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of the European Union

## Addressing the Regional Labour Market Needs through Development and Certification of New Programs for Adult Education

Project Reference: 2015- 1-MK01-KA204-002828



### Intellectual Output 4

Adult Education Programme 2 for South East Region  
Macedonia

## Job Shadowing in work with trainees and Interns

Skopje, Bucharest, Bonn

2017



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## Introduction

The Adult Education programme *Job Shadowing in work with trainees and Interns* was developed as an intellectual output in the frame of the project Addressing the Regional Labour Market Needs (Adult – Reg) through Development and Certification of New Programmes for Adult Education, funded by the Erasmus + Programme of the European Union. The project is part of the KA2 Strategic Partnership programme delivered through National Agency for European educational programmes and mobility.

The project is implemented by Lifelong Learning Center from Skopje Macedonia in partnership with Euro Adult Education Association from Bucharest Romania, DVV International from Bonn Germany, Community Development Institute from Tetovo Macedonia, Open Civic University Joska Svestarot from Strumica Macedonia, "Gheorghe Sincai" Bihor County Library from Oradea Romania, and Popular Art School from Ramnicu Valcea Romania.

The Adult Education programme *Job Shadowing in work with trainees and Interns*, is one of eight Adult Education Programmes which were developed as a result to prior assessment of labour market needs in four regions in Macedonia and Romania including the South East Region, which this programme is aimed for. The assessment has provided on time and reliable inputs in identification of the Adult Education Programmes relevant to the specific requirements for the labour market needs in South East region in Macedonia.

Development of this Adult Education Programme is done by professionals from three countries Macedonia, Romania and Germany. Their role was to structure, develop, review and finalise the programme.

The programme is in piloting phase and it's in the process for certification.

The programme is developed with expertise in Job Shadowing and work with trainees and interns from Prof. D-r Ana Frichand, Bojana Ivanova, Prof. D-r Biljana Blazevska Stoilkova.

Contributions in development, editing, reviews and finalisation of the programme were delivered from Lifelong Learning Center, the partner organisations including OGU Joska Svestarot Strumica which is the local partner from the South East region in Macedonia, Euro Adult Education Association and DVV International.

I	<b>Programme Title</b>		<b>Job shadowing in work with trainees and interns</b>	
	Description of the programme			
II	<p>The program will enable the Managers and HR managers to be able to identify the employees which are necessary to improve the company performance. Will introduce them on ways and modes how to engage the right tools and methods in the recruitment process.</p> <p>In addition this programme will educate managers on importance of engaging trainees and interns, how to design programmes for their work, how to guide and mentor them through the time they spent at the company, what are legal aspects of the process.</p> <p>In addition it will enable the participants to learn how to support the trainees in the learning process and how to evaluate their learning. The managers will be able to know about learning processes, thinking and learning strategies of participants, improved understanding and practicing of effective cognitive styles, promotion of learning and leadership at all levels of organization, increased motivation for lifelong learning among participants.</p>			
	Modules and learning outcomes			
III	<b>Modules</b>		<b>Learning outcomes</b>	
	1 Identification of potential employees	<ul style="list-style-type: none"> <li>• Will expand knowledge about the basic principles of the employee recruitment and employee selection processes and increase awareness of the importance of realistic job preview;</li> <li>• Will be familiar with strengths and weaknesses of the most frequently used employee recruitment and employee selection methods;</li> <li>• Will acquire/improve the skills in employee recruitment (selecting or creating strategies to attract job applicants) and in effective application of employee selection techniques</li> </ul>		

- Will develop/improve the skills to identify potential sources of discrimination in the employee selection process and to prevent its possible outcomes;
- Will increase awareness of the importance of privacy issues in the selection process;
- Will develop/improve the skills to make employee selection decisions and how to notify passed and rejected applicants.

## 2 Engagement of interns and trainees in the process (+contracting)

- gain the knowledge for how for one company is important to hire and engage trainees and interns;
- will learn to make difference between interns and trainee; get to know closely with the laws that regulate this matters;
- will learn how to convey the process of engaging the candidate for trainee/intern;
- will learn how to compose an appropriate programme for the company that is in need of interns/trainees;
- will learn what are the benefits for the company that hires interns/trainees: how the company signs contract when engaging interns/trainees; listen to real experiences from companies that have large background in engaging interns/trainees

## 3 On the job training/how to work with interns

- Will acquire basic knowledge for training process, with particular emphasis on on-site training;
- Will acquire/improve the skills for assessing training needs and for planning training programme in accordance with defined goals;
- Will increase understanding and applying on-site training method;
- Will acquire/enhance knowing how to motivate employees/newcomers to participate in training programme;
- Will be able to create opportunities for knowledge and skills application in the work place;

- Will be able to recognise the importance and implementation of training evaluation;
- Will understand the concept of internships and working with interns.

#### 4 Learning

- Enhanced thinking and learning strategies of participants;
- Improved understanding and practicing of effective cognitive styles;
- Promotion of learning and leadership at all levels of organization;
- Increased motivation for lifelong learning among participants.

#### 5 Development

- Improved knowledge about important aspects of personal and professional development;
- Increased understanding of the importance of continuous development and learning and of the role of management in the organization in stimulating and providing opportunities for the professional development of the employees;
- Enhanced personal skills of participants;
- Improved strategies for seeking professional development opportunities.

### Target groups

Managers of small and medium enterprises, who need improvements of skills related to employment processes, job shadowing and training of employees.

**IV** Human resources managers from small, medium and big enterprises.

Persons who are in charge for the human resources, persons who are heads of departments and sectors in companies.

## Modules

1

### Title of the module one

### Identification of potential employees

#### 1.1 Learning outcomes

Participants in this course/training:

- Will expand knowledge about the basic principles of the employee recruitment and employee selection processes and increase awareness of the importance of realistic job preview;
- Will be familiar with strengths and weaknesses of the most frequently used employee recruitment and employee selection methods;
- Will acquire/improve the skills in employee recruitment (selecting or creating strategies to attract job applicants) and in effective application of employee selection techniques
- Will develop/improve the skills to identify potential sources of discrimination in the employee selection process and to prevent its possible outcomes;
- Will increase awareness of the importance of privacy issues in the selection process;
- Will develop/improve the skills to make employee selection decisions and how to notify passed and rejected applicants.

#### Indicators

Trainees can:

- describe basic principles and characteristics of employee recruitment and selection processes;
- create/select recruitment strategies and apply most used selection techniques;
- identify potential sources of discrimination in the employee selection and protect privacy issues

v



## 1.2 Time required

**18 school class hours** (1 school class hour last 45 ')

The total number of hours provided will be distributed as follows:

Practical input	11 hours
Theoretical Input	5 hours
Evaluation	2 hours
<b>Total Number of Hours:</b>	<b>18</b>

## 1.3 Compulsory

Each participant is required to attend at least 75% of classes (total projected duration) of the module;  
All participants are required to do exams, i.e. to take part in the evaluation process.

### Methodology:

- |  |   |  |  |   |
|--|---|--|--|---|
| <input checked="" type="checkbox"/> Lecture  | <input checked="" type="checkbox"/> Exercises in small groups and pairs | <input checked="" type="checkbox"/> Practical problems solving | <input type="checkbox"/> Debate                              | <input type="checkbox"/> Individual lessons   |
| <input type="checkbox"/> Presentations       | <input checked="" type="checkbox"/> Individual work                     | <input type="checkbox"/> Exposition method                     | <input checked="" type="checkbox"/> Group discussions        | <input type="checkbox"/> Home learning        |
| <input type="checkbox"/> Visualisation       | <input checked="" type="checkbox"/> Case studies                        | <input type="checkbox"/> Practical learning on the spot        | <input type="checkbox"/> Classification exercises            | <input type="checkbox"/> Production of essays |
| <input type="checkbox"/> Video Presentations | <input checked="" type="checkbox"/> Role play                           | <input checked="" type="checkbox"/> Workshops                  | <input type="checkbox"/> Identification exercises            | <input type="checkbox"/> Laboratories         |
| <input type="checkbox"/> Peer reviews        | <input type="checkbox"/> Analyses of examples                           | <input type="checkbox"/> Testimonials of practitioners         | <input type="checkbox"/> Mentoring provided by professionals | <input type="checkbox"/> Quiz                 |

- Curriculum                       Monitoring                       Simulations                       Self-directed learning

**Equipment and Materials:**

- |  |   |   |  |  |
|--|---|---|--|--|
| <input checked="" type="checkbox"/> LCD-projector                | <input checked="" type="checkbox"/> Computer  | <input type="checkbox"/> Tablets          | <input type="checkbox"/> Internet connection | <input checked="" type="checkbox"/> Flipchart                                  |
| <input checked="" type="checkbox"/> Markers in different colours | <input checked="" type="checkbox"/> A4 sheets | <input type="checkbox"/> Metaplans        | <input checked="" type="checkbox"/> Pens     | <input checked="" type="checkbox"/> Whiteboard                                 |
| <input type="checkbox"/> Tape                                    | <input checked="" type="checkbox"/> Folders   | <input checked="" type="checkbox"/> Cards | <input type="checkbox"/> Internet            | <input checked="" type="checkbox"/> Paper clips                                |
| <input type="checkbox"/> Pictures/ Drawings                      | <input type="checkbox"/> Textbooks            | <input type="checkbox"/> Brochures        | <input type="checkbox"/> Workbook/ diary     | <input checked="" type="checkbox"/> teaching materials prepared by the trainer |
| <input type="checkbox"/> Magazines and brochures                 | <input type="checkbox"/> Interactive board    | <input type="checkbox"/> Stickers         | <input type="checkbox"/>                     | <input type="checkbox"/>   |

**Assessment**

- |  |  |                                     |
|--|--|-------------------------------------|
| <input checked="" type="checkbox"/> Knowledge/ proficiency tests             | <input type="checkbox"/> Electronic test                   | <input type="checkbox"/> Final test |
| <input checked="" type="checkbox"/> Problem solving                          | <input type="checkbox"/> Working in groups and simulations |                                     |
| <input type="checkbox"/> Application of knowledge through practical examples |  |                                     |
| <input type="checkbox"/> Onsite skills testing                               | <input type="checkbox"/> Simulations                       | <input type="checkbox"/> Homework   |

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Group exercises | <input type="checkbox"/> Questionnaires      | <input checked="" type="checkbox"/> Practical exercises |
| <input type="checkbox"/> Expert hearings | <input type="checkbox"/> Projects            | <input type="checkbox"/> Spoken examination             |
| <input type="checkbox"/> Role play       | <input type="checkbox"/> Logs                | <input type="checkbox"/> Simulations                    |
| <input type="checkbox"/> Teaching sheets | <input type="checkbox"/> Personal interviews | <input type="checkbox"/> Quiz                           |

Practical exercise: Preparation and evaluation of the employment interview

Problem solving: Identification of the most qualified employee and detection of potential sources of discrimination

#### 1.4 Topic 1

#### Employee recruitment strategies

##### **Description:**

This topic refers to the first step in the potential employees' identification process. That is, participants will be introduced with different employee recruitment strategies aimed to attract the most qualified candidates to apply for the advertised jobs. The focus will be on the analysis of the most used methods and evaluation of their effectiveness. Aimed to stimulate usage of acquired knowledge, to improve participants' skills for selection or creation of recruitment strategies and for assessment of their effectiveness, case studies and various exercises will be applied in small groups and pairs. Presented analyses/outcomes will be discussed.

## 1.5 Topic 2

### Employee selection skills: applying job application, resume and references

#### **Description:**

Participants will first be launched to the importance of employee selection as a process of identifying personal characteristics of the potential employees/job applicants relevant for the job they apply. Then, the most used employee selection techniques will be presented (job application, CV / resume, and references). Through exercises that will be practiced in small groups and pairs, participants will analyse mentioned techniques and their strength points and limitations, verify their contents and assess job applicants on the base of given/presented information. In that way, improvement of participants' skills for application and evaluation of the aforementioned selection techniques and more critical attitude towards them will be encouraged

## 1.6 Topic 3

### Employee selection skills: preparing and conducting an interview

#### **Description:**

This section refers to knowledge acquisition/enlargement about planning structured interview (selection and formulation of questions) and conducting the interview. Participants will be shown evaluation methods of interview answers. Also, they will be introduced to the problems of unstructured interview. Then participants will be involved in practical tutorials (assessment of conducted interview, planning an interview, estimation of the adequacy of certain questions and evaluation of the interview answers. Special attention will be given to the potential sources of bias in the assessment. The exercises will be realized in small groups and individually, and each exercise will be followed by discussion.

## 1.7 Topic 4

### Potential sources of discrimination and privacy issues in employee selection

#### **Description:**

In this section importance of the concept of discrimination in employee selection, issues related to the sources of potential discrimination and the role of affirmative action will be discussed. In addition, job candidates' privacy issues and the ways it can be jeopardized will be considered. Through practical examples (case analysis) and through a series of problem situations followed by discussions, capability to assess acts of discrimination, to identify possible violations of the job applicant's privacy and the prevention of both phenomena will be encouraged among participants.

## 1.8 Topic 5

### Making employee selection decisions

#### **Description:**

This part will be focused on increasing participants' knowledge on how to make employee selection decisions. Participants can incorporate obtained information to extend their already used practices in hiring decisions or can employ them to redefine existing practices. By performing series of exercises in small groups and pairs participants will be able to practice the presented information. Finally, the importance of the notification of job applicants after selection process (hiring/rejection) will be discussed and examples of written reports will be shown.

## 2

### Title of the module two

### Engagement of interns and trainees in the process (+contracting)

#### 2.1 Learning outcomes

Participants who will attend this training will gain the knowledge for how for one company is important to hire and engage trainees and interns; will learn to make difference between interns and trainee; get to know closely with the laws that regulate this matters; will learn how to convey the process of engaging the candidate for trainee/intern; will learn how to

compose an appropriate programme for the company that is in need of interns/trainees; will learn what are the benefits for the company that hires interns/trainees: how the company signs contract when engaging interns/trainees; listen to real experiences from companies that have large background in engaging interns/trainees

2.2	Time required	Practical input	3
		Theoretical Input	4
		Evaluation	1
		Total Number of Hours:	8

2.3 Compulsory Participating on the one-day training is mandatory during all lectures and classes

### **Methodology:**

- |   |  |   |  |   |
|---|--|---|--|---|
| <input checked="" type="checkbox"/> Lecture       | <input type="checkbox"/> Exercises in small groups and pairs | <input type="checkbox"/> Practical problems solving     | <input type="checkbox"/> Debate                              | <input type="checkbox"/> Individual lessons   |
| <input checked="" type="checkbox"/> Presentations | <input type="checkbox"/> Individual work                     | <input type="checkbox"/> Exposition method              | <input checked="" type="checkbox"/> Group discussions        | <input type="checkbox"/> Home learning        |
| <input type="checkbox"/> Visualisation            | <input type="checkbox"/> Case studies                        | <input type="checkbox"/> Practical learning on the spot | <input type="checkbox"/> Classification exercises            | <input type="checkbox"/> Production of essays |
| <input type="checkbox"/> Video Presentations      | <input type="checkbox"/> Role play                           | <input type="checkbox"/> Workshops                      | <input type="checkbox"/> Identification exercises            | <input type="checkbox"/> Laboratories         |
| <input type="checkbox"/> Peer reviews             | <input type="checkbox"/> Analyses of examples                | <input type="checkbox"/> Testimonials of practitioners  | <input type="checkbox"/> Mentoring provided by professionals | <input type="checkbox"/> Quiz                 |

- Curriculum       Monitoring       Simulations       Self-directed learning

**Equipment and Materials:**

- |  |   |                                    |   |   |
|--|---|------------------------------------|---|---|
| <input checked="" type="checkbox"/> LCD-projector                | <input checked="" type="checkbox"/> Computer  | <input type="checkbox"/> Tablets   | <input checked="" type="checkbox"/> Internet connection | <input checked="" type="checkbox"/> Flipchart                       |
| <input checked="" type="checkbox"/> Markers in different colours | <input checked="" type="checkbox"/> A4 sheets | <input type="checkbox"/> Metaplans | <input type="checkbox"/> Pens                           | <input type="checkbox"/> Whiteboard                                 |
| <input type="checkbox"/> Tape                                    | <input type="checkbox"/> Folders              | <input type="checkbox"/> Cards     | <input type="checkbox"/> Interne                        | <input type="checkbox"/> Paper clips                                |
| <input type="checkbox"/> Pictures/ Drawings                      | <input type="checkbox"/> Textbooks            | <input type="checkbox"/> Brochures | <input type="checkbox"/> Workbook/ diary                | <input type="checkbox"/> teaching materials prepared by the trainer |
| <input type="checkbox"/> Magazines and brochures                 | <input type="checkbox"/> Interactive board    | <input type="checkbox"/> Stickers  |   |   |

**Assessment:**

- |  |   |                                     |
|--|---|-------------------------------------|
| <input type="checkbox"/> Knowledge/ proficiency tests                        | <input type="checkbox"/> Electronic test                              | <input type="checkbox"/> Final test |
| <input type="checkbox"/> Problem solving                                     | <input checked="" type="checkbox"/> Working in groups and simulations |                                     |
| <input type="checkbox"/> Application of knowledge through practical examples |   |                                     |
| <input type="checkbox"/> Onsite skills testing                               | <input type="checkbox"/> Simulations                                  | <input type="checkbox"/> Homework   |

- |   |  |  |
|---|--|--|
| <input checked="" type="checkbox"/> Group exercises | <input type="checkbox"/> Questionnaires      | <input type="checkbox"/> Practical exercises |
| <input type="checkbox"/> Expert hearings            | <input type="checkbox"/> Projects            | <input type="checkbox"/> Spoken examination  |
| <input type="checkbox"/> Role play                  | <input type="checkbox"/> Logs                | <input type="checkbox"/> Simulations         |
| <input type="checkbox"/> Teaching sheets            | <input type="checkbox"/> Personal interviews | <input type="checkbox"/> Quiz                |

### **Specific methods for assessment of the knowledge**

Exercise 1 – Working groups – Create one Internship programme in the area you choose (finance, marketing, Software engineering etc.)

Exercise 2 – Intern and trainee interview simulation (the participants should be divided in two groups, one will be Employers, the other will be interns/trainees)

## **2.4 Topic 1**

### **Definition of Intern and trainee**

#### **Description:**

An internship is an official program offered by an employer to potential employees. Interns work either part time or full time at a company for a certain period of time; A trainee is an official employee of the firm that is being trained to the job he/she was originally hired for. Literally an employee in training. Each of the characteristics shall be explained and discussed during the seminar



## 2.5 Topic 2

### What is the difference between intern and a trainee?

#### Description:

Internship and training programmes differ from each other in few points - training and educational intent, employment and permanence. Each of the differences shall be closely explained so the participants of the seminar got the wide picture and to choose which of the programmes are more adequate for their company.

## 2.6 Topic 3

### Benefits of starting an intern programme/ hiring a trainee

#### Description:

There is a list of benefits for the companies that will choose to implement either programme for interns or trainees; on this seminar, the participants will get to know the good side of engaging interns/trainees and what is the positive income of it.

## 2.7 Topic 4

### Cost and risk reduction by hiring interns and trainees

#### Description:

Since one of the most important issue for the companies are the costs, that is why this topic is separated among the others to be explained widely. Interns are an inexpensive resource. Their salaries are significantly lower than staff employees, and you aren't obligated to pay unemployment or a severance package should you not hire them on fulltime. Moreover, while their wage requirements are modest, they're among the most highly motivated members of the workforce

## 2.8 Topic 5

### Government help - Funding and incentives

#### Description:

How the Government can support the companies to engage interns and trainees; Internship Programme of the Government of the Republic of Macedonia implemented through the Agency for employment of Republic of Macedonia, subsidies in amount of 6200 den for each intern under the age of 29 engaged in the company for a period of three months.

## 2.9 Topic 6

### Internship and trainee contract

#### Description:

Employers are obliged to sign contracts when hiring interns or trainees; the contract differ from each other and on this seminar the two types will be explained with all the necessary elements that on contract should contain.

## 2.10 Topic 7

### How companies in the Republic of Macedonia deal with this issue?

#### Description:

Giving examples from various experiences; Many companies in our country accepted the practise of hiring interns or trainees, so representatives from those companies will share their experience and the way they deal with this issue: many successful companies encourage students to spend few months in internship, so they can gain some practical experience.

## 2.11 Topic 8

### How to evaluate interns and trainees?

#### Description:

After finishing the internship or training in one company, the employer is obliged to write a report about each intern/trainee. The report contains what were the responsibilities and the duties of the candidate, how was the outcome, what are the candidates skills or weaknesses.

## 3

### Title

### On the job training/how to work with interns

#### 3.1 Learning outcomes

#### Participants in this course/training:

- Will acquire basic knowledge for training process, with particular emphasis on on-site training;
- Will acquire/improve the skills for assessing training needs and for planning training programme in accordance with defined goals;
- Will increase understanding and applying on-site training method;
- Will acquire/enhance knowing how to motivate employees/newcomers to participate in training programme;
- Will be able to create opportunities for knowledge and skills application in the work place;
- Will be able to recognise the importance and implementation of training evaluation;
- Will understand the concept of internships and working with interns.

### 3.2 Indicators ( if necessary)

Trainees can:

- Assess training needs, define training goals and plan training programme
- Create opportunities for on-site training, for usage of acquired skills in the workplace
- Take into account employees' characteristics and motivate them to participate in training programme

### 3.3 Time required

The total number of hours provided will be organized as follows:

Practical input	7
Theoretical Input	4
Evaluation	2
Total Number of Hours:	13

### 3.4 Compulsory

Each participant is required to attend at least 75% of classes (total projected duration) of the module;

All participants are required to do exams, i.e. to take part in the evaluation process.

### **Methodology:**

- |  |   |   |  |   |
|--|---|---|--|---|
| <input checked="" type="checkbox"/> Lecture  | <input checked="" type="checkbox"/> Exercises in small groups and pairs | <input type="checkbox"/> Practical problems solving     | <input type="checkbox"/> Debate                              | <input type="checkbox"/> Individual lessons   |
| <input type="checkbox"/> Presentations       | <input checked="" type="checkbox"/> Individual work                     | <input type="checkbox"/> Exposition method              | <input checked="" type="checkbox"/> Group discussions        | <input type="checkbox"/> Home learning        |
| <input type="checkbox"/> Visualisation       | <input checked="" type="checkbox"/> Case studies                        | <input type="checkbox"/> Practical learning on the spot | <input type="checkbox"/> Classification exercises            | <input type="checkbox"/> Production of essays |
| <input type="checkbox"/> Video Presentations | <input checked="" type="checkbox"/> Role play                           | <input type="checkbox"/> Workshops                      | <input type="checkbox"/> Identification exercises            | <input type="checkbox"/> Laboratories         |
| <input type="checkbox"/> Peer reviews        | <input type="checkbox"/> Analyses of examples                           | <input type="checkbox"/> Testimonials of practitioners  | <input type="checkbox"/> Mentoring provided by professionals | <input type="checkbox"/> Quiz                 |
| <input type="checkbox"/> Curriculum          | <input type="checkbox"/> Monitoring                                     | <input type="checkbox"/> Simulations                    | <input type="checkbox"/> Self-directed learning              |   |

### **Equipment and materials :**

- |  |   |   |  |  |
|--|---|---|--|--|
| <input checked="" type="checkbox"/> LCD-projector                | <input checked="" type="checkbox"/> Computer  | <input type="checkbox"/> Tablets          | <input type="checkbox"/> Internet connection | <input checked="" type="checkbox"/> Flipchart                                  |
| <input checked="" type="checkbox"/> Markers in different colours | <input checked="" type="checkbox"/> A4 sheets | <input type="checkbox"/> Metaplans        | <input checked="" type="checkbox"/> Pens     | <input checked="" type="checkbox"/> Whiteboard                                 |
| <input type="checkbox"/> Tape                                    | <input checked="" type="checkbox"/> Folders   | <input checked="" type="checkbox"/> Cards | <input type="checkbox"/> Interne             | <input checked="" type="checkbox"/> Paper clips                                |
| <input type="checkbox"/> Pictures/ Drawings                      | <input type="checkbox"/> Textbooks            | <input type="checkbox"/> Brochures        | <input type="checkbox"/> Workbook/ diary     | <input checked="" type="checkbox"/> Teaching materials prepared by the trainer |
| <input type="checkbox"/> Magazines and brochures                 | <input type="checkbox"/> Interactive board    | <input type="checkbox"/> Stickers         |  |  |

### **Assessment:**

- |  |  |   |
|--|--|---|
| <input checked="" type="checkbox"/> Knowledge/ proficiency tests             | <input type="checkbox"/> Electronic test                   | <input type="checkbox"/> Final test                     |
| <input type="checkbox"/> Problem solving                                     | <input type="checkbox"/> Working in groups and simulations |   |
| <input type="checkbox"/> Application of knowledge through practical examples |  |   |
| <input type="checkbox"/> Onsite skills testing                               | <input type="checkbox"/> Simulations                       | <input type="checkbox"/> Homework                       |
| <input type="checkbox"/> Group exercises                                     | <input type="checkbox"/> Questionnaires                    | <input checked="" type="checkbox"/> Practical exercises |
| <input type="checkbox"/> Expert hearings                                     | <input type="checkbox"/> Projects                          | <input type="checkbox"/> Spoken examination             |
| <input type="checkbox"/> Role play   | <input type="checkbox"/> Logs                              | <input type="checkbox"/> Simulations                    |
| <input type="checkbox"/> Teaching sheets                                     | <input type="checkbox"/> Personal interviews               | <input type="checkbox"/> Quiz                           |

#### Specific methods for assessment of the knowledge:

- Knowledge test - up to 40% of the total number of points that can be achieved
- Practical exercise: Training needs analysis and preparation of on-site training plan - 40%
- Practical exercise: Evaluation of conducted training - 20%

### **3.5 Topic 1**

### **Planning training and applying on-site training methods**

#### **Description:**

This section is focused on introducing the concept of training and its distinction with employees' education process, on identifying training needs and defining training objectives. In particular, characteristics, different on-site training methods and conducting on-site-training will be emphasized. Through a variety of exercises that will contain examples from practice participants will practice mentioned aspects of training. Each exercise will be accompanied with group discussion.

### **3.6 Topic 2**

### **Motivating employees in the training process and ensuring transfer of training**

#### **Description:**

Employees' motivation to participate in training and to apply the acquired knowledge in performing job tasks has important role in training success and work productivity. Accordingly, this section will be focused on presenting strategies to increase and/or support employee' motivation and for creating environment for successful implementation of training programme and consequently, for the successful transfer of training in the workplace. Working with the interns will be discussed, as well. Through case studies analysed in small groups and pairs participants will be stimulated to practice aforementioned knowledge and to strengthen their skills in this domain. These activities will be followed by large group discussion.

### **3.7 Topic 3**

### **Evaluation of training outcomes/results**

#### **Description:**

This topic provides a discussion of the importance of the process of evaluation of completed training and discussion of methods for evaluation, as well. Participants will be required to apply basic methods in evaluation of training results and will be asked to assess advantages and disadvantages of those methods by completion of individual exercises.

4	Title of the module four	Learning
4.1	Learning outcomes (list)	<ul style="list-style-type: none"> <li>• Enhanced thinking and learning strategies of participants;</li> <li>• Improved understanding and practicing of effective cognitive styles;</li> <li>• Promotion of learning and leadership at all levels of organization;</li> <li>• Increased motivation for lifelong learning among participants.</li> </ul>
	Indicators ( if necessary)	<ul style="list-style-type: none"> <li>• Participants are able to recognize the difference between learning styles (unconscious traits) and learning strategies (specific actions);</li> <li>• Participants are able to use effective learning strategies;</li> <li>• Participants are able to recognize the difference between cognitive styles, cognitive strategies and the abilities;</li> <li>• Participants are able to use effective cognitive styles (i.e. reflective, context independent etc.);</li> <li>• Participants are aware of the importance of five learning disciplines (personal mastery, mental models, shared vision, team learning, and systems thinking) and are practicing these disciplines in the learning process in the organization where they work.</li> </ul>
4.2	Time required	Total hours for implementation of the module are distributed:  Practical input <span style="float: right;">7</span>



Theoretical Input	6
Evaluation	2
Total Number of Hours:	15

### 4.3 Compulsory

Each participant is required to complete minimum of 70% of the total time planned for the module and to enrol in the assessment procedure.

#### **Methodology:**

- |   |   |  |  |   |
|---|---|--|--|---|
| <input checked="" type="checkbox"/> Lecture       | <input checked="" type="checkbox"/> Exercises in small groups and pairs | <input checked="" type="checkbox"/> Practical problems solving | <input checked="" type="checkbox"/> Debate                   | <input type="checkbox"/> Individual lessons   |
| <input checked="" type="checkbox"/> Presentations | <input checked="" type="checkbox"/> Individual work                     | <input type="checkbox"/> Exposition method                     | <input checked="" type="checkbox"/> Group discussions        | <input type="checkbox"/> Home learning        |
| <input type="checkbox"/> Visualisation            | <input type="checkbox"/> Case studies                                   | <input type="checkbox"/> Practical learning on the spot        | <input type="checkbox"/> Classification exercises            | <input type="checkbox"/> Production of essays |
| <input type="checkbox"/> Video Presentations      | <input type="checkbox"/> Role play                                      | <input type="checkbox"/> Workshops                             | <input type="checkbox"/> Identification exercises            | <input type="checkbox"/> Laboratories         |
| <input type="checkbox"/> Peer reviews             | <input checked="" type="checkbox"/> Analyses of examples                | <input type="checkbox"/> Testimonials of practitioners         | <input type="checkbox"/> Mentoring provided by professionals | <input checked="" type="checkbox"/> Quiz      |
| <input type="checkbox"/> Curriculum               | <input type="checkbox"/> Monitoring                                     | <input type="checkbox"/> Simulations                           | <input type="checkbox"/> Self-directed learning              |   |

#### **Equipment:**

- |   |  |                                  |   |   |
|---|--|----------------------------------|---|---|
| <input checked="" type="checkbox"/> LCD-projector | <input checked="" type="checkbox"/> Computer | <input type="checkbox"/> Tablets | <input checked="" type="checkbox"/> Internet connection | <input checked="" type="checkbox"/> Flipchart |
|---|--|----------------------------------|---|---|

- |  |   |  |  |  |
|--|---|--|--|--|
| <input checked="" type="checkbox"/> Markers in different colours | <input checked="" type="checkbox"/> A4 sheets | <input type="checkbox"/> Metaplans           | <input checked="" type="checkbox"/> Pens | <input checked="" type="checkbox"/> Whiteboard                                 |
| <input checked="" type="checkbox"/> Tape                         | <input type="checkbox"/> Folders              | <input type="checkbox"/> Cards               | <input type="checkbox"/> Interne         | <input checked="" type="checkbox"/> Paper clips                                |
| <input type="checkbox"/> Pictures/ Drawings                      | <input type="checkbox"/> Textbooks            | <input type="checkbox"/> Brochures           | <input type="checkbox"/> Workbook/ diary | <input checked="" type="checkbox"/> teaching materials prepared by the trainer |
| <input type="checkbox"/> Magazines and brochures                 | <input type="checkbox"/> Interactive board    | <input checked="" type="checkbox"/> Stickers |  |  |

**Assessment:**

- |   |  |  |
|---|--|--|
| <input checked="" type="checkbox"/> Knowledge/ proficiency tests                        | <input type="checkbox"/> Electronic test                   | Final test                                   |
| <input checked="" type="checkbox"/> Problem solving                                     | <input type="checkbox"/> Working in groups and simulations |  |
| <input checked="" type="checkbox"/> Application of knowledge through practical examples |  |  |
| <input type="checkbox"/> Onsite skills testing  | <input type="checkbox"/> Simulations                       | <input type="checkbox"/> Homework            |
| <input type="checkbox"/> Group exercises  | <input checked="" type="checkbox"/> Questionnaires         | <input type="checkbox"/> Practical exercises |
| <input type="checkbox"/> Expert hearings  | <input type="checkbox"/> Projects                          | <input type="checkbox"/> Spoken examination  |
| <input type="checkbox"/> Role play  | <input type="checkbox"/> Logs                              | <input type="checkbox"/> Simulations         |
| <input type="checkbox"/> Teaching sheets  | <input type="checkbox"/> Personal interviews               | <input type="checkbox"/> Quiz                |

#### 4.4 Topic 1

#### Learning styles and strategies

##### Description:

In this section the participants will be introduced to the most common **learning styles** and to some effective **learning strategies**. The difference between learning styles (unconscious traits) and learning strategies (specific actions) will also be addressed. The participants will be familiarized with three basic learning styles (auditory, visual and kinaesthetic), after which some main learning strategies (ex. active/reflective, sensing/intuitive, visual/verbal, sequential/global) will be presented. Metacognitive and task-based learning strategies will also be addressed. Afterwards, participants will work individually on various tasks in order to practice the effective learning strategies and improve individual learning outcomes. The discussions in large group will follow after completion of each planned activity.

#### 4.5 Topic 2

#### Cognitive styles

##### Description:

In this section the participants will learn about and work on different **cognitive styles**. First, there will be a short introduction about what cognitive styles are and how they differ from cognitive strategies and from the abilities. Afterwards, the focus will be on the following cognitive styles: 1) impulsive/reflective; 2) context dependent/context independent; 3) styles of categorization. The participants will then work individually, in pairs and in small groups on various tasks in order to practice and improve the effective cognitive styles that will enable them to achieve better results in learning and to increase their motivation for continuous learning.

**4.6 Topic 3**

**Organisational Learning and Knowledge Management**

**Description:**

In this section the participants will first be introduced with the concept and the meaning of **organizational learning and knowledge management**.

Then, the focus will be placed on the five learning disciplines:

- 1) personal mastery;
- 2) mental models;
- 3) shared vision;
- 4) team learning;
- 5) Systems thinking.

The main idea is to stimulate participants to think of their role both in the process of individual and group learning. The importance of motivation for continuous learning will also be addressed. The participants will work individually, in pairs and in small groups on various tasks that cover abovementioned disciplines in order to improve their knowledge and increase their motivation for lifelong learning in organizational context.

**5**

**Title of the module**

**Development**

5.1 Learning outcomes (list)

- Improved knowledge about important aspects of personal and professional development;
- Increased understanding of the importance of continuous development and learning and of the role of management in the organization in stimulating and providing opportunities for the professional development of the employees;
- Enhanced personal skills of participants;
- Improved strategies for seeking professional development opportunities.

5.2 Indicators ( if necessary)

- Participants have knowledge about effective strategies for improving self-confidence and self-efficacy;
- Participants use effective emotion management skills and communication skills;
- Participants demonstrate tolerance and respect for others when working in groups and solving practical problems in organizational setting;
- Participants are using effective strategies in seeking opportunities for professional development.

5.3 Time required

Practical input	7
Theoretical Input	5
Evaluation	2
Total Number of Hours:	14

5.4 Compulsory

Each participant is required to complete minimum of 70% of the total time planned for the module and to enrol in the assessment procedure.

**Methodology:**

- |   |   |  |   |   |
|---|---|--|---|---|
| <input checked="" type="checkbox"/> Lecture       | <input checked="" type="checkbox"/> Exercises in small groups and pairs | <input checked="" type="checkbox"/> Practical problems solving | <input checked="" type="checkbox"/> Debate            | <input type="checkbox"/> Individual lessons   |
| <input checked="" type="checkbox"/> Presentations | <input checked="" type="checkbox"/> Individual work                     | <input type="checkbox"/> Exposition method                     | <input checked="" type="checkbox"/> Group discussions | <input type="checkbox"/> Home learning        |
| <input type="checkbox"/> Visualisation            | <input checked="" type="checkbox"/> Case studies                        | <input type="checkbox"/> Practical learning on the spot        | <input type="checkbox"/> Classification exercises     | <input type="checkbox"/> Production of essays |

- |  |   |  |  |  |
|--|---|--|--|--|
| <input type="checkbox"/> Video Presentations | <input type="checkbox"/> Role play            | <input type="checkbox"/> Workshops                     | <input type="checkbox"/> Identification exercises            | <input type="checkbox"/> Laboratories    |
| <input type="checkbox"/> Peer reviews        | <input type="checkbox"/> Analyses of examples | <input type="checkbox"/> Testimonials of practitioners | <input type="checkbox"/> Mentoring provided by professionals | <input checked="" type="checkbox"/> Quiz |
| <input type="checkbox"/> Curriculum          | <input type="checkbox"/> Monitoring           | <input type="checkbox"/> Simulations                   | <input type="checkbox"/> Self-directed learning              |  |

### **Equipment:**

- |  |   |  |   |  |
|--|---|--|---|--|
| <input checked="" type="checkbox"/> LCD-projector                | <input checked="" type="checkbox"/> Computer  | <input type="checkbox"/> Tablets             | <input checked="" type="checkbox"/> Internet connection | <input checked="" type="checkbox"/> Flipchart                                  |
| <input checked="" type="checkbox"/> Markers in different colours | <input checked="" type="checkbox"/> A4 sheets | <input type="checkbox"/> Metaplans           | <input checked="" type="checkbox"/> Pens                | <input checked="" type="checkbox"/> Whiteboard                                 |
| <input checked="" type="checkbox"/> Tape                         | <input type="checkbox"/> Folders              | <input type="checkbox"/> Cards               | <input type="checkbox"/> Interne                        | <input checked="" type="checkbox"/> Paper clips                                |
| <input type="checkbox"/> Pictures/ Drawings                      | <input type="checkbox"/> Textbooks            | <input type="checkbox"/> Brochures           | <input type="checkbox"/> Workbook/ diary                | <input checked="" type="checkbox"/> Teaching materials prepared by the trainer |
| <input type="checkbox"/> Magazines and brochures                 | <input type="checkbox"/> Interactive board    | <input checked="" type="checkbox"/> Stickers | <input type="checkbox"/>                                | <input type="checkbox"/>   |

### **Assessment:**

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Knowledge/ proficiency tests | <input type="checkbox"/> Electronic test                   | <input checked="" type="checkbox"/> Final test |
| <input checked="" type="checkbox"/> Problem solving              | <input type="checkbox"/> Working in groups and simulations |  |

Application of knowledge through practical examples

Onsite skills testing

Simulations

Homework

Group exercises

Questionnaires

Practical exercises

Expert hearings

Projects

Spoken examination

Role play

Logs

Simulations

Teaching sheets

Personal interviews

Quiz

## 5.5 Topic 1

## Personal Development

### Description:

This section is focused on **personal development** of an individual. In the beginning participants will be provided with theoretical overview of personal development after which the accent will be given to practicing of certain skills, such as: 1) self-esteem, self-confidence and self-efficacy; 2) emotion management skills, 3) communication skills; and 4) tolerance and respect for others. For each skill participants will enrol in various tasks and activities, individually, in pairs and in small groups. Discussions in large group will follow after each set of activities.

## 5.6 Topic 2

## Professional Development

### Description:

This section is focused on **professional development** of employees in the organization. Participants will be introduced to major ideas of professional development and its importance both on individual and organizational level. The concept of continuous development and learning will also be addressed. Furthermore, participants will be presented with the crucial role of the management in organization, in the process of professional development of the employees. Finally, most effective strategies for seeking opportunities for professional development will be highlighted and practiced.

### Methodology

- VI** The methodology for implementation of the programme includes various teaching methods in each of the modules according their specificities.  
Each of the trainers have a variety of methods that are available to be implemented maintaining balanced methodological approach between theoretical and practical inputs.

### Equipment and materials

- VII** Sets of equipment and materials are defined in order to achieve high standard in delivery of the programme. The Equipment includes modern IT technologies and standard conventional training tools. For each of the modules there is specific definition about the equipment and materials which are required.



### Assessment

VIII

Assessments will be performed after completion of each of the modules. Once all compulsory modules are completed the participants have completed the programme successfully. The assessment include assessments of the practical and theoretical knowledge.

### Entry criteria for participants

IX

They should be involved in managerial positions or leading positions in small and medium enterprises. They should be in charge in of human resources management or heads of departments.

### Timetable for implementation of the program

X

	Module 1	Module 2	Module 3	Module 4	Module 5	Total
Theoretical input	11	3	7	7	5	<b>33</b>
Practical Input	5	4	4	6	7	<b>26</b>
Evaluation	2	1	2	2	2	<b>9</b>
<b>Total</b>	<b>18</b>	<b>8</b>	<b>13</b>	<b>15</b>	<b>14</b>	<b>68</b>

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