# Education Works
## TRANSFERABLE LIFE SKILLS

**UNIVERSITY EDITION**

## Introduction and Trainers' Guide

### USAID'S BUILDING THE POTENTIAL OF YOUTH ACTIVITY

Institutional Capacity Development Support to
Ethiopian Higher Education Institutions

# ACKNOWLEDGMENTS

## Principal Authors and Field Test Partners

**Education Works**
TRANSFERABLE LIFE SKILLS

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# Dear University Colleagues

We are pleased to share this *Education Works: Transferable Life Skills[1]* curriculum co-developed by Save the Children and Brandeis University as part of USAID's "Building the Potential of Youth Activity" with a specific focus on *Institutional Capacity Development Support to Ethiopian Higher Education Institutions.[2]*

The *Transferable Life Skills* curriculum for university faculty and instructors, and career development center Trainers reflects best practices in teaching, learning, student employability development and career readiness content, and is drawn from decades of research and practice with higher education, workforce development professionals and employer partners globally.

This curriculum has been piloted with leadership from six Ethiopian universities, Bahir Dar, Hawassa, Jigjiga, Jimma, Mekelle, and Samara. The input and feedback of the participants in the pilot has strengthened the curriculum in many ways and we are appreciative for their feedback and engagement. We have tried to ensure that the curriculum speaks to the context of the learners so it can be scaled for greater access across Ethiopia.

Further, the *Transferable Life Skills* curriculum has benefited from conversations the Brandeis team has had with Save the Children Ethiopia staff, university leadership and Career Development Center staff, as well as with employer partners from the six universities participating in the pilot (January–March 2020). Employers have been clear that they are looking for graduates with technical skills, and as—or more—importantly, the employability competencies, essential life skills and a growth mindset that are critical for success in the workplace. University leaders have been clear that student readiness for the workforce and life is a priority.

This curriculum consists of three Modules, each with multiple sessions that include several hands-on activities to engage students in their learning. Each session has related resources at the end that are referenced throughout the activities. Before you engage with each of the Modules, please review the section titled, **Trainers' Guide,** which provides a contextual introduction with the principles, sequence, and logic of the curriculum. This section also includes essential Trainers' tips, strategies for engaging students and managing a classroom, and an introduction and pretest that will set up a benchmark for where students are in their own life skills journey.

Trainers and instructors should spend time reviewing each lesson in detail in order to internalize the content and concepts; pay attention to their delivery of the lessons and think about how to ensure active engagement of students; focus on honing their practice of giving and receiving constructive feedback; and think deeply about what assessment modalities will best capture what students have learned as a result of taking the course.

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[1] *Transferable Life Skills* are the knowledge, skills, mindsets, and behaviors that employers mention time and again as critical skills for entry level workers to succeed across industries and for all employees to grow in their careers. These skills are variously referred to as "life skills for the workplace," "transferable skills," "soft skills," "social emotional learning," "non-cognitive and cognitive skills," "21st century skills," or "character development."These employability and life skills are as valuable to a person's workforce success in the long term as academic and technical skills. The reference to "transferable" when discussing these skills, comes from the fact that these skills, unlike technical skills, are transferable across work, life, and citizenship as well as across a range of employment sectors.

[2] This curriculum is part of a Save the Children/Brandeis University Education Works series for this initiative that also includes the "Career Development Center Management"course.

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## TRANSFERABLE LIFE SKILLS

**Remember: customization will always be necessary.** This is not a "one size fits all" curriculum package. The length and content of the sessions and the activities in the curriculum should be modified to suit your campus' and students' needs in the time you have available. In fact, the curriculum will work best if you internalize it and shape it to the needs of your audience.

Thank you for partnering with us on using this high priority curriculum to help build the capacity of Ethiopian universities and prepare students for work, life and citizenship.

Sincerely and with appreciation,

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# The Youth Employment Crisis

The global challenge of youth unemployment has risen in significance over this past decade as the youth unemployment rate (13%) stands at three times that of adult unemployment (4.3%) with the challenge being particularly acute in emerging economies, for instance, countries in North Africa have youth unemployment rates as high as 30%[3]. Every year, globally 40 million youth join a labor market that is either not growing enough, has jobs that are unable to lift workers out of poverty, or has enough regional variation to impact youth unevenly. Wide gender differences exist in this unemployment picture with young women being unemployed at consistently higher rates than young men.

Across the globe, the promise of college education to provide employment and family-sustaining wages is no longer holding true. While a college education still yields more employment opportunities and higher wages than a high school credential, increasing numbers of college educated youth between the ages of 16 and 24, globally, are under- or unemployed.

**Analysts point to several reasons for this challenge:**

✪ Job creation has not kept pace with the growing number of educated youth seeking work that provides family sustaining wages.

✪ Economies have undergone rapid shifts from agrarian to industrial to technological, creating new pressures on employers to be flexible and innovative and on employees to adapt quickly to changing work requirements.

✪ Climate change, violence, and poverty have put increasing pressure on people to migrate in search of livelihoods creating increased demand for work within cities and regional hubs.

✪ As work and learning have become increasingly separated, youth are not graduating with the work experience and skills needed to succeed in the workplace.

Within this context, there has been growing attention to the skills mismatch between employers seeking workers and youth seeking jobs. The lack of work readiness of youth and the rate of change in what workplaces need, has focused attention on youth's skills and raised questions about the alignment between education (where youth gain knowledge and skills) and the workplace (where they are called upon to use their knowledge and skills).

> "According to Adamon Mukasa, senior researcher at the African Development Bank, under-skilled youth represented 28.9% of Africa's population, more than double the 13% recorded in other developing regions.
>
> In education, around 8.3% of youth had reached tertiary education versus 20.6% of their peers in other developing regions. More than half, 56.9%, received basic to secondary education only, compared to 36.4% in other parts of the developing world. This mismatch impacts earnings, job satisfaction and job stability, he said.
>
> 'Under-skilled youth often accept mismatched jobs out of desperation,' Mukasa said at a breakout session, adding that they take the jobs as an alternative to being unemployed.
>
> To help close the skills gap, 'African countries must develop policies to facilitate school-to-work transition of their youth.'"
>
> "Let's Address Skills Mismatch in Jobs for the Youth,"
> 2019 African Economic Conference

[3]World Social and Employment Outlook – Trends 2018

# THE CONTEXT

## The Youth Employment Crisis

If employers are not able to use the college credential as a strong "signal" of the skills and knowledge that students have demonstrated on their way to earning the degree, this disconnect will only grow. In the absence of a more transparent link between a university credential and the ability to do well at work, employers are increasingly re-thinking the value of a traditional university credential, becoming more open to badges, micro certificates, apprenticeship experiences, or even a MOOC (Massive Online Open Course) degree as a way to signal an employee's readiness for work.

In a 2018 global survey conducted by ManPower Group, 45% of employers globally, state that they are not able to find employees with the skill sets they need, the highest this percentage has been in over a decade[4]. In addition to the field-specific knowledge and skills required for the job (technical skills), employers are increasingly looking for employees, both entry level and more senior employees, who have "a demonstrated capacity to **think critically, communicate clearly, and solve complex problems,"** these skills being considered more important than the candidate's undergraduate major.[5] In a Wall Street Journal survey of employers,[6] 90% of employers in the United States said that these life skills/employability skills were as important as technical skills and 89% said that they could not find employees who had the right set of skills.[7]

In Ethiopia, as investments in education, number of universities, and levels of educational attainment have risen in the last decade, job creation and wage growth across the public and private sectors will have to keep pace to meet the employment needs and aspirations of the newly educated. Currently the public sector has absorbed most of the increase in educated workers. While the share of employees with a higher education degree has more than doubled between 2003 (9%) and 2014 (23%), the "pool of unemployed has also become increasingly educated."[8]

While higher education still lags primary and secondary education, increasing numbers of youth are enrolling in universities creating a pool of graduates who will need to be trained in technical as well as transferable life/employability skills. According to a report by the World Bank Group, while wages in Ethiopia are higher for those with a higher education degree —double that of workers with a secondary school education—the return on education has fallen over the last decade. Additionally, there is a 13-percentage point difference in labor market participation between men and women.

Employers report delays in hiring since they are not able to find people with the right skills and need to invest in on-the-job training for entry level employees. They will also need to focus on retention and professional development of their workers, and on partnering closely with universities to ensure that graduates have the skills that employers are seeking.

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[4] https://go.manpowergroup.com/hubfs/TalentShortage%202018%20(Global)%20Assets/PDFs/MG_TalentShortage2018_lo%206_25_18_FINAL.pdf

[5] *It Takes More than a Major: Employer Priorities for College Learning and Student Success: Overview and Key Findings,* Association of American Colleges and Universities. https://www.aacu.org/leap/presidentstrust/compact/2013SurveySummary

[6] https://www.wsj.com/articles/employers-find-soft-skills-like-critical-thinking-in-short-supply-1472549400

[7] *Skills to Pay the Bills: Mastering Soft Skills for Workplace Success,* Department of Labor Office of Disability Employment Policy (ODEP)

[8] *Why so Idle? Wages and Employment in a Crowded Labor Market – 5th Ethiopia Economic Update,* World Bank Group, 2016. Pp. 35

# THE CONTEXT

## The Role of Universities in Preparing Students for the Workforce

As universities look to align with the future of work, they will need to play a crucial role in: assessing student learning appropriately to certify students' work readiness to employers; educating employers about how to hire, support, and retain students; developing students' lifelong learning abilities and competencies; providing opportunities for students to get actual work experience through summer work, internships, and apprenticeships; developing the next generation of ethical leadership; and developing students' entrepreneurial mindsets and experiences. The following describes key ways universities are positioned to prepare their students for the workforce:

1. **As economic engines for training and re-training a skilled workforce.** The changes mentioned above have resulted in a shift in the ways people navigate their careers—the focus being on lifelong learning and up-skilling/re-skilling rather than on a more linear education-to-employment pathway of past years. As such, universities can play a critical role in fueling economic growth and serving as incubators for innovation by developing a deeper understanding of economic trends, building partnerships with workforce, and lifting up those skills that are needed for workplace success—both for entry level employees as well as for middle level employees looking for re-skilling and re-certifications.

2. **Developing the next generation of ethical leaders.** Universities have a key role in preparing students for civic engagement, community leadership, and in developing personal and moral qualities such as ethics and integrity. Life skills development, while preparing students for employability, is also a critical tool for developing the traits that students need for well-rounded participation in society. Research indicates that students who develop these skills, show greater overall confidence, have more hope for their future, exhibit reduced risky behaviors (such as teen pregnancy)[9], and earn higher wages on the job. Hence, making a proactive effort to focus on *transferable life skills* will benefit university students whether the focus is on employability, post-graduate education, civic engagement, or life success.

3. **Creating work-based learning opportunities for students.** Research on how people learn tells us that practicing the skills in an actual work setting will provide students with the context and the experience that makes the learning more real. Universities can play the role of bridging work and learning by expanding the exposure that students have to the world of work. Partnering with employers to build in job shadowing opportunities, summer and semester-long internships, and apprenticeships in their field of interest, will go a long way towards strengthening students' work readiness and will bring to life the skills being taught in this curriculum.

4. **Certifying student learning as it applies to the workplace.** Universities have an important role to play in being the institutions that create a transparent link between what the workforce needs and what students know and are able to do vis-à-vis their work skills. Partnering with employers to assess their needs, developing the transferable life/employability skills that signal "ready to lead and work" employees, and creating the authentic assessments of student learning that employers can count on will create an important feedback loop essential to building a skilled workforce.

5. **Providing the research and innovation fuel for the future of work.** Universities bring an infrastructure and practice of research, learning, and evidence that both lifts up existing promising practices and provides roadmaps for future focus and investments. As such, universities can play the neutral convener role for bringing workforce actors, training institutions and TVETs, chambers of commerce, and policy makers together to frame the national conversation about Ethiopia's economic development and its future skill needs.

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[9]Ibarraran, Ripani, Taboada, Villa, Garcia (2012); *Life Skills, Employability and Training for Disadvantaged Youth: Evidence from A Randomized Training Design*. IZA Discussion Paper No. 6617, June 2012.

# THE CONTEXT

## What are Transferable Life Skills?

*Transferable Life Skills* are the knowledge, skills, mindsets, and behaviors that employers mention time and again as critical skills for entry level workers to succeed across industries and for all employees to grow in their careers. These skills are variously referred to as "life skills for the workplace," "transferable skills," "soft skills," "social emotional learning," "non-cognitive and cognitive skills," "21st century skills," or "character development." Evidence shows that these employability and life skills are as valuable to a person's workforce success in the long term as academic and technical skills.

The reference to "transferable" when discussing these skills, refers to the fact that these skills, unlike technical skills, are transferable across work, life, and citizenship as well as across different employment sectors. Critical thinking, problem solving, taking initiative and other similar competencies, are all skills and mindsets that are useful in and critical for success regardless of where an employee works, or the stage of life or employment they are in. What is important is that students have the opportunity to master these skills, know how to name and identify them when they are using them, and are able to talk about them in concrete terms as they look to change jobs or seek growth and promotion within a job.

Helping students develop *transferable life skills*, is a multi-faceted learning process. The term incorporates basic work maturity skills, 21st Century Skills and core social emotional learning competencies.

- ✪ **Basic Work Maturity Skills** include the day to day workplace expectations of how employees will behave at work—regular attendance, punctuality, calling in when one is going to be absent, getting one's work done well and on time, having a positive attitude, taking responsibility, knowing the basic technology tools of one's industry, being able to learn new things, asking questions to understand clearly, seeking feedback.

- ✪ **21st Century Skills** include those meta-skills that are critical for success in the modern workplace where work increasingly requires teamwork, problem solving, a growth mindset and thinking outside the box. These include, communication and interpersonal skills, teamwork and collaboration, taking initiative, adaptability and flexibility, creativity and innovation, and problem solving and critical thinking.

- ✪ **Social Emotional Learning (SEL) Competencies** include the skills and competencies that are necessary as young adults take on life and leadership responsibilities. These are core to people being able to work with each other successfully and for one's own internal growth and development. These include self-management, self-awareness, social awareness, relationship skills, and responsible decision making.

All three of these clusters of skills are deeply interconnected and have extensive overlaps, both the work maturity skills and the 21st Century skills being highly congruent with the SEL competencies, it is not hard to draw the connection among them. Trainers should review these connected sets of skills and highlight them for students as they are reviewing the specific lesson plans and activities with them. This will help students to explicitly name these skills and incorporate them proactively as they grow.

Research conducted by Child Trends and Save the Children found that *transferable life skills* are rooted in six core domains. These domains help organize the clusters above and identify the core skills that students need to assess their strengths and interests, look for work that aligns with their goals, and succeed in the workplace and life. The content of these domains has been augmented by Brandeis University researchers to reflect 21st Century Skills focused on in the curriculum.

According to the National Association of Colleges and Employers (NACE), the list of priority employability and life skills that employers are looking for, include:

- Leadership
- Ability to work in a team
- Communication skills (written and verbal)
- Problem solving skills
- Strong work ethic
- Analytical/quantitative skills
- Technical skills
- Initiative
- Computer skills
- Flexibility/adaptability
- Interpersonal skills
- Detail-oriented
- Organizational ability
- Strategic planning skills
- Friendly/outgoing personality
- Entrepreneurial skills/risk-taker
- Tactfulness
- Creativity

Source: https://www.naecweb.org/talent-acquition/candidate-selection/employers-want-to-see-these-attributes-on-students-resumes/

## Transferable Life Skills for Success in the Workforce and Life

| CORE DOMAINS | TOPICS |
|---|---|
| **1. Positive Self-Concept** | *Self-esteem, self-reflection, self-awareness, self-confidence and taking initiative* |
| **2. Self-Control** | *Delayed gratification, time management, goal setting, stress management, coping mechanisms* |
| **3. Social Skills** | *Empathy, conflict resolution, teamwork, adaptability and flexibility* |
| **4. Communication Skills** | *Active listening, verbal and non-verbal communication, reading and writing* |
| **5. Higher-Order Thinking Skills** | *Creativity and problem-solving, critical thinking and decision-making* |
| **6. Job Search Skills** | *CV writing, job interviewing, market analysis, search mechanisms* |

### How do we define Workforce Success?

**Workforce Success is defined by one or more of the following** (all of which are supported by *Transferable Life Skills*):

1.  Improved employment status (have secured a job with family sustaining wages)
2.  Increased income level (have regular income or increased income through work)
3.  Learning new skills as one grows within the workplace
4.  Improving the workplace culture, systems or products through using problem-solving skills, creative approaches and a growth mindset
5.  Promotion in the workplace
6.  Successful transition to the next job and/or a role with increased responsibilities
7.  Operating a business (have started or successfully operating a small business)
8.  Developing the skills to supervise and mentor others within the workplace
9.  Contributing positively to one's own life, one's family, and society

## The Tools

Trainers are encouraged to use the lessons in the sequence in which they are presented.

**The following are recommendations for how the curriculum might be delivered most effectively:**

1.  If you plan to deliver the entire curriculum in one semester, you should go through each session and customize it to your campus and student body and to the length of time you have available. In some sessions, you may be able to pick activities from the range offered, and/or shorten certain activities to fit the time available. We recommend that you pause briefly after each module to give students time to discuss their learning and to absorb the range of what they have learned in the many sessions and activities within a module.

2.  Given the length and intensity of the curriculum, we recognize that it may not be logistically practical or even desirable to offer it as one full curriculum that students internalize in one semester. In that case, we recommend that you teach Modules I and II in sequence within the same semester or in adjacent semesters and follow up with Module III in a subsequent semester. The modules build on each other so this division across semesters would presume that the same cohort of students is taking the course.

3.  If the curriculum is being offered as a standalone course through the career center, it should be offered to all students at different times so that students across the university can benefit from it. If offered through the various colleges and institutes, it should be customized to reflect the context of that particular employment sector.

University leadership should strongly consider embedding this curriculum into academic and other aspects of students' lives. Ideally, students would be engaged in employability skill development throughout their four years and this curriculum would be sequenced within that full range of programming. As an example of this strategy, you might offer Module I in the second semester of the first year, Module II during the second year, and Module III in the third year and fourth years along with revisiting activities from Module II, as needed.

Further, every faculty member should think creatively about key elements of student employability development, like being able to identify, name and intentionally use *transferable life skills*, and how these can be incorporated into their classes. **The more exposure to and practice students have with these skills, the more adept they will be in using them.**

Where Transferrable Life Skills fits and when students might be offered the curriculum will depend on each university's overall employability development and career readiness vision and programming.

> If you already have a foundational course that is offered to all students at your university, you might consider integrating this curriculum into that course. For instance, do all your students take Community Based Education courses? Or are they all required to take a General Psychology course? Could you build *Transferable Life Skills* into courses like these?

## Assessment of Student Learning: How Will We Know that Students Are Prepared for Workforce Success?

Trainers need to have a clear sense of what students know and are able to do as a result of participating in this course. A certificate of successful completion in this course should be able to signal to employers that the student is more work ready than their peers in the general population who have not taken this course.

Hence, thinking about assessment is an important step towards using this curriculum most effectively. Students should be told about the elements that the Trainers will focus on so they understand the importance of each element and how they fit together.

Trainers should familiarize themselves with the difference between formative and summative assessments, the former being assessments **for** learning, and the latter being assessments **of** learning, as well as content-based and performance-based assessments.

- ✪ **Formative assessments** are frequent and ongoing throughout the course and guide classroom pacing, delivery, choice of content, etc. These help the instructor to know how to deliver the content most effectively so that all students are learning and the data is used to tweak and customize the content and delivery to the context of the students in the class. Exit tickets are good examples of formative assessments where students are asked, before they leave class, to answer one or two questions that shows the instructor how well they grasped that day's instruction.

- ✪ **Summative assessments** capture what students have learned and paints a picture of what they know and are able to do as a result of participation in the class overall. Pre- and post- self-assessments of learning, interviews, tests, and rubrics are all examples of summative assessments.

- ✪ **Content-based assessments** capture what students have learned and these are typically designed as tests, quizzes, and end-of-semester exams. Students will typically study their texts and class materials and answer the questions posed to them.

- ✪ **Performance-based assessments** capture what students can demonstrate in terms of competencies attained. In these, their actual behavior and performance are being assessed—What is the quality of their completed cover letter and CV? Do they attend class regularly and arrive on time and ready to learn? Do they show good teamwork skills when asked to work on a joint project? Are they a good listener to other students' ideas and do they exhibit good communication skills?

In recognition of the fact that students have different strengths and learning styles we are recommending the following assessment elements. Additionally, different skills are best assessed by different measurement methods.

Not all Trainers will use all of the following methods of assessment. The number of students in your classes may determine how you design your assessment system.

# THE CONTEXT

## Assessment of Student Learning: How Will We Know that Students Are Prepared for Workforce Success?

Or, if you are integrating this curriculum into a course such as General Psychology, you may have an existing content-based assessment for that course and may only need to add one or two of the elements suggested here.

Trainers should set up a spreadsheet that has the elements they plan to include for each student so they are able to capture data throughout the semester towards a final assessment:

1. **Attendance:** *To measure students' self-management and readiness for work*
   Given that an important part of being work ready is showing up to work every day, on-time, and appropriately ready for work/class, Trainers should take attendance and assign a percentage of the overall assessment to students' on-time and regular attendance and professional demeanor.

2. **Trainers' observations about the quality of student participation:** *To measure social-awareness and relationship skills*
   Trainers should take note of student participation in class – talking is not the only form of useful participation so students who show good teamwork, quiet leadership, initiative, helpfulness, and constructive engagement should receive recognition as part of this assessment element.

3. **Performance-based assessments of student portfolios:** *To measure students' ability to perform real world tasks as a direct measure of SEL skills*
   One of the goals of this class is for students to actually prepare for their job search process. Hence, student portfolios should include the following products. Students should do multiple revisions of these, with Trainer feedback throughout the semester, so that they are able to use relevant pieces in their job search process:

   a. Cover letter

   b. Curriculum Vitae (CV)

   c. Elevator pitch (succinct self-introduction)

   d. Community resources map

   e. A list of everybody who is in their network

   f. Learning style self-assessment

4. **Self-Report Survey Questionnaire:** *To measure self-awareness*
   Their completed pre- and post- self-assessment: the Employability Assessment Test (EAT). This will capture students' own perception of their growth and learning and is an important element within a well-rounded assessment system.

## Assessment of Student Learning: How Will We Know that Students Are Prepared for Workforce Success?

**Overall competency attainment assessment**—a rubric completed by the Trainer for each student indicating the level of proficiency a student has reached in the process of mastering the competencies covered in this curriculum. A SAMPLE rubric might include the following (Trainers should tweak the rubric to customize it to their learning goals and assessment elements. If you are prioritizing some skills over others your rubric should be adapted to reflect that prioritization.):

### Core Domains: SAMPLE RUBRIC

| CORE DOMAINS | EMERGING | CONFIDENT | PROFICIENT |
|---|---|---|---|
| **1. POSITIVE SELF-CONCEPT**<br><br>**Self-Esteem**<br><br>**Self-Reflection**<br><br>**Self-Awareness**<br><br>**Self-confidence and taking Initiative** | Makes an effort and generally meets Trainers' expectations.<br><br>Struggles to self-reflect constructively and can get defensive about areas of growth.<br><br>Has a generally positive sense of self, though struggles with self esteem and confidence issues in many aspects of work readiness. | Shows consistent ability to meet Trainers' expectations, arrives on time, participates well, completes assigned tasks, shows initiative, and teamwork.<br><br>Shows ability to change behavior based on self-reflection and self-awareness.<br><br>Shows a strong sense of self-confidence about the level of work readiness and aware of the areas for continuing growth. | Exceeds expectations by always showing professional demeanor and commitment, completes tasks at high level, helps fellow students, serves as role model for peers, takes initiative, and adds valuable content to discussions and activities. Can be called upon to go above and beyond for the benefit of the team.<br><br>Has a strong sense of self awareness, is consistently self-reflective and is always on-point in behavior and comments, based on the context.<br><br>Is self-confident about work readiness skill development. Knows areas of growth and is consistently addressing those with a growth mindset. |

# THE CONTEXT

## Assessment of Student Learning: How Will We Know that Students Are Prepared for Workforce Success?

### Core Domains: SAMPLE RUBRIC

| CORE DOMAINS | EMERGING | CONFIDENT | PROFICIENT |
|---|---|---|---|
| **2. SELF-CONTROL**<br><br>**Delayed Gratification**<br><br>**Time Management**<br><br>**Goal setting**<br><br>**Stress Management**<br><br>**Coping Mechanisms** | Shows appropriate self-control in situations of disagreement, conflict, and stress.<br><br>Shows ability to focus on tasks and delay gratification in favor of future gain.<br><br>Mostly manages time appropriately. Knows the importance of setting goals.<br><br>Has some coping mechanisms in situations of stress but needs some guidance and support. | Has a basic sense of what is stressful for him/her. Manages stress proactively, analyzes the source of stress and does not contribute to the existing source of stress.<br><br>Focuses on tasks and gets them done well and on time. Knows how to set goals and action steps.<br><br>Understands why delaying gratification can be an important skill. | Manages stress proactively, understands the source, shows exemplary coping mechanisms, and offers helpful suggestions to others in managing their stress constructively. Has the skills to diffuse situations effectively.<br><br>Routinely sets goals and works methodically toward accomplishing them. Is consistently good at managing timelines and deliverables. Gets tasks completed on time with appropriate planning built in.<br><br>Prioritizes investing time in one's learning and skill development for future gains. |
| **3. SOCIAL SKILLS**<br><br>**Conflict Resolution**<br><br>**Empathy**<br><br>**Teamwork**<br><br>**Adaptability and Flexibility** | Able to avoid conflicts in a group situation.<br><br>Shows some ability to understand another's point of view or put oneself in another's shoes.<br><br>Is able to work as part of a team when given clear directions and guidance.<br><br>Is willing and able to change course when a situation changes, but needs support to think about the alternative path and next steps. | Manages conflicts constructively, does not increase tensions, and offers ideas to reduce conflict.<br><br>Consistently listens to others' points of view without jumping to conclusions or passing judgment.<br><br>Contributes well to team building, offers ideas and takes responsibility for strengthening the team.<br><br>Is adaptable and flexible in the face of changing situations. Takes change in stride and can switch to an alternative path. | Manages conflicts with maturity and a calming style that models a constructive way to avoid and reduce conflictual situations.<br><br>Engages in respectful and open inquiry with others, shares own perspective, and reflects an attitude of learning from others, even those with different perspectives and experiences.<br><br>Shows leadership in team situations by offering to take on tasks, offering constructive suggestions, stepping back to encourage others, and bringing all team members together.<br><br>Is adaptable and flexible in the face of changing situations. Is open to change and approaches it with a positive attitude and mindset, and sees the positive in the situation. Has the ability to grasp the new situation and adapt to it with little hesitation or need for prompting. |

# THE CONTEXT

## Assessment of Student Learning: How Will We Know that Students Are Prepared for Workforce Success?

### Core Domains: SAMPLE RUBRIC

| CORE DOMAINS | EMERGING | CONFIDENT | PROFICIENT |
|---|---|---|---|
| **4. COMMUNICATION SKILLS**<br><br>**Active Listening**<br><br>**Verbal/ Non-Verbal Communication**<br><br>**Reading and Writing** | Is able to listen to others without interruption and understands the messages that others communicate through their verbal and non-verbal communication.<br><br>Shows understanding of context for appropriate verbal and non verbal communication in most situations.<br><br>Shows adequate reading and writing skills for the workplace.<br><br>Has age-appropriate reading and writing skills, and is able to perform basic work-related reading and writing tasks. | Listens carefully and encourages classmates to communicate their thoughts and ideas. Shows good understanding of others' messages conveyed through verbal and non-verbal means.<br><br>Exhibits appropriate professional verbal and non-verbal communication at all times. Has the ability to convey complex concepts clearly and shows alignment between verbal and non-verbal messaging.<br><br>Shows ease with reading and writing and is able to read and write workplace appropriate memos and other communication with ease and accuracy. | Is a careful and attentive listener, encouraging others to share their thoughts and ideas. Asks questions to elicit more information and shows genuine curiosity to understand the other person's perspective. Shows a deep intuitive understanding of social communication norms and messages.<br><br>Is a strong communicator and is always clear, able to convey complex ideas, encourages others to communicate openly, and leverages verbal and non-verbal messaging effectively to present thoughts and ideas.<br><br>Has strong reading and writing skills and is able to read complex written pieces and create sophisticated, detailed workplace analysis and summaries as needed. |
| **5. HIGHER-ORDER THINKING**<br><br>**Creativity and Problem Solving**<br><br>**Critical Thinking and Decision Making** | Shows ability to think outside the box on occasion.<br><br>Needs some guidance to consider alternative ways of thinking about a problem.<br><br>May ask questions but often accepts situations as presented. Needs help to critically evaluate the presented situation or facts.<br><br>Is able to make sound judgment about situations and decisions are usually on the right track. | Is able to analyze problems from several different angles and come up with creative suggestions.<br><br>Shows ability to look at a given situation critically, ask clarification questions, look at multiple perspectives, and make sound decisions based on evidence. | Exhibits a high level of creativity and problem solving skills. Considers problems/situations from multiple perspectives. Offers multiple, feasible options for solving problems. Provides a roadmap for alternative problem solving strategies to peers.<br><br>Brings a constructively critical lens to most work related issues and information. Reviews situations in detail, asks keen clarifying questions, and offers suggestions on weaknesses and strengths of the presented situation.<br><br>Shows consistently good judgment and can be trusted to make good decisions in all situations. |

# THE CONTEXT

## Assessment of Student Learning: How Will We Know that Students Are Prepared for Workforce Success?

### Core Domains: SAMPLE RUBRIC

| CORE DOMAINS | EMERGING | CONFIDENT | PROFICIENT |
|---|---|---|---|
| **6. JOB SEARCH SKILLS**<br><br>**CV Writing**<br><br>**Job Interviewing**<br><br>**Market Analysis**<br><br>**Search Mechanisms** | Has a general understanding of what a CV is and the elements that are appropriate. Needs help in formatting and spell checking.<br><br>Understands that a job interview is key to obtaining employment and knows the basics of how to prepare for an interview.<br><br>Knows about the need for understanding the labor market to find jobs that aligns with their interests and skills. Needs guidance in where to find useful information and assessing their fit.<br><br>Knows about a few search mechanisms and may have experience with one or two. Needs help with the range of mechanisms and understanding what they can and cannot do, and with learning how to effectively use them. | Has created a clear, properly formatted, strong CV with all of the appropriate elements.<br><br>Shows good understanding of the job search process and of the role of the job interview within that process. Has prepared well to present a strong showing.<br><br>Shows a good understanding of labor market forces. Has an understanding of own strengths, skills, and fit in order to target appropriate job sectors and the right levels.<br><br>Understands a range of search mechanisms and is adept at using several of them. Has a good understanding of how to identify what employers are looking for and to determine the match with their own knowledge, skills, abilities, and experience. | Has developed one or more CVs appropriate to the jobs being considered that clearly and accurately describes their knowledge, skills, abilities, and experience. Has a cover letter specific to each employer and position.<br><br>Has prepared for job interviews by developing a set of questions likely to be asked and rehearsed the responses in a mock interview. Has a well-tuned elevator pitch. Has an up-to-date, complete portfolio containing critical documents needed for employment, as well as work samples.<br><br>Has reviewed several labor market studies to get a solid picture of the job market in the area(s) being considered. Has thoroughly assessed how their knowledge, skills, abilities, and experiences match with what the employers being pursued are looking for.<br><br>Is well aware of several search mechanisms, moves seamlessly between them, and has a keen understanding of the right strategy and self presentation in order to maximize the effectiveness of each mechanism. |

## Assessment of Student Learning: How Will We Know that Students Are Prepared for Workforce Success?

### The Curriculum

The *Transferable Life Skills* Toolkit includes a set of adaptable and flexible tools Trainers need to deliver the course: a Trainers' Guide, *Transferable Life Skills* Journey Map, and Employability Skills Assessment Tool.

- ✪ **Trainers' Guide:** an easy-to-use resource that outlines how to use the *Transferable Life Skills* Toolkit, including instructions, definitions and guidelines for each activity and all necessary resource materials for each session.

- ✪ ***Transferable Life Skills* Journey Map:** a colorful poster used to guide the group's progress as new *transferable life skills* concepts are presented.

- ✪ **Employability Skills Assessment Tool:** a self-assessment tool for Trainers to administer to participants at the beginning and end of the training to assess participants' *transferable life skills* and offer additional support where needed. The tools are integrated directly into the Introduction and Module III sections of the Trainer's Guide.

However, these are not all the tools required to address the employment needs of students.

Trainers should also **encourage students to create a journal (notebook)** where they keep a running record of their reflections, activity prompts, any homework assigned, and any notes they want to write for their own learning and recall at a later date.

> **Trainers are encouraged to add their own ideas and supplementary activities to best meet the needs of the youth in the community.** As new content, activities, and tools are added, Trainers should make sure that the additions are aligned with the approaches, learning principles, and student engagement strategies that underpin this curriculum so that students are getting consistent messages and experiencing a coherent continuum of learning.

# THE JOURNEY

Embarking on the *Transferable Life Skills* course is like going on a journey. This Trainer's Guide takes instructors working with students step-by-step through twelve sessions (with an optional thirteenth session on customer service skills), where each session builds on the previous one. The sessions lead participants through each of the six core employability skills domains with the intended outcome that participants will strengthen, practice and increase their *transferable life skills* to secure a job and succeed in the workplace.

Every journey has its challenging moments. In order to maintain commitment and motivation, people sometimes need to remind themselves how far they have come and what they are working toward. For this purpose, the *Transferable Life Skills* Journey Map, a colorful poster, should be displayed and referenced at all times during the course.

Trainers should make participants' journey with the *transferable life skills* training enjoyable and rewarding. Trainers should consider the delivery of the curriculum carefully so they are engaging students meaningfully. Good prior preparation, leading students in engaging and fun activities, clarifying session objectives and learning goals, conducting a meaningful wrap-up of each session, structuring thoughtful discussions, and role modeling respectful adult-to-student interactions, are all elements of a successful delivery of the curriculum.

Trainers should also work to ensure that the training is equitable and ensures meaningful participation for all young women and men. It is important to explain to students the importance of having them participate in the training and that they are all valued participants. Trainers must create a positive environment in which young men and women are valued and both have their opinions heard and included. They should make note of who is speaking in the training and who is not, who feels comfortable and who does not, and make sure to encourage everybody to participate.

## Suggestions about how to do this include the following:

- ✪ **Decide on the best gender-sensitive pacing and timing for the training sessions.** Trainers are encouraged to spread the sessions over several weeks in the academic calendar and to set a regular gender-sensitive schedule (e.g., when students do not have to care for children) so that all participants are able to participate regularly.

  Complete one session per meeting and help students see connections if topic content is spread over multiple sessions.

  Each session takes approximately 1.5 to 3 hours to complete. It is followed by suggested activities that participants can do in their communities and with their colleagues and friends before the next session.

- ✪ **Identify two Trainers (preferably one male and female) to co-facilitate the entire training.** The *Transferable Life Skills* Training requires significant one-to-one work with participants. In order to support participants in their learning and still facilitate the group activities, two Trainers are ideal to work as a team. Supporting participants in any given session requires familiarity with their work from the preceding sessions. Therefore, the same Trainers should conduct the course from beginning to end.

  To ensure gender-safe training, there should be one male and one female Trainer in mixed male-female classes.

# THE JOURNEY

- ✪ **Choose a consistent and gender-safe location.** The activities and discussions are best conducted in a large space with enough room for participants to move around, act things out, and work in small groups. If possible, this space should include chairs or cushions as well as some tables or hard surfaces for writing.

  The location should also have separate washrooms for women and men and sanitary and hygiene provisions so they feel comfortable and able to participate when menstruating.

  Consider visuals around the room. Place positive photographs of women and men succeeding in work in central areas of the training where they are sure to be seen.

  Arrange gender-separated spaces for specific coaching and mentoring and/or for certain topics of the training, as needed.

- ✪ **Try as best as possible to have a gender balance of participating students in the training as well as in small group discussions and activities.** The *Transferable Life Skills* curriculum was designed for specific target groups. Therefore, it has the greatest impact when used with students who fit the following descriptions:

  - 18 - 24 years old

  - males and females

  - can make commitment to and participate in the course for its full length

  - understand what the course includes and what they can expect from it

  - have basic English language literacy skills

  All activities are based on a group size of 20-25 participants. This size enables good group discussions while still allowing time for the one-to-one coaching that is required.

  In situations where class sizes are larger than the recommended group size, different activities may be needed for larger groups.

- ✪ **Be aware at all times that young women are included in the conversation or activities.** If you are pairing students or asking them to break into small groups notice who is not naturally included or standing at the periphery. Encourage a group to invite that student to join them, count beforehand and know what size of small groups will accommodate the total number of students, and model a way of facilitating that pays attention to and includes every student in class.

  Consider each activity being planned and assess whether men and women will be equally comfortable engaging in that activity. For instance, hand holding, and physical proximity to each other could make some young women and men uncomfortable in an activity. Consider an alternative activity in such a case.

- ✪ **Make sure that all participants in paired activities have a partner.** This may mean that if you have an uneven number of participants in a group that one of the pairs becomes a threesome or one of the facilitators assumes the role of the other member of the pair. No one should ever be left out.

- ✪ **Be careful with your use of examples and language.** Ensure that you are not showing implicit bias towards any group. Invite young women to lead discussions and to speak up, model inclusion by dividing up the facilitation between the male and female Trainers, call evenly on male and female students to answer questions, correct students if they use derogatory examples or language, offer alternatives if students use stereotypical gender assumptions about men's and women's work.

## Learn About The Journey

Above all, Trainers are encouraged to read the Trainers' Guide and review all materials until they are comfortable and familiar with their contents. **It is important that Trainers read the entire Trainer's Guide from beginning to end and review each session before delivering it.**

A confident Trainer who has a good grasp of the content will positively influence the experience of their participants. Trainers should be able to respond to participants' questions calmly and clearly and simplify any *transferable life skills* concepts that pose a challenge. As a guide to Trainers, a glossary of *transferable life skills* terms is integrated into each activity where used.

### Introduction: Beginning our Journey Together

Throughout the *Transferable Life Skills* training, all participants share ideas, listen to their classmates, and work as a team. Trainers can demonstrate all of these concepts in this first activity. During this introduction, Trainers and students introduce themselves, learn what is ahead and set expectations and rules for working together. This is an exciting starting point for both the Trainer and students since it sets the tone and expectations for the activities that follow. Students also complete the Employability Skills Pre-Test.

### Module I: Exploring our Past and Future

In Module I, we start the journey by looking at where students are currently. The exercises and tools are designed to enable participants to understand themselves, their interests and skills, how they learn, and their identity. They then look at past experiences to learn and discover the underlying factors that shape who they are and where they might want to go. Participants review the relationships they have with family members, friends and the larger community and discuss the importance of healthy and safe relationships. Next, they look to the future and what they would like to do and be in the next 1 year, 5 years and 10 years. Participants will set short and long-term goals for themselves and outline key next steps they will take on their career path.

### Module II: Securing a Job

For many students, finding and landing a job can be a daunting task. This module helps them build essential job search skills and map career opportunities to secure a safe and decent job in their related field of interest. Module II prepares participants for how to network, apply for jobs and build their CV writing skills. The final part of the module focuses on building their confidence in interviewing where they learn key interviewing techniques through mock interviews and preparing their brief self-introduction "elevator pitches".

## Learn About The Journey

### Module III: Succeeding on the Job

This module helps students reflect on what success means to them in the workplace by reflecting on 4 key transferable life/employability skills—1) Self-Control 2) Communication 3) Social Skills and 4) Higher Order Critical Thinking, and how these apply to their work. Through various simulations, games, and role-plays, discussions and group-work activities, participants take the next steps to making their success on their career paths and personal journeys a reality.

Sessions 7, 8 and 9 examine what it means to be a professional and stay safe and healthy in current and future work. They map out key values, attitudes and behaviors that make professionals successful; identify key working rights and ways to be protected on the jobs; and determine ways to effectively manage time, stress and expectations in the workplace.

In Session 10, participants develop strategies to communicate for success and complete various simulation activities and games to build active listening skills, be assertive, and read information carefully. They also explore the use of technology for communication and professional email communication.

Session 11 allows students the opportunity to practice their social skills in a team building assignment and to imagine what it is like walking in another person's shoes. They also review and develop strategies to resolve conflicts with others.

Session 12 is a unique practice-oriented session where students review all of the different sessions they have completed through the *Transferable Life Skills* Training. They select a workplace problem to solve, build strategies, and think critically along the way. They also explore how best to leave a job and the decision-making process that leaving might entail.

Finally, an optional Session 13 focuses on building the skills of customer service and may be of particular interest to students curious about or interested in pursuing careers in the service industry.

### Conclusion

Upon completing the training, participants complete the *Transferable Life Skills* Post-Test Survey and provide further informal feedback to Trainers on their experiences in the course. Participants and Trainers celebrate their success in completing the course and discuss students' next steps for their workforce success. A graduation/completion ceremony may be held where students receive certificates of completion.

# The Trainers' Guide

**Session Introductory Page**
Each session begins with an introductory page, which provides the following information:

✪ **Overview:** a brief description about what the session includes

✪ **Objectives:** a list of the objectives for the session

✪ **Advanced Preparations:** a list of what Trainers will need to do before the session

✪ **Materials:** a list of the materials Trainers must collect before the session

✪ **Time Requirement:** the estimated time required for the entire session

✪ **Activity Outline:** a list of activities within that session, their objectives and the estimated time required for each activity. In some instances, Trainers may assess which activity meets the learning needs of their students better and pick one over another. Trainers may also shorten or modify activities based on the time available and on students' interests and needs.

✪ **Employability Skills Assessment Tool (EAT):** the expected outcomes for participants after each session related to the Employability Skills Assessment Tool

**Session Introduction and Session Wrap-Up**
Each session also includes a *Session Introduction* at the beginning and *Session Wrap-Up* at the end, which are short, but important, review activities in a young person's learning process.

✪ **Session Introduction:** Through a review process, participants reflect on what they learned in the past lesson to refresh their memory. The current session topic is introduced using a quote or visual and the Trainer reviews where they are on the *Transferable Life Skills* Journey Map.

✪ **Session Wrap-Up:** The session is concluded by asking a series of open-ended discussion questions and participants are encouraged to reflect on what they learned in their Participant Workbooks. Trainer reviews the *Transferable Life Skills* Journey Map to see what is coming next.

**NOTE**
If the course is delivered over a series of weeks (i.e., one or two sessions are delivered weekly), the complete introduction and wrap-up activities are important to help students remember where they are in the journey.

# THE LEARNING APPROACH AND METHODS

## Positive Youth Development Approach

The guiding vision for this curriculum is based on a positive youth development approach. This approach assumes youth are "assets" rather than "problems" and engages them as partners in the co-creation of knowledge and solutions to the issues that impact their lives.

Scientific research on brain development also helps us recognize that much of what is seen as young adult risk taking and questionable behavior choices are a product of their age and stage in terms of brain development. These behaviors are actually patterns that are consistent and to-be-expected with their brain development when examined through that lens.

Positive youth development theory re-frames the notion that youth are irresponsible and impulsive in problematic ways and highlights their life experiences, insights, creativity, and potential for innovation—the challenge for adults is to learn how to tap into what is important to them and effectively engage them in meaningful activities.

The approach drives the assumption that adults interacting with youth must understand the developmental stage of young adulthood, recognize their varied forms of intelligence, engage them as co-creators of solutions, and act in ways that model respect for their thought processes and aspirations.

Instead of asking questions such as, "why do students not engage in class?" or "why do students not know how to behave in a workplace?", *a Trainer using a positive youth development approach would reframe the question to reflect on how engaging their own teaching style might be or whether their material is relevant to the context of students' lives. They might also ask themselves whether the adults surrounding the students have role modeled appropriate workplace norms for the youth and whether students' disengagement is actually an understandable response to the learning conditions and workforce opportunities that they face.*

> Research on the development of youth shows that those who have protective factors in their lives—family support and mentoring; caring adults; a positive peer group; a strong sense of self; self-esteem and future aspirations; and **engagement in school** and community issues—are better able to face adversity and overcome challenges that come their way.

## Learning Approach

Building on the positive youth development approach, the *Transferable Life Skills* curriculum is designed around a learner- or student-centered education, globally recognized to contribute to the development and mastery of *transferable life skills* among youth. There are eight key principles used as a foundation for designing all activities, methodologies, learning techniques and classroom behavior strategies:

### Principle #1: Students are not blank slates.
When students start their journey with us they have knowledge and skills that they have developed in their homes, communities, through school and life experiences. Trainers need to take time to determine what students already know and do and build on their experiences.

# THE LEARNING APPROACH AND METHODS

## Learning Approach

### Principle #2: All students can learn.

All students can obtain knowledge and develop skills and capabilities, irrespective of their age, gender, ethnicity, abilities or disabilities. It is the Trainer's responsibility to recognize the skills and talents each student brings to the training and to create a safe and engaging environment in which everybody learns.

### Principle #3: Learning is never-ending.

All of us can learn more. In fact, in most cases **students may have to learn how to learn.** They naturally ask questions and investigate the world but sometimes they may be hesitant or resistant due to challenges and negative experiences they have had in the past, experiences that have shut down their desire to learn. Learning does not stop outside the classroom. It is important for Trainers to encourage students to explore concepts after the training to help them expand their understanding.

It is also key that Trainers model their own learning journey by showing students that they might not know the answer to every question but that they can admit to not knowing everything, know how to find the answer, are curious enough to research and learn more, and are committed to their students to follow through.

### Principle #4: Students are responsible for their own learning.

To learn deeply, youth need to own and take responsibility for what they are learning. They must be able to set goals, engage in the training and monitor their progress. **Trainers facilitate knowledge development and guide discussions.** They should not be dominating the discussion or reading out definitions for students to memorize. Trainers need to help participants think, reflect on what they have learned, and how they can apply concepts in their lives, through open-ended discussion questions and practice-based activities. They need to help students figure out how they learn best and motivate them to learn more.

### Principle #5: Students use both positive and negative past experiences and knowledge to guide their current learning.

A key element of learning is for students to take their past experiences and knowledge and use this to construct meaning in their lives. Sometimes this can be challenging when their previous experiences were negative. For example, if students have had a negative experience with teachers at school, they may think that all teachers are bad. However, when they are actively involved in new positive learning experiences and real-world activities they can make new connections and build new positive ideas for the future. Trainers need to help students to see positive connections between learning and the world and people around them.

### Principle #6: Students' learning is interconnected.

We are all social learners. This means we learn and develop new skills from others. Students observe, talk to, mimic, react against, and question others. Peers, family members, teachers, community members all influence youth and their learning. Trainers should help students work together and build relationships for learning, both in the classroom and outside. Group work is a great way to help students identify problems and come to solutions together. Trainers should also reflect on how they appear to participants, as students are learning by watching them as well. Having positive and approachable behavior is important to being a good Trainer.

# THE LEARNING APPROACH AND METHODS

## Learning Approach

**Principle #7: Students learn in different ways and speeds.**

Students have different ways of learning and learn at different speeds. Some students may be visual or observant learners and reflective. Some may be analytical and logical step-by-step learners. Others may need to be moving and active when they learn and are more experiential in nature. There is no best learning style; each has its own strengths and challenges.

Trainers need to recognize different learning styles by adapting training and employing appropriate learning tools and technologies for all styles. Sometimes this may involve teaching the same concept in one or two different ways, for example, using technology to present a new concept, skill or approach and allowing students to process what they are learning through written and oral reflection and paired or small group conversations.

**Principle #8: Students' learning is deepened and internalized through the practice of reflection.**

Reflection is the glue that helps the learning stick. Students need on-going opportunities to reflect on their experiences to be able to clearly identify the *transferable life skills* they are learning from those experiences. Some examples follow:

✪ Trainers can engage students in this process of thinking about an issue or activity, verbalizing what they are doing, and then drawing the learning out of it in a variety of ways.

✪ Trainers can engage students in group and individual discussions and individual drawing or writing in a journal to help them reflect on: their expectations and hopes, what their experiences have actually been like, what has been positive, negative, and challenging, and what aspects of their experiences they would like to change or see changed.

Reflection can occur at any time in the learning process—at the beginning, middle or end of an experience.

Sometimes, Trainers may identify **"teachable moments"**—experiences from which the whole group can learn and benefit. Stopping the conversation or activity to observe what is happening in the moment, engaging students in reflecting on what just occurred and identifying the lessons are important learning opportunities. Examples include:

✪ A student may say something hurtful or disrespectful toward the Trainer or toward another student in the class and a few students might laugh in approval of the comment. Instead of ignoring the comment or punishing or shaming the student for making the comment, the Trainer could use it as a "teachable moment" for the entire class. The Trainer might calmly and openly ask a series of questions: How do students feel about what was just said? Who is "excluded" in that comment? Can they recall moments when we have all made a hurtful comment about another person? How did we feel when we did that? How do hurtful comments violate community norms about respect and inclusion? Why would such a comment be problematic in a work environment?

✪ Students, when engaging in an activity, may seem confused or frustrated. The Trainer can stop the action and guide students to discover what is frustrating and why, help them make the connection about how this could happen in a workplace, and problem solve ways to handle it in a constructive way.

# THE LEARNING APPROACH AND METHODS

## Student-Centered Methodologies

**The following are three methodologies for Trainers to use in the course:**

**Introductory:** These activities are used to introduce a specific topic and get participants warmed-up for the lesson ahead. Typically, they are designed to get students moving around or brainstorming about a specific topic. They may involve a game or energizer, a puzzle, group, brainstorm, etc. These activities are typically short in length and last between 5-10 minutes.

**Participatory Learning:** These activities are typically plenary or group-based and used to help teach the core lesson of a specific topic in a participatory and interactive way, building off participants' perspectives, knowledge and past experiences. They typically involve various simulations, role-plays, games and always include open-ended discussions questions at the end for students to reflect and connect what they have learned to their own life.

**Practice-Based:** These activities are designed to help students apply what they have learned about a specific topic to their own lives and work situations.

## Learning Techniques

There are certain techniques which are woven throughout all sessions and activities, to guide the Trainer in delivering the course. Each technique is designed to adhere to the different types of learning styles of participants:

**Stories, Scenarios and Role-Play**

Stories and scenarios have proven to be highly effective as starting points for discussion and as scenarios for learning. The stories and characters have been adapted to relate to the type of situations, work and challenges that participants in the training are going through. The text for each story is found within the course manual and used in plenary or group activities. Throughout the training various role-play exercises have also been included, where students think through and internalize the outcomes and lessons of the story in their presentations to the class. Stories, scenarios and role-play also build valuable communication and social empathy skills in students as they place themselves in other situations and communicate back to the group.

**Games**

For both adults and students alike, games have proven to be excellent tools for team building, introducing new course topics, boosting participants' energy, and increasing their active participation. By playing a game, students may be able to understand a new concept or idea, take on a different perspective, or experiment with different options. Games allow participants to also connect with the content and can form positive memories of learning. For this reason, they have been incorporated regularly throughout the *Transferable Life Skills* curriculum.

Energizers or "ice-breakers" are quick activities or games that can be used for multiple purposes, such as to welcome participants in a group; refocus in-between or after workshops; get moving; and build a sense of community within the whole group. Energizers are meant to encourage inclusivity by facilitating opportunities where all individuals can actively participate. Energizers vary in terms of length, age range, and purpose and Trainers are encouraged to use energizers throughout the training. Through games and energizers participants are also building valuable social, communication and teamwork skills.

# THE LEARNING APPROACH AND METHODS

## Learning Techniques

**Coaching and Group Work**

An essential part of this module is providing one-to-one support for participants throughout each session as well as within many of the activities. This one-to-one support is referred to as 'coaching'. As a Trainer, you will play the role of a coach. **Coaching can include:**

✪ Reviewing student responses

✪ Encouraging students to make necessary corrections or edits to their completed products like CVs, and cover letters

✪ Creating space for students to share their thoughts and ask questions

✪ Encouraging students to make discoveries of their own

Participants will also work in small and large groups depending on the activity. Group work allows them to learn from each other and become active rather than passive learners. Group work also allows them to explore a topic on their own with the guidance and assistance from the Trainer when needed. Group work builds essential social skills as students interact, collaborate and find ways to cooperate with each other on a given task.

**Reviewing and Discussions**

At the beginning of every session, in the Session Introduction participants have an opportunity to review what they learned in the past session through an energizer review game. After most activities, students will also discuss what they have learned and how it can be applied to their own lives and career paths. This discussion is a critical part of students internalizing the knowledge they have learned. Instead of Trainers summarizing everything that has happened in the session, they should guide students in summarizing the session for themselves using open-ended questions such as:

✪ How can we apply what we have learned to our business/workplace?

✪ How can we practice these new skills?

Open-ended questions are those that do not have a "yes" or "no" answer. They encourage participants to share their thoughts freely without a concern of being wrong or right. This enables full participation and inclusive discussion. Examples of open-ended questions are included at the end of each game, story, or activity to help students, reflect, connect and apply what they have learned to their own business idea. Trainers are encouraged to use other open-ended questions from your own experiences in the training as well.

Using silence strategically in the classroom is a way to provide space for students to think and deliberate before speaking. If students don't speak up immediately after the Trainer asks a question, let there be some silence in the room. Repeat the question a couple of times and rephrase it to clarify. But instead of filling the space with giving the answer yourself, let the silence hang for a short while. This allows students the time to think about their response, lets the Trainer control the pace of learning, and models for students that thoughtful engagement, rather than simply talking, is the goal of the class.

At the end of every session participants will also have time to review what was completed in the Session Wrap-Up and do a self-reflection. There are specific questions designed which students are encouraged to write or draw about in their journals that relate directly to the session just completed. This allows for further reflection and an opportunity for students to work on their writing and critical thinking skills.

# THE LEARNING APPROACH AND METHODS

## Classroom Behavior Management Strategies

As Trainers, it is important to know different strategies to manage the classroom and students' participation. Students may get excited and act out or purposefully disrupt the class and Trainers may use an array of strategies to guide the class back to equilibrium. All these strategies should be based in a positive youth development framework where students are engaged respectfully to address the challenging situation, called upon to reflect on their behavior and its impact on others, and held accountable for their own and their group's learning.

In this framework, the narrative is not one of "punishment" meted out by an adult to youth but rather of holding high expectations for student behavior and providing the support to help students meet those expectations. There are key strategies based on the level of disruption for Trainers to consider:

**Pro-Action:** Preventing behavioral issues before they begin. This requires Trainers creating conditions that support students being active and constructive learners. This also involves having the group co-create classroom attitudinal and behavioral expectations. Creating a contract with participants to monitor group and individual behavior is a proven way of being able to maintain norms the group seeks to model by having the participants being directly engaged – this is also a way of practicing skills being taught through this curriculum. Trainers also have to use age-appropriate activities and be prepared to keep participants engaged.

**Redirection:** Distracting students with other positive activities when a challenging behavior arises. Redirecting students involves thinking on your feet to stop behavior issues before they turn into a big problem. Some strategies that work for redirecting are stopping and calling out a situation that is not adhering to the group-created norms as a "teachable moment" and having the group problem solve the solution to the challenging situation. Trainers might also turn the behavior into a set of questions for the participants to consider:

- ✪ What happens when somebody does this in the workplace?
- ✪ How might this incident be an example of an unhealthy workplace behavior?
- ✪ How could it be turned into a healthy behavior?

By engaging participants in these ways, Trainers are modeling respectful problem-solving strategies to students.

**Intervention:** Interventions can be obvious or barely noticeable. Trainers might ask a student to meet after the session is over to discuss disruptive behavior privately. Or a Trainer might change the make-up of a group if participants in that group are not working well together. A more direct example of an intervention might be to call out a disruptive behavior and ask if the student needs to take a break and return to the training in a better frame of mind.

Subtle interventions involve using movement, silence, and "teachable moments" in the classroom. If Trainers move around the classroom and make regular eye contact, students in the back are less likely to disconnect or to drift into conversations with each other. Walking up to a group of students who are being disruptive while continuing to teach the lesson, will often break up the activity in which they are engaged.

# THE LEARNING APPROACH AND METHODS

## The Trainer Spot-Check Tool

The Trainer Spot-Check Tool is a simple self-assessment tool for Trainers, as well as for program staff to do training observation checks of Trainers delivering the training. The tool is used to help ensure quality training and guide Trainers on all of the skills, techniques and strategies to apply when delivering the training.

| | |
|---|---|
| 1 | Needs Improvement *Regular coaching, additional training and co-facilitation required |
| 2 | Needs Some Improvement *Regular coaching |
| 3 | Fine |
| 4 | Very Good |
| 5 | Excellent *Model for other Trainers to observe |

| Organization and Facilitation Skills | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Trainer has all materials and activities prepared in advance | | | | | |
| The activities achieve the session objectives and learning outcomes for students | | | | | |
| Trainer manages time appropriately and finishes the session on time | | | | | |
| Trainer has a good pacing and flow between activities | | | | | |
| Trainer speaks clearly and confidently | | | | | |
| Trainer is positive and has a high energy level (smiling, good body language, makes eye contact with all students) | | | | | |
| COMMENTS | | | | | |

# THE LEARNING APPROACH AND METHODS

## The Trainer Spot-Check Tool

| Participant Management | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Trainer manages disruptive or disrespectful participant behavior appropriately | | | | | |
| Participants are able to follow the session and are not confused | | | | | |
| Trainer treats participants with respect (knows their names, actively listens, includes their responses in the lesson and always responds) | | | | | |
| Trainer creates an inclusive learning environment and ensures all participants are participating and comfortable | | | | | |
| Trainer manages participant distractions and keeps them focused | | | | | |
| Trainer is positive and has a high energy level (smiling, good body language, makes eye contact with all students) | | | | | |
| Trainer observes all participants and provides one-on-one coaching when necessary | | | | | |
| Trainer appreciates participants' contributions and presence | | | | | |
| COMMENTS | | | | | |

| Use Of Methodologies and Techniques | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Trainer introduces the session and explains the objectives | | | | | |
| Trainer reviews the previous session | | | | | |
| Trainer uses energizers when needed | | | | | |
| Trainer provides clear instructions for the activity | | | | | |
| Trainer relates the activity to the core lesson | | | | | |
| Trainer presents the core lesson in a clear and relevant way to students | | | | | |
| Trainer encourages discussion and uses appropriate discussion questions | | | | | |
| Trainer has students use the Participant Workbook effectively | | | | | |
| Trainer reviews the session and main objectives | | | | | |
| COMMENTS | | | | | |

# THE LEARNING APPROACH AND METHODS

## The Trainer Spot-Check Tool

| Strengths | Areas For Improvement |
|---|---|
| | |

# THE LEARNING APPROACH AND METHODS

## Training Tips

**Engage participants**

✪ It is important to create a learning environment that helps establish trust and solidarity in a group. Using name cards or working to remember all of the participants' names is critical to ensuring this.

✪ Greet all students as they come in and when you start the class.

✪ State the objectives of the lesson clearly and tell students:

- What they will learn that day.

- How that learning will be useful to them and applicable in the workplace.

- How the lesson connects to what they have learned previously.

✪ Conduct a wrap-up after each session, remind students of the lesson objectives and ask them if they think the group met the objectives. Identify and repeat the lessons learned in the session, the reminder and repetition will help with retention and make it easier to link to the subsequent lesson when they return to class. This is also a good time to identify the *transferable life skills* learned and used.

✪ If an activity is highly successful, build on that success. Every positive reaction is an opportunity to verbally acknowledge and engage participants at a more meaningful level.

✪ Be cognizant of any biases you may have to particular participants, genders, etc. and make sure you are being inclusive.

**Model curiosity for students**

✪ When students give an answer to a question, consider pushing the conversation by asking more questions. Appreciate the response and then ask: Why do you think that? In what other ways might you conceptualize this problem? What does the rest of the class think about the point that this student raised? Do you agree? This point reminds you of which other conversation we have had in class?

✪ If something comes up that you don't know much about, tell them that you are curious about it and will research it. Return to class and discuss the point further after you have read more about it. This will model for students that you too are a lifelong learner.

**Monitor and check-in regularly with participants**

✪ All participants should feel comfortable actively participating.

✪ Ask participants regularly how they are doing. If all you get is a consistent "okay," you may need to ask a few more specific questions, or ask them to share what they are working on.

✪ Observe participants regularly and work to break-up any groups which are seeming disengaged or that tend to exclude others.

✪ If there are participants who are struggling with a concept, (i.e. not contributing to the participatory learning activity, removing themselves from the class) provide one-on-one support to discuss any issues.

✪ If you discover activities that do not resonate with the students, make a note of the challenge in your Trainer's notes or stop the process and check in with students about why they aren't participating—this could be a "Teachable Moment."

# THE LEARNING APPROACH AND METHODS

## Training Tips

**Be prepared**

✪ Make sure you have all materials on hand and complete the advanced preparations beforehand.

✪ Make sure to read all parts of a session to make sure you are properly prepared. Internalizing the concepts fully will enable you to express them in your own words and not read from a text, making it more engaging for students. It will also enable you to adapt the lesson as needed.

✪ Being prepared helps you be more confident in the activities you are delivering. Participants will pick up on this confidence and that will help them in their learning process.

**Be ready to adapt**

✪ Don't be afraid to take a break or switch activities if participants seem disengaged.

✪ Be aware of how participants are responding to the activities and discussion questions and make adaptations as needed. If it does not work, change it! Just make sure that the changes align with the training principles and learning approach.

✪ If you cannot find the required materials, improvise with whatever materials are around. If flip charts are not easily available, for instance, put the material on a PowerPoint slide and show it on the screen.

✪ Some of the activities may need to be adapted for the educational or developmental levels of the group you are working with and/or for the time you have available.

**Monitor the time**

✪ If you cannot do this yourself, it is helpful to have a co-Trainer monitoring the time.

✪ If a discussion is going really well, it is important not to cut it off if you feel participants will benefit from it, however, you need to balance this with the time constraints.

✪ Leave extra room at the end in case sessions run over or certain participants need extra one-on-one time.

✪ The suggested times for each session and activity are approximate and will vary by your pace and student engagement. Make your own time allocations as you internalize the content for each session.

**Have fun!**

✪ The activities and training enhance confidence and are intended to be fun for all, that includes the Trainer.

Many people learn through observing and simulating others' behaviors and attitudes. It is important for participants to see how positive, constructive approaches and mindsets can be valuable in their lives.

# THE LEARNING APPROACH AND METHODS

## The Employability Skills Assessment Tool

### What is the Employability Skills Assessment Tool (EAT)?

The EAT is a pre- and post-assessment which measures the changes in participants' understanding and awareness of their own employability skills. It is a set of 24 questions to measure the six core domains of employability characteristics, attitudes, and skills (positive self-concept, self-control, social skills, communication skills, problem-solving skills, and job search skills).

The 24 questions, by each of the 6 sub-scales, are listed below:

### SKILLS TO SUCCEED EMPLOYABILITY ASSESSMENT TOOL

| SCALES | QUESTIONS | STRONGLY DISAGREE 1 | DISAGREE 2 | INDIFFERENT/ NEUTRAL 3 | AGREE 4 | STRONGLY AGREE 5 |
|---|---|---|---|---|---|---|
| 1. POSITIVE SELF-CONCEPT | 1. I feel valued and appreciated by others. | 1 | 2 | 3 | 4 | 5 |
| | 2. I feel good about my future. | 1 | 2 | 3 | 4 | 5 |
| | 3. I anticipate my own needs ahead of time. | 1 | 2 | 3 | 4 | 5 |
| | 4. I can adapt to changes by learning new skills. | 1 | 2 | 3 | 4 | 5 |
| 2. SELF-CONTROL | 5. I'm able to complete assignments in time. | 1 | 2 | 3 | 4 | 5 |
| | 6. I go to work or school even when I feel like staying at home. | 1 | 2 | 3 | 4 | 5 |
| | 7. I feel proud when I produce high quality work. | 1 | 2 | 3 | 4 | 5 |
| | 8. I follow workplace or school dress codes. | 1 | 2 | 3 | 4 | 5 |
| 3. SOCIAL SKILLS | 9. I accept people who are different than me. | 1 | 2 | 3 | 4 | 5 |
| | 10. I can understand and work with people of different backgrounds. | 1 | 2 | 3 | 4 | 5 |
| | 11. I value the input and contributions of others. | 1 | 2 | 3 | 4 | 5 |
| | 12. I take responsibility for what I do. | 1 | 2 | 3 | 4 | 5 |

## The Employability Skills Assessment Tool

| SCALES | QUESTIONS | STRONGLY DISAGREE 1 | DISAGREE 2 | INDIFFERENT/ NEUTRAL 3 | AGREE 4 | STRONGLY AGREE 5 |
|---|---|---|---|---|---|---|
| **4. COMMUNICATION SKILLS** | 13. I know how to express myself in proper ways. | 1 | 2 | 3 | 4 | 5 |
| | 14. I know how to articulate my own ideas clearly. | 1 | 2 | 3 | 4 | 5 |
| | 15. I read so I can comprehend and use new information. | 1 | 2 | 3 | 4 | 5 |
| | 16. I listen actively to understand and learn. | 1 | 2 | 3 | 4 | 5 |
| **5. HIGHER ORDER THINKING SKILLS** | 17. I collect, analyze, and organize information to find the best solution to a problem. | 1 | 2 | 3 | 4 | 5 |
| | 18. I seek many sources of information to solve a problem in school or at work. | 1 | 2 | 3 | 4 | 5 |
| | 19. I learn from my past successes and mistakes to make future decisions. | 1 | 2 | 3 | 4 | 5 |
| | 20. I can adapt to changing circumstances. | 1 | 2 | 3 | 4 | 5 |
| **6. JOB SEARCH SKILLS** | 21. I have the knowledge and skills needed to interview for jobs. | 1 | 2 | 3 | 4 | 5 |
| | 22. I know how to prepare a CV. | 1 | 2 | 3 | 4 | 5 |
| | 23. I know how to complete a job application. | 1 | 2 | 3 | 4 | 5 |
| | 24. I have the skills and experience valued by employers. | 1 | 2 | 3 | 4 | 5 |

## The Employability Skills Assessment Tool

### When should the EAT be completed?

**The EAT should be filled out twice:**

✪ At the beginning of the *Transferable Life Skills* course as a pre-test.
This would occur in the INTRODUCTION module.

✪ At the end of the course as a post-test in the CONCLUSION module.

### Who completes the EAT?

The EAT should be completed by all training participants. It should be the same participants who complete the pre-test and post-test.

As much as possible, both a female and male Trainer should administer the EAT to ensure that both male and female students are comfortable completing the survey.

### How is the EAT completed?

The EAT is a self-administered test to be completed by students themselves.

The Trainers provide instructions to the group about how to fill out the questionnaire, distribute individual questionnaires to each participant, and collect the completed questionnaires. The participants should read and answer each question independently. All instructions are provided directly in the *Transferable Life Skills* curriculum:

✪ Pre-Test: INTRODUCTION MODULE – Activity 3

✪ Post-Test: CONCLUSION MODULE – Activity 1

### Where is the EAT completed?

The EAT should be completed in the room where the training is taking place. Trainers should do their utmost to ensure that the EAT will be completed in a space that will make it easy for participants to complete the EAT Tool free from distractions or interference. If possible, the pre-test and the post-test should be completed at the same location.

**The location should:**

✪ Be quiet and free from too many distractions. This might be the normal physical space used for project activities, or it may be a space borrowed just for EAT.

✪ Not be overcrowded.

✪ Have space so students can respond with privacy.

**NOTE**
If you are working with low English language literacy students and will be using oral administration of the EAT Tool, then you may decide to have a few assistants help students fill out the forms.

## The Employability Skills Assessment Tool

### What are common challenges and solutions to completing the EAT?

Possible challenges involved in administering the EAT are followed by suggestions for overcoming them:

- ✪ **What if some students arrive late or do not show up on the scheduled day of completing the EAT?** It is possible to reschedule a make-up administration within 1-2 weeks of the planned administration, if you have the time to conduct it.

- ✪ **What if I think students will not understand the 24 questions?** The 24 questions have been tested with students. Also, use the oral administration process where you think that this may help overcome English language literacy challenges.

- ✪ **What if I think students will not understand the 5-point scale?** Use the optional introduction to the 5-point scale to help more visual/concrete learners. You can find this in the Introduction, Activity 3 instruction steps.

- ✪ **What if some of the students from the pretest drop out of the training before the post-test administration?** This is often a reality that impacts students. You will need to leave the post-test data blank for these participants.

- ✪ **What if new students join my course at the time of post-test administration that were NOT present at the beginning of the training?** If there are participants that entered the training after the pre-test include them in completing the post-test.

# INTRODUCTION: BEGINNING OUR JOURNEY TOGETHER

## Session Outline

### Introduction Overview

Throughout the *Transferable Life Skills* training, all participants share ideas, listen to others, and work as a team. Trainers can demonstrate all of these concepts in this first activity. During this introduction, Trainers and students introduce themselves, learn what is ahead and set expectations and rules for working together. This is an exciting starting point for both the Trainer and participants since it sets the tone for the activities that follow.

### Introduction Objectives

- Students get to know each other and develop trust with each other.
- Students understand the purpose of the *Transferable Life Skills* training.
- Students set expectations and rules for their learning environment.
- Students share the responsibility for learning and working well together.
- Students are introduced to the practice and importance of reflection.
- Students complete the Employability Skills Pre-Test.

### Advanced Preparation

- Read through each activity.
- Collect all necessary materials listed below.
- Print and photocopy the Employability Skills Pre-Test for each student.

### Materials

- Attendance Form
- Student notebook/journal, one for each participant
- *Transferable Life Skills* Journey Map Poster
- Feedback Box
- Flip chart paper or put the content on a PowerPoint to have in front of students
- Markers (if you are using a flip chart)
- Tape

### Time Required: 2 hours

| ACTIVITY | ACTIVITY DESCRIPTION | TIMELINE |
|----------|---------------------|----------|
| Introduction | Students get to know each other and develop trust with each other. Students understand the purpose of the *Transferable Life Skills* training. | 30 min |
| Setting Rules and Expectations | Students set expectations and norms for their learning environment. Students share the responsibility for learning and working well together. | 30 min |
| Reflection | Students are introduced to the practice of reflection and complete a reflection the first day of training. | 30 min |
| Employability Skills Pretest | Students complete the Employability Skills Pretest. | 30 min |

# INTRODUCTION: BEGINNING OUR JOURNEY TOGETHER

## Activity 1: Introduction and Greeting

**Time: 30 minutes**

### Objectives

Students get to know each other and develop trust with each other. They understand the purpose of the *Transferable Life Skills* training.

### Advanced Preparation/Trainer Notes

✪ Review the list of students who will be participating in the course and ensure your lesson plan will meet any of their limitations.

### Materials

✪ None

### Steps

1. Welcome students and tell them your plans for the introductory session and that you will set group norms with them.

2. Introduce yourself. Tell students your name, how long you have been working as a Trainer and why your work is important to you. Keep your introduction short and simple.

3. Explain to participants that they will take some time to get to know each other before starting to talk about business concepts.

4. Have participants stand in a large circle.
   **OPTION:** *If there is not enough room or there are more than 25 students, have students get into two smaller circles fairly even in size. This game can also work well outdoors.*

5. Explain that each participant is responsible for remembering the name of the person to the left and to the right of them.

6. Give everyone 2 minutes to introduce themselves to their neighbor.

7. Explain that now we are going to get into a line as fast as we can based on the alphabet. People with names starting with the letter 'A' will be at the front and people with the letter 'Z' will be at the back.

   Help any participants who may not know the alphabet. If your students are not comfortable with the English alphabet, change the activity to line up by birthday month, age, or height.

8. Say, "Go!" and time how long it takes for participants to get into a line.

9. Now, explain to participants they have to go back into the same circle from which they started as fast as they can.

10. Say, "Go!" and time how long it takes for participants to get back into the circle.

11. Repeat the game a second time this time having students line up smallest to tallest, or by age or birthdate.

# INTRODUCTION: BEGINNING OUR JOURNEY TOGETHER

## Activity 1: Introduction and Greeting

12. As participants take turns introducing themselves, ensure that you do the following:
    - Maintain a fun and respectful atmosphere.
    - Show interest in everyone's contributions.
    - Encourage all participants to listen attentively to each other.
    - Do not pressure anyone to give personal information that they may not be ready to share.

13. After all participants have introduced themselves, explain to them:
    - Who the course is for.
    - What they can expect after completing the course in terms of building *Transferable Life Skills*.
    - That the course runs for twelve sessions (with an optional 13th session) and the schedule for each session.
    - That students will get from the course what they put into it. Invite them to engage with the course fully, give feedback to you as the Trainer, and attend regularly. Encourage them to see it is an investment into their own success in life and work. Share with them the research and employer feedback on the importance of *Transferable Life Skills* for work success so they can see the importance of engaging fully.

## Activity 2: Setting Norms and Expectations

**Time: 30 minutes**

### Objectives

Students set expectations and norms for their learning environment. They share the responsibility for learning and working well together, for supporting each other's learning, and for holding each other accountable to the behavior norms and expectations they set collectively.

### Advanced Preparation/Trainer Notes

✪ Consider expectations you want to make sure are incorporated in the student brainstorm.

### Materials

✪ Flip chart paper

✪ Markers

✪ Tape

### Steps

1. Explain to participants: "As we strengthen our *transferable life skills* we will take part in many activities. During these activities, we will interact with everyone in the group. This next activity will give us a chance to discuss what will help us to work well together."

2. Tape together two pieces of flip chart paper. Place them flat on the table. If flip chart paper is not available, improvise with a blackboard/whiteboard or think of another way to arrive at the concept without being constrained by the lack of available materials.

   If materials are in very short supply, jump to step 6 and find a way to capture students' input.

3. Ask participants to gather in a circle around the paper. Explain to them that this activity will be very important for the work they will be doing together throughout all of the sessions.

4. Have participants place their hands on the paper so that all their hands touch and form a circle.

5. Invite participants to draw outlines of their hands on the flip chart paper. Encourage them to use colorful markers or crayons to decorate the hand outlines.

6. Ask participants to think of words or expressions about how the group can work together well (e.g., listening, sharing, and arriving on time). Then have them write these down in the centre of the flip chart paper, inside the circle of hands. Some participants may prefer to draw their ideas.

7. Then ask the group to think about things that can hinder group work. This task may be more challenging for the group, so you may want to brainstorm ideas with them (e.g., laughing at others' ideas and interrupting whomever is speaking). Have participants write these words outside the circle of hands.

8. As participants write their words, remind them of other factors that will help them work at the course location (e.g., respect others using the same space, understand the rules established in the location, etc.).

# INTRODUCTION: BEGINNING OUR JOURNEY TOGETHER

## Activity 2: Setting Norms and Expectations

9. Ask participants to consider how this relates to the workplace.
   - It's writing a formal contract between participants.
   - It's democratic and fair.
   - It will help us to work well together.
   - It will model professional behavior for peers.

10. Complete the activity by asking participants: "What can we do to remember all these ideas throughout the course?" Discuss their answers.

11. Ask participants to agree what the consequences will be for anyone who doesn't adhere to the rules agreed to by the group. One idea might be to have participants who don't adhere to the rules, do something good for the others in the class.

    Ensure that whatever consequence is agreed upon, it's in the spirit of the training and does not put anybody on the spot or make them uncomfortable.

12. Discussion of *Transferable Life Skills*: Ask students to brainstorm what *transferable life skills* means to them and provide examples. Write answers on flip chart paper/ or blackboard at the front of the room. Add to the brainstorm and guide students in thinking through the following points. *Transferable Life Skills* are:
    - Life skills that help people succeed in the workplace. These skills incorporate specific job-related skills as well as social-emotional learning competencies.
    - These skills are also essential outside the workplace and are useful throughout a person's career, not just at the beginning.
    - They are as important in a job setting as they are for starting and running their own businesses. Give them examples about how critical thinking, problem solving, team work, stress management and other skills are critical for success as an entrepreneur.
    - They cannot be learned in the same way that hard or technical skills like welding or sewing can, but they are as important to workplace success.
    - Employability skills are continuously developed as we grow, learn and interact with others—it is a lifelong process.
    - Life skills cannot be memorized or written down. They have to be embraced and internalized in our actions, attitudes and mindset about work and life.

13. Ask students to brainstorm why these skills are important for success. Write their answers on flip chart paper.

14. Display the *Transferable Life Skills* Journey Map and use it to explain the following:
    - The course will be like a journey.
    - Everyone will start on that journey together.
    - Today, the group will start with Module 1 "Exploring our Past and Future journeys." We will begin with Session 1, called "Where Have I Been."
    - As they go on this journey together, the participants will enhance their *transferable life skills* to help them land a job and succeed in the workplace or in running their own business.

15. Encourage students to ask questions. Take time to make sure they know what to expect from the course.

## Activity 3: Reflection and Journaling

**Time: 30 minutes**

### Objectives

Students will learn about reflection and journaling processes and engage in reflection exercises.

### Advanced Preparation/Facilitator Notes

Reflection and journaling are tools that should be integrated throughout the training and can also be stand-alone activities that participants complete between lessons. This lesson outlines how to lead reflections on skills. As a facilitator, you can make adjustments to these or create your own process based upon the needs of your participants. The reflection on skills should come as part of the first day of training and be accompanied by having participants complete the first Journal exercise to reflect on their first day of training. You can determine when you have participants complete the remaining journal exercises.

### Materials

- Copies of **Resource 1.1: Definitions of *Transferable Life Skills* for Success in the Workforce and Life**
- Copies of **Resource 1.2: Journal Sheets**

### Steps

1. The Facilitator introduces the concept of "skills" by:
   - Saying, "When people want to get a job, employers say they want 'skilled employees.'"
   - Asking, "What is a 'skill'?" and helping participants formulate an answer.

2. Write definitional ideas on newsprint and continue discussion by:
   - Saying, "Each of you has valuable skills, but you might not know what they are."
   - Explaining, "Sometimes we use skills and we don't know it. Sometimes we don't know the names of the skills we are using. This activity is about identifying and putting a name to the skills we are using."
   - Asking, "If I asked you to name some skills that an employer might want, what would you say?"
   - Writing skill ideas on the board.
   - Asking participants, "Which of these skills have you used generally in your life and in past jobs?"

# INTRODUCTION: BEGINNING OUR JOURNEY TOGETHER

## Activity 3: Reflection and Journaling

3.  The Facilitator introduces and clarifies the *Transferable Life Skills* by:
    - Saying, "You've done good work looking at some important skills. There are other skills employers will want. You need to know about those skills, too."
    - Distributing **Resource 1.1: Definitions of *Transferable Life Skills*.**
    - Introducing participants to the *Transferable Life Skills.*
    - Explaining what the *Transferable Life Skills* are and why they are important.
    - Asking, "When you look at this list, what do you think?"
    - Asking, "What skills listed here do you understand?" and soliciting examples that show understanding.
    - Asking, "What skills here are unclear to you?"
    - Helping participants put a name to skills they might have been using.

4.  The Facilitator closes out this reflection by:
    - Saying, "You've just experienced a reflection session. We'll be doing a lot of reflecting throughout this training."
    - Asking, "What was it like to reflect? What was easy and what was hard about reflecting?"
    - Explaining, "In the future, we'll reflect like we just did, but on different topics."
    - Explaining, "You're also going to do some journaling based on your reflections. We'll talk together first (like we just did today) and then you'll write in your journals what you have learned. By the end of the training, your journals will contain a lot of important information that can help you with future jobs, in future job interviews, and in writing your CVs."

5.  The Facilitator moves discussion to participants' journaling by:
    - Explaining, "Now, you'll have an opportunity to reflect on your first day of training."
    - Having participants make their first entries in their journals.

## Activity 4: Employability Skills Assessment Tool Pre-Test

**Time: 30 minutes**

### Objectives

Students individually complete the Employability Skills Assessment Tool Pre-Test.

### Advanced Preparation/Facilitator Notes

✪ Print and photocopy the Employability Skills Assessment Tool (EAT) for each student (with extra copies on hand in case any student requires a second form). **The EAT (and related directions) is present on pages 33–36.**

✪ Wait for all students to be present before starting the EAT.

✪ Have an assistant manage any latecomers (i.e. wait outside, put them in a separate space, etc.) so they do not become a distraction.

✪ The tone of your voice and the way you read the questions will have an impact on participating students. Try to use a calm and relaxed voice and continue to create an atmosphere in which students will feel comfortable interviewing themselves versus trying to please you or guess which answers you might be looking for.

✪ Clarify for students that the EAT has no right/wrong answers. Repeat this several times throughout your introduction, so students really understand that you are not looking for some specific response from them.

✪ Have a plan to manage those students who complete the EAT quickly before other students so they do not distract those students who are taking longer (i.e. energizers, games in another space, write in their journals, etc.)

### Materials

✪ Sufficient copies of the Employability Skills Assessment Tool (EAT)

✪ Pencil and eraser for each student completing the EAT

✪ Envelope to keep the finished EAT questionnaires

### Steps

1. Explain to students:

   • We are now going to complete a self-assessment survey for you to learn about yourself.

   • This is not a test! There are no right or wrong answers!

   • This is a way for you to rate your own skills, knowledge of, and attitudes about some of the skills and practices we will be learning about during the training.

   • Please take your time filling it out and be honest in your answers.

   • Each of you should answer the questions based on your own experiences and current situations. If you do not have the experience, then you should rate yourself low. It is okay to have a low rating. The purpose of this training is to learn these skills!

   • Your individual answers will be kept private—your results will be reviewed only by me (the Trainer). Your specific surveys will not be shared with your school or organization, your parents, or your classmates.

## Activity 4: Employability Skills Assessment Tool Pre-Test

- Before filling out the self-assessment survey, please make sure to read the consent form at the top and circle yes or no. The consent form indicates that this assessment is voluntary.

- We appreciate you completing all the questions but you can choose to skip any question if you wish to do so.

2. Hand out the EAT to each student. Go through each **demographic question** (i.e. name, age, etc.) and clarify any questions students may have.

3. **Introduce the 24 EAT questions.** Explain to students:

   - Each of you now has the opportunity to interview yourself by thinking about some of the employability attitudes and skills you currently have.

   - Thinking about your life right now, or over the past 3 months, check for each question whether you:

     **Strongly Disagree** – *with absolute certainty you do not have this attitude skill and circle the number "1" in the first box.*

     **Disagree** – *you are rather certain you do not have this attitude or skill and circle the number "2" in the second box.*

     **Neutral** – *you are not certain if you have this attitude or skill and circle the number "3" in the third box.*

     **Agree** – *you are rather certain you have this attitude or skill and so circle number "4" in the fourth box.*

     **Strongly Agree** – *you are absolutely certain you have this attitude or skill and so circle number "5" in the fifth box.*

   - Circle one answer for each question. If you do not want to answer a question, leave it blank. But please try to answer all of the questions.

   - Once you finish the questionnaire, hand it to me before you leave.

   - If you finish the questionnaire early, please leave the site quietly and do not disrupt others who are still answering questions.

4. Give students 15-20 minutes to complete the EAT.

5. **Check the Questionnaires.** Once students complete the **EAT** check to make sure that all portions of the biographical profile sections are completed. You can ask students to make any corrections/additions as necessary. Check to make sure that the student has attempted to answer ***all or most*** of the 24 questions on the **EAT** questionnaire, and has only one answer for each question. Ask students if they meant to leave a question unanswered. If yes, then leave it blank. If they inadvertently missed the question, then ask them to answer it.

6. Carefully place **all completed EAT questionnaires** into the envelope or folder.

**NOTE**

If a student says they do not understand any question, read it to them and encourage them to do their best to answer it. You can ask them what they think it means and be supportive if their answer seems to be on track. Please do not reword or rephrase any questions, because this will affect their answers. If a student still does not understand it after going through the above steps, they can leave it blank and move on.

## Resource 1.1: Definitions of Transferable Life Skills

The following are definitions of *Transferable Life Skills* and a few examples of how one can demonstrate these skills.

### Positive Self-Concept

1. **Self-esteem:** overall evaluation of oneself, including feelings of general satisfaction

   **People who demonstrate positive self-esteem:**

   - Feel valued and appreciated by others.
   - Feel motivated to work hard.
   - Deal with disappointments.
   - Feel good about their future.
   - Feel proud when they produce high quality work.

2. **Self-reflection:** careful thought about one's own character, actions and motives. It is a practice that can build our confidence and self-worth, where one can identify what is working or not working and look to improve

   **People who demonstrate self-reflection skills:**

   - Think about the work or conversations they have had.
   - Assess how they feel about what they did.
   - Consider things they did or said that were productive or creative.
   - Consider things they did or said that could be improved.
   - Decide about what they could do the same or differently in the future.

3. **Self-awareness:** conscious knowledge of one's own character, feelings, motives, and desires

   **People who demonstrate self-awareness skills:**

   - Anticipate their own needs ahead of time.
   - Understand what their feelings and emotions mean.
   - Understand the difference between their feelings and emotions and those of others and know how to keep them separate.
   - Take responsibility for what they do.

4. **Self-confidence:** feeling or belief that you can do something well or succeed at something. **Taking initiative:** the ability to act or take charge of a task or situation before others do

   **People who demonstrate self-confidence and taking initiative:**

   - Believe that they can accomplish tasks.
   - See mistakes as a way to learn new things.
   - Are willing to try things that may feel uncomfortable at first.
   - Are responsible.
   - See something that needs to be done and say, "I'll do it."
   - Volunteer to handle a task.
   - Work independently when that helps the team.

## Resource 1.1: Definitions of Transferable Life Skills

### Self-Control

1. **Delayed gratification:** the ability to put off something mildly rewarding in the present in order to gain something that is more rewarding later

   **People who demonstrate delayed gratification skills:**

   - Go to work or school even when they feel like staying at home.
   - Follow workplace or school dress codes even if they'd rather wear different clothes.
   - Finish tasks on time or even ahead of time.
   - Make sure to double check their work rather than leave it for someone else.

2. **Time management:** the ability to use one's time effectively or productively

   **People who demonstrate time management skills:**

   - Understand the key strategies to manage and schedule their time effectively.
   - Learn how to prioritize important tasks to manage their time across their work and personal lives.
   - Are able to complete assignments on time.
   - Start and end on time, including work hours and specific tasks.

3. **Goal setting:** the ability to identify something one would like to accomplish in the future and the steps needed to attain it

   **People who demonstrate goal-setting skills:**

   - Are able to develop constructive goals for their work and personal lives.
   - Know how to develop steps to help them achieve their goals.

4. **Stress management:** a wide spectrum of techniques to control a person's levels of stress, for the purpose of improving one's overall well-being and work

   **People who demonstrate stress management skills:**

   - Can identify causes of stress.
   - Understand how stress can be a benefit and what kinds of stress create negative effects.
   - Make sure to build in time for health breaks.
   - Take walks, listen to music, talk with friends to chill out.
   - Manage the balance between work and personal lives.
   - Develop their own special ways of reducing stress.

5. **Coping mechanisms:** the ways in which internal or external stress is managed, adapted or acted upon; coping is defined as constantly changing cognitive and behavioral efforts to manage external and/or internal demands

   **People who demonstrate coping skills:**

   - When something bothers them, they know how to identify and manage their feelings in a constructive way.
   - Know when to take a break in order to calm down and think things through.

## Resource 1.1: Definitions of Transferable Life Skills

### Social Skills

1. **Empathy:** The ability to understand and share another person's experiences and emotions

    **People who demonstrate empathy skills:**
    - Have the ability to imagine oneself as the other person and to understand their perspective or feelings.
    - Have the ability to communicate and actively listen to what another person is saying or not saying.

2. **Conflict resolution:** strategies for two or more parties to find a peaceful solution to a conflict

    **People who demonstrate conflict resolution skills:**
    - Have the ability to understand all of the reasons for the conflict and coming together to solve it for a peaceful outcome.
    - Have the ability to be committed to resolving the conflict and actively communicating with all parties involved to gather information and understand other groups' perspectives (i.e. their intentions and reasons for holding their beliefs).
    - Have the ability to be empathetic and come together for a collective negotiation that works for everyone.

3. **Teamwork:** the cooperative and collaborative effort of a group of people acting together towards a common objective or interest

    **People who demonstrate teamwork skills:**
    - Cooperate with others in group situations.
    - Help the team create ground rules and use them to guide their actions.
    - Encourage and support other team members.
    - Do their fair share of the work.
    - Help the team deliver what it needs to do.
    - Work with other team members to solve problems.
    - Understand situations where they are strongest working alone (versus working in a team).
    - Learn more about how to be good at teamwork.

4. **Adaptability and flexibility:** the ability to change one's actions, course, or approach to doing things in order to suit a new situation

    **People who demonstrate adaptability and flexibility:**
    - Try new things.
    - Adjust smoothly to changes.
    - Able to change their thinking or compromise when their first suggestion or idea does not go over well.
    - Can take on roles or jobs they didn't expect.
    - Can let go of an idea they presented when other people don't accept it.

# INTRODUCTION: BEGINNING OUR JOURNEY TOGETHER

## Resources

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## Resource 1.1: Definitions of Transferable Life Skills

### Communication Skills

1. **Active listening:** a communication technique where the listener fully concentrates, understands and responds, as well as remembers and follows up with what is being said

   **People who demonstrate active listening skills:**
   - Are able to listen with all senses providing positive verbal and non-verbal cues (such as smiling, nodding, agreeing, eye contact, etc.) to put the speaker at ease and show your interest.
   - Are able to reflect back to the speaker what they have heard to check accuracy.

2. **Verbal communication and non-verbal communication**

   **Verbal communication:** a two-way information sharing process which involves one party sending a message that is easily understood by the receiving party

   **Non-verbal communication:** communication without words; it includes behaviors such as facial expressions, eyes, body posture, use of hands, and tone of voice, as well as less obvious messages such as dress, and spatial distance between people

   **People who demonstrate verbal and non-verbal communication skills:**
   - Understand their own communication styles.
   - Speak clearly and accurately.
   - Listen carefully.
   - Make sure that they understand what other people are saying by reflecting back what you think you heard.
   - Interact with people of other backgrounds and cultures.
   - Understand the various types of non-verbal communication.

3. **Reading and writing:** the ability to read and write clearly and carefully; to understand instructions and learn new information; to identify reading sources that may apply in their current or future work

   **People who demonstrate reading and writing skills:**
   - Are able to read and understand business and common documents.
   - Are able to write clear sentences, paragraphs and summaries of what they have read or heard.
   - Are able to use reference materials to enhance learning and inform work projects.
   - Know the elements of a well written email vs. a badly written email, discuss the consequences of communicating poorly over email and practice composing a professional email.
   - Understand the difference between appropriate and inappropriate technology use.

## Resource 1.1: Definitions of Transferable Life Skills

### Higher Order Thinking Skills

1. **Creativity and problem-solving**

   **Creativity:** the ability to transcend common or status quo ideas, rules, patterns, relationships or ways of working to create meaningful new ideas, forms, methods or strategies

   **Problem solving:** finding a solution to a challenging or difficult matter

   **People who demonstrate creativity and problem-solving skills:**

   - Look at a wide variety of sources for inspiration.
   - Brainstorm solutions to a problem alone or with others.
   - Use good communication and listening skills with others when tackling the problem.
   - Look for information and facts.
   - Weigh the pros and cons of possible solutions to a problem.
   - Problem solve challenges and use what is learned to generate new ideas.
   - Formulate a workable plan.

2. **Critical thinking and decision making**

   **Critical thinking:** the ability to analyze information objectively and make a reasoned judgment; it involves the evaluation of sources, such as data, facts, observable phenomena, and research findings[1]

   **Decision-making:** The thought process of selecting a logical choice from the available options[2]

   **People who demonstrate critical thinking and decision-making skills:**

   - Understand the problem they are trying to solve.
   - Think alone and with others about various factors influencing the decision.
   - Brainstorm different approaches to making the decision and their implications.
   - Look for information and facts.
   - Weigh the benefits and downsides of ideas.
   - Develop the case for the final decision and present it to those who may need to be involved in making it.
   - Make the decision.

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[1]https://www.thebalancecareers.com/critical-thinking-definition-with-examples-2063745

[2]http://www.businessdictionary.com/definition/decision-making.html

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## Resource 1.1: Definitions of Transferable Life Skills

### Job Search Skills

1. **CV writing:** the ability to prepare a CV that accurately represents a student's knowledge, skills, abilities, and experience in a way that addresses specific employers' needs and interests

   **People who demonstrate CV writing skills:**

   - Understand all of the required and optional components of a CV and ways to organize their own CV.
   - Able to identify the difference between good and bad CVs.
   - Know how to customize their CVs and cover letters to specific jobs.
   - Have practiced writing or editing their CV and have gotten constructive feedback and support from the facilitator.

2. **Job interviewing:** knowing what to expect in an interview and what to do before, during and after an interview; feeling comfortable in describing one's knowledge, skills, abilities, and experience with a prospective employer; being able to give a smooth "elevator pitch" introduction

   **People who demonstrate job interviewing skills:**

   - Understand good practices for before, during and after an interview.
   - Able to identify common interview questions and prepare their own responses to such questions.
   - Know about elevator pitches and can create a short introduction to themselves.
   - Have completed a mock interview with constructive feedback from peers and the facilitators.
   - Have a portfolio of important employability documents and samples of their work that could be shared with an employer.

3. **Market analysis:** understanding of what types of jobs are available in the sectors the student is interested in, where those jobs can be found and how their backgrounds fit with employers' expectations

   **People who demonstrate market analysis skills:**

   - Have reviewed labor market reviews of the sector(s) they are interested in.
   - Understand how their knowledge, skills, abilities and experience match with what employers are looking for.

4. **Search mechanisms:** the ability to use different ways to search for a job and know the advantages and disadvantages of each

   **People who demonstrate knowledge of search mechanisms:**

   - Know where to look and what to look for in searching for a job.
   - Know what each search mechanism can and cannot do.
   - Use search mechanisms effectively.

# INTRODUCTION: BEGINNING OUR JOURNEY TOGETHER

## Resources

## Resource 1.2: Journaling Sheet

### First Day of Training Reflection

You've completed your first day of training! Now it's time to reflect.

**Step 1: Pick one or two of the questions below.**

**Step 2: Stop and think about your personal answer.**

**Step 3: Write 3-5 sentences describing your answer to the question(s).**

- What is one of your long-term goals? What is one skill you need to achieve it?
- What is a situation when you will need to use active listening?
- What was the best team or group you have worked with? What was so great about them?

_____

_____

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# Education Works
## TRANSFERABLE LIFE SKILLS
# JOURNEY MAP

Beginning the Journey

Introduction

Setting Rules and Expectations

Employability Skills Pre-test

A+

Exploring Our Past and Future

Securing a Job

Where Am I Going?

Where Have I Been?

Where Am I Now?

Job Search and Networking

CV Writing

Job Review

Succeeding on the Job

Communication

Time and Stress Management

Working Rights and Safety

Being a Professional

Working Together

Problem Solving on the Job

Action Planning

1
2
3

NEXT STEPS

USAID'S BUILDING THE POTENTIAL OF YOUTH ACTIVITY
Institutional Capacity Development Support to Ethiopian Higher Education Institutions

THE HELLER SCHOOL
FOR SOCIAL POLICY
AND MANAGEMENT
Center for Youth
and Communities

Brandeis

Save the Children

# Education Works

## TRANSFERABLE LIFE SKILLS

**UNIVERSITY EDITION**

## Module 1: Exploring Our Past and Future

**USAID'S BUILDING THE POTENTIAL OF YOUTH ACTIVITY**

Institutional Capacity Development Support to Ethiopian Higher Education Institutions

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- **Samara University, Dr. Adem Borri**

Sincerely,

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Youth Integrated Economic Opportunities,
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Save the Children US

**Prof. Susan P. Curnan,** *Principal Investigator*
Director, Center for Youth and Communities
The Heller School for Social Policy and Management,
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April 2020

# Education Works
## TRANSFERABLE LIFE SKILLS

## CONTENTS

# Introduction to Module I

The *Transferable Life Skills* curriculum is organized into four distinct sections.

If you are starting Module I, you should have already read through the **Trainers' Guide,** conducted the introductory activities with your students, set norms with them, reviewed the concept of *Transferable Life Skills* and the Core Domains, and conducted the Employability Assessment pre-test with all your students.

## Module I: Exploring our Past and Future

In Module I, we start the journey by looking at where students are currently. The exercises and tools are designed to enable participants to understand themselves, their interests and skills, how they learn, and their identity. This is an important first step before they proceed to developing skills in how to get and retain a job.

They then look at past experiences to learn and discover the underlying factors that shape who they are and where they might want to go. Participants review the relationships they have with family members, friends and the larger community, and discuss the importance of healthy and safe relationships.

Next, they look to the future and what they would like to do and be in the next 1 year, 5 years and 10 years. Participants will set short- and long-term goals for themselves, and outline key next steps they will take on their career path.

**Module I** has **three sessions** that include **eight activities** to engage students in their learning.

## Session 1: Where Am I Now?

## Session 2: Where Have I Been?

## Session 3: Where Do I Want to Go?

**Modules II and III:** Following this module, you will have **Module II** that is focused on Securing a Job and **Module III** on Succeeding in a Job.

# INTRODUCTION

## Remember these Training Tips from the Trainers' Guide

**Engage participants**

✪ It is important to create a learning environment that helps establish trust and solidarity in a group. Using name cards or working to remember all of the participants' names is critical to ensuring this.

✪ Greet all students as they come in and when you start the class.

✪ State the objectives of the lesson clearly and tell students:

- What they will learn that day

- How that learning will be useful to them and applicable in the workplace

- How does the lesson connect to what they have learned previously?

✪ Conduct a wrap-up after each session, remind students of the lesson objectives and ask them if they think the group met the objectives. Identify and repeat the lessons learned in the session, the reminder and repetition will help with retention and make it easier to link to the subsequent lesson when they return to class. This is also a good time to identify the *transferable life skills* learned and used.

✪ If an activity is highly successful, build on that success. Every positive reaction is an opportunity to verbally acknowledge and engage participants at a more meaningful level.

✪ Be cognizant of any biases you may have to particular participants, genders, etc. and make sure you are being inclusive.

**Model curiosity for students**

✪ When students give an answer to a question, consider pushing the conversation by asking more questions. Appreciate the response and then ask: Why do you think that? In what other ways might you conceptualize this problem? What does the rest of the class think about the point that this student raised? Do you agree? This point reminds you of which other conversation we have had in class?

✪ If something comes up that you don't know much about, tell them that you are curious about it and will research it. Return to class and discuss the point further after you have read more about it. This will model for students that you too are a lifelong learner.

**Monitor and check-in regularly with participants**

✪ All participants should feel comfortable actively participating.

✪ Ask participants regularly how they are doing. If all you get is a consistent "okay," you may need to ask a few more specific questions, or ask them to share what they are working on.

✪ Observe participants regularly and work to break-up any groups which are seeming disengaged or that tend to exclude others.

✪ If there are participants who are struggling with a concept, (i.e. not contributing to the participatory learning activity, removing themselves from the class) provide one-on-one support to discuss any issues.

✪ If you discover activities that do not resonate with the students, make a note of the challenge in your Trainer's notes or stop the process and check in with students about why they aren't participating—this could be a "Teachable Moment."

# INTRODUCTION

**Be prepared**

- Make sure you have all materials on hand and complete the advanced preparations beforehand.

- Make sure to read all parts of a session to make sure you are properly prepared. Internalizing the concepts fully will enable you to express them in your own words and not read from a text, making it more engaging for students. It will also enable you to adapt the lesson as needed.

- Being prepared helps you be more confident in the activities you are delivering. Participants will pick up on this confidence and that will help them in their learning process.

**Be ready to adapt**

- Don't be afraid to take a break or switch activities if participants seem disengaged.

- Be aware of how participants are responding to the activities and discussion questions and make adaptations as needed. If it does not work, change it! Just make sure that the changes align with the training principles and learning approach.

- If you cannot find the required materials, improvise with whatever materials are around. If flip charts are not easily available, for instance, put the material on a PowerPoint slide and show it on the screen.

- Some of the activities may need to be adapted for the educational or developmental levels of the group you are working with and/or for the time you have available.

**Monitor the time**

- If you cannot do this yourself, it is helpful to have a co-Trainer monitoring the time.

- If a discussion is going really well, it is important not to cut it off if you feel participants will benefit from it, however, you need to balance this with the time constraints.

- Leave extra room at the end in case sessions run over or certain participants need extra one-on-one time.

- The suggested times for each session and activity are approximate and will vary by your pace and student engagement. Make your own time allocations as you internalize the content for each session.

**Have fun!**

- The activities and training enhance confidence and are intended to be fun for all, that includes the Trainer.

  Many people learn through observing and simulating others' behaviors and attitudes. It is important for participants to see how positive, constructive approaches and mindsets can be valuable in their lives.

# MODULE I:
# Exploring Our Past and Future

## Overview

Self-reflection is an important aspect to building a positive self-concept in students. There are many physical, psychological and behavioral changes taking place for young adults and self-reflection can help to identify interests, skill sets and build self-acceptance. It is also a time where mapping priorities and aspirations for personal and professional development can help students grow and successfully transition into adulthood. This is a time for self-discovery and looking ahead to the future.

In **Module I,** we start the journey by looking at where students are now. The exercises and tools are designed to enable participants to understand themselves, their interests and skills, and their identity. Students then look at past experiences to learn and discover the underlying factors that shape who they are and where they might want to go. They review the relationships they have with family members, friends and the larger community, and discuss the importance of healthy and safe relationships. Next, students look to the future and what they would like to do and be in the next 1 year, 5 years and 10 years. They will set short and long-term goals for themselves, and outline key next steps they will take on their career path.

| SESSION | ACTIVITY | OBJECTIVES |
|---|---|---|
| **1. WHERE AM I NOW?** | **Knowing Yourself** | Students reflect on their traits and appreciate positive attributes in themselves and their peers. |
| | **Learning Style Assessment** | Students are able to explain the importance of being open to learning new things and are able to identify their preferred and least preferred ways of learning. |
| | **Identity Factors** | Students understand the factors that make up a person's identity and are able to articulate their own identity. |
| | **Understanding Gender** | Students understand the difference between gender and sex and identify key gender roles in their own lives and for people around them. They will be able to identify unequal positions of girls and women and demonstrate understanding of gender equality. |
| **2. WHERE HAVE I BEEN?** | **Past Events and Experiences** | Students are able to trace past experiences and recognize how their past experiences and life stages impact their current selves. |
| | **Healthy Relationships** | Students are able to distinguish between healthy and unhealthy friendships and relationships, and identify relationships in their family and community that positively influence their career paths. |
| **3. WHERE AM I GOING?** | **Goal Setting** | Students understand the difference between short- and long-term goals, and are able to develop constructive goals for their professional and personal lives. |
| | **Resources and Services** | Students are able to map out key difference resources and services which will support them in their career paths and personal and family development. They are able to critically assess positive and negative spaces that exist in their community. |

# SESSION 1: WHERE AM I NOW?

## Session Outline

### Session Overview

This session will give students an opportunity to reflect on and identify their strengths and weaknesses. In this session they begin to reflect on their personal and professional identity and people they admire, who are positive influences in their life.

### Session Objectives

- ✪ Students self-reflect and review their positive qualities.
- ✪ Students begin building their self-esteem and confidence in themselves and their identity.
- ✪ Students explore how they and others learn.
- ✪ Students identify their technical and life/employability skills and personal strengths and opportunities for their career path.
- ✪ Students identify areas for improvement and possible limitations and barriers in their career path.

### Advanced Preparation

- ✪ Read through each activity.
- ✪ Collect all necessary materials listed below.
- ✪ Write the session quote on flip chart paper at the front of the room or on a PowerPoint slide to show on a screen.
- ✪ Create 1 poster with the outline of a male (two-four pieces of flip chart paper or any other paper taped together).
- ✪ Create 1 poster with the outline of a female.
- ✪ Create a flip chart version of **S1.1: Identity Factor Chart** or put this up on a PowerPoint slide.
- ✪ Print and cut out the six **S1.2: Identity Factor Cards**, one for each group of 4-5 people.

### Materials

*(if any of these materials are not available, please adapt the activity keeping its intent in mind)*

- ✪ Attendance Form
- ✪ Student journals, participants should use the ones they started in previous sessions
- ✪ *Transferable Life Skills* Journey Map Poster
- ✪ Feedback Box
- ✪ Flip chart paper
- ✪ Markers
- ✪ Tape
- ✪ 3 small pieces of paper, per participant
- ✪ Magazines and newspapers (if available)
- ✪ Drawing materials
- ✪ Color ball (i.e. beach ball) or Ball with numbers written on it

### Time Required: 2 hours, 45 minutes

# SESSION 1: WHERE AM I NOW?

## Session Outline

| ACTIVITY | ACTIVITY DESCRIPTION | TIMELINE |
|---|---|---|
| Session Introduction | Students are introduced to the session, review what was learned in the previous session and build a positive learning environment. | 5 min |
| Knowing Yourself | Students reflect on their traits and appreciate positive attributes in themselves and their peers. Students feel self-worth and confidence. | 30 min |
| Learning Style Assessment | Students are able to explain the importance of being open to learning new things and are able to identify their preferred and least preferred ways of learning. | 45 min |
| Identity Factors | Students understand the factors that make up a person's identity and are able to articulate their own identity. | 30 min |
| Understanding Gender | Students understand the difference between gender and sex, and identify key gender roles of themselves and people around them. They will be able to identify unequal positions of girls and women and demonstrate understanding of gender equality. | 20 min |
| Session Wrap-Up | Students reflect on what they learned in the session and identify activities to do after the training to help them further build their positive self-concepts. | 5 min |

### Employability Skills Assessment Tool

This session looks at building the following employability skills, where students are asked to self-assess the following statements:

**Positive Self-Concept**

- ✪ I feel valued and appreciated by others.
- ✪ I anticipate my own needs ahead of time.
- ✪ I can adapt to changes by learning new skills.
- ✪ I feel good about my future.

# SESSION 1: WHERE AM I NOW?

## Session Introduction and Building a Positive Learning Environment

**Time: 5 minutes**

### Objectives

Students are introduced to the session, review what was learned in the previous session and build a positive learning environment.

### Advanced Preparation/Facilitation Notes

✪ Write the session quote on flip chart paper at the front of the room or on a PowerPoint slide

✪ Consider using this quote in introducing this session:

> "It is not what you are that holds you back. It is what you think you are not." - *Denis Waitley*

### Materials

✪ Flip chart paper

✪ Markers

✪ Attendance Sheet

✪ *Transferable Life Skills* Journey Map Poster

### Steps

1. If completing this session on a new day, welcome students to the class. Have them sign the attendance sheet.

2. Review the previous session.

3. Invite 1-2 students to share the actions they took after the previous session.

4. Do a quick ice breaker to create a positive environment.

5. Ask a student to read a quote or wise word that describes the session.
   Ask students to discuss and explain what the quote means to them.

6. Review the session objectives and activities using the *Transferable Life Skills* Journey Map.

## Activity 1.1: Knowing Yourself

**Time: 30 minutes**

### Objectives

Students reflect on their traits and appreciate positive attributes in themselves and their peers.

### Advance Preparation/Facilitation Notes

Every young person needs to understand that they are unique and that they have special gifts to offer their family, community and society. This can help students have the confidence to discover who they are, set their goals, and work to achieve their goals.

### Materials

- Flip chart paper
- Markers
- Tape
- 3 pieces of paper, per participant
- Magazines and newspapers (if available)
- Create 1 poster with the outline of a male (two-four pieces of flip chart paper taped together)
- Create 1 poster with the outline of a female
- Drawing materials

### Definition of Key Terms

| | |
|---|---|
| **Self-reflection** | Careful thought about one's own character, actions and motives. It is a practice that can build our confidence and self-worth, where one can identify what is working or not working and look to improve. |
| **Self-worth** | The sense of one's own value as a person. |
| **Self-esteem** | Overall evaluation of oneself, including feelings of general satisfaction. |
| **Confidence** | Feeling or belief that you can do something well or succeed at something. |

# SESSION 1: WHERE AM I NOW?

## Activity 1.1: Knowing Yourself

### Steps

**INTRODUCTORY ACTIVITY: Right Side or Left Side** (5 min)

1. Have students stand up.

2. Explain: "We are going to play a self-reflection game to think about our traits and characteristics. I will ask a question and for one answer you will move to the right side of the room and for the other answer you will move to the left side of the room. If you are not sure or are in-between, stand in the middle of the room. Remember, there is absolutely no right or wrong answer and all traits are valued."

3. Do a practice round with 1-2 random questions to make sure everybody understands the game.

4. Play the game. Use the following questions to discuss and have students move to either side of the room. After each question, ask 1-2 students to share why they are in the spot.

   - Do you like indoors or outdoors?
   - Do you like the mountain or the beach?
   - Do you like singing or playing sports?
   - Would you rather solve a math problem or write an essay?
   - Do you like depending on people or being independent?
   - Do you like being a leader or a follower?
   - Do you like doing activities or watching/listening?
   - What is a more important value to you: justice/fairness or harmony/forgiveness?
   - What do you think is more important: rules/deadlines or free space/flexibility?
   - Are you spontaneous and enjoy new situations or prefer to make plans and organize details?
   - Do you think things through in your head or work out ideas with others?
   - Do you enjoy being the center of attention or rather observe others and not be the center of attention?
   - Do you make decisions based on what is most logical or how a decision would impact others?
   - Do you prefer facts and statistics or abstract concepts?

5. Bring students back together. Lead a discussion on the activity using the following questions:

   - What were some of the traits that you identified about yourself and about others in the activity? Write down the list of different traits on flip chart paper.
   - Did any traits surprise you?
   - What do these traits tell us about ourselves and about our group?
   - What does it mean if someone is on the opposite side of the room as us?
   - Why is it important to reflect on who we are as individuals?
   - How can being self-reflective help us grow as individuals?

# SESSION 1: WHERE AM I NOW?

## Activity 1.1: Knowing Yourself

6. Explain: "Self-reflection is a practice that can help us build our confidence and self-worth. We can recognize what is working and not working for us and monitor and improve ourselves. Many times as students we are being challenged by our changing environment and our own physical and social development. We are developing our own values and beliefs that make it important to be self-aware and reflect."

### PARTICIPATORY LEARNING ACTIVITY: My Positive Qualities (10 min)

1. Ask students to form pairs. Ask each pair to discuss someone they admire and why they admire this person. The person could be a family member, friend, community leader, celebrity, etc.

2. Have pairs get into groups of 6-8 students and form a circle. Have them go around and name their partner's special person and one reason why they admire the person.

3. Give each student three pieces of paper and drawing materials.

4. Next, ask students to write down three things they like about themselves. They can also use pictures from magazines or newspapers. Encourage students to think about physical characteristics, as well as skills and talents.

5. Display the outline of a female and outline of a male on large posters. Ask the female students to give the female outline a name and the male students to give the male outline a name.

6. Next ask the female students to give their person one of their qualities by drawing a symbol or writing the quality on the outline. Have students one-by-one go up and post their qualities on the posters. As they do this, explain to students that these qualities are gifts. For example, I am giving you my kindness.

   **OPTION:** *If there is a large class size have 4-6 female and male outlines and have students work in groups in different areas around the classroom.*

7. As a group, lead a discussion using the following questions:

   • Was it easy to find something good to say about yourself? Why or why not?

   • Why do you think we call these qualities gifts?

   • What are the similarities and differences of the qualities for women and for men? What surprises you about these similarities and differences?

   • How do you think these people that we have created would act in the world? Why?

### PRACTICE-ORIENTED ACTIVITY: "I am…" Statements (10 min)

1. Explain: "When we think of the ways that we describe ourselves, we may think about who we are in relation to other people. For example, I am a student, brother, Ethiopian, etc. We also may describe ourselves based on values. For example, I am caring, loving, kind, a good cook, etc.). Both are important in shaping our identity and our behaviors."

2. Ask students to write 10 sentences that start with words, "I am…" to describe themselves. They can also draw pictures. Examples might be: "I am an intelligent woman" or "I am a good friend".

3. Have students work independently to complete their 10 sentences in their **Student Journals.** Guide students as they work to recognize that the sentences should be based on how each individual sees themselves, not how other people see them. Explain that this will only be for their personal use; they do not need to share with anyone else.

# SESSION 1: WHERE AM I NOW?

## Activity 1.1: Knowing Yourself

4.  Ask students to review their lists. Ask them to put a check mark next to things they really like about themselves and a question mark next to the things they may want to improve.

5.  Lead a discussion using the following questions:

    *   Why do we have negative descriptions of ourselves?

    *   What can make us lose our confidence?

    *   What things or which people influence the way you describe and think about yourself?

    *   How could positive or negative descriptions of ourselves influence our decisions and actions?

### PRACTICE-ORIENTED ACTIVITY: Self-Esteem Assessment (7 min)

1.  Next, ask students to reflect on what self-esteem means to them.

2.  Lead a discussion about self-esteem using the following questions:

    *   What does self-esteem mean to you?
        Write answers on flip chart paper and add the following additional points:

        **Acceptance, confidence and satisfaction about yourself as a person**

        **How you respect yourself**

        **Not related to what you have or wear**

    *   Why is self-esteem important in our career paths and work?
        Write answers on flip chart paper and add the following additional points:

        **Motivate us to work hard in our jobs**

        **Handle mistakes in our work**

        **Deal with disappointment or challenging work experiences**

        **Feel happy and appreciate our accomplishments**

        **Make healthy and safe decisions in our work**

    *   What are strategies to build self-esteem or work through an issue of low self-esteem?

3.  Discuss the importance of being unique and share key points for students to remember:

    *   Never underestimate yourself.

    *   You have special talents and gifts.

    *   Believe in yourself. Set goals for yourself and work towards them.

    *   Never be afraid to try, it might be your breakthrough.

    *   Never put down others.

    *   Take care of yourself.

## Activity 1.2: Learning Style Assessment

**Time: 45 minutes**

### Objectives

Students are able to explain the importance of being open to learning new things and are able to identify their preferred and least preferred ways of learning.

### Advance Preparation/Facilitator Notes

There are many different ways that people learn—through reading and writing, listening, drawing. How someone learns will determine how they approach a task and this approach may be very different from how others on their work team. Having an awareness of different learning styles will help students be able to identify their strengths and needs, as well as be mindful of what others they are working with may need in terms of support.

### Materials

✪ Copies of **S1.3: How Do You Learn Best?**

✪ Copies of **S1.4: My Way of Learning**

✪ A few copies of the Zala story for those who learn by reading.

✪ Make square pieces of paper (cut paper in half and then trim so sides are equal).

### Definition of Key Terms

| | |
|---|---|
| **Learning Styles** | The preferential way in which an individual absorbs, processes, comprehends and retains information. Individual learning styles depend on cognitive, emotional and environmental factors, as well as one's prior experience. In other words, everyone is different. It is important for an individual to understand their learning style so as to implement best practice strategies for understanding and processing new information. |

## Activity 1.2: Learning Style Assessment

### Steps

1. Introduce the activity: "We can learn new things every day. On the job we may need to take instructions every day. We may need to learn new skills every day. Your attitude towards learning will have a big impact on your success on the job."

2. Read this scenario aloud (or tell the story if you feel confident). For those who learn best by reading, have a few copies available to distribute.

   *(For added participation, provide 3 or 4 participants beforehand with the story and have them dramatize the scene. Have a discussion using the questions that follow the story.)*

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Zala is 18 years old and has been trained in catering and restaurant service. She has just been employed in her first job as an Assistant to the Chef at a small restaurant. She is excited to be working and is happy to practice the skills she has learned.

Zala knows how to cook most local dishes very well. She has been practicing at home and everyone loves her food. At work, she is not required to actually cook but is responsible for the preparation of the food. She must cut up, season, and prepare the food according to the Chef's instructions. But she knows that she is a good cook and she wants to cook. The Chef has instructed her on how to cut up and season the various meats and vegetables. At first she complied, but when she tasted the food, she felt that her food was tastier.

At the end of the first week, the Chef called to say he would be late and asked her to prepare the food as he had shown her and begin to cook according to his written instructions. She did not understand all of the instructions. She felt that this was her opportunity to show what she could do and decided to ignore the recipes and cook the food as she normally would. She ensured that the food was spicy and 'tastier'. She was so excited that she forgot to follow the instructions on wearing the appropriate food safety wear. By the time the chef got in later than expected, the food was finished cooking early and sent into the restaurant. He chided her for her messy appearance and the kitchen being untidy and dirty looking.

That day, the majority of customers complained about the spiciness and quality of the food and many sent the food back and left. Some customers claimed that the noodles, rice, and meat were too hard while some said they found hair in the food.

The young girl was so anxious to show what she knew and to prove her food was superior, that she did not consider that the restaurant had regular customers and specific recipes catered for their tastes. She forgot all about the necessary health and safety precautions. The management lost a lot of money, as they had to return customers' money and apologize to them. She was warned that if she were to ever deviate from instructions without permission or fail to take the required precautions, she would be fired. She was also now not allowed to assist with the cooking.

---

## Activity 1.2: Learning Style Assessment

3. Lead a discussion about the scenario using the following questions:

   a. What did Zala do incorrectly?
   *(She ignored the instructions and decided to do what she wanted to do; she felt that she knew better than her supervisor)*

   b. Did she show a willingness to learn a different way of doing things?
   *(No, she felt that her way was better)*

   c. What should she have done differently?
   *(She should have followed the instructions and call the chef if she was uncertain of anything; she should have gotten permission to do the entire cooking)*

   d. What was the consequence of her not being open to learning?
   *(She cost the business a loss of customers and money, and tarnished the image of the restaurant; she put her job at risk)*

4. Encourage participants to give a few examples of their own about ways they could learn new things on the job. *(Example: They could follow instructions, observe others, ask questions, write down things they might forget)*

5. Tell participants they are now going to figure out how they prefer to learn new things. Give everyone a copy of **S1.3: How Do You Learn Best?** Discuss the Handout:

   a. What is the title?

   b. What subtitles do you see?
   *(Listening, Observing/Seeing, Doing, Writing, Reading, Speaking, Your Learning Style.)*

   c. Based on the title and the subtitle, what do you think this will be about?

   d. Read it aloud as they follow along.

   e. Have participants read the handout silently and check the items that apply to them. Emphasize that there are no right or wrong answers and they can check as many as apply.

7. Ask which categories have 3 or more checks. These categories are their main ways of learning. Have them identify the categories for which they ticked off the fewest. These are their least preferred ways of learning.

   Explain that people learn in different ways and often combine learning styles. For example, to learn how to operate a new machine, a person may need to observe someone else running it and then try it with the guidance of someone experienced. It is important to be aware of learning styles that do not work for you so when learning something new you can be clear with others on how you learn best.

8. Ask participants to form groups based on their learning style (have them select a group if they scored the same in more than one area). Have them share experiences of how they learn in that particular style.

## Activity 1.2: Learning Style Assessment

9. Ask for 1-2 volunteers from each learning style group to explain to the whole group why they think they fit in this group.

10. Participants will now have an opportunity to apply the new knowledge about learning styles to a work context.

11. Read this scenario aloud:

> You were recently hired as an engineer. There are many new things you need to learn—policies, procedures and protocol of your workplace; the use of equipment you have not operated before; the company processes involved in construction, etc.

12. Ask: "Given your learning style, what strategies will you use to learn all of these new things?"

13. In their learning style groups, ask the participants to discuss what approach to learning they might take if they were the new construction engineer (or another role). Have them refer back to the handout for ideas. Remind them to choose a reporter before they start. Hand out **S1.4: My Way of Learning** to help spark ideas.

14. Bring the group together and have them share their responses.

## Activity 1.3: Identity Factors

**Time: 30 minutes**

### Objectives

Students understand the factors that make up a person's identity and are able to articulate their own identity.

### Advance Preparation/Facilitator Notes

There are many different factors which shape who we are and make up our identity. These factors include things we perceive about ourselves and how others perceive us, such as our qualities/traits, beliefs, skills, interests. Identities can change and grow overtime but are influenced by our past and the surrounding environment. When thinking about identity, it is important to separate behavior and identity. Though a behavior may be bad, that does not mean that a person is bad. We as individuals have the power to change and control our behavior and build positive identities.

### Materials

- Flip chart paper
- Markers
- Tape
- Color ball, i.e., beach ball or ball with numbers written on it (if this is not available, have students pick out a number written on a small piece of folded paper from a box that you circulate.)
- Create a flip chart version of **S1.1: Identity Factor Chart**
- Print and cut out the six **S1.2: Identity Factor Cards,** one for each group of 4-5 people

### Definition of Key Terms

| Identity | The qualities, beliefs, skills, interests, behaviors that make a person who they are. |
|---|---|

## Activity 1.3: Identity Factors

### Steps

**INTRODUCTORY ACTIVITY: Ball Toss** (5 min)

1. Show students a ball with different colors or numbers written on it where each color or number represents a specific question from the following chart:

| | |
|---|---|
| *What do you regard as your greatest personal achievement to date?* | *What do you regard as your family's greatest achievements?* |
| *What is one thing that other people can do to make you happy?* | *What are you learning to do?* |
| *What will you do if you have one year to live and you are guaranteed success in whatever you do?* | *What three things would you like people to say about you?* |

2. Toss the ball around. When students catch it, have them read out the question where their hand touches first on the ball. Or, pass a box around and have students pick out a number written on small pieces of folded paper. If students feel comfortable they should answer the question. If they do not want to answer the question, they can say pass and somebody else can answer.

3. Lead a discussion using the following questions:

   - How did it feel answering these questions? Was it difficult or easy?

   - What sort of things do these questions represent? Guide students in recognizing that these questions answer key things about our identity.

   - How does identity relate to our career paths and where we want to go in the future?

## Activity 1.3: Identity Factors

**PARTICIPATORY LEARNING ACTIVITY: Identity Factor Song/Rap** (10 min)

1. Display a flip chart version of **S1.1: Identity Factor Chart** at the front of the room for everyone to see. Review each of the 6 different identity points and discuss.

2. Divide students into 6 groups.

3. Give each group one of the 6 identity factor cards from the Resource Material **S1.2: Identity Factor Cards**, a piece of paper and pens/markers.

4. Have each group discuss their identity factor card and as a group think of statements that represent the group's identity. The more statements for each the better. Explain to each group that it is okay to have different and similar statements for the group.

5. Have students write down their statements on the paper and create a short song/rap/ poem/play to present to the groups. Visit each group and provide assistance as needed. Encourage groups to be creative.

   **OPTION:** *For a large group, you can give the same identity cards to multiple groups. Once groups have completed their statements and song/rap, they can present it to groups who have the same card. After, groups can vote on which song/rap will be shared to the larger group.*

6. Next, bring groups back together and have each group present their Identity Factor, statements and song/rap/poem. Appreciate each group after they present.

7. Use the following questions to lead a discussion:
   - Were there aspects of your group identity that you liked or did not like? Why?
   - What external things influence your identity?
   - Why is it important to reflect on your self-identity?
   - How can this help you in your work and career path?
   - Are there other things not listed here that impact your identity? Explain.
   - What is the difference between identity and behavior? How can we separate the two things?

8. Explain to students: "All of these factors shape who we are and make up our identity. These are things we perceive ourselves and how others perceive us. When thinking about our identity it is important to separate behavior and identity. Though your behavior may be bad, that does not mean you are a bad person. We have the power to change and control our behavior and build positive identities!"

## Activity 1.4: Understanding Gender

**Time: 20 minutes**

### Objectives

Students understand the difference between gender and sex, and identify key gender roles for themselves and people around them. Students will be able to identify unequal positions of girls and women, and demonstrate understanding on gender equality.

### Advance Preparation/Facilitator Notes

Everyone can see that there are differences between girls and boys, women and men. Some of the differences are biological. These are fixed and called "sex." Other differences are decided by society and called "gender." Gender shapes what we believe that we can or cannot do because of being a girl or a boy and the social relations, power and relationships between girls, boys, women and men.

It is important to note that, because gender is determined by society and learned, it can change overtime and gender roles look different across different societies.

There are well-known consequences for girls and women of rigid gender roles and expectations, many of which impact their physical health, longevity, mental health, happiness, and access to resources in society. For example, if a girl is taught to be submissive and only speak when spoken to, she can be vulnerable to things such as abuse, violence, early and teenage pregnancy, and sexually transmitted disease infections, including HIV. It can also impact her career options and leadership opportunities in the workplace.

In order to help students make healthy decisions and be successful in the workplace, it is useful to reflect on and challenge gender expectations.

### Materials

- Flip chart paper
- Markers
- Tape

## Activity 1.4: Understanding Gender

### Definition of Key Terms

| | |
|---|---|
| **Equality** | No discrimination on the basis of sex. |
| **Gender** | What a society or culture thinks is appropriate for you based on whether you are a girl, boy, woman, or man. This includes roles, behaviors, activities and attributes. |
| **Gender Role** | Behaviors, attitudes, and actions society feels are appropriate or inappropriate for girls, boys, men and women. Gender roles can change over time, between generations, are different across countries and cultures, and also relate to ethnicity, religion, ability, health status, income levels. |
| **Gender Stereotypes** | A biased or oversimplified description of the abilities of girls, boys, men and women. |
| **Sex** | Biological characteristics of men and women. |

### Steps

### INTRODUCTORY ACTIVITY: Gender Riddle (5 min)

1.  Read the following riddle to students:

> A man and his son were hurt in an accident. The man did not survive but the boy was ok. The boy was taken to a nearby hospital for treatment. A doctor at the hospital looked at the boy and said, "I cannot treat this boy because he is my son." How is this possible?

2.  Ask students to discuss with the neighbor. If students cannot guess, explain to students:
    *   The doctor is a woman and the mother.
    *   Many people assume that the doctor would be a man.

### PARTICIPATORY LEARNING ACTIVITY: Stand or Sit Vote (15 min)

1.  On flip chart paper, make three (3) columns with labels, female, male, and both sexes.
2.  Distribute two note cards to each student and ask each student to write one stereotypical (usual or expected) behavior or characteristic of males and females on each card.
3.  Have students share their ideas and discuss as a group which column to place the card.

## Activity 1.4: Understanding Gender

4. Lead a discussion using the following questions:
   - What happens when men and women try to do things or act in ways that are different from the stereotype?
   - What are the main differences and similarities between men and women?
   - Have you ever been told to "act like a boy" or "act like a girl?"
   - How did you feel?
   - Do you think these expectations limit what we can all do and achieve? Why or why not?

5. Ask everyone to stand up, with their chair behind them.

6. Explain: "I am going to read various statements. After each statement, if you **agree** you will stand. If you **disagree** sit down."

   **Statements <Contextualize>**

   - Both men and women can do work outside the home if they want to.
   - It is acceptable for girls to get more education than boys.
   - A woman's most important role is taking care of her home and family.
   - A girl should not be traveling late at night because she is a girl.
   - Boys should have more free time than girls.
   - There are certain jobs for women that men should not do.
   - A girl should give more respect to their brothers than sisters.
   - When boys do house work it means they are not real men.
   - Women and men working in the same job should make the same amount of money.
   - Women need to take time off work after giving birth.
   - Men need to take time off work after their wife or partner gives birth.

7. After each statement, ask one or two students to explain their answers and discuss.

8. Lead a discussion using the following questions:
   - What would be different if women and men had equal opportunities?
   - How could men and women benefit if there are equal opportunities to reach their goals in life?

   **To the male students:**
   - How would you feel if you helped your sister have the same chances as you and other young men have? Explain.

   **To the female students:**
   - How would you feel if you had the same chances as your brothers and other young men? Explain.

# SESSION 1: WHERE AM I NOW?

## Session Wrap-Up

**Time: 5 minutes**

### Objectives

Students reflect on what they learned in the session and identify activities to do after the training to help them further build their positive self-concepts.

### Advance Preparation/Facilitator Notes

✪ Select an interactive game to help review information.

### Materials

✪ Flip chart paper
✪ Markers
✪ *Transferable Life Skills* Journey Map Poster
✪ Feedback Box

### Steps

1. Congratulate students for all of the work they did in the session.

2. Play a review energizer game to review what students learned in the session. Questions for the game could be:
   - What are three ways that you would describe yourself?
   - What is self-esteem?
   - What are the six factors for our identity?

3. Using the *Transferable Life Skills* Journey Map Poster, review each activity and the key objectives and review the topics of the next session.

4. Encourage students to write any feedback they have for the Facilitator and put it in the Feedback Box at the front of the room. Explain: "This box is anonymous and your comments will help improve the programming for the future. Please share what is working well in the training and what you want to improve. If you have any personal issues you want to follow-up with, you can always discuss them after the class." If students feel comfortable have them share their feedback with the group.

5. Ask students to reflect on the day and write any notes in their student journals. Use the following questions to help them self-reflect:
   - What are your best qualities?
   - How do you want other people to see you?
   - What skills do you want to improve for the future? How will you do this?

6. Challenge students to do one or more of the take-away activities after class.

7. Remind students that they must bring their journals back to the next class!

## Session Wrap-Up

### Take-Away Activities

✪ Write 3-4 notes in your student journals about skills you have or have learned in the class.

✪ Write down a list of gender biases that you have.

✪ Discuss gender roles and stereotypes with family and friends. Decide what are positive gender roles and what are negative roles which detract from gender equality.

✪ Brainstorm a gender stereotype or barrier that exists in the community and develop a strategy to try and change it.

## Resources

### Resource S1.1: Identity Factor Chart

| IDENTITY | We are… |
|---|---|
| BELIEFS | I believe that…<br><br>It is important that… |
| SKILLS | I can…<br><br>I am getting better at…<br><br>I am learning to… |
| INTERESTS | What I enjoy doing the most is… |
| BEHAVIOR | I do… |
| ENVIRONMENT | I spend my time in these places… |

### Resource S1.2: Identity Factor Cards

| | | |
|---|---|---|
| **IDENTITY** | We are… | **Example**<br>Students, from Ethiopia, brothers/sisters, sons/daughters, girlfriend/boyfriend, etc. |
| **BELIEFS** | I believe that…<br>It is important that… | **Example**<br>We have to be loyal to our friends.<br>You do not steal from others. |
| **SKILLS** | I can…<br>I am getting better at…<br>I am learning to… | **Example**<br>Can learn new things, sing, comfort people who are upset, take care of younger siblings.<br>Get better at dealing with problems, attend classes on time.<br>Learn to build computers, design clothes, employability skills. |
| **INTERESTS** | What I enjoy doing the most is… | **Example**<br>Playing basketball and football, talking with friends. |
| **BEHAVIOR** | I… | **Example**<br>Think before I act.<br>Help with household chores, take care of our siblings, buy food, help my parents.<br>Finish tasks on time, attend all classes, develop new skills, learn from our teachers/supervisors. |
| **ENVIRONMENT** | I spend my time in these places… | **Example**<br>In the house, at school, in the market, on the playing field, etc. |

## Resource S1.3: How Do You Learn Best?

**Put check marks next to the items that apply to you.**

### LISTENING

☐ I like to listen to people talk about things.

☐ I remember most of what I hear.

☐ I would rather watch a movie than read a book.

☐ I learned more in school by listening to the teacher's explanation rather than by reading the textbook.

☐ I prefer listening to the news on the radio rather than reading the newspaper.

☐ I want someone to tell me about upcoming meetings at work. I do not want to read about them in memos.

_____ Total number of check marks

### OBSERVING/SEEING

☐ I get pictures in my head when I read.

☐ I remember faces better than I remember names.

☐ When I spell a word, I see that word in my mind.

☐ When I take a test, I can see in my mind what the notes I took in class look like. That helps me get the answer.

☐ I remember what pages in a book look like.

☐ I remember past events by seeing them in my mind.

_____ Total number of check marks

### DOING

☐ When I'm solving a problem, I pace around or move around a lot.

☐ It's hard for me to sit still and study.

☐ I would rather learn by doing something with my hands than read about it in a book.

☐ I like to make models of things.

☐ When I see something new and interesting I usually want to touch it.

☐ I would rather go out dancing than stay home and read a book.

_____ Total number of check marks

## Resource S1.3: How Do You Learn Best?

### WRITING

☐ I write things down that I need to remember.

☐ I make fewer mistakes when I write than when I speak.

☐ I like it when someone who is explaining something writes the main points on a blackboard or a piece of paper. I like to copy what s/he writes.

☐ I write down the things I need to do. I would be lost without my daily planner.

☐ After I take notes, I rewrite them to understand them better.

☐ When I read I often take notes. This helps me understand the ideas.

_____ Total number of check marks

### READING

☐ I would rather read a report myself than be told what is in it.

☐ I like to read in my free time.

☐ I usually remember information that I read better than information that I hear.

☐ I would rather read the newspaper than watch the news on TV.

☐ I read the instructions to learn how to put something together.

☐ I like it when teachers write on the board. Then I can read what they write.

_____ Total number of check marks:

### SPEAKING

☐ When I have a problem to figure out, I often talk to myself.

☐ People ask why I talk to myself.

☐ I remember things better when I say them out loud. For example, if I have to learn a new phone number I repeat it again and again to myself.

☐ I communicate better by speaking than by writing.

☐ I enjoy talking on the phone.

☐ I learn best when I study with other people, and we discuss the information.

_____ Total number of check marks

### Your Learning Style

The areas where you have three or more check marks indicate your preferred learning style. You may learn best when you are able to write down what you hear. Or, you may need to talk more about new information to really get it. Or, you might be able to assemble a model plane without having to look at the instructions. You may have more than one learning style.

### Resource S1.4: My Way of Learning

#### If you learn best by listening...
- Read aloud information you need to do a job or to study.
- Ask people to explain things that you don't understand.
- Study with other people.
- Call people on the phone instead of writing to them.
- Choose a job where listening plays an important role.

#### If you learn best by observing/seeing...
- Watch other people do the things that you need to know how to do.
- When you read, imagine what it would look like if it were happening in real life or on TV.
- Take note of the shape and color of the things that you want to remember.
- Picture telephone numbers and words in your mind.
- Use charts, graphs, and pictures.

#### If you learn best by doing...
- Ask to show others that you know how to do something by showing them how you do it.
- Go on visits to places to see how things are actually done.
- Watch someone do the things that you need to learn. Ask them to coach you while you do it.
- Choose a job that lets you work with your hands and move around.

#### If you learn best by writing...
- When you read, underline and take notes as you read along.
- Take notes when listening to instructions.
- Write down the things that you need to do.
- Make lists.
- Keep a written schedule.
- Get a job that involves writing.

#### If you learn best by reading...
- Take good notes and then read them later on.
- Read instructions instead of having someone tell you or show you how to do something.
- Have people write down directions for you to read.
- Choose a job that requires reading.

## Resource S1.4: My Way of Learning

### If you learn best by speaking...

- Ask questions when you don't understand something or need clarification.
- Study with other people so that you can talk to them about the new information.
- Repeat things in your own words.
- Choose a job that requires a lot of talking.

Many people do not know that learning preferences exist. Let them know yours.
What you can say if your learning style is...

**Doing:** "Could you show me how this works?"

**Listening:** "Could you explain to me how this works?"

**Reading:** "Would you mind giving me written instructions of how this works?"

**Viewing:** "Would you mind giving me a diagram of how this works?"

**Speaking:** "Do you mean *[explain the concepts in your own words]?*

**Writing:** "Let me write down what you are saying about how this works."

**Other Considerations:** It is also important to strengthen your weak learning styles.
Select a style that is weak and share ideas with classmates to improve that learning style.

Resource: http://literacynet.org/icans/chapter03/myway.html

# SESSION 2: WHERE HAVE I BEEN?

## Session Outline

### Session Overview

This session will give students an opportunity to self-reflect on their past experiences and life lessons. Students will create a timeline to review past events and experiences in their life, and assess changing behaviors and attitudes. They will also look at their past and current relationships and look at positive relationships in their lives.

### Session Objectives

- ✪ Students trace past experiences and recognize how their past experiences and life stages impact their current self.
- ✪ Students identify relationships in their family and community that positively influence their career paths.
- ✪ Students are able to distinguish between healthy and unhealthy friendships.

### Advanced Preparations

- ✪ Read through each activity.
- ✪ Collect all necessary materials listed below.
- ✪ Write the session quote on flip chart paper at the front of the room or on a PowerPoint slide.
- ✪ Completed timeline of the Facilitator's past experiences or a student's example.
- ✪ Drawing of a large ship on flip chart paper or on the blackboard.
- ✪ Create a flip chart version of **S2.1 Peer Pressure Scenarios.**

### Materials

- ✪ Attendance Form
- ✪ Students journals
- ✪ *Transferable Life Skills* Journey Map Poster
- ✪ Feedback Box
- ✪ Flip chart paper
- ✪ Markers
- ✪ Tape
- ✪ Drawing materials

### Time Required: 1 hour, 30 minutes

# SESSION 2: WHERE HAVE I BEEN?

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## Session Outline

| ACTIVITY | ACTIVITY DESCRIPTION | TIMELINE |
|----------|---------------------|----------|
| Session Introduction | Students are introduced to the session and build a positive learning environment. | 5 min |
| Past Events and Experiences | Students are able to trace past experiences and recognize how their past experiences and life stages impact their current self. | 40 min |
| Healthy Relationships | Students are able to distinguish between healthy and unhealthy friendships and relationships and identify relationships in their family and community that positively influence their career paths. | 40 min |
| Session Wrap-Up | Students reflect on what they learned in the session and identify activities to do after the training to help them further build their positive self-concepts. | 5 min |

### Employability Skills Assessment Tool

This session looks at building the following employability skills, where students are asked to self-assess the following statements:

**Positive Self-Concept**

✪ I feel valued and appreciated by others.

✪ I anticipate my own needs ahead of time.

✪ I can adapt to changes by learning new skills.

# SESSION 2: WHERE HAVE I BEEN?

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## Session Introduction

**Time: 5 minutes**

### Objectives

Students are introduced to the session and build a positive learning environment.

### Advanced Preparation/Facilitation Notes

✪ Consider using this quote in introducing this session:

> "The past is your lesson. The present is your gift.
> The future is your motivation." - *Zig Ziglar*

### Materials

✪ Flip chart paper

✪ Markers

✪ Attendance Sheet

✪ *Transferable Life Skills* Journey Map Poster

### Steps

1. Do a quick ice breaker to create a positive environment.

2. Ask a student to read a quote or wise word that describes the session. Ask them to discuss and explain what the quote means to them.

3. Review the session objectives and activities using the *Transferable Life Skills* Journey Map.

# SESSION 2: WHERE HAVE I BEEN?

## Activity 2.1: Past Events and Experiences

**Time: 40 minutes**

### Objectives

Students are able to trace past experiences and recognize how their past experiences and life stages impact their current self.

### Advanced Preparation/Facilitation Notes

As social beings, we are continuously growing and being shaped by both our past experiences and the people around us. All life experiences can contribute to building the skills needed to succeed in our personal and professional lives.

By exploring the past, students are able to self-reflect on skills which they have and which they would like to work on for the future. It also allows them to identify how perspectives, aspirations and priorities can change across one's life from when they were a child, a teenager and into their early adulthood, and where they would like to go in the future.

**IMPORTANT NOTE**

For some students, such past reflections may bring up negative thoughts and feelings from past events or problem relationships. As a facilitator, it is important to be supportive and provide the space and openness to discuss as a group or one-on-one after the class. Be prepared and find out before the session how students can be supported if it becomes necessary and the reporting mechanisms within the University for any issues of child abuse or other trauma for students under the age of 18.

### Materials

- ✪ Flip chart paper
- ✪ Markers
- ✪ Completed timeline of the Facilitator's past experiences or an example of a student's
- ✪ Drawing material

# SESSION 2: WHERE HAVE I BEEN?

## Activity 2.1: Past Events and Experiences

### Steps

**INTRODUCTORY ACTIVITY: Remembering the Past** (5 min)

1. Explain: "Today we will think about our past experiences and where we have been on our journey up until now. But first we are going to travel back in time!"

2. Use the following statements and questions to help students reflect on their past experiences and past events and travel back in time:

   - Remember when you were 6 years old, 10 years old, 14 years old, and 18 years old or now?

   - What did you look like? What changes have you experienced physically?

   - How did you act?

   - What have been your dreams and goals throughout your life at different stages?

   - What have been some of your biggest accomplishments? What is one thing you are most proud of?

   - What were important events that happened throughout your life that positively changed your life?

   - What were important events that happened throughout your life that negatively changed your life?

   - What is your favorite celebration or holiday?

   - What is something unexpected that has happened

   - Who are the important people in your life that have influenced you? What relationships have you made throughout each stage of life?

3. Give students a moment to reflect and then ask them to discuss with their neighbors about some of their experiences.

**PARTICIPATORY LEARNING ACTIVITY: Timeline Activity Part 1** (15 min)

1. Show a poster of a timeline of your own past experiences or a student's on flip chart paper or on a PowerPoint slide.

2. Explain how to use the timeline by drawing symbols of your own life on it. Focus on the period of your life that matches the age range of the students in the group. Special dates may include:

   - Special events (religious, birthdays, baptism)

   - Family events (births, death, marriage)

   - Relationships (meeting a best friend, joining a group, family, friends)

   - Sad events

   - Work events (first time I made money on my own, going to a job)

   - Schools events (going to school, deciding subjects in school)

   - Favorite times you remember

# SESSION 2: WHERE HAVE I BEEN?

## Activity 2.1: Past Events and Experiences

3. Divide students into groups of 3-4. Give each group flip chart paper and drawing materials.

    **OPTION:** *If there is a limited amount of time, instead of having students work in small groups to complete a timeline on flip chart paper, they can work in pairs and complete their timelines directly in their student journals and skip the last practice-oriented activity.*

4. Have students work in pairs and create their own timelines. Visit each group and provide assistance as needed.

5. If students feel comfortable, have 3-4 pairs share their timelines with the group.

6. Lead a discussion using the following questions:

    - Were you happy drawing your timeline? How did it feel remembering past experiences?

    - Was it difficult to remember past events?

    - How do these past events shape who we are today?

    - What sort of events do you hope will happen in the future?

### PARTICIPATORY LEARNING ACTIVITY: Changing Perspectives (10 min)

1. Have students in pairs review their timelines again. This time ask them to think about and answer the following questions for when they were 6 years old, 10 years old, 14 years old and 18 years old, and draw or write them on their timelines:

    - What were your goals/dreams for the future at this age?

    - What were your interests?

    - What was most important to you?

    - What new skills and knowledge were you learning at these stages?

    - What was your biggest challenge?

    *Visit each pair and provide assistance as needed.*

2. If students feel comfortable, have 1-2 pairs present their updated timelines.

3. Lead a discussion with the following questions:

    - What changes do you see in your goals and interests over your timeline?

    - What influenced those changes?

    - What sort of changes would you like to make in your life in the near future and in say 5 or 10 years?

    - How could we make those changes happen?

    - How do you think your actions have impacted other people's timelines?

    - What is one thing you would have liked to have done differently on your timeline? Why? What have you learned from that experience?

# SESSION 2: WHERE HAVE I BEEN?

## Activity 2.1: Past Events and Experiences

**PRACTICE-ORIENTED ACTIVITY: My Timeline Chart** (10 min)

1.  Have students work independently or in small groups to complete their timelines in their journals, using the following life events:

    - Special events (religious, birthdays, baptism)
    - Family events (births, death, marriage)
    - Relationships (meeting a best friend, joining a group, family, friends)
    - Sad events
    - Work events (first time I made money on my own, going to a job)
    - Schools events (going to school, deciding subjects in school)
    - Favorite times you remember
    - Dreams/goals
    - Interests/values
    - New skills and knowledge
    - Challenges

    *Visit each group and provide assistance as needed.*

2.  To conclude the activity, explain: "All life experiences contribute to building the skills and qualifications needed to be employed and succeed on our career paths. Our experiences can also shape the kind of work we want to do in the future. How we see life now is based on the people and events. We are all connected. We are going to keep these timelines and use them later on when we think about where we are going."

3.  Collect students' flip chart paper timelines for Session 3.

## Activity 2.2: Healthy Relationships

**Time: 40 minutes**

### Objectives

Students are able to distinguish between healthy and unhealthy friendships and relationships and identify relationships in their family and community that positively influence their career paths.

### Advanced Preparation/Facilitation Notes

Friendship is an important part of everyone's life. Friendship can help students share ideas, thoughts and experiences without fear or betrayal. As students grow up and find their own identity, friendships become increasingly important. Students during this time of life face confusion and challenges and often have a strong need to be accepted by friends.

It is important for students to recognize the difference between healthy and unhealthy friendships, and develop the skills to build healthy friendships. Healthy friendships are those that make people feel good about themselves, be themselves and solve disagreements with mutual respect. Healthy friendships don't pressure anyone to do things against their values. They involve having open and honest communication.

Friends and peers are an important influence on students' behavior. Peer pressure has been called a characteristic of adolescent experience and commonly associated with adolescent risk-taking. Students can resist negative peer pressure. They can also be positive influences on their friends to support friends to work hard in school, avoid risks and be assertive.

**IMPORTANT NOTE**

Be prepared for a student to describe a problem relationship or even abuse during this activity. Find out before the session how students can be supported if it becomes necessary and the supporting and reporting referral mechanisms and contact information within your university.

### Materials

- ✪ Flip chart paper
- ✪ Markers
- ✪ Drawing of a large ship on flip chart paper or on a PowerPoint slide
- ✪ Drawing materials
- ✪ Create a flip chart version of **S2.1: Peer Pressure Scenarios**

### Definition of Key Terms

| | |
|---|---|
| **Friendship** | Friendship is defined as a relationship in which one individual may share, interact and spend time with another person or with a group of individuals. |
| **Peer** | A person of the same age or social group. |
| **Peer Pressure** | Influence from members of one's peer group which can be positive or negative. |

# SESSION 2: WHERE HAVE I BEEN?

## Activity 2.2: Healthy Relationships

### Steps

**PARTICIPATORY LEARNING ACTIVITY: Relationship Drawings** (15 min)

1. Ask students to give examples of people with whom they have a relationship. Write answers on flip chart paper. Guide students in thinking through the following additional answers:
   - Parents and elders
   - Aunts/uncles
   - Brothers, sisters, cousins
   - Friends
   - People in authority (teachers, police, employers)
   - Boyfriend/girlfriend

2. Ask for examples of what makes a relationship strong.

3. Ask for examples of things that can weaken or damage relationships. As a group decide symbols to represent these examples and write it in the water (i.e. iceberg, wind, storm, etc.)

4. Lead a discussion using the following questions:
   - What are the most important relationships?
   - Is this the same for everyone? Why or why not?
   - What makes relationships good or bad?

**PARTICIPATORY LEARNING ACTIVITY: Friendship Discussion and Peer Pressure Scenarios** (10 min)

1. Continue the discussion. For the following questions, write answers on flip chart paper or on the board and discuss:
   - What is a friend? What does a healthy friendship mean to you?
   - Have you or somebody you know been influenced by a friend in a negative way? What happened?
   - How can we avoid being influenced by friends to do what we do not want to do or believe is right?
   - How can friends influence us in positive ways? What examples do you have of friends influencing you in positive ways?
   - What positive experiences have you had on your friends in the past? What are ways we can influence are friends positively in the future?

2. Explain: "Friendships are a wonderful part of life and important for everyone. Good friends support and encourage each other, do not put each other down and let us be ourselves. They try to make us better people and support us on our life journey and career paths. Sometimes, friends can influence us in negative ways."

3. Display the **S1.1: Peer Pressure Scenarios** at the front of the room for everyone to see. As a group discuss the scenarios and how people could respond in a positive and safe way.

4. If there is time, have students act out a role-play of the scenarios and discuss the different approaches.

## Activity 2.2: Healthy Relationships

**PRACTICE-ORIENTED ACTIVITY: Family, Friend and Community Social Mapping** (15 min)

1. Divide students into groups of 4-5.

2. Have them work in groups to draw their My Family and Community Connections in their student journals.

3. Explain to students the following instructions to complete the My Family and Community Connections task:

   - First, have students draw themselves in the center.

   - Have them draw or write the members of their family around themselves.

   - If students have a strong relationship with a family member, have them draw or write that person close to themselves. If the relationship is not as strong have them draw or write that person farther away.

   - Write or draw the different roles and activities that each family member does.

   - Next have them think about friends and key people they know in the community and add them to the page.

   - Draw a star beside the people who can support you on your career path. Write or draw why.

   - Draw a plus sign beside people who you would like to build a stronger connection in their family. Write or draw why and how.

4. Visit each group and provide assistance as needed.

5. Have 1-2 students share their work and discuss.

## Session Wrap-Up

**Time: 5 minutes**

### Objectives

Students reflect on what they learned in the session and identify activities to do after the training to help them further build their positive self-concepts.

### Advanced Preparation/Facilitation Notes

Select an appropriate game to use for review.

### Materials

- Flip chart paper
- Markers
- *Transferable Life Skills* Journey Map Poster
- Feedback Box

### Steps

1. Congratulate students for all of the work they did in the session.

2. Play a review energizer game to review what students learned in the session. Questions for the game could be:
   - What are 1-2 events in your life that you are proud of?
   - What are 1-2 changes you have seen in yourself or in others from when you were 13, 15 or 18?
   - What does a healthy friendship look like?
   - What is peer pressure? What are the negative impacts of peer pressure?
   - What are ways we can avoid and stop peer pressure?
   - What does family mean to you?
   - Who are 3-4 people who can support you in your career path?

3. Using the *Transferable Life Skills* Journey Map Poster, review each activity and the key objectives and review the topics of the next session.

4. Encourage students to write any feedback they have for the Facilitator and put it in the Feedback Box at the front of the room. Explain: "This box is anonymous and your comments will help improve the programming for the future. Please share what is working well in the training and what you want to improve. If you have any personal issues you want to follow-up with, you can always discuss them after the class." If students feel comfortable, have them share their feedback with the group.

---

## Session Wrap-Up

5. Ask students to reflect on the day and write any notes in their student journals. Use the following questions to help them self-reflect:

   • What past events and experiences are you most and least proud of? Why?

   • What are your strongest friendships? How can they help you grow and develop on your career path? How can you help them?

   • How can your family help you grow and develop on your career path?

6. Challenge students to do one or more of the take-away activities after class.

7. Remind students that they must bring their student journals back to the next class!

### Take-Away Activities

✪ Share your timeline with family and friends and create a family timeline together.

✪ Ask your family and community members to tell you stories of their past events and experiences.

✪ Act on 1-2 of the changes you want to see in the future from your timeline.

✪ Appreciate and compliment friends and family members. Thank them for how they have contributed to your life.

# SESSION 2: WHERE HAVE I BEEN?

## Resources

### Resource S2.1: Peer Pressure Scenarios

| SCENARIO | What is going on in this scenario? What is the pressure? | What would you say? |
|---|---|---|
| Your friend invites you to go out at night but you know it is not safe. | | |
| Your friend pushes you to experience a relationship, but you are not ready. | | |
| Your friend thinks your career choice is silly and you should follow some other track. | | |
| Your friend wonders why you can't miss a day of classes to catch the latest show in town. | | |

# SESSION 3: WHERE AM I GOING?

## Session Outline

### Session Overview

Now that students have reviewed their past experiences, relationships and reflected on themselves, it is time to look to the future. This session will help them develop goal setting and planning skills as they envision where they want to be in both their professional and personal lives 1 year, 5 years and 10 years from now. Through a community mapping exercise, students also review health, employment, financial and other resources and services in their community to help them plan for their careers paths and personal development.

### Session Objectives

✪ Students understand the difference between short and long-term goals.

✪ Students are able to develop constructive goals for their professional and personal lives in the short- and long-term.

✪ Students are able to map out key difference resources and services which will support them in their career paths and personal and family development.

✪ Students are able to critically assess positive and negative spaces that exist in their community.

### Advanced Preparations

✪ Read through each activity.

✪ Collect all necessary materials listed below.

✪ Write the session quote on flip chart paper at the front of the room or on a PowerPoint slide.

✪ Create a flip chart version of **S3.1: SMART Goals** or put it in a PowerPoint slide.

✪ Print and cut out **S3.2: Goal Scenarios,** one scenario for each group of 4-5 students.

✪ 6-8 pieces of flip chart paper taped together in a large square or use the blackboard.

✪ Create a flip chart version of **S3.3: Resources and Services Brainstorming Questions** or put it in a PowerPoint slide.

✪ Print and cut out **S3.3: Resources and Services Brainstorming Questions.**

✪ Brainstorm and come up with key resources and services accessible to students with key information.

### Materials

✪ Attendance Form

✪ Student journals

✪ *Transferable Life Skills* Journey Map Poster

✪ Feedback Box

✪ Flip chart paper

✪ Markers

✪ Tape

✪ Drawing materials

✪ 3 pieces of small blank paper for each student

✪ Complete timelines on flip chart paper from Session 1

### Time Required: 1 hour, 30 minutes

# SESSION 3: WHERE AM I GOING?

## Session Outline

| ACTIVITY | ACTIVITY DESCRIPTION | TIMELINE |
|---|---|---|
| Session Introduction | Students are introduced to the session, review what was learned in the previous session and build a positive learning environment. | 5 min |
| Goal Setting | Students understand the difference between short and long-term goals and are able to develop constructive goals for their professional and personal lives in the short and long term. | 45 min |
| Resources and Services | Students are able to map out key difference resources and services which will support them in their career paths and personal and family development. They are able to critically assess positive and negative spaces that exist in their community. | 35 min |
| Session Wrap-Up | Students reflect on what they learned in the session and identify activities to do after the training to help them further build their positive self-concepts and goal setting skills | 5 min |

### Employability Skills Assessment Tool

This session looks at building the following employability skills, where students are asked to self-assess the following statements:

**Positive Self-Concept**

- ✪ I feel valued and appreciated by others.
- ✪ I anticipate my own needs ahead of time.
- ✪ I take responsibility for what I do.
- ✪ I can adapt to changes by learning new skills.
- ✪ I feel good about my future.

**Higher Order Thinking**

- ✪ I learn from my past successes and mistakes to make future decisions.
- ✪ I collect, analyze, and organize information to find the best solution to a problem.
- ✪ I see many sources of information to solve a problem in school or at work.
- ✪ I can adapt to changing circumstances.

# SESSION 3: WHERE AM I GOING?

## Session Introduction

**Time: 5 minutes**

### Objectives

Students are introduced to the session, review what was learned in the previous session and build a positive learning environment.

### Advanced Preparation/Facilitation Notes

✪ Consider using these quotes to open the session:

> "Setting goals is the first step to turning the invisible into the visible."
> *-Tony Robbins* or

> "A goal without a plan is just a wish." *-Antoine de Saint-Exupéry*

### Materials

✪ Flip chart paper

✪ Markers

✪ Attendance Sheet

✪ *Transferable Life Skills* Journey Map Poster

### Steps

1. If completing this session on a new day, welcome students to the class. Have them sign the attendance sheet.

2. Review the previous session.

3. Invite 1-2 students to share the actions they took after the previous session.

4. Do a quick ice breaker to create a positive environment.

5. Ask a student to read a quote or wise word that describes the session. Ask students to discuss and explain what the quote means to them.

6. Review the session objectives and activities using the *Transferable Life Skills* Journey Map.

# SESSION 3: WHERE AM I GOING?

## Activity 3.1: Goal Setting

**Time: 45 minutes**

### Objectives

Students understand the difference between short- and long-term goals and are able to develop constructive goals for their professional and personal lives in the short- and long-term.

### Advanced Preparation/Facilitation Notes

To set effective goals, it is important for students to understand the difference between long-term and short-term goals.

Long-term goals are large aspirations that a person wants to achieve, which will require dedication, patience, planning and many short-term goals or steps to be accomplished along the way. Setting long-term goals helps students also plan and think of the actions they are taking now, and what actions help or detract from reaching their goal and what steps they need to take to progress. It can help students become self-aware of risky behavior, which can create barriers and obstacles to achieving their goals. Long-term goals can also change as students grow and develop, however it is valuable to have a vision of where students want to go to visualize and internalize how they will get there.

Short-term goals are helpful for students to plan for the upcoming future and are many times stepping stones to achieve long-term goals.

### Materials

- ✪ Flip chart paper
- ✪ Markers
- ✪ Tape
- ✪ 3 pieces of small blank paper for each student
- ✪ Complete timelines on flip chart paper from Session 1
- ✪ Create a flip chart version of **S3.1: SMART Goals** or put it in a PowerPoint slide
- ✪ Print and cut out **S3.2: Goal Scenarios,** one scenario for each group of 4-5 students

### Definition of Key Terms

| | |
|---|---|
| **Long-term goals** | Big goals to achieve in the future, such as in 2 years, 5 years, 10 years, etc. Long-term goals require time and planning and typically need many short-term goals to get there.<br><br>**Examples** include graduating from the university, running your own business, working in your dream job, etc. |
| **Short-term goals** | A goal one wants to complete in the near future. The future could mean today, this week, next month of even in one year. The length of time can vary for each individual.<br><br>**Examples** include becoming proficient at a new skill, doing well on a test, writing a CV, etc. |
| **SMART Goals** | SMART goals is an acronym students can use to set and act on short and long-term goals to determine if a goal is a good and well thought out. A good goal should be Specific (S); Measurable (M); Achievable (A); Relevant (R); Time bound (T). |

# SESSION 3: WHERE AM I GOING?

## Activity 3.1: Goal Setting

### Steps

**INTRODUCTORY ACTIVITY: Goal Reach Game** (8 min)

1. Give each student 3 pieces of small blank paper.

2. Have students think about 3 different goals they want to achieve in the future and write or draw their goals on their paper. One goal per piece of paper. To help them brainstorm, use the following questions:
   - What do you want to have in the future?
   - What do you want to be doing in the future?
   - What do you want to be an expert on, in the future?

3. Have students write their names on the back of their pieces of paper or make a symbol to represent them. Collect pieces of paper.

4. Have students stand in a line at the back of the room. Scatter everybody's goals on the floor around the room. Place some goals close to the group and some far away.

5. Explain: "These are your goals. To get to them, you are going to have to reach out. In this game you have to reach out for as many goals as possible. However, you cannot move your feet past this line!"

6. Have students play the game and try to collect goals. For the goals that are difficult to reach, have students brainstorm different ways they could reach out and try to get them.

   **OPTION:** *This activity is best suited for a small class size where there is a lot of space. If there is limited space and/or a large class size, split students into groups of 5-6. Volunteer one person to represent the person to get the goals. The rest of the group members can brainstorm different ways to reach the more difficult goals.*

7. Determine the winner who reaches and finds the most goals and congratulate everyone for their effort.

8. Bring students back together. Have them review the goals they have collected and walk around to find the person whom that goal belongs to. As students exchange their goals, have them discuss their goals in more detail.

9. Lead a discussion with students using the following questions:
   - How did it feel to reach out for a goal?
   - What happened when you could not reach a goal? How did it feel?
   - What strategies did you use to reach the more difficult goals?
   - What are examples of easy to reach goals and difficult to reach goals in your life?
   - What makes them easy or difficult to reach?

10. Write Long-Term Goals on one piece of flip chart paper or on one side of the blackboard and Short-Term Goals on another. Post them at the front of the room. Discuss the difference between the two.

11. Have students review their 3 goals and decide which ones are short-term and long-term goals.

12. Have students go to the front of the room and tape their goals on either the Short-Term or Long-Term flip chart paper or write them in the appropriate column on the blackboard. Encourage them to share one with the group as they go up.

# SESSION 3: WHERE AM I GOING?

## Activity 3.1: Goal Setting

**PRACTICE-ORIENTED ACTIVITY: Future Timelines** (15 min)

1. Bring out students' completed timelines on flip chart paper from Session 1.

2. Display a poster of your own timeline when you were an 18-year old person with your own future goals. Make sure to include 6-month, 1-year, 3-year, 5-year, 10-year, and 20-year intervals. Discuss and share your timeline.

3. Ask: "When we set goals for the future, what are some key areas or topics that we should think of to have safe, healthy and productive lives?" Write answers on flip chart paper/blackboard and add in the following additional ideas. Create symbols for each topic.
   - **Savings:** How much money would I like to have saved in case of emergencies?
   - **Career:** What type of job would I like to have? How much money will I be making? What skills and knowledge will I have?
   - **Family:** Would I like to get married/be in a stable relationship? When? Would I like to have children? When?
   - **Home and Environment:** Where would I like to live and work? What will my relationship be with the environment?
   - **Community:** What will I be doing in the community? What organizations will I be involved in?

4. Have students work in the same groups and extend the timeline into the future. On their timelines have them think about where they would like to be in 6 months, 1 year, 3 years, 5 years, and 10 years, adding in the different symbols and topics developed above. Visit each group and provide assistance as needed.

5. Have 1-2 students share back their timelines with the group and discuss.

**PRACTICE-ORIENTED ACTIVITY: My Future Timeline** (12 min)

1. Have students work independently or in small groups to create their own My Future Timeline in their student journals, using the key symbols and points from their group timelines.

2. Explain: "Depending on our aspirations, we sometimes have to take many steps to reach it. If we know where we want to go, our next step will bring us closer to our aspiration, and our next step, even closer, until our dreams are in our sight and the road to reach them is clear. Sometimes plans and ideas will change where we want to go. That is okay and very normal. With time and experience we will shape our lives. It is important not to lose this mental image of where we want to go on our journeys. Writing down key steps and things you will do can help you visualize and internalize how you will get there."

3. If students feel comfortable, have 1-2 of them share their timelines with the group.

# SESSION 3: WHERE AM I GOING?

## Activity 3.1: Goal Setting

**PARTICIPATORY LEARNING ACTIVITY: SMART Goals** (10 min)

1. Explain: "One of the key things about setting goals, especially for the short-term is setting what we call SMART goals. This will help us make sure we are ready and can achieve them."

2. Display the flip chart version of **S3.1: SMART Goals** at the front of the room for everyone to see or show it on a PowerPoint slide. Discuss each of the different letters and what they mean.

3. Next read out the first scenario for **S3.2: Goal Scenarios.** As a group decide if it is SMART or not and discuss ways to improve the goal to make it SMART.

4. Divide students into groups of 5-6. Give each group one of the scenarios. Have them discuss and determine if the goal is SMART or not. Have them discuss and think about ways to improve the goal to make it SMART. Visit each group and provide assistance as needed.

    **OPTION:** *For a large group, you can give the same goal scenarios to multiple groups. Once groups have completed their analysis of the goals and improved them, they can present it to groups who have the same card. Afterwards, groups can vote on who will share their scenario and analysis to the larger group.*

5. Have groups present their goals to the large group and discuss.

6. Next have students, think about their own goals they would like to achieve in the near future.

7. Have them work in groups of 4-5 and write their own SMART goals in their student journals. Visit groups and provide assistance as needed.

8. Have 1-2 students share back their SMART Goals with the group.

# SESSION 3: WHERE AM I GOING?

## Activity 3.2: Resources and Services

**Time: 35 minutes**

### Objectives

Students are able to map out key difference resources and services which will support them in their career paths and personal and family development. Students are able to critically assess positive and negative spaces that exist in their community.

### Advance Preparation/Facilitator Notes

Understanding key resources and services that exist in communities is essential to help students actualize their goals. It is important for them to think critically about how they can access and effectively use the resources and services around them to help them on their career paths and life journeys.

### Materials

- ✪ Flip chart paper
- ✪ Markers
- ✪ Tape
- ✪ 6-8 pieces of flip chart paper taped together in a large square
- ✪ Create a flip chart version of **S3.3: Resources and Services Brainstorming Questions** or put on PowerPoint slide
- ✪ Print and cut out **S3.3: Resources and Services Brainstorming Questions**
- ✪ Brainstorm and come up with key resources and services accessible to students with key information

### Definition of Key Terms

| | |
|---|---|
| **Resources** | In this training, resources refer to people, organizations and institutions in the community who students can turn to for help and to satisfy their personal and career needs. Examples can include family members, neighbors, religious leaders, teachers and school counselors, government and financial institutions, online sites, etc. |
| **Services** | In this training, services refer to services available in the community to help students in their personal and career journeys. Examples can include health care, family planning, saving and credit, job search, training courses, parks, sports, transportation, etc. |

# SESSION 3: WHERE AM I GOING?

## Activity 3.2: Resources and Services

### Steps

#### INTRODUCTORY ACTIVITY

1. Lead a discussion using the following questions:

   • What does a healthy and positive community mean to you?

   • Why is this important?

   • What are the resources and services that you would expect to see in a healthy and positive community? Write answers on flip chart paper or on blackboard.

2. From this list of resources and services, what do you see in your community now? Put a star beside those.

#### PARTICIPATORY LEARNING ACTIVITY: Community Mapping (20 min)

1. Explain: "Whether we think our communities are perfectly healthy and positive or not, there are a lot of resources and services that exist all around us that we can use to help us achieve our goals. If our community is not healthy and positive, that may be a goal we want to try to fix in the future! In this activity, we are going to look at the resources and services that exist and are available in our community and create a map!"

2. As a group, create a simple map of the community or neighborhood with roads, rivers or lakes, forests, parks, significant landmarks etc. Let students take the lead as much as possible in designing the map, selecting drawers, leaders and figuring out a way to work as a team.

   **OPTION:** *If there is a large group, you can create more than one map and divide students based on different neighborhoods.*

3. Next divide students into 6 groups and provide blank paper and drawing materials. Assign each group with one of the key symbols that was developed from the Future Timeline activity:

   • **Savings**

   • **Career**

   • **Family**

   • **Home/Environment**

   • **Community**

4. Explain: "Each group is responsible for brainstorming and thinking about as many resources and services that relate to their symbol. You can write your list or create pictures for each resource and service to be posted on our large map. For each resource it is also important to think about the ways they can support you in your career path and personal journey."

## Activity 3.2: Resources and Services

5. To help guide students in their brainstorm, post **S3.3: Resources and Services Brainstorming Questions** at the front of the room for everyone to see. Hand out the slips of paper with the questions for each group. Review the key information and questions listed and discuss to make sure all students understand.

6. Have students brainstorm resources and services related to them and answer the questions related to their topic. Visit each group and provide assistance as needed.

7. Have each group present their resources to the group and post on the large community map.

8. Use the following questions to lead a discussion:
   - Why is understanding what key resources and services exist important as we set out on our career paths and life journeys?
   - What other resources and services exist that may be missing for our personal development?
   - What are the positive and negative aspects of these services? What do we need to watch out for to make sure we are safe when using or interacting with these resources and services?
   - What are barriers that students face in accessing and using these services? Why do you think that is the case?
   - What alternatives can you use?

### PRACTICE-ORIENTED ACTIVITY: My Resources and Services (8 min)

1. Have students work in groups of 4-5 and create a My Resources and Services list in their student journals from their work completed in the Community Mapping activity. Visit groups and provide assistance as needed.

# SESSION 3: WHERE AM I GOING?

## Session Wrap-Up

**Time: 5 minutes**

### Objectives

Students reflect on what they learned in the session and identify activities to do after the training to help them further build their positive self-concepts.

### Advance Preparation/Facilitator Notes

✪ Prepare Feedback Box and select a game to use in reviewing information.

### Materials

✪ Flip chart paper

✪ Markers

✪ *Transferable Life Skills* Journey Map Poster

### Steps

1. Congratulate students for all of the work they did in the session.

2. Play a review energizer game to review what students learned in the session. Questions for the game could be:

   • What is the difference between a short-term and long-term goal?

   • What does SMART stand for in goal setting?

   • What is 1 goal you have for the future?

   • What are 2 resources/services in your community related to family and health?

   • What are 2 resources/services in your community related to employment and work?

   • What are 2 resources/services in your community related to saving?

3. Using the *Transferable Life Skills* Journey Map Poster, review each activity and the key objectives and review the topics of the next session.

4. Encourage students to write any feedback they have for the Facilitator and put it in the Feedback Box at the front of the room. Explain: "This box is anonymous and your comments will help improve the programming for the future. Please share what is working well in the training and what you want to improve. If you have any personal issues you want to follow-up with, you can always discuss them after the class." If students feel comfortable, have them share their feedback with the group.

5. Ask students to reflect on the day and write any notes in their student journals. Use the following questions to help students self-reflect:

   • What past events and experiences are you most and least proud of? Why?

   • What are your strongest friendships? How can they help you grow and develop on your career path? How can you help them?

   • How can your family help you grow and develop on your career path?

6. Challenge students to do one or more of the take-away activities after class.

8. Remind students that they must bring their journals back to the next class!

# SESSION 3: WHERE AM I GOING?

## Session Wrap-Up

### Take-Away Activities

✪ Write 3-4 notes about your goals and plans for the future.

✪ Share your future timeline with family and friends and create a family timeline together.

✪ Create a vision board for what you want the future to look like with your family and friends. Use magazines, photos, quotes, etc. To help illustrate what you want to happen in the future.

✪ Write an action plan to achieve one of your goals. Your action plan can answer the following questions:

- Why am I doing this?
- Who is involved?
- What steps will I take?
- Where?
- When?
- What are the costs?

✪ Visit a health service provider in your community to learn more about how to take care of yourself and plan for the future.

✪ Visit an employment/work service in your community to learn more about job opportunities.

# SESSION 3: WHERE AM I GOING?

## Resources

### Resource S3.1: SMART Goals

| | DESCRIPTION | KEY QUESTIONS TO ASK |
|---|---|---|
| **S** | **Specific**<br>Be specific and not general | • Who is involved?<br>• Where will this goal be accomplished?<br>• What are the requirements? |
| **M** | **Measurable**<br>Establish concrete criteria to measure progress | • What are benchmarks or milestones for my goal?<br>• How will I know when my goal is accomplished? |
| **A** | **Achievable**<br>Challenge yourself but be realistic | • Can I physically and emotionally do this?<br>• Am I safe and healthy doing this goal?<br>• What are the limitations? |
| **R** | **Relevant**<br>Chose a goal that matters to yourself, your family and the people around you | • Is this goal relevant to my career path and personal journey?<br>• How?<br>• Does this goal seem worthwhile?<br>• Is this the right time for this goal?<br>• Does this fit into other goals and activities in my life? |
| **T** | **Time-Bound**<br>Set a deadline or timeframe to achieve the goal | • When do I want to achieve this goal? |

**Resources**

## Resource S3.2: Goal Scenarios

| | |
|---|---|
| Amadi wants to get in better shape and exercise. | Zala is hoping to get her driver's license next month. |
| Kia wants to save money for the future in case of emergencies. | Ahmed wants to travel to a different place. |
| Dani wants to work at a bank. | Haile wants to make a lot of money. |
| Yonas, a bank manager, wants to run for local elections. | Eden wants to be a mechanical engineer. |

# SESSION 3: WHERE AM I GOING?

## Resources

### Resource S3.3: Resources and Services Brainstorming Questions

| | |
|---|---|
| **Savings** (Financial Formal and Informal Institutions) | • What are the different ways to save your money in the community?<br>• What formal and informal organizations and services exist to help you save your money?<br>• What are the advantages and disadvantages of each type of service?<br>• Where can you go to learn more about saving or borrowing money?<br>• What barriers exist? |
| **Career** (Job and Employment Opportunities) | • What government and community organizations can help us look for a job? How?<br>• Where can I go to find out information about jobs I am interested in?<br>• What barriers exist?<br>• Where can I learn more skills for my work? What other education services exist?<br>• What private businesses exist in the community related to our occupations? |
| **Family** (Health and Family Planning) | • What health services exist in my community to help me learn about family planning?<br>• Where can I go to find out more information about how to be healthy and safe in my relationships to prevent pregnancies?<br>• What knowledge and support can my family provide me in my career path and personal journey? How?<br>• What barriers exist? |
| **Home and Environment** (Parks and Recreation, Transport) | • What safe transportation services are available to move around the community?<br>• What barriers exist?<br>• What parks and recreational spaces exist?<br>• What are dangerous places and transportation that I need to avoid? |
| **Community** (Organizations and Community Leaders) | • What religious-based, student-based and gender-based organizations exist in my community that can support me in my career path and personal journey? How?<br>• What government organizations can support me?<br>• What barriers exist?<br>• What are dangerous people and organizations that I need to avoid? |

# Education Works
## TRANSFERABLE LIFE SKILLS
## JOURNEY MAP

**Beginning the Journey**

Introduction

Setting Rules and Expectations

Employability Skills Pre-test

**Exploring Our Past and Future**

**Securing a Job**

Where Am I Going?

Where Have I Been?

Where Am I Now?

Job Search and Networking

CV Writing

Job Review

**Succeeding on the Job**

Communication

Time and Stress Management

Working Rights and Safety

Being a Professional

Working Together

Problem Solving on the Job

Action Planning

NEXT STEPS

# Education Works

## TRANSFERABLE LIFE SKILLS

**UNIVERSITY EDITION**

## Module II: Securing a Job

**USAID'S BUILDING THE POTENTIAL
OF YOUTH ACTIVITY**

Institutional Capacity Development Support to
Ethiopian Higher Education Institutions

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April 2020

# Education Works
## TRANSFERABLE LIFE SKILLS

## CONTENTS

## MODULE II: SECURING A JOB

### SESSION 4: JOB SEARCH AND NETWORKING

### SESSION 5: CV WRITING

# Education Works
## TRANSFERABLE LIFE SKILLS

# INTRODUCTION

## Introduction to Module II

The *Transferable Life Skills* curriculum is organized into four distinct sections.

If you are starting **Module II,** you should have already read through the **Trainer's Guide,** conducted the introductory activities with your students, set norms with them, reviewed the concept of *Transferable Life Skills* and 21st century skills, and conducted the Employability Assessment pre-test with all your students.

If you are not completing Module II and Module III in sequence, you should conduct the Employability Assessment post-test at the end of Module II. This helps to assess how students' self-perception has shifted as a result of participating in the training and learning the material. The Employability Assessment post-test is available at the end of Module III. If you are teaching Modules II and III one after another, then the post-test can be done once at the end of the entire course.

Ideally, by now you should have completed **Module I: Exploring our Past and Future,** in which students look at their past experiences to learn and discover the underlying factors that shape who they are and where they might want to go. The exercises and tools in this Module are designed to enable participants to understand themselves, their interests and skills, how they learn, and their identity. Students also look to the future and map what they would like to do in the next 1, 5, and 10 years, setting short- and long-term goals for themselves.

If you are not teaching these modules in sequence, you should still study Module I and build some time into your training to help students understand the goals of getting to know themselves and identifying their career and life goals and aspirations for their future.

### Module II: Securing a Job

For many students, finding and landing a job can be a daunting task. This module helps them build essential job search skills and map career opportunities to secure a safe and decent job in their related field of interest.

**Module II** prepares participants for how to network, apply for jobs, and build their CV and cover letter writing skills.

The final part of the module focuses on building their confidence in interviewing, learn key interviewing techniques and prepare their brief self-introduction "elevator pitches."

**Module II** has **three sessions** that include **nine activities** to engage students in their learning.

### Session 4: Job Search and Networking

### Session 5: CV Writing

### Session 6: Job Interviewing

**Module III:** Following this module, you will have **Module III** that is focused on Succeeding in a Job.

# INTRODUCTION

### Remember these Training Tips from the Trainers' Guide

**Engage participants**

✪ It is important to create a learning environment that helps establish trust and solidarity in a group. Using name cards or working to remember all of the participants' names is critical to ensuring this.

✪ Greet all students as they come in and when you start the class.

✪ State the objectives of the lesson clearly and tell students:

- What they will learn that day

- How that learning will be useful to them and applicable in the workplace

- How does the lesson connect to what they have learned previously?

✪ Conduct a wrap-up after each session, remind students of the lesson objectives and ask them if they think the group met the objectives. Identify and repeat the lessons learned in the session, the reminder and repetition will help with retention and make it easier to link to the subsequent lesson when they return to class. This is also a good time to identify the *transferable life skills* learned and used.

✪ If an activity is highly successful, build on that success. Every positive reaction is an opportunity to verbally acknowledge and engage participants at a more meaningful level.

✪ Be cognizant of any biases you may have to particular participants, genders, etc. and make sure you are being inclusive.

**Model curiosity for students**

✪ When students give an answer to a question, consider pushing the conversation by asking more questions. Appreciate the response and then ask: Why do you think that? In what other ways might you conceptualize this problem? What does the rest of the class think about the point that this student raised? Do you agree? This point reminds you of which other conversation we have had in class?

✪ If something comes up that you don't know much about, tell them that you are curious about it and will research it. Return to class and discuss the point further after you have read more about it. This will model for students that you too are a lifelong learner.

**Monitor and check-in regularly with participants**

✪ All participants should feel comfortable actively participating.

✪ Ask participants regularly how they are doing. If all you get is a consistent "okay," you may need to ask a few more specific questions, or ask them to share what they are working on.

✪ Observe participants regularly and work to break-up any groups which are seeming disengaged or that tend to exclude others.

✪ If there are participants who are struggling with a concept, (i.e. not contributing to the participatory learning activity, removing themselves from the class) provide one-on-one support to discuss any issues.

✪ If you discover activities that do not resonate with the students, make a note of the challenge in your Trainer's notes or stop the process and check in with students about why they aren't participating—this could be a "Teachable Moment."

# INTRODUCTION

**Be prepared**

✪ Make sure you have all materials on hand and complete the advanced preparations beforehand.

✪ Make sure to read all parts of a session to make sure you are properly prepared. Internalizing the concepts fully will enable you to express them in your own words and not read from a text, making it more engaging for students. It will also enable you to adapt the lesson as needed.

✪ Being prepared helps you be more confident in the activities you are delivering. Participants will pick up on this confidence and that will help them in their learning process.

**Be ready to adapt**

✪ Don't be afraid to take a break or switch activities if participants seem disengaged.

✪ Be aware of how participants are responding to the activities and discussion questions and make adaptations as needed. If it does not work, change it! Just make sure that the changes align with the training principles and learning approach.

✪ If you cannot find the required materials, improvise with whatever materials are around. If flip charts are not easily available, for instance, put the material on a PowerPoint slide and show it on the screen.

✪ Some of the activities may need to be adapted for the educational or developmental levels of the group you are working with and/or for the time you have available.

**Monitor the time**

✪ If you cannot do this yourself, it is helpful to have a co-Trainer monitoring the time.

✪ If a discussion is going really well, it is important not to cut it off if you feel participants will benefit from it, however, you need to balance this with the time constraints.

✪ Leave extra room at the end in case sessions run over or certain participants need extra one-on-one time.

✪ The suggested times for each session and activity are approximate and will vary by your pace and student engagement. Make your own time allocations as you internalize the content for each session.

**Have fun!**

✪ The activities and training enhance confidence and are intended to be fun for all, that includes the Trainer.

Many people learn through observing and simulating others' behaviors and attitudes. It is important for participants to see how positive, constructive approaches and mindsets can be valuable in their lives.

# Module II: Securing a Job

## Overview

For many students, finding and landing a job can be a daunting task. This module helps students build essential job search skills and map career opportunities to secure a safe and decent job in their related field of interest.

This module prepares students for how to network, apply for jobs and build their CV writing skills. The final part of the module focuses on building their confidence in interviewing, where students learn key techniques to prepare and practice interviewing through mock interviews.

| SESSION | ACTIVITY | OBJECTIVES |
|---|---|---|
| 1. JOB SEARCH AND NETWORKING | Career Mapping | Students understand the difference between technical and *transferable life skills*. They identify their strengths and areas of improvement, as well as think critically about opportunities and limitations in the surrounding labor market. |
| | Ways to Search for a Job | Students identify different ways to search for a job and the advantages and disadvantages of each. They consider criteria they can use to determine if a job is right for them or not. |
| | Networking | Students identify their networks and support systems which can help them search for and secure a job. |
| 2. CV WRITING | Components of a CV | Students are able to understand all of the required and optional components of a CV and ways to organize their own CV. They are able to identify the difference between good and bad CVs. |
| | CV Writing | Students practice writing or editing their CV and get constructive feedback and support from the facilitator. |
| | Job Application and Cover Letter | Students demonstrate an understanding of the different steps required to apply for a job and how to write a strong cover letter. |
| 3. JOB INTERVIEWING | Interview Preparation | Students understand good practices for before, during and after an interview. They are able to identify common interview questions and prepare their own responses to such questions. |
| | Introducing Yourself | Students learn about elevator pitches and create a short introduction to themselves. |
| | Mock Interviews | Students practice completing a mock interview with constructive feedback from peers and the facilitators. |

# SESSION 4: JOB SEARCH AND NETWORKING

## Session Outline

### Session Overview

To succeed in securing a job, students first need to know where to look. Looking for a job is a process and a first-time job seeker may not know where to look or how to apply for a job. This session helps them identify the different methods of looking for a job and develop networking skills by identifying support systems in their community.

### Session Objectives

- ✪ Students are able to identify different ways to search for a job and which companies to apply to, based on their skills and experience.
- ✪ Students understand the steps required to complete a job application.
- ✪ Students understand the value of networking in the job search process.
- ✪ Students practice an "elevator pitch" or a brief self-introduction to build confidence in networking and marketing themselves to potential employers.

### Advanced Preparation

- ✪ Read through each activity.
- ✪ Collect all necessary materials listed below.
- ✪ Write the session quote on flip chart paper at the front of the room or put it on a PowerPoint slide.
- ✪ Create a flip chart version of the following Resource Materials or put them on PowerPoint slides:
  - • **S4.1: SWOT Analysis**
  - • **S4.2: Different Ways to Look for a Job**
  - • **S4.3: Networking Map**
- ✪ Review and identify key sources of information (i.e. Labor Market Assessments and related school materials) available to students to provide additional information on labor market opportunities.

### Materials

- ✪ Attendance Form
- ✪ Student journals that they have been using throughout the Introduction sessions and Module I. If this is a new group of students or your previous students have lost their journals, have each student in the class bring a designated notebook in which they will write their reflections and activities for this module.
- ✪ *Transferable Life Skills* Journey Map Poster
- ✪ Feedback Box
- ✪ Flip chart paper
- ✪ Markers
- ✪ Tape
- ✪ Bag
- ✪ Small boxes or envelopes (or blank paper made into a box or envelope), one for each participant

### Time Required: 1 hour, 30 minutes

# SESSION 4: JOB SEARCH AND NETWORKING

## Session Outline

| ACTIVITY | ACTIVITY DESCRIPTION | TIMELINE |
|---|---|---|
| Session Introduction | Students are introduced to the session and build a positive learning environment. | 5 min |
| Career Mapping | Students understand the difference between technical and *transferable life skills*. They identify their strengths and areas of improvement, as well as think critically about opportunities and limitations in the surrounding labor market. | 30 min |
| Ways to Search For a Job | Students identify different ways to search for a job and the advantages and disadvantages of each. They consider criteria they can use to determine if a job is right for them or not. | 30 min |
| Networking | Students identify their networks and support systems which can help them search for and secure a job. | 20 min |
| Session Wrap-Up | Students reflect on what they learned in the session and identify activities to do after the training to help them further build their job search skills. | 5 min |

## Employability Skills Check In

This session looks at building the following employability skills, where students are asked to assess the following statement:

**Job Search Skills**

✪  I have the skills and experience valued by employers.

# SESSION 4: JOB SEARCH AND NETWORKING

## Session Introduction

**Time: 5 minutes**

### Objectives

Students are introduced to the session and build a positive learning environment.

### Advanced Preparation/Facilitation Notes

✪ Write the session diagram on flip chart paper at the front of the room or put it on a PowerPoint slide.



### Materials

✪ Flip chart paper

✪ Markers

✪ Attendance Sheet

✪ *Transferable Life Skills* Journey Map Poster

### Steps

1. If completing this session on a new day, welcome students to the class.
   Ask them to sign the attendance sheet.

2. Review the previous session.

3. Invite 1-2 students to share the actions they took after the previous session.

4. Do a quick ice breaker to create a positive environment.

5. Ask a student to review the diagram that describes the session. Ask students to discuss and explain what the diagram means to them.

6. Review the session objectives and activities using the *Transferable Life Skills* Journey Map.

# SESSION 4: JOB SEARCH AND NETWORKING

## Activity 4.1: Career Mapping

**Time: 30 minutes**

### Objectives

Students understand the difference between technical skills needed for the job and *transferable life skills* that are a part of the students' overall employability readiness and that travel with them throughout their career. Students identify their strengths and areas of improvement, as well as think critically about opportunities and limitations in the surrounding labor market.

### Advance Preparation/Facilitation Notes

As students look for jobs, it is important for them to recognize their individual strengths and skill sets to help identify potential jobs for which they can qualify, as well as areas for improvement in their current and future work.

It is also necessary for students to review and think critically about realistic job opportunities that exist in their local labour market and how their strengths, education levels, and skills relate to such opportunities.

✪ Create a flip chart version of **S4.1: SWOT Analysis** or put it on a PowerPoint slide and review and identify key sources of information (i.e. Labor Market Assessments and related school materials) available to students to provide additional information on labor market opportunities.

### Materials

✪ Flip chart paper
✪ Markers
✪ Tape
✪ Small boxes or envelopes (or blank paper made into a box or envelope), one for each participant
✪ Drawing materials

### Definition of Key Terms

| | |
|---|---|
| **Technical skills** | These are tangible technical abilities required for specific jobs that are typically taught in schools or on the job. Through practice in jobs and over time we can become experts in these types of skills.<br><br>**Examples are:** proficiency in English; technology/computer skills; typing speed; machine operation; nursing or medical skills etc. |
| **Transferable Life/ Employability Skills** | These skills are about our emotional intelligences that are learned and developed over time from our life experiences.<br><br>**Example are:** building positive self-esteem and confidence; self-control and discipline; higher order thinking and how we problem-solve, make good decisions and plan; communication and how we present ourselves; social skills and how we work with others. |
| **SWOT Analysis** | A way to identify an individual's internal strengths (S), weaknesses (W), external opportunities (O), and possible threats (T) or limitations in the changing market. A SWOT Analysis can be a tool for self-reflection and looking for opportunities and limitations in the community, but can also serve to analyze a business, organization or group. |

# SESSION 4: JOB SEARCH AND NETWORKING

## Activity 4.1: Career Mapping

### Steps

**INTRODUCTORY ACTIVITY: Personal Treasure Chest Activity** (7 min)

1. Distribute small boxes to everyone in the group. Students can also make boxes out of paper or fold a piece of paper into an envelope.

2. Explain: "These small boxes are our personal treasure chests. Each time you receive a compliment, learn something new, master a new skill, do something you are proud of or that makes you feel good, write a little note and put it in your personal treasure chest."

3. Have students write their names and draw pictures or designs on the treasure chest to represent them.

4. Have students write their first three notes and put it in their box. Have the first note be a compliment they received, the second note be a skill they have, the third note be something they are proud of.

5. If students feel comfortable, have 1-2 students share their notes to the group.

6. Encourage students to share how they feel about the activity. Lead a discussion with students using the following questions:

   - What feelings did you have when writing your notes?

   - How does it feel to learn something new? What is difficult when learning something new? How does it feel when you have mastered the skill?

   - Why is it important to identify our skill sets?

   - How can our skills help us on our career paths?

7. Explain: "It is important to recognize our strengths and skill sets so we can identify jobs we can qualify for, as well as plan ways to improve our skills in our current and future work. This can also help build our self-esteem and self-confidence. If you continue this exercise on your own and in the future, you may build greater self-esteem and self-confidence. Throughout this training course, we are going to have the opportunity to add skills to our personal treasure chests."

**PARTICIPATORY LEARNING ACTIVITY: SWOT Analysis** (15 min)

1. Ask students to brainstorm what the difference is between technical skills and *transferable life skills*. Write their answers on flip chart paper or on the blackboard. Guide students in thinking through the following additional ideas:

   - Technical skills are the abilities required for specific jobs that are typically taught in schools or on the job. Through practice in jobs and overtime, we can become experts in these types of skills. Examples are:

   **Proficiency in English**

   **Using a computer**

   **Typing speed**

   **Machine operation, etc.**

# SESSION 4: JOB SEARCH AND NETWORKING

## Activity 4.1: Career Mapping

- *Transferable life skills* are about our emotional intelligences that are learned and developed over time from our life experiences. These are applicable across different jobs and travel with us throughout our career. Examples are:

  **Building positive self-esteem and confidence**

  **Self-control and discipline**

  **Higher order thinking and how we problem-solve, make good decisions and plan**

  **Communication and how we present ourselves**

  **Social skills and how we work with others**

2. Remind students that through this training we will be focusing on helping to build their life skills.

3. Divide students into groups based on the types of professions they are pursuing or would like to pursue in the future. For example, one group for engineering, one group for computer programming, one group for nursing, teaching, law, medical sciences, etc.

   **OPTION:** *If there is a large class size or if there are a large groups for each profession split each profession into groups of 5-6 participants per group.*

4. Display the **4.1: SWOT Analysis** at the front of the room for everyone to see. Review each of the sections.

5. Ask groups to work together to fill in their SWOT Analysis for their sector. Visit each group and provide assistance as needed.

6. Have 1-2 groups share back their SWOT Analysis to the group.

7. Lead a discussion using the following questions:
   - Was it easy to fill in this information? Why or why not?
   - How does it feel to identify skills that you have?
   - How could you improve upon your weaknesses? Who could help you learn and build your hard and soft skills?
   - If you are not sure about job opportunities, where could you look for information to find more things out about your profession?
   - What are strategies that you could use to overcome the barriers and limitations for your career path?

### PRACTICE-ORIENTED ACTIVITY: My SWOT Analysis (2 min)

1. Next, have students independently or in small groups fill in their own SWOT Analysis in their student journals. Visit each student and provide assistance as needed.

2. If students feel comfortable, have 1-2 share their completed charts with the group.

# SESSION 4: JOB SEARCH AND NETWORKING

## Activity 4.2: Ways to Search for a Job

**Time: 30 minutes**

### Objectives

Students identify different ways to search for a job and the advantages and disadvantages of each. Students determine criteria they can use to determine if a job is right for them or not.

### Advanced Preparation/Facilitation Notes

Job hunting can be very challenging and time consuming, especially for students. It can be very discouraging when a young person's efforts do not land them a job. It is important for students to understand the job search process and look at as many different ways to search for a job as possible in the area. As students look, it is also important to ensure they are looking at safe job opportunities and to recognize if a job posting on the internet or in a newspaper is a legitimate opportunity.

✪ Create a flip chart version of **S4.2: Different Ways to Look for a Job** or put it on a PowerPoint slide.

### Materials

✪ Flip chart paper

✪ Markers

✪ Blank paper, one per participant

### Steps

#### INTRODUCTORY ACTIVITY: Job Search Brainstorm (7 min)

1. Explain: "To succeed in securing a job, the first thing you need to know is where to look and what to look for. Searching for a job can be a job in itself. We are going to do a brainstorm activity to think about all of the possible ways you can search for a job."

2. Have students get in groups of 3-4 and handout a piece of paper to each group.

3. Explain: "We are going to have a brainstorm competition. Each group will have 2 minutes to write down on a piece of paper as many possible ways to search for a job as possible. The group with the most legitimate ways wins."

4. Give groups 2 minutes and then stop the brainstorm.

5. Have groups share out their list and describe each response. Write responses on flip chart paper or the blackboard at the front of the room and decide together as a group if there are any non-appropriate responses. Go through groups' responses and determine the winner.

# SESSION 4: JOB SEARCH AND NETWORKING

## Activity 4.2: Ways to Search for a Job

**PARTICIPATORY LEARNING ACTIVITY: Job Search Group Analysis**
(8 min)

1. As a group, ask students if there are any additional ways to search for a job not on the list. Add any missing ways to search for a job from the list below based on what applies to students in your context:
   - Newspaper
   - Job Fair
   - Company Website
   - Job Search Websites (i.e. http://hahu.jobs or https://t.me/Hahujobs, http://www.ethiojobs.net/, https://www.ezega.com/, www.employethiopia.com/)
   - Door-to-Door search (i.e. visit company to handout a CV)
   - Recruitment Agencies
   - Family, neighbour or community member
   - Community board posting
   - OTHER…

2. Explain: "There are many different ways to search for jobs. As we are looking, it is important to consider all of the different possible ways and look at all opportunities. As we look, it is also important that we make sure we are safe and not putting ourselves in danger. We are going to look at these different job search options and determine advantages and disadvantages so we know the best ways to search for a job for us."

3. Display the flip chart version of **S4.2: Different Ways to Look for a Job** at the front of the room or put it on a PowerPoint slide. As a group think through different relevant ways to look for a job in your local community. Fill in the positives and negatives for each one.

4. Lead a discussion with students using the following questions:
   - Have you or anyone you know ever been successful looking for a job through one of these different ways? Please describe what you did and how you got the job.
   - What have been some of the challenges you face when looking for a job?
   - What are ways to overcome those challenges?
   - How could you use these different ways to search for a job in the future?
   - What are key things you want to look for in a job posting? Guide students in thinking about their skills, qualifications, interests, income needs, career and future goals.

**PRACTICE-ORIENTED ACTIVITY: Job Search Activity** (15 min)

1. Divide students into groups of 5-6.If possible, separate students into groups with similar job interests. Distribute newspapers or job postings from the newspaper.

2. Ask students to spend 10 minutes researching different job opportunities related to their field and make notes in their student journals. Visit each group and provide assistance and encouragement as needed.

   **OPTION:** *If computers or mobile phones and internet are available, have students work online to find 2-3 companies or jobs.*

3. Have students share back their findings and discuss the findings and process.

# SESSION 4: JOB SEARCH AND NETWORKING

## Activity 4.3: Networking

**Time: 20 minutes**

### Objectives

Students identify their networks and support systems which can help them search for and secure a job.

### Advanced Preparation/Facilitator Notes

Networking can be the single most powerful tool to help make people successful and accelerate their careers. Networking is about making connections and building mutual and beneficial relationships. Relationships are the catalyst for success, as most people do business with those they like and trust. Networking can involve reaching out to people students know in their surrounding environment, but can also be new people they want to meet to help them as well.

Students should think about networking as relationship building where they are eager to get to know the person and are curious about their career journey. They should approach networking as a learning journey—mid and senior level people will respond positively to students seeking to learn and grow. On the other hand, approaching networking as a transactional activity where students are simply looking to the other person to do a favor for them, will often not result in a continuing relationship—their interest will not seem authentic.

### Materials

- ✪ flip chart paper
- ✪ Markers
- ✪ Tape
- ✪ Create a flip chart version of **S4.3: Networking Map** or put it on a PowerPoint slide

### Definition of Key Terms

| | |
|---|---|
| **Networking** | Interacting with other people to exchange information and develop contacts to help further one's career. |

# SESSION 4: JOB SEARCH AND NETWORKING

## Activity 4.3: Networking

### Steps

**INTRODUCTORY ACTIVITY: Networking Brainstorm** (2 min)

1. Write the word "Networking" on flip chart paper or on a blackboard.

2. Ask students: "What does networking mean to you?" Write students' responses around the word.

3. Lead a discussion with students using the following questions and write students' responses:
   - Why is networking important when looking for a job?
   - Who are people who could be in your network?
   - Why would these people want to be in your network?

**PARTICIPATORY LEARNING ACTIVITY: Network Mapping** (13 min)

1. Explain: "Networking is building support around students to help them in their career. Sometimes this can involve reaching out to people we know in our surrounding environment who can help us look for a job, but it could be new people we want to meet to help us as well."

2. Display a flip chart or PowerPoint version of **S4.3: Networking Map** at the front of the room or put it on a PowerPoint slide.

3. Explain: "We are now going to think about possible support we have in our lives and map out how they could help, mentor or guide you in your job search."

4. As a group, brainstorm some of the people and organizations who can help support students and write on the flip chart version. For each person or organization, ask students to describe what their support could look like and write that beside the name.

**PRACTICE-ORIENTED ACTIVITY: My Networking Map** (5 min)

1. Have students work in groups of 2-4 and map out possible people in their individual networks, in their student journals. Visit each group and provide assistance and encouragement as needed.

2. Bring students back together and have 1-2 people present their ideas. Use the following questions to lead a discussion using the following questions:
   - What are the different types of support that exist to help us in our career?
   - What could you do to contact these different people or organizations to get their help?
   - What are the reasons they will want to be on your networking list?
   - What will you share with them about yourself that will make them interested in helping you?

# SESSION 4: JOB SEARCH AND NETWORKING

## Session Wrap-Up

**Time: 5 minutes**

### Objectives

Students reflect on what they learned in the session and identify activities to do after the training to help them further build their job search skills.

### Advance Preparation/Facilitator Notes

✪ Select a game to use in reviewing information.

### Materials

✪ Flip chart paper

✪ Markers

✪ *Transferable Life Skills* Journey Map Poster

✪ Feedback Box

### Steps

1. Congratulate students for all of the work they did in the session.

2. Play a review energizer game to review what students learned in the session. Questions for the game could be:

   • What is the difference between hard and soft skills?

   • Name one strength, weakness, opportunity and threat from your group's discussion?

   • What are three different ways to search for a job?

   • What are 1 advantage and 1 disadvantage for one of the ways to search for a job?

   • Why do companies use job applications to hire employees?

   • What are 3 things to do when completing a job application?

   • What is networking?

   • Why is networking important when looking for a job?

3. Using the *Transferable Life Skills* Journey Map Poster, review each activity and the key objectives, and review the topics of the next session.

# SESSION 4: JOB SEARCH AND NETWORKING

## Session Wrap-Up

4. Encourage students to write any feedback they have for the Facilitator and put it in the Feedback Box at the front of the room. Explain to students: "This box is anonymous and your comments will help improve the programming for the future. Please share what is working well in the training and what you want to improve. If you have any personal issues you want to follow-up with, you can always discuss them after the class." If students feel comfortable have them share their feedback with the group.

5. Ask students to reflect on the day and write any notes in their student journals. Use the following questions to help students self-reflect:

   • What ways will you use to search for a job?

   • What does your dream job look like? How would you hope to get hired there?

   • Who is in your network?

6. Challenge students to do one or more of the take-away activities after class.

7. Remind students that they must bring their journals back to the next class!

### Take-Away Activities

✪ Write 3-4 notes in your student journal about skills you have or have learned in the class.

✪ Share the different ways to search for a job with your family and friends.

✪ Go online and find 3 jobs that interest you and that align with your skills and qualifications.

✪ Fill in a job application for a job that is of interest to you.

✪ Select one person from your network map and ask them for a meeting to learn what they do for work and possible employment opportunities.

✪ Share your SWOT Analysis with your family and peers and have them come up with their own SWOT Analysis.

✪ Find 3-4 job opportunities related to your profession and interests.

✪ Discuss the barriers and limitations with your family and friends and come up with 1-2 solutions to solve the barriers.

# SESSION 4: JOB SEARCH AND NETWORKING

## Resources

### Resource S4.1: SWOT Analysis

| MY STRENGTHS | MY CHALLENGES |
|---|---|
| What hard and soft skills do I have?<br><br>What are the relationships and resources I have around me? | What things do I want to improve about myself in the future?<br><br>What hard and soft skills do I want to improve? |
| | |
| MY OPPORTUNITIES | MY THREATS |
| What job opportunities exist in my chosen profession? | What limitations or barriers could prevent me from pursuing my chosen profession?<br><br>How can I overcome these limitations and barriers? |
| | |

### Resource S4.2: Different Ways to Look for a Job

| Ways to Look for a Job | Advantages ☺ | Disadvantages ☹ |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |
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|  |  |  |
|  |  |  |
|  |  |  |

# SESSION 4: JOB SEARCH AND NETWORKING

## Resources

### Resource S4.3: Networking Map

**Who can help me to find a job?**
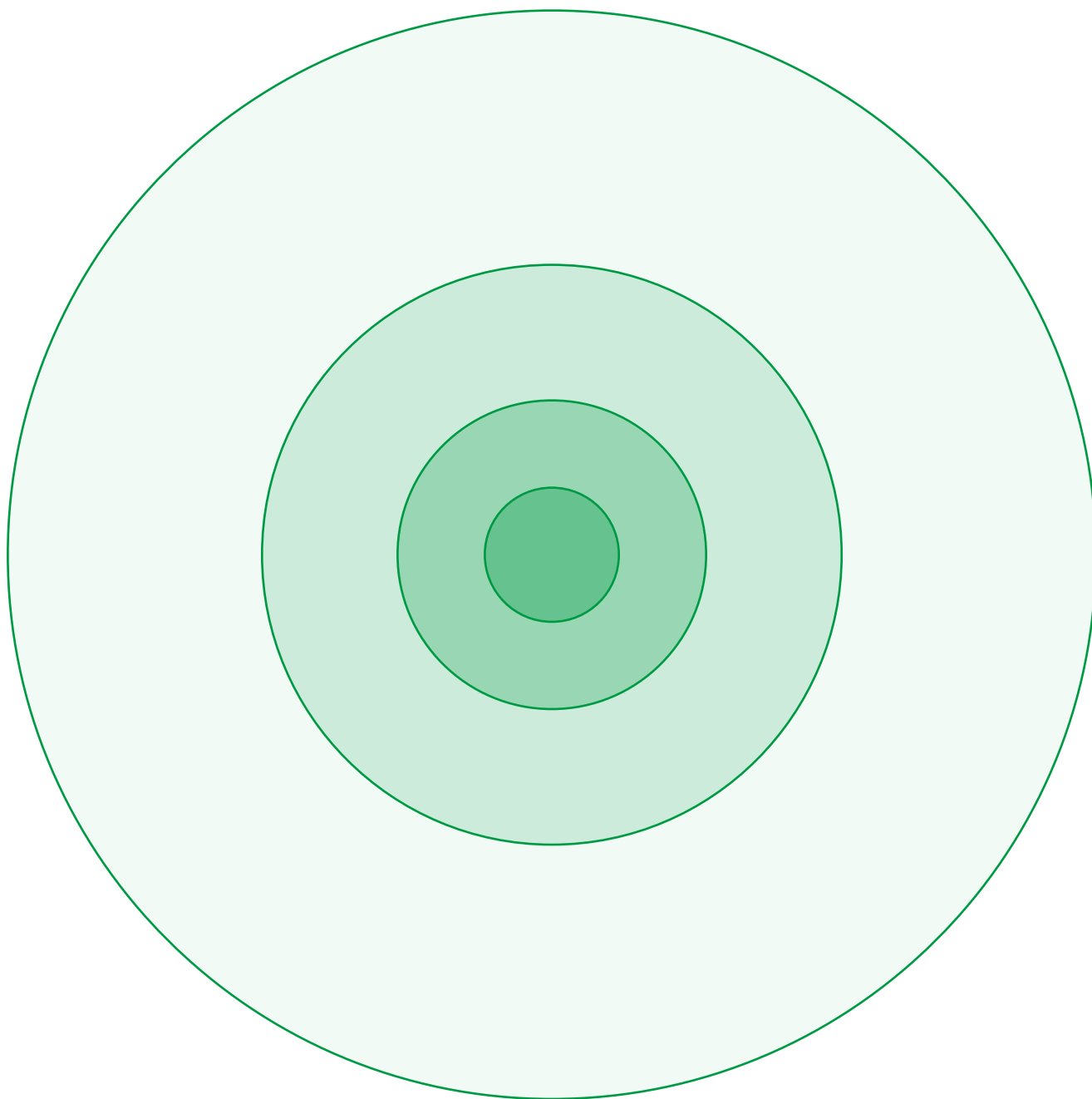
# SESSION 5: CV WRITING

## Session Outline

### Session Overview

CVs or curriculum vitae (CVs) are an important tool for students looking for a job. It is like a personal brochure for students to provide potential employers with an overview of their skills and experiences. There is no one correct way to write a CV, the only proof of a good CV is whether or not it leads to an interview. In this session, students will look at different types of CVs and the components of a CV, and begin writing or reviewing their own CV as well as job applications and cover letters required in the job seeking process.

### Session Objectives

- Students are able to identify the components of a CV.
- Students write their own CV.
- Students are able to complete a job application and cover letter.

### Advanced Preparation

- Read through each activity.
- Collect all necessary materials listed below.
- Write the session quote on flip chart paper at the front of the room.
- Create a flip chart version of the following resource materials or put them on PowerPoint slides:
  - **S5.1: Components of a CV Chart**
  - **S5.3: CV Writing Do's and Don'ts Chart**
  - **S5.6: Criteria for a Strong CV**
  - **S5.8: Cover Letter Example**
- Print and cut out Do's and Don'ts from **S5.2: CV Writing Do's and Don'ts Descriptions** into separate slips of paper.
- Print and cut out the Job Application Steps from **S5.7: Job Application Steps** into separate slips of paper.
- Photocopy **S5.4: Good CV Example** for half of the participants.
- Photocopy **S5.5: Bad CV Example** for half of the participants.
- Photocopy **S5.6: CV Action Words** for all participants.
- Photocopy **S5.7: Creating Accomplishment Statements** for all participants.
- Encourage students to bring copies of their current CV for the class (if available).

### Materials

- Attendance Form
- Student journals
- *Transferable Life Skills* Journey Map Poster
- Feedback Box
- Flip chart paper
- Markers
- Tape
- Bag

### Time Required: 1 hour, 30 minutes

# SESSION 5: CV WRITING

## Session Outline

| ACTIVITY | ACTIVITY DESCRIPTION | TIMELINE |
|---|---|---|
| Session Introduction | Students are introduced to the session and build a positive learning environment. | 5 min |
| Components of a CV | Students are able to understand all of the required and optional components of a CV and ways to organize their own CV. Students are able to identify the difference between good and bad CVs. | 30 min |
| CV Writing | Students practice writing or editing their CV and get constructive feedback and support from the facilitator. | 30 min |
| Job Application and Cover Letter | Students demonstrate an understanding of the different steps required to apply for a job and how to write a strong cover letter. | 20 min |
| Session Wrap-Up | Students review the session and identify activities to do after the training to help them further build their CV, writing and job application skills. | 5 min |

### Employability Skills Assessment Check In

This session looks at building the following employability skills, where students are asked to assess the following statements:

**Job Search Skills**

✪ I know how to prepare a CV.

✪ I know how to complete a job application.

# SESSION 5: CV WRITING

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## Session Introduction

**Time: 5 minutes**

### Objectives

Students are introduced to the session and build a positive learning environment.

### Advance Preparation/Facilitator Notes

✪ Consider using this quote in introducing this session:

> "Be aware of the person who can't be bothered by details."
> *-William Feather*

### Materials

✪ Flip chart paper or blackboard

✪ Markers

✪ Attendance Sheet

✪ *Transferable Life Skills* Journey Map Poster

### Steps

1. If completing this session on a new day, welcome students to the class. Have all students sign the attendance sheet.

2. Review the previous session.

3. Invite 1-2 students to share the actions they took after the previous session.

4. Do a quick ice breaker to create a positive environment.

5. Ask students to read a quote or wise word that relates to the session. Ask students to discuss and explain what the quote means to them and to the session.

6. Review the session objectives and activities using the *Transferable Life Skills* Journey Map.

# SESSION 5: CV WRITING

## Activity 5.1: Components of a CV

**Time: 30 minutes**

### Objectives

Students are able to understand all of the required and optional components of a CV and ways to organize their own CV. Students are able to identify the difference between good and bad CVs.

### Advanced Preparation/Facilitator Notes

A CV is like a personal brochure to help students present their skills and experiences to potential employers in a way that makes a strong initial impression. It should reflect who a student is, what they know and are able to do, and why an employer would want to interview them for a job.

An employer may have to read through 20, 50 or hundreds of CVs; in fact, of 1,100 CVs submitted for the average job, over 900 are discarded based on a 10-second review. And after a 30-second in depth review of a CV, hiring managers reject all but the top candidates. All of a student's great qualities as a potential employee should leap off the page of the CV, or it will be disregarded.

This first impression also involves making sure that there are no spelling or grammar mistakes and that the CV is visually appealing, to the point, and informative.

✪ Create a flip chart version of the following resource materials or put them on PowerPoint slides:

- **S5.1: Components of a CV Chart**
- **S5.3: CV Writing Do's and Don'ts Chart**
- **S5.6: Criteria for a Strong CV**

✪ Print and cut out Do's and Don'ts from **S5.2: CV Writing Do's and Don'ts Descriptions** into separate slips of paper.

### Materials

✪ Flip chart paper

✪ Markers

✪ Tape

✪ Bag

✪ Photocopy **S5.4: Good CV Example** for half of the participants

✪ Photocopy **S5.5: Bad CV Example** for half of the participants

✪ Photocopy **S5.10: CV Action Words** for all participants

✪ Photocopy **S5.11: Creating Accomplishment Statements** for all participants

✪ Encourage students to bring copies of their current CV for the class (if available)

### Definition of Key Terms

| | |
|---|---|
| **CV or Curriculum Vitae (CV)** | A brief written account of personal, educational and professional qualifications and experiences used as a tool give to potential employers for an interview. |

# SESSION 5: CV WRITING

## Activity 5.1: Components of a CV

### Steps

**INTRODUCTORY ACTIVITY: CV Discussion** (2 min)

1. Explain: "Now that we have looked at ways to search for a job, we are going to prepare a CV."

2. Ask students the following questions and write their answers on flip chart paper or blackboard:
   - What is a CV?
   - What is the purpose of a CV?

3. Explain: "A CV is like your personal brochure of your skills and experiences. It should reflect who you are, what you know and are able to do, and why an employer would want to interview you for a job. This is an opportunity to present yourself on paper in the most complete, accurate, and impressive way."

**PARTICIPATORY LEARNING ACTIVITY: CV Components and Discussion** (10 min)

1. Ask students: "What are the different components of a CV?" Write answers down on flip chart paper. Add any of the following to make a complete list:
   - Personal Details (i.e. name, telephone number, e-mail address, address)
   - Education
   - Work Experience
   - Training Courses/Certifications
   - Relevant Skills (i.e. computer skills, language skills)
   - Career Objectives Statement
   - Awards and Achievements
   - Volunteer Experience
   - Interests and Hobbies
   - Photo

2. Ask students: "What items on this list must we have on a CV and what are items that could be optional?" Make symbols for "must-haves" and "optional" items and draw on the flip chart paper for each item. Optional parts include:
   - Career Objectives Statement
   - Awards and Achievements
   - Volunteer Experience
   - Interests and Hobbies
   - Photo (only if requested by employer)

# SESSION 5: CV WRITING

## Activity 5.1: Components of a CV

3.  Discuss with students the reasons why we may want to include or not include some components. For example, if you do not have any relevant volunteer experience related to the job you are applying for, you may not need this. If you do not have any awards or achievements, it would be better to leave this section off. If the employer does not ask for a photo, it is best to leave that off to guard against first impressions formed by the employer.

4.  Display the flip chart or PowerPoint version of **S5.1: Components** of a CV at the front of the room for everyone to see. If students have a CV, ask them to bring it out.

5.  Discuss each of the components of a CV and tips provided for each component. As you review each component, ask students if they have any questions. Use the following questions to help lead the discussion:

    *   Why do you think this tip is important when writing a CV?

    *   What is a potential employer looking for when they review this component?

    *   What would you want to put or change for your own CV?

6.  As students go through each component, have students refer back to their own CVs, look at what they have written and circle/highlight any changes they want to make. Encourage students to make edits as they go. If they do not have their CV, they can look at the examples of Good and Bad CVs (from the following activity) and circle/highlight any changes they would make on the example.

### PARTICIPATORY LEARNING ACTIVITY: CV Writing Do's and Don'ts (8 min)

1.  Explain: "There is no one correct way to write a CV, however there can be better ways than others to write a CV. We are going to look at some examples of good and bad CVs."

2.  Bring out a bag with cut-up "Do's" and "Don'ts" slips of paper from **S5.2: CV Writing Do's and Don'ts Descriptions.**

3.  Display the flip chart or PowerPoint version of **S5.3: CV Writing Do's and Don'ts Chart** at the front of the room.

4.  Invite one student to come to the front and pick out a description from the bag. Have them read out the description to the group and explain why it is a "Do" or a "Don't." Have them tape their piece of paper to the correct side of the chart.

5.  Invite a new student to pick a description from the bag. Go through until all of the "Dos" and "Don'ts" descriptions are read out and taped to the "CV Writing Do's and Don'ts" Chart.

6.  Review each of the items with students and ask students if they have any other Do's or Don'ts they would like to add to the list.

# SESSION 5: CV WRITING

## Activity 5.1: Components of a CV

**PARTICIPATORY LEARNING ACTIVITY: Good and Bad CVs** (10 min)

1.  Hand out a copy of **S5.4: Good CV Example** to half of the students and **S5.5: Bad CV Example** to the other half.

2.  Explain to students: "One of these CVs is good and one of these CVs could be improved. Find someone who has a different CV than you and review together to determine which one is good and which one is poor. As you review, make sure you come up with reasons why one is good and one is bad."

3.  Have students work together to review the CVs and discuss. Visit each group and provide assistance as needed.

4.  Post a flip chart or PowerPoint version of **S5.6 Criteria for a Strong CV** with questions to help students determine if their CV is strong or could be improved. Discuss each component. Ask students to think of any other criteria to include and add to the list if relevant. If they have their own CVs with them, encourage them to use the criteria to see if their CV fits the suggested criteria.

5.  Bring groups back together and have one participant from each group share back about their CV and ways they would improve it.

6.  Review **S5.10: CV Action Words** handout and ask, "What is an action word?" Help participants define.

7.  Say, "Notice how the accomplishments from the model CV begin with action verbs. Action verbs like built, coached, designed, launched, etc. enable the reader to picture you as an active employer or student. They add strength to your statements that grab the reader's attention."

8.  Review **S5.11: Creating Accomplishment Statements** handout: "Now it is your turn to create an action-packed accomplishment statement."

9.  Ask participants to take five minutes to check off their experience and their skills on the handout

10. Say, "Notice that these skills are general, and could relate to any number of activities or jobs. To bring these skills to life, and create powerful accomplishment statements, think about how your activities demonstrate these skills."

11. Ask participants to choose one experience and find the skills that they used in that experience.

# SESSION 5: CV WRITING

## Activity: 5.2 CV Writing

**Time: 45 minutes**

### Objectives

Students practice writing or editing their CV and get constructive feedback and support from the facilitator.

### Advanced Preparation/Facilitator Notes

✪   Consider sharing your own CV with students.

### Materials

✪   Flip chart or PowerPoint version from **S5.1: Components of a CV Chart**

### Steps

### PRACTICE-ORIENTED ACTIVITY: CV Writing (45 min)

1.  Explain: "Now that we have looked at the components of a CV and examples of CVs, we are going to practice writing our own CVs."

2.  Have students work in pairs and complete their own CV drafts in their student journals. If students already have a CV, they can look at ways they could improve it from their analysis completed in Activities 1 and 2.

    **OPTION:** *If a computer lab is available, encourage students to use a Microsoft Word CV template and draft their CVs on a computer. As part of the lesson, show students how to set up and start their CV using one of the templates.*

3.  Give students 20-25 minutes to draft their CVs. Visit each pair of students and provide feedback as students develop their CVs.

4.  Have students find a new partner and share their draft CVs or improved CVs with their partner. Have pairs provide positive and constructive feedback on things to consider for their CVs. Each person should come up with the following feedback:

    •   3 things that are good about the CV

    •   2-3 things that could be improved or considered, including why and how

5.  To conclude the activity, encourage students to use this draft and go to an internet café or school computer to type up their full CV. Encourage them to do a spelling, grammar and formatting check on their CVs. Offer to spend time after the class or in the following class to review their CVs in more detail. Encourage students to do a peer review of each other's CVs and provide constructive feedback.

## Activity: 5.3 Job Applications and Cover Letters

**Time: 25 minutes**

### Objectives

Students demonstrate an understanding of the different steps required to apply for a job and how to write a strong cover letter.

### Advanced Preparation/Facilitator Notes

Job applications and cover letters are equally as important as CVs. As they are attached and included with a CV, they are also part of the first impression that a potential employer will make of an applicant.

A good job application may be online or on paper. Many employers prefer applications over CVs because they help to standardize applications. It can be seen as fairer because employers can compare candidates easily. However, this means employers can filter out people quickly, so it is important for students to include all necessary information and present it in a brief, accurate, and engaging way. Applications are used to assess a job seeker and determine if they meet the company's criteria and whether they stand out amongst others.

A good cover letter complements a CV and expands upon items in the CV, which are relevant to the job that a student is applying for. It is part of the sales pitch that is made in a CV. Career experts advise that job seekers should spend time customizing each cover letter to the specific company and position being applied for. This will help to make someone stand out and also demonstrates that an applicant has done their research, is interested in the company and position, and is willing to take the extra time to make themselves more noticeable to the employer.

Like a CV, both a job application form and a cover letter should be perfect in terms of accuracy of information, grammar, spelling, formatting, and visual appeal.

✪ Print and cut out the Job Application Steps from **S5.7: Job Application Steps** into separate slips.

✪ Create a flip chart or PowerPoint version of **S5.9: Cover Letter Example.**

### Materials

✪ Flip chart paper

✪ Markers

✪ Tape

### Definition of Key Term

| | |
|---|---|
| **Job Application** | A form requested from a potential employer which indicates the interest in a job position within a company. Typically the form includes personal identification information such as an applicant's name, address, phone number, as well as history of job experience. |
| **Cover Letter** | A letter sent with a CV or job application explaining an applicant's credentials and interest in a position. |

## Activity: 5.3 Job Applications and Cover Letters

### Steps

**PARTICIPATORY LEARNING ACTIVITY: Job Application Steps** (10 min)

1. Explain: "To look at the job application process we are going to play a game."

2. Have students line up in a row. Randomly tape one of the separate slips of paper on the backs of each person. Make sure nobody sees what is written.

   **Note:** Stay aware of gender sensitivities related to this action of taping paper on the backs of students. Encourage a female student to tape on the backs of their peers.

3. Explain to students: "On everybody's back is a step in the job application process. We will work together to put the steps in the correct order and create a line starting with the first steps on one side of the room and the last step on the opposite side. You can walk around and review the steps on everyone's back. You can talk, but nobody is allowed to tell each other what is written on their back. This is a competition to see how long it takes to get the correct list. I will review and let everybody know when they are correct."

4. Set up the game using the steps cut out from **S5.7: Job Application Steps.** Play the game. Once students have gotten the order correct, have students take off their step and have everyone read their step.

   **OPTIONS:** *If there is a large class size, split students into 2-3 groups and make it a competition between the groups of who can get into the correct line in the shortest time possible. For a large group this would work best outside or in a large space.*

   *If there is a large class size but a large space is not available, split students into 5-6 groups and give them each a package of all the steps mixed up, tape and a piece of flip chart paper. Ask students to determine the correct order and tape it on the flip chart paper. The group that can get the order correct in the shortest time possible wins.*

5. Post the line at the front of the room on flip chart paper. Lead a discussion with the group using the following questions:

   - Are there any steps here that are surprising?

   - Are there any other steps you would want to add? Please explain.

   - Do you think you can do all these steps when applying for a job? Why or why not?

   - Have you ever filled out a Job Application before? What was on it? How did it go?

   - Why do you think employers use job applications? Write answers on flip chart paper. Possible answers could include:

     **Quick way to obtain a lot of information**

     **Easy way to filter based on selected criteria (i.e. work experience or grades)**

     **Can determine whether a candidate is really interested**

     **Highlights if the candidate has skills and qualifications needed for the job**

## Activity: 5.3 Job Applications and Cover Letters

**PARTICIPATORY LEARNING ACTIVITY: Cover Letter Example** (15 min)

1. Display the flip chart or PowerPoint version of **S5.9: Cover Letter Example** at the front of the room for everyone to see. Go through all of the components and discuss.

2. Use the following questions to lead a discussion about cover letters:

   • From this example, what is the purpose of a cover letter?

   • Why do you think cover letters are important?

   • Have you ever written a cover letter before? Was it difficult? Why or why not?

3. Have students work in groups of 2-3 to draft a cover letter for a dream job they would like to have in their student journals. Visit groups and provide assistance as needed.

4. Have 1-2 students share their cover letter draft with the rest of the group and discuss.

# SESSION 5: CV WRITING

## Session Wrap-Up

**Time: 5 minutes**

### Objectives

Students reflect on what they learned in the session and identify activities to do after the training to help them further build their job search skills.

### Advance Preparation/Facilitator Notes

✪ Select a game to use in reviewing information.

### Materials

✪ Flip chart paper

✪ Markers

✪ *Transferable Life Skills* Journey Map Poster

✪ Feedback Box

### Steps

1. Congratulate students for all of the work they did in the session.

2. Play a review energizer game to review what students learned in the session. Questions for the game could be:

   • What are two things you should not do in a CV? Why?

   • What are two things you should do when writing a CV? Why?

   • What are 2 components of a CV? Describe them.

   • What tools can you use to write a CV?

   • What are 3 descriptive words to use when writing parts of your CV? Why are these important?

3. Using the *Transferable Life Skills* Journey Map Poster, review each activity and the key objectives, and review the topics of the next session.

4. Encourage students to write any feedback they have for the Facilitator and put it in the Feedback Box at the front of the room. Explain to students: "This box is anonymous and your comments will help improve the programming for the future. Please share what is working well in the training and what you want to improve. If you have any personal issues you want to follow-up with, you can always discuss them after the class." If students feel comfortable, have them share their feedback with the group.

5. Ask students to reflect on the day and write any notes in their student journals. Use the following questions to help students self-reflect:

   • What is your objective statement for your CV?

   • What is your work experience?

6. Challenge students to do one or more of the take-away activities after class.

7. Remind students that they must bring their student journals back to the next class!

# SESSION 5: CV WRITING

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## Session Wrap-Up

### Take-Away Activities

- ✪ Write 3-4 notes in your student journals about skills you have or have learned in the class.

- ✪ Go to an internet café or use a school or other computer to type out your CV on the internet using a template.

- ✪ Share your CV with your family and friends to get their feedback and ideas to improve it.

- ✪ Proof read your CV to check for spelling, grammatical, and formatting errors.

- ✪ Review a peer's CV and provide constructive feedback.

### Resource S5.1: Components of a CV

| | |
|---|---|
| **Personal Details** | • Always use your real name.<br>• Attach a photo only when asked.<br>• Use a studio taken photo (passport photo quality). |
| **Education** | • Use the chronological order with your most recent education.<br>• Do not include primary school.<br>• Include any special recognition or award received at work. |
| **Work Experience** | • Use the chronological order with your most recent work experience.<br>• Write 3-4 bullet-points of your day-to-day activities for every job/position held.<br>• Include any special recognition or award received at work. |
| **Training and Certifications** | • Always start with most recent training completed.<br>• Include only those that have relevance to the work for which you are applying.<br>• Indicate training courses or certifications received you have completed that is no more than 5 years. |
| **Relevant Skills** | • Indicate skills that are relevant to the job for which you are applying (i.e. language skills, computer skills, etc.).<br>• Make sure you can talk about your proficiency in a particular skill. |

### Resource S5.2: CV Writing Do's and Don'ts Descriptions

Cut out each Do or Don't into separate slips of paper for use in the first Participatory Learning Activity.

|  |  |
|---|---|
|  | Include your salary |
| Tailor CV to a specific job | Overstate qualifications |
| Tailor CV to a specific employer | Understate qualifications |
| Advertise your skills | Include reason for leaving your last job |
| Lead with your most qualifying experience | Use abbreviations |
| Use good paper | Use acronyms to shorten the text |
| Have at least 2 people proofread it | Use different colours |
| Use bullet points | Use many different fonts |
| Be generous with white spaces | Use a Microsoft Template |
| Have CV be 5 pages long | Include negative things about yourself |
| Emphasize things you want to improve about yourself | Include your personal email address luv_bunny42@yahoo.com |
| Include a photo of you from Facebook or Instagram | Include "hanging out with friends" in the interest section |

# SESSION 5: CV WRITING

## Resources

## Resource S5.3: CV Writing Do's and Don'ts Chart

| DO'S | DON'TS |
|------|--------|
|      |        |

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## Resource S5.4: Good CV Examples

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**Mata Dires**
4793 Airport Rd.
Jimma, Ethiopia
m.dires@gmail.com

CP #: +251 09 2045 0000

**Objective**
To be an effective repair shop manager

### WORK EXPERIENCE

**Repairman**
Electronics Company, Jimma
*September 2019–present*

- Repair or replace defective equipment parts using hand and power tools, and reassemble electronic equipment

- Perform routine preventive maintenance to ensure that electronics continue to run smoothly

- Use precision measuring instruments and electrical and electronic testing devices

- Estimate repair costs

- Diagnose mechanical and electronics problems and determine how to correct them, checking blueprints, repair manuals, and parts catalogs as necessary

### SKILLS

- Working with members of my team to determine the best way to prevent equipment from breaking down and repair items

- Coaching team members about working through differences in opinions and about how to solve problems to get to a workable solution

- Repairing electronic equipment and machines or systems using the needed tools

- Performing routine maintenance on equipment and determining when and what kind of maintenance is needed

- Troubleshooting—determining causes of operating errors and deciding what to do about it

# SESSION 5: CV WRITING

## Resources

### Resource S5.4: Good CV Examples

**EDUCATION**

Selassie University
*September 2016–June 2019*

Selassie High School (Jimma)
*2012–2016*

**SCHOOL ORGANIZATIONS**

**Marketing Club**
Secretary–2018
Vice President–2019

**Student Council**
Juniors' Representative–2018
Secretary–2019

**SEMINARS/TRAINING ATTENDED**

Transferable Life Skills Training, Selassie University

**CHARACTER REFERENCES**

*Available upon request.*

# SESSION 5: CV WRITING

## Resources

### Resource S5.5: Bad CV Examples

**Mata Dires**
4793 Airport Rd.
Jimma

**Objective**
Any job fit for my skills.

**WORK EXPERIENCE**

**Repairman**
Electronics Company, Jimma
*September 2019–present*

**SKILLS**

- Fixing things
- Doing what I have to do to keep the electronics working
- Figuring out if there is a problem

**EDUCATION**

Selassie University

Selassie High School

**SEMINARS/TRAINING ATTENDED**

Skills training

**CHARACTER REFERENCES**

H.E. Abiy
Prime Minister
Federal Democratic Republic of Ethiopia

## Resources

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## Resource S5.6: Criteria for a Strong CV

### Criteria for a Strong CV

- ✪  Is the information provided in the CV complete?
- ✪  Is the CV readable and attractive?
- ✪  Are there no spelling or grammar mistakes?
- ✪  Is the writing clear and easy to follow?
- ✪  Does the candidate use positive language?
- ✪  Is the CV 2 pages maximum?
- ✪  Do you believe all of the information is true?
- ✪  Are there words that are difficult to understand (i.e. jargon)?
- ✪  Is there any information that makes the candidate look bad?
- ✪  Would you want to interview this person if you were an employer?
- ✪  Is there something that makes this person stand out?

# SESSION 5: CV WRITING

## Resources

## Resource S5.7: Job Application Steps

Cut out each step into separate slips of paper for use in the Participatory Learning Activity.

| | |
|---|---|
| Read application and instructions in detail. | Research the company. |
| Determine if your skills and experiences fit with the job application. | Determine if the potential employer company is a good or safe fit (Can I safely travel there? Is it safe work? Will I make enough money to support myself?) |
| Determine if your interests and career goals align with the job application. | Review due dates to apply. |
| Ask at least 2 people to be references for your job application. | Fill out job application and answer all questions. |
| Check for spelling and grammar. | Make a copy of your application to refer back if you get called for an interview. |
| Have a peer or family member proofread the application. | Submit the application before the due date. |
| Follow-up with employer on job application. | |

## Resource S5.8: Cover Letter Format

**YOUR CONTACT INFORMATION NAME**
Address
City, Zip Code
Phone Number
Email Address
Date

**EMPLOYER CONTACT INFORMATION** (if you have it)
Name
Title
Company Address
City, Zip Code

- *Cover Letter Contact Section Examples*

**SALUTATION**
Dear Mr./Ms. Name,

- Cover Letter Greeting Examples:

  Note: If you do not have a contact name, you can skip the salutation entirely. Or, you can use Dear Hiring Manager, To Whom It May Concern, or one of the other examples listed in the link. Ideally, you will be able to address your cover letter to a specific person. Doing research can help you figure out who is the most appropriate person to receive the letter. Note: If you do not know the gender of your contact, you can write out the person's full name, e.g., "Dear Zala Afar" or "Dear Ahmed Oromio."

**BODY OF COVER LETTER**
The body of your cover letter lets the employer know what position you are applying for, why the employer should select you for an interview, and how you will follow-up. Organize the body of your cover letter into the following paragraphs:

- **First Paragraph**
  The first paragraph of your letter should include information on why you are writing. Mention the position you are applying for and where you found the job listing. Include the name of a mutual contact, if you have one.

- **Middle Paragraph(s)**
  The next section of your cover letter should describe what you have to offer the employer. Mention specifically how your qualifications match the job you are applying for. Think of this section of the cover letter as where you're making a pitch for your fit as an employee and show what makes you a great candidate. Keep in mind that employers will be more interested in what you can do for them, than a list of your background. Make the connection between your qualifications and the job requirements clear. Use this section to interpret your CV—don't repeat it verbatim.

- **Final Paragraph**
  Conclude your cover letter by thanking the employer for considering you for the position. Include information on how you will follow-up. Optionally, you can briefly restate why you would be a good fit for the position.

**COMPLIMENTARY CLOSE**
Yours sincerely or Respectfully yours,

**SIGNATURE**
Handwritten Signature (for a hard copy letter)

## Resource S5.9: Cover Letter Example

21 September 2020

Human Resources Manager                          **CONTACT INFORMATION OF EMPLOYER**
Ethiopia Electronics Company
13829 Bole Road
Addis Ababa, Ethiopia

Dear Sir/Madam:                                  **SALUTATION**

                                                 **BODY OF THE LETTER FOLLOWS**

I am writing to express my keen interest in your vacancy for an Electronics Manager recently advertised on the https://t.me/Hahujobs website.

My background and knowledge in this field is quite extensive as I have handled the same position at my previous company.

As someone who is dedicated to providing the highest quality of service at all times, I am always deeply involved in everything that happens in any electronic company for which I work.

The foundation of my strength lies first in my attention to detail and, second, in my ability to ensure that all processes are as efficient as possible. I not only bring new energy, fresh ideas and a different way of thinking but I will also do my best to help fellow work colleagues achieve their potential. With my previous employer I have a well-deserved reputation for getting all tasks given to me done on time and within budget.

It would be an honor to be part of a company like yours which is known for a skillful workforce and high standards. Thank you for your time and I am looking forward to hearing from you to schedule an interview.

Yours sincerely,                                 **COMPLIMENTARY CLOSE**

Mata Dires                                       **CONTACT INFORMATION OF APPLICANT**
4793 Airport Rd.
Jimma
m.dires@gmail.com

CP #: +251 09 2045 0000

## Resource S5.10: CV Action Words

Show employers what you can do by choosing action words that call attention to your accomplishments. See examples below. (For online lists of more verbs that will get you noticed, type "CV action words" into your search engine.)

### Example 1: Babysitter

- ✪ Created a list of emergency phone numbers
- ✪ Prepared healthy after-school snacks
- ✪ Cared for three children under the age of 7

### Example 2: Computer Consultant

- ✪ Taught new computer users the basics of email and MS Word
- ✪ Backed up files each week

| Communication/ People Skills | Creative Skills | Management/ Leadership Skills | Helping Skills | Organizational Skills |
|---|---|---|---|---|
| Collaborated | Combined | Assigned | Aided | Arranged |
| Communicated | Created | Coordinated | Arranged | Categorized |
| Developed | Developed | Decided | Assisted | Distributed |
| Edited | Drew | Improved | Contributed | Organized |
| Incorporated | Illustrated | Led | Cooperated | Recorded |
| Proposed | Planned | Managed | Encouraged | Responded |
| Suggested | Revised | Organized | Helped | Updated |
| Synthesized | Shaped | Oversaw | Motivated | |
| | | Recommended | Supported | |
| | | Reviewed | Prepared | |
| | | Supervised | | |

# SESSION 5: CV WRITING

## Resources

### Resource S5.11: Creating Accomplishment Statements

Even if you've never collected a paycheck, you have lots to offer an employer.
Your CV should show that you have the skills for which they are looking.

1. In Column A below, check all of your activities and work experience. Please add anything that's not included on the list.

2. In Column B, check the skills you think you've demonstrated. At the bottom of the list, add any skills specific to the job you're considering.

| Column A | Column B |
|---|---|
| **Activities and Work Experience** | **Activities and Work Experience** |
| ☐ Sports Team | PROFESSIONALISM |
| ☐ School Club | ☐ Come to work on time, return on time from breaks and lunch |
| ☐ Band | ☐ Use language appropriate for work |
| ☐ Choir | ☐ Wear clothing appropriate for work |
| ☐ Musical Instrument | ☐ Treat customers and employees with respect |
| ☐ Art | WORK ETHIC |
| ☐ School Play | ☐ Accept responsibility |
| ☐ School Newspaper | ☐ Work hard even when no one is watching |
| ☐ Youth Group/ Place of Worship | ☐ Finish what you start |
| ☐ Scouts | PROBLEM SOLVING |
| ☐ School Project | ☐ Know what to do in an emergency |
| ☐ Babysitting | ☐ Think before acting |
| ☐ Political Campaign | ☐ Resolve a conflict without getting angry |
| ☐ Mentoring Program | ☐ Choose between alternatives |
| ☐ Volunteer Program | ☐ Find creative ways to solve problems |
| ☐ Part-Time Job | GROUP AND TEAM SKILLS |
| ☐ Help family or community member | ☐ Be friendly |
| ☐ Academic competition | ☐ Cooperate with others |
| ☐ Other | ☐ Pitch in where needed |
| ☐ Other | ☐ Clarify responsibilities |
| ☐ Other | ☐ Take direction |
| | ☐ Demonstrate leadership |
| | JOB-SPECIFIC SKILLS |
| | ☐ |
| | ☐ |
| | ☐ |

# SESSION 6: JOB INTERVIEWING

## Session Outline

### Session Overview

Interviews are difficult for everyone because we are being evaluated by people we do not know. They will be noticing everything we do and will make judgments based on the way we present ourselves and our skills and readiness for the job, how we answer questions, whether we can think on our feet and be creative, how we dress, and whether we make a positive first impression with the interviewer or not. But it does not have to be intimidating, especially if students prepare ahead of time and practice, practice, practice! This session provides students with an overview of what to expect in an interview and what to do before, during and after an interview. Students are given the opportunity to practice and do a mock interview with their peers to build their confidence.

### Session Objectives

✪ Students understand key questions typically asked in an interview.

✪ Students understand the value of preparing for and practicing for an interview.

✪ Students practice and are confident in completing a job interview.

### Advanced Preparation

✪ Read through each activity.

✪ Collect all necessary materials listed below.

✪ Write the session quote on flip chart paper at the front of the room.

✪ Create a flip chart or PowerPoint version of **S6.1: Before, During and After an Interview Chart.**

✪ Create 3 flip chart signs "Yes", "No", "Maybe."

✪ Print and cut out the Common Interview Questions from **S6.2: Common Interview Questions** into separate slips.

✪ Select which Option will work best to conduct the Mock Interviews in your training (Activity 6.2).

✪ Invite employer partners, recruitment agency representatives or job counselors to attend the mock interviews (if available).

### Materials

✪ Attendance Form

✪ Student journals

✪ *Transferable Life Skills* Journey Map Poster

✪ Feedback Box

✪ Flip chart paper

✪ Markers

✪ Bag

✪ Music (on phone or computer)
   **OPTION:** *If no music is available sing or clap to make music*

### Time Required: 2 hours, 45 minutes

# SESSION 6: JOB INTERVIEWING

## Session Outline

| ACTIVITY | ACTIVITY DESCRIPTION | TIMELINE |
|---|---|---|
| Session Introduction | Students are introduced to the session and build a positive learning environment. | 5 min |
| Interview Preparation | Students understand good practices for before, during and after an interview. Students are able to identify common interview questions and prepare their own responses to such questions. | 40 min |
| Introducing Yourself | Participants will practice public speaking as well as crafting a professional image. | 45 min |
| Mock Interviews | Students practice completing a mock interview with peers and facilitator constructive feedback. | 1hr, 10 min |
| Session Wrap-Up | Students review the session and identify activities to do after the training to help them further build their job interviewing skills. | 5 min |

### Employability Skills Assessment Check In

This session looks at building the following employability skills, where students are asked to assess the following statements:

**Job Search Skills**

✪   I have the knowledge and skills needed to interview for jobs.

# SESSION 6: JOB INTERVIEWING

## Session Introduction

**Time: 5 minutes**

### Objectives

Students are introduced to the session and build a positive learning environment.

### Advance Preparation/Facilitator Notes

✪ Consider using this quote in introducing the session:

> "I would like to congratulate you in advance, because I know that you are confident and qualified for this job. So go ahead and give your best shot." -*Unknown*

### Materials

✪ Flip chart paper

✪ Markers

✪ Attendance Sheet

✪ *Transferable Life Skills* Journey Map Poster

✪ Write the session quote on flip chart paper or on a PowerPoint slide

### Steps

1. If completing this session on a new day, welcome students to the class. Have all students sign the attendance sheet.

2. Review the previous session.

3. Invite 1-2 students to share the actions they took after the previous session.

4. Do a quick ice breaker to create a positive environment.

5. Ask students to read a quote or wise word that relates to the session. Ask students to discuss and explain what the quote means to them and to the session.

6. Review the session objectives and activities using the *Transferable Life Skills* Journey Map.

# SESSION 6: JOB INTERVIEWING

## Activity 6.1: Interview Preparation

**Time: 25 minutes**

### Objectives

Students understand good practices for before, during, and after an interview. Students are able to identify common interview questions and prepare their own responses to such questions.

### Advanced Preparation/Facilitator Notes

A job interview is a way for employers to find out some information about an applicant and whether they are the best candidate for a job position. Students also need to determine if this position, company and opportunity is a right fit for them. An interview helps decide those things. In an interview, employers want to discuss qualifications, skills and learn about a person's personality. It is really just a conversation between two people to learn about each other.

It can be a daunting and nerve-racking task, however with the right preparation and practice, students can succeed. This activity and the following activity will help students prepare for an interview and practice interviewing amongst their peers.

✪ Create a flip chart or PowerPoint version of **S6.1: Before, During, and After an Interview Chart.**

✪ Create signs on three sheets of paper "Yes," "No," "Maybe."

✪ Print and cut out the Common Interview Questions from **S6.2: Common Interview Questions** into slips.

### Materials

✪ Flip chart paper

✪ Markers

✪ Bag

✪ Music (on phone or computer)
   **OPTION:** *If no music is available you can sing or clap to make music.*

✪ Print out handouts of **S6.3: Tell Me About a Time When…**

### Definition of Key Terms

| | |
|---|---|
| **Job Interview** | A conversation between a job applicant and one or more representatives from a potential employer. It is conducted to assess whether an applicant will be hired. |

# SESSION 6: JOB INTERVIEWING

## Activity 6.1: Interview Preparation

### Steps

### INTRODUCTORY ACTIVITY: Vision Activity (3 min)

1.  Ask students to imagine this scenario. "Imagine you have searched in newspapers, online and through your different networks. You have finally found the perfect job that is right for you and for which you are qualified. You worked really hard and researched the company and wrote a great application and CV that is catered to the job posting and the company. You had your family and teacher edit the CV and submitted it to the employer. Three weeks pass by and the employer calls you. The employer really likes you and you have been selected to come in for an interview! Now what do you do?"

2.  Lead a discussion using the following questions:
    *   How would it feel to be selected for an interview?
    *   Have you ever been selected for an interview before? How did it go?
    *   What are things we need to do in advance to prepare for an interview?
    *   Why do you think employers want to interview you?

3.  Explain: "An employer needs to find out who you are and if you are the best candidate for the job position. You also need to find out if this is a good job opportunity for you. An interview helps us decide those things. In an interview employers want to discuss your qualifications, skills and learn about your personality. Remember, an interview is just a conversation between two people to learn about each other."

### PARTICIPATORY LEARNING ACTIVITY: Yes, No, Maybe Interview Steps (7 min)

1.  Post "Yes", "No" and "Maybe" signs in different spots around the room.

2.  Explain: "To start thinking of things to prepare for an interview we are going to play a game. I will read out phrases that describe different activities when preparing or doing an interview. If you think you should do the activity move to the "Yes" area. If you think you should not do the activity move to the "No" area. If you are unsure, go to the "Maybe" area."

    **OPTIONS:** *If there is not enough space in the training centre, this activity could be done outside.*

3.  Make sure students understand the activity and read out the list. After each statement is read and students decide if the activity should be done or not done, ask 1-2 students to explain why they chose that answer.
    *   Be relaxed. Remember that the interviewer wants to know you better and not test you.
    *   Arrive 1 hour early to the interview.
    *   Do not look the employer in the eyes.
    *   Research the company in advance.
    *   Bring your CV in case they do not have it on hand.
    *   Sit up straight.

## Activity 6.1: Interview Preparation

- Wear your favorite lucky jeans.
- Interrupt the interviewer if they are talking too much.
- Shave or trim any facial hair.
- Chew gum during the interview.
- Speak quietly to show politeness.
- Use slang words like LOL to show your personality.
- Talk positively about yourself and your accomplishments.
- Have 2-3 questions you want to ask the employer about the job.
- Ask how much you will earn in the job.
- Give a firm handshake.
- Lie if you do not know the answer.
- Give one-word answers.
- Thank the interview at the end of the interview.
- Demand to know when they will get back to you about the job.
- Smile and be positive at all times.

4. Have students return to their seats.

**PARTICIPATORY LEARNING ACTIVITY: Before, During and After Interview Brainstorming** (15 min)

1. Divide students into three groups: The Before Group, During Group and After Group. Give each group pieces of paper and a pen or marker.

   **OPTION:** *If you have a large group of students in the training, you can create six or nine groups and make additional Before, During and After groups to accommodate. Aim to have 5-7 students in each group.*

2. Ask each group to brainstorm and create a list of all of the things that a person should do Before, During or After an Interview.

3. Give groups 10 minutes to discuss and write down their list. Visit each group and provide assistance as needed.

4. Display the flip chart or PowerPoint version **S6.1: Before, During and After an Interview Chart** for everyone to see.

5. Have groups present their list to the group and write down students' answers on the flip chart or blackboard. As you write, encourage students to make their own lists in their journals on activities they will do before, during and after their future interviews.

6. Review the activities by students and discuss. Add to the list and guide students in thinking through the following steps to complete before, during and after an interview.

# SESSION 6: JOB INTERVIEWING

## Activity 6.1: Interview Preparation

**BEFORE**

- ✪ Research the company, job and required skills.
- ✪ Prepare multiple copies of your CV.
- ✪ Turn your cell phone OFF.
- ✪ Do not be late. Give yourself extra time, however only show up 10 minutes early.
- ✪ Prepare answers to typical questions in advance and practice!
- ✪ Prepare for the question "Tell me about yourself" by planning a 1-minute speech emphasizing your relevant skills and experience you have for the job.
- ✪ Dress and look professional (clothes clean, wrinkle-free, well fitted clothes, well groomed, good hygiene).
- ✪ Greet the receptionist and other workers with respect. You are making a first impression for the whole company, not just the interviewer!
- ✪ Prepare 1-2 questions to ask the interviewer to show your interest in the company, examples could be:
  - Can you describe a typical day in this type of role?
  - How long have you been at this company and what is your motivation in your work?
  - How would you describe the work environment and corporate culture?
  - What are some of the short term and long-term goals of the company?
  - What type of career opportunities may open up for a person starting out in this type of position?
  - What are some of the company's initiatives regarding health and safety?
  - What are some of the company's initiatives regarding learning and development?

**DURING**

- ✪ Avoid negative statements.
- ✪ Maintain eye contact.
- ✪ Communicate positive body language (good posture, facing the person, smiling, not fidgeting, lean in, etc.)
- ✪ Speak slowly and clear.
- ✪ Look alert and interested.
- ✪ Give a firm handshake at the beginning and end of the interview.
- ✪ Do not answer with just a "yes" or "no" explain and showcase your talents, skills and determination for the job.
- ✪ Do not bring up personal issues or family problems.
- ✪ Do not lie!
- ✪ Avoid using slang, poor language or pause words like 'Uh' or 'um'.

## Activity 6.1: Interview Preparation

- ✪ If you are unsure how to answer a question, ask the interviewer to repeat the question.

- ✪ Do not rush answers. A short pause before answering a question is okay.

- ✪ Do not inquire about salary, vacations, bonuses or other benefits unless the interviewer brings this up or until you have received an offer.

- ✪ Ask 1-2 questions about the job and company to show your interest.

- ✪ Close the interview by thanking the interviewer and expressing your interest in wanting the job. Ask the interviewer about next steps in the hiring process.

- ✪ Thank the receptionist on the way out.

**AFTER**

- ✪ Take down notes from the interview so you do not forget.

- ✪ Get the contact info (business card) of the person interviewing if you do not have it.

- ✪ Send a thank you note 24 hours after your interview.

7. Discuss with participants that many of today's employers ask certain types of questions to see how well people can think on their feet. Sometimes these questions are easy to answer and other times, not so much.

8. There is a strategy called STAR to help guide you through the process of answering these questions in a clear and complete way.

9. Use the description on **S6.3: Tell Me About a Time When** to describe this technique. Use the following as an example of how the method works:

   a. Question: Tell me about a time when you provided customer service to an upset client.

   b. **S - (Situation/Task):** I was volunteering as an office assistant in the payroll department of a local non-profit organization. An angry employee came to my desk and explained that his check amount was too low and that he wasn't able to pay rent on time because of the mistake.

   c. **A - (Action):** I promised the man that I would work with him to figure out what happened and what could be done. I compared the payroll records logbook with the computer payroll database. I discovered a data error, which explained the incorrect amount. I explained what happened and was able to put in a request to give the man a check for his missing balance.

   d. **R - (Result):** The employee thanked me and even asked to speak with my supervisor about how helpful I was.

10. Ask a volunteer to answer the first question on the handout using the method (**TELL ME ABOUT A TIME WHEN YOU** did not agree with a teacher or supervisor? How did you handle the situation?)

11. Have students form concentric circles or two lines facing one another. Explain that now they will participate in mock interviews.

    "Look at the person across from you. You are now partnering and you will have two minutes per person to answer an interview question. You should pick one question from the list on your sheet to ask the person sitting across from you. When answering a question use the STAR method. After each person answers, we will switch partners."

## Activity 6.1: Interview Preparation

12. Give the participants 5 minutes or about 2 minutes each to answer a question. Say, "Now take two minutes to give some feedback on how to improve the interview."

13. Participants should then rotate to the next person and repeat with different questions.

14. Repeat as many times as possible in the time frame.

**PARTICIPATORY LEARNING ACTIVITY: "Hot Questions" Game** (10 min)

1. Have students stand in a large circle. Stand in the middle with a bag with the cut outs of Common Interview Questions from **S6.2: Common Interview Questions.**

2. Explain: "Now that we know what we will do in an interview, we still need to figure out what we are going to say. I have a bag of common interview questions. This bag is going to be like a "hot potato". We are going to pass the bag around the circle to the music. When the music stops, the person holding the bag has to select an Interview Question from the bag to answer. If you do not want to answer the question you can ask for help from your peers and we will help you answer the question."

3. Play the game and have students pick questions from the bag and answer them. Encourage students to answer and support each other. Congratulate students for all of their responses.

4. Have students sit back in their seats and lead a discussion using the following questions:

   • Did you find the questions difficult to answer or easy? Why?

   • How did it feel having to answer a question on the spot?

   • What other questions do you think an employer would ask? Write students' answers on flip chart paper at the front of the room.

   • How could preparing for and having these responses done in advance help you in an interview?

## Activity 6.2: Introducing yourself

**Time: 45 minutes**

### Objective

Participants will practice public speaking as well as crafting a professional image.

### Advanced Preparation/Facilitator Notes

Being able to start an interview with a succinct introduction of themselves will help students to immediately engage a potential employer. A short, 30-second introduction, also referred to as an "elevator pitch" (the concept was created to sell something in 30 seconds or less—the time it takes to go from the first floor to the top of the building in an elevator) will be helpful to students beyond an interview in any situation where they are asked to share about themselves and their goals. The activity that follows helps them to brainstorm all the different pieces of information they might want to capture in an elevator speech and then to practice developing an initial pitch for themselves.

### Materials

- Flip chart paper or blackboard or PowerPoint
- Marker
- Print out handouts of **S6.5: Write Your Elevator Pitch**
- Optional videos:
- Take a look at college student Jonathan Butler's 30-second elevator speech!
  http://www.youtube.com/watch?v=uueccA2yOcs
- Here's a spin on the 30-second elevator pitch
  http://www.youtube.com/watch?v=AX17zJVt8WQ&feature=related
- A student nails it in 30 seconds (and in an elevator!)
  http://www.youtube.com/watch?v=h86_LqgOLW8&feature=related
- Seven seconds to make a first impression
  http://www.youtube.com/watch?v=5-ZpP4j09s0&feature=related

### Definition of Key Terms

| | |
|---|---|
| **Elevator Pitch** | An elevator pitch is a quick synopsis of your background and experience. Done right, this short speech helps you introduce yourself to career connections in a compelling way. |

# SESSION 6: JOB INTERVIEWING

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## Activity 6.2: Introducing yourself

### Steps

1. The Facilitator leads discussion of creating a short introduction or elevator pitch, asking, "Can anyone define what an elevator pitch is?"

   - Great elevator pitches are created to sell something in 30 seconds or less (the time it takes to go from the first floor to the top of the building in an elevator).

2. "What are situations in which you might need to do a pitch?" For yourself or for a company.

3. "When was the last time someone convinced you to do or buy something? Why were you convinced?"

4. "When you create an elevator pitch for yourself, a short introduction or marketing speech you would give to a person whom you have just met in order to introduce yourself and market your skills to them."

5. "What type of information is important to include in a short introduction to yourself?"

   - The introduction includes that you are looking for a job in _____ field and highlights what you do, special skills you have and what accomplishments you have had at your previous job.

6. Optional: Watch YouTube videos of successful elevator pitches together.

7. Facilitator then leads participants in developing an elevator pitch and asks students to form small groups (2-3).

8. Explain that now students should create their own elevator pitches imagining that they are trying to get their dream job.

9. Handout S6.4 explaining that the worksheet will help them create an amazing pitch by walking them through the process.

10. "A good elevator pitch is practiced over and over so you are ready to use it in a time sensitive situation."

# SESSION 6: JOB INTERVIEWING

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## Activity 6.2: Mock Interviews

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**Time: 1 hour, 10 minutes**

### Objectives

Students practice completing a mock interview with peers and facilitator constructive feedback.

### Advanced Preparation/Facilitator Notes

✪ Invite students to come dressed for an interview.

### Materials

✪ Flip chart paper

✪ Markers

✪ Select which Option will work best to conduct the Mock Interviews in your training

✪ Invite employer partners, recruitment agency representatives or job counselors to attend the mock interviews (if available)

### Steps

### PRACTICE-ORIENTED ACTIVITY: Mock Interviews (1 hr)

#### OPTION 1 – Mock Interviews with Students as a Panel Interview

1. Divide students into groups, so there are approximately 6-8 students per group.

2. Explain to students: "We are going to take turns acting as interviewees and interviewers and use the common questions from Activity 2 to practice interviews. Here the interviewers will be in a panel or (6-7 students) and take turns asking questions and provide constructive feedback as a group to the interviewee. Interviews should be 5-6 minutes for each student."

3. Before starting the interview, ask each interviewee to explain what the job is and the company they are applying for to help contextualize the questions. Encourage students to add new questions.

4. As students are conducting the interviews, move around the room and guide students in their interviews. After 5-6 minutes, make sure students switch to the next person.

5. If external individuals are available (i.e. Employer Partners, Recruitment Agencies, Admin Staff, etc.) they can join different groups to ask questions and provide feedback in the panel.

# SESSION 6: JOB INTERVIEWING

## Activity 6.2: Mock Interviews

**OPTION 2– Students Volunteers and Group Feedback**

If there is limited time available, Option 2 will take approximately 30 minutes to complete.

1. Ask at least 5 volunteer students to act as interviewees.

2. Explain to students: "These volunteers will be interviewed one-by-one by the facilitator (and any external individuals if available) at the front of the room. The remaining students will observe and pay close attention to the interview and write down constructive observations and feedback on a piece of paper while the volunteers are being interviewed."

3. Before the start of the interview, ask each interviewee to explain what the job is and what they know about the company they are applying for to help contextualize the question.

4. Host the interviews, using or adapting the common interview questions and other questions from the job described. Each interview should last 5-6 minutes.

5. Once each interview is completed, ask observers to present their observations on the interview process and write their observations on flip chart paper at the front of the room.

## PARTICIPATORY LEARNING ACTIVITY: Group Discussion (10 min)

1. After the mock interviews, lead a discussion using the following questions:

   - How did it feel when you were being interviewed?

   - Do you think you have satisfied the interviewer with how you responded to their questions? Why or why not?

   - What do you think you should have done differently to impress the interviewer?

   - What were good examples of positive body language? Ask students to act out what positive body language looks like.

   - Why do you think positive body language is important in an interview?

   - What were successful interviewing techniques that you saw from your peers? What made them successful?

   - Why do you think people get nervous doing interviews?

   - What can help you overcome your nerves?

2. Congratulate students for completing their interviews.

# SESSION 6: JOB INTERVIEWING

## Session Wrap-Up

**Time: 5 minutes**

### Objectives

Students reflect on what they learned in the session and identify activities to do after the training to help them further build their job search skills.

### Advance Preparation/Facilitator Notes

✪ Select a game to use to review information.

### Materials

✪ Flip chart paper

✪ Markers

✪ *Transferable Life Skills* Journey Map Poster

✪ Feedback Box

### Steps

1. Congratulate students for all of the work they did in the session.

2. Play a review energizer game to review what students learned in the session. Questions for the game could be:

   • What are 3 steps to take to prepare for an interview? Why?

   • What is 1 think you should do after the interview? Why?

   • What are 2 common interview questions?

   • What additional interview questions could you expect?

   • What is 1 question you should have prepared for the interviewee?

   • Describe how you should dress for an interview for a young woman or a young man?

   • What is a strategy you can use to calm your needs?

3. Using the *Transferable Life Skills* Journey Map Poster, review each activity and the key objectives and review the topics of the next session.

4. Encourage students to write any feedback they have for the Facilitator and put it in the Feedback Box at the front of the room. Explain to students: "This box is anonymous and your comments will help improve the programming for the future. Please share what is working well in the training and what you want to improve. If you have any personal issues you want to follow-up with, you can always discuss them after the class." If students feel comfortable have them share their feedback with the group.

## Session Wrap-Up

5. Ask students to reflect on the day and write any notes in their student journals. Use the following questions to help students self-reflect:

   - How will you make your interview a success?

   - How will you feel when you succeed in your interview?

6. Challenge students to do one or more of the take-away activities after class.

7. Remind students they must bring their student journals back to the next class!

### Take-Away Activities

✪ Write 3-4 notes in your student journals about skills you have or have learned in the class.

✪ Practice conducting an interview with a family member or peer and get their feedback.

✪ Determine the clothes you will wear and how you will do your hair for an interview.

✪ Develop a list of 2-3 questions to ask an interviewer.

✪ Research companies and job postings you would like to work at and think of potential interview questions they could ask related to the job.

## Resources

### Resource S6.1: Before, During, and After an Interview Chart

| Before an Interview | During an Interview | After an Interview |
|---|---|---|
|  |  |  |

## Resources

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### Resource S6.2: Common Interview Questions

---

Cut out each question into separate slips of paper to use in the mock interviews.

| | |
|---|---|
| Why do you want to work at this company? | What experience do you have in this type of work? |
| Describe a time when you had to overcome a challenge in a work situation. | Describe a time when you worked in a team. |
| What are your biggest strengths? | What are your biggest weaknesses? |
| What do you want to be doing in 5 years? | What skills do you have that could benefit this job? |
| Describe one of your most successful moments in your life. | Why do you want to work in this industry? |

## Resource S6.3: Tell Me About a Time When...

Use the STAR strategy below to guide you in answering the sample interview questions, "Tell me about a time when…"

**Situation (or Task):** Describe the situation that you were in or the task that needed to be accomplished. Be specific and give enough detail so that the interviewer understands. The situation could be from a previous job, a volunteer experience, school, or another relevant environment.

**Action you took:** Describe the action you took. Be sure to keep the focus on you! Even if you're discussing a group project or effort, talk about what YOU did—not the efforts of the entire team.

Don't say what you could do or what you could have done. Say what you DID.

**Results you achieved:** What happened? How did the event end? What did you accomplish? What did you learn?

### TELL ME ABOUT A TIME WHEN...

… you did not agree with a teacher or supervisor. How did you handle the situation?

… you were able to use persuasion to successfully convince someone to see things your way.

… you were faced with a stressful situation that demonstrated your coping skills.

… you used good judgment and logic to solve a problem.

… you set a goal and were able to meet or achieve it.

… you had to conform to a policy with which you did not agree.

… you had too many things to do and were required to prioritize your tasks.

… you were able to successfully deal with another person even when that individual may not have personally liked you (or vice versa).

… you tried to accomplish something and failed.

… you had to deal with a very upset customer or co-worker.

… you motivated others.

## Resource S6.4: Write Your Elevator Pitch

| First answer these questions… | |
|---|---|
| **What? Why?** | Why are you giving this elevator pitch? What is your goal? Are you trying to get a job? Find a mentor? Be accepted to a college? |
| | |
| **For Whom?** | Who will you be speaking to? A future employer? A college representative? Effective pitches are created for specific audiences! |
| | |

### Resource S6.4: Write Your Elevator Pitch

| Now Write Your Elevator Pitch | |
|---|---|
| **"Hook" Your Audience with a Wow Factor!** | What will capture your audience's attention right away? Catch their attention by colorfully describing the situation. |
| | |
| **Who am I?** | The basics about you. **Example:** "My name is ___. I'm a student at Hilyard High School and I am an expert writer." |
| | |
| **Your Past and Present** | Your past and present work experience, school interests, or achievements. **Example:** "I am the leader of my school's debate team and recently led us to the state championships" |
| | |
| **The Future** | What are your long-term career and education goals? |
| | |

### Resource S6.4: Write Your Elevator Pitch

| Now Write Your Elevator Pitch | |
|---|---|
| **Why You?** | Why would you be a great fit at the company or school you are interested in? What are your strengths and how do they relate to the job or school?<br><br>You can do this by describing 1 or 2 top skills you have, and an example of an achievement for each. Tell a quick story about them! Stories are easier to remember, easier to say, and can quickly capture attention. |
| **My Strengths and an example of each**<br><br>1.<br><br><br><br><br><br><br>2. | |
| **Action Step** | What would you like to ask for from your audience? More information? A meeting or interview? Be specific about what and when. |
| | |

# Education Works
## TRANSFERABLE LIFE SKILLS
## JOURNEY MAP

Beginning the Journey

Introduction

Setting Rules and Expectations

Employability Skills Pre-test

Exploring Our Past and Future

Securing a Job

Where Am I Going?

Where Have I Been?

Where Am I Now?

Job Search and Networking

CV Writing

Job Review

Succeeding on the Job

Communication

Time and Stress Management

Working Rights and Safety

Being a Professional

Working Together

Problem Solving on the Job

Action Planning

NEXT STEPS

Brandeis
THE HELLER SCHOOL FOR SOCIAL POLICY AND MANAGEMENT
Center for Youth and Communities

**USAID'S BUILDING THE POTENTIAL OF YOUTH ACTIVITY**
**Institutional Capacity Development Support to Ethiopian Higher Education Institutions**

Save the Children

# Education Works
## TRANSFERABLE LIFE SKILLS

**UNIVERSITY EDITION**

## Module III: Succeeding on the Job

**USAID'S BUILDING THE POTENTIAL OF YOUTH ACTIVITY**

Institutional Capacity Development Support to Ethiopian Higher Education Institutions

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## Principal Authors and Field Test Partners

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## Education Works
TRANSFERABLE LIFE SKILLS

## CONTENTS

## SESSION 10: COMMUNICATION

# Education Works
## TRANSFERABLE LIFE SKILLS

## OPTIONAL SESSION 13: CUSTOMER SERVICE

## CONCLUSION

# INTRODUCTION

## Introduction to Module III

The *Transferable Life Skills* curriculum is organized into four distinct sections.

If you are starting **Module III,** you should have already read through the **Introduction/ Trainers' Guide,** conducted the introductory activities with your students, set norms with them, reviewed the concept of *Transferable Life Skills* and the core domains, and conducted the Employability Assessment pre-test with all your students.

Ideally, by now you should have also completed:

✪ **Module I: Exploring our Past and Future,** in which students look at their past experiences to learn and discover the underlying factors that shape who they are and where they might want to go. The exercises and tools in this Module are designed to enable participants to understand themselves, their interests and skills, how they learn, and their identity. Students also look to the future and map what they would like to do in the next 1, 5, and 10 years, setting short- and long-term goals for themselves.

✪ **Module II: Securing a Job,** in which students learned how to build essential job search skills and map career opportunities to secure a safe and decent job in their related field of interest. Module II prepares participants for how to network, apply for jobs and build their CV and cover letter writing skills. The final part of the module focuses on building their confidence in interviewing, where they learn key interviewing techniques through mock interviews and preparing their brief self-introduction "elevator pitches".

If you are not teaching these modules in sequence, you should still study **Modules I and II** and build some time into your training to help students understand the goals of getting to know themselves and identifying their career and life goals and aspirations for their future. You should also lift up for them the key highlights of building essential job search skills.

✪ **Module III** has **seven sessions** that include **twenty-eight activities** to engage students in their learning.

**Session 7: Being A Professional**

**Session 8: Working Rights and Safety**

**Session 9: Time and Stress Management**

**Session 10: Communication**

**Session 11: Working Together**

**Session 12: Problem Solving on the Job**

**Session 13 (Optional): Customer Service**

After this Module, students should be asked to take the **Post-completion Employability Assessment Tool (EAT)** to track the growth in their learning, self-perception and sense of readiness vis-a-vis the **EAT** survey they completed at the start of the course.

# INTRODUCTION

## Remember these Training Tips from the Trainers' Guide

**Engage participants**

✪ It is important to create a learning environment that helps establish trust and solidarity in a group. Using name cards or working to remember all of the participants' names is critical to ensuring this.

✪ Greet all students as they come in and when you start the class.

✪ State the objectives of the lesson clearly and tell students:

- What they will learn that day

- How that learning will be useful to them and applicable in the workplace

- How does the lesson connect to what they have learned previously?

✪ Conduct a wrap-up after each session, remind students of the lesson objectives and ask them if they think the group met the objectives. Identify and repeat the lessons learned in the session, the reminder and repetition will help with retention and make it easier to link to the subsequent lesson when they return to class. This is also a good time to identify the *transferable life skills* learned and used.

✪ If an activity is highly successful, build on that success. Every positive reaction is an opportunity to verbally acknowledge and engage participants at a more meaningful level.

✪ Be cognizant of any biases you may have to particular participants, genders, etc. and make sure you are being inclusive.

**Model curiosity for students**

✪ When students give an answer to a question, consider pushing the conversation by asking more questions. Appreciate the response and then ask: Why do you think that? In what other ways might you conceptualize this problem? What does the rest of the class think about the point that this student raised? Do you agree? This point reminds you of which other conversation we have had in class?

✪ If something comes up that you don't know much about, tell them that you are curious about it and will research it. Return to class and discuss the point further after you have read more about it. This will model for students that you too are a lifelong learner.

**Monitor and check-in regularly with participants**

✪ All participants should feel comfortable actively participating.

✪ Ask participants regularly how they are doing. If all you get is a consistent "okay," you may need to ask a few more specific questions, or ask them to share what they are working on.

✪ Observe participants regularly and work to break-up any groups which are seeming disengaged or that tend to exclude others.

✪ If there are participants who are struggling with a concept, (i.e. not contributing to the participatory learning activity, removing themselves from the class) provide one-on-one support to discuss any issues.

✪ If you discover activities that do not resonate with the students, make a note of the challenge in your Trainer's notes or stop the process and check in with students about why they aren't participating—this could be a "Teachable Moment."

# INTRODUCTION

**Be prepared**

✪ Make sure you have all materials on hand and complete the advanced preparations beforehand.

✪ Make sure to read all parts of a session to make sure you are properly prepared. Internalizing the concepts fully will enable you to express them in your own words and not read from a text, making it more engaging for students. It will also enable you to adapt the lesson as needed.

✪ Being prepared helps you be more confident in the activities you are delivering. Participants will pick up on this confidence and that will help them in their learning process.

**Be ready to adapt**

✪ Don't be afraid to take a break or switch activities if participants seem disengaged.

✪ Be aware of how participants are responding to the activities and discussion questions and make adaptations as needed. If it does not work, change it! Just make sure that the changes align with the training principles and learning approach.

✪ If you cannot find the required materials, improvise with whatever materials are around. If flip charts are not easily available, for instance, put the material on a PowerPoint slide and show it on the screen.

✪ Some of the activities may need to be adapted for the educational or developmental levels of the group you are working with and/or for the time you have available.

**Monitor the time**

✪ If you cannot do this yourself, it is helpful to have a co-Trainer monitoring the time.

✪ If a discussion is going really well, it is important not to cut it off if you feel participants will benefit from it, however, you need to balance this with the time constraints.

✪ Leave extra room at the end in case sessions run over or certain participants need extra one-on-one time.

✪ The suggested times for each session and activity are approximate and will vary by your pace and student engagement. Make your own time allocations as you internalize the content for each session.

**Have fun!**

✪ The activities and training enhance confidence and are intended to be fun for all, that includes the Trainer.

   Many people learn through observing and simulating others' behaviors and attitudes. It is important for participants to see how positive, constructive approaches and mindsets can be valuable in their lives.

# Module III: Succeeding on the Job

## Overview

Success means something different to everyone. This module helps students reflect on what success means to them in the workplace by reflecting on 4 key employability skills: 1) Self-Control, 2) Communication, 3) Social Skills and 4) Higher Order Critical Thinking, and how these apply to their work. Through various simulations, games, role-play, discussions, and group-work activities, students take the next steps to making success on their career paths and personal journey a reality.

Session 7, 8 and 9 examine what it means to be a professional and stay safe and healthy in students' current and future work. Participants map out key values, attitudes and behaviors that will make them successful, identify key working rights and ways to be protected on the jobs, and determine ways to effectively manage their time, stress and expectations in the workplace.

In session 10, students develop strategies to communicate for success and complete various simulation activities and games to build active listening skills, be assertive, and examine communication styles and the best practices for email communication.

Session 11, Working Together, allows students the opportunity to practice their social skills in a team building assignment and to imagine what it is like walking in another person's shoes. They also review and develop strategies to resolve conflicts with others.

Session 12 is a unique practice-oriented session where students review all of the different sessions they have completed through the Transferable Life Skills Training and select a workplace problem to solve and build strategies to think critically along the way.

Finally, an optional Session 13 focuses on building the skills of customer service and may be of particular interest to students curious about or interested in pursuing careers in the service industry.

| SESSION | ACTIVITY | OBJECTIVES |
|---|---|---|
| **7. BEING A PROFESSIONAL** | **7.1 Workplace Appearance** | Students understand the difference between technical and life skills. They identify their strengths and areas of improvement, as well as think critically about opportunities and limitations in the surrounding labor market. |
| | **7.2 Workplace Values, Behaviors and Attitudes** | Students identify different ways to search for a job and the advantages and disadvantages of each. They determine criteria they can use to assess if a job is right for them or not. |
| | **7.3 Delayed Gratification** | Students understand the importance of delayed gratification in work and determine consequences for their actions in the workplace. They identify expectations they have for work and how to manage and prioritize them. |
| | **7.4 Taking Initiative** | Students understand the importance of taking initiative in the workplace and how that contributes to their professionalism. |

# Overview

| SESSION | ACTIVITY | OBJECTIVES |
|---------|----------|------------|
| **8. WORKING RIGHTS AND SAFETY** | **8.1 Working Rights** | Students understand their working rights and responsibilities, and what to do if these are infringed upon. |
| | **8.2 Safety in the Workplace** | Students understand different sets of rules for health and safety, and are able to assess hazards that may impact them in their current or future work. They also understand protocols in case of an injury. |
| **9. TIME AND STRESS MANAGEMENT** | **9.1 Effective Scheduling** | Students understand the key strategies to manage and schedule their time effectively. They learn how to prioritize important tasks to manage their time across their work and personal lives. |
| | **9.2 Coping with Stress** | Students identify causes of stress and practice effective skills for coping with stressful situations. |
| | **9.3 Balancing Work and Personal Life** | Students are able to identify common situations that make it challenging to balance work and personal life, and to communicate effectively in order to manage personal and work lives. |
| **10. COMMUNICATION** | **10.1 Effective Communication** | Students identify good communication tactics and learn the importance of both verbal and non-verbal communication in the workplace. They understand and demonstrate effective communication in the workplace and develop a plan to improve their skills. They also learn the do's and don'ts of email communication. |
| | **10.2 Active Listening** | Students are able to demonstrate active listening and understand its importance for workplace success. |
| | **10.3 Being Assertive** | Students understand the difference between being assertive, aggressive, and timid, and develop strategies to handle situations in an assertive way. |
| | **10.4 Communication Styles** | Students will explore their own communication style and that of others, and explore ways they can improve their communication. |
| | **10.5 Technology and Social Media** | Students will relate the topic of communication via technology and social media to professionalism and other communication skills, and understand the difference between appropriate and inappropriate technology use. |
| | **10.6 Email Communication** | Students explore elements of a well written vs. a badly written email, discuss the consequences of communicating poorly over email and practice composing a professional email. |

# Overview

| SESSION | ACTIVITY | OBJECTIVES |
|---|---|---|
| **11. WORKING TOGETHER** | **11.1 Teamwork** | Students understand the value of working in a team and are able to do so successfully to achieve an overall goal. They understand the importance of trust in the workplace. |
| | **11.2 Respect and Empathy** | Students understand the importance of respecting other people's differences and understanding people's feelings and emotions. They are able to empathize with others. |
| | **11.3 Resolving Conflict** | Students develop strategies to resolve conflict effectively and peacefully. |
| | **11.4 Adaptability and Flexibility: Adapting to Role Change** | Students explore what being adaptable and flexible means, considering the social and emotional knowledge, attitudes, and skills that helped them be adaptable and flexible in the past. |
| **12. PROBLEM SOLVING ON THE JOB** | **12. 1 Creativity and Problem Solving** | Students understand the importance of using creativity to solve a problem and identify mental barriers and assumptions which can prevent problem solving. |
| | **12.2 Problem Analysis** | Students are able to identify the root causes and effects of problems to better understand and analyze a problem. |
| | **12.3 Determining Objectives** | Students are able to create a clear objective for a problem they want to solve and brainstorm multiple solutions for it. |
| | **12.4 Brainstorming and Selecting Solutions** | Students are able to brainstorm multiple solutions to a problem and complete a cost/benefit analysis to determine the most effective solution. |
| | **12.5 Action Planning** | Students are able to develop plans to put their solutions into action. |
| | **12.6 Deciding to Leave Your Job** | Students are able to describe when it is appropriate to look for another job and the process to use for giving an employer notice that they are leaving. |
| **13. CUSTOMER SERVICE (OPTIONAL)** | **13.1 Exceptional Customer Service** | Students will be able to identify ways to meet customer needs and practice necessary skills. |
| | **13.2 Communication with Customers** | Students will be able to communicate effectively with customers by telephone and face-to-face. |
| | **13.3 Resolving Conflicts with Difficult Customers** | Students will be able to demonstrate how to provide good customer service when there is a conflict or misunderstanding. |

# SESSION 7: BEING A PROFESSIONAL

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## Session Outline

### Session Overview

One key objective of *Transferable Life Skills* is to help students build their self-control skills and develop positive and professional work behaviors and values. In this session students will explore what it means to be a professional and think about how they want to present and act in their workplace. They will also think about ways to delay gratification and manage expectations in the workplace.

### Session Objectives

✪ Students demonstrate an ability to dress and appear professional for a job in their industry.

✪ Students prioritize important values for their work and life.

✪ Students demonstrate positive and professional attitudes and behavior in the workplace.

✪ Students understand the importance of delayed gratification in work and determine consequences for their actions in the workplace

✪ Students understand the importance of taking initiative in work.

✪ Students prioritize expectations in the workplace and develop strategies to manage their expectations.

### Advanced Preparation

✪ Read through each activity.

✪ Collect all necessary materials listed below.

✪ Write the session quote on flip chart paper or on a PowerPoint slide.

✪ Cut up small pieces of paper with a different value written on each one. Values can include: perseverance, creativity, hard work, determination, positivity, helping others, independence, teamwork, leadership, commitment, loyalty, honesty, openness, flexibility, timeliness, security, community, health, money, family, success, religion, humor, courage, reliability, etc.

✪ Create a flip chart or PowerPoint version of the following Resource Materials:

• **S7.1: Delayed Gratification Scenario Chart**

• **S7.2: Job Temptations and Consequences**

• **S7.3: Good Workplace Behaviors**

# SESSION 7: BEING A PROFESSIONAL

## Session Outline

### Materials

- Attendance Form
- Student journals
- *Transferable Life Skills* Journey Map Poster
- Feedback Box
- Flip chart paper
- Markers
- Tape
- Bag
- Projector, Speakers, Computer and Screen (if available)
- Marshmallow Test Video (prepped with sound and visuals)

### Time Required: 2 hours

| ACTIVITY | ACTIVITY DESCRIPTION | TIMELINE |
|---|---|---|
| Session Introduction | Students are introduced to the session, review what was learned in the previous session and build a positive learning environment. | 5 min |
| Workplace Appearance | Students identify the proper dress and appearance for jobs in their industry. They understand the importance of proper dress code for safety and to be a professional. | 20 min |
| Workplace Values, Attitudes and Behavior | Students understand the concept of values and define their own values for themselves in their life and work. They can demonstrate positive and professional attitudes and behaviors in the workplace. | 30 min |
| Delayed Gratification | Students understand the importance of delayed gratification in work and determine consequences for their actions in the workplace. | 30 min |
| Taking Initiative | Students understand the importance of taking initiative in the workplace and how that contributes to their professionalism. | 30 min |
| Session Wrap-up | Students review the session and identify activities to do after the training to help them further build their professionalism skills. | 5 min |

### Employability Skills Assessment Check In

This session looks at building the following employability skills, where students are asked to assess the following statements:

**Self-Control**

- I feel proud when I produce high quality work.
- I know what workplace values, attitudes and behaviors are effective in the workplace.

# SESSION 7: BEING A PROFESSIONAL

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## Session Introduction

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**Time: 5 minutes**

### Objectives

Students are introduced to the session, review what was learned in the previous session and build a positive learning environment.

### Materials

- Flip chart paper
- Markers
- Attendance sheet
- *Transferable Life Skills* Journey Map Poster

### Steps

1. If completing this session on a new day, welcome students to the class. Have them sign the attendance sheet.

2. Review the previous session.

3. Invite 1-2 students to share the actions they took after the previous session.

4. Do a quick ice breaker to create a positive environment.

5. Review the session objectives and activities using the *Transferable Life Skills* Journey Map.

## Activity 7.1: Workplace Appearance

**Time: 20 minutes**

### Objectives

Students identify the proper dress and appearance for jobs in their industry. They understand the importance of proper dress code for safety and to be a professional.

### Advanced Preparation/Facilitator Notes

Being a professional is about both acting the part and looking the part. It is about holding the values, attitudes, and mindsets, and acting in the workplace in ways that other people respect and admire. It involves helping colleagues and the organization as a whole grow (discussed in Activity 7.2). Being a professional also involves having specialized knowledge and competencies that grow over time and with experience.

It is important for students to present themselves as professionals and to think about their appearance in the workplace. Like a superhero puts on their cape, wearing the right clothes to the workplace can help a person feel confident in their role and job. Appearance, though, is not just about clothes. It is also important to think about how you wear your hair, and your personal hygiene, which impacts your overall appearance. This demonstrates to colleagues and the employer a person's commitment to the workplace and that they take themselves and the job seriously.

Students should also reflect on what appearance is appropriate for the job they are doing. If working in a mechanic shop, the dress code will be different than working in a laboratory or office. There are specific clothes and equipment (personal protective equipment) that are required to stay safe on the job. Students should recognize these differences and ensure that if safety gear is required for the job, it is provided by their employers.

**Important Note:** For many students from lower socio-economic backgrounds, buying professional looking clothes may not be feasible. It is important to be sensitive to these issues and help students realize what is possible within their means and to consider different options. Dressing professionally does not have to mean purchasing expensive things; it can also just be about grooming themselves appropriately. Purchasing certain clothes may be a goal that they want to pursue in the future. However, any protective equipment should be made available from employers as a key working right (See Session 8).

### Materials

- ✪ Flip chart paper
- ✪ Markers
- ✪ Tape
- ✪ Drawing materials

### Definition of Key Terms

| | |
|---|---|
| **Professionalism** | The actions, values, attitudes and appearance that make a person successful in the workplace. |
| **Personal Protective Equipment (PPE)** | Protective clothing, helmets, goggles or other garments or equipment designed to protect the wearer's body from injury or infection. The hazards addressed by protective equipment include physical, electrical, heat, chemicals, biohazards, and airborne particulate matter. |

# SESSION 7: BEING A PROFESSIONAL

## Activity 7.1: Workplace Appearance

### Steps

1. Facilitator leads a discussion on what it means to be professional—ask for a few participants to define what 'professional' means to them.

2. Post the key characteristics on newsprint.

3. Explain that professionalism is not only about wearing a suit or carrying a briefcase; it also means conducting oneself with responsibility, integrity, accountability, and excellence. It means communicating effectively and appropriately and always finding a way to be productive.

4. Explain that employers want new workers to be responsible, ethical, and team oriented, and to possess strong communication, interpersonal, and problem-solving skills. Wrap these skills up all together and you've got professionalism.

5. Explain that participants will rate themselves on workplace behaviors that are typically thought of as "professional" in the workplace. Handout **S7.3: Workplace Behaviors.**

6. Participants should be encouraged to be honest, as the handout can be kept 100% confidential.

7. Ask the group to share the skill about which they feel the proudest.

8. Without asking who wanted to improve, discuss some of the strategies people could use if they wanted to improve a few of these skills (select two or three).

9. Ask the group if there are any additional skills missing from this list. What are they?

### PARTICIPATORY LEARNING ACTIVITY

1. Divide students into two groups based on gender.

2. Handout two pieces of flip chart paper taped together lengthwise and drawing materials to each group.

3. Ask each group to draw a large figure outline of a man or woman on the paper with drawing materials.

   **OPTIONS:** *If working in a large class size and there is enough space either in the classroom or outside, create multiple groups of 5-8 students based on gender.*

   *Student groups can be organized based on industry sector or type of profession. For example, group together those working in hotel management in one group, carpentry in one group, textiles and design in one group, etc.*

   *If there is not a lot of space, the facilitator can have students work in pairs based on gender and complete the ideal employee drawings in their My Professional Appearance in their student journals*

4. Explain to students: "This person on the paper is going to be our ideal employee."

5. Lead a discussion using the following questions. Write students' answer on flip chart or the blackboard at the front of the room:

   - To be successful on the job, how should the ideal employee dress and look at work?

   - How can what the ideal employee has to wear differ from job to job? For example, what would you have to wear if you were working in car manufacturing versus in a retail store?

   - Why do you think it is important to look and dress professionally at work?

   - Why do you think it is important to follow the dress codes at work?

## Activity 7.1: Workplace Appearance

6.  In their groups, ask students to think about a job they are interested in and what the workplace would look like. Have them discuss what sort of clothes and appearance will help them succeed in that job and draw the appearance on the flip chart paper with the ideal employee tracing.

    **Note:** If there are a range of different occupations with different dress codes in each group, have each group select one person from the group and focus on the clothes and appearance for that one particular job.

7.  Visit each group and provide assistance as needed. It is important to have students think realistically about the types of jobs they are applying for and what dress codes apply to those jobs.

8.  When complete, have 1-2 groups present their drawings of their ideal employee's appearance to the rest of the group and discuss why. Keep their drawings for the next activity.

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## Activity 7.2:
## Workplace Values, Attitudes and Behavior

**Time: 30 minutes**

### Objectives

Students understand the concept of values and define their own values for themselves in their life and work. They can demonstrate positive and professional attitudes and behaviors in the workplace.

### Advanced Preparation/Facilitator Notes

Our values, attitudes and behaviors can affect how people see us and respond to us, which can impact how we succeed in the workplace.

Values help us grow and develop. Everyone is involved in making many decisions every day. The decisions and actions we take are a reflection of our values and beliefs of what is most important for ourselves, our families, communities and society. Values are individual and shared rules that guide our behavior. Being a professional involves understanding and embracing important shared values that exist in the workplace and with others around you. There are different types of values that can exist for people and organizations:

1. **Individual values** which reflect how a person lives. These are values important for one specific person. No one person's values are more important than another's and people may put different emphasis on different values at different times. Examples include enthusiasm, creativity, humility, respect, tolerance, etc.

2. **Relationship values** are those which reflect how a person relates to others. Examples include openness, trust, generosity, caring, etc. In a workplace, such values are important to build group cohesion and solidarity to achieve group tasks.

3. **Organizational values** reflect how a workplace operates and what a company or organization sees as important. This can include teamwork, growth, productivity, etc. Organizational values may not always be explicitly stated and students will have to watch, listen, and be perceptive about what elements are valued in their workplace. Students need to learn to recognize these values so they understand what is expected of them in the workplace. They may also see conflicts between what an organization says it values and the ways in which it acts. Navigating those differences is an important skill that all employees need to learn.

4 **Societal values** reflect how an individual or an organization relates to and perceives society. Examples could be equality, environmental sustainability, democracy, human rights, the welfare of future generations, etc.

5 **Attitudes** can positively or negatively affect a person's behavior. In the workplace, a person's attitude can be reflected in the work they do and how others want to work with or for them. It is important to keep a positive attitude in the workplace as attitudes can affect others and boost or lower morale.

# SESSION 7: BEING A PROFESSIONAL

## Activity 7.2:
## Workplace Values, Attitudes and Behavior

### Materials

- Flip chart paper
- Markers
- Bag
- The "Ideal Employee" flip chart from Activity I
- Small pieces of paper with different values written on each one. Values can include: perseverance, creativity, hard work, determination, positivity, helping others, independence, teamwork, leadership, commitment, loyalty, honesty, openness, flexibility, timeliness, security, community, health, money, family, success, religion, humor, courage, reliability, etc.

### Definition of Key Terms

| | |
|---|---|
| **Attitudes** | The way of thinking about something or someone and reflected in one's behavior. Workplace attitudes are a way of thinking about a job and tasks to be completed in the workplace, as well as how one thinks about colleagues, supervisors and the organization as a whole. |
| **Values** | One's principles or standards of behavior. One's judgment of what is important in life. Workplace values are what one judges as important in the workplace. |
| **Behaviors** | The way one acts or conducts oneself, especially in relation to others. |

### Steps

1. Explain to students: "In the last activity, we have looked at the ideal physical appearance in the workplace, but how others view us is not just about what we are wearing, our hygiene or how we do our hair. In this activity, we will review some situations in which our values, attitudes and behaviors can affect how people see us and respond to us, which can impact how we succeed in the workplace."

2. Ask the group to form two teams.

3. Explain: "We are going to play a game of Charades. Inside this bag are different positive values in a workplace. Each team will have one volunteer come to the front, select a value from the bag and act it out without speaking. Each person will have one minute to get their team to guess the correct value. If the team gets it right they get a point. If their team cannot get it in one minute, the other team has one opportunity to guess and steal a point."

4. Have students play the game for 10-15 minutes.

## Activity 7.2:
## Workplace Values, Attitudes and Behavior

5. Lead a discussion with students on the different values portrayed using the following questions. Write down their answers on flip chart or blackboard:
   - What does a value mean to you? Guide students to understand that values are the principles or standards we have. They are the judgments we make of what is important in life and in work. They play a large role in our lives and guide us in shaping our attitudes and behaviors. Values are learned and formed through different experiences that we have. Values may not necessarily be "right" and people may have opposing values.
   - What values do you think are important in the workplace and by employers? Why?
   - What values do you have about work? Why?
   - What values would help you do your work in a job you are interested in? Why?

6. Have students work in pairs and brainstorm a list of values they have for their life, work and ways they should treat others. Have them write their list in their student journals. Ask them to rank their top 5 values and discuss with their partner. Visit each group and provide assistance as needed.

7. Have 1-2 students present their values to the class. Use the following questions to lead a discussion:
   - Are any of you fulfilling your values now? How are you doing this?
   - Whose values do you think are more important, your values or your peers? Why?
   - Have you ever had a situation where your values were different than others? What happened?
   - Explain: "No one's values are more important than anyone else's. The key to avoiding or resolving conflict with others is to be aware of other people's values and perspectives and try to understand where they are coming from so a compromise can be found."

### PARTICIPATORY LEARNING ACTIVITY: Attitudes Role-Play

1. Divide students into 2 groups. Ask the first group to lead a role-play of 2 different scenarios that show a student working with a negative or indifferent attitude. Different negative attitudes or behaviors to act out could include:
   - An employee is not polite to a customer on the phone
   - An employee is distracted by others around him or her
   - An employee is not assisting the client with their request
   - An employee does not listen to their boss
   - An employee talks on the phone or texts when they should be working

2. Lead a discussion with the whole group using the following questions:
   - How did the customer or boss react? What was the overall outcome?
   - Was the work done well or poorly? Why?
   - What was the attitude of the employee?
   - Why do you think someone might have this attitude when working?
   - How could this attitude change?
   - How would a positive attitude change what happened in this situation?

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## Activity 7.2:
## Workplace Values, Attitudes and Behavior

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3. Ask the second group to lead a role-play, this time with a positive attitude. Different positive attitudes or behaviors to act out could include:

   - An employee politely greets a customer and helps them find what they are looking for

   - An employee offers suggestions and helps a colleague in their work

   - An employee makes sure their task is complete

   - An employee encourages and motivates others around them

   - An employee is proud of the work they do

4. Lead a discussion with the whole group using the following questions:

   - How did the customer or boss react the second time? What was the overall outcome?

   - What did the employee do differently?

   - How did the employee show a positive attitude?

   - What are some things you can do to stay positive at work?

   - Why is a positive attitude important in your work?

   - How can you help your friends have a better attitude?

   - Can attitudes change during the day or week? What are some reasons for an attitude to change?

   - Who or what affects the attitudes you have towards your work?

5. Ask students to share one strategy they have that will help them maintain a positive attitude at work and how to convince others to do the same. Write their answers on flip chart or blackboard for everyone to see.

### PARTICIPATORY LEARNING ACTIVITY: Ideal Workplace Behaviors and Attitudes

1. Hand back the Ideal Employee drawing on flip chart paper from Activity 1 and divide students back into their corresponding groups.

2. Explain: "Let's review our ideal employee again. This time we will map different values, attitudes and behaviors which will help the employee succeed in their job.

   - Inside or around the arms, hands, legs and feet, write down actions that the ideal employee will do (behaviors).

   - Inside or around the heart, write down work values that the ideal employee will bring to their workplace.

   - Inside or around the head, write down attitudes that the ideal employee will bring to their workplace.

   Visit each group and provide assistance as needed.

3. Have 1-2 groups present their Ideal Employee flip chart papers and discuss the values, attitudes and behaviors that make up an ideal employee.

# SESSION 7: BEING A PROFESSIONAL

## Activity 7.3: Delayed Gratification

**Time: 30 minutes**

### Objectives

Students understand the importance of delayed gratification in work and determine consequences for their actions. They identify expectations they have for work and how to manage and prioritize them.

### Advanced Preparation/Facilitator Notes

In life there are many temptations that we may have. We may also not want to follow through on activities if they appear too difficult or unachievable. However, before succumbing to easy temptations, it is important to assess the situation, what the consequences may be in the short- term and long-term and how the consequences can impact the short- and long-term goals we set for ourselves.

If a boss asks you to do a task you do not want to do, you may want to quit or not do it. However, if we quit, we would not have money to pay for the things we need like rent or food. You would not get a good reference from your boss and it may be difficult to find other work. You might think you will get another job, but a similar situation could occur there as well. Hence, it is best to learn how to cope constructively with challenges rather than quit your job when a challenge occurs.

Conversely, if we delay gratification and persevere with the task we have been asked to complete, our boss could reward us. You could get a raise or a promotion. You could get a good reference for a different job in the future that helps you reach your personal goals. It is important to critically assess the situation. If we find ourselves in an unsafe or unhealthy situation with work, then action is required, as our health and safety is a key priority.

A student who is just starting work may find themselves in jobs that seem boring and low paying because they do not have a lot of experience. Many times in work, it is about starting from the bottom and working your way up, where you gain experience and build relationships and networks with people who can help you in the future. These things take time and do not happen right away.

Students should approach their work with a learning mindset so that they are more focused on developing their skills and learning new things than on "being right" or "being bored" in the workplace. They should understand that trust and autonomy have to be developed by their actions and behaviors, and that more responsibility and "interesting" work will come to them if they show that they can fulfill their current assignments well and on time.

It is important for students to always assess their work, well-being and happiness. If they are continuously not happy in their work, it is important to think through what is making them unhappy and speak to their work mentor, boss, peers or family to change the situation. In some cases, the work may not be a good fit for them, they may need to change their attitude and mindset towards the work, or they may be able to resolve the situation satisfactorily with their mentor or boss. However, if it is just one bad day, they should think about ways to make it better with time and patience. It is important not to overreact and always look at the bigger picture and the consequences of one's actions.

✪ Create a flip chart or PowerPoint version of the following Resource Materials:
- **S7.1: Delayed Gratification Scenario Chart**
- **S7.2: Job Temptations and Consequences**

## Activity 7.3: Delayed Gratification

### Materials

✪ Flip chart paper

✪ Markers

✪ Projector, Speakers, Computer and Screen (if available)

✪ Marshmallow Test Video (prepped with sound and visuals)

### Definition of Key Terms

| | |
|---|---|
| **Delayed Gratification** | The ability to put off something mildly rewarding in the present in order to gain something that is more rewarding later. For example, you could watch TV the night before a test or practice delayed gratification and study for the test to pass and succeed in your education. |
| **Temptations** | A desire to do something, especially something wrong or unwise. It may lead to a mildly rewarding result in the short-term but will, most often, not be a good decision in the long-term. |

### Steps

#### INTRODUCTORY ACTIVITY: Marshmallow Test Video
**OPTION:** *If projector or slide is not available, skip steps 1-2*

1. Introduce the Marshmallow Test Video and play the video.

2. Lead a discussion with students using the following questions:
   - What were the children told to do in the video? Why were they told to do this?
   - What were the consequences if the child ate the marshmallow?
   - What happened to the children as they waited?

#### PARTICIPATORY LEARNING ACTIVITY: Delayed Gratification Scenario

1. Read out the following scenario:

   "You are working on counting inventory at a store which your boss needs completed by tomorrow. Suddenly, your friend texts you and invites you to karaoke. At the time you feel bored and want to have a break."

2. Post the flip chart or PowerPoint version of **S7.1: Delayed Gratification Scenario Chart** at the front of the room for everyone to see. As a group fill, in the chart together using the following questions to help prompt students:
   - What are some of the positive thoughts you might have in this situation?
   - What are some of the negative thoughts?
   - What would be the consequences if you go to Karaoke with your friend?
   - What would be the consequences if you stay and finish the assignment?
   - What would you do and why?

# SESSION 7: BEING A PROFESSIONAL

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## Activity 7.3: Delayed Gratification

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3. Post **S7.2: Job Temptations and Consequences** at the front of the room for everyone to see. Continue discussing, using the following questions. For these questions, write students' answers on the flip chart or blackboard.

   - What could be a situation in a job where you have to resist temptation? Let students come up with ideas for temptations and add to the list with the following ideas:

     **Coming late**

     **Not finishing a task**

     **Stealing if nobody is looking**

     **Gossiping in the workplace**

     **Quitting**

     **Being on your mobile phone when you should be working**

   - What would be the consequences of some of these things?

   - What are ways you can cope with a situation you are tempted with?

4. Explain: "In work, there are things that you may be tempted to do. If your boss asks you to do a task you do not want to do, you may want to quit or not do it. But before acting out, it is important to think about the situation and what the consequences are. If we quit, we will not have money to pay for the things we need like rent or food. You would not get a good reference from your boss and it may be difficult to find other work. But if you delayed gratification, did not quit and persevered, your boss could reward you. You could get a raise or a promotion. You could get a good reference for a different job in the future that helps you reach your personal goals."

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### PARTICIPATORY LEARNING ACTIVITY: Managing Expectations Story

1. Share the following story of Loreda:

   When Loreda started her job in Engineering, she thought that she would be working on machines all day. She imagined herself using tools, designing products and eventually becoming an expert. In reality, she was a long way from being in that type of role. When she discovered that it may take over a year for her to be in a position to design things herself, she was disappointed and even thought of quitting.

2. Use the following questions to lead a discussion with students. Write their responses on flip chart or blackboard.

   - Can you imagine such a situation in either your current work or future work?

   - What would it look like?

   - Who has expectations of their current and future job? What are they?

3. As a large group, use the following questions to lead a discussion:

   - What should we do when things do not turn out exactly as we want them to?

   - What are some situations in a job which could be discouraging where we may be disappointed?

   - Why is it important to persevere and not give up on a job or in a task?

## Activity 7.3: Delayed Gratification

4. Go through the expectations listed on the flip chart paper and discuss with the group which are realistic, which are not, and which we do not know yet. Ask: "If you are not sure about the expectations of a job, what could you do to find out more to help you manage the expectations and determine what is best for you?" Write ideas and add any missing strategies to the list.

   Additional ideas could be:
   - Discuss with your boss.
   - Discuss with other peers or people in the industry to hear about their experiences and discuss your expectations with them.
   - Make a list of expectations for your work and prioritize what is the most important and what you could negotiate for any jobs in the near future.

5. Conclude the activity by explaining: "Managing expectations is an important skill in work and life. While it is important to have high expectations of oneself and others, one needs to keep them realistic and understand what is and is not possible in your role in a workplace. For example, if you are hired to do administrative tasks, you may not be able to do some interesting program related tasks soon after you join. While you may aspire to join the program department, you will have to show that you are doing well at your current job before other department managers will consider giving you an opportunity you might desire."

## Activity 7.4: Taking Initiative

**Time: 30 minutes**

### Objectives

Students understand the concept of taking initiative and reflect on examples of where they have taken initiative in the past. Students are able to weigh the pros and cons of taking initiative.

### Advanced Preparation/Facilitator Notes

Taking initiative is a very important aspect of succeeding on the job. The ability to jump in or take a first step without being asked makes you stand out to employers and helps set you up for other opportunities. Students will reflect on times in their past when they have taken initiative and learn about the pros and cons of taking initiative in the workplace.

### Materials

- Flip chart paper
- Markers
- Copies of **S7.4: Sample Definitions of Taking Initiative**

### Definition of Key Terms

| | |
|---|---|
| **Taking initiative** | The power or opportunity to act or take charge before others do. |

### Steps

1. The Facilitator has participants explore taking initiative by explaining that "taking initiative" is a skill they should learn and demonstrate because this skill is a very important aspect of succeeding on the job.

2. Ask whether there is a participant who would volunteer to write the other participants' ideas on the flip chart or the blackboard. If not, the Facilitator does the writing. This is a way of seeing who among the group might take initiative—this can be explored later.

3. Ask participants, "When I say, 'She took initiative to help other members of the team,' what do you think 'took initiative' means?"

4. Working with the participants to build on their responses to this question, formulate a group definition of "taking initiative," and post this on chart paper or the blackboard.

# SESSION 7: BEING A PROFESSIONAL

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## Activity 7.4: Taking Initiative

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5.  Show participants how several dictionaries define "taking initiative" (from **S7.4: Sample Definitions of Taking Initiative**), then:

    - Ask participants whether there are any words about which they are unclear.

    - Have participants provide clarifications if they are able; if not, facilitator provides clarification.

    - Have participants compare these definitions with what they came up with as a group.

    - Have participants offer edits to their version so it is reasonably congruent with the dictionary versions.

    - Reach consensus and clarity around a final definition of "taking initiative."

6.  Ask, "Is there any connection between 'taking initiative' and 'volunteering'?"

7.  Ask, if a participant volunteered to write on newsprint, "What are your reactions to X agreeing to write your ideas about the meaning of 'taking initiative'? How does this connect with 'taking initiative'?"

8.  Ask, if no one volunteered: "Think back to the beginning of this activity when no one volunteered to write on the flip chart/blackboard. Would it have been valuable to do this? Why do you think no one volunteered?"

9.  The Facilitator (using the agreed-upon definition) has participants generate examples of situations where they have taken initiative, and analyzing what happened when they did, by asking:

    - "What are some situations where you took initiative recently at home, in life, in school, etc.?" (Example: Last night, I washed the dishes after dinner without being asked to.) Post these responses on the newsprint.

    - "What occurred (pro or con) because you took initiative?" Discuss patterns of what resulted (posting pros and cons).

    - "What are some good reasons for taking initiative?"

    - "What are some risks in taking initiative?"

    - "How can we create a safe environment for you to take initiative?"

10. The Facilitator has participants consider what factors and motivations got them to take initiative by asking:

    - "In the examples you identified, why did you decide to take initiative? What motivated you to do these things?" Post responses.

        **Note:** People often take initiative when they are particularly interested in or excited about something; that is, they are motivated. They also usually have a reasonable belief that they can succeed at what they initiate.

    - "Given what we just came up with, do you think any of these same motivations occur on a job?"

    - "Are there other motivations (not mentioned yet) for taking initiative on the job?"

11. The Facilitator has participants consider on-the-job situations that could occur during which they could appropriately consider taking initiative by asking:

    - "While working on your job, what kinds of situations might arise in which it would be a good idea to take initiative? For example, when you complete a task, instead of pulling out your cellphone to check who's been trying to reach you, you take initiative by doing what?"

# SESSION 7: BEING A PROFESSIONAL

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## Session Wrap-Up

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**Time: 5 minutes**

### Objectives

Students review the session and identify activities to do after the training to help them further build their self-control skills.

### Advanced Preparation/Facilitator Notes

✪ Select a game to use to review information.

### Materials

✪ Flip chart paper

✪ Markers

✪ *Transferable Life Skills* Journey Map Poster

✪ Feedback box

### Steps

1. Congratulate students for all of the work they did in the session.

2. Facilitate an energizer to review what students learned in the session.
   Questions for the energizer could be:
   - Why is it important to look professional in the workplace?
   - What are 2 of your workplace values and why?
   - What is 1 positive attitude you are going to try to have in your life with your family, job, friends, etc.?
   - Why is it important to look at the consequences before deciding to do something or not?
   - What is one example of how you might take initiative at the university today?

3. Using the *Transferable Life Skills* Journey Map Poster, review each activity and the key objectives, and review the topics of the next session.

4. Encourage students to write any feedback they have for the Facilitator and put it in the Feedback Box at the front of the room. Explain: "This box is anonymous and your comments will help improve the programming for the future. Please share what is working well in the training and what you want to improve. If you have any personal issues you want to follow-up with, you can always discuss them after the class." If students feel comfortable, have them share their feedback with the group.

5. Ask students to reflect on professionalism and taking initiative and write in their journals.

6. Challenge participants to do one or more of the take-away activities after class.

7. Remind students that they must bring their student journals back to the next class!

# SESSION 7: BEING A PROFESSIONAL

## Session Wrap-Up

### Take Away Activities

Write 3-4 notes in your Personal Treasure Chest about skills you have or have learned in the class.

- ✪ Share with your family different workplace values, attitudes and behaviors.

- ✪ Start wearing clothes and doing your hair in a professional manner like you would do in the workplace.

- ✪ Make a list of expectations you have for work related to your dream job and discuss with family and peers as to what are realistic expectations to have.

# SESSION 7: BEING A PROFESSIONAL

## Resources

## Resource S7.1: Delayed Gratification Scenario Chart

| Emerging positive thoughts | Emerging negative thoughts | Consequences if you go to Karaoke | Consequences if you keep doing the task |
|---|---|---|---|
| | | | |

**Resources**

## Resource S7.2: Job Temptations and Consequences

| Negative Job Temptations | Consequences |
|---|---|
| | |

## Resource S7.3: Workplace Behaviors

Here are some quick tips to being a good employee and a good team player. Determine which of your skills are "on target" and which could need some improvement by circling "Always," "Sometimes," or "Never."

1. **I get to work on time. If I am going to be late, I call and let my boss know.**

   Always                Sometimes              Never

2. **I rarely miss work. If I am going to miss work, I let my boss know ahead of time (or call if I am sick).**

   Always                Sometimes              Never

3. **I work as hard as I can.**

   Always                Sometimes              Never

4. **I pay close attention to my work**.

   Always                Sometimes              Never

5. **I do my work as I am told. If I am unable to do something or have questions, I ask my supervisor or co-workers.**

   Always                Sometimes              Never

6. **I am friendly on the job.**

   Always                Sometimes              Never

7. **I try to solve problems that come up.**

   Always                Sometimes              Never

8. **I follow safety and company rules.**

   Always                Sometimes              Never

9. **I use materials and equipment properly**

   Always                Sometimes              Never

10. **I behave professionally.**

   Always                Sometimes              Never

Adapted from "Skills to Pay the Bills" produced by the US Department of Labor. https://www.dol.gov/odep/topics/youth/softskills/ and "Empower Your Future: Career Readiness Curriculum Guide" by Commonwealth Corporation

### Resource S7.4: Sample Definitions of Taking Initiative

#### Taking Initiative

- ✪ Jumping in to help out
- ✪ Taking a first step without being asked
- ✪ The power or opportunity to act or take charge before others do
- ✪ Working independently and completing tasks without constant supervision
- ✪ The ability to assess and initiate things independently

Oxford Dictionaries

adapted from P21 Life and Career Skills

# SESSION 7: BEING A PROFESSIONAL

## Resources

## Resource S7.5: Reflection on Professionalism

**Step 1: Pick one or two of the questions below.**

**Step 2: Stop and think about your personal answer.**

**Step 3: Write 3-5 sentences describing your answer to the question(s).**

- What does it mean to you to be a professional? What are the characteristics of a professional?

- Why is a Positive Mental Attitude important in the workplace? What is an example of when you kept a positive attitude?

- Who is a professional you admire (such as a coworker or family member)? How do they show professionalism?

_____

_____

_____

_____

_____

# Resource S7.6: Reflection on Taking Initiative

**Step 1: Pick one or two of the questions below.**

**Step 2: Stop and think about your personal answer.**

**Step 3: Write 3-5 sentences describing your answer to the question(s).**

- What are some situations where you took initiative recently at home, in life, or in school? What motivated you to do that?

- What is your definition of taking initiative? What are the skills or attitudes you need to take initiative?

- If you could take initiative on one thing, what would it be? How would you improve or change the situation?

# SESSION 8: WORKING RIGHTS AND SAFETY

## Session Outline

### Session Objectives

✪ Students understand their working rights and responsibilities, and what to do if they are infringed upon.

✪ Students understand different sets of rules for health and safety, and are able to assess hazards that may impact them in their current or future work. They understand protocols in case of an injury.

### Advanced Preparation

✪ Read through each activity.

✪ Collect all necessary materials listed below.

✪ Write the session quote on flip chart paper at the front of the room.

✪ Create a flip chart or PowerPoint version of the following Resource Materials:

- **S8.1: Employer and Employee Expectations Chart**

- **S8.3: Working Rights and Responsibilities**

✪ Print and cut out **S8.2: Employer and Employee Expectation Cards.**

✪ Review the proper injury reporting protocols in the country context to be able to share with students.

### Materials

✪ Attendance Form

✪ Student journals

✪ *Transferable Life Skills* Journey Map Poster

✪ Feedback Box

✪ Flip chart paper

✪ Markers

✪ Drawing materials

### Time Required: 1 hour

# SESSION 8: WORKING RIGHTS AND SAFETY

## Session Outline

| ACTIVITY | ACTIVITY DESCRIPTION | TIMELINE |
|---|---|---|
| Session Introduction | Students are introduced to the session, review what was learned in the previous session and build a positive learning environment. | 5 min |
| Working Rights | Students understand their working rights and responsibilities, and what to do if they are infringed upon. | 20 min |
| Safety in the Workplace | Students understand different sets of rules for health and safety, and are able to assess hazards that may impact them in their current or future work. They understand protocols in case of an injury. | 30 min |
| Session Wrap-Up | Students review the session and identify activities to do after the training to help them further build their knowledge on working rights and safety on the job. | 5 min |

### Employability Skills Assessment Check In

This session looks at building the following employability skills, where students are asked to assess the following statements:

**Higher Order Thinking**

✪ I collect, analyze and organize information to find the best solution to a problem.

✪ I see many sources of information to solve a problem in school or at work.

✪ I learn from my past successes and mistakes to make future decisions.

✪ I can adapt to changing circumstances.

# SESSION 8: WORKING RIGHTS AND SAFETY

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## Session Introduction

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**Time: 5 minutes**

### Objectives

Students are introduced to the session, review what was learned in the previous session and build a positive learning environment.

### Advanced Preparation/Facilitator Notes

✪ Prepare a quote to use to introduce this session. Write the session quote on flip chart paper at the front of the room.

### Materials

✪ Flip chart paper

✪ Markers

✪ Attendance sheet

✪ *Transferable Life Skills* Journey Map Poster

### Steps

1. If completing this session on a new day, welcome students to the class. Have them sign the attendance sheet.

2. Review the previous session.

3. Invite 1-2 students to share actions they took after the previous session. Do a quick ice breaker to create a positive environment.

4. Ask a student to read a quote or wise word that describes the session. Ask students to discuss and explain what the quote means to them

5. Review the session objectives and activities using the *Transferable Life Skills* Journey Map.

# SESSION 8: WORKING RIGHTS AND SAFETY

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## Activity 8.1: Working Rights

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**Time: 20 minutes**

### Objectives

Students understand their working rights and responsibilities, and what to do if they are infringed upon.

### Advanced Preparation/Facilitator Notes

✪ Create a flip chart or PowerPoint version of the following Resource Materials:

   • **S8.1: Employer and Employee Expectations Chart**

   • **S8.3: Working Rights and Responsibilities**

✪ Print and cut out **S8.2: Employer and Employee Expectation Cards**

### Materials

✪ Flip chart paper

✪ Markers

✪ Tape

### Definition of Key Terms

| | |
|---|---|
| **Expectations** | The things you believe will happen. |
| **Responsibilities** | Something that a person is expected to do. |
| **Working Rights** | A group of legal rights and claimed human rights having to do with labor relations between workers and their employers, usually obtained under labor and employment law. In general, these rights' debates have to do with negotiating workers' pay, benefits, and safe working conditions. |

### Steps

### INTRODUCTORY ACTIVITY: Fairness Scenario

1. For students to better understand what fairness means, present a scenario that could happen at home. Read the following scenario:

   "Your father finds out that you have been driving a car on a friend's property and you do not have your license yet. He says that you are not allowed to visit that friend again for any reason. Is being forbidden to visit your friend forever fair and reasonable?"

2. If there is time, have students act out a role-play of the scenarios and discuss different approaches.

3. Ask about the possible consequences of driving without a license, Let them decide whether the father's decision is fair or unfair. Let them give reasons for their answer.

4. Lead a discussion using the following questions:

   • Why do you think it is important that people and organizations be fair to each other?

   • Have you ever been in a situation where things were not fair to you? What happened? How did it feel?

   • What does fairness look like in the workplace? Please describe.

# SESSION 8: WORKING RIGHTS AND SAFETY

## Activity 8.1: Working Rights

### PARTICIPATORY LEARNING ACTIVITY: Fairness in the Workplace

1. Explain: "At work, there are rules (laws) to make sure you and other workers are treated fairly. Now that you know what is fair and unfair at home, think about what the government does to make sure workplaces are fair."

2. Write "Employment Standards" on flip chart paper or blackboard at the front of the room. Ask students to brainstorm with their neighbor what the term means and share with the group. Guide students in recognizing that "employment standards" are the rules for fairness at work, such as pay, leave and other benefits, and working conditions.

3. Next, ask what are employment standards that we know about? Write down responses on flip chart paper or blackboard. Add to the responses with the following:

   - when you get paid
   - how work must be scheduled
   - when you get a meal break
   - what days you get off work
   - how much time you get for maternity leave
   - how much time you can take off work if you are sick

4. Ask: "Why are these employment standards important in our work?" Write down the answers on flip chart paper or blackboard. Guide students in understanding that these rules help to make sure that they and other workers are treated fairly and working in a safe way.

5. Explain: "Both employers and employees have rights and responsibilities for meeting the employment standards." Have students brainstorm 2-3 working rights they know of that exist in the country.

6. Display the flip chart paper **S8.3: Working Rights and Responsibilities** at the front of the room. Read through the first example and discuss. Leave the chart on the wall for the next activity.

### PARTICIPATORY LEARNING ACTIVITY: Employer versus Employee Expectations

1. Proceed with the discussion by relating the message of the previous discussion on fairness. Allow students to realize that there are employment standards that need to be followed to ensure that workers are treated fairly.

2. Display the flip chart or PowerPoint version of **S8.1: Employer and Employee Expectations Chart** for everyone to see. Hand out the cut-out descriptions from **S8.2: Employer and Employee Expectations Cards** to each student or have them form small groups to review the cut-outs.

3. Have students come to the front and read out their expectation and decide whose expectation it is, Employer or Employee. Tape the description on the chart. As each expectation is shared, discuss and answer any questions students have on the expectation.

## Activity 8.1: Working Rights

4.  Next ask: "Do you think your parents or caregivers have expectations for you at work?" Discuss and have them list expectations that parents or caregivers would expect for work. Expectations could include:

    - Follow the instructions and training provided by the employer

    - Work safely

    - Treat your co-workers and employer with fairness and respect

    - Ask questions when in doubt

    - Talk to them when you are concerned about something

5.  Go back to the flip chart or PowerPoint version of **S8.3: Working Rights and Responsibilities.** Select 1-2 of the expectations/rights. Ask students to fill in the chart for example 2 and example 3 as a group.

6.  Explain: "When starting a new job, ask your employer about things like your hourly wage, meal breaks and work schedule." They have to remember that:
    - If it feels wrong, it probably is wrong.

    - Just ask.

    - There is no such thing as a stupid question.

# SESSION 8: WORKING RIGHTS AND SAFETY

## Activity 8.2: Safety in the Workplace

**Time: 30 minutes**

### Objectives

Students understand different sets of rules for health and safety, and are able to assess hazards that may impact them in their current or future work. They understand protocols in case of an injury.

### Advanced Preparation/Facilitator Notes

Basically, a hazard can cause harm or adverse effects (to individuals as health effects or to organizations as property or equipment losses). Workplace hazards can come from a wide range of sources. Examples can include:

✪ Anything that can cause spills or tripping, such as cords running across the floor or an uneven floor

✪ Anything that can cause falls, such as working from heights, including ladders, scaffolds, roofs, or any raised work area

✪ Unguarded machinery and moving machinery parts that a worker can accidentally touch

✪ Electrical hazards like frayed cords, missing ground pins, improper wiring

✪ Confined spaces

✪ Spaces that have no light

✪ Harmful chemicals left open

General examples include any substance, material, process, practice, etc. that has the ability to cause harm or adverse health effects to a person under certain conditions.

Review the proper injury reporting protocols in the country context to be able to share with students.

### Materials

✪ Flip chart paper

✪ Markers

✪ Tape

✪ Drawing materials

### Definition of Key Terms

| | |
|---|---|
| **Hazards** | Any source of potential damage, harm or adverse health effects on something or someone under certain conditions at work. |
| **Risk** | The chance or probability that a person will be harmed or experience an adverse health effect if exposed to a hazard. It may also apply to situations with property or equipment loss. |

## Activity 8.2: Safety in the Workplace

### Steps

### PARTICIPATORY LEARNING ACTIVITY: Work Safety Scenarios and Diagrams

1. Request 2 students to act out a scenario. Read the scenario.

   "Your boss has asked your team to do a project at work for which he is willing to pay extra. He wants your team to clean out an old storage closet in the office. As soon as you look in the closet, you see it is full of junk, broken glass, chemical containers, and pieces of wood with nails in them."

2. Lead a discussion using the following questions:
   - What possible dangers could happen if you do this work?
   - Is it safe to do this task?
   - What equipment would you need to be safe?

### PRACTICE-ORIENTED ACTIVITY: My Potential Work Hazards

1. Have students work in small groups and brainstorm potential hazards that they may experience in their job in their student journals.

2. Ask students to look at all of the risks and decide if the risk:
   a) is not likely to happen
   b) is somewhat likely to happen.
   c) is very likely to happen.
   Have them put a A, B or C beside each hazard they have identified.

3. Ask them to decide if the hazard is very dangerous and serious, somewhat serious, or not serious. Have them put a smiley face, neutral face or angry face beside each hazard identified.

### PARTICIPATORY LEARNING ACTIVITY: Safety Responsibilities and Injury Reporting

1. Explain: "If you are injured at work, for whatever reason, it is important that you get help and tell your supervisor. Procedures may vary somewhat from one workplace to another, but generally, you will follow these steps:
   - Get first aid.
   - Report the incident to your employer or supervisor.
   - Seek medical attention if you need it. If you go to a doctor's office or hospital, tell them this is a workplace injury
   - Fill out your company's Injury Report form as soon as possible. Submit it to the proper authority.

# SESSION 8: WORKING RIGHTS AND SAFETY

## Session Wrap-Up

**Time: 5 minutes**

### Objectives

Students review the session and identify activities to do after the training to help them further build their knowledge on working rights and safety on the job.

### Materials

- ✪ Flip chart paper
- ✪ Markers
- ✪ *Transferable Life Skills* Journey Map Poster
- ✪ Feedback box

### Steps

1. Congratulate students for all of the work they did in the session.

2. Play a review energizer game to review what students learned in the session. Questions for the game could be:
   - What are working rights?
   - What is a fair workplace?
   - What does it mean to be protected at work?
   - What are two examples of Personal Protective Equipment?
   - What is one reporting mechanism that exists if you feel as if your rights are violated?

3. Using the *Transferable Life Skills* Journey Map Poster, review each activity and the key objectives and review the topics of the next session.

4. Encourage students to write any feedback they have for the Facilitator and put it in the Feedback Box at the front of the room. Explain: "This box is anonymous and your comments will help improve the programming for the future. Please share what is working well in the training and what you want to improve. If you have any personal issues you want to follow-up with, you can always discuss them after the class." If students feel comfortable, have them share their feedback with the group.

5. Ask students to reflect on the day and write any notes in their student journals. Use the following questions to help them self-reflect:
   - Why are rights important to me?
   - How will I protect myself in my current or future work?
   - What are the dangers that exist in my work that I need to be careful of?

6. Challenge students to do one or more of the take-away activities after class.

7. Remind students that they must bring their student journals back to the next class!

## Session Wrap-Up

### Take Away Activities

- ✪ Write 3-4 notes in your Personal Treasure Chest about skills you have or have learned in the class.

- ✪ Share with your family and peers the working rights that exist and discuss why they are important. Discuss and ask family or communities to share any examples of a right being violated.

- ✪ Research all of the human rights from the UN Declaration of Human Rights and relate how those rights are met in your community.

- ✪ Make a list of all of the dangers that exist in your specific workplace and how you will prevent them.

- ✪ Make a poster warning of a potential danger that could exist in the workplace to put around your school or community.

# SESSION 8: WORKING RIGHTS AND SAFETY

## Resources

### Resource S8.1: Employer and Employee Expectations Chart

| Employee Expectations | Employer Expectations |
|---|---|
|  |  |

## Resources

### Resource S8.2: Employer and Employee Expectations Cards

Use the training they provide and follow their instructions.

Get a full day's pay for a full day's work.

Get the training, tools, and equipment you need to work safely and productively.

Use the right tools, equipment, and clothing for the job.

Correctly use safety equipment.

Work and act safely around co-workers.

Report safety concerns.

Get paid on time.

Be treated with respect.

Work in a healthy and safe environment.

Give a full day's work for a full day's pay on time.

Have access to leave in cases of illness or medical emergencies.

Show up for work on time.

Treat co-workers with fairness and respect.

# SESSION 8: WORKING RIGHTS AND SAFETY

## Resources

### Resource S8.2: Employer and Employee Expectations Cards

| | |
|---|---|
| Get a full day's pay for a full day's work. | Use the training they provide and follow their instructions. |
| Get the training, tools and equipment you need to work safely and productively. | Use the right tools, equipment and clothing for the job. |
| Get paid on time. | Correctly use safety equipment. |
| Be treated with respect. | Work and act safely around co-workers. |
| Work in a healthy and safe environment. | Report safety concerns. |
| Show up for work on time. | Give a full day's work for a full day's pay on time. |
| Treat co-workers with fairness and respect. | Have access to leave in cases of illness or family emergencies. |

# SESSION 8: WORKING RIGHTS AND SAFETY

## Resources

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### Resource S8.3: Working Rights and Responsibilities

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| EXAMPLE 1: MEAL BREAK | EMPLOYER | YOU |
|---|---|---|
| **Rights** | Your employer has the right to expect you to return to work on time from your meal break. | You have the right to have a meal break within every 5 hours of work. |
| **Responsibilities** | Your employer is responsible for giving you a 30 minute meal break within every 5 hours of work. | You are responsible for returning from your meal break on time and getting permission if you need more time. |

| EXAMPLE 2: | EMPLOYER | YOU |
|---|---|---|
| **Rights** | | |
| **Responsibilities** | | |

# SESSION 9: TIME AND STRESS MANAGEMENT

## Session Outline

### Session Overview

There will be situations in a workplace where students will be confronted with a lot of work to complete or workplace dynamics to navigate. They will be anxious about how and when to start or how to handle the situation. Prioritization of work activities and being able to handle stress is critical to completing work efficiently and effectively. This session helps students review and plan their daily schedules, and complete a group exercise to prioritize tasks in a work simulation. In the third activity, students look at causes of stress in their lives and develop strategies to overcome stress.

### Session Objectives

- ✪ Students understand the key concepts of time management.
- ✪ Students develop strategies to manage/schedule their daily time effectively.
- ✪ Students learn how to prioritize important tasks over smaller tasks.
- ✪ Students are able to manage their time across their work and personal lives.
- ✪ Students are able to identify causes of stress and identify coping mechanisms to manage and overcome stress.

### Advanced Preparation

- ✪ Read through each activity.
- ✪ Collect all necessary materials listed below.
- ✪ Create a flip chart or PowerPoint version of the following Resource Materials:
  - **S9.1: Daily Scheduling**
  - **S9.2: Time Management Principles**
  - **S9.3: Steps for Effective Scheduling**
  - **S9.4: Time Challenges**
  - **S9.6: Managing Priorities Chart**
  - **S9.7: Understanding Stress**
  - **S9.8: Strategies to Manage Stress**
  - **S9.9: Turning Stress into a Positive**
- ✪ Complete the flip chart or PowerPoint version of **S9.1: Daily Scheduling** with the Facilitator's own daily schedule.
- ✪ Print and photocopy **S9.5: Managing Priorities Scenarios** (1 scenario for 4-5 students).

### Materials

- ✪ Attendance Form
- ✪ Student journals
- ✪ *Transferable Life Skills* Journey Map Poster
- ✪ Feedback Box
- ✪ Flip chart paper
- ✪ Markers
- ✪ Tape

### Time Required: 2 hours, 15 minutes

# SESSION 9: TIME AND STRESS MANAGEMENT

## Session Outline

| ACTIVITY | ACTIVITY DESCRIPTION | TIMELINE |
|---|---|---|
| Session Introduction | Students are introduced to the session, review what was learned in the previous session and build a positive learning environment. | 5 min |
| Effective Scheduling | Students understand the key concepts and strategies to manage and schedule their daily time effectively. They learn how to prioritize important tasks over smaller tasks and manage their time across their work and personal lives. | 50 min |
| Coping with Stress | Students are able to identify causes of stress and identify coping mechanisms to manage and overcome stress. | 30 min |
| Balancing Work and Personal Life | Students are able to identify common situations that make it challenging to balance work and personal life, and to communicate effectively in order to manage both. | 45 min |
| Session Wrap-Up | Students review the session and identify activities to do after the training to help them further build their time management and self-control skills. | 5 min |

## Employability Skills Assessment Check In:

This session looks at building the following employability skills, where students are asked to assess the following statements:

**Self Control**

✪ I am able to complete assignments on time.

# SESSION 9: TIME AND STRESS MANAGEMENT

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## Session Introduction

**Time: 5 minutes**

### Objectives

Students are introduced to the session, review what was learned in the previous session and build a positive learning environment.

### Advanced Preparation/Facilitator Notes

✪ Consider using this quote to open the session:

> "The bad news is time flies. The good news is you're the pilot."
> *-Michael Altshuler*

### Materials

✪ Flip chart paper

✪ Markers

✪ Attendance sheet

✪ *Transferable Life Skills* Journey Map Poster

### Steps

1. If completing this session on a new day, welcome students to the class. Have them sign the attendance sheet.

2. Review the previous session.

3. Invite 1-2 students to share actions they took after the previous session. Do a quick ice breaker to create a positive environment.

4. Ask a student to read a quote or wise word that describes the session. Ask students to discuss and explain what the quote means to them.

5. Review the session objectives and activities using the *Transferable Life Skills* Journey Map.

# SESSION 9: TIME AND STRESS MANAGEMENT

## Activity 9.1: Effective Scheduling

**Time: 50 minutes**

### Objectives

Students understand the key concepts and strategies to manage and schedule their daily time effectively. They learn how to prioritize important tasks over smaller tasks and manage their time across their work and personal lives.

### Advanced Preparation/Facilitator Notes

Time is one thing that we cannot buy, and if wasted or used ineffectively we can never get it back. Scheduling is the art of planning activities so that students can achieve their goals and priorities in the time they have available. Scheduling could be for a simple task or to plan out a day, week, month or even year, and relates closely with our short- and long-term goals. Scheduling is part of how we will achieve those goals.

When scheduling is done effectively, it helps you to understand what you can realistically achieve, make sure you have enough time for essential tasks, add contingency time for any unexpected things which may arise, and avoid taking on more than you can handle.

There are some key strategies that students can use if they come across challenges with time. This helps them build their time management skills. Tools that can be used to schedule time effectively can be writing a simple pen on paper daily or weekly schedule, organizing time in an online planner, setting tasks on phones, or writing to-do lists.

**When using these tools, it is important to:**
1. Identify the time available.
2. Schedule essential activities.
3. Schedule high-priority activities.
4. Schedule contingency plans in case unexpected essential or high-priority activities should arise.
5. Analyze activities and re-plan if more or less time is needed for future scheduling.

Scheduling will be very different for different people and there are also many differences which may appear between genders. How we schedule our time relates to our gender roles and the expectations that society has of young men and women. In many societies, women are responsible for a lot more domestic care and not provided as much free or personal time as men, which can impact their ability to grow personally and in their careers.

As young workers, it is important for students to recognize these different roles and responsibilities, and understand ways to make changes to societal norms and expectations in the interest of gender equity and fairness. This understanding is also important so men in managerial roles can support and encourage women's full participation in the workplace. As young men and women grow and develop as professionals, this can help them break down some of the discriminatory norms which create gender inequalities in the workplace.

# SESSION 9: TIME AND STRESS MANAGEMENT

## Activity 9.1: Effective Scheduling

✪ Create a flip chart or PowerPoint version of the following Resource Materials:

- **S9.1: Daily Scheduling**
- **S9.2: Time Management Principles**
- **S9.3: Steps for Effective Scheduling**
- **S9.4: Time Challenges**
- **S9.6: Managing Priorities Chart**

✪ Complete the flip chart or PowerPoint version of **S9.1: Daily Scheduling** with the Facilitator's own daily schedule.

✪ Print and photocopy **S9.5: Managing Priorities Scenarios** (1 scenario for 4-5 students).

### Materials
✪ Flip chart paper
✪ Markers

### Definition of Key Terms

| | |
|---|---|
| **Scheduling** | Determining the amount of time required to complete one or many tasks and when such tasks will be completed. Scheduling can also be organizing a person's day, week, month, year, etc. and how one will use their time to ensure that all essential tasks and priorities are accomplished. |
| **Time Management** | The ability to use one's time effectively or productively, especially in work. |

### Steps

### INTRODUCTORY ACTIVITY: Icebreakers

1. Explain: "Imagine that you have 86,400 Birr to spend any way you wish. The restrictions are that you cannot keep any money and if you do not use any of the money you lose it. You also only have one day to spend it."

2. Give students 5 minutes to come up with how they will spend the money in the day. As a group, discuss some of the ideas.

3. Then, explain: "Did you know that 86,400 are the number of seconds that we have each day? If we do not use those 86,400 seconds wisely, we lose them! Imagine that your time is as valuable as money. We should consider trying to spend our time on things that are important to us, like we would with our money."

# SESSION 9: TIME AND STRESS MANAGEMENT

## Activity 9.1: Effective Scheduling

### PARTICIPATORY LEARNING ACTIVITY: Daily Schedules

1.  Divide students into two groups, a male-only group and a female-only group. Hand out markers and paper to each group.

2.  Post a flip chart or PowerPoint version of **S9.1: Daily Scheduling** completed of the Facilitator's own daily schedule at the front of the room for everyone to see.

    **OPTION:** *If there is a very large class size, divide students into 5-6 different groups, but keep the groups gender-separate (i.e. male-only groups and female-only groups).*

3.  Have students create a daily schedule of all of the activities they do in the day. If there are differences between participants in the group, have the group write the activities based on what the majority say. If there is a wide difference, students can work on their own individual daily schedule in their student journals.

4.  After 10 minutes, have the two groups present their chart and compare the similarities and differences between the female charts and the male charts. Let them ask questions about each other's charts and lead a discussion, using the following questions:

    *   What are some of the similarities between the charts?

    *   What are some of the differences?

    *   What could cause some of these differences?

    *   How does gender impact the schedules that we have and the work we have to do?

    *   How would you manage your schedule if all of a sudden you had to do a new activity? For example, you had a job interview at 3:00pm. What would you do? How would you change your schedule?

5.  Explain: "It is important to have a good understanding of our daily schedules to understand our roles and responsibilities, both for our work and our personal life."

### PARTICIPATORY LEARNING ACTIVITY: Managing Priority Role-Plays

1.  Explain: "As we start working in a job we are going to be faced with many different tasks, both in the job and in our personal lives. We will have to prioritize what tasks are important to us and think about different strategies to help us manage our time."

2.  Have students divide into groups of 4-5. Give each group a piece of paper, markers and one of the three scenarios from **S9.5: Managing Priorities Scenarios.**

3.  Post the flip chart or PowerPoint version of the **S9.6: Managing Priorities Chart** at the front of the room for everyone to see.

4.  Ask each group to create the Managing Priorities Chart on their piece of paper and fill in the chart based on their given scenario. Visit each group and provide assistance as needed.

5.  As a large group, lead a discussion using the following questions.

    *   Have you ever experienced time management problems like the scenarios?

    *   What happened?

    *   What sort of time management problems could you expect in your future jobs?

    *   What would you have to do?

## Activity 9.1: Effective Scheduling

6.  Next, ask: "What are ways and tools that we can use to help manage our time every day, week, etc. so we can complete all of the tasks?" Write answers down on flip chart paper/blackboard and guide students in thinking of any additional strategies or tools from the following list:

    *   Write tasks in an agenda or mobile calendar.

    *   Make a to do list for the week or day and assess how long each activity will take and prioritize.

    *   Use an Alarm Clock.

    *   Set a time when you should have completed ½ of the assignment. This will help you keep track.

    *   Setting personal goals.

7.  Ask: "If you realize that it is impossible to complete a task in a certain time frame given, what are some ways to resolve the issue?" Write their answers down on flip chart paper/blackboard and guide them in thinking of any additional strategies or tools from the following list:

    *   Share and discuss tasks with your boss. A good manager should recognize if you have too much that is impossible to accomplish!

    *   Keep your boss updated on the progress.

    *   Ask for support from peers and colleagues you trust.

    *   If you cannot complete a task, provide alternatives and solutions so the person has alternative ways or times to get the task done.

    *   Discuss with family and friends. They can help you find solutions and calm you down.

    *   Set expectations in advance with your boss so they know when or how you can get tasks done.

    *   Before saying yes to a request from someone, check your priorities and determine when it can be done.

    *   Determine if the tasks require "overtime work" and additional pay, and discuss with boss.

### PRACTICE-ORIENTED ACTIVITY: Time Problem-Solving

1.  Next, lead a discussion using the following questions:

    *   What do we mean by time management?

    *   How do you know if you are managing your time effectively?

    *   How does time management impact our personal lives and work lives?

    *   How do you manage your time?

2.  There are four important aspects of managing time:

    *   Being able to set priorities

    *   Being able to concentrate on one or a few things at a time

    *   Being able to schedule things effectively

    *   Being adaptable to changing and to new tasks

# SESSION 9: TIME AND STRESS MANAGEMENT

## Activity 9.1: Effective Scheduling

3. Post the flip chart or PowerPoint version of **S9.2: Time Management Principles** and **S9.3: Steps for Effective Scheduling** at the front of the room for everyone to see.

4. Read each of the principles and steps and discuss.

5. Post the flip chart or PowerPoint version of **S9.4: Time Challenges** at the front of the room for everyone to see. Read out each of the problems and discuss. Have students reflect on their own lives and think of which problems most relate to themselves. Have 1-2 students share their problems with time management.

6. Have students work in groups of 4-5 to brainstorm solutions to the problems in their student journals. Visit each group and provide assistance as needed.

7. After 5-8 minutes, have students share back and fill in the flip chart/blackboard version at the front of the room. As a group, discuss each of the problems and share solutions and past experiences.

# SESSION 9: TIME AND STRESS MANAGEMENT

## Activity 9.2: Coping With Stress

**Time: 30 minutes**

### Objective

Students are able to identify causes of stress and identify coping mechanisms to manage and overcome stress.

### Advanced Preparation/Facilitator Notes

Stress is a part of life and work. We are all juggling many things in our lives and can feel like we are doing too much and cannot succeed. Most of us feel 'stressed out' at least once in a while, however there can be negative effects of continuous stress overtime on a person's health, productivity, state of mind and relationships with others, like family, peers, colleagues and supervisors at work.

How students handle stress can help them succeed in the workplace. Handling stress requires commitment from oneself to the necessary time and effort required to effectively manage the causes of stress. This involves accepting the feelings of stress and self-reflecting on the causes. Sometimes stress can be managed by getting more sleep, eating healthy, doing hobbies, and relaxing. However, many times it is about addressing the issue and talking to those who can support you as you cope with the stress. It can also involve looking at the positive side of stress and recognizing alternative perspectives where the feelings could bring about positive results.

✪ Create a flip chart or PowerPoint version of the following Resource Materials:
- **S9.7: Understanding Stress**
- **S9.8: Strategies to Manage Stress**
- **S9.9: Turning Stress into a Positive Attribute**

### Materials

✪ Flip chart paper

✪ Markers

✪ 6 balls per 8 students

### Definition of Key Terms

| | |
|---|---|
| **Stress** | A state of mental or emotional strain or tension resulting from adverse or demanding circumstances. |
| **Stress Management** | A wide spectrum of techniques to control a person's levels of stress for the purpose of improving one's overall well-being and work. |
| **Coping Mechanisms** | The ways in which internal or external stress is managed, adapted or acted upon. Coping is defined as constantly changing cognitive and behavioral efforts to manage external and/or internal demands. |

# SESSION 9: TIME AND STRESS MANAGEMENT

## Activity 9.2: Coping With Stress

### Steps

#### INTRODUCTORY ACTIVITY: Stress Toss Game

1. Divide students into groups of 6-8. Have each group stand in a circle.

2. Show students a ball. Explain: "This ball is a Stress Ball.' It represents a stress that we may have in our lives. We are going to play a game to see which group can manage stress the best. The rules of the game are as follows:
   - One person in the group will throw the ball to another person, but not the person on their right or left. It is important to remember the person you threw it to!

     That person will then throw to a different person and so on until every person has been thrown the ball.
   - You will now continue this same pattern or order. The last person sends it back to the first person to keep the ball rolling. This time a little faster.
   - Once you have the pattern, we will add another Stress Ball and another up to 6 that we have to manage.
   - If you drop the ball, pick it up and keep going. See how many times you can complete the pattern and how quickly you can do it."

3. Play the game and add up to 5-6 balls for each group.

4. After the game, lead a discussion using the following questions:
   - How did you feel playing the game?
   - What was challenging about the game?
   - What did you have to do to be successful in the game?

5. Explain: "Like this game, we juggle many things in our lives at one time and if we are not focused things can get dropped. Sometimes we may try to do too much and have too many balls in the air and then this can cause everything to fail. Stress is a part of life and work. How we handle stress will help us succeed in the workplace. We are now going to think about the stress balls in our own lives and strategies we can use to cope and manage stress."

#### PARTICIPATORY LEARNING ACTIVITY: Group Discussion and Situational Analysis

1. Post the flip chart or PowerPoint version of **S9.7: Understanding Stress** at the front of the room for everyone to see. Fill in the chart, using the following questions:
   - From the game, what sort of stress in your life or work could the ball represent? Write students' answers under 'Types of Stress' on the chart.
   - What were the causes of each stress? Why did you become stressed?
   - What are ways that you manage or could manage these types of stress?

2. Explain: "Stress is mostly caused by worrying about something that will happen. For example, worrying that you cannot complete the task well or on time, worrying that you are not accepted by others or might disappoint others, worrying about money or the future."

# SESSION 9: TIME AND STRESS MANAGEMENT

## Activity 9.2: Coping With Stress

3.  Ask: "What sort of worries have you experienced?" Write answers on flip chart paper or blackboard.

4.  Explain: "The best way to handle our worrying and stress is to acknowledge the worries and face them."

5.  Display the flip chart/PowerPoint version of **S9.8: Strategies to Manage Stress** at the front of the room for everyone to see and discuss each of the steps and approaches.

6.  Display the flip chart/PowerPoint version **S9.9: Turning Stress into a Positive** at the front of the room for everyone to see and discuss the importance of staying positive when faced with a stressful situation.

7.  Explain: "Part of being able to manage stress is to try and think with a positive mind and attitude. This can be difficult, but thinking positively can help us manage and get through it."

8.  Ask 1-2 students to share an experience they had turning a stressful situation into a positive one.

9.  As a group, to fill out the two examples on the chart and discuss. Possible answers to the two situations could include:

### SITUATION ONE: Overwhelming and Difficult Task

| NEGATIVE THINKING | FEELING THAT ARISES | PHYSICAL REACTIONS |
|---|---|---|
| "I cannot do this task, it is too difficult." | Anxious, incompetent, angry | Avoid and do not complete it |
| **POSITIVE THINKING** | **FEELING THAT ARISES** | **PHYSICAL REACTIONS** |
| "Through this task I can learn and build my skills. It will allow me to learn from others and become an expert." | Energetic, determined, motivated | Approach others to help and learn from. Create a plan to do task. |

### SITUATION TWO: Make a Mistake

| NEGATIVE THINKING | FEELING THAT ARISES | PHYSICAL REACTIONS |
|---|---|---|
| "Everyone is laughing and judging me." | Anxious, failure, low self-esteem | Avoid, retreat |
| **POSITIVE THINKING** | **FEELING THAT ARISES** | **PHYSICAL REACTIONS** |
| "I can learn from this mistake. I now know what not to do in the future. Next time I will succeed." | Wise, focused, understanding, positive | Share learning with others. Keep trying. |

# SESSION 9: TIME AND STRESS MANAGEMENT

## Activity 9.3: Balancing Work and Personal Life

**Time: 45 minutes**

### Objectives

Students are able to identify common situations that make it challenging to balance work and personal life, and to communicate effectively in order to manage personal and work lives.

### Materials

- ✪ Flip chart paper
- ✪ Markers
- ✪ Tape

### Steps

1. Introduce the activity. Emphasize that balancing personal and work life is very important in keeping a job. Being able to communicate and manage time effectively at home and at work can help create this balance.

2. Have participants pair up and handout **S9: Did They Do the Right Thing?** Read the scenarios aloud again. Stop after you read each one and have a volunteer summarize each scenario to check that everyone understands.

3. Have the pairs discuss the scenarios and decide whether or not the character made the right decision.

4. Bring the whole group together. Lead a discussion about each scenario, hearing from a few pairs for each scenario. Ask how the situations could have been handled differently.

   Answers could include:

   **Scenario 1:** *Chaltu* could tell her mother she will call her back on a break or after work.

   **Scenario 2:** *Ahmed* needs to explain to his family that he has an unpaid internship and that he is hoping this will lead to a paid position.

   **Scenario 3:** *Abdhi* needs to communicate better with his manager about the working hours and also communicate better with his family so they know what is going on.

   **Scenario 4:** *Zebider* needs to recognize that the baby cannot be brought to the workplace. She should have communicated better with her mother about needing to work and the importance of sticking to the rules. She could have helped her mother find alternative care for the baby.

   **Scenario 5:** *Zainab* needs to communicate with her manager about her medical needs so she can organize her schedule to get to the clinic.

5. Explain that their next task will be to write their own scenarios showing problems balancing personal and work life.

6. Have the participants return to their pairs and write scenarios on Balancing Work and Personal Life, in their student journals, using local names and workplaces. Move around and help.

7. Have the pairs read their scenarios aloud. Ask the others to suggest solutions.

8. Summarize by reminding the participants that keeping work and family separate is important. The best way to do this is to communicate clearly and manage time and priorities well.

# SESSION 9: TIME AND STRESS MANAGEMENT

## Session Wrap-Up

**Time: 5 minutes**

### Objectives

Students review the session and identify activities to do after the training to help them further build their time management and self-control skills.

### Advanced Preparation/Facilitator Notes

✪ Choose a game to use to review information.

### Materials

✪ Flip chart paper

✪ Markers

✪ *Transferable Life Skills* Journey Map Poster

✪ Feedback box

### Steps

1. Congratulate students for all of the work they did in the session.

2. Play a review energizer game to review what students learned in the session. Questions for the game could be:

   • What are 2 time management principles? Why are they important?

   • What are the steps for effective scheduling?

   • How do women's and men's daily schedules vary?
     How does that impact the work we do?

   • What are 2 ways to prioritize and manage time well?

   • What is stress?

   • Describe a situation where stress could be turned into a positive.

3. Using the *Transferable Life Skills* Journey Map Poster, review each activity and the key objectives and review the topics of the next session.

4. Encourage students to write any feedback they have for the Facilitator and put it in the Feedback Box at the front of the room. Explain: "This box is anonymous and your comments will help improve the programming for the future. Please share what is working well in the training and what you want to improve. If you have any personal issues you want to follow-up with, you can always discuss them after the class." If students feel comfortable, have them share their feedback with the group.

## Session Wrap-Up

5.  Ask students to reflect on the day and write any notes in their student journals. Use the following questions to help students self-reflect:

    - What are ways you will manage your time?

    - What is one challenge with time you will look to overcome in the future?

    - What is one stress you will look to turn into a positive in the future?

6.  Challenge students to do one or more of the take-away activities after class.

7.  Remind students that they must bring their student journals back to the next class!

### Take-Away Activities

✪ Write 3-4 notes in your Personal Treasure Chest about skills you have or have learned in the class.

✪ Share your daily schedules with your family and work together to complete a family schedule.

✪ Track and record your schedule for the week using the My Daily Schedule chart as a template and see how your activities vary day to day, week to week.

✪ Monitor and record how long it takes to complete tasks. Throughout the week, put the solutions to your main time problems into action.

# SESSION 9: TIME AND STRESS MANAGEMENT

## Resources

### Resource S9.1: Daily Scheduling

#### S9.1 Daily Scheduling

**Note:** Change the time brackets (i.e. 6:00 – 8:00) based on what makes the most sense for your context and students' schedules. You can make the time brackets more or less.

| TIME OF DAY | ACTIVITY | COMMENTS/NOTES |
|---|---|---|
| 6:00-8:00 | | |
| 8:00-9:00 | | |
| 9:00-12:00 | | |
| 12:00-1:00 | | |
| 1:00-4:00 | | |
| 4:00-6:00 | | |
| 6:00-8:00 | | |
| 8:00-11:00 | | |

### Resource S9.2: Time Management Principles

#### Time Management Principles

- ✪ List your goals.
- ✪ Make a daily "To Do List."
- ✪ Always ask yourself the basic question, "What is the best use of my time right now?"
- ✪ Focus on the results and what you want to accomplish.
- ✪ Provide good quality work, so you just have to do each piece of work just once.
- ✪ Finally… Do It Now!

### Resource S9.3: Steps for Effective Scheduling

#### Steps For Effective Scheduling

✪ Identify the time you have available.

✪ Block off the essential tasks you must carry out to succeed in your job.

✪ Schedule high priority urgent tasks and vital "housekeeping" activities.

✪ Block off appropriate contingency time to handle unpredictable interruptions.

✪ In the time that remains, schedule the activities that address your priorities and personal goals.

**Resources**

## Resource S9.4: Time Challenges

| TIME CHALLENGE | SOLUTION |
|---|---|
| Doing more than one thing at a time | |
| Letting things build up (I'll do it later) | |
| Getting sidetracked with other things | |
| Not anticipating unforeseen things that delay your work | |
| Waiting until the last minute | |

## Resource S9.5: Managing Priorities Scenarios

You work in a government office in your town. It is 2 hours before the office will close and it appears you do not have sufficient time to complete all of your work. The activities you have to do are:

- Make 10 calls. Each call will take 10 minutes.

- Your boss asked for several documents to be photocopied which are important for an 8 AM meeting. She is counting on you! It will take 1 hour to complete the task.

- A colleague asked for some help with the script for making a call to a new customer. This task will take 30 minutes.

- You promised your mother you would come straight home from work and help with some errands.

You work in a bakery. Your shift is from 9:00 AM to 5:00 PM. You work with another employee who has other tasks to do as well and an earlier shift from 8:00 AM to 4:00 PM. Your boss is in the back room doing the accounting work. You have a set of tasks to complete for the day, but do not know how you are going to get it all done. The activities you have to do are:

- Pick up your younger brother from school at 5:00 PM. He cannot walk home alone, it is too dangerous. The school is 15 minutes from the bakery.

- Bake a cake which will take 4 hours to make and bake, and 2 hours to decorate. The customer needs it tomorrow morning at 9AM.

- Go to the market to pick up baking supplies. This task will take you 1.5 hours to walk there and come back, but only 30 minutes if you take a taxi which will cost 50 Birr.

- Your boss has asked you to clean the oven. It will take 2 hours to do a good job.

- Handle customers who come into the bakery. Today is an extraordinarily busy day. There are 50 customers throughout your shift and it usually takes 6 minutes to serve them.

- Close the shop at 5:00PM. It will take 1hr to close and clean the shop.

You work as an Assistant Manager at the Toyota factory. Next week, the factory is having an inspection and the boss has additional tasks for everyone. She has asked you to be on the health and safety committee to review some of the safety concerns. For the day, the tasks you have to complete are:

- Go to the local health services for an appointment with a doctor to talk about some health issues. You have questions and it was difficult to get the appointment. The appointment is at 6:00PM. If you cancel you may not be able to go in for another couple of weeks.

- For the health and safety committee, interview 5 employees about their health and safety concerns and write up the report. Each interview should take 20 minutes and the report will take 1 hour to type up.

- Be at work from 10:00AM to 4:00PM.

- One-hour lunch where you had planned to eat with a colleague.

- Walk around the factory and check health and safety protocols with a checklist. This task will take 1 hour.

# SESSION 9: TIME AND STRESS MANAGEMENT

## Resources

## Resource S9.6: Managing Priorities Chart

| Activity/Tasks | Priority Level (Low, Med, High) | Time Allocation | When and how will I get this activity done? |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# SESSION 9: TIME AND STRESS MANAGEMENT

## Resources

## Resource S9.7: Understanding Stress

| Types of stress in my life | Causes of stress | Ways to cope with and manage stress |
|---|---|---|
| | | |

## Resource S9.8: Strategies to Manage Stress

| STRATEGIES TO MANAGE STRESS | |
|---|---|
| **Strategy** | **Questions To Ask** |
| Accept feelings | How does this stress make you feel?<br>What am I stressed about? |
| Create a list of concerns | Why am I stressed? What is going in my life to make me feel this way? |
| Reflect on the cause of stress | What could be a positive thing about this situation?<br>How could I react in a positive way? |
| Think in the positive | How would my role model or mentor handle this situation?<br>What positive ways have I handled stress in the past? |
| Reflect on possible approaches | Who could I turn to talk to about my concerns? |
| Talk it out | How will I make this stress go away? |
| Address the stress | Now that the stress is gone, how did I handle the stress?<br>What will I do the same or different next time? |
| Reflect on how you handle stress | How can I make sure the stress does not come back? |
| Appreciate yourself and enjoy being stress free! | Great job handling that stress! |

# SESSION 9: TIME AND STRESS MANAGEMENT

## Resources

## Resource S9.9: Turning Stress into a Positive

### Situation One: Overwhelming and Difficult Task

| NEGATIVE THINKING | FEELING THAT ARISES | PHYSICAL REACTIONS |
|---|---|---|
| "I cannot do this task, it is too difficult." | Anxious, incompetent, angry | Avoid and do not complete it |
| **POSITIVE THINKING** | **FEELING THAT ARISES** | **PHYSICAL REACTIONS** |
| "Through this task, I can learn and build my skills. It will allow me to learn from others and become an expert." | Energetic, determined, motivated | Approach others to help and learn from. Create a plan to do task. |

### Situation Two: Make a Mistake

| NEGATIVE THINKING | FEELING THAT ARISES | PHYSICAL REACTIONS |
|---|---|---|
| "Everyone is laughing and judging me." | Anxious, failure, low self-esteem | Avoid, retreat |
| **POSITIVE THINKING** | **FEELING THAT ARISES** | **PHYSICAL REACTIONS** |
| "I can learn from this mistake. I now know what not to do in the future. Next time I will succeed." | Wise, focused, understanding, positive | Share learning with others. Keep trying. |

## Resource S9.10: Coping with It – Managing Stress

### The Facilitator leads a group discussion about stress by:

1. Asking students to describe the difference between healthy and unhealthy foods. How do they know what is healthy?

2. Explaining that the ways we cope with stress in our lives also can be healthy or unhealthy.

3. Asking for a definition of unhealthy and healthy coping, and share the definitions below after hearing a few.

    a. **UNHEALTHY** coping strategies may harm you or others and they don't reduce the stress in the long-term. Getting into a fight is an example of an unhealthy coping strategy.

    b. **HEALTHY** coping strategies focus on the positive and what you can change or control in your life. Writing in a journal or playing a sport are examples of healthy coping strategies.

4. Asking for examples in the workplace.

5. Telling them that today they will participate in a skit activity to understand healthy and unhealthy ways to cope with stress.

### The Facilitator leads group in case studies on reacting to stress by:

1. Telling the students that they will be assigned to a team and a "situation" to act out in front of the large group. Their team should plan a short skit with a role for each person using the assigned situation. Their skit should include an unhealthy coping strategy.

2. Telling them that they will present the skit to the large group. After they present, the large group will comment on the unhealthy coping strategy. The team will then choose one volunteer from the large group to take the place of the stressed character and act out a healthy coping strategy. The volunteer should tell the team the plan quietly. For a second time, the team should act out the entire skit with the volunteer, this time with the stressed teen coping in a healthy way.

3. Assign teams (either by choice or another method).

4. Give a handout and assign a situation to each team.

5. Allow teams to prepare and practice.

6. Have each team present, following step #2.

## Resource S9.10: Coping with It – Managing Stress

### Situations

(You will be assigned one of these situations.)

A. Abdi is having some problems with his boss. He feels that she is always checking up on him and that she doesn't trust him. He is feeling a lot of stress from this situation. He can't seem to concentrate or get anything done at work.

B. Nyala can't stand going to her job every day due to problems with her coworkers. She gets harassed and called names by people at her job. She is so anxious and stressed by the problem that she hasn't been able to get enough sleep.

C. Every day Abraham is getting into arguments with his supervisor. He feels that his supervisor is treating him unfairly. Since he is so stressed out over this problem with his supervisor, he gets angry with everyone in his life, including his mom and his little brother.

D. Marjani feels like her coworkers put too many responsibilities on her, and whenever her coworkers don't do their job, she has to pick up the slack. She can't stop thinking about all that she has to get done at home and at work.

E. Mazaa just heard that a coworker has been talking about her and telling stories that are not true. This problem is really getting to her.

### The Facilitator will lead a discussion to close the session by:

1. Telling students they have 1 minute to call out as many healthy coping strategies as they can.

2. Counting them up and suggesting they try one they've never tried before the next time they are feeling stressed.

3. Asking "How will you use this strategy in the next stressful situation at work?"

Adapted from https://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/_includes/_pre-redesign/Teen_Stress_Guide.pdf

## Resource S9.11: Did They Do the Right Thing?

1. Chaltu's mobile phone rang while she and her co-workers were preparing the dining room for a banquet. She answered her phone. It was her mother. Her mother wanted to talk about a family problem. Chaltu excused herself from her co-workers. She was talking to her mother for 15 minutes outside of the dining room.

2. Ahmed was working at an unpaid internship. It was giving him good experience. His parents thought he was earning money so they were asking him to buy things. Ahmed did not want to disappoint them. He was borrowing money from friends to buy what his parents needed. When he got home one evening, his parents told him that his uncle died. They needed money for the funeral. Ahmed told them he didn't have money. They got into an argument. His parents accused him of wasting his paycheck on his friends.

3. Abdhi was working at the local pharmacy. At the end of his shift, his manager was always asking him to stay on for a few more hours. He was not getting paid extra for this. Abhdi felt that he needed to stay or lose his job. This was going on for months. His friends and family were complaining that he was never around. His girlfriend started thinking he must be seeing someone else.

4. Zebider was working as a head chef in a restaurant. Her mother needed to travel for family business for the day and needed Zeider to watch after her baby brother. Zebider knew she should not miss work. She knew her mother needed help. Zebider decided to bring the baby with her. After all, he would be sleeping most of the day.

5. Zainab had an accident recently and is supposed to go for check-ups every 3 days. She is an accountant at a local business. Nearly every day, her boss asks her to work late due to a limited number of staff. Because of this, she does not get the opportunity to go to the clinic and has not gone for any check-ups. Zainab is often in pain but fears losing her job.

### Resource S9.12: Our Scenario – Balancing Personal and Work Life

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# SESSION 10: COMMUNICATION

## Session Outline

### Session Overview

There are many different ways that we communicate in the workplace. We communicate face-to-face, through presentations, on the phone, by email or correspondence, and with technology through Skype, FaceTime and our mobiles.

At the same time, we also communicate when we do not say anything at all through non-verbal communication, including body language and posture, facial expressions and body movement. In this session, students identify what makes up effective communication and explore and practice active listening and strategies to communicate effectively. They will also learn how to be assertive and present themselves as a professional in the workplace.

### Session Objectives

✪ Students practice and develop strategies to actively listen.

✪ Students understand effective verbal and non-verbal communication.

✪ Students identify methods of communication related to their industry and develop a plan to improve their communication skills and assertiveness.

✪ Students understand the use of technology with respect to communication and learn how to communicate professionally via email.

### Advanced Preparation

✪ Read through each activity.

✪ Collect all necessary materials listed below.

✪ Write the session quote on flip chart paper at the front of the room.

✪ Create a flip chart or PowerPoint version of the following Resource Materials:

- **S10.2: Non-Verbal Communication**
- **S10.3: Workplace Communication Methods**
- **S10.4: Active Listening Simulation Chart**
- **S10.5: Steps for Active Listening**
- **S10.6: Signs of Active Listening**
- **S10.8: Assertive vs Aggressive vs Timid**

✪ Print and cut out **S10.1: Communication Pictures,** 1 picture for each student.

✪ Print and cut out **S10.7: Assertiveness Role-Play Responses.**

### Materials

✪ Attendance Form

✪ *Transferable Life Skills* Journey Map Poster

✪ Feedback Box

✪ Flip chart paper

✪ Markers Tape

✪ Drawing materials

✪ Blindfolds (1 for each student if available)

✪ Blank paper (1 for each student)

### Time Required: 3 hours, 25 minutes

# SESSION 10: COMMUNICATION

## Session Outline

| ACTIVITY | ACTIVITY DESCRIPTION | TIMELINE |
|---|---|---|
| Session Introduction | Students are introduced to the session, review what was learned in the previous session and build a positive learning environment. | 5 min |
| Effective Communication | Students identify good communication tactics and learn the importance of both verbal and non-verbal communication in the workplace. They understand and demonstrate effective modes of communication in the workplace, and develop a plan to improve their communication skills. | 35 min |
| Active Listening | Students are able to demonstrate active listening and understand its importance for workplace success. | 40 min |
| Being Assertive | Students understand the difference between being assertive, aggressive, and timid, and develop strategies to handle situations in an assertive way. | 10 min |
| Communication Styles | Students will explore their own communication style and that of others, and explore ways they can improve their communication. | 60 min |
| Technology and Social Media | Students will relate the topic of communication via technology and social media to professionalism and other communication skills, and understand the difference between appropriate and inappropriate technology use. | 30 min |
| Email Communication | Students explore elements of a well written email vs. a badly written email, discuss the consequences of communicating poorly over email and practice composing a professional email. | 30 min |
| Session Wrap-up | Students review the session and identify activities to do after the training to help them further build their time management and self-control skills. | 5 min |

### Employability Skills Assessment Tool

This session looks at building the following employability skills, where students are asked to self-assess the following statements:

**Communication Skills**

✪ I listen actively to understand and learn.

✪ I know how to articulate my own ideas clearly.

✪ I know how to express myself in proper ways.

✪ I read so I can comprehend and use new information.

# SESSION 10: COMMUNICATION

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## Session Introduction

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**Time: 5 minutes**

### Objectives

Students are introduced to the session, review what was learned in the previous session and build a positive learning environment.

### Advanced Preparation/Facilitator Notes

✪. Write the session quote on flip chart paper, blackboard, or PowerPoint slide.

✪ Consider using these quotes to introduce the session:

> "Communication - the human connection – is the key
> to personal and career success." *-Paul J. Meyer*

> "The most important thing in communication is to hear
> what isn't being said." *-Peter Drucker*

> "The biggest problem in communication is we do not listen
> to understand. We listen to reply" *-Unknown*

> "You can have brilliant ideas but if you can't get them across,
> your ideas won't get you anywhere." *-Lee Lacocca*

### Materials

✪ Flip chart paper

✪ Markers

✪ Attendance sheet

✪ *Transferable Life Skills* Journey Map Poster

### Steps

1. Write the session quote(s) on flip chart paper, blackboard, or PowerPoint slide.

2. If completing this session on a new day, welcome students to the class.
   Have them sign the attendance sheet.

3. Review the previous session.

4. Invite 1-2 students to share actions they took after the previous session.
   Do a quick ice breaker to create a positive environment.

5. Ask a student to read a quote or wise word that describes the session.
   Ask students to discuss and explain what the quote means to them.

6. Review the session objectives and activities using the *Transferable Life Skills* Journey Map.

# SESSION 10: COMMUNICATION

## Activity 10.1: Effective Communication

**Time: 35 minutes**

### Objective

Students identify good communication tactics and learn the importance of both verbal and non-verbal communication in the workplace. They understand and demonstrate the ability to engage in various modes of communication in the workplace, and develop a plan to improve their communication skills.

### Advanced Preparation/Facilitator Notes

Much of how we communicate is not just what we say, but how we say it and how we respond. Communication is not just about exchanging information, but it is about the emotion and intention behind that communication. Even if we do not respond or do not say anything, you are communicating and the other person is interpreting your actions. It can be interpreted as you do not care or do not know. Being a good communicator is about feeling your way and using your intuition.

Good communication skills go beyond conversations, because employees must know how to communicate well in written reports and emails, as well as through non-verbal behaviors.

✪ Photocopy and cut out **S10.1: Communication Pictures,** 1 picture for each student.

✪ Blank paper, 1 for each student.

✪ Photocopy and cut out **S10.10: Recognizing Emotions,** and fold each and place in a box, bowl or bag.

✪ Flip chart with the following written on top: "ACTIONS SPEAK LOUDER THAN WORDS."

✪ Create a flip chart version of the following Resource Materials:

- **S10.2: Non-Verbal Communication**
- **S10.3: Workplace Communication Methods**

### Materials

✪ Flip chart paper

✪ Markers

✪ Tape

✪ Blindfolds, 1 for each student (if available)

### Definition of Key Terms

| | |
|---|---|
| **Effective Communication** | A two-way information sharing process which involves one party sending a message that is easily understood by the receiving party. |
| **Nonverbal Communication** | Communication without words. It includes behaviors such as facial expressions, eyes, body posture, use of hands, and tone of voice, as well as less obvious messages such as dress, and spatial distance between people. |

# SESSION 10: COMMUNICATION

## Activity 10.1: Effective Communication

### Steps

#### INTRODUCTORY ACTIVITY: Communication Activity

1. Have students select a partner and sit back to back or across a table from each other. Have each pair decide who will be Person A and who will be Person B.

2. Give each Person A a picture from **S10.1 Communication Pictures** and explain that Person A is allowed to speak. Make sure Person A does not show Person B the picture!

3. Give each Person B a blank piece of paper, and pen. Explain that Person B is not allowed to speak.

4. Explain the rules of the game: "Person A has a picture and is allowed to speak. They have to describe the picture to Person B and get Person B to draw the picture. Person A cannot use the actual name of the object. Person B cannot speak or ask any clarifying questions. They just have to listen to what their partner says and draw. Teams will get 5 minutes. The team that draws the picture most like the picture given, wins."

5. Make sure all students understand the game and then start. If there is time, have A and B switch roles and complete the game again, giving each student a different picture.

6. After 5 minutes, review their drawings and use the following questions to lead a discussion:

   • To Persons A:

   **How was it describing the picture?**

   **What was difficult about the task?**

   **What strategies did you use to communicate to your partner?**

   **What would have made this activity easier? Why?**

   • To Persons B:

   **How was it drawing the picture from your partner's description?**

   **What was difficult about the task?**

   **What strategies did you use to listen to your partner and draw the picture?**

#### PARTICIPATORY LEARNING ACTIVITY: Communication Discussion and Examples

1. To the whole group, lead a discussion using the following questions. Write students' responses on flip chart paper/blackboard first, use the following responses to add to the discussion.

   • What does good communication mean to you?

   • Can you think of a time in your life where you had to explain and communicate something important? What happened? What strategies to communicate did you use?

   • Who around you do you know is a good communicator? What makes them a good communicator?

# SESSION 10: COMMUNICATION

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## Activity 10.1: Effective Communication

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- What are different ways that we communicate in the workplace?
  Additional responses could include:

  **Face to face**

  **Making a presentation**

  **Phone calls**

  **Emails or letters**

  **Skype or FaceTime**

2. From the game we just played, not being able to talk or ask any clarifying questions are big barriers. What are examples of barriers you may face when communicating in the workplace?

3. Is there a way to communicate without words? What is an example of communicating without words?

4. What is non-verbal communication? Additional responses could include:
   - Body language
   - Facial expressions (are we smiling)
   - Body movements

5. Explain: "Much of how we communicate is not just what we say, but how we say it and how we respond. Communication is not just about exchanging information, but it is about the emotion behind that communication. If we do not respond or do not say anything, you are communicating and the other person is interpreting your actions. It can be interpreted as you do not care or do not know. Being a good communicator is about feeling your way and using your intuition.

### Choose one of the following three Activities:

**ACTIVITY 1: NON-VERBAL COMMUNICATION**

1. Ask 4 volunteers to come to the front of the room and have 2 of the volunteers act out (without words) good non-verbal communication. Next, have the other 2 volunteers act out poor non-verbal communication.

2. Post the flip chart version of **S10.2: Non-Verbal Communication** at the front of the room.

3. Ask: "From the demonstrations we just saw, what are examples of good and bad non-verbal communication? Write down their answers on the chart. Additional responses could include:
   - Good Non-Verbal Communication

     **Sit up straight**

     **Keep body directed at the other person**

     **Make eye contact**

     **Smiling and nodding Interested and engaged**

     **Stand or sit an appropriate distance between each other**

## Activity 10.1: Effective Communication

- Poor Non-Verbal Communication

  **Slouch**

  **Chew gum**

  **Look away**

  **Fidget with hands or other objects**

  **Play with hair**

  **Pace back and forth**

  **Ignore or not respond when someone talks or writes to you**

  **Tap a pen**

  **Stand too close or too far away from someone else**

  **Be on the phone**

4. Ask: "How can these poor non-verbal communication actions be a bad thing for you in your work?" Guide students in recognizing that these actions and bad habits can make other people have a negative impression of them. They may think you are too young or inexperienced, not interested, or do not care about your work.

5. Next, ask students to think about strategies of what to say or write when communicating. Write responses on flip chart paper/blackboard.
   Additional responses could include:
   - Use positive and constructive words
   - Use clear language
   - Try to avoid stuttering or saying um, like, etc.
   - Know what you want to say in advance and prepare when possible
   - Speak at a good speed, not too slow or fast
   - Do not use slang or abbreviations
   - Avoid sarcasm
   - Ask questions to clarify if you do not understand
   - Repeat back key points so there is a mutual understanding
   - If through email or writing, respond right away

**ACTIVITY 2: RECOGNIZING EMOTIONS**

1. Start a discussion about nonverbal communication by asking if any of the students have ever gotten caught rolling their eyes at a teacher, parent, co-worker, or supervisor. Ask for a show of hands.

2. "Whether you rolled your eyes intentionally or didn't even realize you did it, how do you think your action was interpreted?" Answers will vary but could include, I'm bored, you are really annoying, yeah right, I'm not interested in what you are saying or doing.

# SESSION 10: COMMUNICATION

## Activity 10.1: Effective Communication

3. "There are all types of communication. Believe it or not, the type that uses no words is the kind that is the most important. When it comes to communication, what people SEE is often more memorable than what they read or hear. This is often referred to as body language. Body language includes facial expressions, eye behavior, gestures, posture, and more. Body language can express your emotions, feelings, and attitudes. It can even contradict what you say verbally! People in different cultures may understand some global non-verbal expressions, while other expressions may be culture specific." If the participants are from many different cultures, ask if they can give an example of non-verbal communication cues specific to their culture.

4. Ask each person in the group to take one piece of paper out of the bag, bowl, or hat in which you've placed the "Emotions" cut outs.

5. Using body language and facial expressions only, ask each person to demonstrate this emotion while others try to guess it.

6. As an alternative, you can download "emoticons" and have participants match or identify what each picture describes.

7. Continue until all words or pictures have been used/guessed.

8. Draw attention to the statement written on the blackboard "ACTIONS SPEAK LOUDER THAN WORDS" and ask:
   - "How many have heard this expression? When/where?"
   - "What does it mean? How is this possible when actions do not "speak"?"

9. Create a list of Do's and Don'ts in the workplace with participants by asking, "What body language do you think you need to consider when working?"

10. List student responses. Prompt students if they do not consider the following:
   a. **Facial expressions:** The human face is extremely expressive, able to convey countless emotions without saying a word. And unlike some forms of non-verbal communication, facial expressions are universal. The facial expressions for happiness, sadness, anger, surprise, fear, and disgust are the same across cultures.

   b. **Body movements and posture:** Consider how your perceptions of people are affected by the way they sit, walk, stand up, or hold their head. The way you move and carry yourself communicates a lot of information to the world. This type of non-verbal communication includes your posture, bearing, stance, and subtle movements.

   c. **Gestures:** We wave, point, plead, and often use our hands when we are arguing or speaking in an animated way. However, the meaning of gestures can be very different across cultures and regions, so it's important to be careful to avoid misinterpretation.

   d. **Eye contact:** Since the visual sense is dominant for most people, eye contact is an especially important type of non-verbal communication. The way you look at someone can communicate many things, including interest, affection, hostility, or attraction. Eye contact is also important in maintaining the flow of conversation and for assessing another person's response.

   e. **Touch:** We communicate a great deal through touch. Think about the messages given by the following: a firm handshake, a timid tap on the shoulder, a warm bear hug, a reassuring pat on the back, a patronizing pat on the head, or a controlling grip on your arm.

## Activity 10.1: Effective Communication

f.   **Space:** Have you ever felt uncomfortable during a conversation because the other person was standing too close and invading your space? We all have a need for physical space, although that need differs depending on the culture, situation, and closeness of the relationship. You can use physical space to communicate many different non-verbal messages, including signals of intimacy, aggression, dominance, or affection.

g.   **Voice:** We communicate with our voices, even when we are not using words. Non-verbal speech sounds such as tone, pitch, volume, inflection, rhythm, and rate are important communication elements. When we speak, other people "read" our voices in addition to listening to our words. These non-verbal speech sounds provide subtle but powerful clues into our true feelings and what we really mean. Think about how tone of voice, for example, can indicate sarcasm, anger, affection, or confidence.

**ACTIVITY 3: WAYS TO COMMUNICATE DEMONSTRATIONS**

1.   Divide students into 5 groups of 4-5. Assign each group with one of the six different ways to communicate in the workplace: 1) Face to face; 2) Making a presentation; 3) Phone calls; 4) Emails or letters; and 5) Skype or FaceTime.

2.   Ask groups to work together to answer the following questions for their assigned communication method and create either a 2-minute role-play or make an example (i.e. email) to share back with the group, answering the following questions:

   •   What does good communication look like for this communication method?

   •   What challenges or problems could arise with this communication method?

   Visit each group and provide assistance as needed.

   **OPTION:** *If there is a large class size, divide students into groups so each group has approx. 4-5. Assign groups with one of the six ways to communicate. Here, some groups may have the same communication method as another. For the role-play, only have 5 groups present from the various methods. Other teams with the same communication method can be responsible for reviewing, providing feedback and sharing back their responses to the two questions.*

3.   Have each group share back their answers and present their role-play.

4.   Post the flip chart or PowerPoint version of **S10.3: Workplace Communication Methods** and discuss each of the methods together from each group. Fill in the chart together as a group.

## Activity 10.2: Active Listening

**Time: 40 minutes**

### Objectives

Students are able to demonstrate active listening and understand the importance of active listening for workplace success.

### Advanced Preparation/Facilitator Notes

Active listening is an important skill in working with others. It involves fully concentrating on what is being said (or not said) rather than just passively hearing the message of the speaker. It also involves putting aside your viewpoints or key messages you want to share and instead focusing on what the speaker is saying and their needs.

Actively listening requires listening with all senses and providing positive verbal and non-verbal cues (such as smiling, nodding, agreeing, eye contact, etc.) which helps put the speaker at ease and shows your interest. When you provide this feedback, the speaker will usually feel more at ease and communicate more easily, openly and honestly. They will also see you as being engaged, respectful, and interested in what they are conveying.

✪ Create a flip chart or PowerPoint version of the following Resource Materials:
  - **S10.4: Active Listening Simulation Chart**
  - **S10.5: Steps for Active Listening**
  - **S10.6: Signs of Active Listening**

### Materials

✪ Flip chart paper

✪ Markers

✪ Copies of **S10.11: Do We (or Do I) Listen Effectively?**

### Definition of Key Terms

| | |
|---|---|
| **Active Listening** | A communication technique where the listener fully concentrates, understands and responds, as well as remembers and follows up with what is being said. |

## Activity 10.2: Active Listening

### Steps

### INTRODUCTORY ACTIVITY: Listening Simulation

1. Explain: "To start thinking about communication, we are going to play an active listening game."

2. Have students divide into pairs. Ask each pair to sit and look at each other. Have each pair select who will be Person A and who will be Person B. Ask each team to decide on a topic they would like to discuss. For example, a topic in the news, a situation that is on their mind, their career goals, etc.

   **OPTION:** *If there is a large class size and you are short on time, ask 10 students to come to the front of the room to demonstrate each of the five different scenarios.*

3. Explain: "There will be 5 rounds of different situations. In each situation Person A and Person B will be asked to do different things."

4. Provide the following instructions for each round and give 2 minutes for each.
   - **Round 1:** Ask A to talk to B, but B is not interested or listening. They play on their mobile phone or do other activities.
   - **Round 2:** Ask B to talk to A, but A is listening with an ear directed towards B and their eyes are not looking at B.
   - **Round 3:** Ask A and B to both talk, but neither listen. They interrupt each other or talk over each other.
   - **Round 4:** Ask B to speak to A and listen with a blank or angry face.
   - **Round 5:** Ask A to speak to B. B looks at A's face and listens enthusiastically and attentively.

5. Post the flip chart or PowerPoint version of **S10.4: Active Listening Simulation Chart** at the front of the room for everyone to see. Ask students to reflect on how they felt throughout the five rounds. What were some of the different reactions or feelings? Go through each round and write down what was perceived and decide if this was effective communication or not and write it in the chart.

### PARTICIPATORY LEARNING ACTIVITY: Active Listening Discussion

1. Ask: "Why is listening important to the success of a company and to the success of an employee?" Write answers on flip chart paper/blackboard. Additional responses could include:
   - Companies need to listen to customers' wants, needs and any complaints.
   - Employees need to listen to and understand the directions of their boss.
   - Employees need to respect and listen to each other in teams and work spaces.

2. Post the flip chart or PowerPoint version of **S10.5: Steps for Active Listening** at the front of the room for everyone to see and review together.

3. Next, write the statement on flip chart paper or PowerPoint slide: **Active listening means listening with more than just your ears.**

## Activity 10.2: Active Listening

4. Ask: "What do you think that means? How could we listen with our eyes, ears, mouth, hands, feet, body, brain or heart?"

5. Post the flip chart or PowerPoint version of **S10.6: Signs of Active Listening** at the front of the room for everyone to see.

6. Have students work in groups of 4-5 and assign each group a different body part to discuss.

7. After 3-5 minutes, have them share back their answers to the group and fill in the chart together.

### PRACTICE-ORIENTED ACTIVITY: Active Listening Practice

1. Have students get into pairs. Ask each pair to interview each other and discuss their story. Their story can include their major successes, challenges, their childhood, people who have influenced their lives, etc.

2. Explain: "While one partner is sharing their story, the other partner will record notes and practice active listening." After 5 minutes, teams will switch roles.

3. Have students record their partners' stories in their student journals.

### PRACTICE-ORIENTED ACTIVITY: ACTIVE LISTENING REFLECTION

1. Following the active listening practice activity, distribute a copy of **S10.11: Do We (or Do I) Listen Effectively?** to each participant.

2. Explain that good listening doesn't require demonstrating all of the items at any one time; however, usually a number of them are demonstrated.

3. Ask participants to review the list and identify any item they need to have explained, then clarify, or have the group clarify, the item.

4. Instruct participants to check the boxes where they feel that they personally demonstrated a listed behavior (or do the same process for the group).

5. Ask participants to share an item they believe they did well.

6. Ask the group to identify instances where a behavior or action on the list that was not used but could have been very helpful.

7. Ask group members to identify two items on the list that they personally think are the most important. Post these on flipchart or blackboard for future use.

    N**ote:** It is recommended that the Facilitator have participants use this process (or a variation of it) fairly regularly to improve and reinforce their listening skills.

# SESSION 10: COMMUNICATION

## Activity 10.3: Being Assertive

**Time: 10 minutes**

### Objectives

Students understand the difference between being assertive, aggressive, and timid, and develop strategies to handle situations in an assertive way. Understanding how to be assertive is a major step towards taking initiative.

### Advanced Preparation/Facilitator Notes

Being assertive is a core communication skill where you express yourself effectively and stand up for yourself, while at the same time respecting others' rights, beliefs and perspectives.

It is important not to be aggressive and inappropriate as this will not yield the results we want. If we put forth our ideas and perspectives by being aggressive, it can ruin our reputations and ability to work with others over the long term. Being assertive involves assessing the situation, determining your ultimate outcome, considering the other person's perspective, and speaking and acting confidently in your interactions.

Being assertive can apply to many different aspects of students' lives in the workplace with colleagues and supervisors, but also in their personal lives in their relationships with family members, peers, partner, and friends.

✪ Print and cut out **S10.7: Assertiveness – Role-Play Responses**

✪ Create a flip chart or PowerPoint version of **S10.8: Assertive vs Aggressive vs Timid**

### Materials
✪ Flip chart paper
✪ Markers
✪ Tape

### Definition of Key Terms

| | |
|---|---|
| **Assertive** | Speaking and communicating confidently. |
| **Aggressive** | Ready or likely to attack or confront someone. Pursuing one's interests and goals forcefully. |
| **Timid** | Speaking and communicating with a lack of confidence, which reflects fear and a lack of self-assurance. |

# SESSION 10: COMMUNICATION

## Activity 10.3: Being Assertive

### Steps

### PARTICIPATORY LEARNING ACTIVITY: Scenario Example

1. Explain: "One key part about communication is how to manage what you say and how you act when something is not going your way. We have to learn to be assertive and firm, both in our careers as well as in our personal lives. But it is important to not appear aggressive and inappropriate. To think about this, we are going to do a role-play."

2. Have six students come to the front of the room to participate in the role-play. Have them get into pairs. One partner will be Olivia and the other will be the front desk clerk. Give each student one of the three scenarios that they will act out from **S10.7: Assertiveness Role-Play Responses.**

3. Read out the situation to the entire group. Have one of the groups act it out as you read.

   "You are told by your job counselor that you have an interview at PhoneTel the next day at 2:00 pm for a position in their human resources department. It was confirmed by the manager of PhoneTel. You are very excited because after your *Transferable Life Skills* training you feel confident and ready for an interview. That evening, you practice interview questions with your older sister. The next day after a one-hour taxi ride, you arrive at the front desk of PhoneTel. You smile at the front desk clerk and politely say your name and that you are here for an interview. The clerk says that they do not have any positions available but that you can drop off your CV and they will contact you later."

4. As the presenters prepare, explain to the rest of the students that while the presenters are performing they should closely observe the scenario being shown and make notes.

5. Have each pair of presenters act out their responses to the scenario.

6. After each presentation, use the following questions to lead a discussion:
   - Which was the appropriate response? Why?
   - How did Olivia react to the receptionist's statements in each case?
   - What was the body language of Olivia in each case?
   - How can being timid be a negative thing in a work situation?
   - Have you ever been in a situation where you need to be assertive but not aggressive? What happened?
   - What are ways that we can assert ourselves without being aggressive to get what we want?
   - How can being assertive help us in our personal lives and with relationships that we may have or want to have in the future?
   - Where else can being assertive help us in our lives to achieve our goals?

7. Post **S10.8: Assertive vs. Aggressive vs Timid** at the front of the room for everyone to see. Ask: "What is the difference between being assertive versus being aggressive versus timid? What does each communication style look like?" Write answers on the flip chart or blackboard.

# SESSION 10: COMMUNICATION

## Activity 10.4: Communication Styles

**Time: 60 minutes**

### Objectives

Students will explore their own communication style and that of others, and explore ways they can improve their communication.

### Advanced Preparation/Facilitator Notes

One part of learning about communication is understanding different ways or styles of communicating. Students will identify their style through a communication inventory and learn about the styles of others and how those styles impact communications. Styles include: controller/director, promoter/socializer, analyzer/thinker and supporter/relater.

### Materials

✪ Flip chart paper

✪ Markers

✪ Pens or pencils

✪ Copies of **S10.9: Communications Styles Inventory**

### Definition of Key Terms

| Communication Style | The way in which each person interacts and exchanges information with others. |
|---|---|

### Steps

### PARTICIPATORY LEARNING ACTIVITY

1. Introduce the participants to **S10.9: Communications Style Inventory,** a tool they can use to assess their own communication styles. It's a way to understand what works and what doesn't in the way they relate to others.

2. Explain that this activity takes the previous lessons on communication a step further by looking at specific communication styles.

3. After students have completed the inventory, ask the following:

   • What was your immediate reaction to the questions in the Communications Style Inventory?

   • Was there anything hard about them? Easy?

   • When you got your score and found out which style you are, how did you react?

   • Do you think there are different communication styles among the members of our group?

   • What do you think that means for how we work together?

## Activity 10.4: Communication Styles

4.  Have the group complete the Communication Styles Exercise and discuss what information they used to identify the communication style in each scenario.

5.  Connect the activity to communication in the workplace by asking:

    •   When thinking about the workplace, how does your communication style serve you well?

    •   How might it sometimes not work so well for you?

    •   Is there anything you think you can modify to make sure you communicate effectively on the job with those who do not have your same style?

## Activity 10.5: Technology and Social Media

**Time: 30 minutes**

### Objectives

Students will relate the topic of communication via technology and social media to professionalism and other communication skills, and understand the difference between appropriate and inappropriate technology use.

### Advanced Preparation/Facilitator Notes

Students are using technology in multiple ways to communicate. It is important for them to understand that once their information is shared online, it is made public to a number of audiences. In this lesson, they will explore the benefits and drawbacks to technology and social media as it relates to their careers and steps they may want to take to protect their identity.

### Materials

- ❌ Flip chart paper
- ❌ Markers
- ❌ Pens or pencils

### Definition of Key Terms

| | |
|---|---|
| **Social Media** | Websites and applications that enable users to create and share content or to participate in social networking. |

### Steps

#### PARTICIPATORY LEARNING ACTIVITY

1. Explain that the group will be discussing social media and technology. Put up two sheets of flip chart paper (or use the blackboard), one with 'Advantages' written at the top and one with 'Disadvantages' at the top.

2. Facilitate a discussion on the benefits and drawbacks of social media by asking, "What do you think are the best parts of social media? What are the advantages of having it?" Suggested benefits:

   - **Social skills:** Social networking allows people to keep up with current friends and make new ones. When used in the right way, social media can increase self-esteem and help someone feel less isolated.

   - **Independence and self-expression:** Creating your own "home page" allows people to express themselves and discuss their interests. They can join groups and support fan pages, and find out about other people's interests.

   - **Digital competence:** Technology is evolving faster than ever before. As young adults learn to adapt to new technologies (or new applications of existing technologies), they will be better equipped to adapt to future technology.

   - **Educational development:** Young adults in post-secondary education will often use social networking to discuss schoolwork and share discussions about assignments.

## Activity 10.5: Technology and Social Media

- **Research:** Students can gather information about topics that are hard to discuss with others, such as drug use and sexual health. They can also learn a lot about topics of interest to them and stay abreast of current affairs, social/political/economic trends, as well as learn information to develop new skills.

- **Additional advantages for students with disabilities:** Social networking can open up a new world of communication, integration, and community participation. Students can express themselves, including their thoughts and feelings, more easily and without fear of the rejection or stigma they may experience in real life.

3. Ask: "What might be the disadvantages of social media? How could it create challenges, especially when working?" Suggestions:

- **Sharing one's personal information with the wrong crowd:** Students need to be aware that information given out online could also put them at risk of victimization. People looking to do harm could use posted information to identify them or gain their trust. They can also be deceptive by pretending to know a young person. Encourage students to privatize their online social networking accounts (such as Facebook and Twitter).

- **Bullying:** Harassment may occur online (cyberbullying) and it may spill over to offline bullying committed by a person who has located their victim online. Cyberbullying can cause significant emotional harm resulting in depression, anger, school avoidance, violence, and suicide.

- **The permanency of online profiles:** Once information has been shared on the Internet, it's out there—forever! Taking information back that others have read and captured is nearly impossible. Inappropriate pictures, captions, and comments could come back to haunt youth as they start looking for jobs.

- **Disclosure:** People tend to be far bolder and less discretionary with information shared online versus in person. This means there is a greater risk of giving out information, including the presence of a disability that, given a second thought, we might not have wanted to disclose.

- **Additional potential risks for students with disabilities:** Social networking may further isolate those who may already feel isolated or not included and can ultimately lead to depression and loneliness.

4. Ask, "How do you think the disadvantages of social media could affect your work?"

5. Ask, "When is an appropriate time to use your cell phone? When is it not?"

6. Ask, "How might your employer view use of social media? Did you know employees have been fired for posts on social media? How could that affect the way you use social media?"

Adapted from https://www.dol.gov/odep/topics/youth/softskills/SocialNetworking.pdf

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## Activity 10.6: Email Communication

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**Time: 30 minutes**

### Objectives

Students explore elements of a well written vs. a badly written email, discuss the consequences of communicating poorly over email and practice composing a professional email.

### Advanced Preparation/Facilitator Notes

Written communication through email is an important skill for students to master in our increasingly technology-based world. Though many young adults consider email an "adult" way to communicate and would rather communicate in real-time with texting or other forms of social media, when it comes time to apply for a job, email skills will most likely be necessary. Therefore, an understanding of "email etiquette" is worthy of discussion. Students will understand the difference between professional and non-professional emails and have an opportunity to practice writing professional emails.

### Materials

- ✪ Flip chart paper
- ✪ Markers
- ✪ **S10.12: Decoding Texts**
- ✪ **S10.13: When Emailing People You Don't Know**

### Definition of Key Terms

| | |
|---|---|
| **Email** | Short for "electronic mail," email is one of the most widely used features of the Internet, along with the web. It allows you to send and receive messages to and from anyone with an email address, anywhere in the world. |

### Steps

### PARTICIPATORY LEARNING ACTIVITY

1. Tell participants that they will be thinking about how to apply their communication skills to written communication through email. Though many young adults consider email an "adult" way to communicate and would rather communicate in real-time with texting or other forms of social media, when it comes time to apply for a job, email skills will most likely be necessary. Therefore, an understanding of "email etiquette" is worthy of discussion.

2. This activity will offer participants the chance to challenge themselves to translate text to English and then discuss some of the classic rules of email.

3. Introduce the "Decoding Text" activity and pass out **S10.12: Decoding Texts.**

4. Ask participants to take two minutes to decode the messages on the handout. They can do this individually, in pairs, writing, sharing aloud, etc.

## Activity 10.6: Email Communication

5. Lead a discussion on the activity by asking:
   - "Who was frustrated by the end of five minutes? Who gave up?"
   - "If an employer received this email, how might they feel by the end?
     Would they be likely to hire you? Respond quickly?"
   - "Why is it important to communicate clearly over email?"

6. Address the use of personal email addresses vs. business/professional ones. Why should one avoid using email addresses such as hotfoxychick@xyz.net, itsallaboutme@abc.com, or partyanimal@mno.me when applying for a job?

7. Ask, "What are circumstances you will need to communicate by email?
   What are your strategies for communicating clearly? How can you improve?"

8. Pass out **S10.13: When Emailing People You Don't Know** or use newsprint to post the pieces of advice in front of the class.

9. Going through each email etiquette, ask, "Why do you think this is important? What are the consequences of doing this? Are there circumstances in the future you could use this piece of advice?"

10. Ask, "Are there any other pieces of advice you would add?"

11. Ask participants to draft an email (if they have a phone or computer) and send it to you. The email should have a proper subject line, greeting, and closing. Participants can pick from the following scenarios:
    - requesting time off
    - asking a supervisor a question
    - asking if a job is still available to apply for

# SESSION 10: COMMUNICATION

## Session Wrap-Up

**Time: 5 minutes**

### Objectives

Students review the session and identify activities to do after the training to help them further build their communications skills.

### Advanced Preparation/Facilitator Notes

✪ Select a game to use to review information.

### Materials

✪ Flip chart paper

✪ Markers

✪ *Transferable Life Skills* Journey Map Poster

✪ Feedback box

### Steps

**Congratulate students for all of the work they did in the session.**

1. Play a review energizer game to review what they learned in the session.
   Questions for the game could be:
   - What are 2 steps when active listening?
   - When you are active listening, what should you be doing with your hands?
   - What is non-verbal communication?
   - What are the different ways to communicate in the workplace?
     What does effective communication look like for 1 of the ways?
   - What is a challenge or problem that may arise when you are communicating through email?
   - What is the difference between being assertive versus being aggressive?
   - Why is it important to read things carefully?

2. Using the *Transferable Life Skills* Journey Map Poster, review each activity and the key objectives and review the topics of the next session.

3. Encourage students to write any feedback they have for the Facilitator and put it in the Feedback Box at the front of the room. Explain: "This box is anonymous and your comments will help improve the programming for the future. Please share what is working well in the training and what you want to improve. If you have any personal issues you want to follow-up with, you can always discuss them after the class." If students feel comfortable, have them share their feedback with the group.

## Session Wrap-Up

4.  Ask them to reflect on the day and write any notes in their student journals.
    Use the following questions to help students self-reflect:
    - What are my communication strengths?
    - What does active listening mean to me?
    - What are my communication weaknesses or things I need to improve?

5.  Challenge students to do one or more of the take-away activities after class.

6.  Remind students that they must bring their student journals back to the next class!

### Take-away Activities

✪ Write 3-4 notes in your Personal Treasure Chest about skills you have or have learned in the class.

✪ Share your strategies to communicate effectively with your family and peers and get their feedback.

✪ Write an email or letter to a family member or peers.

# SESSION 10: COMMUNICATION

## Resources

### Resource S10.1: Communication Pictures



**EFFECTIVE COMMUNICATION**

**ACTIVE LISTENING**

**READING AND FOLLOWING INSTRUCTIONS**



**FACE TO FACE**



**MAKING A PRESENTATION**

# SESSION 10: COMMUNICATION

## Resources

## Resource S10.2: Non-Verbal Communication

| Good Non-Verbal Communication | Poor Non-Verbal Communication |
|---|---|
|  |  |

## Resources

# Resource S10.3: Workplace Communication Methods

| COMMUNICATION METHOD | GOOD STRATEGIES/EXAMPLES | CHALLENGES OR PROBLEMS THAT MAY ARISE |
|---|---|---|
| Face to face | | |
| Presentations | | |
| Email or letters | | |
| Phone call | | |
| Skype or FaceTime | | |

## Resource S10.4: Active Listening Simulation Chart

| | | WHAT IS PERCEIVED IN THIS SITUATION? | EFFECTIVE COMMUNICATION? |
|---|---|---|---|
| ROUND 1 | Not interested/ distracted | | |
| ROUND 2 | Not making eye contact | | |
| ROUND 3 | Interrupting | | |
| ROUND 4 | Angry or blank face | | |
| ROUND 5 | Active and attentive | | |

## Resources

# Resource S10.5: Steps for Active Listening

| | |
|---|---|
| **1. Be attentive** | Do not do anything else, only focus on listening to the other person. |
| **2. Show enthusiasm** | Through body language or facial expression. |
| **3. Do not interrupt** | Wait until the speaker has finished speaking |
| **4. Keep an open mind** | You may not agree, but it is important to be neutral while listening and not argue or pass judgment before getting the entire message. |
| **5. Reflect on what is being said** | Think about the conversation carefully and observe the gestures and expressions to grasp the message. |
| **6. Give a positive response** | Nod, smile or give a compliment. |
| **7. Ask questions to clarify** | To make sure you understand the main message. |

# SESSION 10: COMMUNICATION

## Resources

## Resource S10.6: Signs of Active Listening

| BODY LANGUAGE | WHAT SHOULD I BE DOING? |
|---------------|-------------------------|
| Eyes | |
| Ears | |
| Mouth | |
| Hands | |
| Feet | |
| Body | |
| Brain | |
| Heart | |

## Resources

### Resource S10.7: Assertiveness Role-Play Responses

**Response 1**

You are very frustrated. You yell at the front desk clerk saying that they are wrong and demand that somebody has to interview you.

**Response 2**

You tell the clerk calmly, with a firm voice and looking straight in their eyes that you feel there must be some misunderstanding. The job counselor from your school confirmed the interview yesterday with the manager.

**Response 3**

You say thank you, leave your resume and go back into the taxi. You text your job counselor to say that there were no positions available at this business.

**Resources**

## Resource S10.8: Assertive vs. Aggressive vs. Timid

| Assertive Communication | Aggressive Communication | Timid Communication |
|---|---|---|
| | | |

## Resource S10.9: Communications Style Inventory

This is an informal survey, designed to determine how you usually act in everyday related situations. The idea is to get a clear description of how you see yourself. On the answer sheet, circle A or B in each pair of statements below, which shows the one that MOST, describes you.

1. A.  I'm usually open to getting to know people personally and establishing relationships with them.
   B.  I'm not usually open to getting to know people personally and establishing relationships with them.

2. A.  I usually react slowly and deliberately.
   B.  I usually react quickly and spontaneously.

3. A.  I'm usually guarded about other people's use of my time.
   B.  I'm usually open to other people's use of my time.

4. A.  I usually introduce myself at social gatherings.
   B.  I usually wait for others to introduce themselves to me at social gatherings.

5. A.  I usually focus my conversations on the interests of the people involved, even if that means straying from the business or subject at hand.
   B.  I usually focus my conversations on the tasks, issues, business, or subject at hand.

6. A.  I'm usually not assertive, and I can be patient with a slow pace.
   B.  I'm usually assertive, and at times I can be impatient with a slow pace.

7. A.  I usually make decisions based on facts or evidence.
   B.  I usually make decisions based on feelings, experiences or relationships.

8. A.  I usually contribute frequently to group conversations.
   B.  I usually contribute infrequently to group conversations.

9. A.  I usually prefer to work with and through others, providing support when possible.
   B.  I usually prefer to work independently or dictate the conditions in terms of how others are involved.

10. A.  I usually ask questions or speak tentatively and indirectly.
    B.  I usually make empathic statements or directly expressed opinions.

11. A.  I usually focus primarily on ideas, concepts, or results.
    B.  I usually focus primarily on persons, interactions, and feelings.

### Resource S10.9: Communications Style Inventory

**12.** A. I usually use gestures, facial expression, and voice intonations to emphasize points.

B. I usually do not use gestures, facial expressions, and voice intonations to emphasize points

**13.** A. I usually accept others' points of view (ideas, feelings, and concerns).

B. I usually don't accept others' points of view (ideas, feelings, and concerns).

**14.** A. I usually respond to risk and change in a cautious or predictable manner.

B. I usually respond to risk and change in a dynamic or unpredictable manner.

**15.** A. I usually prefer to keep personal feelings and thoughts private, sharing only when I wish to do so.

B. I usually find it natural and easy to share and discuss my feelings with others.

**16.** A. I usually seek out new or different experiences and situations.

B. I usually choose known or similar situations and relationships.

**17.** A. I'm usually responsive to others' agendas, interests, and concerns.

B. I'm usually directed toward my own agendas, interests and concerns.

**18.** A. I usually respond to conflict slowly and indirectly.

B. I usually respond to conflict quickly and directly.

### Resource S10.9: Communications Style Inventory

**Answer Sheet**

| O | G | | D | I |
|---|---|---|---|---|
| 1A | 1B | | 2B | 2A |
| 3B | 3A | | 4A | 4B |
| 5A | 5B | | 6B | 6A |
| 7B | 7A | | 8A | 8B |
| 9A | 9B | | 10B | 10A |
| 11B | 11A | | 12A | 12B |
| 13A | 13B | | 14B | 14A |
| 15B | 15A | | 16A | 16B |
| 17A | 17B | | 18B | 18A |
| | | | | |

**Totals**

Total the numbers of items circled in each column and write it on the spaces above.

✪ Now, compare the "O" column with the "G" column and circle the letter that has the highest total.

<div align="center">

**O**        **or**        **G**

</div>

✪ Then compare the "D" column with the "I" column and circle the letter that has the highest total.

<div align="center">

**D**        **or**        **I**

</div>

---

## Resource S10.9: Communications Style Inventory

### So, What's the Verdict?

✪ If you circled the G and D, you tend toward being a Controller/Director.

✪ If you circled the O and D, you show many qualities of a Promoter/Socializer.

✪ If you circled the O and I, you're predominantly a Supporter/Relater.

✪ If you circled the G and I, you have lots of Analyzer/Thinker characteristics.

### Communications Style Definitions

#### Supporter/Relater

- Harmonizer
- Values acceptance and stability in circumstances
- Slow with big decisions; dislikes change
- Builds networks of friends to help do work
- Good listener; timid about voicing contrary opinions; concerned for others' feelings
- Easy-going; likes slow, steady pace
- Friendly and sensitive; no person is unlovable
- Relationship oriented

#### Analyzer/Thinker

- Assessor
- Values accuracy in details and being right
- Plans thoroughly before deciding to act
- Prefers to work alone
- Introverted; quick to think and slow to speak; closed about personal matters
- Highly organized (even plans spontaneity!); cautious, logical, thrifty approach
- Thoughtful; no problem is too big to ponder
- Idea oriented

#### Promoter/Socializer

- Entertainer
- Values enjoyment and helping others with the same
- Full of ideas and impulsive in trying them
- Wants work to be fun for everyone
- Talkative and open about self; asks others' opinions; loves to brainstorm
- Flexible; easily bored with routine
- Intuitive, creative, spontaneous, flamboyant approach
- Optimist; nothing is beyond hope
- Celebration oriented

#### Controller/Director

- Commander
- Values getting the job done
- Decisive risk taker
- Good at delegating work to others
- Not shy but private about personal matters; comes on strong in conversation
- Likes to be where the action is
- Take charge, enterprising, competitive, efficient approach
- Fearless; no obstacle is too big to tackle
- Results oriented

## Resource S10.9: Communications Style Inventory

### Communication Styles Exercise

Identify the communication style of each person described below. Simply use a letter

**S (Supporter/Relater);**

**C (Controller/Director);**

**P (Promoter/Socializer);**

**A (Analyzer/Thinker).**

1. _____Kofi can quickly tell what's going on in any situation and is not afraid to speak out about what should be done. He doesn't follow the latest fad, but wears clothes that are practical. When you first meet Kofi, you notice he is friendly. Later you realize he hasn't told you much about his personal life. You go out to lunch with Kofi. He orders Nile perch, but the fish is served nearly raw. Kofi shouts for the waiter, and complains loudly. The waiter apologizes and takes the fish back to be replaced, but Kofi doesn't want to wait. He demands to see the manager and tells her in the future he'll eat elsewhere. You both eat lunch and are back at the office in time for Kofi's next meeting.

2. _____Jamal is really a nice guy. He's open and always willing to listen. On his desk are lots of photos with family and friends. Jamal usually dresses in soft, warm colors, and loves to wear casual clothing. You go out to lunch with Jamal and he orders tibs. When he takes his first bite, however, it's not spicy enough. He doesn't say a thing to you, and continues to eat. The waiter comes by and asks, "How are your tibs?" Jamal hesitantly replies he's sorry to say he likes his tibs a little spicier. "Would you like me to take it back?" Jamal answers, "Only if it's not too much trouble."

3. _____Dani cares a lot about what others think of her, but she is sometimes callous about the feelings of others. So, she's both sensitive and insensitive. It can be confusing! There is no confusion about one thing, Dani is an excellent planner. She gathers all the data and can foresee potential problems. She researches ways to avoid them, at little cost to the company. At her desk, Dani displays her university diploma (framed) and a list of company policies. You go out to lunch with Dani, who orders roasted beef. It doesn't seem well enough done for her, so she requests the waiter to have the chef cook it for exactly 2 and a half minutes more.

4. _____Aida is a popular person who has a high opinion of herself. She gets into many circumstances where she is the one to confront problems, because she knows how she thinks and feels about many issues. Aida speaks her mind, but doesn't like to alienate others in the process. So, she tries to make them feel good, about themselves and her. Aida has a closet of clothes with lots of color, texture and bold designs. At her desk is a blown-up photo of her and the company president having fun at last year's party. You go out to lunch with Aida and the roasted chicken she ordered has a sauce that she does not like. She calls the waiter over immediately and asks for another plate. She quickly decided to try something else. "Bring me the roasted pork without sauce instead!"

## Resource S10.10: Recognizing Emotions

**Directions:** There are many creative ways to complete this activity.
A few suggestions include:

✪ Write each of the following words on an index card (or print and cut out words).
Fold each card and place it into a bowl, hat, or bag. Students can pick a word and
attempt to act it out for the group.

✪ Write words on sticky notes or sentence strips and place around the room.
Act out the emotion and see if participants can guess and move to the right one.

✪ Say the word out loud and have participants draw what this emotion looks like
to them. Share with the group.

✪ Download "emoticons" (or pictures) that represent emotion. Participants can match
pictures to words.

| | | | |
|---|---|---|---|
| AFRAID | ANGRY | ANXIOUS | BORED |
| CONFUSED | CONTENT | CURIOUS | EXCITED |
| FRUSTRATED | HAPPY | INTERESTED | JEALOUS |
| LONELY | OFFENDED | OVERWHELMED | PROUD |
| SAD | SCARED | SHOCKED | SHY |
| STRESSED | SURPRISED | THANKFUL | WORRIED |

Adapted from https://www.dol.gov/odep/topics/youth/softskills/Communication.pdf

## Resource S10.11: Do We (or Do I) Listen Effectively?

**Do I (or group members) show body language that indicates I am listening?**

- Demonstrate eye contact with the speaker (note: cultural differences)?
- Show body language indicating active listening?

**Do I (or group members) show strong and responsive verbal and listening skills?**

- Respond to things other people say (verbal messages from others)?
- Say things that show I have heard and understood what another person said?
- Ask people to be clearer about what they said?
- Say something like:

  **"When you said `XXX', did you mean…?"**

  **"I'm confused. Would you explain that again?"**

  **"Can you try that part again?"**

  **"Can you give me an example of what you're talking about?**"

- Paraphrase what someone said? ('When you said x, I think I heard y. Is that accurate?')
- Do not make "shutdown" (comments that make it challenging for the other person to speak, especially if someone has a different opinion) remarks?

**Do I (or group members) show how well I have listened and engaged?**

- State that I have learned from others?
- Demonstrate the idea of "piggybacking" or "snowballing" (building off of other's ideas)?
- Offer helpful suggestions in a conversation?
- Allow for disagreements in conversation?
- Allow for controversial ideas?
- Demonstrate willingness to give ideas a chance to be aired, even when those ideas are contrary to my own?
- Examine reasons and judgments—either my own or others?
- Avoid dominating discussions?
- Avoid letting someone else dominate me?
- Avoid interrupting others when they are speaking?
- Express, and allow others to express, feelings and ideas without being defensive?
- Summarize what I have heard in a discussion?

## Resources

### Resource S10.12: Decoding Texts

I dun knO Y adults R makin such a big deal out of d amount of tym tEnz spNd txtN!
It's a gr8 way 2 kEp n tuch w yor fRnds & knO wot ppl R doin & whr dey R.

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dEr Employer, I wud llk 2 apply 4 d dA tym customer srvic positN I saw advRtizd on FB. I
hav atachd my CV & hOp U wiL agrE dat my skiLz & intRStz R diRctlE relAtd 2 d positN
U hav avail. I wud aPrec8 d opRtunET 2 MEt w U n prsn 2 discuS Y I wud mAk an XLNT
employE 4 yor co. ty

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Adapted from https://www.dol.gov/odep/topics/youth/softskills/Networking.pdf

## Resource S10.13: When Emailing People You Don't Know

Email Etiquette: Include a subject line that "helps" the reader identify what you want to convey

Possible Reasons:

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Email Etiquette: Include a greeting (Dear…) and a closing (Sincerely,)

Possible Reasons:

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Email Etiquette: Use business language, spell check, and avoid abbreviations

Possible Reasons:

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Email Etiquette: Use business punctuation and formatting

Possible Reasons:

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Email Etiquette: Avoid using ALL CAPS

Possible Reasons:

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## Resources

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### Resource S10.13: When Emailing People You Don't Know

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Email Etiquette: Do not use jokes, witty remarks, or sarcasm

Possible Reasons:

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Email Etiquette: Avoid gossiping or complaining

Possible Reasons:

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Email Etiquette: Keep the communication short and to the point

Possible Reasons:

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Email Etiquette: Do not use emoticons (for introductory emails)

Possible Reasons:

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Email Etiquette: Reread before hitting "send"

Possible Reasons:

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# SESSION 10: COMMUNICATION

## Resources

## Resource S10.14: Reflection on Communication

**Step 1: Pick one or two of the questions below.**

**Step 2: Stop and think about your personal answer.**

**Step 3: Write 3-5 sentences describing your answer to the question(s).**

- What is a situation where you speak informally? Formally? What would happen if you mixed up the two?
- What is your communication style? How does it affect how you work with others?
- Describe a time when someone didn't listen to you. How could you tell they weren't listening? How did that affect the situation?

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# SESSION 11: WORKING TOGETHER

## Session Outline

### Session Overview

Teamwork and being able to understand and get along with other people is an essential skill for employability success. In this session, students will think through what it means to be a team player and the importance and value of working in a team. Students explore the concept of empathy and walking in another person's shoes, and build conflict resolution strategies to build and enhance their social skills.

### Session Objectives

✪ Students understand how to work effectively in a team.

✪ Students demonstrate respect and are able to empathize with others.

✪ Students develop strategies to resolve conflict effectively and peacefully.

✪ Students demonstrate the ability to change their roles on a team in accomplishing a given task.

### Advanced Preparation

✪ Read through each activity.

✪ Collect all necessary materials listed below.

✪ Write the session quote on flip chart paper or PowerPoint slide at the front of the room.

✪ Create a flip chart or PowerPoint version of the following Resource Materials:

- **S11.1: Formula for Teamwork**
- **S11.2: Empathizing Phrases**
- **S11.3: Ways to Face Conflict**
- **S11.4: Steps to Resolve Conflict**

### Materials

✪ Attendance Form

✪ Student journals

✪ *Transferable Life Skills* Journey Map Poster

✪ Feedback Box

✪ Flip chart paper markers

✪ Tape

✪ Drawing material

✪ 25-30 tokens (scrunched pieces of paper, pen lids, coins etc.)

✪ Straws, tape, popsicle sticks, pipe cleaner, etc. for each group of 4-5

✪ Rope or long piece of cloth (approximately 2-3 meters)

✪ Wrapped candy or money

### Time Required: 2 hours, 50 minutes

# SESSION 11: WORKING TOGETHER

## Session Outline

| ACTIVITY | ACTIVITY DESCRIPTION | TIMELINE |
|---|---|---|
| Session Introduction | Students are introduced to the session, review what was learned in the previous session and build a positive learning environment. | 5 min |
| Teamwork | Students understand the value of working in a team and are able to do so successfully to achieve an overall goal. They understand the importance of trust in the workplace. | 35 min |
| Respect and Empathy | Students understand the importance of respecting other people's different talents, skills and backgrounds. They are able to empathize with others. | 25 min |
| Resolving Conflict | Students develop strategies to resolve conflict effectively and peacefully. | 20 min |
| Adaptability and Flexibility: Adapting to Role Change | Students explore what being adaptable and flexible means, considering the social and emotional knowledge, attitudes, and skills that helped them be adaptable and flexible in the past. They then experience being in different roles connected with one task and analyze what it feels like to change roles. | 90 min |
| Session Wrap-up | Students review the session and identify activities to do after the training to help them further build their teamwork and social skills for the workplace. | 5 min |

### Employability Skills Assessment Tool

This session looks at building the following employability skills, where students are asked to assess the following statements:

**Social Skills**

✪ I can understand and work well with people of different backgrounds.

✪ I accept people who are different than me.

✪ I value the input and contributions of others.

✪ I take responsibility for what I do.

✪ I can adapt to role change on my team.

# SESSION 11: WORKING TOGETHER

## Session Introduction

**Time: 5 minutes**

### Objectives

Students are introduced to the session, review what was learned in the previous session and build a positive learning environment.

### Advanced Preparation/Facilitator Notes

✪ Consider using this quote to introduce the session:

> "Treat people the way you want to be treated. Talk to people
> the way you want to be talked to. Respect is earned,
> not given." *-Hussein Nishah*

### Materials

✪ Flip chart paper

✪ Markers

✪ Attendance sheet

✪ *Transferable Life Skills* Journey Map Poster

### Steps

1. Write the session quote(s) on flip chart paper, blackboard, or PowerPoint slide.

2. If completing this session on a new day, welcome students to the class. Have them sign the attendance sheet.

3. Review the previous session.

4. Invite 1-2 students to share actions they took after the previous session. Do a quick ice breaker to create a positive environment.

5. Ask a student to read a quote or wise word that describes the session. Ask students to discuss and explain what the quote means to them.

6. Review the session objectives and activities using the *Transferable Life Skills Journey* Map.

# SESSION 11: WORKING TOGETHER

## Activity 11.1: Teamwork

**Time: 35 minutes**

### Objectives

Students understand the value of working in a team and are able to work in a team successfully to achieve an overall goal. They understand the importance of trust in the workplace.

### Advanced Preparation/Facilitator Notes

In our careers, we are going to work with many different people. Being able to work as a team, understand and consider other people's viewpoints, collaborate and negotiate together, involves building trust in one another and solidarity for shared interests and goals. There are some helpful things to do when working in a team.

### Materials

- ✪ Flip chart paper
- ✪ Markers
- ✪ Create a flip chart or PowerPoint version of **S11.1: Formula for Teamwork**
- ✪ Straws, tape, popsicle sticks, pipe cleaner, etc. for each group of 4-5

### Definition of Key Terms

| | |
|---|---|
| **Trust** | The confidence placed in a person. This involves relying on a person and their actions. |
| **Teamwork** | The cooperative and collaborative effort of a group of people acting together towards a common objective or interest. |

### Steps

#### INTRODUCTORY ACTIVITY: Circle of Trust

1. Ask: "What does trust mean to you?" Write answers on flip chart paper or blackboard.

2. Explain: "To think about trust, we are going to play a trust game."

   **Note:** For this game you may need to break the groups into male and female groups since the young women may not be comfortable holding hands and doing this exercise with their male peers.

3. Have students stand in a wide circle and tightly hold hands. Go around the circle assign each person to be #1 or #2. If there are an odd number of participants, join the circle to play as well.

# SESSION 11: WORKING TOGETHER

## Activity 11.1: Teamwork

4. Explain: "This is the circle of trust. When we are in the circle, we trust each other and support each other. To see if we really trust each other, when I say "go" the #1s are going to slowly lean forward and the #2s are going to slowly lean back. Make sure not to let go of your hands. As we lean, we are going to keep our feet firmly planted on the ground. If we trust each other we will be able to hold each other up so nobody falls."

   **OPTION:** *If there is not enough space, divide students up into small groups of 7-8 students and make it a competition between the groups.*

   **OPTION:** *If there is still not enough space, have students partner together and do Trust Leans, where one person stands in front of the other 50cm away and leans back. Their partner has to catch them.*

5. Have students play the game. Watch carefully to make sure no student is in danger of failing or hurting others and stop the game if you see a danger.

6. Bring students back together and lead a discussion on the activity:

   - How did it feel to be supported in the circle?

   - What was needed for the leaning forward and backward to work?
     What would have happened if somebody did not do what they were supposed to do?

   - What is a situation where you had to trust someone?

   - What is a situation where someone had to depend on you? What happened?

   - Who is someone that you trust in your life? Why do you trust them?

   - Why is trust important in the workplace?

   - How can you build trust in people that you work with?

### Choose one of the following Participatory Learning Activities:

**PARTICIPATORY LEARNING ACTIVITY 1: FORMULA FOR TEAMWORK DISCUSSION**

1. Explain: "In our careers, we are going to work with many different people. Being able to work as a team, understand and consider other people's viewpoints, and collaborate together are some helpful things to do when working in a team."

2. Display the flip chart or PowerPoint version of **S11.1: Formula for Teamwork** at the front of the room for everyone to see. Read the steps and discuss the actions. Ask students to share examples of a teamwork situation and discuss how the steps could apply.

3. Ask students to work in groups of 4-5 and write in their student journals, brainstorming different types of situations at work where they will need to work in a team. Visit each group and provide assistance as needed. Have them share their answers and discuss.

4. Ask: "What is the value of working in a team versus working by yourself?"
   Write answers on flip chart paper or blackboard. Additional answers could include:

   - Teams can share and divide the workload to be more efficient.

   - The social pressure of teams can make us work harder if we know people are depending on us.

   - Teams build off of the different skills of others, where one person may be weak another can be strong.

   - Teams do not duplicate the same work.

   - Teams motivate, allow for discussion and support.

# SESSION 11: WORKING TOGETHER

## Activity 11.1: Teamwork

**PARTICIPATORY LEARNING ACTIVITY 2: GROUND RULES FOR TEAMWORK**

1. Facilitator introduces this activity: "In this session, we will look at ground rules that support effective teamwork."

2. Invite participants to brainstorm ways to complete the statement, "When good teamwork is happening, team members…" These responses are posted on flipchart or blackboard by Facilitator or participant volunteer.

   - Give group members a short time to consider how they would complete the sentence.

   - Ask for a volunteer to start, and then begin the process.

   - Write participants' responses to the question about good teamwork on flipchart or blackboard.

3. Continue the conversation by asking the group, "What was a team or group you were a part of that was effective, and what made it work well?"

   - Give participants a minute to think about the question.

   - Ask, "What kinds of effective team or group situations did you come up with?" (Noting, "If you were unable to come up with an example, that's OK and you can pass."

   - Ask, "What was it that made these groups or teams work well?" Post ideas on the flip chart or blackboard.

   - Ask (once all new ideas have been generated), "What do you see on this new list that seems related to what's on our list about when good teamwork is happening?" and facilitate a discussion.

4. Ask, "Which of the ideas on the two flip charts are ones that could apply to us as we work together in this course?" Place check marks beside those suggested.

5. The Facilitator moves the group toward consensus about initial ground rules they could adopt by:

   - Explaining, "We're going to go through these possible ground rules one by one, and I'll ask for a show of hands for, 'How many of you think this is a good ground rule for us?' If **all** hands go up, an item will be adopted as a ground rule. If **not all hands** go up, we'll talk about it in a few minutes and figure out what to do."

   - Walking through the items one by one, noting those adopted as ground rules and those where discussion is needed.

   - Leading discussions for non-adopted items using questions such as, "Could we change this in some way to make it acceptable?" and "Should we drop it, and why?"

   - Seeking consensus among participants about what they can agree to when the items on the list don't line up with each other, when possible.

   - Dropping items as necessary.

# SESSION 11: WORKING TOGETHER

## Activity 11.1: Teamwork

6.  The Facilitator seeks final consensus on the agreed upon ground rules by:
    *   Restating, "We now have a set of draft ground rules to guide how we will work together. We will refer back to it often to see how we're doing as teammates."
    *   Asking for a final vote for each item.
    *   Noting unanimous agreement when it occurs.
    *   Revisiting any non-unanimous item with the question posed to those saying "no:" "You may not like this item, but can you live with it?" The Facilitator may need to decide how far to pursue this item versus dropping it.
    *   Announcing that the group has now agreed upon an initial set of teamwork ground rules that can be added to or adjusted if needed.

**PARTICIPATORY LEARNING ACTIVITY 3: FORMULA FOR TEAMWORK DISCUSSION**

1.  Have students get in teams of 4-5.

2.  Explain: "Now that we have thought through good teamwork, we are going to have a team challenge. Each team will build the tallest and sturdiest tower possible using the following materials in 10 minutes. Teams will also have to come up with a name for their team and a poster. The team with the tallest tower that can withstand wind (another team blowing with their mouths) and the most creative team name and poster will win.

3.  Give each team the same materials to build their towers and posters. Give teams 5 minutes to strategize and identify roles and responsibilities using the steps for teamwork as indicated before.

4.  Give teams 10 minutes to build their towers and posters. After 10 minutes, ask teams present their posters and towers, and determine the winner.

5.  To reflect on the challenge, ask teams to describe the goal, strategy, roles and responsibilities they used for their team challenge. Use the questions from the **S11.1: Formula for Teamwork** to lead the discussion.

6.  Conclude the activity by having students brainstorm different types of teamwork they may have to do in the workplace. Write answers on flip chart paper or blackboard and discuss.

7.  If time is available, play a few additional team building games. After each game, discuss the activity using reflection, connection and application questions from the following Trust Discussion Questions list.

### BLINDFOLD OBSTACLE COURSE

Students are paired together. One person is blindfolded and the other person has to walk them through an obstacle course.

# SESSION 11: WORKING TOGETHER

## Activity 11.1: Teamwork

### TRUST DISCUSSION QUESTIONS

- How did the activity go?
- Were you successful or not? If yes, what made you successful? If not, what would you do differently next time?
- How did it feel to depend on other people and for other people to depend on you?
- Have you ever been in a situation where you had to depend on somebody else? Explain.
- Have you ever been in a situation where other people had to depend on you?
- Why is trust so important when working with others?
- What does trust mean to you?
- What can you do to make sure that everybody understands their role and works together?

### HUMAN

For this exercise, make sure that both males and females would be comfortable doing this together. Otherwise, create all female and all male groups.

Students stand in a circle of 8-10 people. They place their right hand in the middle and grab another person's right hand. They then place their left hand in the middle and grab another person's left hand. The objective of the game is to untangle everybody and create a circle.

Nobody can let go of their hands. To make it more difficult, make it so they cannot speak. Groups can also make it a competition to see who can untangle the fastest.

### THE INVISIBLE HAND

Divide groups into 4-5. Give each group a small cup or can filled with water, four pieces of string and an elastic. Explain that the goal of the game is to lift the can for 1 minute without using their hands or any body parts. Teams have to work together. The team that lifts it first wins.

### TEAM-BUILDING DISCUSSION QUESTIONS

- How did the activity go?
- Were you successful or not? If yes, what made you successful? If not, what would you do differently next time?
- What makes a team successful?

# SESSION 11: WORKING TOGETHER

## Activity 11.2: Respect and Empathy

**Time: 25 minutes**

### Objectives

Students understand the importance of respecting other people's differences and understanding people's feelings and emotions. They are able to empathize with others.

### Advanced Preparation/Facilitator Notes

Being empathetic is a key part of our emotional intelligence and of our thinking and reasoning abilities. Empathy is the ability to see and value what another person is feeling or experiencing.

It is about being able to walk in another person's shoes and truly understand their perspective. Empathy is a skill to help build and maintain close relationships both in our personal lives and with colleagues and supervisors.

Empathy is also an important part of creating inclusive environments in our families, communities and workplaces to work effectively together. Inclusive environments are essential to increase morale and confidence, but it also allows us to tap into multiple and diverse perspectives to solve problems and complete tasks which benefit everyone. Empathy is also an essential part of building equity and equality for all. Being inclusive does not just mean making sure everyone is present in a group. Treating everyone equally does not necessarily mean treating everyone the same. Inclusivity means creating a space where all people's experiences, knowledge and perspectives are helping to shape what the group does. Characteristics of an inclusive environment include:

- Differences among all cultural, gender, socio-economic, age, race, religion, ethnicity, identities etc. are recognized and valued.

- The multiple ways that people learn and experience the world (through observation, doing, abstract or concrete thinking) are respected and provided for.

- There is open and honest discussion among members and everyone feels that they are able to contribute (or not contribute and pass) to the discussion.

- Flexibility is provided to accommodate different needs and preferences of others.

### Materials

- ✪ Flip chart paper
- ✪ Markers
- ✪ Create a flipchart or PowerPoint version of **S11.1: Emphasizing Phrases**

### Definition of Key Terms

| | |
|---|---|
| **Respect** | A feeling of deep admiration for someone because of their abilities, qualities, actions and achievement. |
| **Empathy** | The ability to understand and share another person's experiences and emotions. |
| **Inclusive Environment** | Where members feel respected and connected to one another. All members meaningfully contribute to forming the group's goals and realizing those goals. |

## Activity 11.2: Respect and Empathy

### Steps

### INTRODUCTORY ACTIVITY: Human Statue Activity

1. Write the words "Inclusive Environment" and "Valuing Differences" on flip chart paper or blackboard at the front of the room.

2. Have students get into groups of 4-5. Ask each group to create a human statue of what an "Inclusive Environment" and "Valuing Differences" would look like.

3. Give students 5 minutes and then have them come back together and present their human statues.

4. After each statue, have other groups describe what they thought the statue represented. Write keywords on flip chart paper around the words "Inclusive Environment" and 'Valuing Differences."

5. Lead a discussion using the following questions:
   - Describe a time when you have felt fully included. How did that feel?
   - Why is it important to include people and not make people feel left out?
   - How could excluding people negatively impact the workplace?
   - Why is it important to value and respect everybody?
   - How can people's differences (culture, language, skills, gender, experiences, age) be a value to a company?

6. Explain: "An important aspect of any company's success is being able to create an inclusive environment that makes the most of people's diverse experiences, ideas and talents. If we were all the same, we would never have any new thoughts or ideas. We would never go anywhere. We would never learn anything new."

### PARTICIPATORY LEARNING ACTIVITY: Charades Game

1. Invite students to play a game of charades.

2. Have 7-8 volunteers come to the front of the room to act out charades. Divide the rest of the group into two teams.

3. Explain: "Each volunteer will pick out a feeling from this bag and act it out without speaking. Each team has to guess the feeling. The team that guesses it right wins a point."

4. Have the volunteers pick out a word and act it out and play the game. If students cannot guess the word after 60 seconds, help give them hints, or let the volunteer help them guess further.

5. Lead a discussion using the following questions:
   - Describe in words what some of those feelings mean to you.
   - Have you ever felt embarrassed because you didn't know something or couldn't do something? How did it feel? What did you do about it?
   - Why can it be hard to admit you don't know something? What could happen?
   - Have you seen peers try to make others feel stupid? What makes them do that?
   - What could be the cause of each of these different feelings we saw?

## Activity 11.2: Respect and Empathy

- How can you know how someone else feels? Possible answers can include: Listen to what they say and what they do not say; Just be present and show support; Ask them how they feel; Look closely at the expressions on their face or in their body language; Watch their behaviors.

- How can we support others who feel bad or uncomfortable?

6. Explain: "Sometimes, it can be very difficult to know how someone is feeling or what is going through their minds. There can be times when something is bothering them and greatly impacting their behavior and attitude, but it is difficult to understand what."

### PRACTICE-ORIENTED ACTIVITY: Practicing Empathy

1. Explain: "To truly respect and be able to work with others, it is important to show empathy.

2. Write the quote: "Before you judge someone, walk a mile in their shoes" on flip chart paper or on PowerPoint slide at the front of the room.

3. Ask the group to describe what the statement means and discuss.

4. Explain: "Empathy means imagining yourself as someone else and trying to understand their perspective. To empathize with someone, it is important to communicate and actively listen to what they are saying or not saying. You cannot fake empathy. There are skills, however, that you can learn. We are going to spend a few moments reviewing and practicing these skills."

5. Display the flip chart or PowerPoint version of **S11.2: Empathizing Phrases** at the front of the room and discuss the different phrases.

6. Explain: "We are going to spend time reviewing and practicing these phrases and empathizing with others in a fun way."

7. Have students get into pairs. Have each group write down on a scrap piece of paper: a feeling, a noun or object, and a verb in the past tense. Ask group to brainstorm one example. If no ideas, use these: SAD, BROTHER, FELL.

8. On flip chart paper write the following statement.

   I feel _____ because my _____

   (FEELING)                          (NOUN)                    (VERB)

9. Have one student say the statement and fill in the blanks using the words they previously wrote, and expand on the statement and story about the feelings.

10. Ask the other students to use the Empathizing Phrases and respond to the statement.

11. After 1-2 minutes, have the groups switch roles.

12. In the next round, if students feel comfortable, ask them to think about a true feeling and experience they have had in the past and fill in the sentence with a true past experience. After 1-2 minutes, have groups switch roles.

13. Lead a discussion using the following questions:

    - How did it feel to have somebody really truly paying attention to what you are saying?

    - How did it feel to truly listen to what another person was saying and be able to think like them?

    - How would it be to live in a world where all people showed empathy towards one another?

    - Why is being able to understand another person important in the workplace?

# SESSION 11: WORKING TOGETHER

## Activity 11.3: Resolving Conflict

**Time: 20 minutes**

### Objectives

Students develop strategies to resolve conflict effectively and peacefully.

### Advanced Preparation/Facilitator Notes

In work and in our personal lives, we will all run into conflicts and challenges when working with others. Conflict often emerges when people are stressed, under pressure or are emotionally hurt. Conflicts can arise at work but also in our personal relationships. Many times when in conflict, the underlying cause or issue can be something different than what the tension or disagreement is at the surface. We may act out with people who are not involved in the conflict at all, which can create a downward spiral in our lives.

When conflicts arise, big or small, it is how we respond and handle the situation (our attitudes and behaviors) which will help us move forward.

Conflict resolution is about understanding all of the reasons for the conflict and coming together to solve it for a peaceful outcome. To resolve conflict, it is important to be committed to resolving it and actively communicating with all involved parties to gather information and understand other groups' perspectives (i.e. their intentions and reasons for holding their beliefs). Conflict resolution is about empathy and then coming together to collectively negotiate what works for everyone.

A person or party may not get exactly what they want but can walk away satisfied and move on together peacefully.

- ✪ Create flip chart or PowerPoint versions of the following Resource Materials:
  - **S11.3: Ways to Face Conflict**
  - **S11.4: Steps to Resolve Conflict**

### Materials

- ✪ Flip chart paper
- ✪ Markers
- ✪ Rope or long piece of cloth approximately 2-3 meters
- ✪ Wrapped candy or money

### Definition of Key Terms

| | |
|---|---|
| **Conflict** | An expressed struggle between two parties or more who perceive incompatible goals, scarce resources or interference from the other party to achieve their goals. |
| **Conflict Resolution** | Strategies for two or more parties to find a peaceful solution to a conflict. |

## Activity 11.3: Resolving Conflict

### Steps

### INTRODUCTORY ACTIVITY: Tug-of-War

1. Ask two students to come to the front of the room to play a game. Have them stand back to back, approximately 50 centimeters from each other. Wrap the rope around them. Put a piece of candy or money approximately 2-3 meters in front of each student on both sides.

   **Note:** You may need to modify this activity with an eye towards gender sensitivity. Either break students into gender groups to play this game or modify the activity in other ways.

2. Explain: "On the count of three, each of you will try to grab the candy in front of you. You cannot let go of the rope or you will lose and not win the prize."

3. Let students play tug-of-war to get the candy until someone wins.

4. Lead a discussion with the volunteers and the group, using the following questions:
   - How did it feel to be in conflict with someone?
   - How do you think the other person feels?
   - What could these two players have done so both could get the candy? If nobody guesses, explain that the players could have gone to one side together and then the other to retrieve the candy, that way both win!
   - What is an example of somebody getting upset from something you did when you were doing an activity together? What happened?

### PARTICIPATORY LEARNING ACTIVITY: Conflict Scenario and Discussion

1. Explain: "In work and in our personal lives, we will all run into conflicts and challenges when working with others. When conflicts arise, it is our attitudes and how we respond and handle the situation that will help us succeed."

2. Read out the following scenario. As you read ask students to listen carefully and identify the different conflicts and ways that the characters resolved the conflict.

   "Maria and Ahmad work as managers at a store in the local market. They are close friends and always go out of their way to help each other out, while not always helping other staff. Yuli and Dani begin getting jealous and gossiping that Maria and Ahmad like each other and are dating. When Ahmad hears the rumors he gets angry and refuses to help any of the other staff.

   When Tino, a new employee, asks Ahmad for help lifting a heavy box, Ahmad rudely responds, 'Do it yourself.' Tino has been having a bad day and starts yelling at Ahmad. They are yelling so loud, other staff are worried they will get in a fight.

   The supervisor hears the news and the gossip about Maria and Ahmad and calls all five staff into her office to discuss the situation. Everybody but Maria meets the supervisor. Maria deliberately skips work because she is afraid of the supervisor."

## Activity 11.3: Resolving Conflict

3.  Lead a discussion using the following questions. Write answers on flip chart paper or blackboard.

    *   What are some of the conflicts that arose in this situation?

    *   What were the causes of these conflicts?

    *   How do the different characters respond to the conflict?

    *   What action should be taken by the supervisor?

    *   Describe a conflict that you or somebody you know has had with another person. What happened? Who was involved? What steps did you or the person take to face the conflict?

4.  Post the flip chart or PowerPoint versions of **S11.3: Ways to Face Conflict** and **S11.4: Steps to Resolve Conflict** at the front of the room for everyone to see.

5.  Review the different ways to face conflict and reflect back to the scenario and what the different characters did. Ask: "What alternative responses and attitudes could the characters have had to resolve the conflict without involving the supervisor?" Discuss.

6.  Next, review the different steps to resolve a conflict and what this could have looked like between the characters. As a group, fill in the **S11.4: Steps to Resolve Conflict** using the scenario.

7.  Ask: "Why is resolving conflicts important for employees in the workplace?" Discuss the reasons.

### PRACTICE-ORIENTED ACTIVITY: Resolving Conflict in the Workplace

1.  Ask students in their groups to think about a conflict with another person or a conflict they identified that could occur. Have them think about how they would resolve the conflict and write it in their student journals. Visit each group and provide assistance as needed.

2.  In groups, have students create a role-play of the potential conflict and how they would resolve it.

3.  Have 1-2 groups share their role-play and steps to resolve the conflict.

## Activity 11.4: Adaptability and Adapting to a Role Change

**Time: 90 minutes**

### Objectives

Students explore what being adaptable and flexible means, considering the social and emotional knowledge, attitudes, and skills that helped them be adaptable and flexible in the past. They then experience being in different roles connected with one task and analyze what it feels like to change roles.

### Advanced Preparation/Facilitator Notes

Being able to adapt and be flexible are necessary skills for students to develop to be able to contribute on the job, meet workplace needs as they arise, and independently generate solutions. Necessary skills include adaptability, flexibility, creativity, innovation, critical thinking, and problem-solving.

✪ Create flip chart or PowerPoint versions of the following Resource Materials or make handouts:

- **S11.5: Sample Definitions of Adaptability and Flexibility**
- **S11.6: Sample Definitions of Knowledge, Attitudes and Skills**
- **S11.7: Adaptability Roles** cut into 3 sections by role

### Materials

✪ Flip chart paper

✪ Markers

✪ Handouts of **S11.8: Adaptability Fact Sheet #1** and **S11.9: Adaptability Fact Sheet #2**

### Definition of Key Terms

| | |
|---|---|
| **Adaptability** | The ability to change one's actions, course, or approach to doing things in order to suit a new situation. |

### Steps

### PARTICIPATORY LEARNING ACTIVITY: Defining Adaptability and Flexibility

1. The Facilitator explains that this activity helps participants learn and demonstrate the knowledge, attitudes, and skills required for being adaptable and flexible because these abilities are important to succeeding on the job. Employers rely on employees to be flexible, adapt to changing situations, and learn from their experiences.

2. Provide an example of where an adaptable employee is valuable to a business. (Example: a restaurant where a cook calls in sick and a server says, "I know how to cook. I can help!" and then helps out in the kitchen). Ask:

- "How did the server think about the situation after learning the cook called in sick?"
- "What kind of attitude did the server seem to have?"
- "What social or interpersonal skills did the server demonstrate?"

## Activity 11.4: Adaptability and Adapting to a Role Change

3. Ask the participants brainstorm definitions for "adaptability and flexibility," and "knowledge, attitudes, and skills." Work with the participants to formulate appropriate definitions, while posting iterations of the definitions on flip chart or blackboard.

4. Use **S11.5: Sample Definitions of Adaptability and Flexibility** and **S11.6: Sample definitions of Knowledge, Attitudes and Skills** to show participants what several sources say about "adaptability and flexibility" and "knowledge, attitudes, and skills." Have the participants compare these with their ideas. Have them edit their versions to make them reasonably consistent with the definitions provided, resulting in final definitions developed by the participants.

5. Participants will now generate examples of situations where they have adapted to an unexpected change, and analyze what happened when they did. The Facilitator asks:

   - "What are some situations where **you** had to change what you **thought** you would do because you learned that something else had changed—at home, in life, in school, etc.?" (Example: "Recently, I had planned to go out with my friends after school, but then my coach asked me to stay after for ball practice.") Post these examples on the flip chart paper.

   - "How did you feel when you had to change what you thought you were going to do?"

   - "What occurred (pro or con) because you adjusted to the change?" Facilitate a discussion to identify patterns in the responses and note on the flipchart.

   - "What are some good reasons for being adaptable?"

   - "Can you think of any reasons that being adaptable could be risky?"

6. Participants then consider on-the-job situations that could occur during which it might be appropriate for them to consider being adaptable and flexible. The Facilitator asks:

   - "In a job, what kinds of situations might arise in which it is important to adjust and adapt?"

   - "Do you think your ability to manage your emotions and stress would make a difference in these situations? If so, how?"

   - "Do you think that evaluating the consequences of your attitudes and actions would make a difference in these situations? If so, how?"

   - "Do you think being open to other's ideas would make a difference in these situations? If so, how?"

   - "Are there other skills or attitudes that would make a difference in this situation?"

7. The Facilitator then asks the participants to form groups of 3.

8. Tell the participants that there will be 3 rounds in this process. Each participant will have an important role, and will experience all 3 roles during the 3 rounds:

   - Reader: Reads slowly and clearly to teammates from the Adaptability Fact Sheets, presenting important ideas about adaptability.

   - Serious Listener: Listens very carefully to what the Reader is saying, in order to be able to summarize it.

   - Recorder: Writes down what sounds like the most important information about adaptability from what the Reader is saying.

## Activity 11.4: Adaptability and Adapting to a Role Change

9. Explain that the Reader goes first. While the Reader reads, the other 2 teammates (depending upon role) will either write notes or listen carefully. Note that when this is done, there will be "report outs" when we'll have the chance to hear from each participant about what happened.
    - Ask whether any participant has a question about the process, and respond accordingly.
    - Hand one of the three **Roles** to each group member, and also give the Reader one (of 3) Adaptability Fact Sheets to read to his/her teammates.

10. Round 1 in each group: the Facilitator begins the process.
    - The Reader in each triad reads the Adaptability Fact Sheet (#1), while Serious Listener and Recorder perform their assigned roles.
    - The Serious Listener and Recorder have 2 minutes each to seek clarification from the Reader about what s/he/they read.
    - The Facilitator asks Serious Listener and Recorder to (in 1 minute) report out what they'd heard.

11. The Facilitator processes the experience in terms of content by asking:
    - "What differences (if any) did you find between the Recorder's written notes and the Serious Listener's verbal memory (listening skills)?"
    - "What does this tell us?"
    - "What did you learn about adaptability from this experience?"

12. The Facilitator processes the experience in terms of process and role by asking:
    - "What was it like for you to play your role?"
    - "What feelings or attitudes did you experience?"
    - "How did you handle your feelings and/or attitudes?"
    - "Other than feelings and attitudes, what was easy about playing the role?"
    - "Other than feelings and attitudes, what was difficult?"
    - "What did you learn from this experience?"

13. Round 2 in each group: the Facilitator has participants rotate roles and provides each new Reader with a new Adaptability Fact Sheet (#2), then repeats the same steps to process in terms of content and process.

14. Round 3 in each group: the Facilitator has participants rotate roles and provides each new Reader with a new Adaptability Fact Sheet (#3), then repeats the same steps to process in terms of content and process.

## Activity 11.4: Adaptability and Adapting to a Role Change

15. The Facilitator asks participants to reflect on their experiences with adapting to role changes by asking:

    • "What were your experiences with changing roles?"

    • "What challenged you when you had to change roles?"

    • "What excited you about changing roles?"

    • "Are there roles you now have that you would like to change? Why?"

    • "How does this connect to how you manage your own behaviors and attitudes?"

    • "How does all of this connect with the world of work?"

16. The Facilitator summarizes the session by asking:

    • "What did you learn about adaptability and flexibility?"

    • "How can you apply this to your classes and activities?"

    • "How can you apply this learning to jobs you might hold in the future?"

# SESSION 11: WORKING TOGETHER

## Session Wrap-Up

**Time: 5 minutes**

### Objectives

Students review the session and identify activities to do after the training to help them further build their teamwork and adaptability skills.

### Advanced Preparation/Facilitator Notes

✪ Select a game to use to review information.

### Materials

✪ Flip chart paper

✪ Markers

✪ *Transferable Life Skills* Journey Map Poster

✪ Feedback box

### Steps

1. Congratulate students for all of the work they did in the session.

2. Play an energizer game to review what students learned in the session. Questions for the game could be:

   • What is a quote or phrase you know about teamwork?

   • What does trust mean to you?

   • What are 3 activities to do when working in a team?

   • What does an inclusive work environment look like?

   • What does "walk in another person's shoes" mean to you?

   • What is 1 phase to use to empathize with another person?

   • What are the steps to resolve conflict?

   • What attitudes and behaviors make it easier for you to change roles when needed?

3. Using the *Transferable Life Skills* Journey Map Poster, review each activity and the key objectives and review the topics of the next session.

4. Encourage students to write any feedback they have for the Facilitator and put it in the Feedback Box at the front of the room. Explain: "This box is anonymous and your comments will help improve the programming for the future. Please share what is working well in the training and what you want to improve. If you have any personal issues you want to follow-up with, you can always discuss them after the class." If students feel comfortable, have them share their feedback with the group.

## Session Wrap-Up

5.  Ask students to reflect on the day and write any notes in their student journals. Use the following questions to help them self-reflect:

    • What does trust mean to me?

    • What roles do I play in different teams (i.e. sports, school, family, work, etc.)?

    • How can I better understand and see the perspectives of others?

6.  Challenge students to do one or more of the take-away activities after class.

7.  Remind students that they must bring their student journals back to the next class!

### Take-Away Activities

✪ Write 3-4 notes in your Personal Treasure Chest about skills you have or have learned in the class.

✪ Share your teamwork quotes with your family and peers and develop a teamwork quote together.

✪ When having a conversation with a family member or peer, use one of the empathy phrases.

✪ Use the Formula for Teamwork steps in the next team situation you are in.

✪ Create a "Stop Bullying" poster to put up around your community.

✪ Demonstrate your ability to be adaptable in a situation with your classmates or friends.

# SESSION 11: WORKING TOGETHER

## Resources

## Resource S11.1: Formula for Teamwork

| STEPS | QUESTIONS TO ASK |
|---|---|
| 1. Develop a team goal | What do we want to achieve together? What is the purpose of this team? |
| 2. Develop a strategy to achieve the goal | How will each achieve our goal? |
| 3. Put the right people in the right positions | What will each team member's role be? Who will be the leader and why? |
| 4. Provide clear tasks and timelines for each person | What will each team member be responsible for? When will they complete their tasks? When will we check-in for status updates? |
| 5. Motivate, support and appreciate each other | How will we work together? How will we support and motivate each other? What problems could occur that we will have to solve as a group? |

## Resources

### Resource S11.2: Empathizing Phrases

**"What I hear you saying is..."**
(repeat what they just said as best you can, but do not interpret
or put your 'spin' on it)

**"If I understand you correctly, you are saying..."**
(repeat what they just said)

**"When I put myself in your shoes, I can see why you would feel that way."**

**"When I look at this from your perspective, what you are saying
makes sense to me."**

**"That must really make you feel bad."**

**"I can only begin to imagine how much that would affect you."**

**"I think I can see where you're coming from."**

**"I think I understand what you're saying."**

## Resource S11.3: Ways to Face Conflict

| | |
|---|---|
| **1. Avoid** | Running away from the situation, denying and pretending it does not exist |
| **2. Blame** | Blaming anybody else but yourself for the situation |
| **3. Attack** | Physically attacking with words or violence, gossiping or taking revenge |
| **4. Resolve** | Discussing the issue and involving a mediator when necessary |

**Resources**

## Resource S11.4: Steps to Resolve Conflict

| | |
|---|---|
| **1. Wait until you are calm** | Am I still angry or upset?<br><br>Will my emotions prevent me from solving the conflict? |
| **2. Agree to talk** | Do we both agree to listen to each other in a positive way? |
| **3. Understand the conflict** | What is the conflict?<br><br>What is causing the conflict?<br><br>What are the facts? |
| **4. Understand each other's point of view** | What could the other person be thinking?<br><br>Why do they think that way?<br><br>Do they have a reason to be upset? |
| **5. Think of possible solutions** | What are all of the possible ways we can solve this conflict?<br><br>What are the positives and negatives for each way to solve the conflict? |
| **6. Chose the best solution** | What solution will everyone feel comfortable enough with to support it?<br><br>Do we all agree this is the best solution? |
| **7. Create an Agreement** | Who will do what to make this solution happen?<br><br>What needs to be done to make this solution happen?<br><br>Why are these activities important?<br><br>When will it be done?<br><br>How will we know when the problem is solved? |

## Resource S11.5: Sample Definitions of Adaptability and Flexibility

### Adaptability and Flexibility

- ✪ The ability to change one's actions, course, or approach to doing things in order to suit a new situation
- ✪ The ability to adjust … readily to different conditions
- ✪ The ability to change (or be changed) to fit changed circumstances
- ✪ Adaptability in the workplace is when an employee can be flexible, and have the ability to adapt to changing work conditions

https://www.cleverism.com/skills-and-tools/adaptability-skills/

Dictionary.com

The Free Dictionary

http://study.com/academy/lesson/adaptability-in-the-workplace-strategies-importance.html

## Resources

### Resource S11.6: Sample Definitions of Knowledge, Attitudes, and Skills

#### Knowledge

Facts [and] information…acquired through experience or education; the… understanding of a subject

#### Attitudes

A…way of thinking or feeling about something

#### Skills

The ability to do something well; expertise

https://en.oxforddictionaries.com/definition/knowledge

https://en.oxforddictionaries.com/definition/attitude

https://en.oxforddictionaries.com/definition/skill

# SESSION 11: WORKING TOGETHER

## Resources

## Resource S11.7: Adaptability Roles

(to be cut into 3 sections by Role)

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### Reader

✪ Read slowly and clearly to your teammates the important ideas about what adaptability is (using an Adaptability Fact Sheet that you are given).

✪ When you have finished reading, give your teammates a bit of time to finish their work.

✪ Then you can answer some questions from them.

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### Serious Listener

✪ Listen carefully to what the Reader is saying.

✪ Try to remember the most important ideas.

✪ You will get to ask a few questions when the Reader is finished.

✪ You will be asked to summarize what you heard.

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### Recorder

✪ Listen carefully to what the Reader is saying.

✪ Write down what you think are the most important ideas.

✪ You will get to ask a few questions when the Reader is finished.

✪ You will be asked to summarize what you heard.

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## Resource S11.8: Adaptability Fact Sheet #1

### Adaptability and flexibility involve:

✪  Keeping calm in difficult or surprising situations.

✪  Planning ahead, but having options ready in case things go wrong.

✪  Thinking quickly to respond to sudden changes in circumstances.

✪  Staying on track in the face of unexpected difficulties.

✪  Taking on new challenges at short notice.

✪  Dealing with changes in priorities and workload.

✪  Viewing different ideas and approaches to situations as a way to think creatively about solutions.

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(Synthesized from "Adaptability and Flexibility" by University of Kent: https://www.kent.ac.uk/careers/sk/adaptability.htm)

## Resources

### Resource S11.9: Adaptability Fact Sheet #2

**When working with a team, the following strategies can help you be adaptable**

✪ Stay calm so you are better able to stand up to the pressure when something changes or a problem occurs.

✪ Develop a solution or plan when there is a problem.

✪ Keep an open mind, be flexible, hear each other's ideas, and consider ideas that you might not like when you first hear them.

✪ Work with people who have different ideas or use different approaches than you do so you get the benefit of new ways of thinking and expressing ideas.

(Synthesized from "Adaptability in the Workplace: Strategies and Importance": http://study.com.htm)

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## Resource S11.10: Adaptability Fact Sheet #3

### Adaptable people

- ✪ Have a number of ideas about how to handle a task, issue, or solve a problem
- ✪ Are able to change their thinking or compromise when their first suggestion or idea does not go over well
- ✪ Can let go of an idea they presented when other people don't accept it
- ✪ Can take on roles or jobs they didn't expect

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(Synthesized from "How to Demonstrate Adaptability on the Job" by Neil Kokemuller: (work.chron/demonstrate-adaptability-job-15407.html)

# SESSION 12: PROBLEM SOLVING ON THE JOB

## Session Outline

### Session Overview

We will all encounter problems in our lives and work. Having the confidence and strategies to think through a problem and make decisions about what is the best solution is critical to our success. In this session, students will review all of the lessons and topics previously discussed in the model, and will be given a topic to create a possible problem that could arise. From that, students will complete a series of activities to analyze the root causes and effects of the problem, determine the main objective, brainstorm solutions, and complete a cost/benefit analysis to select the best solution. At the end, students will develop an action plan to put their solution into action.

If time allows, it is encouraged to allow students time to develop role-plays of their problem, solutions and action plans to further build their confidence and share them.

**If this is the last session of the *Transferable Life Skills* course, prepare for concluding the course well. If students are continuing for the optional Session 13 on Customer Service, then plan the conclusion activities at the end of that session.**

If some students are staying for Session 13 and others are not, then make sure to administer the **post-completion Employability Assessment Tool (EAT)** to those students for whom this is the last session of the course.

### Session Objectives

- ✪ Students understand the importance of using creativity to solve a problem.

- ✪ Students are able to identify the root causes and effects of problems to better understand and analyze a problem.

- ✪ Students are able to create a clear objective for a problem they want to solve and brainstorm multiple solutions to a problem.

- ✪ Students are able to develop plans to put their solutions into action.

- ✪ If concluding the course with this session, students review the full course and journey map to highlight what they have learned in the full course (if you are ending the course after this session. Otherwise this review should be conducted after Session 13).

# SESSION 12: PROBLEM SOLVING ON THE JOB

## Session Outline

### Advanced Preparation

- ✪ Read through each activity.
- ✪ Collect all necessary materials listed below.
- ✪ Write the session quote on flip chart paper or PowerPoint slide at the front of the room.
- ✪ Make copies of the **post-completion Employability Assessment Tool (EAT)**, one for each student, for administering at the end of this session if this is your last session.
  If offering session 13, then the test should be administered after the completion of that session.
- ✪ Make copies of Handout **S12.6: Characteristics of Creative Thinking.**
- ✪ Create a flip chart or PowerPoint version of the following Resource Materials:
  - **S12.1: Dot Puzzle**
  - **S12.2: Steps to Problem Solving**
  - **S12.3: SMART Objectives**
  - **S12.4: Cost / Benefit Analysis**
  - **S12.5: Action Planning**
- ✪ Prepare small pieces of paper with one of the Workplace Problem Topics written on each, (one piece of paper for each group of 6-8 students). Topics include:
  - Gender inequalities in the workplace
  - Sexual harassment
  - Health and safety problem
  - Problem with co-workers' attitudes, behavior and workplace appearance
  - Stress problem
  - Communication problem
  - Team conflict
  - Bullying or not respecting somebody who is different

### Materials

- ✪ Flip chart Paper
- ✪ Markers

### Time Required: 3 hours 15 minutes

# SESSION 12: PROBLEM SOLVING ON THE JOB

## Session Outline

| ACTIVITY | ACTIVITY DESCRIPTION | TIMELINE |
|---|---|---|
| Session Introduction | Students are introduced to the session, review what was learned in the previous session and build a positive learning environment. | 5 min |
| Creativity and Problem Solving | Students understand the importance of using creativity to solve a problem and identify mental barriers and assumptions which can prevent problem-solving. | 30 min |
| Problem Analysis | Students are able to identify the root causes and effects of problems to better understand and analyze them. | 30 min |
| Determining Objectives | Students are able to create a clear objective for a problem they want to solve and brainstorm multiple solutions to it. | 30 min |
| Brainstorming and Selecting Solutions | Students are able to brainstorm multiple solutions to a problem and complete a cost/benefit analysis to determine the most effective solution. | 45 min |
| Action Planning | Students are able develop plans to put their solutions into action. | 10 min |
| Deciding to Leave Your Job | Students are able to describe when it is appropriate to look for another job and the process to use for giving an employer notice that they are leaving. | 60 min |
| Session Wrap-up | Students review the session and identify activities to do after the training to help them further build their problem-solving skills. | 5 min |

### Employability Skills Assessment Tool

This session looks at building the following employability skills, where students are asked to assess the following statements:

**Higher Order Thinking**

✪ I collect, analyze and organize information to find the best solution to a problem.

✪ I see many sources of information to solve a problem in school or at work.

✪ I learn from my past successes and mistakes to make future decisions.

✪ I can develop a plan to solve a problem or challenge I face.

# SESSION 12: PROBLEM SOLVING ON THE JOB

## Session Introduction

**Time: 5 minutes**

### Objectives

Students are introduced to the session, review what was learned in the previous session and build a positive learning environment.

### Advanced Preparation/Facilitator Notes

✪ Consider using this quote to introduce the session:

> "Education is not the learning of facts, but the training of the mind to think." *-Albert Einstein*

### Materials

✪ Flip chart paper

✪ Markers

✪ Attendance sheet

✪ *Transferable Life Skills* Journey Map Poster

### Steps

1. Write the session quote(s) on flip chart paper, blackboard, or PowerPoint slide.

2. If completing this session on a new day, welcome students to the class.
   Have them sign the attendance sheet.

3. Review the previous session.

4. Invite 1-2 students to share the actions they took after the previous session.
   Do a quick ice breaker to create a positive environment.

5. Ask a student to read a quote or wise word that describes the session.
   Ask students to discuss and explain what the quote means to them.

6. Review the session objectives and activities using the *Transferable Life Skills* Journey Map.

# SESSION 12: PROBLEM SOLVING ON THE JOB

## Activity 12.1: Creativity and Problem Solving

**Time: 30 minutes**

### Objectives

Students understand the importance of using creativity to solve a problem and identify mental barriers and assumptions which can prevent problem-solving.

### Advanced Preparation/Facilitator Notes

Creativity is all about 'thinking outside the box' or imagining a world where there is no box at all! Creativity is an important skill in the workplace to solve problems, resolve conflicts, become more efficient in doing a task, and to transform our communities and societies into equitable places.

There is no 'right' way to be creative and people express their ideas and think creatively in many different ways. However, creativity involves challenging the barriers and assumptions we are making and looking beyond them to see other opportunities. Being creative means being resourceful and using the resources and people around you. It also means always knowing there is a solution, you just have to find it!

Creativity is an essential part of problem solving.

Everybody can benefit from having good problem-solving skills, as we all encounter problems on a daily basis. Sometimes solutions can come easily and be solved quickly; however, there are other problems which are more severe or complex. No matter how big or small, there are clear steps we can take to make sure we are on the right track when tackling any problem.

1. **Identify the problem**
2. **Determine the main objective**
3. **Brainstorm solutions**
4. **Select the best solution**
5. **Action plan and solve**!

✪ Prepare small pieces of paper with one of the Workplace Problem Topics below written on each, (one piece of paper for each group of 6-8 students). Topics include:

- Gender inequalities in the workplace
- Sexual harassment
- Health and safety problem
- Problem with co-workers' attitudes, behavior and workplace appearance
- Stress problem
- Communication problem
- Team conflict
- Bullying or not respecting somebody who is different

✪ Create a flip chart version of the following Resource Materials:

- **S12.1: Dot Puzzle**
- **S12.2: Steps to Problem Solving**

## Activity 12.1: Creativity and Problem Solving

### Materials

- Flip chart paper
- Markers
- Copies of Handout **S12.6: Characteristics of Creative Thinking**
- Copies of Handout **S12.7: How brainstorming works**

### Definition of Key Terms

| | |
|---|---|
| **Creativity** | The ability to transcend common or status quo ideas, rules, patterns, relationships or ways of working to create meaningful new ideas, forms, methods or strategies. |

### Steps

### INTRODUCTORY ACTIVITY: Puzzle Activity

1. Display the flip chart or PowerPoint version of **S12.1: Dot Puzzle** at the front of the room for everyone to see.

2. Ask each person to join all of the dots with only 4 continuous, connected straight lines. Connected means that you cannot lift up your pencil. The lines have to be straight, no curves!

3. Have students work in groups for 5 minutes to try to solve the problem. If they figure it out, have them keep it secret so others have an opportunity to figure it out for themselves. Make sure no students look at their phones or computers for the solution!

4. If no groups can figure out the problem, give them a clue. Explain: "To solve the puzzle, you have to think outside of the box. What if you extended the lines past the nine dots?"

5. Give students 2-3 additional minutes to solve. If a group solves the puzzle, have them explain the solution to the group. If not, explain and show the solution:
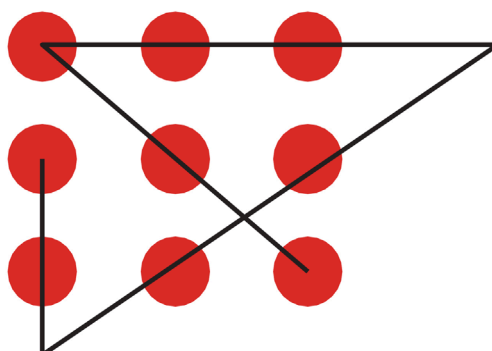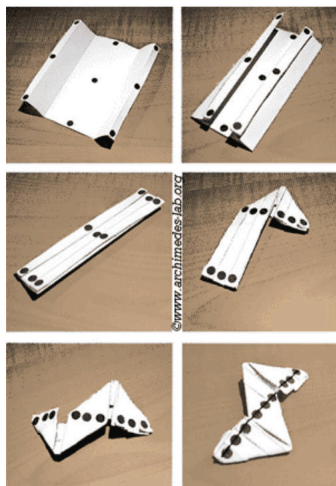
## Activity 12.1: Creativity and Problem Solving

6.  If time allows, ask students to do the activity, now using only 3 connecting straight lines. 3 Line Solution:
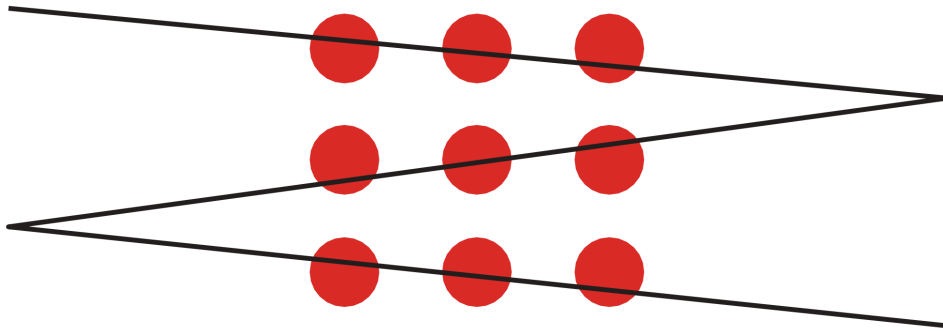


7.  If time allows, ask students to do the activity, now using only 1 connecting straight line. 1 Line Solutions:
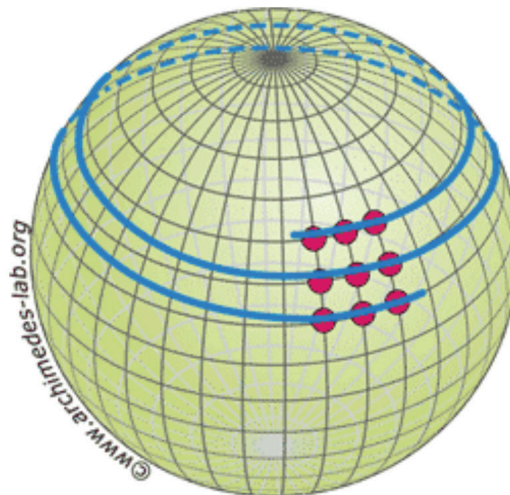


8.  Lead a discussion about the activity using the following questions:

    *   How did it feel trying to figure out the solution to the problem?

    *   What did you have to do to solve the problem?

    *   How can thinking outside of the box help you in solving a problem in your life or work?

9.  Explain: "We will all face problems and challenges that we have to find solutions to. When solving a problem, it is important to think creatively, adapt to the situation and remove any barriers, mental constrictions or assumptions we have. Like with the dot puzzle, we all assumed that we had to keep our lines within the nine squares. This is a barrier or assumption. Once we were able to see beyond just the nine dots and adapt, we were able to solve the puzzle. When we are solving a problem, it is important to challenge our assumptions and barriers. There is always a solution!"

10. Ask students to think about problems they have had or know other people may have. Ask them to think of mental and physical barriers and assumptions that could prevent them from solving the problem. Write answers on flip chart paper.

# SESSION 12: PROBLEM SOLVING ON THE JOB

## Activity 12.1: Creativity and Problem Solving

**PARTICIPATORY LEARNING ACTIVITY: Journey Map Review and Problem Solving Introduction**

1. Post the flip chart or PowerPoint version of **S12.2: Steps to Problem Solving** at the front of the room. Briefly discuss the steps. Keep the steps posted throughout the entire session to refer back to.

2. Explain: "Problem solving is an important skill. To help us build these skills, there are some important steps we can take to tackling any problem and solving it. Through this session, we are going to complete different activities to learn and practice completing each step." Go through each of the steps and discuss.

3. Use the following questions to lead a discussion:
   - How would the steps to solve a problem change if the problem was very small or very big?
   - Describe a problem you have faced in your life? What did you do to solve it?
   - How could these steps help solve a problem?

4. Explain: "We are now going to work in groups to solve a problem that could occur in the workplace using these steps."

5. Divide students into groups of 4-5 and have them pick one of the Workplace Problem Topics out of a bag.

6. Explain: "Each group has been given a topic that relates to what we have learned during this training course. Each group is responsible for creating a brief problem scenario from the topic. Think back, use your creativity and think about a problem related to one of the sessions. You will stay in these groups for the whole Problem Solving in the Workplace session."

7. Go through each topic and discuss how it relates to the *Transferable Life Skills* Journey Map. Have students reflect on the lesson and what they learned.

8. Give students 5 minutes to develop the problem. Visit each group and help them work through their problem. Think of examples of problems to help students develop their own.

9. Have groups briefly share the problem they developed which they will look to solve.

   **OPTION:** *If there is time, to build solidarity for the groups, have each group come up with a team name, slogan or song and logo. Give each student paper and drawing materials to create their team information. Have groups present their team information to the group.*

## Activity 12.2: Problem Analysis

**Time: 30 minutes**

### Objectives

Students are able to identify the root causes and effects of problems to better understand and analyze a problem.

### Advanced Preparation/Facilitator Notes

Step one in problem solving is being able to detect and recognize that there is a problem and identify the nature of the problem. Why does this problem exist? What are the root causes of this problem?

To fully understand a problem involves careful analysis through observation and developing a clear picture of the problem. Often, what appears to be the problem is actually part of a bigger issue that needs to be resolved. To determine the real reason for a problem, it is important to keep digging and ask why certain things have occurred. You can usually get to the root causes of the problem by asking why 5 times, but it may need more or less depending on the specific problem.

Another aspect of problem analysis is understanding the effects of the problem and its consequences over time. What happens if this problem persists? Who does it affect and why? This stage may not be needed for simple problems, but it is important to understand in the problem solving process.

### Materials

✪ Flip chart paper

✪ Markers

✪ Flip chart or PowerPoint version of **S12.2: Steps to Problem Solving** from Activity 1

### Definition of Key Terms

| | |
|---|---|
| **Probe** | A doubtful or difficult matter requiring a solution. |

### Steps

### PRACTICE-ORIENTED ACTIVITY: Problem Tree Drawings

1. Explain: "The first part to finding a solution is having a clear understanding of what the problem or issue is that we need to address." Refer back to the **S12.2: Steps to Problem Solving** and discuss the questions related to Step 1) Identifying the Problem.

2. Divide students into groups of 4-5. Give each group a piece of paper and marker.

## Activity 12.2: Problem Analysis

3. Ask them to draw a big tree on their flip chart paper with short and long roots, short and long branches and lots of leaves. Have students write their problem on the trunk of the tree in the middle.
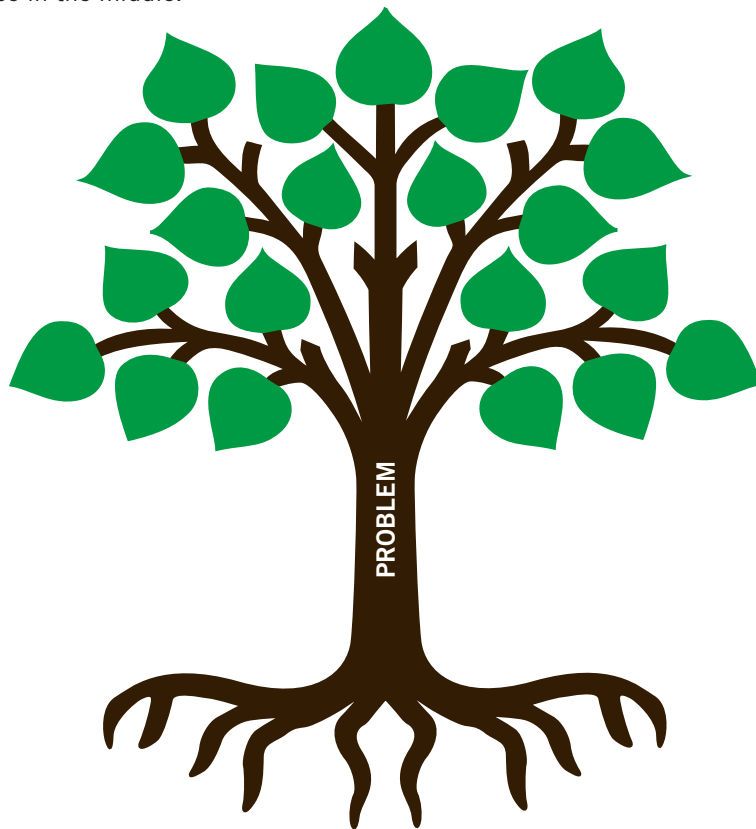


PROBLEM

4. Explain: "Using this tree, we will explore the issue we want to address and change."

5. First ask students to think of all the reasons that this problem exists (the root causes). Have them write all of the reasons along the roots of the tree.

6. To coach students in thinking of root causes, write the 5 Whys Technique on flip chart paper or blackboard at the front of the room. Discuss the technique and explain: "Often what appears to be the problem is actually a part of a bigger issue that needs to be resolved. To determine the real reason for a problem, it is important to keep digging and ask why certain things have occurred. You can usually get to the root of the problem by asking why 5 times, but you may need to ask the question more or less depending on the problem."

7. Next, ask students to think about how this problem impacts the workplace and their lives. What are the effects of this problem? Have them write all of these impacts on the branches.

8. Give groups 15 minutes to create their Problem Tree. Visit each group and provide assistance as needed. If groups are struggling with the tree idea, encourage them to be creative. Give them extra paper to best describe the issue through words, images or statements.

9. Invite 1-2 groups to present their posters and discuss the posters using the following questions:

   • Do you feel like you know enough about the problem? Why or why not?

   • What was it like to create these problem trees? Did anything surprise you? Explain.

   • Where can you find more information about the problem?

# SESSION 12: PROBLEM SOLVING ON THE JOB

## Activity 12.3: Determining Objectives

**Time: 30 minutes**

### Objectives

Students are able to create a clear objective for a problem they want to solve and brainstorm multiple solutions to it.

### Advanced Preparation/Facilitator Notes

When problem solving, it is important to think about the overall objective or goal and understand when a problem is actually solved. What will the world look like when this problem does not exist anymore? How will we know when it is solved?

Setting objectives or clear end goals is important so that we know what we are working towards. It helps us brainstorm solutions and think about if a solution will ultimately achieve our end objective. Objectives also help to measure our success.

Like we did in **Activity 3.1: Goal Setting,** it is important to set SMART objectives. An objective is SMART if it is:

- Specific (S)
- Measurable (M)
- Achievable (A)
- Relevant (R)
- Time-bound (T)

✪ Create a flip chart or PowerPoint version of: **S12.3: SMART Objectives.**

### Materials

- ✪ Flip chart paper
- ✪ Markers
- ✪ Flip chart version of **S12.2: Steps to Problem Solving** from Activity 1
- ✪ Student groups' Problem Trees created from Activity 2

### Definition of Key Terms

| | |
|---|---|
| **SMART Objectives** | SMART objectives are similar to SMART goals. It is an acronym tool youth can use to set and act on short- and long-term objectives to determine if a goal is good and well thought out. A good goal should be Specific (S); Measurable (M); Achievable (A); Relevant (R); Time bound (T). |

## Activity 12.3: Determining Objectives

### Steps

**PRACTICE-ORIENTED ACTIVITY: Vision Tree Drawings**

1.  Refer back to the **S12.2: Steps to Problem Solving** chart.

2.  Explain: "In Activity 2, we chose a problem we wanted to address in the workplace and in Activity 3, we identified and explored the root cause and effects of problems in the workplace. Now, we are going to look at Step 2) Determine the Objectives for our workplace problem.

3.  Explain: "Now that we have created our Problem Trees, we are going to flip them and create Vision Trees! This tree will be the reverse of the problem—the problem has been solved! We will think about what needs to happen (the root causes) to make that solution happen and what we should expect once the problem has been solved (effects). Our branches will help us determine the overall objective and what we should expect to see if the problem is solved."

4.  Have students work in their groups. Ask them to draw a big tree on their flip chart paper with short and long roots, short and long branches and lots of leaves. Have them write their vision on the trunk of the tree in the middle and brainstorm causes and effects of the solution being solved. Visit each group and provide assistance if needed.

5.  Invite 1-2 groups to share their Vision Trees.

6.  Lead a discussion using the following questions:
    *   Was it hard to imagine the problem being solved? Why or why not?
    *   How did you know the problem was solved? Review the effects in detail. The effects should describe what the solution looks like if it is solved.
    *   Why is being able to know that a problem is solved important when problem solving?

**PRACTICE-ORIENTED ACTIVITY: Determining SMART Objectives**

1.  Revisit the *Transferable Life Skills* Journey Map. Refer back to Module 1, Session 3, where students created SMART Goals. Ask them to remember what each letter in SMART stood for.

2.  Explain: "When we solve problems, it is important to be able to have a clear and SMART objective, like we did when we created SMART goals. This will help us understand what the end goal of our solution is and what it looks like if the problem does not exist anymore."

3.  Post the flip chart or PowerPoint version of **S12.3: SMART Objectives** at the front of the room. Discuss each of the 5 descriptions.

4.  From the Vision Trees, as a group, develop and agree on a clear objective statement for the Workplace Problem they will solve.

# SESSION 12: PROBLEM SOLVING ON THE JOB

## Activity 12.4: Brainstorming and Selecting Solutions

**Time: 45 minutes**

### Objectives

Students are able to brainstorm multiple solutions to a problem and complete a cost/benefit analysis to determine the most effective solution.

### Advanced Preparation/Facilitator Notes

Brainstorming is an important aspect of problem solving. It involves coming up with as many ideas or solutions to a problem as possible. When brainstorming, there are no wrong answers!

Brainstorming and creativity go hand-in-hand. To help with the brainstorming, it can be good to change your environment or move around, and speak to different people to get different perspectives.

Once all possible solutions to a problem have been generated, we must decide on the best solution to the problem. There may be multiple solutions, each with pros and cons. Completing a cost-benefit analysis is one tool that can be used to determine the advantages and disadvantages of each decision or possible solution.

✪ Create a flip chart or PowerPoint version of **S12.4: Cost/Benefit Analysis.**

### Materials

✪ Flip chart paper

✪ Markers

✪ Copies of Handout **S12.7: How brainstorming works**

✪ Flip chart or PowerPoint version of **S12.2: Steps to Problem Solving** from Activity 1

### Definition of Key Terms

| | |
|---|---|
| **Brainstorming** | A group activity that involves the spontaneous contribution of ideas from all members of the group. |
| **Cost/Benefit Analysis** | A tool used to assess and make decisions or select an option by identifying and weighing all of the costs or disadvantages of the decision/option and all of the benefits and advantages. |

# SESSION 12: PROBLEM SOLVING ON THE JOB

## Activity 12.4: Brainstorming and Selecting Solutions

### Steps

### INTRODUCTORY ACTIVITY: Introduction to Brainstorming

1. To help introduce the idea of brainstorming, have groups review and complete **S12.7: How Brainstorming Works.**

2. Next, give each group a piece of flip chart paper and a marker. Review the flip chart or PowerPoint version of **S12.2: Steps to Problem Solving.**

3. Explain: "Now that we have identified our problem and determined the main objective, we are going to do some creative brainstorming to identify possible solutions. Each group is going to start brainstorming ideas or events and activities that could be done related to creating change and solving our workplace problem. Groups should write down every possible idea, there are no bad ideas when brainstorming! Do not judge or criticize ideas, just shoot them off. Be sure that each group has a selected a person to record ideas.

4. Start the brainstorm.

5. After 10 minutes, bring groups back together. Have them review their solutions and post on the wall.

6. Use the following questions to lead a discussion:
   - What are some of the craziest ideas your group came up with?
   - What are some of the best ideas your group came up with?
   - Why do you think it is important to think about different alternatives to solving a problem?
   - Pick one or two activities. How do you think that activity could create change and achieve our objective?

7. What are ways that you try and think creatively about solutions? Explain: "Creativity often requires both mental and physical movement. If you feel stuck when you are working on a project or solving a problem, try moving around or changing your environments. This can help you be creative and find effective solutions."

# SESSION 12: PROBLEM SOLVING ON THE JOB

## Activity 12.4: Brainstorming and Selecting Solutions

### PRACTICE-ORIENTED ACTIVITY: Selecting Solutions

1. Have students refer back to the brainstorm lists on the wall.

2. Explain: "We are now going to look at these ideas with a more practical eye. When we are problem-solving and deciding what solution to choose, it is important to have criteria of what the best solution is. The key criteria can be:

   • Does this solution achieve our objective?

   • Is this solution possible?

   • Does this solution interest the people involved?

   • Is the solution feasible from a cost perspective?

3. Write these questions on flip chart paper or blackboard and discuss the importance of each one. Ask students to think about any additional criteria required for their change and add it to the list.

4. Give each participant (or group) a different colored marker. Ask participants to look at the lists and put a check mark next to the ideas that meet the criteria on flip chart paper.

5. Have students tally up the ideas and those ideas that have three check marks go to the next round.

6. Have each group call out their ideas and create one list from all of the groups. Join and organize any ideas that are the same. Hold a vote to select the top three alternatives.

7. Post the flip chart or PowerPoint version of **S12.4: Cost/Benefit Analysis** at the front of the room for everyone to see. As a group goes through and completes the chart, create a chart of advantages/benefits and disadvantages/costs of the winning ideas.

8. As a group, decide what the winning activity is based on the advantages and disadvantages analysis.

# SESSION 12: PROBLEM SOLVING ON THE JOB

## Activity 12.5: Action Planning

**Time: 30 minutes**

### Objectives

Students are able to develop plans to put their solutions into action.

### Advanced Preparation/Facilitator Notes

Action planning is the final step in the problem solving process. Once a solution has been decided it is time to actualize it! When doing action planning, it is important to ask the 7 key questions to determine how to make the solution a reality:

1. What?
2. Who?
3. When?
4. Where?
5. Why?
6. How?
7. How much?

Action planning may not be needed for small problems, but it is important when involving other people to help keep everyone on track and focused.

### Materials

- ✪ Flip chart paper
- ✪ Markers
- ✪ Create a flip chart or PowerPoint version of **S12.5: Action Planning**

### Definition of Key Terms

| | |
|---|---|
| **Action Plan** | A document that lists what steps must be taken in order to achieve a specific goal. The purpose of an action plan is to clarify what resources are required to reach the goal, formulate a timeline for when specific tasks need to be completed and determine what resources are required. |

# SESSION 12: PROBLEM SOLVING ON THE JOB

## Activity 12.5: Action Planning

### Steps

**PRACTICE-ORIENTED ACTIVITY: Action Plan Group Work**

1. Explain: "Now that we have determined the best solution for our community, school or workplace problem, the last step in problem solving is putting the solution into action!"

2. Display the flip chart or PowerPoint version of **S12.5: Action Planning** at the front of the room for everyone to see. Discuss each point.

3. Have students work in groups of 4-5 and fill in their action plans. Visit each group and provide assistance as needed. Keep in mind, when facilitating this session, it is important to step back and allow the students to struggle through this activity. You may be tempted to jump in and help by planning their event for them. Remember that the best kind of learning comes from doing. To guide their planning, ask questions to help them stay focused:

   - Do they have enough resources?
   - Is their activity safe, emotionally and physically?
   - Does everyone have a role?
   - Can the activity meet their goal?

4. Have 1-2 groups share back their action plans and encourage others to provide feedback to help them improve their plans.

5. Use the following questions to lead a discussion:

   - What things might we have to adapt and change?
   - Why is having a plan important to solve a problem?
   - How can we use and learn from these action plans to help us make future decisions?
   - Why is being adaptable to changing circumstances important in the workplace?

   **OPTION:** *If there is additional time, have each group develop a 5-minute role-play that they will present back to the group on their problem, solution and action plan. Role-plays will take approximately 60 minutes to complete in total (10 minutes to prepare, 40 minutes to share, 10 minutes for discussion).*

   *If there is a large class size and you have more than 8 groups, randomly select 8 groups to present the role-play. Other groups who have the same role-play can be responsible for giving constructive feedback on the role-play and add their ideas at the end.*

# SESSION 12: PROBLEM SOLVING ON THE JOB

## Activity 12.6: Deciding to Leave Your Job

**Time: 60 minutes**

### Objectives

Students are able to describe when it is appropriate to look for another job and the process to use for giving an employer notice that they are leaving.

### Advanced Preparation/Facilitator Notes

✪ Consider customizing the scenarios based on real-life situations you've encountered.

### Materials

✪ Flip chart paper

✪ Markers

✪ Tape

### Steps

1. **Introduce the activity:** This activity focuses on **reasons to leave a job** and **the best way** to go about it. Ask the group to share ideas about why someone would leave their job (all reasons are welcome). Write them on the flip chart or blackboard.

2. A**sk: "**What is the best way to leave your job?" Write their responses on the flip chart or blackboard. (Be sure they include: give at least two weeks' notice, speak to your boss, and write a letter.)

3. Handout **S12.8: Leaving Your Job Scenarios** for participants to read.

4. Divide the participants into groups of four. Assign each group a scenario. Each group will discuss its scenario and come up with a better way to handle the situation. The group will then re-write the same scenario using **S12.9: Our Scenario – Leaving Your Job,** but with the employee handling the situation better.

5. Have each group read the original scenario and their new version aloud. Provide feedback on the version they created and invite the other participants to offer feedback and suggestions as well.

6. End with a brief discussion about best ways to leave your job and what the implications are for leaving a job in a poor way or just after a few months. Explain that the world is a small place and that many people know each other and if they leave their job poorly, word could travel and hurt them in their next job. It is important to leave in a way that your ex-employer speaks highly about you.

# SESSION 12: PROBLEM SOLVING ON THE JOB

## Session Wrap-Up

**Time: 5 minutes**

### Objectives

Students review the session and identify activities to do after the training to help them further build their problem-solving skills.

### Advanced Preparation/Facilitator Notes

✪ Select a game to use to review information.

If you are concluding the course after this session, come prepared to do a concluding activity, to review the full course, and to administer the **post-completion Employability Assessment Tool (EAT)** to all students. If you are continuing on to Session 13, then the **EAT** should be administered at the conclusion of that lesson.

### Materials

✪ Flip chart paper

✪ Markers

✪ *Transferable Life Skills* Journey Map Poster

✪ Feedback box

### Steps

1. Congratulate students for all of the work they did in the session.

2. Play an energizer game to review what students learned in the session.
   Questions for the game could be:

   • What are the 5 steps to problem solving?

   • Why is it important to analyze the problem?

   • What is a Cost/Benefit Analysis?

   • What does SMART stand for?

   • What are 2 things you could do if you are stuck trying to brainstorm or determine a solution?

   • What are the 7 questions you need to ask yourself when action planning?

3. Using the *Transferable Life Skills* Journey Map Poster, review each activity and the key objectives, and review the topics of the next session.

4. Encourage students to write any feedback they have for the Facilitator and put it in the Feedback Box at the front of the room. Explain: "This box is anonymous and your comments will help improve the programming for the future. Please share what is working well in the training and what you want to improve. If you have any personal issues you want to follow-up with, you can always discuss them after the class." If students feel comfortable, have them share their feedback with the group.

## Session Wrap-Up

5. Ask students to reflect on the day and write any notes in their student journals. **Use the S12.10: End of Training Reflection (p. 177) if the optional session on Customer Service is not being offered.**

6. Use the following questions to help students self-reflect:
   - What problems do I have that I could use these steps to solve?
   - What does creativity mean to me?

7. Challenge students to do one or more of the take-away activities after class.

8. Remind students that they must bring their student journals back to the next, which is optional, if it is offered.
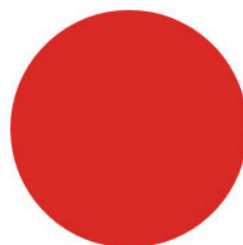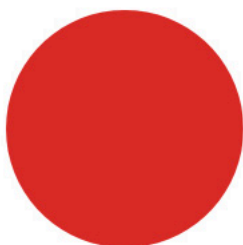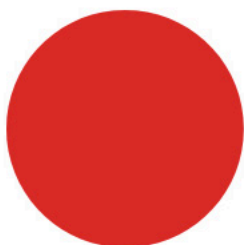
### Take-Away Activities

✪ Write 3-4 notes in your Personal Treasure Chest about skills you have or have learned in the class

✪ Discuss with your family or peers a problem that exists in the community which you want to solve. Use the steps and activities to think through a problem.

✪ Reflect on a small problem and a large problem in your past that you successfully solved. What did you do?

✪ Ask a family member to tell you a story about a problem they experienced in their life and how they solved it.

✪ Make a list of some of the challenges and problems you will likely have to solve in your future.

## Resources

### Resource S12.1: Dot Puzzle
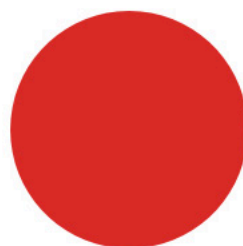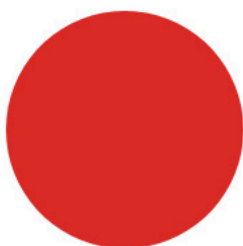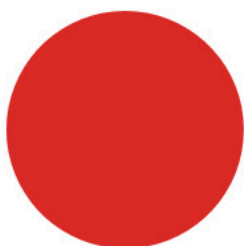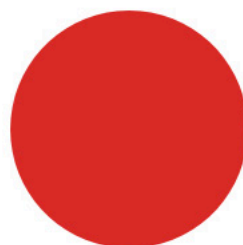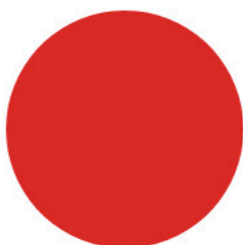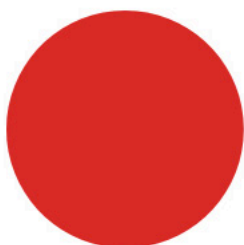
## Resource S12.2: Steps to Problem Solving

| STEPS | QUESTIONS TO ANSWER | ACTIVITIES |
|---|---|---|
| **1. Identify the Problem** | What are the root causes of the problem?<br>What are the effects of the problem?<br>Who is involved in the problem?<br>How big is the problem?<br>What information do we need to solve the problem? | 5 Why's<br><br>Problem-Tree Drawing |
| **2. Determine the Main Objectives** | What do you want to accomplish?<br>How will you know when the problem is solved?<br>Is the objective SMART? | Vision-Tree<br><br>SMART Objectives Check-List |
| **3. Brainstorm Solutions** | What is every possible way this problem can be solved (good and bad)? | Creative Brainstorming |
| **4. Select the Best Solution** | Does the solution achieve the objective?<br>Is the solution possible to complete?<br>Will people be interested in doing this solution?<br>Is the solution feasible?<br>What other criteria? | Solution Criteria<br><br>Cost/ Benefit Analysis |
| **5. Action Plan and Solve!** | **What?** What is the activity? What will happen?<br>**Who?** Who is the target audience?<br>**When?** When will it take place?<br>**Where?** Where will it take place?<br>**Why?** What will motivate people to participate?<br>**How?** What will happen during the event? Who will do what?<br>**How much?** What resources and money may be needed? Where will we get the resources? | 7 Questions |

## Resource S12.3: SMART Objectives

| | |
|---|---|
| **SPECIFIC** | Is the objective specific and clear? |
| **MEASURABLE** | Can I measure the change to ensure the objective is being achieved? |
| **ACHIEVABLE** | Is the objective realistic and attainable? |
| **RELEVANT** | Is the objective guiding me in the right direction? |
| **TIME-BOUND** | Does the objective include a target date or milestones that help keep things on track? |

### Resource S12.4: Cost/Benefit Analysis

| OPTION | COSTS (Disadvantages) | BENEFITS (Advantages) |
|--------|----------------------|----------------------|
|        |                      |                      |
|        |                      |                      |
|        |                      |                      |

# SESSION 12: PROBLEM SOLVING ON THE JOB

## Resources

### Resource S12.5: Action Planning

| | |
|---|---|
| **PROBLEM** | |
| **SOLUTION** | |
| WHAT<br>What is the activity? | |
| WHO<br>Who is the target audience? | |
| WHEN<br>When will it take place? | |
| WHERE<br>Where will it take place? | |
| WHY<br>What will motivate people to participate? | |
| HOW<br>What will happen during the event?<br>Who will do what?<br>How will we learn from our mistakes to make sure this problem does not happen again? | |
| HOW MUCH<br>What resources and money may be needed?<br>Where will we get the resources? | |

## Resources

### Resource S12.6: Characteristics of Creative Thinking

- ✪ Generates new and worthwhile ideas
- ✪ Uses imagination freely
- ✪ Uses several ways to create new ideas (such as brainstorming)
- ✪ Combines ideas or information in new ways
- ✪ Makes connections between really different ideas
- ✪ Changes goals in ways that open up new possibilities

### Resource S12.7: How Brainstorming Works

#### Brainstorming Rules

- All ideas are valuable.
- All ideas get posted.
- Ideas from any person, even if it seems "crazy" to me, may give someone else another idea (this is called piggybacking).

#### Things You Might Hear During Good Brainstorming

- "This may sound crazy, but…"
- "How about…"
- "What if…?"
- "What about…?"
- "Maybe…"
- "I've got an idea…!"
- "Imagine this…!"
- "This is what I'm thinking…"
- "What you just said made me think of…"
- "Can we try it another way?"

## Resource S12.7: How Brainstorming Works

**How Many Uses Can You Come Up With For Each Object?**
Be creative! All ideas are ok!

| THE OBJECT | HOW MANY USES CAN YOU COME UP WITH FOR EACH OBJECT? |
|---|---|
| **BROOM** | |
| **PAPER BAG** | |
| **TIRE** (without a rim inside) | |
| **BRICK** | |

## Resource S12.8: Leaving Your Job Scenarios

1. Leila is working as a young lawyer. It is a decent job. It pays enough for her to pay for her necessities and she has some money to help her family as well. A new law firm is coming into town soon and they are hiring new staff. She applies for a job and receives an offer. She will start when the new law firm opens in two months. Meanwhile, she knows that she is leaving, so she stops being as careful as she used to be. She comes to work a little late. Sometimes she says that a file is "good enough" when before she would have been extra careful and looked at it in more detail. Her supervisor is starting to get annoyed. One of his best employees is now becoming one of his worst!

2. Mariam is an assistant manager at a busy restaurant. She oversees the serving staff and sometimes steps in when they are busy. The wait staff like her because she is always willing to help. The problem is the cashier. One day, the waitress was really busy so Mariam went to get change for the customers from the cashier. The cashier was really slow. Mariam could see the customers getting impatient and is getting impatient too. She tells the cashier that he needs to hurry up. He snaps at her to be patient. Mariam gets upset with him and then storms off. If she can't get appreciation around here, she's out of here.

3. Habib has been a front office manager at a hotel for six months. He oversees all aspects of hotel registration and other front office functions. Every day is the same—he has to follow every rule and process as laid out in the hotel policies. Habib is starting to get dissatisfied with the job. He should be doing more! He has been here forever! He should be getting better pay and more respect! He decides that enough is enough. He's been here long enough and it's time to quit.

4. Yasmin runs a daycare center in her home. She is devoted to the families she serves and loves the children. One day, her own child gets very sick. The child looks terrible. She is extremely worried. She is by her son's bedside every moment and puts up a sign that says the daycare is closed until further notice. She notices her phone ringing but doesn't pick it up. When she finally looks at her phone there are 10 messages from her clients. It has been three days. She hadn't remembered to call and update anybody. Now she is so embarrassed and scared to talk to them. She knows these will be unpleasant calls. She decides that her son is most important and continues to care for him.

# SESSION 12: PROBLEM SOLVING ON THE JOB

## Resources

### Resource S12.9: Our Scenario – Leaving Your Job

# SESSION 12: PROBLEM SOLVING ON THE JOB

## Resources

## Resource S12.10: End of Training Reflection

You've completed the training! Now it's time to reflect.

**Step 1: Pick one or two of the questions below.**

**Step 2: Stop and think about your personal answer.**

**Step 3: Write 3-5 sentences describing your answer to the question(s).**

- What does it mean to be adaptable and flexible? What is one situation you will need to be adaptable and flexible this summer/semester?
- Pick something in your life that you want to have happen, but don't have a plan for yet. What are the skills, attitudes, and steps you need to get there?
- What was a time you needed to manage a conflict? What was your strategy? How can you improve your strategy?
- Who is a professional you admire (such as a coworker or family member)? How do they show professionalism?

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# OPTIONAL SESSION 13: CUSTOMER SERVICE

## Session Outline

### Session Overview

The service industry is one of the fastest growing job sectors in Ethiopia. For students interested in pursuing careers in the service industry, developing exceptional customer service skills will be important for their success. Many of the skills developed in previous sessions will be applicable to this field and this optional session addresses the development of more specific skills, such as communicating and managing conflicts, specifically with business customers.

### Session Objectives

Students will understand the importance of good customer service and be able to express how to provide quality service.

### Materials

- Flip chart paper
- Markers
- Tape
- Copies of the **post-completion Employability Assessment Test (EAT)**, one for each student to complete before the end of class

### Time Required: 30 minutes

### Steps

### INTRODUCTORY ACTIVITY: Session Introduction

1. Introduce the idea of customer service by explaining that the next activities are about communicating with customers.

2. Have participants pair up to discuss the definition of customer service and share examples of when they have been customers and when they have served customers. Have them talk with each other about experiences of good and bad customer service. What made it good or bad?

3. Ask a few pairs to share some examples. Emphasize that any time we buy something such as, goods like food or services, like a haircut, we are customers. Those who provide the services are providing customer service. Excellent customer service is always important.

4. Handout out **S13.1: Customer Service** and look at the headings and bolded words. What is the handout about? Discuss. Ask volunteers to read the handout aloud as the participants follow along.

5. Facilitate a group discussion to review the concepts provided in the handout:
   a. What is customer service?
   b. What are the principles of customer service?
   c. What is poor customer service?
   d. What is the impact of good customer service?
   e. What is the impact of bad customer service?

6. Introduce the main topics of the session.

# OPTIONAL SESSION 13: CUSTOMER SERVICE

## Activity 13.1: Exceptional Customer Service

**Time: 45 minutes**

### Objectives

Students will be able to identify ways to meet customer needs and practice necessary skills.

### Materials

- Flip chart paper
- Markers
- Tape

### Steps

1. Introduce the activity by asking: "What is important to you when you go to a store? What determines 'exceptional service'? Think about things such as cost, speed of service, attitude of staff, availability of merchandise, etc."

2. Ask: "Did you all have the same idea of exceptional service? How were your answers different or the same? Would a store be able to meet the needs of all of its customers? What can a store do to meet the needs of the customers as best as they can?"

3. Hand out **S13.2: Exceptional Customer Service** for participants to read and engage in a conversation around the following questions:

   - What is exceptional customer service?
   - What are basic customer service needs?
   - How do you meet them?
   - What are perceptions?
   - Why are customer perceptions important?

4. Ask participants to form groups of three. Each group should represent a different sector—tourism, public transportation services, community shops/stores, etc. One person should play the role of the customer, one should provide the service and the third person should observe. They should do a role-play that shows exceptional customer service using the suggestions in the handout. Switch roles so everyone plays each part. The observer should use the list in the handout to see if the business is doing what it can to meet the needs of the customer.

5. Ask a few groups to present their role-play to the large group and gather feedback from the whole group about what they observe as exceptional customer service.

## Activity 13.2: Communication with Customers

**Time: 45 minutes**

### Objectives

Students will be able to communicate effectively with customers by telephone and face to face.

### Materials

- Flip chart paper
- Markers
- Tape

### Steps

1. Introduce the activity by doing a quick role-play in which you are talking to a customer by telephone. Answer the phone, do not say your name or organization, yawn and sound bored. Ask, "What do you want?" instead of being polite and asking how you may help the person. The person wants to know if you sell a particular item. Be rude in your response. The customer hangs up.

2. Ask participants:

   b. What happened in the role-play?

   c. Was this good customer service?

   d. What could the employee have done differently?

   e. What are some of the things one should do while speaking on the phone to a customer?

3. Ask for a volunteer to re-enact the role-play so it shows the employee providing excellent customer service.

4. Hand out **S13.3: Communicating with Customers by Telephone** for students to read and then engage in a conversation using the following prompts:

   - What are some things you do over the phone?
   - What is important to do when taking messages?
   - What should you always have ready?
   - What information should you get when taking written messages?

5. Divide the participants into pairs and hand out **S13.4: Role-Plays for Communicating with Customers.** Ask them to discuss role-play 1 in their pairs and then re-enact it in a way that shows excellent customer service. They should take turns being the employee. Do the same thing with role-plays 2 and 3.

6. Bring the activity to a conclusion by asking the participants why employees should communicate promptly and politely at all times (better customer service is good for the business; customers often respond more positively when treated well; their supervisors will notice).

## Activity 13.3: Resolving Conflicts with Difficult Customers

**Time: 45 minutes**

### Objectives

Students will be able to demonstrate how to provide good customer service when there is a conflict or misunderstanding.

### Materials

- ✪ Flip chart paper
- ✪ Markers
- ✪ Tape

### Steps

1. Ask participants if they have ever had to deal with a situation where they have either had an angry customer or they have been an angry customer. What happened and how was the situation handled? Ask one or two people to share their experiences.

2. Handout **S13.5: Resolving Conflicts with Difficult Customers** for participants to read. Engage in a conversation using the following prompts:

   - What is conflict?
   - What is conflict resolution?
   - What are the steps to resolving conflict?
   - What are "open-ended" questions?
   - What do you use them for in resolving conflict?
   - Why do you summarize a problem?
   - What should you do if you cannot resolve the conflict?

3. Read the following scenario to the participants:

   "Matthew is a young manager at a big factory. He is a relatively new employee and the factory has a good training program. He hopes to do a good job and get selected for more training. One busy Monday, a client arrived early to pick up an order. Matthew said politely that the order wasn't ready yet, but he would get it ready immediately. 'You're always late!' said the client, rudely.

   Matthew thought, 'I never handled your delivery before! What do you mean, always?'

   As he tried to solve the problem, the client yelled, 'Who is your supervisor?' Matthew worried. How could he advance to a training program if this client talks to his supervisor!"

4. **Discussion:** How should Matthew handle the situation?

5. Have participants write brief notes on what happens next by writing out a potential dialogue between Matthew and the client. Ask for a few volunteers to read their endings aloud and provide feedback on how well they demonstrated dealing with a difficult customer.

## Session Wrap-Up

**Time: 5 minutes**

### Objectives

Students review the session and identify activities to do after the training to help them further build their customer service skills.

### Advanced Preparation/Facilitator Notes

✪ Select a game to use to review information.

### Materials

✪ Flip chart paper
✪ Markers
✪ *Transferable Life Skills* Journey Map Poster
✪ Feedback box

### Steps

1. Congratulate students for all of the work they did in the session. Mention to them that you have reached the end of your journey together.

2. Play a review energizer game to review what students learned in the session. Questions for the game could be:
   - What is good customer service?
   - What is bad customer service?
   - Why is customer service important?

3. Using the *Transferable Life Skills* Journey Map Poster, review each activity and the key objectives, review the topics that have been covered in the course and highlight key lessons from each stop along the journey so students can see the connections.

4. Encourage students to write any feedback they have for the Facilitator and put it in the Feedback Box at the front of the room. Explain: "This box is anonymous and your comments will help improve the programming for the future. Please share what is working well in the training and what you want to improve. If you have any personal issues you want to follow-up with, you can always discuss them after the class." If students feel comfortable, have them share their feedback with the group.

5. Ask students to reflect on the day and write any notes in their student journals.

6. Use the following questions to help students self-reflect:
   - Is customer service only important for certain types of jobs or is it important in all job sectors?
   - Which of the skills that you have learned in this course are you using when you practice good customer service?

7. While students are writing their reflections, prepare to administer the **post-completion Employability Assessment Test (EAT)** to all students in the class. The test is available in the following section titled, **Conclusion.**

8. Remind them that this is the same self-assessment they completed at the start of the course and that this is important for them to complete so you can see how much they have learned and how they have grown through the duration of the course. Directions for administering the assessment are included in the **Conclusion.**

# OPTIONAL SESSION 13: CUSTOMER SERVICE

## Resources

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## Resource S13.1: What is Customer Service?

Customer service is how we meet the needs of the people who use our services.

### Levels of Customer Service

✪ Poor service is when those giving service do not seem to care. They do not try to please customers. For example, a server in a restaurant who does not bring the menu, does not ask if you need anything, and cannot be found when you want the check, is giving poor service.

✪ Satisfactory service is when the service provided is acceptable. Those providing service care about customers but might not be able to meet the customer's needs. For example, a server in a restaurant is polite but cannot give information about the food.

✪ Exceptional service is when the service is always excellent. The customers always feel happy and well taken care of. For example, a server in a restaurant brings the menu to the table as soon as the customers are seated. He explains what is available, asks how everything is going, and provides the check as soon as it is requested.

Many customers stop doing business with a company due to rudeness or indifference.

Strive for exceptional service!

✪ Customer Service Principles:
- The customer is key.
- Never argue.
- Do not confront a customer.
- Always be respectful.
- Listen to the needs of the customer.

✪ Why is Customer Service important?

**Good customer service has these positive effects:**
- Your customers will be loyal.
- Your customers will recommend you to others.
- You will stand out from your competitors.
- It makes the workplace more enjoyable so staff turnover is reduced.
- It shows your customers they are important.
- Customers enjoy visiting you and buy more.
- It is the cheapest form of positive advertising.

**Bad customer service will have these negative effects:**
- Your business will get a bad reputation.
- Customers will lose confidence and trust in your business.
- Customers will end their relationships with your business.
- You may get a bad reference for your career.
- You may lose your job.
- Your business may fail.

## Resource S13.2: Exceptional Customer Service

Exceptional Customer Service is when the service is always excellent. The staff anticipates the customer's needs. The staff tries to understand what the customer is thinking. The service meets and exceeds the customer's highest expectations.

### Basic Customer Needs

✪ A customer needs to feel:
- Welcome
- Understood
- Important
- Comfortable

### Meeting Basic Customer Needs

✪ To make a customer feel welcome:
- Be friendly
- Greet customer
- Introduce yourself
- Use a positive tone of voice
- Smile/lighten up

✪ To make a customer feel understood:
- Listen carefully
- Repeat or rephrase to make things clearer

✪ To make a customer feel important:
- Call the customer by name
- Show interest in customers' needs
- Ask questions about customers' needs
- Thank each customer for coming

✪ To make a customer feel comfortable:
- Use open body language
- Show concern

### Customer Perceptions

Perception is how we understand a situation. No two people see a situation exactly the same way. A customer does not always think the way you do. Always check to see what the customer is thinking. Never make assumptions!

### Meeting and Exceeding Expectations

Make sure you know your customer's needs. Try to see things the way your customer does. This will help you meet and exceed their expectations.

### Get Feedback on the Service You Provide

Find out from customers how they liked your service. Find out what can be done to make it better.
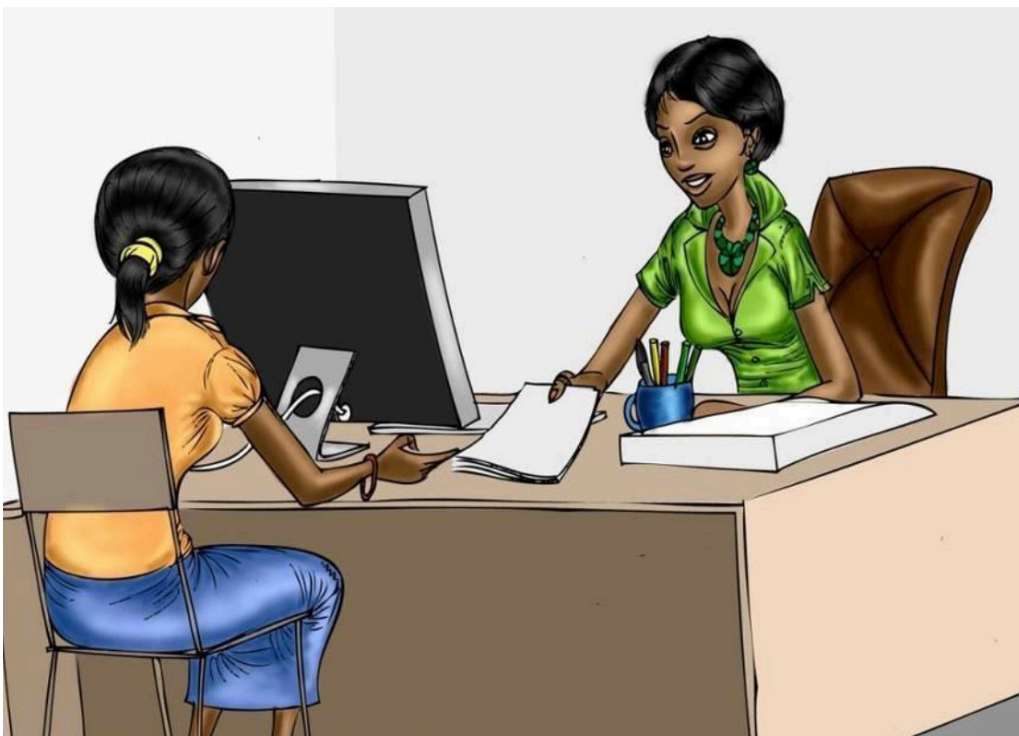
## Resources

## Resource S13.2: Exceptional Customer Service

### Bad Customer Service



### Good Customer Service

# OPTIONAL SESSION 13: CUSTOMER SERVICE

## Resources

## Resource S13.3 Communicating with Customers by Telephone:

**Communicating by phone (and in person) is an important part of customer service. You may use the phone to:**

- ✪ Answer questions.
- ✪ Give information about the organization.
- ✪ Schedule an appointment.
- ✪ Take an order.
- ✪ Give directions about how to get to your site.
- ✪ Handle a complaint.
- ✪ Refer someone to another organization.

**When you use the phone or talk to someone in person:**

- ✪ **Be ready.** Have pencil or pen and paper available.
- ✪ **Answer promptly.** Answer within 2 to 4 rings.
- ✪ **Be friendly.**
- ✪ **Be polite.** Use "please," "thank you" and "you're welcome."
- ✪ **Identify yourself.** Say your business' name first, and then your name.
- ✪ **Repeat the caller's name.** Saying the caller's name helps her/him pay attention to what you say.
- ✪ **Listen carefully.** Make sure you understand what the caller is saying. Ask for a point to be clarified, if needed.
- ✪ **Give the caller your full attention.** If you need to deal with something during a phone call, ask the caller if s/he can wait.
- ✪ **Don't guess at answers.** If you are not sure about something, tell the caller you will find out and call back.

**Taking Messages: When taking messages over the phone or in person, write down:**

- ✪ The caller's name
- ✪ The caller's telephone number
- ✪ The date and time
- ✪ What the caller needs
- ✪ Who the caller would like to talk to
- ✪ Any additional information
- ✪ Your name or initials

**Make sure the message is accurate. Repeat information such as phone numbers, spelling of a name, or addresses back to the caller to confirm the information.**

## Resources

### Resource S13.4: Role-Plays for Communicating with Customers

**Role-Play 1**

A young employee in a bank who is responsible for helping customers process their banking needs is moving very slowly. Visitors are in a hurry to finish and get to work, and are getting impatient while they wait for her. One visitor became so annoyed that he insulted her for taking so long to serve the customers. The employee ignored him.

**Role-Play 2**

A woman usually answers the main telephone line at work. She is just getting back from lunch. She is still talking to her co-worker about what happened to her last weekend. The telephone rings. The woman continues talking to her co-worker. On the seventh ring she picks up the phone. She says in a dull voice, "Hello, what do you want? Can I help you?"

**Role-Play 3**

Ife and Zoya are sisters who run a home-based bakery. They are watching their favorite drama on TV when a customer walks into the house. They see the customer but keep watching because it is a critical moment in the show. The customer gets impatient and says "excuse me" and asks if he can pick up his cake order. The two women act as if they have been greatly inconvenienced. This makes the customer feel like he should go somewhere else.

## Resource S13.5: Resolving Conflicts with Upset or Difficult Customers

**Conflict** is disagreement between people.
To **handle conflict,** you may want to follow the steps listed below.

1. **Stay calm and listen.**

   - Think before you talk and control yourself.

2. **Deal with the person's feelings first.**

   - Listen to the person's whole story.

   - Do not interrupt.

   - Put yourself in the person's place.

   - Use words such as "I see" or "I can understand how you must feel."

   - Do not become defensive.

3. **Ask questions.**

   - Ask if it's okay to get more information. Use words such as
     "Do you mind if I ask you a few questions to help me understand what happened?"

   - Ask open-ended questions (questions that cannot be answered with "yes" "no" or
     short answers) to get more information.

   - Ask closed-ended questions (questions that can be answered with "yes" "no" or
     short answers) to make sure what you heard is right.

4. **Check that you understand.**

   - Restate what you think the person is thinking in your own words. For example,
     "It sounds like you were very disappointed with the way your appointment went."

5. **Summarize the problem.**

   - Describe what you think the problem is.

   - Describe the person's concern.

   - Check to see if you have described the person's situation accurately.

6. **Deal with the problem.**

   - Find out what the person wants. Use words such as, "What would you
     like us to do?"

   - Suggest alternatives. If you cannot do what the person wants, offer other ideas.

   - Try to reach a realistic compromise. If you cannot resolve the problem,
     find someone who can help you.

   - If your company caused the problem, admit the error and apologize.

   - Agree on a solution and begin working on it.

# CONCLUSION

## Session Outline

### Session Overview

It is important to end the course with a full review of what has been covered and learned, and with reminders to students that a growth mindset requires them to be lifelong learners as they go into the workplace and use their skills and learn on the job. Remind them that learning in the course is a first step and practicing the skills in life and at the workplace are important next steps. Wrap up with a sense of celebration for completing the journey together.

### Session Objectives

Students will review the *Transferable Life Skills* Journey Map to conclude with a full sense of what they have learned and what skills/competencies have been discussed.

### Materials

- ✪ Flip chart paper
- ✪ Markers
- ✪ Tape
- ✪ Copies of the **post-completion Employability Assessment Tool (EAT)**, one for each student to complete before the end of class
- ✪ **Certificates of Completion** for all students

### Time Required: 1 hour

### Steps

1. Review the *Transferable Life Skills* course Journey Map and help students see the journey that you all have taken together.

2. Remind them of the topics and skills that have been covered through the course.

3. Remind students that these skills are at least as, if not more, important as the technical skills they are learning.

4. Ask students about the top three things that made an impact on them in terms of new concepts or new self-realization. Note their answers on flipchart or on the blackboard.

5. Ask students about the top three things that they enjoyed about the way the course was structured. Note their answers on flipchart or on the blackboard.

6. Bring up three or four key next steps on which you want students to stay focused. Examples may be polishing and practicing their elevator pitch (self-introduction), proactively growing their own network, or keeping their CV and cover letter updated.

7. Remind students about their **student journals** and that they should use them as a resource as they encounter situations in their workplaces.

8. Conduct Activity 1, the **post-completion Employability Assessment Tool (EAT).**

9. Appreciate your students' participation and engagement, thank them for being willing learners and offer each student a well designed and accurately completed **Certificate of Completion.** Mention that this may be helpful for them as they apply for jobs.

# CONCLUSION

## Activity 1: Administer The Post-Completion Employability Skills Assessment Tool

**Time: 30 minutes**

### Objectives

Students individually complete the Employability Skills Assessment Tool Post-Test.

### Advanced Preparation/Facilitator Notes

✪ Print and photocopy the Employability Skills Assessment Tool (EAT) for each student (with extra copies on hand in case any student requires a second form).

✪ Wait for all students to be present before starting the EAT.

✪ Have an assistant manage any latecomers (i.e. wait outside, put them in a separate space, etc.) so they do not become a distraction.

✪ The tone of your voice and the way you read the questions will have an impact on participating students. Try to use a calm and relaxed voice and continue to create an atmosphere in which students will feel comfortable interviewing themselves versus trying to please you or guess which answers you might be looking for.

✪ Clarify for students that the EAT has no right/wrong answers. Repeat this several times throughout your introduction, so students really understand that you are not looking for some specific response from them.

✪ Have a plan to manage those students who complete the EAT quickly before other students so they do not distract those students who are taking longer (i.e. energizers, games in another space, write in their journals, etc.)

### Materials

✪ Sufficient copies of the Employability Skills Assessment Tool (EAT)

✪ Pencil and eraser for each student completing the EAT

✪ Envelope to keep the finished EAT questionnaires

### Steps

1. Explain to students:

    • We are now going to complete a self-assessment survey for you to learn about yourself.

    • This is not a test! There are no right or wrong answers!

    • This is a way for you to rate your own skills, knowledge of, and attitudes about some of the skills and practices we will be learning about during the training.

    • Please take your time filling it out and be honest in your answers.

    • Each of you should answer the questions based on your own experiences and current situations. The purpose of this training was to learn these skills so answer based on what you know now.

    • Your individual answers will be kept private—your results will be reviewed only by me (the Trainer). Your specific surveys will not be shared with your school or organization, your parents, or your classmates.

# CONCLUSION

## Activity 1: Administer The Post-Completion Employability Assessment Tool

- Before filling out the self-assessment survey, please make sure to read the consent form at the top and circle yes or no. The consent form indicates that this assessment is voluntary.

- We appreciate you completing all the questions but you can choose to skip any question if you wish to do so.

2. Hand out the EAT to each student. Go through each **demographic question** (i.e. name, age, etc.) and clarify any questions students may have.

3. **Introduce the 24 EAT questions.** Explain to students:

   - Each of you now has the opportunity to interview yourself by thinking about some of the employability attitudes and skills you currently have.

   - Thinking about your life right now, or over the past 3 months, check for each question whether you:

     **Strongly Disagree** – with absolute certainty you do not have this attitude or skill and circle the number "1" in the first box.

     **Disagree** – you are rather certain you do not have this attitude or skill and circle the number "2" in the second box.

     **Neutral** – you are not certain if you have this attitude or skill and circle the number "3" in the third box.

     **Agree** – you are rather certain you have this attitude or skill and circle number "4" in the fourth box.

     **Strongly Agree** – you are absolutely certain you have this attitude or skill and circle number "5" in the fifth box.

   - Circle one answer for each question. If you do not want to answer a question, leave it blank. But please try to answer all of the questions.

   - Once you finish the questionnaire, hand it to me before you leave.

   - If you finish the questionnaire early, please leave the site quietly and do not disrupt others who are still answering questions.

4. Give students 15-20 minutes to complete the EAT.

5. **Check the Questionnaires.** Once students complete the EAT, check to make sure that all portions of the biographical profile sections are completed. You can ask students to make any corrections/additions as necessary. Check to make sure that the student has attempted to answer **all or most** of the 24 questions on the EAT questionnaire, and has only one answer for each question. Ask students if they meant to leave a question unanswered. If yes, then leave it blank. If they inadvertently missed the question, then ask them to answer it.

6. Carefully place **all completed EAT questionnaires** into the envelope or folder.

7. Determine your review process to see how you will assess the growth and learning that each student has undergone by looking at their **pre- and post-EAT responses.**

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**NOTE**

If a student says they do not understand a question, read it to them and encourage them to do their best to answer it. You can ask them what they think it means and be supportive if their answer seems to be on track. Please **do not reword or rephrase any questions** because this will affect their answers. If a student still does not understand it after going through the above steps, they can leave it blank and move on.

# CONCLUSION

## The Employability Skills Assessment Tool

### What is the Employability Skills Assessment Tool (EAT)?

The EAT is a pre- and post-assessment which measures the changes in participants' understanding and awareness of their own employability skills. It is a set of 24 questions to measure the six core domains of employability characteristics, attitudes, and skills (positive self-concept, self-control, social skills, communication skills, problem-solving skills, and job search skills).

The 24 questions, by each of the 6 sub-scales, are listed below:

### SKILLS TO SUCCEED EMPLOYABILITY ASSESSMENT TOOL

| SCALES | QUESTIONS | STRONGLY DISAGREE 1 | DISAGREE 2 | INDIFFERENT/ NEUTRAL 3 | AGREE 4 | STRONGLY AGREE 5 |
|---|---|---|---|---|---|---|
| **1. POSITIVE SELF-CONCEPT** | 1. I feel valued and appreciated by others. | 1 | 2 | 3 | 4 | 5 |
| | 2. I feel good about my future. | 1 | 2 | 3 | 4 | 5 |
| | 3. I anticipate my own needs ahead of time. | 1 | 2 | 3 | 4 | 5 |
| | 4. I can adapt to changes by learning new skills. | 1 | 2 | 3 | 4 | 5 |
| **2. SELF-CONTROL** | 5. I'm able to complete assignments in time. | 1 | 2 | 3 | 4 | 5 |
| | 6. I go to work or school even when I feel like staying at home. | 1 | 2 | 3 | 4 | 5 |
| | 7. I feel proud when I produce high quality work. | 1 | 2 | 3 | 4 | 5 |
| | 8. I follow workplace or school dress codes. | 1 | 2 | 3 | 4 | 5 |
| **3. SOCIAL SKILLS** | 9. I accept people who are different than me. | 1 | 2 | 3 | 4 | 5 |
| | 10. I can understand and work with people of different backgrounds. | 1 | 2 | 3 | 4 | 5 |
| | 11. I value the input and contributions of others. | 1 | 2 | 3 | 4 | 5 |
| | 12. I take responsibility for what I do. | 1 | 2 | 3 | 4 | 5 |

# CONCLUSION

## The Employability Skills Assessment Tool

| SCALES | QUESTIONS | STRONGLY DISAGREE 1 | DISAGREE 2 | INDIFFERENT/ NEUTRAL 3 | AGREE 4 | STRONGLY AGREE 5 |
|---|---|---|---|---|---|---|
| **4. COMMUNICATION SKILLS** | 13. I know how to express myself in proper ways. | 1 | 2 | 3 | 4 | 5 |
| | 14. I know how to articulate my own ideas clearly. | 1 | 2 | 3 | 4 | 5 |
| | 15. I read so I can comprehend and use new information. | 1 | 2 | 3 | 4 | 5 |
| | 16. I listen actively to understand and learn. | 1 | 2 | 3 | 4 | 5 |
| **5. HIGHER ORDER THINKING SKILLS** | 17. I collect, analyze, and organize information to find the best solution to a problem. | 1 | 2 | 3 | 4 | 5 |
| | 18. I seek many sources of information to solve a problem in school or at work. | 1 | 2 | 3 | 4 | 5 |
| | 19. I learn from my past successes and mistakes to make future decisions. | 1 | 2 | 3 | 4 | 5 |
| | 20. I can adapt to changing circumstances. | 1 | 2 | 3 | 4 | 5 |
| **6. JOB SEARCH SKILLS** | 21. I have the knowledge and skills needed to interview for jobs. | 1 | 2 | 3 | 4 | 5 |
| | 22. I know how to prepare a CV. | 1 | 2 | 3 | 4 | 5 |
| | 23. I know how to complete a job application | 1 | 2 | 3 | 4 | 5 |
| | 24. I have the skills and experience valued by employers. | 1 | 2 | 3 | 4 | 5 |

# CONCLUSION

## The Employability Skills Assessment Tool

### When should the EAT be completed?

**The EAT should be filled out twice:**

✪ At the beginning of the *Transferable Life Skills* course as a pretest. This would occur in the INTRODUCTION module.

✪ At the end of the course as a post-test in the CONCLUSION module.

### Who completes the EAT?

The EAT should be completed by all training participants. It should be the same participants who complete the pretest and post-test.

As much as possible, both a female and male Trainer should administer the EAT to ensure that both male and female students are comfortable completing the survey.

### How is the EAT completed?

The EAT is a self-administered test to be completed by students themselves.

The Trainers provide instructions to the group about how to fill out the questionnaire, distribute individual questionnaires to each participant, and collect the completed questionnaires. The participants should read and answer each question independently. All instructions are provided directly in the *Transferable Life Skills* curriculum:

✪ Pre-Test: INTRODUCTION MODULE – Activity 3

✪ Post-Test: CONCLUSION MODULE – Activity 1

### Where is the EAT completed?

The EAT should be completed in the room where the training is taking place. Trainers should do their utmost to ensure that the EAT will be completed in a space that will make it easy for participants to complete the EAT Tool free from distractions or interference. If possible, the pre-test and the post-test should be completed at the same location.

**The location should:**

✪ Be quiet and free from too many distractions. This might be the normal physical space used for project activities, or it may be a space borrowed just for EAT.

✪ Not be overcrowded.

✪ Have space so students can respond with privacy.

> **NOTE**
> If you are working with low English language literacy students and will be using oral administration of the EAT Tool, then you may decide to have a few assistants help students fill out the forms.

# CONCLUSION

## The Employability Skills Assessment Tool

### What are common challenges and solutions to completing the EAT?

Possible challenges involved in administering the EAT are followed by suggestions for overcoming them:

- ✪ **What if some students arrive late or do not show up on the scheduled day of completing the EAT?** It is possible to reschedule a make-up administration within 1-2 weeks of the planned administration, if you have the time to conduct it.

- ✪ **What if I think students will not understand the 24 questions?** The 24 questions have been tested with students. Also, use the oral administration process where you think that this may help overcome English language literacy challenges.

- ✪ **What if I think students will not understand the 5-point scale?** Use the optional introduction to the 5-point scale to help more visual/concrete learners. You can find this in the Introduction, Activity 3 instruction steps.

- ✪ **What if some of the students from the pretest drop out of the training before the post-test administration?** This is often a reality that impacts students. You will need to leave the Post-Test data blank for these participants.

- ✪ **What if new students join my course at the time of post-test administration that were NOT present at the beginning of the training?** If there are participants that entered the training after the pretest include them in completing the post-test.
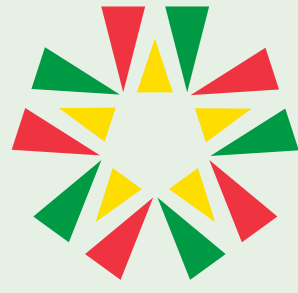
# Education Works
## TRANSFERABLE LIFE SKILLS
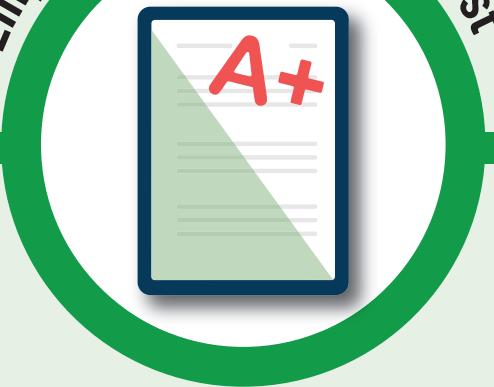## JOURNEY MAP

Beginning the Journey

Introduction

Setting Rules and Expectations

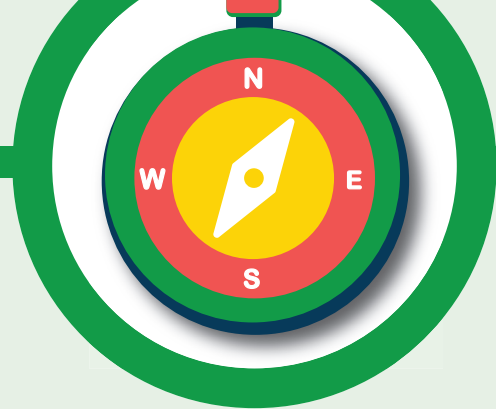Employability Skills Pre-test

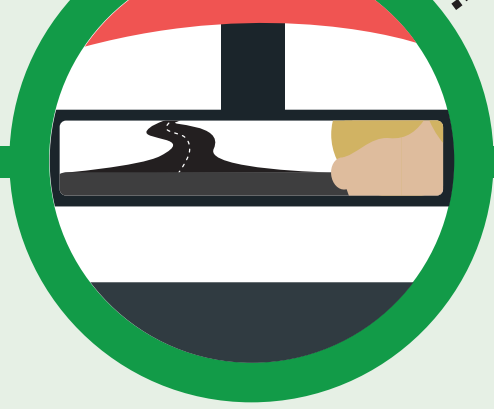Exploring Our Past and Future

Securing a Job

Where Am I Going?

Where Have I Been?

Where Am I Now?

Job Search and Networking
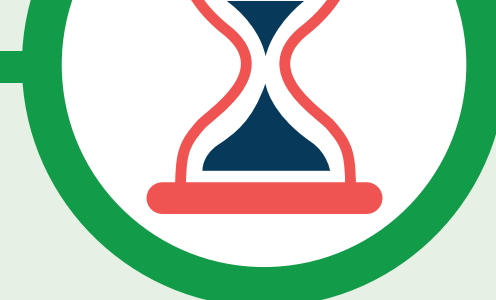
CV Writing

Job Review

Succeeding on the Job

Communication

Time and Stress Management

Working Rights and Safety

Being a Professional

Working Together

Problem Solving on the Job

Action Planning

NEXT STEPS

Brandeis — THE HELLER SCHOOL FOR SOCIAL POLICY AND MANAGEMENT Center for Youth and Communities

**USAID'S BUILDING THE POTENTIAL OF YOUTH ACTIVITY**
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