

# WOMEN4IT 2022



## Methodology of Young Women Employability Workshops

Iceland  
Liechtenstein Norway  
Norway grants grants

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**CRETHIDEV**

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The project Nr.2017-1-094 "YOUNG-ICT WOMEN: Innovative Solutions to increase the numbers of EU vulnerable girls and young women into the digital agenda" benefits from a 2.714.304 € grant from Iceland, Liechtenstein and Norway through the EEA and Norway Grants Fund for Youth Employment. The aim of the project is to increase the numbers of EU vulnerable girls and young women into the digital agenda.

Project implemented by:



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## WOMEN4IT PROGRAM

Women4IT is a multi-stakeholder partnership funded by the EEA Grants and the Norway Grants Fund for Youth Employment aiming at raising awareness about digital skills and the gender gap, and at promoting concrete, innovative partnerships, and solutions to increase the numbers of EU vulnerable girls and young women into the digital agenda.

The project is being implemented by 9 partners: LIKTA, Latvian Information and Communication Technology association, Latvia (Coordinator), FUNDACIÓN PLAN INTERNATIONAL, Spain, CRETHIDEV, Creative Thinking Development, Greece, Tech.MT, Malta, BETI, Baltic Education Technology Institute, Lithuania, ICS, ECDL Ireland Ltd., Ireland, EOS, Educating for an Open Society, Romania, ECWT, European Centre for Women and Technology, Norway, and DE, DIGITAL EUROPE, Belgium.

The project has developed the digital competences of young women who were at risk of exclusion from the labour market by improving their employability through an alternative, integrated approach.

The proposed innovative practices included upskilling young women on the technical skills and soft skills necessary to find a job. Conducting needs assessments through a systematic review and study of multi-sourced data, the identification of gaps between current and desired/required knowledge, skills, behavior, and practice was made possible and 8 digital jobs profiles, in need from the market, were developed: Digital Specialist, Graphic Designer, Project Coordinator, Junior Web Developer, Data Analyst, Data Protection Officer, Customer Service Representative, and Tester.

To increase the employability of the beneficiaries, partners collaborated with employers and stakeholders in each participating country. Thus, new participant alliances and adaptable tools have made the proposed solutions sustainable and transferable to different national contexts and target groups.

The infographic is divided into three main sections. The top left section, titled 'Our mission', states the goal of developing digital competences for young women at risk of labor market exclusion and lists three Europe-wide challenges: youth unemployment, ICT specialist gap, and low involvement of women & girls. The top right section, titled 'Women4IT target groups', lists two groups: young women (19-29) and young girls (15-19), each with specific activities. The bottom left section contains a small logo and a horizontal bar.

**Our mission**  
To develop the digital competences of young women who are at risk of exclusion from the labor market, thus improving their employability and decreasing the ICT specialist gap in Europe.

We address the following Europe-wide challenges:

- Youth unemployment
- ICT specialist gap in Europe
- Low involvement of women & girls into digital jobs and ICT professions

**Women4IT target groups**

- 1 Young women (19-29)**
  - awareness raising
  - competence assessment
  - training
  - employment into digital jobs
- 2 Young girls (15-19)**
  - ICT jobs awareness raising
  - assessment
  - non-formal training

The project achieved recognizable results during its first period of implementation (2018-2021) regarding the acquisition of digital competencies, and the promotion of employment of beneficiaries, but it also increased awareness in the target populations through the profiling and employment tools.

The quantitative results of the project revealed that 2984 young women have used the Women4IT profiling tool to access their digital competences, 646 have successfully completed 160 hours of training in 8 digital profiles and 330 are already employed, mostly in IT related jobs. In addition, the impact assessment of the project, through surveys and focus groups with young women and employers in the 7 piloting countries, has shown that the target audience involved in project activities has assessed very positively the methodology and tools that have been used in the project, pointing also to the direct benefits the project had to their career development.

One of the key success factors of the project has been the **mentoring**. Participants reported that the W4IT training not only improved their knowledge, but it also provided the support required to change their mentality and make them feel more confident to pursue a career in a male dominated sector such as the tech sector.

The young women appreciated the tutorials provided by the mentors on the development of soft skills necessary to search, find and secure a job, the individual and group mentoring sessions, as well as the follow-up and guidance throughout the training period and after the completion of it, not only in relation to the employment outcome, but also in terms of the emotional process going through, whilst looking for a job. By attending, in regular intervals, empowerment seminars and group mentoring sessions, mentees got to know each other (a condition that online training because of the pandemic could not cultivate), and they built ties creating communities of support. This could imply that different interaction styles might be preferred by women as the value assigned to the social aspect of training and mentoring could be different between genders leading to new pathways to support young women overcome stereotypes and reach their full potential.

The extension of the project for 1 more year (February 2021 – January 2022) has introduced modifications and new activities. Among them, **employability workshops** & a mentorship community are included to complement the training on tech job profiles and empower young beneficiaries to find and secure a job.

Workshops will focus on the main stages of employability (from discovery to delivery through the employee lifecycle) as well as to the challenges that a young woman may face while job searching in the tech sector.

This report focuses on the common methodology that should be followed by all the participants of the program to have the best outcome concerning employability workshops quality and effectiveness.

## Glossary

**Beneficiaries** are the young women, aged 19-29 years old, that they participate in the Women4IT program and are gaining advantage of training, mentoring & employability workshops.

**Employability** is defined by the European Centre for the Development of Vocational Training (Cedefop) in its [Skills Panorama Glossary](#) as: a combination of factors (such as job-specific skills and soft skills) which enable individuals to progress towards or enter into employment, stay in employment and progress during their careers.

**Empowerment** ‘is how individuals/communities engage in learning processes in which they create, appropriate and share knowledge, tools and techniques in order to change and improve the quality of their own lives and societies. Through empowerment, individuals not only manage and adapt to change but also contribute to/generate changes in their lives and environments” (UNESCO 1998).

**Facilitator** is the trainer in the employability workshops who guide, empower and assist young beneficiaries to improve their employability in the tech sector.

**First/ second period of program.** The first implementation period for Women4It project was during 2018 – 2021 and the second started in February 2021 and will last to January 2023.

**Generation Z** is the name for the generation of people born in the late 1990s and early 2000s. Surveys show that they have some key differences in attitudes, tendencies and outlook comparing to the previous generations.

**Mentor** is an experienced and trusted female professional who assists beneficiaries by sharing her knowledge, experience and advice on every step of their employability during Wome4IT program.

**NEET** is an acronym for “Not in Education, Employment, or Training.” In other words, a NEET is someone who isn’t studying, doesn’t have a job, and isn’t learning a craft.

**Partner Countries** are the 7 countries participating in the program: Greece, Ireland, Latvia, Lithuania, Malta, Romania and Spain. Though the employability workshops will be conducted only by 5 countries: Greece, Latvia, Lithuania, Romania & Spain.

**Peer mentor** is the young mentor who was a successful beneficiary on the first period of the program and now is sharing her experience and knowledge with the young beneficiaries of the second phase.

**Pilot employability workshops** were the workshops that were conducted during the first phase of the program to some of the partner countries, sharing now their experience so as to be now implemented by all countries.

**Trainer** is the professional who teaches digital skills to beneficiaries participating in one of the digital profiles of the Women4IT program.



# 1. Methodology of Young Women Employability Workshops

## a. Introduction

The methodology of young women employability workshops will provide guidelines for and activities for NEETs including the content, the tools, and materials as well as engagement and evaluation strategy.

The methodology includes a guide based on the lessons learned from testing innovative solutions, in the first period of current project, for further supporting the employability of young women involved in digital skills assessment and training.

## b. Purpose of this guide

This guide is intended to help Facilitators, through a knowledge-based and adult learning process, to organize effectively and in a common basis the targeted employability workshops all over the 5 countries that participate in Women4IT new activities.

Additionally, through this guide, Facilitators will be introduced to the main aspects of employability to support young beneficiaries develop a growth mindset, find and secure a job in the tech sector.

The guide is designed to be easy-to-use and will provide Facilitators with instructions & tools that have been experimented in the previous phase of the project and were found useful in preparing young women for the employment in the digital sector.

These resources are suggested to be used together with the “[Repository](#) of interesting tools/materials” developed by the Women4IT Project. Repository will work not only as support material but also as a reference document which Facilitators should use to understand better the tech job profiles that beneficiaries are trained in and to deepen their own knowledge in the role of women in a tech world.

This Guide will be also uploaded to the “Repository of interesting tools/ materials” of the Women4IT platform.

To assess the quality and effectiveness of the Facilitator and the workshops from the participants, feedback forms have been developed and they are available at the annex of this guide.

### c. Purpose of the Employability Workshops

According to various surveys, among the most effective ways to increase the number of women in tech is to empower women with training and mentoring as well as to build a women’s supportive network<sup>1</sup>.

Women4IT successfully combines training on tech job profiles, career mentoring sessions & mentorship community with employability workshops, providing young beneficiaries with the guidance, support & resources needed as they transition to the work life.

The main purpose of the proposed workshops is to EMPOWER young beneficiaries to find and secure a job, complementing the training on tech job profiles and enhancing the mentorship community. Employability workshops aim to develop self-confidence, professional competencies and job searching abilities such as CV writing and interview techniques. Also, to motivate them participate more in the mentoring sessions and finish successfully the training on their digital profile.

This aim serves the major goal of the project which is to help 30 out of the 40 young beneficiaries in each of the 5 beneficiary partners countries to find work after graduation.

Empowering young women for employability in the tech sector with all the necessary skills and attitude is very important as this sector is considered male-dominated and it is not easy for women to penetrate traditionally male-dominated jobs, breaking cultural norms, stereotypes and personal insecurities thereof. It is mostly the lack of self-confidence, not their abilities, that drives young women away from the tech sector.

Empowering young beneficiaries means giving the learning opportunities & resources to use technology to their advantage and the needed self-confidence and inspiration to progress and

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<sup>1</sup> Please find more at the Program Repository [‘Women4IT Study’](#)

control over their professional lives. Feeling empowered gives more responsibility and power to set professional/ educative goals and take actions with a lasting impact in their careers.

Indeed, during the pilot employability workshops of the first cycle of the program beneficiaries declared that:

- they managed to organize better their thoughts and set goals & priorities for their professional future
- they gained more self-awareness/ self-confidence to pursue better job opportunities and promote better themselves in a job interview, having a better prepared CV/ LinkedIn profile
- they felt more optimism and inspiration thanks to the women's network and interaction they had with the Facilitator and the rest of the participants.
- More than 75% suggest the workshops to others as it met their expectations, feeling more optimistic and engaged to find a tech job.

## d. Topics and content areas

The topics of the workshops have been selected after research on the needs of Generation Z<sup>2</sup>, which mostly covers the age range of the participants. They have been also verified through the beneficiaries' needs analysis during the mentoring process, focus groups and impact evaluation of the first period of program.

The content of the workshops seeks to cover the needs of both participants who have not been employed as well as those who have little work experience.

The workshops are proposed to be divided into the following **9 Units**:

### **Unit 1: Introduction to the program and the meaning of Employability**

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<sup>2</sup> Deloitte (no date) '[Understanding Generation Z in the workplace](#)'

European Parliament (2020) '[Next generation or lost generation? Children, young people and the pandemic](#)'

Mckinsey (2018) '[True Gen': Generation Z and its implications for companies](#)'

This workshop is divided in two parts. The first part will be informative about the purpose and actions of the program. Additionally, mutual expectations and webinars/workshops rules will be discussed. The second part of the workshop is to familiarize youth beneficiaries with the concept of Employability (meaning and importance), so as to be in position to find and secure the appropriate job position based on their knowledge, skills and preferences.

**Unit 2: Personality: Self-Knowledge & Resilience**

The young beneficiaries, through selected exercises, will have the chance to acquire a more accurate picture of their strengths and areas in need of improvement. In addition, techniques to improve their resilience and overcome barriers towards reaching their goals will be presented.

**Unit 3: S.M.A.R.T. Goal setting**

The young beneficiaries will be invited to select a specific professional goal and will be supported with various techniques to transform it into a S.M.A.R.T. (Specific, Measurable, Achievable, Relevant, Time-bound) goal, increasing their chances of achieving it.

**Unit 4: Key skills for the labor market**

The young beneficiaries will be informed about which key skills (soft, hard and digital skills), based on relevant European studies, considered to be necessary for the labor market and in particular in the digital economy. Emphasis will be placed on the skills and mentality that are considered important for digital professions, such as those for which the beneficiaries are being trained.

**Unit 5: Tech job profile analysis**

The young beneficiaries will understand better and in a more practical way the job profile that are being trained for and what they need to do in order to succeed in this field.

**Unit 6: Job Search Strategy**

The young beneficiaries will be familiarized with job-searching journey, techniques and tools to help them find and secure the job they want.

**Unit 7: Strong Curriculum Vitae/ Cover Letter and LinkedIn profile**

The young beneficiaries will be indicated with effective CV/Cover Letter writing tips and how to use their LinkedIn profile to increase their possibilities for employment.

#### **Unit 8: Preparing for a job Interview**

The young beneficiaries will have the chance to understand the perspective of an interviewer, to acquire insight on the needs and objectives of an organisation so as to focus their answers on the critical issues and learn how to best present themselves on a job interview.

#### **Unit 9: Transition to the world of work**

The young beneficiaries will be supported to their transition to the world of work, by understanding what is important during the first 90 days of their employment to secure their job position and advance their career.

### **e. Duration**

The duration of the workshops is suggested to be **9 weeks** in a row taking place every week or every second week.

The duration of workshops should not exceed **1,5- 2 hours** and it is suggested to be conducting on a day where there will be no other training on tech job profiles to avoid mental fatigue of the participants.

Also, the workshops conduction on a specific day and time per week was used, during the pilot employability workshops, as a method of reminding and ensuring consistency on behalf of young beneficiaries.

### **f. Method of Conduct**

The employability workshops might be implemented as a training within **a classroom, a distance training online or blended training mixing both modalities.**

In the first phase of the program, the pilot workshops conducted online through a free platform (e.g. Google Meet, Zoom, or Microsoft Teams), taking advantage of the flexibility and interaction that technology offers.

All participants appreciated the way that workshops were conducted as they were very familiar with the use of online platforms; they could log in from anywhere and helped them create an online supportive community where they shared ideas, experiences, and knowledge. At the same time, they improved their virtual communication and collaboration necessary skills for a remote or hybrid working environment.

## g. Attendance

The main audience of the workshops is the young beneficiaries, to acquire a better picture of the professional life and the challenges of employability. It is expected to participate approximately 40 young beneficiaries from each of the 5 beneficiary partners countries.

Attendance at workshops is **mandatory**, as there is a logical sequence and coherence that serves the goal of employability.

In some cases (such as difficulty to attend due to health problems etc.) the workshops could be videotaped, and the relevant link sent to those who could not attend.

The workshops may also be attended by the Women4IT Mentors/ Peer Mentors. This approach sends a message of unity and coordination in the whole project and offers the young women a sense of care and interest for supporting them the maximum. More specifically:

**Attendance is recommended for all Mentors to:**

- be aligned and familiar with the content of the workshops
- understand better the main aspects of employability
- support further the young beneficiaries in their employability journey
- directly observe the group's dynamic
- interact and discuss further with the Facilitators through the mentoring community platform

- upload in the mentoring community platform interesting and relevant to employability resources (such as articles, presentations, blogs, podcasts, audio files, etc.), accessible to all young beneficiaries

Young beneficiaries may be asked in advance to apply for participation in the workshops through an online form. In the Annex there is participation form template that can be used.

## h. Organisation

The workshops are recommended to be as **interactive** as possible. The active participation of young beneficiaries is necessary as all have an important say. That leads to a more collaborative and richer learning experience, as beneficiaries feel valuable and free to discuss and share ideas and experiences.

Beneficiaries can participate by questioning/answering, by sharing professional experiences, by writing in the chat, by answering relevant questionnaires/surveys, or by doing the activities at home for their personal self-evaluation. Informative resources (e.g. presentations, video materials, etc.) may be provided also during the workshops.

The interaction way is chosen according to the topic of each workshop. In some cases and in order to boost more the workshops content, it is suggested the **additional participation** of employability/HR professionals (recruiters, career counselors/coaches etc.) or female role model in tech with very short presentations.

Also, it is suggested the young beneficiaries to have a **notebook** (journal) and a pen in order to take notes, express feelings, set personal/professional goals and relevant actions. In this way they will make the most of their experience through workshops so as to create a career and personal development record, enhancing their employability.

At the end of each workshop, the PowerPoint presentation, the exercises presented and other related material can be emailed to young beneficiaries to enhance understanding and help those who couldn't participate.

Also, there may be a further relevant discussion with Mentors. Furthermore, after each workshop, Facilitator in cooperation with Mentors may invite beneficiaries to work as groups

to respond to a specific question/ activity and present shortly their findings/ conclusions/ proposals to the plenary during the next workshop.

**Facilitators are encouraged to actively use this guide during their workshops, taking into account the young beneficiaries' wishes, needs and values as they are the only true way to understand and empower them to their employability journey.**

**We hope you find this guide useful to help the new generations find a tech job that they love and they want to keep.**

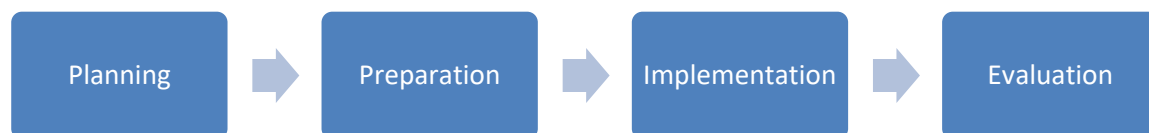


## 2. Workshops Structure and Content

The employability workshops will be organized in 5 partner countries. To ensure effectiveness, in this guide is offered useful information as a common basis as well as some questions to be answered by the Facilitators for better preparation and implementation of the workshops.

### 1. Guidelines for conducting the Workshops

In order to conduct an effective and successful workshop, you need every time to address its basic phases: planning, preparation, implementation and evaluation.



#### i. Planning

As you plan, consider all possible training constraints and contributors:

- **Purpose**
  - What do you want to achieve?
  - What is your main message to the audience?
- **Facilitator**
  - What previous experience do you have in training?
  - How familiar are you with employability issues?
  - How much do you acknowledge the needs of Generation Z and of young women in tech?
- **Space**
  - Where will take place the workshop?
  - Online/ in-class/ Hybrid?
  - How will you set up?
- **Time**
  - How long will it take?

- Does the timing of the sessions allow women to attend?
- **Audience**
  - Who are they? Unemployed? Women with low or no qualifications? Women accessing their first job?
  - What are their needs?
  - What already know?
- **Equipment**
  - What have already?
  - What will you need?
- **Presentation options**
  - How will you engage more the beneficiaries?
  - Which tools/ platforms to use?
  - What self-activities “homework” can you give to beneficiaries?
- **Documentation**
  - How well are you prepared for the presentation?
  - What data should you use?
  - What beneficiaries need to hear/ understand?
- **Feedback**
  - Use any feedback from beneficiaries to redesign or change parts of the next workshop so as to be even better (not applied to the first workshop)

## ii. Preparation

Preparation includes logistics and preparing psychologically as well:

- Managing the physical items involved materials, equipment, etc.
- Setting the workshop dates
- Inviting the participants. A participation form template is found in the Annex
- Having in mind to take some photos/print screens during the workshops
- Creating the presentation PowerPoint with structure:
  - **Introduction** (15% of the estimated time)
    - Introduce yourself and the topic
    - Overview about main points

- Icebreaker polls and get to know beneficiaries' needs and expectations
- **Substance - Body** (70% of the estimated time)
  - Explain topic
  - Break information into subsections
  - Make one point at a time
  - Make your presentation interactive to keep the attention
  - Reinforce key messages with:
    - Research of data
    - Examples and personal anecdotes
    - Supporting text, quotas, images, and graphics
- **Conclusion** (15% of the estimated time)
  - Summarize key messages in a clear, memorable, and simple way
  - Answer questions
  - Call to action (2- 3 things you want audience to act)
  - Receive feedback (Audience should fill in an anonymous evaluation form after each workshop)

### iii. Implementation

The implementation of the workshop includes attending to all three of its phases: introduction, substance, and closure.

The main challenge in this stage is to increase or maintain good **motivation, participation, and engagement** levels among the young women throughout the workshops, taking full advantage of them for a better employability.

A workshop can be more interactive by:

1. Personalizing workshops to audience needs (relevant content)
2. Combing theory with practice (examples from real working experiences)
3. Adapting to different learning preferences (adult learning styles combination)
4. Asking and answering Questions
5. Conducting surveys/polls
6. Starting a discussion & encourage participation
7. Creating opportunities for teamwork
8. Giving positive & helpful feedback
9. Challenging Audience
10. Motivating audience to act and/or use given resources (self-evaluation activities etc.)

## 11. Participating employability/HR professionals or female role model in tech

### iv. Evaluation

Young beneficiaries and Mentors will evaluate the workshops. There will be two types of evaluation, an intermediate after each workshop and a final for all the workshops as a whole.

At the end of the program, a final report will present the overall impact evaluation (quantitative and qualitative) of the Empowerment workshop methodology and delivery by 2 target groups- the mentors and the young women. The report will measure the benefit of the workshops and propose recommendations for long-term exploitation and replication.

#### Intermediate Evaluation

At the **end of each workshop** a short evaluation questionnaire will be distributed to collect feedback about the effectiveness of the content and Facilitator.

In this way Facilitators will understand better the needs of young beneficiaries, adjusting for any necessary improvements so as to increase more the benefit to the rest workshops.

#### Final Evaluation

At the **end of all the workshops** a more analyzed evaluation questionnaire will be distributed to have an overall feedback and gain knowledge about whether the young beneficiaries have achieved their professional goals.

#### Evaluation Forms

There will be two types of evaluation forms, one intermediate and one final.

The evaluation forms are suggested to be:

1. **anonymous** so as the participants feel free to respond what they truly believe
2. Conducted **online** to avoid extra work with hardcopies and have easy access to the data (excel file) from all partner countries. You may use one of the online survey tools, available on internet (such as Google form, SurveyMonkey, Typeform, etc.)
3. **short** with different types of survey questions such as open or close-ended questions, rating questions, multiple choice questions, demographic questions etc.
4. **customized** to the needs of young beneficiaries and Mentors of each county, that will fill in the evaluation forms.


In the Annex there are two **templates** that are suggested to be followed (one for the intermediate evaluation and one for the final evaluation). They include basic questions to be answered from all the participants to have a common basis to compare and discuss further. Depending on the case, more questions may be added (but not less).

## V. Deliverables

Facilitators after each workshop ought to share with the local administrator of the program their presentation, photos/print screens and any other resources used during the workshop.

## 2. Instructions to Facilitators

### i. The profile of the Facilitator



Need to:	No need to:
<ul style="list-style-type: none"><li>- Be a professional with deep understanding of job searching challenges and workplace trends</li><li>- Be familiar with the needs and values of the new generation in the workplace</li><li>- Understand what means to be a woman in Tech</li><li>- have previous Experience in Career Counseling / Coaching / Training / Mentoring</li><li>- Be familiar with Learning Management Systems (for webinars)</li><li>- Have strong soft skills such as:<ul style="list-style-type: none"><li>*Communication skills</li><li>* Active listening</li><li>*Presentation skills</li><li>* Creativity</li><li>*Organisational skills</li><li>*Adaptability</li><li>*Enthusiasm &amp; Passion about training/networking /team coordination</li></ul></li></ul>	<ul style="list-style-type: none"><li>- Be a certified adult trainer</li><li>- Know the hard skills of the tech job profile that beneficiaries are trained for</li><li>- Know everything that may be asked for</li><li>- be just one Facilitator for all the workshops (if that the case, there should be cooperation between them)</li></ul>

**Always have in mind that your role as a Facilitator is to empower young women to be oriented towards a tech career, by boosting their morale, helping them set goals and providing them with resources to make progress and succeed in their job searching and employability overall.**

## ii. The profile of young beneficiaries



Always have in mind the characteristics, values and needs of the young beneficiaries (GenZ) as well as the challenges that may face as women working in the tech sector:

no being taken seriously, existing gender biases on education system, having no female role model, gender pay gap, no equal opportunities, no recognition of skills and contribution etc.

### iii. Facilitator's Challenges

CHALLENGES you may face concerning:	You may wonder:	Remind yourself to:
Yourself	Will I be an effective Facilitator?	<p>Define what the traits of an effective Facilitator are and be the Trainer/ Facilitator that you would like to have.</p> <p>Think about any past presentation experience:</p> <ul style="list-style-type: none"> <li>- What did you do well?</li> <li>- What should you have done differently?</li> <li>- What would you do better now?</li> </ul>
	Will I be good/ likeable enough?	<p>Don't forget to:</p> <ul style="list-style-type: none"> <li>- Use plain language and short simple sentences</li> <li>- Vary tone, speed and pauses while speaking</li> <li>- Smile and be yourself</li> <li>- Be confident</li> <li>- Enjoy the procedure</li> <li>- Use the proposed methodology as a guideline</li> </ul>
Workshop	Will I manage to organize/ implement an effective workshop?	<ul style="list-style-type: none"> <li>- Define what the key elements of an effective workshop are.</li> <li>- Don't forget to:</li> <li>- Have a clear goal and determine the learning objectives</li> <li>- Learn more about your audience</li> </ul>
	Will the content meet the demands/ expectations?	<ul style="list-style-type: none"> <li>- Make a checklist of what is necessary to prepare/ have with you</li> <li>- Be ready for the unexpected</li> </ul>



Participants		<ul style="list-style-type: none"><li>- Make sure that each part of the session is connected to each other to ensure proper flow and structure</li><li>- Avoid any distractions</li><li>- Keep an eye on the remaining time</li><li>- Invite beneficiaries to participate in its development through feedback surveys</li><li>- Use the proposed methodology as a guideline</li></ul>
	Will I create a positive group dynamic?	<p>Don't forget to:</p> <ul style="list-style-type: none"><li>- Build an open atmosphere which generates trust &amp; empowerment</li><li>- Ensure that any information/ experience shared should be treated with the utmost confidence</li><li>- Make sure that almost everyone is getting involved</li><li>- Be curious and ask a lot of questions</li><li>- Use different methods and tools to engage them</li><li>- Summarize and bring ideas or experiences together</li><li>- Use examples from personal work experience</li><li>- Be polite and patient to any unwelcome behavior or show respect to any radical point of view</li><li>- Use the proposed methodology as a guideline</li></ul>
	Will I manage to answer all their questions?	
How will I engage the participants?		

Always have in mind that for any challenges you may face, you can contact the local administrator of the program or discuss it with the rest of the mentors in the mentorship community platform.

Whatever occurs, please don't take it personally. It is not about you. It is about different needs and expectations. The sooner you deal with those, the better for all.

#### iv. Facilitator Do's & Don'ts



##### DO:

- Present the workshop's aim and agree about the workshop ground rules
- Discuss about mutual expectations:
  - \*What to expect from the Facilitator and the workshops
  - \*What Facilitator expect from them
- Be positive, motivational and give recognition for their active participation or for professional/academic accomplishments
- Answer all their questions and ask them questions
- Help them set professional goals and take actions
- Give them confidence to learn and do more
- Inform them about the mentorship community and the need to fill in the feedback forms

##### DON'T:

- Assume everyone understand the same to what you say
- Embarrass or ignore them
- Overemphasize to one participant's case/question
- Be too ambitious and expect people to change/ react overnight
- Make them feel that you are the one to find them a job
- Forget to deliver key messages in your responses
- limit their analytical/ critical thinking to their decisions and professional steps by telling what / how to do
- Lecture or guide, than ask/ brainstorming
- Do the workshop just for the sake of it

#### Always have in mind the main objectives of Women4IT to adjust your workshops:

- Driving women's empowerment  
(personal and professional development, career advancement, economic independence)
- Bringing more female talent into tech/digital in a relatively short time compared to formal education methods
- Boosting youth employment in Europe/ your country

## v. Toolkit for Facilitators

Supplementary toolkit in this guide will be given to Facilitators to further assist their contribution to young beneficiaries' employability journey.

1. "Repository of interesting tools/ materials" developed by the Women4IT Project
2. New section of "Feel free to use" materials will be created on the platform. This section will contain a list and links to different tools which may be used for distance education and mentoring when trying to increase audience motivation, participation, and engagement.
3. Digital Community channel for interaction 24/24 between young beneficiaries, mentors & employability facilitators
4. Forum for trainers, facilitators and mentors to share their insight on different topics
5. References for more research from other european programs/ studies
6. Indicative self-evaluation activities to be completed at home from young beneficiaries
7. Participation form template (Annex)
8. Feedback form template (Annex)

### 3. Workshops Roadmap

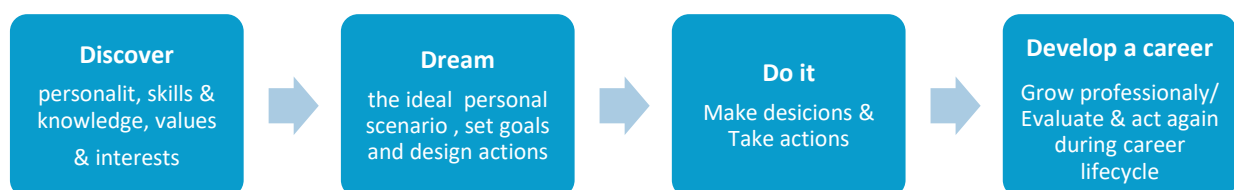
The purpose of the workshops is to provide Facilitators with the necessary resources to support young beneficiaries to gain a growth mindset and feel self-confidence and self-responsibility to chart their own unique career path and improve their employability through their career lifecycle.

Employability is defined by the European Centre for the Development of Vocational Training (Cedefop) in its [Skills Panorama Glossary](#) as: a combination of factors (such as job-specific skills and soft skills) which enable individuals to progress towards or enter into employment, stay in employment and progress during their careers.

This concept is set out as one of the four pillars of the [European Employment Strategy](#), first adopted by Member States in 1997. It aims to prevent long-term unemployment and to facilitate access to the labour market, including through [employment guidelines](#) aimed at developing training and skills, combating age barriers, and reviewing tax and benefit systems.

Employability is about a journey to the world of work and to professional fulfillment. It is a journey of discovery, dreaming, designing, and taking action as well as further developing and professional growth. It includes actions such as creating a promoting a professional identity, searching for the appropriate job/sector & maintain it, networking, collaboration, agility, career and personal development and lifelong learning during the whole career lifecycle.

To this demanding journey, empowerment, support, and motivation are critical for success as individuals examine their current life/work situation, identify what they would like to change, take action to make that change happen and then reflect on that action.



## i. Unit 1: introduction to the program and the meaning of Employability

This workshop is divided in two parts. The first part will be informative about the purpose and actions of the program. Additionally, mutual expectations and webinars/workshops rules will be discussed.

The second part of the workshop is to familiarize young beneficiaries with the concept of Employability (meaning and importance), so as to be in position to find and secure the most appropriate job position(s) for them, based on their knowledge, skills and preferences and in which they can be satisfied and successful during their career lifecycle.

### Workshop Objectives

Beneficiaries will:

- Have a clear view of what to expect and how to behave during the 9 workshops
- Acquire a comprehensive understanding of Employability and what to do to improve it
- Realize that Employability is a lifelong skill, not limited to just apply for a job
- Identify the need to have a better understanding of their personality, the jobs landscape, work trends and career areas that are best suited to.

### ACTIVITY

What expectations do you have from the workshops and the Facilitator?	What expectations do you have from yourself during the workshops?
What are the main obstacles that do you face to find/ secure a job?	What does 'change' means to you and how do you react?  How will you prepare for and respond to workplace changes?
What are the future of work / sector trends?	How do you identify and take advantage of the offered work opportunities?
What would you like to achieve after finishing the workshop?	What actions are you willing to take to achieve your goal?

## ii. Unit 2: Personality: Self-knowledge & Resilience

The beneficiaries will have the chance to acquire a more accurate picture of their strengths areas in need of improvement. In addition, techniques to improve their resilience and overcome barriers towards reaching their goals will be presented.

### Workshop objectives

Beneficiaries will:

- Gain self-awareness by discovering their strengths, weaknesses (areas of improvement), opportunities and threats for their career path
- Identify their values and what matter most to them professionally
- Fill in personality assessments/ questionnaires to discover how their personality type may influence their professional decisions (such as online free tests if reliable)
- Define what professional happiness and success mean to them
- Possess a more positive self-image and self-confidence to apply to tech jobs
- Identify the existence of an inner critical voice and find ways to deal with negative thoughts and emotions
- Find out useful ways to remain resilient in an uncertain jobs market, facing challenges and changes

### References:

[Learning training guide for career development and psychometric methods](#)

## ACTIVITY 1

Invite beneficiaries to write down their strengths, weaknesses, work opportunities and threats for getting the most appropriate job for them (personal SWOT analysis). If they wish they may ask a friend/ family member to make their own list with beneficiaries' SWOT and to compare the two lists afterwards.

PERSONAL SWOT ANALYSIS	
<p><b>STRENGTHS</b></p> <ul style="list-style-type: none"> <li>- What competences do you have that are relevant and valuable for the job?</li> <li>- What do you do better than others?</li> <li>- What are you most proud of?</li> </ul>	<p><b>WEAKNESSES</b></p> <ul style="list-style-type: none"> <li>- What can you improve? Do you have the necessary skills/ qualifications/ attitude to be successful in your current/future role?</li> <li>- What tasks and responsibilities you don't like?</li> </ul>
<p><b>OPPORTUNITIES</b></p> <ul style="list-style-type: none"> <li>- What industry/company is need of your type of profile?</li> <li>- Are there any changes in your industry/ region/ country that you can take advantages of?</li> <li>- What training would be an added value to your CV?</li> </ul>	<p><b>THREATS</b></p> <ul style="list-style-type: none"> <li>- What are the obstacles in your way to find or keep a job?</li> <li>- What other candidate may have more/ better than you?</li> </ul>

## ACTIVITY 2

Make a list of the 5 most important work values for you (such as adventure, accountability, balance, challenge, discipline, freedom, harmony, honesty, kindness,

Why are they so important?

What is happening with you if you don't follow them?

integrity, diligence, perseverance, growth, change, recognition, safety, respect, success, support, tradition, trust, passion, family etc.)

What professional choices will you make so as to follow them?

### ACTIVITY 3

Invite beneficiaries to respond to the following with their own personal examples:

People of your life	Personal Beliefs	Your Inner thought (saboteur)
<b>Please note 4 important people in your life (your relationship &amp; their occupation):</b>	<b>Please complete the following sentences:</b>	<b>Sometimes it is our mind (negative inner thought) that may sabotage us, influencing our beliefs, thoughts, behaviors &amp; actions.</b>
What is the overall impression of you?	I believe for myself that...	Personalize your Saboteur and give her/him a name. What she/he looks like?
What do they think about your professional activity and career?	They tell me that I have to ...	What the inner voice is telling you? When it is showing up?
How do they support you?	These thoughts make me...	With what purpose?
Is there a person who put obstacles on your choices?	I try to avoid these thoughts by...	How do you react?

Inner Critical Voice may say...	Try to use the power of saying... YET	Positive reframe self- talk such as... (write your version)
I am not good at this...	I am not good at this... YET	I am stretching myself, I try something new and I keep learning to improve my skills
I can't do it...	...YET	Up to now I haven't been able to do that but I am learning and I will make it
I don't know...	...YET	I will find someone to reply to my questions. Better to learn now than later
I am afraid to try it...	...YET	Fear means I am pushing my boundaries and that I am



growing up. After fear comes  
confidence and excitement...

### iii. Unit 3: SMART Goal setting

SMART is an acronym used to guide goal setting. It is proved to be an effective tool that helps people clarify their ideas, focus efforts, use time and resources productively, so as to increase chances of achieving what they want in their personal and professional life.

SMART goals are also easy to be used by anyone, anywhere, if only they have understood the meaning and way of working. To find a goal and transform it to be as SMART as it can be is very challenging but it is a value of effort.

Each goal should be:

- Specific (simple, sensible, significant)
- Measurable (meaningful, motivating)
- Achievable (agreed, attainable)
- Relevant (reasonable, realistic, and resourced, results-based)
- Time bound (time-based, time limited, time/cost limited, timely, time-sensitive)

#### Workshop Objectives:

Beneficiaries will:

- Understand the importance of setting professional goals and taking relevant actions to that direction
- Realize that their goals should be Specific, Measurable, Achievable, Relevant and Time-bound in order to succeed in what they want
- Be familiar with the meaning of the S.M.A.R.T. goals technique
- Exercise on writing a professional SMART goal and sharing it with other beneficiaries
- Share experience and good practices on how to deal with difficult feelings and overcome challenges throughout their way of goal accomplishment

## ACTIVITY

Beneficiaries will select a specific professional goal and will be supported to identify how Specific, Measurable, Achievable, Relevant, Time-bound it is, indicating them techniques to increase their chances of achieving it.

1. They will be offered time to think and define their professional/academic goal.
2. After they may split to groups of 2-3 persons to discuss further their goal and giving some feedback to each other to make the goal even SMARTer.
3. Participants will describe their experiences from the activity and for those wishing they can share their goal to the rest of the beneficiaries.
4. A volunteer will share her professional goal. The Facilitator and rest of participants will work on it, as being a case study with the aim to further develop it, motivating the volunteer to define some actions to implement as well

Beneficiaries may use this matrix to define more their professional/academic goal by answering the following questions:

SMART Goal	
<b>Please describe your goal and define it with more details by answering the following questions so as to make it more...</b>	My professional goal is....
1. Specific	<ol style="list-style-type: none"> <li>1. What do I want to accomplish?</li> <li>2. Why is this goal important?</li> <li>3. Who is involved?</li> <li>4. Where is it located?</li> <li>5. Which resources or limits are involved?</li> </ol>
2. Measurable	<ol style="list-style-type: none"> <li>1. How much?</li> <li>2. How many?</li> <li>3. How will I know when it is accomplished?</li> </ol>
4. Achievable	<ol style="list-style-type: none"> <li>1. How can I accomplish this goal?</li> <li>2. How realistic is the goal, based on other constraints, such as financial factors?</li> </ol>
5. Relevant	<p>A relevant goal can answer "yes" to these questions:</p> <ol style="list-style-type: none"> <li>1. Does this seem worthwhile?</li> <li>2. Is this the right time?</li> <li>3. Does this match our other efforts/needs?</li> <li>4. Is it applicable in the current socio-economic environment?</li> </ol>
6. Time based	<p>A time-bound goal will usually answer these questions:</p> <ol style="list-style-type: none"> <li>1. When?</li> <li>2. What can I do six months from now?</li> <li>3. What can I do six weeks from now?</li> <li>4. What can I do today?</li> </ol>

#### iv. Unit 4: Key skills for the labor market -Lifelong Learning

In the context of this unit, participants will be informed about which key skills (soft skills and digital skills) based on relevant European studies, are considered necessary for the labor market and in particular in the digital economy. Emphasis will be placed on the skills and mentality that are considered important for digital professions, such as those for which the beneficiaries are being trained.

##### Workshop objectives

Beneficiaries will:

- understand the difference between soft, hard, and digital skills
- informed about which skills are considered critical in the labor market today
- be familiar with the basic principles for some key skills, such as communication, analytical & critical thinking, creativity, collaboration etc.
- explore ways in which they can improve existing skills and develop new ones
- recognize the importance of a growth mindset and the need of lifelong learning for continuous professional development
- set criteria on how to choose a master's degree/ seminar/ conference to participate
- participate in an activity (self-evaluation and what others believe) where they can measure how good are at some specific skills
- identify and prioritize two or three skills that want to improve

##### References:

[ICT professionals: skills opportunities and challenges \(2019 update\)](#)

[Digital Competence Framework \(DigComp\)](#)

[Skillsmatch](#)

[EIT digital](#)

**ACTIVITY**

**Evaluation matrix on key Skills**

List of key Skills	Very Good		Good		Developing	
	Self-evaluation	Others' belief	Self-evaluation	Others' belief	Self-evaluation	Others' belief
Organisation Skills						
Communication Skills						
Collaboration						
Creativity						
Analytical Thinking						
Critical Thinking						
Problem Solving						
Decision Making						
Adaptability						
Negotiation						
Networking						
Self- confidence						
Emotional Intelligence						

## v. Unit 5: Tech job profile analysis

The young beneficiaries will understand better and in a more practical way the job profile that are being trained for and what they need to do to succeed in this field.

With the support of the Facilitator, they will conduct a job analysis for each specific tech profile and will be invited to search more of the exact tasks involved in the particular job, and of the skills, experience, and personality a person would need in order to do the job.

The Facilitator may choose to analyze all the involved job profiles in one workshop or divide to two or more parts depending the number of job profiles that beneficiaries are trained for. Also, for inspiration, a female role model in tech may be invited to present shortly her working day.

### Workshop Objectives

Beneficiaries will:

- Understand more the tech profile that are being trained for and realize what type of job the beneficiary is expected to do
- Find, properly read, and decode a relative job advertisement
- Collect information and determine which activities and responsibilities it includes, its relative importance to other jobs, the qualifications necessary for performance of the job and the conditions under which the work is performed
- Realize if the tech job is the most appropriate for them
- Make an action plan to further gain or improve the proper knowledge, skills and ability for getting the work done
- Feel more well prepared to apply for a tech job and adapt faster in a tech working environment

### References:

[Women4IT Repository for digital job profiles](#)

**ACTIVITY**

Beneficiaries are invited to conduct a personal search using job analysis methods such as web search, bibliography/blogs, observation, interviews, and questionnaires so as to better understand the job description and job specification of each tech profile.

A job description shows the specific duties and responsibilities for a specific role, whereas a job specification expresses the personal qualifications, skills, traits and other relevant qualities that an individual requires to successfully perform the respective job.

Beneficiaries should make a list of relative information concerning the following job analysis aspects and check what might need to have/improve so to qualify for their future job:

Job Analysis	
Job description	Job specification
Job Title, position	Education
Purpose & Mission	Work experience
Job Location	Skills
Job tasks, duties & responsibilities	Specific Knowledge Requirement
Machines/ Tools to be used	Personal and emotional characteristics
Workplace environment & conditions	Further Training & Development
Opportunities & Challenges	

What do you like best about the offered job?	Are you capable of doing the job?	Are you willing to do the job?
--	-----------------------------------	--------------------------------

## vi. Unit 6: Job Search Strategy

The job search is not only about submitting applications. It is a targeted, coherent and demanding process, requiring clear goals, research, energy and time. Thus, a job search strategy is critical. Having a strategy means you have techniques, resources and a plan of actions designed to achieve a professional goal, to find and secure a job.

### Workshop Objectives

Beneficiaries will:

- recognize the importance to keep their job search focused and set criteria with their search so as to get the most appropriate job for them
- be familiarized with job-searching techniques to help them find the job they want
- explore ways in which online digital tools can be used in order to improve their Employability and develop skills
- understand what means to have a proper professional attitude, positive thinking, and growth mindset
- realize the power of networking and communities
- feel the need to create a digital identity and maintain a strong digital presence to create or promote their career

### References

[Digital Opportunity Traineeship](#)

[EURES portal](#)

[Alternative ways to find a job](#)



## ACTIVITY

Invite beneficiaries to explore different career pathways/ sectors that may be interested in and find more about requirements and how they can be the best fit.

<b>My Job Search Strategy</b>		
<b>Target job/ Organisation:</b>	What are the most preferred organisations to work for? What will be your role?	What is the experience of people that have that job or work at that organisation/ sector?
<b>Job requirements</b>	How relevant is your experience, knowledge & qualifications to the specific job? What else is needed?	What will be your contribution/ adding value to organisation growth?
<b>Job/ sector opportunities &amp; challenges</b>	What else don't you know about that job / sector? What is the future trend? Do you need to make any changes to your present career direction?	How will grab any opportunity? How will overcome any challenges?
<b>Organisation Culture</b>	What do you know about the organization culture that you are applying to?	How can you find more about organization's mission, values, actions and way of working and behaving?
<b>My personal and work values</b>	What are your personal values? How do these match the career/organization of your choice?	What are your work values? (salary, working conditions, growth opportunities etc.)
<b>My strengths and skills</b>	What do you need to demonstrate that you are good fit for this job/organization?	How will further develop your skills inside the organization?
<b>My career passions</b>	What do you get most excited and motivated at work?	How will demonstrate these passions to CV/Cover Letter/ Interview?
<b>My support network</b>	What kind of people do you have on your network for support/ recommendations/ mentoring?	What kind of people do the people that you know have on their network for support?
<b>My communication approach</b>	How does this employer want to be reached?	How strong and relevant is your digital presence? How may find out about you and get in touch?

## vii. Unit 7: Strong Curriculum Vitae/ Cover Letter and LinkedIn profile

An effective and competitive C.V., a cover letter and a LinkedIn profile are the basic tools for a job searcher to stand out in the job application process and increase their possibilities for employment.

### Workshop Objectives

Beneficiaries will:

- Understand the whole procedure through an employer's perspective
- Realize that a CV is the major tool to promote themselves, key achievements and skills so as to have the opportunity to participate in a job interview
- Have a clear picture of which structure/format and basic information a CV should include, such as personal profile (CV summary or CV objective), personal details, key skills, work experience, education, languages, interests, references etc. Emphasis will be given to CV format for tech jobs.
- Be presented with tips and be given with detailed explanations of do's and don'ts/ examples of good and bad practices on how to format a CV
- Be introduced on how to write and customize a cover letter to express their personality and convince the employer that they are right for the role
- Be supported on building an engaging LinkedIn Profile and developing their digital presence and contact network
- Be offered with practical advices on how to fill in the application forms and respond to the relevant questions completely and correctly so as to highlight their strengths and catch employers' eye.
- Have the opportunity to discuss further with their mentor and create a personalized and creative CV/ Cover Letter for their desired jobs.

### References

[Europass template](#)

## ACTIVITY

Invite the beneficiaries to transform their CV to a SMART one (Specific, Measurable, Attractive, Realistic/Relevant, Time based) by reviewing their CV, answering the following questions, and including the missing information so as to better respond to the job they are applying to.

SMART CV				
How specific/ standard format is it?	How measurable is it?	How attractive is it?	How realistic is it, highlighting your professional experience and educational background?	How timed based is it?
Does it grab employer's attention?	What measurable accomplishments do you include to your CV? (Numbers, percentages etc.)	How will you stand out the in the recruitment process?	How relevant is it to the job requirements/ organization culture and needs?	Do you include all relevant info about dates and durations?
Does it demonstrate professionalism and credibility?				
Does it show you as a culture and job fit?				

Then, invite them to read more thoroughly the job advertisement that they are interested for and the company's profile. Having in mind the employer perspective and company needs, they should read again their CV, like being the interviewer, and ask themselves if they would hire themselves for that position. If the answer is negative, what they would change or add to their CV content/format?

## viii. Unit 8: Preparing for an Interview

Participants will have the chance to understand the perspective of an interviewer to acquire insight on the needs and objectives of an organization to focus their answers on the critical issues and be indicated how to best present themselves on an interview.

If possible, facilitator may invite a recruiter to give more tips and useful information about the interview procedure.

### Workshop Objectives

Beneficiaries will:

- Understand the purpose of an interview and its process
- Discover different types of interviews techniques (such as video, remote, group, phone Interviews) and what to expect
- Be familiar with different types of interview questions (such as behavioral, situational, opinion questions) and how to respond
- Be presented with tips on how best to prepare for and handle an interview (what to do before, during and after an interview)
- Find out how to better present themselves and accomplishments
- Share helpful advice and personal interview experiences
- Conduct a mock interview, practicing their interview skills

References:

[Interview guide for students](#)



## ACTIVITY 1

Tell the beneficiaries that they will practice a job interview in pairs. One person will be the interviewer while the other is going to be a job seeker/candidate. Job position they are applying can be whatever position they feel qualified for.

Assign them a series of possible questions to ask and be asked for. Encourage them to come up with additional questions and give their feedback at the end. Return to plenary and ask beneficiaries how the interview process felt, what was the most surprising, were they scared, was feedback useful etc.

Examples of questions during an interview	
To the candidate:	To the interviewer:
Tell me about yourself	What is the company culture like?
How do you handle stress on the job?	Is there an opportunity for growth in this role?
Describe your most significant accomplishment	How do you measure employee performance?
How do others describe you?	What is the most challenging aspect of the position?
Why are you the best candidate for the job?	What employees enjoy most about working with this company?

## ACTIVITY 2

Use the following worksheet with the STARR technique to structure better responses to interview questions, which typically start out with phrases such as, "Describe a time when..." and "Share an example of a situation where....".

Using this technique of answering interview questions allows you to share accomplishments and provide concrete examples or proof that you possess the experience and skills for the job at hand.

STARR interview response technique				
Situation	Task	Action	Result	Reflections
Describe the situation you were in or the task you needed to accomplish	Describe the challenges and expectations. What needed to be done and why?	What specific actions did you take? What exactly did you do and how did you do it?	Explain the result including your achievements and outcome	What did you learn about your approach or about yourself? What would you do differently next time?

## ix. Unit 9: Transition to the world of work

Beneficiaries will acknowledge what is important during the first 90 days of their employment to secure their job position and advance their career.

### Workshop Objectives

Beneficiaries will:

- Be presented with the future of work challenges and trends
- Understand the importance of traineeships and apprenticeships to get start their career
- Set criteria how to choose between 2 job offers
- Find ways to build and maintain working relationships with employer and colleagues
- Make more clear how to behave on the first day of work to make a good impression
- Have a guideline for their first 30, 60 and 90 days at work so as to better adjust
- Have a guideline so as to create their professional career plan

### REFERENCES

[Transitioning to the Future of Work and the Workplace](#)



### ACTIVITY 1

Beneficiaries may use the following worksheet to develop a 30-60-90 day plan for their first period at work.

	30 Days	60 days	90 days
Priorities			
Learning			
Performance			
Networking			
Personal goals			

### ACTIVITY 2

Beneficiaries may use the following worksheet to develop a career by identifying the needs and the steps to be take in order to move to the next level.

#### You at a glance

My strengths:	My talents:	My interests:	My accomplishments:
My knowledge:	My values:	My preferences:	My limitations:

### CAREER DEVELOPMENT PLAN

Time Period	Now (current position)	Short term (position in 2-3 years)	Long term (position in 4+ years)
<b>Career Step</b>			
What will I continue to do?			
What will start doing?			
What skills are required to develop for future goals?			
What actions will I take?			
Who or what will help me?			

How will I overcome  
any obstacles/  
challenges?

## ANNEX

### 1. Application Form

**Email<sup>\*3</sup>**

**Age\***

- From 18 To 29

- **In which digital profile training do you participate? \***

Digital Specialist/Graphic Designer/ Project Coordinator/ Web Developer/ Data Analyst/ Data Protection Officer/ Customer Service Representative/ Software Tester

- **Which workshop do you believe will be more beneficial for you?\***

- Unit 1: Employability
- Unit 2: Personality: Self-knowledge & Resilience
- Unit 3: Smart Goal setting
- Unit 4: Key skills for the labor market
- Unit 5: Tech job profile analysis
- Unit 6: Job Search Strategy
- Unit 7: Strong Curriculum/ Cover Letter and LinkedIn
- Unit 8: Preparing for an Interview
- Unit 9: Transition to the world of work

- **What are the main challenges/difficulties that you face during the job searching procedure?\***

- **What are your expectations from the workshops and the Facilitator? \***

---

<sup>3</sup> Mandatory questions, requiring an answer from participants, are marked by an asterisk (\*)

- **What are your expectations from yourself during the workshops?\***

## 2. Feedback forms

### i. Intermediate Evaluation Form

**Are you a Participant or Mentor?\***

- Participant
- Mentor
- Peer Mentor

**Age\*** (if you are participant, please refer to your age. If you are a Mentor, please reply 'other')

- From 18 To 29
- Other

**In which digital profile training do you participate? \***

(If you are participant, please refer to the specific training. If you are a Mentor, please reply 'other')

Digital Specialist/Graphic Designer/ Project Coordinator/ Web Developer/ Data Analyst/ Data Protection Officer/ Customer Service Representative/ Software Tester/ Other

**How helpful do you consider the workshop you've attended? \* (1= Not at all helpful -5= Very helpful)**

- Unit 1: Employability
- Unit 2: Personality: Self-knowledge & Resilience
- Unit 3: Smart Goal setting
- Unit 4: Key skills for the labor market
- Unit 5: Tech job profile analysis
- Unit 6: Job Search Strategy
- Unit 7: Strong Curriculum Vitae/ Cover Letter and LinkedIn
- Unit 8: Preparing for an Interview
- Unit 9: Transition to the world of work

- **Please indicate to which extent you agree with the statements below?\***

Strongly disagree, Disagree, Neutral, Agree, Strongly Agree

- The objectives of the training were clearly defined
- The topic covered was relevant to the needs for job searching
- The objective of the workshop was met
- The design (place, time, duration, etc.) of the workshop was suitable for me
- Overall, I am satisfied with the workshop
- The facilitator was well prepared and knowledgeable about the topic
- The facilitator allowed sufficient time for questions and interactions
- Overall, I am satisfied with the facilitator

- **If you feel that you don't 'Agree' with the above statements, please be more specific with some examples**

Paragraph

- **What was the most useful/interesting part of the workshop for you? \***

Paragraph

- **What else would you like to add/propose?**

Paragraph

## ii. Overall Evaluation of Workshops Form

- **Are you a Participant or Mentor?\***
  - Participant
  - Mentor
  - Peer Mentor
  
- **Age\* (if you are participant please refer to your age. If you are a Mentor, please reply 'other')**
  - From 18 To 29
  - Other
  
- **Do you work? \*(if you are participant please respond accordingly. If you are a Mentor, please reply 'other')**
  - YES
  - NO
  - OTHER
  
- **Do you study? \*(if you are participant please respond accordingly. If you are a Mentor, please reply 'other')**
  - YES
  - NO
  - OTHER
  
- **In which digital profile training did you participate? \***  
**(if you are participant please refer to the specific training. If you are a Mentor, please reply 'other')**

Digital Specialist/Graphic Designer/ Project Coordinator/ Web Developer/ Data Analyst/ Data Protection Officer/ Customer Service Representative/ Software Tester/ Other

- **Overall, to what extent has the empowerment workshops met your initial expectations? \* From 1=Not at all to 5=Very Much**
  
- **In case of mark equal or smaller than 3 in the previous question, please tell us what else have you expected**  
Paragraph
  
- **In which of the following workshops did you participate?\***
  - Unit 1: Employability
  - Unit 2: Personality: Self-knowledge & Resilience
  - Unit 3: Smart Goal setting
  - Unit 4: Key skills for the labor market
  - Unit 5: Tech job profile analysis
  - Unit 6: Job Search Strategy
  - Unit 7: Strong Curriculum Vitae/ Cover Letter and LinkedIn
  - Unit 8: Preparing for an Interview
  - Unit 9: Transition to the world of work
  
- **How do you rate the contents of the following workshops? \***
- From 1=Very Unsatisfactory to 5=Very Satisfactory
  - Unit 1: Employability
  - Unit 2: Personality: Self-knowledge & Resilience
  - Unit 3: Smart Goal setting
  - Unit 4: Key skills for the labor market
  - Unit 5: Tech job profile analysis
  - Unit 6: Job Search Strategy
  - Unit 7: Strong Curriculum Vitae/ Cover Letter and LinkedIn
  - Unit 8: Preparing for an Interview
  - Unit 9: Transition to the world of work
  
- **In case of mark equal or smaller than 3 in the previous question, please tell us what else have you expected**
- Paragraph

- **Which of the following workshops proved to be more helpful for you?\***
  - Unit 1: Employability
  - Unit 2: Personality: Self-knowledge & Resilience
  - Unit 3: Smart Goal setting
  - Unit 4: Key skills for the labor market
  - Unit 5: Tech job profile analysis
  - Unit 6: Job Search Strategy
  - Unit 7: Strong Curriculum Vitae/ Cover Letter and LinkedIn
  - Unit 8: Preparing for an Interview
  - Unit 9: Transition to the world of work
  
- **What was the most useful/interesting part of the workshops for you? \***

Paragraph
  
- **How satisfied are you with...? \***
  - **Facilitator**
  - **administration**
  - **duration of the workshops cycle**
  - **duration of each workshop**
  - **frequency of workshops**
- From 1=Not at all to 5=Very Much
  
- **If you wish, you may write more about the effectiveness of the Facilitator**

Paragraph
  
- **How likely it is to recommend these workshops to other young women who want to enter tech job world? \***
- From 1=Not at all to 5=Very Much
  
- **What are you most proud of during your participation to the workshops?\***
  
- **What will be your professional goal and relative actions in the next 3 months?\***



- **Please kindly write your testimonial from participation in the workshops for possible posting on communication channels (social media, website, reports etc). \***

Paragraph

- **Please feel free to write any other comment you wish**

Paragraph

All the information submitted in this form will be collected, stored, and used mainly for the communication and marketing purposes of the Women4IT program. Your contact details are kept at our database for as long as your consent has not been withdrawn. According to the applicable legislation (GDPR), you have the rights of access, rectification, erasure, and portability to your data kept by us. You have also the right to ask for a restriction of the data processing or/and oppose to it and any other right provided by GDPR and the applicable legislation. Any natural person has the right to submit a complaint before the competent Data Protection Authority (i.e., for Greece, [www.dpa.gr](http://www.dpa.gr)). If you want to withdraw your consent at any time please email us at .....

**I consent \***