type: none"> • The Personality Traits and Transferable Skill • How these may bring success to the job role <p>NOTE: this activity is not about right and wrong. It is about further reflection on Personality Traits and Transferable Skills and how these are relevant for careers and career development. Therefore, no judgment but acknowledgement of and praise for the group's efforts and input.</p> <p>Debrief notes for the facilitator and volunteers:</p> <ul style="list-style-type: none"> • For a heavy goods vehicle driver, they might be stuck in traffic for a really long time so they need to be really patient. But also, they need to plan their time well and be organised so they can make sure they arrive at their destinations on time. • For a transport planner, they need to have very good problem solving skills so they can find the most cost effective plans. They need to be reliable, as many colleagues will be dependent on them. They also need to be creative so they can find creative solutions to problems that might arise. • For a warehouse supervisor, they need self confidence and openness as they may need to provide feedback to staff members. They also require leadership skills and good communication skills but they also need to be able to solve problems and have attention to detail to avoid errors. | |
| TELL | | <p>Excellent work everybody. Some really good input.</p> <p>If you have an ambition to work in certain area or industry, do your research. Find out what is necessary for this and also reflect on what you already have on board and up to which level.</p> | |

| Action | Slide # | Content | Slide |
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| | | Then further develop the transferable skills needed and make sure that your personality traits are in line with the requirements. So get feedback on board, be open to it and make the changes needed. | |
| SLIDE | 37 | Any questions at this stage? |  |
| FACILITATOR NOTE | | Provide some reflection time and answer the relevant questions (relevant to the topic at hand) from the students. | |
| TELL | | Excellent. Then we slowly but gradually reached the end of this workshop and it's time for the wrap up. | |

Session 3: WRAP UP

| Action | Slide # | Content | Slide |
|-------------------|---------|---|---|
| SLIDE | 38 | Wrap up |  |
| FACILITATOR NOTE | | <p>Introduce the last session of the Workshop: 'Wrap Up'</p> <p>This session contains a review of the objectives, a recap quiz and a final activity to gauge how the students experienced the workshop. In the end there is a motivational film to wrap up the workshop.</p> | |
| SLIDE | 39 | Learning objectives |  |
| FACILITATOR NOTES | | Take the students through the learning objectives and relate this to the topics covered during the workshop. | |
| SLIDE | 40 | Recap quiz |  |
| TELL | | <p>Let's have a go with a final quiz. There are five multiple choice questions. Let's make some space and put all tables and chairs aside.</p> <p>Then, when you think answer A is correct, then you will move to the left side of the room. Answers B ... that would be the middle of the room and answer C the right side of the room.</p> <p>Here we go ...</p> | |
| FACILITATOR NOTE | | <p>Running the quiz:</p> <ol style="list-style-type: none"> 1. Mark 3 areas on the floor using masking tape for the participants to gather (A, left side – B, middle – C, right side of the room). 2. Display the slide and read the question aloud. 3. Click to run the timer (10 seconds) during which the students make their choice (true – stand up / false – remain seated or sit down). 4. Then click to indicate the correct answer and explain briefly. <p>Keep it light, fun and fast-moving.</p> | |
| SLIDE | 41 | Question 1 |  |
| TELL | | <p>Answer C is correct.</p> <p>Do not keep doing what you always did and do not copy anyone. Be yourself but be open to feedback and make changes when necessary.</p> | |
| SLIDE | 42 | Question 2 |  |

| Action | Slide # | Content | Slide |
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| TELL | | That would be answer A. Remain open to change and identify your talents and embrace your strengths but also your weaknesses. Risk avoidance, short term thinking and waiting will not bring success, neither will a narrowed development path. | |
| SLIDE | 43 | Question 3 |  |
| TELL | | Answer C is the correct one. A personality trait relates to your character: how you are and the behavior related to it. | |
| SLIDE | 44 | Question 4 |  |
| TELL | | Answer B it is this time. Teamwork, flexibility, critical thinking and adaptability are good examples of transferable skills. | |
| SLIDE | 45 | Question 5 |  |
| TELL | | For the final question ... it is answer A. That's what potential employers want to know about: what do you bring to their business. | |
| TELL | | Thank you very much for engaging in this activity. We are going towards the end of this workshop with a final activity. | |
| ACTIVITY TIMING | | Activity brief: 1 minute Reflection: 1 to 2 minutes Debrief: 10 to 12 minutes | |
| SLIDE | 46 | One word ... one sentence |  |
| ACTIVITY BRIEFING | | As a final activity, I would like you to reflect on that one word that summarizes today's workshop for you personally and how would you explain that word in one sentence? I will give you two minutes to reflect and then we will go for a quick debrief. There is space in your handout on page 27 to write down your one word and the sentence. | |

| Action | Slide # | Content | Slide |
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| ACTIVITY | | Run the activity (provide reflection time for maximum 2 minutes). | |
| ACTIVITY DEBRIEF | | Appoint the first student to mention their word and sentence. Then, this participant can appoint the next student and so on. Facilitator to provide praise and acknowledge each student's input. | |
| SLIDE | 47 | Film – get your career going |  |
| TELL | | That was great. Thank you for doing that. As a final step, we will watch a short film to get your career going. Please pay attention. | |
| FACILITATOR NOTE | | Run one of these films (to be selected prior to the workshop) or alternatively find another suitable film (appropriate for the audience and their language). https://www.youtube.com/watch?v=e4in-hK8-BU https://www.youtube.com/watch?v=AjZ0KbJcav0 NOTE: YouTube requires internet access which may not be available on all training locations. | |
| SLIDE | 48 | Thank you |  |
| FACILITATOR NOTE | | Thank the participants for their time and attention and express the hope that they learned what they expected to learn. Close the Workshop. | |

