



WIT MENA

الشرق الاوسط و شمال افريقيا

Women in Technology :

Middle East and North Africa

Professional Development Training

Curriculum Introduction



INSTITUTE OF
INTERNATIONAL
EDUCATION

INTRODUCTION TO THE PROFESSIONAL DEVELOPMENT CURRICULUM

SESSION AT A GLANCE

Content	Time	Activity
Welcome & Introductions	10 minutes	Self-introductions
Ice Breaker	20 minutes	Little Known Facts exercise
Expectations, Objectives	10 minutes	Brainstorming & discussion
Logistics, Norms, Wrap-up	20 minutes	Brainstorming & discussion
Total Time	1 hour	<i>All times are approximate!</i>

SESSION PREPARATION

Context & Purpose	<p>Need to set the stage for the entire program, and get the rationale, stakes, purpose and norms laid out so they can be referred to later on. You also want to set the climate for the program (which will be reinforced in each module and session, but it's important to start from the very beginning that this is a highly participatory program, and they may be asked to contribute in ways they have not been accustomed to in the past. So they need to see from the beginning that it's a very supportive environment, yet designed to provide them some very concrete and valuable skills for their future employment or business ventures.</p>
Objectives	<p>By the end of this session, participants should have:</p> <ol style="list-style-type: none"> 1. Made the acquaintance of other program participants 2. Voiced their expectations for the program 3. Shown a verbal understanding of the program content, purpose and demands

Materials and Supplies Needed	<ul style="list-style-type: none"> ● Participant Binder (1 per participant), containing at least: <ul style="list-style-type: none"> ● Welcome Letter (optional) ● Participant list (preliminary) ● Program Agenda ● WIT Overview and/or Sponsoring Organization Overview ● Daily Program Review for each Module (5 total per Binder) ● Name Tents, with names written beforehand (1 per participant) ● Attendance Sheet (Instructor's original only; one per day/Module) ● Index cards or paper cut into pieces about 15cm x 10cm (1 per participant) ● HO1: Professional Development Program Learning Objectives (1 per participant) ● Flipcharts, tape and markers
Set Up Before the Session	<ul style="list-style-type: none"> ● Arrange name tents so that people are mixed randomly at the tables - use registration information to make sure there is good distribution among tables. ● Print the Daily Program Review document single-sided only, since participants keep the first page and hand in the second page. ● Place a participant binder at each seat, but leave out HO1 with the detailed learning objectives, which you will distribute during the session
Potential Issues	<p><i>Please add issues here as you gain experience with this session over time.</i></p>
Alternative Delivery	<p>If the WIT representative needs more than five minutes, such time will need to be added to this program.</p> <p>Specific tea break times have not been included on the course agenda, since these times always seem to shift slightly each day. You may want to decide with participants a target time for your daily tea breaks, and ask for a volunteer to remind the Instructors that it's time for tea.</p> <p><i>Please add variations that you have used, or have contemplated using.</i></p>

SESSION DELIVERY

<p>Welcome & Introductions</p> <p style="text-align: center;"><i>10-15 minutes</i></p>	<p><i>Welcome:</i> Once all participants are seated, the WIT representative should open the Professional Development Program to give an overview/rationale, and how the Professional Development fits in with the UP and Business Basics program. She should then introduce the instructor(s).</p> <p>Say your own <u>brief</u> welcome, provide your credentials and note that we have a full program, which we will describe shortly. However, we need to first introduce ourselves. Please stand and introduce yourselves in random order, providing us these three pieces of information (you can write on FC if you think it is necessary), to start with:</p> <ol style="list-style-type: none"> 1. My name and how I would like to be addressed by the people in this room. 2. My work / volunteer activity / schooling currently involved in. 3. A “fun” question, such as “If you had asked me a year ago what I’d be doing on this day, I would have guessed: _____”. You can also come up with your own. Just remember that you don’t want people to talk too long, and that it must be a little fun, in order to set a comfortable tone. <p>Make sure to model what you ask them to do, by going first. Establish a climate of friendliness, fun and seriousness, where needed. Go quickly, and say that you’d like participants to be as brief as you. When they are finished, thank them and announce that in fact, we’d like to know even <u>more</u> about them, and explain that our first activity is designed to uncover hidden talents that participants have.</p> <p>Pass around Attendance Sheet, set up so that you may use it to correct contact information and provide participants with an updated participant list by the end of the day.</p>
<p>Ice Breaker</p> <p style="text-align: center;"><i>20 minutes</i></p>	<p><i>Little Known Facts Exercise:</i> Distribute index cards to each participant. Ask the participant to write a little-known fact (LKF) about herself in the index card and keep it hidden from the others. Collect all the cards and set them aside.</p> <p>Ask the participants to stand up, walk around, meeting each other, and share <u>two</u> little known facts about themselves - one of these LKFs should be the one written on the card.</p> <p>After a few minutes, ask the participants to return to their seats. Organize the participants into teams and distribute equal numbers of LKF cards to each team.</p> <p>Ask the participants to work with their teammates to match each LKF card with the person in the room who wrote it. They should do this by sharing the information they collected earlier during the walk-around phase. (Some LKF cards may belong to the members of the team itself, simplifying this task.)</p>

After a suitable pause, randomly select one of the teams to present its report. This team should read the LKF cards, one at a time, and identify the writer. The team earns one point for pointing to the correct writer and one more point for correctly naming the writer. The team loses one point for pointing to an incorrect writer or incorrectly naming the writer. No points are earned or lost if the team confesses its ignorance.



Repeat the procedure with each of the remaining teams. The team with the highest score wins the game.

Debriefing: There is something intriguing about what facts people choose to reveal about themselves, so conduct a quick debriefing using these questions. Although the questions ask about people in general, they are designed to encourage the participants to reflect on their own individual behaviors, in participation for the Professional Development program:

- What facts do people reveal about themselves?
- Which is easier: to write anonymous statements or to talk about them in a face-to-face situation?
- How would the types of little known facts vary between extroverts and introverts? Between men and women? Between younger and older people?
- Do you think that this icebreaker will produce similar results when used with people from other cultures?

Expectations
and Program
Objectives

10 minutes

Now that we know who we are, let's take a look at what we want from this course, and compare it with what the course is designed to provide.

Ask participants to reflect individually for three to five minutes, and finish this phrase with as many different answers as they wish.

“By the end of the Professional Development Program, I want to be able to...”

Explain that you'd like to capture their ideas as quickly as possible, and invite participants to call out their expectations while you very quickly write them on FC. No discussion unless the wording is unclear. If you have a co-trainer, this process is immensely easier - one talks while the other writes.

When no more ideas are forthcoming, walk participants through the **Agenda**, noting where certain expectations will be covered. Clearly highlight those expectations that are outside the scope of the Professional Development Program, and distribute **HO1 Program Learning Objectives**. Ask participants to read these learning objectives carefully, since they form the core of the program contents; you will be going over these carefully at the beginning and end of every session they attend.

Show the participant binders and explain that they will receive handouts and exercises as the sessions progress. The course does not require homework readings and assignments. **HOWEVER, it will be very important for Module 5 (Entering the Job Market) that they bring their most current CVs and any cover letters they have used or are working on.** If they have not yet created

	<p>a CV, bring materials such as their previous job descriptions, lists of courses they have attended, etc.</p> <p>The Program is designed for five full days of training, and we have scheduled it to be the most convenient for all of you; we expect that you will attend all sessions, in order to have fully completed the course. We're looking forward to seeing you at each Module!</p> <p>Check for understanding and concurrence, and move ahead to "Logistics & Norms."</p>
<p>Logistics & Norms <i>10 minutes</i></p>	<p>Logistics: Provide (best if on FC) information on:</p> <ul style="list-style-type: none"> ● Program start and finish times ● Tea breaks and lunches: when and what is provided ● Bathrooms, rest areas, off-limits areas ● Phones and/or computer access ● Other building information (elevators, security, etc.) ● Other services in the area (restaurants, banks, etc.) ● Emergency: telephone number in the building, first aid services; evacuation procedures ● Other: _____ <p>Group Norms. Start a FC for these; you may wish to post building rules and regulations here (smoking rules, security badges, for example) to begin with. However, what you are going for is <u>internal</u> norms that the group is willing to abide by - and that will help maintain their learning environment.</p> <p>Explain that since they are here voluntarily and have provided detailed expectations for success - we need to set down some norms for working effectively together. Encourage them to be specific. For example, if someone offers, "<i>respect each other's ideas</i>," ask for some examples of how we can do that.</p>
<p>Wrap-Up <i>10 minutes</i></p>	<p>Explain that we will end each session of each module (two or three sessions per module) with personal reflections and a short assessment of the session. They will be written, with participants keeping one of two pages, and handing in the other. Direct their attention to the last pages in each section of the binder, where you will have included a Daily Program Review sheet. For now, we'd like to wrap up with a few questions that we'd like the group as a whole to reflect on.</p> <ul style="list-style-type: none"> ● What are your reactions to the program as it has been explained? ● How did you feel during the icebreaker, and during the other sessions when we asked for your input? ● How does this level of participation compare with other trainings /meetings / schools you are accustomed to? ● What advice can you give to each other about making the most of this course, given the high degree of participation built into each module?



Thank participants for having jumped so enthusiastically into the course, and express how happy you and the organizers are to have them there.