



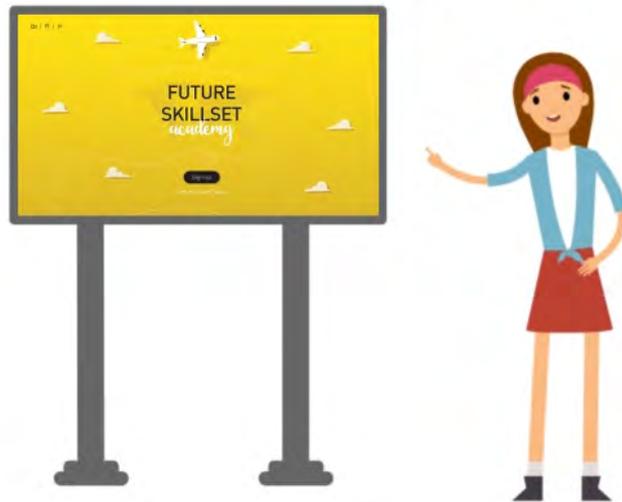
FUTURE
SKILLSET
academy

PRACTICAL STEPS TO ACQUIRE FUTURE SKILLS

Handbook for youth workers working with young people daily

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INTRODUCTION TO THE HANDBOOK

What is the Handbook about and how to make the most out of it?

Working with young people on a daily basis is an extremely rewarding thus also complex and ever challenging task. The technological advances, social platforms, work environment and young people themselves are constantly changing, evolving and demanding new knowledge, skills and experiences. Their hunger towards the world is what keeps them going and we can be only bystanders or active participants in their empowerment. Youth workers have always chosen a bigger role in the lives of the young people at hand. And we want to make it even easier to talk to them about the current trends in the field of future skills.

Each of the following four topics will be split into several classes that are designed in order to help you facilitate a 40 minute class with youth either in person or online. You can utilize the topics, content and guidance provided in this handbook to create a tailor-made class according to your needs. This together with the online platform www.yourfutureskills.com will help you to tackle the future skills topic in an entertaining, informative and relevant form.

This handbook is one of the results of a project “Future Skillset 2.0” that is an Erasmus+ programme supported project that aims to inspire, educate and empower the development of personal and professional skills of the future. The goal of the project is to promote the development of personal skills for young people through a series of activities focusing on (1) personal development by providing young people with the acquisition of a set of personal skills, (2) raising awareness of the need for personal development and its beneficial effects on the quality of life, and (3) promoting the entrepreneurial gene.

The project implementation is based on the strategic partnership where the leading partner is the non-governmental organisation New Entrepreneurs Center “Jobs & Society” (Latvia) whose aim is to support entrepreneurship development in Latvia through professional start-up advice to people thinking about starting a business. The project partner is Advancis Business Solutions LTD (Portugal) who consists of a dynamic and diversified group of professionals engaged with the mission to empower people in the fields of Learning and People Management & Leadership. Good luck in inspiring youth to be the leaders of tomorrow that we know they can be!

FUTURE SKILLS

Introduction

When thinking about the very current topic of future skills we also have to think about technological progress, globalization, the role of education, empowerment and the working life. The complexity of the subject can make us feel confused, worried and lost, especially for youth. The articles, media, influencers, organizations and governments are doing their best to prepare us for changes to come and warn us about the ones already here, but it takes a clear mind and an overview of the systemic changes and how it impacts each of us to be able to relate and understand. We are going to dive into the current debate, topics, studies and examples of future skills that are vital already today to help prepare youth for tomorrow.

In this section we will look closely on the topic of future skills as an introduction to the overall theme of the academy and the material at hand. We will look at what changes has the technological progress and globalization brought about and therefore the influence on the future of jobs. Knowing the changes to come, you can be prepared and adapt before. Thinking about what the future holds helps us today!

Class #1

How bright is the future? Top skills of today and tomorrow

	Topic	Format	Time
Part #1	How bright is the future?	Video+discussion	15 min
Part #2	21 jobs of the future	Presentation	10 min
Part #3	Brainstorm about professions of the future	Practical task + discussion	15 min

How bright is the future?

To dive into the topic let's start with an introductory video into the topic from one of the leading organizations in this regard NESTA. This video will help you to start the debate with youth about the changes in the work environment, education, competitiveness and the actions needed to take already today:



[Watch video here](#)

After showing the video it is good to talk over the covered subjects and themes that were mentioned to allow them to interact more and share their insights and opinions.

Here are a few discussion points to get started with:

- 
- 
1. NESTA's research shows that only one in five workers are in occupations that will shrink. This figure is much lower than recent studies of automation have suggested. Occupations related to agriculture, trade and construction, which in other studies have been forecast to decline, exhibit more interesting and heterogeneous patterns with their research, suggesting that there may be pockets of opportunity throughout the skills ladder. Ask youth to name 5-10 professions that will disappear in the next 10 years. Create a discussion around it asking why they think exactly these roles and why.
 2. Interpersonal skills have become of great value: these skills include teaching, social perceptiveness, service orientation, and persuasion. Knowing this is important when making decisions about where to study and what extracurricular activities to pursue. What other skills do they think are needed to stay ahead in today's world?
 3. Will machines replace humans? Ask this leading question to go into the next section of the class and it will be an intro into the next video as well.

In the US, according to a study by LinkedIn, young workers now switch jobs, though not necessarily careers, four times in their first 10 years after graduation. The changing nature of work is already making shifts in the labour market so it makes perfect sense to seek out different career paths for yourself and thus insure yourself for the future building your resume and learning new skills that will be valued in the long run. In Europe at the moment we are encouraging youth to think about planning for 5 careers within their lives.



[Read an inspiring article about it here](#)

And then the first decision - what to study and what profession to seek does not seem that scary anymore and you can talk to youth about just concentrating on the first steps of their careers.

Homework: You can assign the class the task to create a blueprint for their future career path encompassing all 5 future careers and the reasoning behind it.



21 jobs of the future

With the fast and ever changing technological advances that we so happily use in our daily life, the nature of work is also changing. That is why it seems strange to educate and prepare youth for a lifetime of work, when their future profession has not been invented yet. Of course automation and technological progress will take some jobs away but mainly those that should be automated due to the bad working environment anyway. That is not a threat to youth overall though as they already seek better jobs than their parents on a whole. An international company Cognizant made a study and drafted 21 jobs of the future that might be there in 10 years time such as: data detective, virtual store sherpa, financial wellness coach and personal memory curator.



[Find your job of the future here](#)

What the Cognizant study points out is that work has always changed and adapted to the progress of the society. And also that many current jobs aren't attractive or even healthy to people around the world - so things need to change even more. Even though we are alarmed by the fast progress of technology and automation taking our jobs, the reality is that technology will always need people to program it, lead it and look after it. So old jobs are disappearing and new jobs are arising. Some jobs that will be here in 10 years time are unimaginable at the moment, but the situation is changing so rapidly that we will have to adapt. And youth are the biggest winners in this as they are by nature more "technologically advanced" with every new generation and that provides big opportunities.

Brainstorm about professions of the future

Then ask all the students for the next 10 minutes to think of 10 new professions that have not yet been invented. Have a debate with the students about the reasoning behind the ideas and inspire yourself from their rich ideas! Also give them a task to choose their Top 5 most desirable jobs from the Cognizant prepared list.

Class #2

Who are you? Get to know yourself and thrive

	Topic	Format	Time
Part #1	Introduction into personality tests	Presentation	5 min
Part #2	Top skills of tomorrow	Take the test+discussion	20 min
Part #3	Creativity	Video + discussion	15 min

Introduction into personality tests

Are you a researcher type or idea generator? What kind of animal are you? Are you a team player or do you prefer individual work? Your parents are urging you to become a banker or lawyer - but is it true to you and will bring you happiness? These are all questions very frequently asked at job interviews, in motivation letters or a friendly chat with your future colleagues. It is good to know yourself and be able to understand your strong suits, what motivates you and gives you joy and what is your role in the team. We are all different and it is natural that we excel at different things, so being true to yourself at the very beginning in forging your career path is important. Here personality tests can help. In many job interviews you will be asked to take a test that the company has custom built anyway, so getting used to it is good.

Introduce the class with these personality tests that will give you a better insight into yourself and allow you to plan accordingly your next steps in your personal and professional development. Each of the tests is of different nature and tells you something new about yourself. You can do some of the tests with the students in the classroom and assign some as homework.



- www.16personalities.com
- www.roguecc.edu/counseling/hollandcodes/test.asp
- www.psycho-tests.com/test/holland-career
- www.app.assessfirst.com
- www.animalinyou.com
- www.niid.lv/tests/testi_sakums.htm

After completing one or several of the tests, ask the class to have a discussion about what they learned about themselves from the test and what could be useful to them in the long term. Assign one or more of the tests as homework and ask them to submit the results. It will also help you as a youth worker understand your target audience more and where their interests and strengths lie.

Top skills of tomorrow

According to the World Economic Forum, creativity will be the third-most-important skill for employees by 2020, behind complex problem-solving and critical thinking. The report “The Future of Jobs” states, “With the avalanche of new products, new technologies, and new ways of working, workers are going to have to become more creative in order to benefit from these changes.” In addition, with automation forecasted to eliminate many repetitive jobs, humans will move up the value chain and carry out more thoughtful, creative work. The jobs at hand and the values that are sought upon are changing as well. That is one of the main skills that sets us apart and is unique to us.

Here is a list of the **Top 10 skills as named by the World Economic Forum in 2022:**



1. **Analytical thinking and innovation**
2. **Active learning and learning strategies**
3. **Creativity, originality and initiative**
4. **Technology design and programming**
5. **Critical thinking and analysis**
6. **Complex problem-solving**
7. **Leadership and social influence**
8. **Emotional intelligence**
9. **Reasoning, problem-solving and ideation**
10. **Systems analysis and evaluation.**



Present the list to the class and you can host a debate around the Top skills of tomorrow with questions like:



1. **Is this list of skills surprising to you?**
2. **What can we learn from this study and the results?**
3. **Is our educational system preparing us for this skill set?**
4. **What am I doing in my free time to master these skills?**

Creativity

Creativity is one of the Top 3 skills of today according to research. The report “The Future of Jobs” states, “With the avalanche of new products, new technologies, and new ways of working, workers are going to have to become more creative in order to benefit from these changes.” In addition, with automation forecasted to eliminate many repetitive jobs, humans will move up the value chain and carry out more thoughtful, creative work. The jobs at hand and the values that are sought upon are changing as well. That is one of the main skills that sets us apart and is unique to us.

Then look at this video together with the class (it is 9 minutes long) and introduces us greatly to the importance of creativity, persistence and the power of strong individuals. Taking imagination seriously:



[Watch the video here](#)

Afterwards have a discussion about the importance of creativity. You can start the discussion with questions like:



1. **Do you think creativity is needed only in artistic professions?**
2. **Can you share the added value of a creative mindset?**
3. **Do you think everyone has a creative side to themselves?**

Class #3

Nature vs nurture. The centuries long debate

	Topic	Format	Time
Part #1	Power of DNA	Presentation+video	15 min
Part #2	Outliers	Presentation+video	15 min
Part #3	What can I master?	Discussion	10 min

Power of DNA

Some people are very talented in different things: music, sport or chess for example. So a question arises - can anyone with the right knowledge and very extensive training become an expert in this field? Or is there some special sauce aka DNA that makes us more special in predetermined ways to master a special skill. Is our DNA that powerful? Watch this video to find out more about the power of DNA and environment. You can start the introduction that we as a human species are 99% biologically the same as chimpanzees. That is correct! You can't win against your DNA that is very powerful. But is it unbeatable? Or can we with the right circumstances actually fight biology? Sometimes your life experience trumps DNA.



[Watch the video here](#)

Outliers

Author Malcolm Gladwell is a famous author that postulates the 10 000 hour rule in the book "[Outliers](#)" - that if you put in the right amount of effort you can master a specific skill. Although it is so tempting to believe it, the truth is much more complex because both nature and nurture are important to determine your success in a specific skill. Without the correct circumstances, environment and support your natural born talent might not flourish and develop. You can forge your own path in spite of and thanks to specific DNA and the right circumstances. So make it count and use the opportunities given to you!

Watch a video with Malcolm Gladwell talking about his book "Outliers" and talent development:



[Watch the video here](#)

What can I master?

Psychologist David S. Moore explains in his newest book, "The Developing Genome" that "asking which is more important, genes or environments, is kind of like asking which is more important in making an ordinary automobile run, spark plugs or gasoline. You need both. They're both absolutely essential. Asking the question "which one is more important?" really doesn't make any sense."

Ask the students to answer the following questions and host a debate:



- **What skill they would love to master if they could choose?**
- **And why this skill?**
- **Do you think you have the time, resources, environment and motivation to take on this new passion?**

Homework:

- **Assign an essay to class about what they learned from the leading studies of the future of skills.**
- **Ask them to think about the skills that are in their possession now that they would like to master.**
- **What skills are encouraged to thrive in their current environment?**
- **What are the trends of the skills and how can I be competitive in today's circumstances?**

By collecting these essays you will learn a great deal about the current challenges and dreams of today's youth in the topic of future skills.



JOBS

Introduction

For many young people of Generation Z the job world seems something far and unreachable. There are those who dream of independence and self-sustainability, being able to live a quality life and enjoy financial well-being. There are also the ones who are scared of the future and doubting their skills. Some rely on their parents, some have nobody to rely on, and the road ahead seems neither easy, nor clear. Where to begin? How to get experience? How to get the attention of recruiters if you are just a beginner? These are just some of the questions that arise in the heads of youngsters.

We believe that you as the leaders of youth groups and youth centers, teachers and facilitators are a powerful channel that could help youngsters prepare for their dream jobs. But how exactly could you do that? Where to start, how to motivate and convince that their skills matter, that they are valued and talented? It is not that easy, at the same time it's doable with a bit of homework and preparation. And what are the practical tools you could use to facilitate the path towards landing their dream job?

We might have an answer. You yourself need to be aware of what's happening in the world, what are the top trends of tomorrow's jobs, and how industries and the job market is changing. When tackling the topic of future careers of today's youngsters, you should also be forward-looking. You are working with future leaders and actually preparing them for the jobs that do not yet exist. These young folks are thirsty for encouragement and guidance and you could feed them with fresh perspective for their dreams to come true.

In the following pages of this handbook, you may find inspiration, practical advice and ready-made content for your next classes with youngsters on how to prepare for and land their dream job.

Class #1

Introduction to job market requirements and expectations What is a competitive job seeker's profile?

	Topic	Format	Time
Part #1	Skills that employers appreciate	Presentation	15 min
Part #2	How to develop a strong job seeker's profile?	Discussion	10 min
Part #3	Actions to improve my skills	Practical task + homework	15 min

Skills that employers appreciate

Before you could practically start helping youngsters to polish their profiles and visibility in the eyes of the recruiters, it would be worthwhile to raise their awareness about the requirements and expectations of companies towards their future employees. This includes the most rewarding skills and characteristics employers are looking for.

What employers seek today is not what they were expecting some years ago. The needs change, and so does the appreciation for strong candidates with versatile skill set and background. What has changed from the past is that companies no longer seek only experienced experts with impressive resumes of past accomplishments. Nowadays they also value investment in young talented minds, who are open-minded, curious and with a huge potential and willingness to learn and grow.

Set the tone of the class by introducing youngsters to the expectations of the best employers of today that are also confirmed by the latest job market researches on skills requirements:

The study on [Skills requirements in the labor market](#) carried out by analysing job advertisements in Latvia and Estonia to identify skills requirements in the job market in 2018 by the New Entrepreneur's Centre revealed an interesting picture. Employers expect specific personal skills and characteristics from their future employees more often than a certain education, technical or basic skills (77% of advertisements in Latvia and 84% in Estonia). The second most common requirement in job ads is language knowledge (77% and 73%, respectively). Almost as often the prior work experience (75% and 69%) is required. Specific knowledge and skills are mentioned in 63% of advertisements in Latvia and 54% in Estonia, and approximately so often communication and interaction skills (59% and 57%) are required. Particular education in the field is required in 53% of vacancies in Latvia and 39% in Estonia. Computer skills are mentioned in 38% of advertisements in Latvia and 40% in Estonia. In turn, the relatively rarest requirements are basic skills (16% and 25%) and technical skills (15% and 18%).

This reveals that the need for **personal skills such as responsibility, accuracy, ability to work independently, desire to develop and learn, orientation on results, purposefulness and stress resistance** are the most sought after skills of today and thus requires the most attention, especially for the young generation - future employees.

How to develop a strong job seeker's profile?

Facilitate a discussion with youngsters and ask them to reflect on the presentation of skills requirements in the job market that you just gave. Let students have a discussion amongst themselves and allow them to reflect on each other's thoughts.

Discussion questions:



- **What surprised you from the things you just heard and why? From the skills valued by the employers in their future employees, which of the requirements were not known to you before?**
- **Test the temperature in the room. What are the industries and professions that you are interested in having a job in future and why?**
- **Many employers still require previous experience from their candidates. What are the alternative ways you could gain experience and include it in your CV? (We are pointing to Shadow days, school projects, internships, NGO work, voluntary jobs, etc.)**

Actions to improve my skills

Now it's time to give a practical task for your students so that they can individually reflect on their way forward to improve skills that could benefit them as future employees.

Questions for individual reflection:



- **What are the strongest skills you already possess that would be your competitive advantage as a potential employee?**
- **Which skills are you lacking and would like to improve to make your job seeker's profile stronger?**
- **Create a list of 5 tasks you commit to do to improve your skills. Set a timeframe and weekly tasks.**

Make it their homework to research companies they wish to work for. Do they have open vacancies? What are the requirements for the candidates? Ask to share their findings and facilitate a discussion in your next class.

Class #2

How to stand out with a good CV?

	Topic	Format	Time
Part #1	Tips and tricks to create a modern CV	Presentation	10 min
Part #2	My next job	Individual reflection	5 min
Part #3	CV creation	Practical task + homework	25 min

Tips and tricks to create a modern CV

We are quite used to a standard thinking of having a rather boring CV in a Word document format, black on white. Probably everybody has once in their lives written such a CV. We would like to encourage people to break that thinking and pass the message to youngsters that there are better ways to stand out in the crowd. So how should a great CV look like?

CV is the first impression of a candidate in the eyes of an employer. CV is a self-marketing document. It should be rather clear and concise, at the same time explicit and “catchy”, to make a recruiter wish to know a candidate better and invite him/her to an interview.

Educate your students to think outside the box, and aim for standing out in the crowd. Inspire them with real-world examples of outstanding CVs. Even the world’s most influential people have managed to put their profiles into a good-looking and well-designed [1pager](#). We believe that students could manage to do that, too.

Here are some tips that you could share with your students for creating a great CV:

- **Customize your CV for each specific vacancy, there is no one fits all formula**
- **Add a professional picture of yourself (not a mandatory thing, but a nice way to personalize your CV)**
- **Do not forget to have an e-mail address that looks professional (the best approach: name.surname@....., the worst approach: babe20xxxx@.....)**
- **Think of what will be the sections in your CV and what information about yourself you wish to convey to your future employer. Do not forget to be a bit creative and add something interesting that will make the recruiter remember you (for example, things you are most proud of).**
- **Add a description about you and your motivation to apply for the job, highlight your strengths, skills and experience. Refer to the requirements of the specific vacancy.**
- **Professional experience: jobs, projects, internships, voluntary work. Try to adjust the list so that it makes sense for the vacancy you are applying to. Be strategic! Shortly list your duties and achievements in each place.**
- **When writing about your formal and non-formal education and courses you have taken, as well as certificates received - again do not lose the link with the vacancy. Add some keywords about the skills and expertise you gained in each educational activity.**
- **Use Bold to highlight the most important keywords**
- **Check your spelling and grammar and use a professional language**
- **No need to be a designer! Use free online, simple to use design tools such as [canva.com](#) to create your CV based on already pre-designed and beautiful resume templates**

My next job

Give students a little bit of time to reflect on their next job. What is the purpose for creating a CV? Which role do they wish to apply for? Ask them to go back to their homework where you asked to do a little research on jobs that they are interested in, as well as requirements for the vacancies. The specific role of a certain vacancy should be the guiding light when creating a CV. Tell your students that it is important for the CV to be tailor-made for a specific vacancy. It is normal to remake the CV for each specific job. This is the silent homework to be done in order to stand out and possibly succeed in the selection process.

CV creation

Now it's time to get creative and do a hands-on task to prepare the CVs that students could use when applying for the jobs that they have identified.

Encourage students to use free design tools for their CV creation, for example canva.com that was mentioned previously. Advise them to seek inspiration in so many examples of great CVs that are available on the internet.

Task to students:

- **Create a 1 page CV - your professional summary with sections that present you as a person, your motivation to apply for the job, your skills and your educational and professional background.**
- **Your students will probably not finish creating their CVs in the allocated time of the class, so make it their homework and do a round of CV presentations and feedback sessions in your next class.**

Class #3

Linkedin profile. Why bother having one?

	Topic	Format	Time
Part #1	Why does Linkedin matter?	Tips and tricks for a great profile	10 min
Part #2	Explore the world of Linkedin	Individual research	10 min
Part #3	Create a profile	Practical task + homework	20 min

Why does Linkedin matter?

[Linkedin](#) is the biggest and most powerful platform for professional contacts. Linkedin is the place where business happens. It is also the place where recruiters spend most of their time to headhunt candidates for job openings. Linkedin also serves as a job search platform, and, what's best, not only locally, but globally. Job openings at your closest convenience anywhere in the world in one joint platform.

Thus, we believe it is important to raise awareness of students about the possibilities Linkedin offers, and start "warming them up" early, so that they are present in this global marketplace of professional contacts, network expansion and business and job opportunities.

Start this class by informing students about Linkedin and its numerous possibilities, and guide their way to create a profile on Linkedin later on.



Tips and tricks you could suggest your students to create great LinkedIn profiles:

- **Profile picture:** it has to leave a professional impression. Not too serious or boring, rather positive and open-minded, in the best case scenario taken by a professional photographer.
- **Background picture:** it is worth finding a relevant background picture, which is another visual content that will catch people's attention.
- **Headline:** we suggest to brainstorm a good headline sentence right below the name in the Profile section. It has to look concrete, understandable and appealing. The standard way to make a headline is "Job title at Company", or adding competences or expertise areas. For example, "Law", "Digital marketing", "Web design" or similar. If a person is looking for a job, such things as "Open for new job opportunities" or even more specific: "Open for new job opportunities in IT" can be added. Students can also create a headline the following way: "Marketing student looking for a social media internship".
- **"Open to work"** function in the profile section provided by LinkedIn: one can choose whether to show it to all LinkedIn users or just recruiters. By activating this function, the profile will stand out. One can also specify preferred job title, location, start date and job types in this section.
- **About section:** it is a place to write a description about yourself and your skills, a short summary of the experience. Suggest to add keywords in as LinkedIn uses keywords for its search engine. If a person is looking for a job, it is useful to write what he/she is searching for in this section, too. This is a place to tell one's own story and present uniqueness.
- **Experience section:** advise to take this section seriously. Voluntary work and internships also count. Suggest to list only the most relevant experience and to add main responsibilities and achievements in each job. Advise to include only the most relevant experience - a summer job experience as a waiter could be dismissed if a person is looking for a junior position in IT.
- **Education section:** it is a place to list schools attended and diplomas obtained. One can shortly describe the most important subjects that have been studied, as well as projects and exchange programs participated.
- **Skills section:** suggest to add relevant skills and think of **keywords**. Recruiters use keywords to search for possible candidates.
- Advise utilizing **Endorsement option** to endorse other people's skills and ask for endorsements to your skills.
- It is also possible to ask for **Recommendations** on LinkedIn to people in your network, for example, colleagues and professors.
- There is an option to add **courses** taken (plus **certificates**, if any), **projects**, as well as **languages** spoken and **achievements** accomplished.
- It is important to grow one's own network to **connect** with relevant people. Encourage students to be active to put "likes" to the content other people are sharing, create their own articles and posts, join interest Groups and participate in discussions.

Explore the world of LinkedIn

Allow your students some time to deep-dive into LinkedIn, using Google search function, to explore some great LinkedIn profiles, both of experienced professionals and students, and inspire from people that have really nailed it. Suggest to read some articles describing the numerous functionalities LinkedIn provides, as well as useful suggestions for creating a good-looking LinkedIn profile.

Create a profile

Give your students time to register to the platform and practically start creating a LinkedIn profile. Leave it as a homework for them to finish creating their profiles.

Dedicate the next class to a presentation and feedback session to the freshly made profiles, seek inspiration from other peers and suggest improvements.

Class #4

Let's get ready for job interview simulation!

	Topic	Format	Time
Part #1	Introduction to job interviews	Presentation	10 min
Part #2	Vacancy research	Practical task	10 min
Part #3	Preparation of interview	Practical task	20 min

Introduction to job interviews and the exercise

We believe it would be very useful to dedicate a separate module to job-interview simulation for your students. It could be a great way for them to get into the mode of a real-life interview role play with the help of their peers.

Start this class by providing some guidance on how to prepare for and what to expect from a job interview. Here are some tips:

- **Make sure you are aware of agreed interview time, place and requirements;**
- **Ask questions beforehand if something is not clear;**
- **Dress accordingly;**
- **Study the company and the position;**
- **Prepare your pitch - a short and clear presentation about yourself, your skills and experience;**
- **Prepare for a test (if it is planned);**
- **Test online conferencing tools before if the interview will be held online;**
- **Prepare questions that you would like to ask to the company.**

Vacancy research

Give students a task to explore available vacancies that they are interested in various job search portals, and pick one open job vacancy that they would be interested to apply for.

Divide students in groups of 3 people, and ask them to exchange the vacancies they picked and share with their peers the requirements for each of the vacancies. The aim is that each person receives one vacancy that the other person has picked. In the following exercises they will work together in the same peers to prepare for and run a job interview.

Preparation of interview questions

Read the vacancy requirements that your fellow student has picked and entrusted you carefully. Step into the shoes of a real recruiter and prepare interview simulation questions that you could ask to moderate a real interview for your colleague. Do research on the internet to get inspiration from examples of job interview questions for similar positions. Remember to ask open-ended questions, not the ones to which you could answer with a simple yes or no. Opt for 7 to 10 questions.

Suggestions for the next class -

Class #5

Dedicate the next class to role play the interviews. Keep the division of the same 3 people per group, where one person acts as the moderator of the interview, the second person as the interviewee, and the third person - as the observer who takes notes and shares feedback after the interview simulation. When one interview has been finished, the group changes the roles. At the end of the class, each person has had the chance to take all 3 roles:

- 1) moderator of the interview;
- 2) interviewee;
- 3) observer.



Such an imitation game will help to spot weak points that should be improved until a real interview takes place. Did the interviewee share real examples from his/her experience in answers to certain questions? How did he/she behave? Are there any suggestions for improvements? Were the answers clear or something was not understandable?



ENTREPRENEURSHIP

Introduction

Throughout years of experience working with young people, we have noticed that the topic that really catches their attention is entrepreneurship. How to start-up a business? Where to look for ideas? How to succeed? What if I fail? Where to find support? These are just some of the questions that we recall being asked.

School years provide a perfect time and place to play with the idea of setting up a business. It is that time of life when a person has not yet encountered so much reality check of an adult life and real business experience which may scare away many, but retain the most courageous and hardworking ones. School is a valuable sandbox that can be utilized to experiment and test ideas and scenarios. Friends met at school are contacts and connections that last the whole lifetime. Some may become future business partners.

You as a teacher, facilitator or youth worker are an important mediator and mentor to guide youngsters and help them walk their first steps in an experimental business world.

We have prepared some classes with advice and methods that may be your source of inspiration when preparing your next adventures with your circle of youngsters to inspire them to become entrepreneurs.

Class #1

Global trends and inspiring business stories

	Topic	Format	Time
Part #1	Global trends in business	Presentation	15 min
Part #2	Story of an entrepreneur	Presentation & Q&A session	25 min

Before starting to explore their journeys as future entrepreneurs, it would be wise to keep your students informed about some future ideas and inspire them with global business trends. What are the ideas that will shape our lives in the upcoming years? Which fields are worth considering when thinking about a business idea? Starting today, but thinking ahead in future?

Usually youngsters care about the development of our world and are open-minded to explore opportunities, as well as their hearts are burning to make a difference in this world, therefore we would like to encourage them to aim high, fly high and dream big.

Prepare a presentation to raise your class's awareness about global trends. Being up-to-date, informed and inspired about creative, business, social and technology trends may uncover ideas for their future business.

Areas like

- global pandemic,
- artificial intelligence,
- virtual reality,
- zero waste,
- climate change,
- fin-tech,
- renewable energy,
- digital anxiety or others

may be their source of inspiration and where next brilliant ideas are hidden.

The internet is full with many predictions for years to come. You may find special interest in global management consultancy companies that release future-casting articles every year, for example, [McKinsey & Company](#), to be your guiding light when preparing a presentation for your class. Inspire youngsters to explore the global trends in technology, consumer goods and even society in general, and suggest them to think about how these trends could uncover new needs that people have. The most important job to be done when thinking about a business idea is to find a real problem that people are facing and that could be solved with a business solution, taking into account global innovation trends. For this topic we will help you to prepare in our next suggested classes.

Story of an entrepreneur

Nothing inspires more than real stories of real people. We advise you to invite a real entrepreneur to give a case study presentation to your class. Approach your local business incubator for contacts. People are usually responsive to such invitations, and for you it would be a great benefit. You will be amazed how many questions youngsters will have to ask the speaker to find out more about his/her story and experience when navigating the business world, especially when starting up a business.

Class #2

Build your idea with design thinking - PART I

	Topic	Format	Time
Part #1	Intro to design thinking	Presentation	10 min
Part #2	Let's hunt for problems to solve	Practical task	30 min

Intro do design thinking

Design thinking is a creative and collaborative way to come up with solutions to solve problems, develop products and services, as well as improve processes by stepping into the shoes of users and co-creating together with them instead of for them.

This methodology is very useful to play around when working with youngsters in their first steps developing business ideas. It provides an alternative way to look at ideas from the perspective of users and what problems are exactly being solved for users with those ideas.

Start the class with an introduction to design thinking, explain the process and steps and give some inspiring examples where design thinking has been used in practice. Here is a bit of help:

Design thinking is a structured process, a set of methods and a mindset that can help to find, develop and test business ideas and concepts. Most importantly, before having any idea, design thinking helps to uncover a problem that people are having which could be solved with a business idea. Design thinking process usually has several steps:

- **EMPATHISE,**
- **DEFINE,**
- **IDEATE,**
- **PROTOTYPE,**
- **TEST,**
- **ITERATE,**
- **DELIVER.**

It is not a linear process, it is possible to come back to any step at any time.

How to apply design thinking in practice? Well, we suggest taking a look at the toolkit "[Design thinking for developing your business idea](#)" - a publication that offers simple tools to use on the go and try out and test ideas rapidly without major time and resource investment. It provides a collection of methods that can be used when trying out business ideas and thinking of starting one's own venture. Such methods and their canvases as Problem hunt, Understand your market, Research tools, User persona, Problem definition, Ideation and Testing tools and others are included.

Let's hunt for problems to solve

Divide your class in groups of 3 to 5 people. These groups will work together also in the upcoming classes to find problems to solve and generate ideas with the help of design thinking methods. Give a practical task to the groups called "Problem hunt". This task can easily be done both online and in a physical class environment. We will start with an individual exercise. Give students 20 minutes to write down the answers to these questions on sticky notes. Silence or quiet music in the background. 1 thought per sticky note.



1. **What pain points have I noticed around me? What frustrates me?**
2. **What problems do other people face? Which things are ineffective and inefficient? Around me, in town, in the society.**
3. **What am I passionate about? What are my skills?**

After this is done, in the following 10 minutes ask groups to share the individual thoughts to the group members. After the round of presentations, ask the group to vote for the "best problems". Each group member has, for example, 3 votes. Those votes can be distributed to both answers to question 1 and 2. At the end of voting, there will definitely be the No. 1 problem that will stand out, and the group will further work to bring the solution to this problem to life in the upcoming classes. Ask students to have a little reflection on their skillset (answers to question 3) when solving the "winning problem". Do they have enough expertise? Do they need some help from outside?

Class #3

Build your idea with design thinking - PART II

	Topic	Format	Time
Part #1	User persona	Practical task	20 min
Part #2	Problem definition	Practical task	10 min
Part #3	Present your problem	Presentation	10 min

User persona

User persona is an imaginary, yet realistic user profile that is being created to better understand the lives, needs and values of people whose problems students will be solving. Usually it is wise to create at least 3 to 5 different user profiles, but at this class we will make 1 or 2 profiles, depending on the working speed of each individual group.

Give your students a task to create 2 different user personas whose problem they have decided to solve (reference to the last class). Remember to advise them to think of real people with real needs, struggles and dreams. It would be great to think about all the different users to whom the group will be designing for. Not just mainstream users - the positive examples, but also the extremes and those who would be most difficult to satisfy.

Guiding questions for a user persona creation:



- **Name, surname, profession, age**
- **Draw your user**
- **Mini life story of the user (personal background, family status, hometown, education, etc.)**
- **Interests and hobbies**
- **Values**
- **Needs**
- **Dreams**
- **How could you improve the user's experience?**

Problem definition

Now ask the groups to agree on a short and specific problem statement where they will synthesise their understanding about the problem. The problem statement will get the group on the same page as the starting point to ideate solutions in the right way. Remind them to think about the user personas they just created. What is the exact user problem the group wishes to solve? Is it a bit different from the initial problem identified in the previous class, or does it stay the same? Problem definition is a one simple, specific and short sentence presenting the essence of the problem. It allows us to narrow down the thinking so as not to lose focus of the most important aspects in the next design thinking process phase.

The problem statement shall start with:
"How might we...."

Present your problem

Give each group 1 minute to present the problem they just defined. This will be a great chance to hear what problems youngsters have come up with, as well as to get inspiration from peers.

Class #4

Build your idea with design thinking - PART III

	Topic	Format	Time
Part #1	Ideation	Practical task	20 min
Part #2	Prototyping	Practical task	20 min

Ideation

Ideation is one of the most fun parts in the creative process, especially for youngsters. Usually the standard process would have been to start with idea generation in the first place. However, design thinking provides an alternative and better way to end up with really good and sustainable ideas - putting a lot of effort on empathy: starting from the angle of users and problem identification.

But the fun part is also here! Get your students ready for some crazy idea generation. Remember to guide them not to limit their creativity and imagination. Everything is allowed. And this step is about really opening up the flow of ideas and maximizing them in quantity. So encourage your students to think of quantity over quality, not to judge ideas of others and stay open-minded. Put some great music in the background and let the ideation process begin!

Allow 10 minutes to generate 10 individual ideas. Again we will start with an individual brainstorm to let even the most quiet and shy ones embrace their creativity. One idea per sticky note.

After this is done, give another 10 minutes to exchange ideas just generated with other group members. Launch a round of voting to end up with 3 to 5 best ideas (3 votes per person).

How did it go? Are you happy with the results and room full of creative spirit and numerous ideas just generated? So simple, isn't it?

Prototyping

Prototype is an early sample, model or release of a product build to test a concept or process. We are prototyping to:

- **quickly and cheaply make your ideas tangible before falling in love with them and wasting money**
- **test and get feedback, before drawing any conclusions on the awesomeness of ideas**
- **develop, test and improve ideas at an early stage**
- **experiment, evaluate, refine and adapt.**

Prototype fidelity ranges from low to high, and they can be made for any product, service and process. At this point of the very simple design thinking process you have been leading your students through, we advise you to ask them to create low fidelity or so called “dirty” prototypes as early samples of ideas they just generated. The first early prototypes do not need to be beautiful and polished, they must be made really quick and simple.

The most important end result of prototyping is the possibility to test prototypes with real users and receive feedback, before moving on to next phases of prototyping iterations.

How to create a prototype and what are the rules?

Ask your students to choose 2 ideas from the ideas they just generated that they will turn into 2 different prototypes.

Have cardboard, colored paper, old magazines, scissors, glue, tape, different tools, things and materials that can be found at home and school available for your class, and inspire them to use their creative superpower to create simple, fun prototypes in a short period of time. Set a time limit, for example, 10 minutes for one prototype.

If you lead an online class, use [Miro](#) as a co-creation platform to require students to work on their prototypes in a digital way.

The first prototypes - models and samples, usually built from available materials around you, are not precious or expensive. Their purpose is to have a product, service, process or part of it tested without major time and resource investment, then iterated until ready in a form of a product or service to be launched on the market. Prototypes will help your students to interact with users and understand their needs better.

Give homework to your class to test their prototypes with real users until the next class, collecting feedback in a written format.

Prototyping is a truly playful and joyful activity that will also uplift the group spirit and help them be aligned in their understanding as a team about the problem they are solving.

Suggestions for the next class -

Class #5

Dedicate the next class for a round of presentations and feedback session for what has been done in the previous classes. Your students have worked really hard and the results are impressive. From nothing at the start to rapid prototypes in just 3 classes. Allow them to prepare 5 minute pitches about their journey, and organize a feedback session utilizing this approach positive feedback, constructive feedback, user feedback (stepping into the shoes of a real user). Divide roles for feedback givers after each presentation. One student can give positive feedback, another - a constructive, somebody else - a user feedback. Change roles after each presentation.



INFORMAL / NON-FORMAL LEARNING AND OPPORTUNITIES FOR GROWTH

Introduction

Informal and non-formal learning opportunities have great potential for young people to develop their competences, skills, and knowledge. With the wide range of possibilities offered in the field of social innovation, with the increasing rise of volunteering opportunities, and the endless training and learning devices available online and offline in this field, it is our role, as teachers, facilitators or youth workers, to organize that information in a comprehensive manner, and make it visible, available, and appealing for young people.

In this particular field of social innovation, there are many challenges which need to be transparent, and at the same time, many wonders that need to be exposed. As educators, we are vehicles to this inspiration and awareness. We are responsible for this confrontation and openness.

As such, we developed this module bringing together inspiring resources and activities that we hope can mobilize your circle of youngsters to overcome their comfort zones and embark on social entrepreneurship adventures, inspiring them to change the world into a better place.

Class #1

Informal/Non-formal learning and opportunities for growth

	Topic	Format	Time
Part #1	Informal/non-formal learning and social entrepreneurship	Presentation	20 min
Part #2	Searching for inspiring projects in the field of social innovation	Individual research	20 min
Part #3	Find your field of interest in social innovation	Practical task + homework	10 min +

How can informal/non-formal learning improve professional development, particularly in the field of social entrepreneurship?

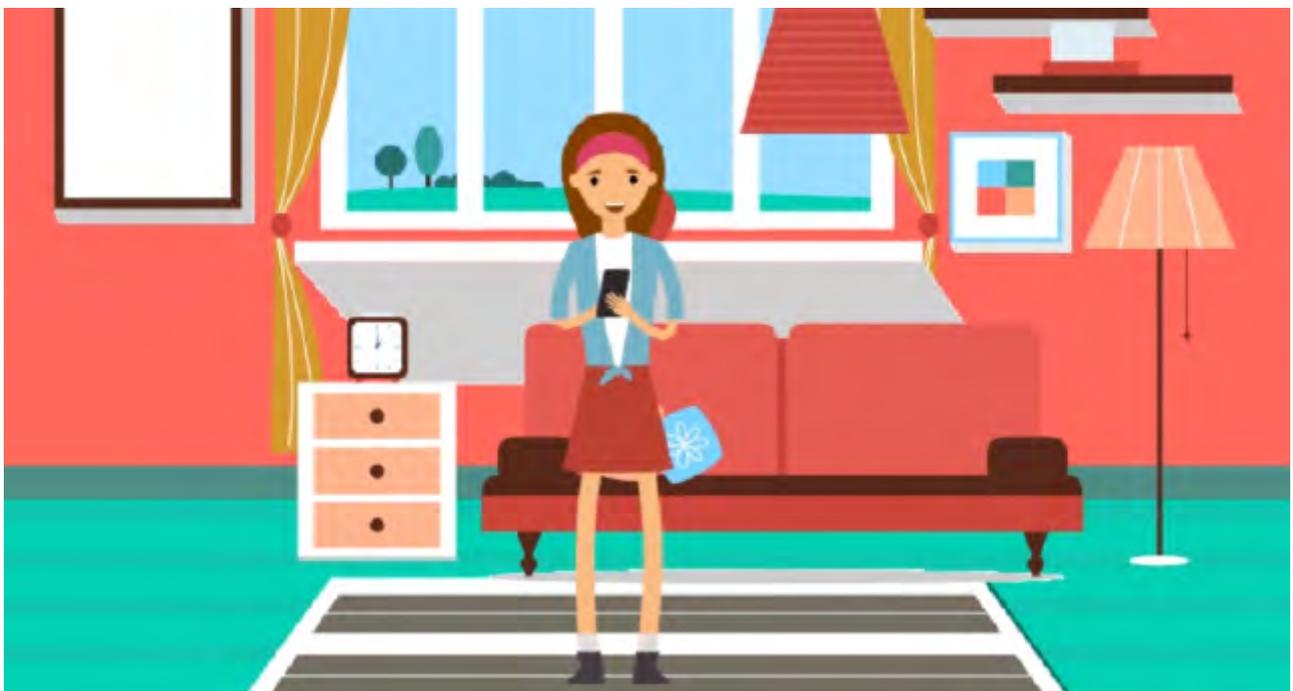
Informal learning involving themes such as social innovation, volunteering for a cause, and project management, provide significant knowledge and resources that might help young people shape ideas and projects related to positive social change, entering the field of social entrepreneurship.

Social innovation implies thinking globally and acting locally, listening carefully to the community about what is structurally important and needed, fostering curiosity and developing creative thinking. It also urges for a deeper understanding of the context we live in and our surroundings, and being aware of the need to work with others to promote change and pave the way for a better future.

Social innovation is not just a trendy field of action. It's a perspective, a call for action that demands a clear set of values, attitudes and a strong commitment from those who choose to follow this pathway. If you choose to commit with social innovation, you choose to commit with humankind and the Earth. You choose to commit with the future. You choose to become responsible and act on behalf of the sustainability of people and of the planet.

One can learn and practice to become a social changemaker in an informal way, by autonomously observing the context, talking to potential stakeholders, visiting specific projects that might be inspiring, or following a more structured learning path, by choosing to enroll in online courses, webinars, or other programs that provide different types of information on sustainability, technology, management, etc.

There is a wide range of non-formal training offer in the field of social innovation (e.g. [Unravel Tomorrow Learning Journey](#), and [Becoming a changemaker: Introduction to Social Innovation](#)) providing useful knowledge, tools, and resources to learn how to develop the core skills, knowledge, and competences to become social innovators.



Most of them will take us through these steps:



Individual research: Searching for inspiring projects in the field of social innovation

Young social entrepreneurs are already changing the world, and you can be inspired and learn through their own experiences and projects! Their focus is broad, some of their actions are locally based, and others are international. As an example, you can search about social enterprises that:

- **Upcycle non-biodegradable waste into fashion accessories;**
- **Develop shoes for kids that adjust and expand five sizes and last up to five years;**
- **Combat climate change and food insecurity;**
- **Make healthcare more accessible;**
- **Empower women to become leaders in their communities;**
- **Bring healthy food to food deserts.**

Search for more inspiring projects and select 2 or 3 that you find most interesting for yourself. As an example, the students can explore the following website (but we encourage them to surf the web to find others): [17 young social entrepreneurs](#)

Finding your focus in the field of social innovation

After having searched and learned about different social innovation projects, present a summary of your research to the group/class. Identify which ones best fit your interests (or social concerns) and explain why. Would you be able to embark on an adventure of designing your own social innovation project?

After the session, the participants are invited to reflect (and write about) these two questions (which will provide content for class #4):

- **Think about the place/environment where you live. Would you be able to identify a problem that needs to be solved? One that matches your own interests/knowledge? Is it about animals, traffic, housing, (un)employment, the environment? Once you have your problem defined, can you draw a picture of the system in which that problem is embedded and the relationships between all the elements involved?**
- **After that, try to identify the people, organizations, associations in your community (the resources) that are related to that problem and can help you develop a solution.**

Class #2

Volunteering and informal learning

	Topic	Format	Time
Part #1	The benefits and challenges of volunteering	Presentation and text reading	25 min
Part #2	How Volunteering can help Change the World	Video watching	10 min
Part #3	Debate about volunteering	Practical task + homework	5 min +

Volunteering as a way to develop your skills, knowledge and competences through informal learning

Another way to improve our professional development is to enroll in volunteering activities: whether helping people in need, getting involved in relevant causes, or contributing to the community. Even though it is very well-known that this is a time-consuming activity, research shows that the benefits of it outnumber the drawbacks. Scientific studies suggest “that diverse, successful volunteer programs for adolescents, along with school-based support, are related to improvements in both

the academic and social arenas. Specifically, volunteering relates to reduced rates of course failure, suspension from school, and school dropout, and improvement in reading grades; to a reduction in teen pregnancy; and to improved self-concept and attitudes toward society” (Retrieved from: [The impacts of volunteering in the young volunteers](#)).

In order to start exploring the possibility of becoming a volunteer, one should start by exploring one’s own interests and goals, and ask oneself some critical questions that are very helpful to prioritize the search for volunteering opportunities, such as:



- **Who would you like to work with? (e.g. adults, children, animals, humanitarian organizations, ...)**
- **Would you rather work with a team or alone?**
- **Are you better behind the scenes or do you prefer to take a more visible role?**
- **How much time would you be willing to volunteer?**
- **What skills do you think you have that could be relevant to a volunteer job?**
- **What are the most relevant causes to you?**



[Read the following text and try to answer the previous questions](#)

How Volunteering can help Change the World

Watch the following video of a great TEDxChennai talk by Trishya Screwvala, about the reasons why volunteering is such a transformative experience:



[TEDxChennai talk by Trishya Screwvala](#)

Debate about volunteering

Discuss the main ideas provided in the TEDx talk you’ve just watched with the group/class. Had you ever thought about this possibility before? Do you envisage yourself enrolling in a volunteering experience? What kind of activity would you like to do?

After the session, the participants are invited to reflect (and write about) these two questions (which will provide content for class #4), coming back to the possibility of designing their own social innovation project:

- **Taking your community into account, and the previous answers you wrote down about a potential social innovation project, which main differences between the people, organizations, associations, do you foresee if you have to work with all of them in order to develop a solution to the problem you have defined?**
- **Going back to what you have learned about design thinking in Module III, how do you think this methodology could help you in designing your own social innovation project?**

Class #3

Project management

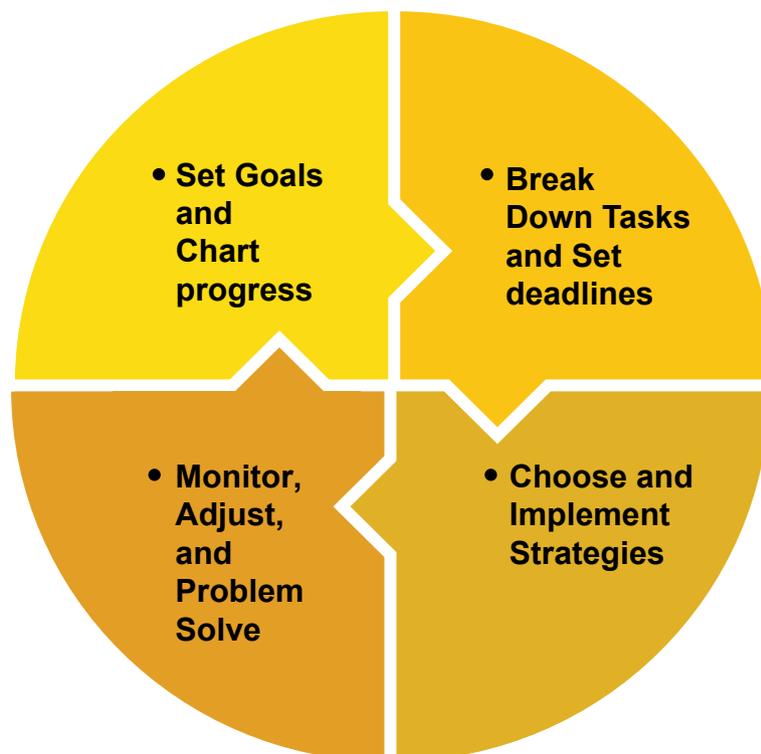
	Topic	Format	Time
Part #1	Conceptualize and manage your own project	Presentation and video watching	15 min
Part #2	The AGILE approach	Presentation and individual research	20 min
Part #3	Experiment project management	Practical task + homework	5 min +

Conceptualize and manage your own project

Project management is a practice that aims to successfully attain the project requirements and goals by applying knowledge of the process, skills, tools, outputs, and techniques involved.

The project – a series of tasks/activities that need to be accomplished to reach a certain objective or outcome, which are simple or complex – can be found at work or in our everyday life (e.g. respectively, preparing a research report about a specific subject, or planning a vacation), and requires management. Depending on the level of complexity, it can be managed by one person or more.

There are four stages in project management:



1. Set Goals and Chart Progress

Begin by clearly stating what are the goals of your project, what is it that you want to achieve. Ideally, you should have a clear picture of what the goal will look like when the project ends. This clear vision helps you to keep motivated while knowing where you are heading and what you are doing to get there.

2. Break Down Tasks and Set Deadlines

After setting your goals, you will be able to break down the tasks and define clear (and realistic!) deadlines. At this point, you will also need to describe the time, resources, and concrete actions allocated to each task and subtask – which is a critical action in project management. By the end of this phase, you should be able to compile an action plan, which includes the selected resources (and team members, in case it is a collaborative project). If you are working with other stakeholders, you should also delegate roles, activities and responsibilities between them.

3. Choose and Implement Strategies

Now is the time to choose specific strategies for attaining the goals of the project, by completing the tasks. This is mainly a time for research, using different planning tools, sharing ideas and documents, and effectively implementing the selected strategies.

4. Monitor, Adjust, and Problem-Solve

Even the best strategy in the world might fail, so project managers must be ready to act in case things don't go as planned. It is important then, that you monitor your results and deadlines frequently, to guarantee that the outcomes are being produced on time and with high quality. Problem-solving and critical thinking are fundamental in these moments and might imply the revision of the original goals.

Watch this short video by John Spencer about the four stages of project management:



[The four stages of project management](#)

The AGILE approach

One very specific approach to project management which might be useful to you, is the AGILE approach. The AGILE process refers to a repetitive way of managing a project, frequently used in software development projects to promote velocity and adaptability.

The difference between AGILE and the “traditional” approaches to project management is that it allows for systematic adjustment of the strategies and processes during the whole project. The main principles of the AGILE philosophy include:

- **Relying on qualified people and the collaboration between them and the customer;**
- **Breaking the process of project management into small bits, which allow for prioritization;**

- **Systematic adjustment to the goals of the project, according to the customer's assessment of the outputs;**
- **Integrating planning and execution, which allows for the development of an organizational mindset that promotes quality enhancement.**

Explore the AGILE approach even further, by reading this and watching the video at hand:



[AGILE approach](#)

Experiment project management

Using the four stages of project management, plan one of your day-to-day life projects. You can choose planning a holiday, taking a very important exam (e.g. to be admitted to a very selective course you want to enroll in), preparing for a job interview, writing an application for a funding agency, or whatever might be relevant to you at the moment or in the near future.

After the session, the participants are invited to reflect (and write about) these two questions (which will provide content for class #4), coming back to the possibility of designing their own social innovation project:



- **Do you think your project will challenge the rules of how the system works? How? And are you prepared to deal with it? If not, how can you improve your skills to overcome this challenge successfully?**
- **Do you think that in the long run you will be able to scale your project? Can you envision how you will be doing that?**
- **Prepare a presentation using all your responses and reflections about the previous homework questions (class #1, class #2 and class #3) until the next class. Make it creative, appealing, and unique!**

Class #4

Designing a social innovation project

	Topic	Format	Time
Part #1	Presentation of the participants' answers to the activities suggested for homework	Presentation by the participants	35 min
Part #2	Becoming a changemaker	Presentation	5 min

Presentation of the participants' answers to the activities suggested for homework

All the participants make their presentation about the responses and reflections that emerged during the suggested homework activities. If possible, debate around the questions that might emerge during the presentations can be conducted with the goal of inserting more content about the specific concepts and methodologies that have been addressed during the previous classes, so that the competences and knowledge can be reinforced.

Becoming a changemaker

As said before, there is a lot of information available online and offline that will help you plan the journey into becoming a changemaker. You can either do it informally or more formally, but here are a few little steps that can assist you to start off:

1. Write a mission statement.
2. Research the field.
3. Conceptualize your unique offering.
4. Reach out to family and friends for feedback and support.
5. Develop your business model.
6. Search for possible funding sources.
7. Write an action plan (and stick to it)

Here you have a script you might want to follow. Good luck with your journey!



FUTURE SKILLSET *academy*

Authors:
Signe Adamoviča
Līva Stūrmane
Isabel Gomes
Ligita Adamoviča
Gints Klāsons



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