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FACILITATOR GUIDE

YOUTH EMPLOYABILITY SKILLS TRAINING

**Development Food Security Activity (DFSA) and
Livelihood for Resilience-Oromia (LRO)**



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WELCOME

Dear Facilitator,

The Facilitator Guide of the Youth Employability Training was compiled in the Fall 2018. It is based on methodologies developed by Catholic Relief Services (CRS) and Mercy Corps teams working in USAID funded Development Food Security Activity (DFSA) and Livelihood for Resilience-Oromia (LRO) programs in Ethiopia.

Rural youth – defined as young men and women between 15-29 years – make up a significant proportion of the population in Ethiopia. According to 2014 figures 71 percent of the population in Ethiopia is under 30 years old. Youth often face unique challenges including narrow skill sets, high levels of illiteracy, restricted access to productive assets, limited formal sector employment opportunities, and poor health and nutritional status. Limited opportunities push many rural youth to migrate to urban areas or even to countries outside of Ethiopia. This is especially challenging for female youth who face increased vulnerability when isolated and away from their families¹.

Responding to this context, DFSA and LRO strongly focus on the development of male and female youth. In December 2017 a Gender and Youth Analysis was conducted to inform the development set of activities responding to the specific needs of youth under the overall program objectives.

Building on its findings, the Youth Employability Training curriculum was designed to support male and female youth age 15-29 plan their career pathway and pursue decent, equitable and safe employment opportunities. The current curriculum is based on adaptations of CRS' WAY curriculum and Mercy Corps' Transferable Skills Curriculum.

It is expected that by the end of the youth employability training participants will be able to:

- Improve their transferable work readiness skills
- Better understand concepts related to positive work ethics and work readiness skills
- Increase their sense of confidence and hope in their ability to find safe and decent work

Good luck and remember you can always request assistance and support from program staff. They're here to help you!

*Sincerely,
DFSA and LRO Teams*

¹ December 2017 DFSA/LRO Gender and Youth Analysis

GLOSSARY OF TERMS

TRANSFERABLE SKILLS: Life skills that enable youth to positively navigate life’s social, political, economic, and personal transitions. These skills are ‘transferable’ in that they can help young people in many areas of their day to day lives – in getting a job, in school, in personal relationships, in becoming a leader in the community, and in everyday family life.

WORK READINESS SOFT SKILLS: Work Readiness Soft skills or “soft skills” can broadly be defined as a set of skills or competencies that help youth get, and then keep, a job.

DECENT, EQUITABLE AND SAFE WORK: Decent Equitable and Safe Work refers to work performed in conditions of freedom, equity, security and human dignity, to which women and men have access on equal terms.

HAZARDOUS WORK: Any work which is likely to jeopardize a person’s physical, mental or moral health and safety; it should not be done by anyone under the age of 18.

GENDER: The social differences and relations between men and women, boys and girls. Ideas about gender are learned, changeable over time and can be different within and among cultures.

CAREER: A person’s engagement with work over their whole lives, combining their skills, interests and life and work experiences.

PROFESSION: A paid occupation, especially one that involves prolonged training and a formal qualification

CV OR RESUME: A short document that sums up a job seeker’s education, work experience and activities, skills, accomplishments and any other information relevant to getting a job

APPLICATION/COVER LETTER: A letter to an employer expressing your interest in a job or area of work and highlights why you are qualified for the work

HARASSMENT: Unwanted conduct affecting the dignity of men and women in the workplace. Such action is perceived as demeaning and unacceptable by the recipient and creates an intimidating, humiliating or offensive environment. The term harassment is related to age, sex, race, disability, religion, sexual orientation, nationality, gender reassignment or any personal characteristic of the individual which is protected by law

SEXUAL EXPLOITATION: Pressuring or demanding individuals to provide sexual favors against their will, with the threat of denying project assistance, withholding work support, or any other negative repercussions in the workplace or community.

SEXUAL ABUSE: Any actual or threatened physical intrusion of a sexual nature, by force or under unequal or coercive conditions.

PROTECTION: Improving the safety, dignity, and inclusive access of individuals and communities.

HOW TO USE THIS MANUAL?

The Youth Employability Skills curriculum is designed for adolescents and youth between the ages of 15 and 29 but may also benefit individuals above this age. This guide and the exercises it proposes can be used in youth clubs, in high school classrooms, with Youth Livelihood Groups or Technical and Vocational Education & Training centers.

Training groups should comprise 15 participants per facilitator. If the group is bigger, we recommend breaking the groups into smaller groups or add a co-facilitator.

The curriculum is designed as a set of building blocks which can be put together in different ways. It contains three main training modules and one introductory module. Each module comprises between three to five thematic topics focusing on skills linked to the respective topic. The “Introduction” module and the “transferable skills” modules are foundational and should be facilitated with all youth participating in the

training. The “Employability Soft Skills” and “Entrepreneurship Skills” are optional and can be facilitated with specific target groups depending on program objectives and group characteristics. For example, for LRO beneficiaries, UNIT 3 should be considered for smaller youth cohort, predominantly youth that choose the “wage employment” program pathway. High school students can receive UNIT 1, 2 and 4 as this is likely to help them to explore and shape their future career goals

The session breakdown in each module can be adjusted to the specific operational environment. For example, for some, spreading training across a period of time, or doing it in several big chunks may result in better learning.

This modular approach provides facilitators with the flexibility they need to build their trainings as they see fit, considering the goals of the training, the audience, the number of days allocated, etc.

THE CURRICULUM IS STRUCTURED IN THE FOLLOWING WAY:

Module	Main Purpose
MODULE 1: Introduction to Youth Employability Skills Training	A foundational training module. Gives an overview of the training module foundation for active participation of participants.
MODULE 2: Transferable Skills	This module focuses on set of skills that can help young people in many areas of their day to day lives – in getting a job, in school, in personal relationships, in becoming a leader in the community, and in everyday family life. Key topics covered in this module include values and skills, goal setting, communication, teamwork and leadership and time management.
MODULE 3: Work Readiness Soft Skills	This module focuses on employability skills or “soft skills.” These are a set of skills or competencies that help youth get, and then keep, a job. Key topics covered in this module include: career planning, identifying work options, decent, equitable, and safe work, how to write a CV, how to interview, and work ethics and habits.
MODULE 4: Closing Session	This module provides an opportunity for participants to reflect on their learnings and transition into their daily lives outside of the workshop space.

SAMPLE LESSON PLANS

5 days (7 hours/day)

🕒	Day 1 (06:40)
00:30	Welcome and Introductions
00:15	Training Overview
00:05	Energizer/ Break
00:50	Roles and Responsibilities
00:05	Energizer/ Break
00:10	Introduction to Transferable Skills
00:45	Exploring my values and skills
01:00	Break
00:50	Setting Goals and Making Plans 1: Frame Up and SMART Goals
00:05	Energizer/ Break
00:60	Setting Goals and Making Plans 2: Steps, Challenges and Helpers
00:10	Setting Goals and Making Plans 3: Personal Application
00:05	Break
00:05	Frame Up: Leadership and Teamwork
00:35	Leadership and Teamwork 1: Cross the River, Personal Application
00:10	End of the day review

🕒	Day 2 (06:10)
00:10	Heart Contract Review
00:10	Morning Review
01:10	Leadership and Teamwork 2: The construction, Inspiring Leaders
00:05	Energizer/ Break
00:35	Leadership and Teamwork 3: Personal Leadership
01:35	Communication
01:00	Break
01:15	Time Management
00:10	End of the day review

🕒	Day 3 (06:55)
00:10	Heart Contract Review
00:10	Morning Review
00:20	Introduction to Work Readiness Soft Skills
00:55	Career Planning
00:05	Energizer/ Break
01:10	Safe , Equitable and Decent Work 1: Equitable Work Environment, Gender and Age
01:00	Break
01:20	Safe , Equitable and Decent Work 3: Respect for rights, Staying safe at work
00:05	Energizer/ Break
00:30	Frame up : Identifying work options unit
01:00	Identifying work options 1 : Mapping Work Opportunities
00:10	End of the day review

🕒	Day 4 (07:05)
00:10	Heart Contract Review
00:10	Morning Review
01:00	Identifying work options 2: How and where to find information about jobs, using networks
00:05	Energizer/ Break
00:45	Identifying work options 3: Understanding Job Advertisements
00:05	Energizer/ Break
00:35	Frame Up: C.V and Cover Letter
01:00	Break
01:20	CV and Cover Letter : Tips for CV Writing, Writing my CV
00:05	Energizer/ Break
00:40	Frame Up: How to Interview
01:00	How to Interview 1: Interviewing Skills and Behaviors, The Hot Seat
00:10	End of the day Review

🕒 Day 5 (06:55)	
00:10	Heart Contract Review
00:10	Morning Review
00:55	How to Interview 2: Preparing myself for an interview
00:05	Energizer/ Break
00:35	Personal Application: Preparing Myself for Common Interview Questions
00:40	Practical Application- Lets Interview!
00:20	Activity: What's Next? After the interview
01:00	Break
00:50	Frame Up: Professional Work Habits and Attitudes
00:30	Activity: My Personal Work Habits and Attitudes
00:05	Energizer/ Break
00:30	Activity : Being Reliable
00:10	Personal Application
00:05	Energizer/ Break
00:50	Closing Session

Unit per day

🕒 Day 1 : Introduction (170 minutes)	
00:30	Welcome and Introductions
00:15	Training Overview
00:05	Energizer/ Break
00:50	Roles and Responsibilities
00:05	Energizer
00:10	Introduction to Transferable Skills
00:45	"Exploring my values and skills
00:10	End of the day Review

🕒 Day 2: Setting Goals and Making Plans (155 minutes)	
00:10	Heart Contract Review
00:10	Morning Review
00:10	Frame up: Setting Goals and Making Plans
00:10	Activity: Dream Activity
00:05	Energizer
00:30	Activity: What are SMART Goals?
01:00	Activity: Setting Goals: Steps, Challenges and Helpers
00:10	Personal Application
00:10	End of the day Review

🕒 Day 3: Communication (125 minutes)	
00:10	Heart Contract Review
00:10	Morning Review
00:10	Frame Up: Communication
00:15	Activity: Verbal communication: Drawing Back to Back
00:30	Activity: Act It Out - Non Verbal
	Energizer
00:30	Activity: Communication Styles
00:10	Personal Application: My Communication Style
00:10	End of the day Review

🕒	Day 4: Leadership and Teamwork (170 minutes)
00:10	Heart Contract Review
00:10	Morning Review
00:05	Frame Up: Leadership and Teamwork
00:30	Activity: Cross the River
00:05	Personal Application team work: Reflection Journals
00:05	Energizer
00:40	Activity: The Construction
00:30	Activity: Inspiring Leaders
00:35	Personal Leadership
	End of the day Review

🕒	Day 5: Time Management (105 minutes)
00:10	Heart Contract Review
00:10	Morning Review
00:10	Frame Up: Time Management
00:30	Activity: The Mayo Jar
00:05	Activity: Time management examples
00:25	Group Work : Time Stealers
00:05	Personal Application: Reflection Journals
00:10	End of the day Review

🕒	Day 6: Career Planning (110 minutes)
00:10	Heart Contract Review
00:10	Morning Review
00:20	Frame Up: Work Readiness Soft Skills Module
00:05	Frame up: Career Planning
00:10	Case Study: Jamilla
00:05	Energizer
00:40	Individual Work: Identifying My Career Goals
00:10	End of the day review

🕒	Day 7: Safe and Decent Work (195 minutes)
00:10	Heart Contract Review
00:10	Morning Review
00:10	Frame Up: Safe and Decent Work
00:30	Activity: Equitable Work Environment- Exploring Diversity at Work
00:05	Energizer
00:30	Activity: Gender and Age at the work place
00:20	Quiz: Respect for Rights
00:05	Energizer
01:00	Activity: Staying Safe at Work
00:05	Energizer
00:10	End of the day review

🕒	Day 8: Identifying Work Options Part 1 (120 minutes)
00:10	Heart Contract Review
00:10	Morning Review
00:30	Frame up of identifying work options unit
00:60	Activity: Mapping Work Opportunities
00:10	End of the day review

🕒	Day 10: CV and Cover Letter (150 minutes)
00:10	Heart Contract Review
00:10	Morning Review
00:35	Frame Up: C.V and Cover Letter
00:20	Activity: Tips for CV Writing
00:05	Energizer
01:00	Practical Application: Writing My CV
00:10	End of the day review

🕒	Day 11: How to Interview Part 1 (155 minutes)
00:10	Heart Contract Review
00:10	Morning Review
00:05	Frame Up: How to Interview
00:30	Discussion: Interviewing Skills and Behaviors
00:05	Energizer
00:40	Activity: The Hot Seat
00:35	Activity: Preparing myself for an interview
00:35	End of the day review

🕒 Day 12: How to Interview Part 2 (130 minutes)	
00:10	Heart Contract Review
00:10	Morning Review
00:35	Personal Application: Preparing Myself for Common Interview Questions
00:05	Energizer
00:40	Practical Application- Lets Interview!
00:20	Activity: What's Next? After the interview
00:10	End of the day review

🕒 Day 13: Professional Work Habits and Attitudes (170 minutes)	
00:10	Heart Contract Review
00:10	Morning Review
00:50	Frame Up: Professional Work Habits and Attitudes
00:05	Energizer
00:30	Activity: My Personal Work Habits and Attitudes
00:45	Activity: Being Reliable
00:10	Personal Application
00:10	End of the day review

🕒 Day 14: Closing Session (50 minutes)	
00:50	Closing Session

8 days (4 hours/day)

🕒 Day 1 (03:55)	
00:30	Welcome and Introductions
00:15	Training Overview
00:05	Energizer/ Break
00:50	Roles and Responsibilities
00:05	Energizer
00:10	Introduction to Transferable Skills
00:45	Exploring my values and skills
00:15	Break
00:50	Setting Goals and Making Plans 1: Frame Up and SMART Goals
00:10	End of the Day Review

🕒 Day 2 (04:05)	
00:10	Heart Contract Review
00:10	Morning Review
01:00	Setting Goals and Making Plans 2: Steps, Challenges and Helpers
00:10	Setting Goals and Making Plans 3: Personal Application
00:05	Energizer/ Break
01:25	Communication part 1: Verbal and Non Verbal Communication
00:15	Break
00:40	Communication part 2: Communication styles
00:10	End of the Day Review

🕒 Day 3 (04:35)	
00:10	Heart Contract Review
00:10	Morning Review
00:40	Leadership and Teamwork 1: Frame Up, Cross the River, Personal Application
00:05	Energizer
01:10	Leadership and Teamwork 2: The construction, Inspiring Leaders
00:05	Energizer
00:35	Leadership and Teamwork 3: Personal Leadership
00:15	Energizer/ Break

00:75	Time management
00:10	End of the Day Review

🕒 Day 4 (04:40)	
00:10	Heart Contract Review
00:10	Morning Review
00:20	Introduction to Work Readiness Soft Skills
00:55	Career Planning
00:05	Energizer/ Break
01:10	Safe, Equitable and Decent Work 1: Equitable Work Environment, Gender and Age
00:15	Break
00:20	Safe, Equitable and Decent Work 2: Respect for rights
00:05	Energizer/ Break
01:00	Safe, Equitable and Decent Work 3: Staying safe at work
00:10	End of the day review

🕒 Day 5 (04:10)	
00:10	Heart Contract Review
00:10	Morning Review
01:00	Identifying work options 1: Frame Up, Mapping Work Opportunities
01:30	Energizer/ Break
01:00	Identifying work options 2: Information about jobs, using Networkss
00:15	Break
00:45	Identifying work options 3: Understanding Job Advertisements
00:15	End of the day review

🕒 Day 6 (04:00)	
00:10	Heart Contract Review
00:10	Morning Review
00:55	CV and Cover Letter 1: Frame Up, Tips for CV Writing
00:20	Energizer/ Break
01:00	CV and Cover Letter 2: Writing My CV
00:15	Break
01:00	How to Interview 1: Frame Up, Interviewing Skills and Behaviors
00:10	End of the day review

🕒 Day 7 (03:15)	
00:10	Heart Contract Review
00:10	Morning Review
01:00	How to Interview 2: The Hot Seat , Preparing Myself for an Interview
00:05	Energizer/ Break
01:15	How to Interview 3: Common Interview Questions, Lets Interview!
00:05	Energizer/ Break
00:20	How to Interview 4: What's Next? After the interview
00:10	End of the day review

🕒 Day 8 (03:45)	
00:10	Heart Contract Review
00:10	Morning Review
00:50	Frame Up: Professional Work Habits and Attitudes
00:05	Energizer/ Break
00:75	Professional Work Habits and Attitudes 2 : My Personal Work Habits and Attitudes, Being Reliable
00:10	Personal Application
00:15	Break
00:50	Closing Session

LEARNING PRINCIPLES

- **Youth led** – The curriculum was designed with the understanding that young people are experts in their own lives and bring vast expertise to the table. Whenever possible, participants should be encouraged to generate examples and facilitate some of the sessions themselves. We encourage you to deliver the training WITH youth not FOR youth. Taking a leadership and active role in the training provides a chance for youth to have their voice heard and practice skills relevant to their ability to engage in meaningful employment.
- **Active Learning** – Youth learning takes place through interaction. Your training should recognize and build on the considerable knowledge and experience that youth bring with them. For this, you'll need to build in lots of interaction! There are several other aspects to interaction that you need to always keep in mind:
 - ▶ Learning is, by nature, a social activity.
 - ▶ Learning happens best when the body is also involved, i.e. there is physical movement.
 - ▶ Learning and fun are directly linked. In fact, play studies in many species (not just humans!) show that fun is one of the top vehicles for effective learning.
- **Multi-modal** – Each module of the curriculum switches teaching styles frequently (e.g. group discussion, role play, one-on-one conversation, group activity) in order to address the needs of different styles of learners. It also contains audible, visual, written activities or physical movement to also engage different learning styles.
- **Sensitive to needs of less literate youth** – The curriculum can be given to youth in any stage of literacy or numeracy. In most cases, activities require no writing, but when they do there are structured non-literacy alternatives. It can be facilitated with youth at any education level – from having dropped out of primary school to college graduates. While most of the sessions can be run with youth who have no literacy, we highly recommend that facilitators ascertain how many readers they have in each group, and who they are, as during small group work in some modules it is easier if there is one reader/writer per group.
- **Sensitive to needs and constraints of female youth** – The training can be facilitated both in single sex (female only) or a mixed sex groups (male and female mixed). Facilitators will need to make the best evaluation of whether or not to segment based on their population, the local culture and the operational environment available to them. There are several important issues to take into consideration when making a decision about the group composition:
 - ▶ Young women and adolescent girls often have less time available to them as they are engaged in housework and child care activities.
 - ▶ Gatekeepers (i.e. parents or community leaders) may be reluctant to engage young women to certain settings.
 - ▶ Young women and adolescent girls often feel less confident, especially in settings dominated by men.
 - ▶ Some topics, such as safety in work places might be sensitive.

Being aware of these issues will allow more active participation of both male and female youth. Based on the local context you can choose one of the following group breakdown options:



1. Male and female youth mixed group for the entire training
2. Male only, Female only separated groups for few sessions at the beginning and gradually shift towards joint groups
3. Male and female youth together for large group work, but sometimes broken into sex separated groups for small group work or discussion.
4. Male only and female only group for entire training.

Interactive Training Space

The training space or venue is also important for learning and skills development. Ensuring there is enough light, space, and comfortable temperature for both learning and group activities are important factors when delivering the training. Ideally, you want to have visuals on the walls, play music before or during breaks to have a fun and comfortable atmosphere and be less formal and inviting for young people where chairs are not in lines like a classroom. Ideally, groups of tables with 4-6 people should be placed around the room to encourage peer or group activities. Have participants move around and change seats to meet new people and engage with everyone to build trust and a safe space amongst the participants.



TIPS FOR FACILITATORS

BE ENGAGING: Bring excitement and energy to every training. Speak in a loud clear voice and use your body language to show participants how much you care. Let participants laugh and treat them as equals.

BE AN ELEPHANT: An elephant has big ears and a small mouth: Listen to participants. A good facilitator only speaks about 10% of the time. Ask lots of questions and let youth answer each other's questions.

BE AWARE: Be aware of every participant's name and at least one of their strengths. Also, be aware that some youth in your training group may be vulnerable and may need one-on-one support before or after training sessions.

BE A REFEREE: A referee makes trainings fun and fair for everyone. Always be gender sensitive and try to engage youth with disabilities. Don't impose your values on participants and allow them to share their values freely with each other.

BE PREPARED: Start preparing for each training session at least one day in advance. Coordinate with other facilitators early, whenever possible. Find the answers to any questions you do not know the answer.

BE FLEXIBLE: Find creative ways to make your program work. Use available substitutes for any missing materials. Think of ways you can still conduct the activities as problems arise (technology deficits, weather issues).

BE POSITIVE: Use clapping, group chants or other tricks to keep participants' attention without yelling. Praise individual participants in front of the entire group. Criticize or give advice to individual youth one-on-one.

BE A ROLE MODEL: Believe what you teach and practice what you preach. You are always a youth facilitator, whether you are in the training room or out in the community.

BE FOCUSED: Stay focused on the themes of the activity and be aware of the time estimates for each activity.

BE INCLUSIVE: Remember that different youths have different learning styles, so what works well for some participants may not work well for others. The multi-session aspect of this training allows all students to have a chance to shine – let everyone have a chance to show their strengths.

BE TRUE: Let your own style shine through. Be honest about what you know and don't know. If a participant asks you a question and you don't know the answer, say you don't know and find out the answer.

COMMUNICATING WITH YOUTH

Recognizing Vulnerability

As youth specialists, it is our responsibility to understand the effects of vulnerability on youth development. This understanding needs to inform and guide how we work with our participants.

Part of what makes working with at risk youth is that there is not one behavior or characteristic that is common to all of them. Young people cope with vulnerability in different ways. Sometimes, they will act out or exhibit behaviors that might give us obvious clues that they are suffering. Other times they act and appear “normal” on the outside, but underneath the surface they are suffering.

It is critical to recognize that all behavior tells a story – a story of coping, survival and a youth’s best attempts at managing his or her stress. Sometimes, the very best a youth can do will be

behavior that we might view as disruptive, anti-social, or even self-destructive. It is critical that we always remember the context within which this behavior is happening and try to see it as a youth’s attempt to cope and manage incredibly difficult feelings and experiences.

Sometimes, when a youth acts out with a destructive or distressing behavior, it is easy to automatically react to that behavior without taking a moment to reflect about why that student is behaving that way. Facilitators should avoid reflexive decision making, but instead, whenever possible, take a moment to think before reacting to a behavior. The table below provides examples of some of the more common symptoms and behaviors that we may see or hear a youth exhibit and what it may mean about their attempts to cope and manage their stress.

Behavior we see

Story this behavior may be telling us about this youth

Generalized worry, anxiety, or hyper-vigilance	<p>“ I can’t separate my specific fears and worries about my safety from other worries about exams, relationships, etc. This may seem strange but in a way my ‘worrying about everything’ is actually helping me cope to a degree because my worry about my safety is so immense that it can be paralyzing. In general, my anxiety level is so high that I need to spread out my worry to other parts of my life. If I didn’t do this, the intensity of my feeling would likely overwhelm me. By moving my worry to other things in my life I can focus my fear and stress on things I actually may have some control over.”</p>
Apathy, lack of interest in normally fun activities, not caring about anything	<p>“ Things that matter to me, such as my house, my school, the places in my community where I play, and my treasured possessions may have been destroyed. This situation has not changed for a long time and it may never get better. Why should I care anymore about other things in my life? I don’t want any more hurt or loss. It is better to just stop caring, then I won’t get as hurt. This ‘not caring’ is my way of managing the incredible pain I may be feeling from things that I have lost. It is my way of protecting myself.”</p>

<p>Becoming very upset at seemingly small disruptions or events</p>	<p>“ I have experienced so much pain, fear and loss and seen so many things I care about destroyed that the seemingly small things in my life now take on much more meaning to me. This backpack or notebook or photograph may have very special meaning to me. Maybe the backpack was given to me by my uncle who has died. Maybe this photograph is the only image I have of my brother. And when I don't do well on a quiz or I drop a glass and break it, I may become really upset because I am carrying with me so much loss, pain and fear of more loss, that these small events are very disruptive to me. I am so fragile right now that I may fall apart when small disruptions happen.”</p>
<p>Panic attacks</p>	<p>“ Like described above, I am carrying with me so much fear, pain and/or loss that, even though I may seem okay on the outside, I'm not okay on the inside. Normal life stressors, such as exams, disagreements with a peer, etc. actually may be just enough to trigger all of my fear and pain, especially if it something I really care about.”</p>
<p>Inability to focus or concentrate</p>	<p>“ Some of the events that have happened to me have come on so suddenly that now I am afraid for when the next one will happen. Even though I have lived in this situation for such a long time and I know that something bad will probably happen again I don't know exactly when. This 'knowing but not knowing when' consumes some of my thoughts. It may not be something I can talk about but I am always expecting something bad to happen. As a result, I can't focus on other things such as school. It's not that I can't concentrate, it's that I am using my concentration to be ready for the next bad thing to happen. I am actually concentrating very intensely on keeping myself safe.”</p>
<p>Anger, aggression, or violence</p>	<p>“ I am angry. I may have lost family, friends, and my home. I don't understand why this is happening to me and I can't take any real action to deal with my anger. I can't confront my attacker. I don't see any justice for what has happened to me. So, I have to carry this frustration, pain and anger around all day. Then, if something happens that might be a relatively small provocation, watch out! You may see a lot of anger, even violence that may seem inappropriate for the actual situation. But please remember, I have so much anger inside of me already that I haven't figured out what to do with it. I'm already ready to snap before you even approach me.”</p>
<p>Extreme focus on some aspect of their life</p>	<p>“ I have lost control of so many things that other youth take for granted. To manage this loss of control I might put all of my energy into one aspect of my life that I think I have control over, such as training for sports, studying, or a particular relationship. I also may use this intense focus on one aspect of my life to block out and distract myself from all the other terrible things going on around me. In this way I can actually feel some control and even experience some success while many other parts of my life may be falling apart.”</p>



<p>Avoidance, detachment, or withdrawal</p>	<p>“ I have seen people I care about die and things that matter to me destroyed, and I can't really do anything about it. It seems that this destruction is likely to happen again, so maybe a way to not be hurt is to try to avoid or not get too attached to anything. If I can emotionally separate from people and things in my life and if I can actually emotionally/physically avoid these things, maybe I can protect myself from how much these kinds of losses hurt me.”</p>
<p>Extreme attachment to a caregiver or other adult figure</p>	<p>“ With all the loss around me I might be missing any real caregivers in my life. If you start to care about me and I begin to trust you, I might become intensely attached to you. I have such a high need for love and protection in the midst of all of this loss that I can't help it. I also may attach to you so closely because I am afraid of losing someone else I care about.”</p>
<p>Constantly sick or injured with headaches, stomach aches, or loss of appetite</p>	<p>“ Emotional stress causes physical symptoms. My body is trying to manage all of the stress I am feeling and it does this by trying to tell me through physical symptoms that I am not well emotionally. It gives me headaches, stomach aches, etc. It's my body's way of telling me I need help and support. Over time my body will begin to lose its ability to protect me from the stress and I may start to have even more serious symptoms.”</p>
<p>Self-injurious thoughts, behavior, or considering suicide</p>	<p>“ Sometimes when the pain, fear and loss are so big I can become numb to things in my life. I literally stop feeling. I might start cutting myself or hurting myself because it's the only way I can be sure that I am still able to feel things. This physical pain gives me access to my emotional pain. This situation is so hard and it seems like it will never get better. I feel like nobody around me understands what I am going through and I have nobody to talk to. In this lonely and isolated state I may start to think that the only way out is to end my life.”</p>

It is up to us as caring youth specialists to try to understand the emotions a youth may be feeling and pay attention to the symptoms they are showing. We should strive to look and listen for the 'story' behind the behavior. Once we understand these stories, we can make a bigger difference in youth lives.

Although a youth specialist, however, a facilitator also needs to understand his or her own limits. Unless you are a professional crisis worker with a therapeutic background, you should not attempt counseling. There are several principles and practices we need to include to build a setting and environment that is friendly to at-risk youth.

These include:

1. Establishing a consistently *safe, stable and predictable environment*. Start on time, always do icebreakers and closing circle, ensure that the training space is in a secure area.
2. Facilitating the formation and strengthening of meaningful and supportive *relationships*. Create opportunities before and after class for youth to socialize (teas, social events, cultural games, listening to the radio/music).
3. Creating many opportunities to experience *competence in and control of their lives*.
4. Creating experiences that *feel "normal."*
5. Offering numerous opportunities to make *real contributions* to the success of the program.
6. Offering opportunities for *physical activity, if possible*.
7. Providing many opportunities for participants to *express their feelings and thoughts*.
8. Being ready to have a *vital and deeper conversation* with youth at any time.

If a disruptive incident occurs, do the following:

- No matter what the young person is doing, make sure they *feel seen and heard*. Don't ignore unusual behavior, but address it as soon as possible before or after class.
- Use supportive "I" statements as much as possible when talking to the student. "I was really confused by the behavior that I saw in there earlier during ___ activity. Can you tell me what was going on?" instead of "Your behavior was not OK earlier; please don't act like that again."
- Listen, using active listening techniques, while the student tells you what was happening. Sometimes just talking, and being heard, is enough to help a student move through a problem.
- If you think the participant needs more help, have easy access to the contact information of a qualified counselor.
- Remember you can't solve most youth problems – and in most cases that is not your job. However, you can listen, facilitate, and most importantly do your job, which is to provide training in a safe, non-judgmental space.

Our moral and legal commitment for working with children and vulnerable adults

In all of our projects, we are committed to ensuring that each young person enjoys the benefit of a protective environment in which their rights are respected. When working with youth, and especially children under the age of 18, power dynamics can sometimes be used negatively. It is therefore important to highlight that everyone involved in the training has a legal and moral responsibility to safeguard their welfare.

DFSA/LRO Employees, implementing partners, teachers and others involved in DFSA/LRO should all comply with the following key rules:

- Sexual activity with children (persons under the age of 18) is prohibited regardless of the age of maturity or age of local consent. Mistaken belief in the age of a child is not a defense;
- Exchange of money, employment, goods or services for sex, including sexual favors or other forms of humiliating, degrading or exploitative behavior, is prohibited.
- Sexual relationships between personnel and beneficiaries are strongly discouraged since they are based on inherently unequal power dynamics;
- Staff and partners working on DFSA/LRO are obliged to create and maintain an environment that prevents sexual exploitation and sexual abuse.
- Staff and partners working on DFSA/LRO have the obligation to report any concerns or suspicions regarding sexual exploitation or sexual abuse by a fellow worker, whether in the same agency or not, via established reporting mechanisms.

In Ethiopia, many of those rules are present in the Federal Civil Servant Proclamation which prohibits other misbehaviors subject to rigorous disciplinary penalties including:

- a. Abuse of power
- b. Sexual violence at the workplace
- c. Accepting or demanding bribes
- d. Committing an immoral act at the place of work

What should I do if I have a complaint about sexual exploitation and abuse?

Reporting to CRS or Mercy Corps Global Headquarters:



You can reach out to CRS' toll-free telephone service number 1 – 866 – 295 –2632. To call from Ethiopia use 503-444-4912. You can reach Mercy Corps global ethics department at 1-800-461- 9330



If you chose to, you can file an online complaint at CRS Ethics Point www.CRSProtects.EthicsPoint or Mercy Corps integrity hotline at Mercycorps.org/integrityhotline

Reporting Locally in Ethiopia:



In the near future you will be able to call MCS/HCS Woreda MEAL Expert between 9:00 am to 12:00 pm every working day using. The FRM mobile phone number is currently not functional but will be reestablished soon. The phone will be kept at the MCS and HCS Woreda office and controlled by the Woreda MEAL Expert.

In the near future you will also be able to call this toll free phone number 011-6190465. when the feedback provider calls, the caller phone hang-up and receive a call back.



If you don't feel comfortable with those options, you can also reach out to CRS, Mercy Corps MCS or HCS representative in your area knowing that they are obliged to file a complaint. Every report will be taken very seriously and will be investigated in a confidential manner.

Anonymous reports are allowed, but such reports can significantly restrict CRS and Mercy Corps' ability to investigate and hold harassers and abusers accountable.

MODULE 1

INTRODUCTION TO YOUTH EMPLOYABILITY SKILLS TRAINING



UNIT 1.1 WELCOME AND INTRODUCTIONS

- ☑ Get to know the other program participants
 - ▶ Frame Up: Introduction ⌚ 5 minutes
 - ▶ Activity: Throw the Ball Name Game ⌚ 10 minutes
 - ▶ Activity: Find what's in Common ⌚ 15 minutes
-

UNIT 1.2 TRAINING OVERVIEW

- ☑ Understand the purpose and agenda of the training
 - ▶ Frame Up: youth employability skills training ⌚ 15 minutes
-

UNIT 1.3 ROLES AND RESPONSIBILITIES

- ☑ Develop shared ground rules for operating in a safe space
 - ▶ Activity: The heart contract ⌚ 35 minutes
 - ▶ Activity: Training Activity Matrix ⌚ 15 minutes
- ☑ Understand their active roles and responsibilities throughout the training

WELCOME AND INTRODUCTIONS



WHAT?

→ An introduction of participants to each other

WHY?

→ To lay out the foundation of communication within a safe space.

MATERIALS: ▶ Ball or two

Welcome the participants. Introduce the facilitators briefly. Explain the what/why elements of the introduction part.

1. ACTIVITY:

Throw the ball name game

🕒 10 minutes

Ask participants to stand in a circle and throw the ball across the circle to each other.

At first, participants are asked to say their own names when they catch the ball.

After 3 minutes, ask participants to shout the name of the participant that they are throwing the ball to.

After 5 minutes, ask participants catching the ball also shout the name of the participant that threw them the ball.

You can add one more ball to make the game more engaging!

2. ACTIVITY:

Find what's common

🕒 15 minutes

Tell participants that we will perform an activity to discover similarities and differences among the group. Explain that you will name 5 different categories each time.

For each category, participants will be asked to group themselves together with other participants sharing the same answer. For each category they have between 45 seconds and 2 minutes to form a group (depends on the category). For example, if I say, "the same number of siblings," you would then stand up and form a group with everyone who has the same number of brothers and sisters. Those of you who are single children would form a group as well.

Use the following categories for the participants to group themselves:

- Same number of siblings
- Born in the same season/quarter of the year
- Enjoys the same sport/hobby/leisure time activity
- Favorite color
- Favorite food
- Something we want to change in our community

In the end of each category, once participants have formed groups with others who are similar, stop the mingling and ask a member from each group to identify his or her group's commonality. Then repeat with the next category.

Explain that this activity was to help us realize that we are all similar and can work together.

UNIT 1.2

TRAINING OVERVIEW

**WHAT?**

→ Youth Employability Skills Training

WHY?

→ To support male and female youth age 15-29 plan their career pathway and pursue decent, equitable and safe employment opportunities.

MATERIALS: ▶ Flip chart with what/why/how ▶ Handout with your final training agenda ▶ Flip Chart with expected outcomes

Show the what/why on a flip chart. Frame-up the activity by briefly explaining what, why and how the training will be conducted. Present the following on a flip chart, explaining to participants that throughout the training, we will be using the “*what why how*” frame up tool every time we introduce a new topic or a concept. Explain that this slide shows the frame-up for the entire training.

Explain that this training is provided by CRS/Mercy Corps as a part of the DFSA/LRO program. Provide a short explanation about the program and explain that we believe and acknowledge the importance of young men and women in Ethiopia; therefore, we focus on their development and role they play in their community and country’s development as well. This training is one of the steps to do so.

Distribute your final training lesson plan to participants. Go through the modules that you are planning to train on. Explain why they are relevant to the training and to each other and how they build on one another. Briefly touch on what you expect participants will take away from each module.

Show training outcomes on a flip chart and explain that it is expected that by the end of the youth employability training participants will be able to:

- ▶ Improve their transferable work readiness skills,
- ▶ Better understand concepts related to positive work ethics and work readiness skills, and
- ▶ Increase their sense of confidence and hope in their ability to find safe and decent work.

ROLES AND RESPONSIBILITIES



WHAT?

➔ The development of a tool to organize and shape the group’s relationships, interactions and boundaries.

WHY?

➔ To practice healthy communication and self-expression within the group and create a friendly, safe space for all. To allow participants the opportunity to monitor, regulate and modify their behavior.

MATERIALS: 4-5 Flip charts cut in the shape of a heart ▶ Markers/materials for participants ▶ Create a schedule on a flip chart paper of the activities you want participants to lead and the days and timings of each. ▶ Flip chart with key training techniques ▶ Handout: Activity Bank ▶ Markers/materials for participants

1. ACTIVITY:



The Heart Contract

🕒 35 minutes

Frame-up the activity by briefly explaining what, why slide.

Begin a discussion around feelings. Ask participants:

- ❓ How are participants feeling today?
- ❓ Where is the feeling coming from?
- ❓ Which part of their body is affected by it?

Emphasize that there are many common feelings that people experience. These feelings show themselves in different ways for different people, but the feeling itself is common. Explain that common human feelings create bonds between people. During this discussion, one or more of the participants may have mentioned “the heart” when referring to the parts of the body where feelings originate. Lead participants to an understanding that things that come from the heart are not imposed on us, they are things we really believe in, things of which we have ownership.

Tell participants that we will now create a “heart contract together.” The contract will be a fluid document; one that can be changed. It will help us break down barriers and increase our trust in one another. It will set the ground rules of how we want to communicate and deal with each other in this safe space (community).

Divide participants to small groups.

NOTE TO FACILITATOR:

Check out Annex: [fun ways to arrange participants for partner or group work](#). The document is a completion of techniques that could help you divide participants into groups and pairs in fun and engaging way!

Hand each group a flip chart paper with the shape of a heart. Tell each group that they have 15 minutes to draw or write a set of things that will make them feel comfortable and safe during the training. Explain that in order to answer this question they can think about a time in their life when they were in a setting like a class/training/ school/work place and didn’t feel very

comfortable. What made them feel this way?
What are some rules they can set to ensure other participants do not feel this way?

Ask for a spokesperson of each group to explain their answers. To allow the activity to run more efficiently, request that spokespeople not bring up points that have already been mentioned by previous groups.

When answers are presented, facilitate the discussion and take notes of the key desirable behavior(s) on a flip chart. Use the following principles to articulate the group agreement:

1	Ask for examples and illustrations to further explain a point.
2	Dig deeper. Unpack the big concepts and motivate participants to break them down into clear, understandable and applicable steps. for example: if participants bring up RESPECT ask them what does respect look like in practice? Try not to use “big, general words.”
3	Give positive alternatives. If a person or a group proposes punishment for certain behaviors, encourage them to identify alternative positive ways to deal with the issue. for example: instead of writing “don’t talk on the phone” suggest “ go outside quietly to talk on the phone if you have an urgent call.”
5	Don’t force (or forbid) anything. Even if you disagree with what is written now, give it a chance to change along the way, as long as it’s harmless.

Stick the hearts the group created around the ground rules. Explain that this is a living document which will be with them throughout the entire training and will be revisited down the road. It is an agreement between everyone present and should be respected and adhered to accordingly.

Gauge participants’ understanding of the *Heart Contract* and address any concerns before moving on.

2. ACTIVITY:

Training Activity Matrix

🕒 10 minutes

Frame-up the activity by briefly explaining what, why and how.

WHAT?

→ The development of a facilitation plan for participants.

WHY?

→ To switch up the facilitator role through the training, keeping participants engaged and alert.

Tell participants that throughout the training we will use some techniques to maximize our learning: heart contracts, morning reviews, energizers, end of the day summaries and a participant personal journal. Show the following on a flip chart.



Heart Contract Review:

The purpose of this activity is for the participants to review the group agreements every training day before the sessions start. Participants will be asked to look at their heart contract again and determine whether this is still relevant. Are there any guidelines they want to remove? Add? Change?



Morning Reviews:

An interesting and engaging way to lead a reflection on the content of the previous day. The focus should not be on what the participants learned, but rather on how they might apply what they learned in their daily lives. Each training day should start with a morning review activity



Energizers:

Energizers are activities that increase the energy in a group by engaging participants in physical activity or laughter, or in ways that engage the members cognitively. A typical training day should have at least 2 energizers throughout the day.



End of the Day Reviews:

An interesting and engaging way to lead a reflection on the content of the current day. The focus should be on what participants learned during the day. Each training day should end with an end of the day review activity.



My Personal Journal:

Creates an opportunity for personal reflection. Participants can write or illustrate what they learned, their experience or answer questions in short paragraphs. They can be prompted to reflect by writing a poem or drawing a response instead of writing.

Distribute the [activity bank handout](#) to participants and explain that these are some examples for morning review, energizers and end of the day review. Participants can use them as examples.

Show the activity matrix to the participants and explain that you have left empty slots for the heart contract activities, morning reviews, energizers, and end of day summaries.

Tell participants that you expect two people to sign up for each slot, and to work as a team.

Ask each participant to sign up at least once and when everyone has done so, encourage participants to sign up for another slot.

Tell participants that they should plan their activities well ahead of time. Encourage them to discuss their ideas with you a day before they implement so you can help them shape up the activity.

Tell participants that you expect them to be creative and to take into account the possible different learning styles of the audience. They can use the examples provided but not do exactly the same. Be creative!



NOTE TO FACILITATOR:

These roles begin on the third day of training, so ensure that you allow enough time for participants to fill in the matrix before they leave on the first day.

Activity Matrix Sample

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Review	Zenyab + Solomon	Kamran + Alan	Daniel + Tiruset	Yara + Dana	Solomon + Mengito
Energizer 1	Yonas + Abraham	Ester + Belaynesh	Mohamed + David	Zenyab + Solomon	Kamran + Alan
Energizer 2	Nigist + Ahmed	Layla + Aisha	Yara + Dana	Yonas + Abraham	Mohamed + David
End of the day Review	Danie + Tiruset	Ester + Belaynesh	Layla + Aisha	Solomon + Mengito	Nigist + Ahmed

NOTE TO FACILITATOR:

This may be a good place for a break, stretch or energizer! Use the "Activity Bank" handout for some creative ideas. Gauge participants' understanding of the Activity Matrix and address any concerns before moving on.

TRAINING ACTIVITY BANK**ENERGIZERS**

Energizers are activities that increase the energy in a group by engaging participants in physical activity or laughter, or in ways that engage the members cognitively. A typical training day should have at least 2 energizers throughout the day.

ANIMAL SOUNDS

Give each player a piece of paper with a picture of an animal on it. Instruct players not to reveal what their animal is. Tell participants that they have to find the people in the room with the same animal as them but that they cannot use human words. Some will use sounds and others will use motions. This is also a great method to use to break participants into groups.

MUTE ORGANIZATION

Announce that you want everyone to line up across the room by birthdate. The only catch is that they have to do it without talking. Once they are all lined up, ask random people their birthdays just to be sure the lineup is correct. Other ideas are to line up by shoe size, height, birth month, etc.

A variation on this is to give everyone a number. They must arrange themselves in numerical order by communicating with each other without speaking or holding up their fingers.

TWO TRUTHS AND A LIE

In this activity, each person writes two truths and a lie about themselves, and then everyone tries to guess each other's lie. The goals are to convince others that your lie is the truth, that one of your truths is a lie and to correctly guess other people's lies. Go around the group, having each person read out their sentences for the others to guess.

THE WIND BLOWS THOSE

Everyone sits in a circle. One person needs to start the game by standing in the middle of the circle. This person starts a sentence with The Wind Blows Those. For example, "*The Wind Blows Those who have never been on an airplane*", "*The Wind Blows Those who have never been to a buffet*", "*The Wind Blows Those who have never been to Hawaii*", "*The Wind Blows Those who have never had a pet*". Everyone who that sentence applies to has to move from his or her seat and sit in a different chair. People cannot move to seats on their immediate left or right. For example, they can sit two seats away, but they cannot move to the left or right of their current chairs. The person left without a chair moves to the middle and the game is repeated.

NAME GAME

Everyone sits in a circle. One person starts by using an adjective starting with the same letter as their first name, followed by their first name, for example Sweet Silvia, Handsome Hank. The next person repeats the adjective and first name of the first person and then adds their own. Continue around the circle, with the last person having to repeat all the names in order and adding their own.

GEOGRAPHIC LOCATION

Each participant is from a different geographic location, but together they will form a map. If participants are not from different geographic locations, assign them different ones. Ask each participant to stand where he/she thinks they belong to make a map as close to scale as possible.

PAT ON THE BACK

Have everyone draw an outline of their hand on a sheet of paper, then tape it to their back. Have group members mingle and write things on everyone's backs that tells them something positive about themselves.

CONNECTING EYES

Participants stand in a circle. Make sure that the number of participants joining this exercise is even. Each person makes eye contact with another person across the circle. The two walk across the circle and exchange positions, while maintaining eye contact. Many pairs can exchange at the same time, and the group should try to make sure that everyone in the circle is included in the exchange. Begin by trying this in silence and then exchange greetings in the middle of the circle.

WHO IS THE LEADER?

Participants sit in a circle. One person volunteers to leave the room. After they leave, the rest of the group chooses a leader. The leader must perform a series of actions, such as clapping, tapping a foot, etc., that are copied by the whole group. The volunteer comes back into the room, stands in the middle and tries to guess who is leading the actions. The group protects the leader by not looking at him/her. She or he must change the actions at regular intervals, without getting caught. When the volunteer spots the leader, they join the circle, and the person who was the leader leaves the room to allow the group to choose a new leader.

WHO ARE YOU?

Ask for a volunteer to leave the room. While the volunteer is away, the rest of the participants decide on an occupation for him/her, such as a driver or fisherman. When the volunteer returns, the rest of the participants mime relevant actions at him/her. The volunteer must guess the occupation that has been chosen for them from the activities that are mimed.

KILLER WINK

Before the game starts, ask someone to be 'the killer' and ask them to keep their identity a secret. Explain that one person among the group is the killer and that they can kill people by winking at them. Everyone then walks around the room in different directions, keeping eye contact with everyone they pass. If the killer winks at you, you have to play dead. Everyone has to try and guess who the killer is.

BODY WRITING

Ask participants to write their name in the air with a part of their body. They may choose to use an elbow, for example, or a leg. Continue in this way, until everyone has written his or her name with several body parts.

FRUIT SALAD

The facilitator divides the participants into an equal number of three to four fruits, such as oranges and bananas. Participants then sit on chairs in a circle. One person must stand in the center of the circle of chairs. The facilitator shouts out the name of one of the fruits, such as 'oranges', and all of the oranges must change places with one another. The person who is standing in the middle tries to take one of their places as they move, leaving another person in the middle without a chair. The new person in the middle shouts another fruit and the game continues. A call of 'fruit salad' means that everyone has to change seats.

TIDE'S IN/TIDE'S OUT

Draw a line representing the seashore and ask participants to stand behind the line. When the facilitator shouts "Tide's out!" everyone jumps forwards over the line. When the leader shouts "Tide's in!" everyone jumps backwards over the line. If the facilitator shouts "Tide's out!" twice in a row, participants who move have to drop out of the game.

PAPER AND STRAW

Participants split into teams. Each team forms a line and places a piece of card at the beginning of their line. Each member of the team has a drinking straw. When the game starts, the first person has to pick up the piece of card by sucking on the straw. The card then has to be passed to the next team member using the same method. If the card drops, it goes back to the first person and the whole sequence has to start again.

DON'T ANSWER

Ask the group to stand in a circle. One person starts by going up to someone and asking them a question such as, "What is your most annoying habit?" However, they must not answer the question themselves – the person to their left must answer. People can make their answers as imaginative as possible!

ORCHESTRA

Divide the group into two and ask half to slap their knees and the other half to clap their hands. The facilitator acts as the conductor of the orchestra, controlling the volume by raising or lowering their arms. The game can continue with different members of the group taking the role of conductor.

STORY BUILD UP

Participants stand in a circle. One person starts the story with a sentence using first person format "I woke up to find myself in space" and acts it out using facial expressions, voice tone and body movements. The person on his/her right continues the story by repeating the first sentence and then adding their own sentence and action, and so on. Each person repeats what has been said before and adds their own sentence and action. The game continues until it completes a full round to reach the first person.

REMOTE CONTROL

A person is asked to volunteer to hold the virtual remote in the middle of an arc (or half circle) of participants. Participants are asked to keep quiet until the remote control holder points at them and gives them permission to "broadcast" something they have in mind, just like a TV. The remote control holder switches between channels in search of a channel he/she likes, and the person the holder points at should continue the same material they started with. Even if the remote control moves away, the "channel" should continue broadcasting.



MORNING REVIEWS

An interesting and engaging way to lead a reflection on the content of the previous day. The focus should not be on what the participants learned, but rather on how they might apply what they learned in their daily lives. Each training day should start with a morning review activity

THE QUESTION WHEEL

Prepare a question wheel: paint a large circle in the center of the cardboard. Divide it into various sections, making each section a different color. Write questions on pieces of paper and stick one to each section. Draw an arrow and place it in the center of the wheel; a piece of cardboard must be placed between the arrow and the wheel then secured with a nail or brad tack so it will spin properly. Ask each participant to spin the arrow. When it stops, the participant must answer the question that the arrow is pointing to. Prizes and penalties may be put on the wheel to make it more interesting.

THE DAISY

Prepare a daisy: cut and paint a circle to be the center of the flower. Cut as many petals as will fit around the circle, attaching a question to the back of each petal. Finally, attach the finished daisy to the wall, a window, or a chalkboard. Each participant must take a petal, read the question aloud, and answer it.

FISHING

Make several fish cuts and paint them bright colors. On each fish, make a bow or loop with string so the hook and rod can pull up the fish. Write questions on pieces of paper and attach one question to each fish.

Each participant must catch a fish and answer the question. If correct, the participant keeps the fish; if incorrect, place it back in the bucket. The person who catches the most fish and answers correctly wins a prize.

SPIN THE BOTTLE

Put pieces of paper with questions written on them inside the bottle. The participants must sit in a circle. Lay the bottle on its side on the floor and then spin it. The person toward whom the neck of the bottle points must take a question out of the bottle and answer it.

THE CLOWN

Draw a clown and paint it with bright colors. Write questions on pieces of paper and put them inside the balloons. Inflate the balloons and attach them to the various parts of the clown. Each participant must burst a balloon and answer the question written on the paper inside. Candies, prizes, and penalties can also be put in the balloons to make the game more interesting.



END OF THE DAY REVIEWS

An interesting and engaging way to lead a reflection on the content of the current day. The focus should be on what participants learned during the day. Each training day should end with an end of the day review activity

45 SECOND COUNTDOWN – A SNAPPY REVIEW EXERCISE

Two teams/two flipcharts, one participant from each team goes to one flip chart. The teams compete by drawing/ writing words/key concepts that were discussed in class today. The team that comes up with the longer list in 45 seconds wins.

ALPHABET REVIEW

Divide participants into groups. Ask them to write down keywords about the workshop... but in alphabetical order. The list that has the best, most relevant list is voted. To check quality and relevance of the keywords, each team is asked to pick up 3 keywords, and explain what new things they learnt.

PULL IT OUT OF THE HAT

Collect a variety of items and place them in a hat. Ask each learner to select one item and describe how it relates to something learned in class and how they will transfer that learning back to their job.

TEAM CHALLENGE

Have learners work in teams to create challenging – yet answerable – questions about the content that was covered during training. Once each team has had an opportunity to design their questions, they try to “stump” the other teams. Add rules, points and other guidelines to make this a competitive and interactive activity.

QUESTIONS BUCKET

Pass out post-it notes and ask participants to write questions about the covered material, add a few questions of your own that are not related to the training like “What was the best trip you ever been on” or “Your most memorable meal with family”. Add all questions to a bucket or box and throughout the session, pass around the questions bucket and ask participants to pull out a random question and answer it.

MODULE 2

TRANSFERABLE SKILLS



UNIT 2.1 INTRODUCTION TO TRANSFERABLE SKILLS

- ✔ Understand and explain what transferable skills are
- 🕒 Frame Up: Transferable skills 🕒 10 minutes

UNIT 2.2 EXPLORING MY VALUES AND SKILLS

- ✔ Identify personal values
- ✔ Self-analyze their personal strengths and areas for development
- 🕒 Activity: Values, Skills and Abilities 🕒 30 minutes
- 🕒 Activity: Areas of personal development 🕒 15 minutes

UNIT 2.3 SETTING GOALS AND MAKING PLANS

- ✔ Discuss the importance of setting goals
- ✔ Map their short-term and long-term goals
- ✔ Map a specific goal, steps to achieve it, potential helpers and barriers when trying to achieve goals
- 🕒 Frame up: Setting Goals and Making Plans 🕒 10 minutes
- 🕒 Activity: Dream Activity 🕒 10 minutes
- 🕒 Activity: What are SMART Goals? 🕒 30 minutes
- 🕒 Activity: Setting Goals: Steps, Challenges and Helpers 🕒 1 hour
- 🕒 Personal Application 🕒 10 minutes

UNIT 2.4 COMMUNICATIONS

- ✔ Explore the concept of communication and its different elements
- ✔ Self-reflect on their personal styles of communication
- 🕒 Frame Up: Communication 🕒 10 minutes)
- 🕒 Activity: Verbal communication: Drawing Back to Back 🕒 15 minutes
- 🕒 Activity: Act It Out – Non Verbal 🕒 30 minutes
- 🕒 Activity: Communication Styles 🕒 30 minutes
- 🕒 Personal Application: My Communication Style 🕒 10 minutes

UNIT 2.5 LEADERSHIP AND TEAMWORK

- ✔ Identify the characteristics of effective and cooperative team members
- ✔ Understand the importance of leadership and what qualities characterize a positive leader.
- ✔ Empower youth in becoming positive leaders in their personal and professional lives.
- 🕒 Frame Up: Leadership and Teamwork 🕒 5 minutes
- 🕒 Activity: Cross the River 🕒 30 minutes
- 🕒 Personal Application team work: Reflection Journals 🕒 5 minutes
- 🕒 Activity: The Construction 🕒 40 minutes
- 🕒 Activity: Inspiring Leaders 🕒 30 minutes
- 🕒 Personal Leadership 🕒 35 minutes

UNIT 2.6 TIME MANAGEMENT

- ✔ To help participants understand key elements that can help use time more efficiently
- 🕒 Frame Up: Time Management 🕒 10 minutes
- 🕒 Activity: The Mayo Jar 🕒 30 minutes
- 🕒 Activity: Time management examples 🕒 5 minutes
- 🕒 Group Work: Time Stealers 🕒 25 minutes
- 🕒 Personal Application: Reflection Journals 🕒 5 minutes

UNIT 2.1

INTRODUCTION TO TRANSFERABLE SKILLS



WHAT?

→ An introduction to what will be learned during the transferable skill module.

WHY?

→ To help participants better understand what transferable skills are and their importance to our work and in our daily lives.

MATERIALS: ➤ Flip chart with what/why

1. FRAME UP:

Transferable skills

🕒 10 minutes

Present a flip chart with the transferable skills module frame up.

Explain that we are here to start the Transferable Skills training module. Transferable skills are life skills that enable youth to positively navigate life's social, political, economic, and personal transitions. These skills are 'transferable' in that they can help young people in many areas of their day to day lives – in getting a job, in school, in personal relationships, in becoming a leader in the community, and in everyday family life.

Ask participants if they can think of some examples of skills that are transferable? Thank participants for their contributions and write their answers on a flip chart paper. Be aware that not everyone enjoys speaking in front of a group. Be prepared as a facilitator to help and to create a friendly positive atmosphere. Ask the question to set the right tone. Always be prepared to rephrase the question in case none of the participants can think of one. You can ask for example: "can anyone think about skills that can make someone very successful both at work and as a family member?"

Present the main transferable skills that will be covered during this training:

- Self Analysis
- Setting Goals
- Communication
- Leadership and Teamwork
- Time Management

Explain to participants that we will focus on these transferable skills and explore their meaning and application in our own lives and at the workplace. Ask participants if they have any questions and be prepared to provide answers.

UNIT 2.2

EXPLORING MY VALUES AND SKILLS



WHAT?

- Participate in activities to understand their key values, strengths and areas for improvement

WHY?

- To help participants understand the connection between values and decisions about their future job.
- To help participants identify their strengths and areas of improvement in order to look for their “right match” job.

MATERIALS: 🕒 Handout: Positive identity circles 🕒 Creative materials: colors, magazines, glue, scissors, balloons etc. 🕒 3 copies of reflection cards

1. FRAME UP:

Exploring my Values and Skills

Frame up the unit using the what/why slide. Explain to participants that in the next unit we will work on identifying our personal values and skills. That’s an important step in making work decisions that will be right for you.

2. ACTIVITY:

Values, Skills and Abilities

🕒 30 minutes

Ask participants to think about someone they respect. That person should be someone they look up to and would want to be like. A person like that is called a “role model”. (Write “role model” on the flip chart.)

Ask participants to share some examples of their role models.

- 🕒 Ask participants what makes these role models so special? List their answers on a flip chart.
- 🕒 Ask participants to look at the list again. Read them aloud, pointing to each word as you read. Ask them to think about themselves: Which of those values are important to them?

Ask if there are other qualities they would add to the list. Add them to the sheet.

EXPLAIN: What we value – the things we think are important – will often guide us in planning for our future. Our values and beliefs help us make choices. They help us decide which jobs we are interested in, and how we behave at work and in our personal lives. Some things people might value more than money are recognition for doing a good job, working as part of a team, building something people need, or helping people improve their lives. When your work fits with your values, work isn’t just a way to pay the bills; it’s fulfilling and exciting.

Pass handout [positive identity circles](#) and distribute colors/markers/materials to each participant.

Ask participants to create an image of themselves using the materials available to them. The illustration should reflect what they think about themselves.

Once completed ask them to identify at least eight positive aspects of themselves and to write/draw in their identity circles. These could include: Strengths, Personality characteristics, Values, Intelligences, Personal qualities

Ask participants to find a partner and share their work. You can use “fun ways to arrange participants for partner or group work” to choose a pairing technique (for example, they have to find someone who was born in the same month as them, or play rock paper scissors and find another winner or loser).

Ask the participants to stick their pieces of paper on a flipchart in a designated space. It is important to make clear that they do not have to share their work unless they want to. Their identity circles are as private as they want them to be. Ask the participants to stick their pieces of paper on a flipchart in a designated space. It is important to make clear that they do not have to share their work unless they want to. Their identity circles are as private as they want them to be.

3. ACTIVITY:

Areas of Personal Development

🕒 15 minutes

Distribute [reflection cards](#) in the middle of the room and ask participants to stand in a circle around the cards.

Ask each participant to choose a picture that says something about themselves they would like to improve. This could include skills they want to improve, personal qualities etc.

Ask if some volunteers are willing to share their selection and explain their choice.

Explain to participants that everyone has strengths, interests and areas that they would like to improve. When looking for a job we should try to match our jobs to both our strengths and interests as well as look for a work environment where we would feel safe to work on our personal areas for improvement.

Present the following 3 tips to consider getting where you want to get:

1. Stop comparing yourself to other people

You are unique, with your own strengths, weaknesses, and life experiences. Recognize and appreciate your individuality and originality. Sometimes we compare ourselves to people we think are successful, older people, famous people etc. Focus on YOU instead.

2. Know your values

Ask yourself what do you value most? Make a list of your top values. Some examples are visionary, creative, arts, entrepreneurship, family, spirituality, etc. As you set your goals and aspirations – check them against your values. If the goal doesn't align with any of your top values – you may want to reconsider it or revise it.

3. Honor your strengths

What are your positive traits? What special talents do you have? If you get stuck, look back at your successes. What did it take to be successful? Were you imaginative, witty, or good with your hands? Find ways to express your authentic self through your strengths. You will improve your self-image when you share what you know with others.



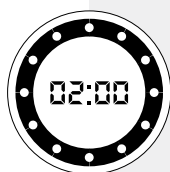
Personal Application:

Tell participants that we would like them to do some work at home. Explain that each participant to ask 5 people close to them to share 3-5 of the positive characteristics that they see in you. You can ask friends, family members, teachers, etc. When they have a list of at least 10 positive personal characteristics they should write or draw the answers in their reflection notebook.

Conclude and review the unit, highlighting key themes and messages covered in the unit.

UNIT 2.3

SETTING GOALS AND MAKING PLANS



WHAT?

- Setting long and short-term goals
- Identify steps, challenges and resources involved in setting goals and making plans

WHY?

- To help participants understand the importance of SMART goals.
- To support participants in clearly mapping our short-term and long-term goals.
- To assist participant in creating a clear picture of steps, challenges and potential helper when trying to achieve goals

MATERIALS: 🕒 Dream Activity Script 🕒 Markers, colors 🕒 Flip chart papers
🕒 Flip chart with the “river” image 🕒 Flip chart with SMART goals

NOTE TO FACILITATOR:

Remember to start each training day with the following activities:

- Morning Review
- Heart Contract Review
- Frame up of the next topic: what/why

1. FRAME UP:

Setting Goals and Making Plans

10 minutes

In case this unit starts at the beginning of a new training day, ask participants about their homework task: how did it feel to ask people to describe positive aspects about yourself? did something they said surprise you?

Allow participants to share their thoughts and experiences.

Explain to participants that the last unit's activities focused on identifying values, skills and our own strengths. This set the foundation for this unit's activity on setting goals and making plans.

Frame up the next unit using the what/why/how presented on a flip chart.

Explain that in this unit we will begin to set and plan short and long-term goals and identifying steps that need to be taken in order to achieve them.

2. ACTIVITY:

Dream Activity

🕒 10 minutes

Lead the participants through a guided visualization. Read the following script. Be sure to read the script very slowly, pausing for a little while after each sentence:

- *Get comfortable. You can stand up if that will be more comfortable for you.*
- *Close your eyes. Focus your concentration inside your mind so you are not distracted by the room.*
- *Make yourself comfortable.*
- *Take a few deep, relaxing breaths. (pause for participants to complete their breaths)*
- *Now we begin to dream.*
- *The dream is not about the life you live today, but you 10 years from now, living your life how you wish it to be. Your perfect life.*

- *Our world can become exactly as we dream it, no matter how big or seemingly small those dreams are.*
- *Notice a friendly person is talking to you telling you they want to help you. The person is there to help you imagine your ideal life. The person tells you that in a moment you will see positive images of your ideal life*
- *Slowly, you start to see images of your ideal life.*
- *In your dream, take a good look around. Where are you? What do you hear? What do you see? Smell and feel?*
- *What are you doing?*
- *Take a few more slow, deep breaths.*
- *What does it feel like to be at this place? Happy? Satisfied? How much energy do you have?*
- *See yourself making notes of what your ideal life looks like and what's happening in it. Notice that as you write you are writing what you truly want and wish for in your ideal life. I'm going to stop talking for a bit to allow you to remain in this space in your imagination as you continue writing notes about what you are noticing. (They aren't actually writing – they are just seeing it).*
- *(Wait half a minute)*
- *Now, it's time to come back.*
- *Slowly, very slowly, open your eyes and look up without speaking.*

After you finish, ask the participants to remain quiet and open their reflection books. Ask them to draw or write their scene.

As they are drawing/writing, explain "Picturing in Our Minds" is powerful. For example, before we can build a house, we need an architect/traditional expert to design a plan. Before we cook a dinner for someone, we need to plan the meal. Picturing in Our Minds is a process that allows you to use your imagination to "see" and dream what you want – so you have a vision or goal that you can then take actions to achieve. Today you have the chance to visualize your ideal life and work purpose.

Tell participants to keep their drawings. We will use their ideas soon.

3. ACTIVITY:

What are SMART Goals?

🕒 30 minutes

Explain that you are going to read a list of different statements and you would like participants to think about what they all have in common.

1. Hinkosa wants to start a small business selling soap.
2. Solomon hopes to become a banker one day.
3. Aster wants to become a doctor.
4. Yahya has been saving money for his wedding.
5. Misra wants to build her own house.

What do these people have in common? (wait until you get the answer: They all want something or rather they all have a goal)

EXPLAIN: a goal is something that a person or a group works together to achieve. It can be something they want to do, or something they want to have, such as a house.

ASK: What is the importance of goals? How do goals help us?' (Take 2-4 answers to allow for cross-sharing).

Explain that knowing when you hope to achieve a goal is important.

- It keeps us motivated to keep working hard
- Goals provide clarity about what the goal setters consider important.
- Goals help improve performance.
- Goals increase the motivation to achieve.
- Goals help increase pride and satisfaction in your achievements.

EXPLAIN: If the time we set for our goal is not realistic, however, it can make us frustrated. For instance, is setting a goal to build a house in one month realistic? (Take a few responses). Of course not, it takes time to save money and time to buy and find the land, bricks, and other materials needed to build a house. Goals should include several smaller steps that will eventually allow you to reach your goal.

Present and review SMART Goals.

Have the word SMART written vertically on a flip chart paper with each letter capitalized and large or with an underline under the letter.

SMART Goals help us clarify and focus our goals so that our goals are more achievable!

Specific
Measurable
Achievable/attainable
Realistic
Time bound

To achieve your goals:

Make sure the goal is realistic- it is not impossible to achieve.

Make sure your short-term goals (now 6 months to 1 year) match up with your long term goals.

Short-term goals are a step in the direction of reaching long-term goals (2 years and longer)

Make sure you figure out who, what, when, where and the how needed to achieve your goal

Give yourself a timeline to achieve steps within your goal. Come up with a plan for facing challenges and looking for helpers or resources to assist you along the way.

Read the 3 goals out loud and ask the participants if they are SMART Goals. If not, have them come up with suggestions to change it to a SMART Goal. Review with them if it meets each of the 5 traits.

Sample of Suggested Change to be SMART:

Original Goal:	Revised sample of SMART Goal:
1. I want to be an electrician.	1. In three years, I want to complete vocational school so that I can make a living as an electrician and have at least 4 clients per day.
2. I want to find a government job.	2. In 5 years I want to work for the local ministry of sports and youth as a community mobilizer at the youth center in my Warada

FACILITATOR NOTE:

If participants have high literacy, you can pass out one goal per group/table and have them fix the sentences in written format and present when they complete their activity for the entire room.

4. ACTIVITY:

Setting Goals: Steps, Challenges and Helpers

🕒 1 hour

Tell participants to open a new page in their reflection books. Have them draw a long river to represent their future. The start of the river is the present moment "right now." The end of the river is their "dream life" they drew in the first activity of the day (make sure this is towards the end of their river).

Ask if someone is willing to share his goal for the entire group to work on as an example.

Write the goal on a flip chart.

Present the following illustration on a flip chart and explain the elements in the image.

Explain that usually our goals are high up, and it can be extremely difficult to achieve goals in one step – no one has such long legs!

It is important to have realistic goals. But even realistic goals cannot be achieved immediately – they often take time and a series of steps in order to achieve.

Explain that people often face many challenges at home and in the workplace. A challenge can push you back a step or two and sometimes we may need to start again.

Explain that help to achieve our goals can come in many different forms. It can come as moral support or advice, connections to other people, financial services or resources, technical advice, learning or opportunities provided by NGOs and the government.

Divide participant into 3 groups (Steps, Challenges you might face, Finding Helpers)

Give the following instructions to each group:

Steps Group:

- Distribute flip charts and materials and ask participants to draw a new “river” using all kinds of materials available. Ask them to put the selected goal in the end of the river. They will be asked to then think about and illustrate steps they will need in order to accomplish the final goal within the next 6 months, 1 year, 5 years and 8 years. (Make sure participants draw the steps as close and far from the beginning of the river based on the timeline)

Challenges Group:

- Distribute flip charts and materials and ask participants to draw a new “river” using all kinds of materials available. Ask them to put the selected goal in the end of the river. They will be asked to think about and illustrate things that can block progress to achieve the goal.

Finding Helpers Group:

- Distribute flip charts and materials and ask participants to draw a new “river” using all kinds of materials available. Ask them to put the selected goal in the end of the river. They will be asked to think about and illustrate things (people or resources) that could help achieve the goal.

Ask each group to post their flip chart on a different “station” on classroom walls and assign one member who will stay at the station to answer questions about his/her group work.

Have the participants walk around to each station and admire, ask questions about the different “rivers.”



Personal Application: ask each participant to use their reflection notebook and illustrate their personal goal river, this time including potential steps, challenges and helpers.



End of the day Review:

if this unit ends your first training day conclude the entire unit, covering all topics discussed including training introduction, transferable skills introduction, values and skills and finally goal setting. The aim of this review is to summarize the unit and clarify any remaining questions from the participants. Remind participants that in the next training day they will lead the energizers and end of the day reviews! Encourage assigned youth to approach you in the end of the training to explore some ideas for facilitation of next day energizers and end of the day reviews.



UNIT 2.4

COMMUNICATION



WHAT?

→ Explore the elements of verbal and non – verbal communication, understand passive aggressive and assertive communication styles, self-reflect on participants personal communication style.

WHY?

→ To help participant understand the central role communication plays in a work environment setting and to help them explore effective communication style.

MATERIALS: ⌚ Flip chart with sender, receiver feedback image ⌚ Emotion Index Cards
⌚ Flip chart with eyes, mouth and arms images ⌚ Handout: Communication Styles

1. HEART CONTRACT REVIEW:



⌚ 10 minutes

If this unit starts a new day of training, welcome participants to the training. Lead a review the heart contract. Ask participants to look at their heart contract again and reflect whether the guidelines are still relevant to the group. Ask if the guidelines were followed in previous sessions. If not, it is important to find out why. The next step is deciding with the group what can be done to prevent this from happening again and if needed, to adjust the heart contract guidelines. For example, if a participant arrives late, ask for the reason and find out what could they do to make sure they come on time the following day. Do we need to change the training schedule? Do we need to send each other morning reminders? Adjust the heart contract if needed.

2. MORNING REVIEW:



⌚ 10 minutes

Lead a short morning review activity, covering all topics discussed during the previous training day including training introduction, transferable skills introduction, values and skills and finally goal setting. The aim of this review to lead a reflection on the content of the previous day. The focus should not necessarily be on what the participants learned, but rather on how they might apply what they learned in their daily lives.

Remind participants that this is the last morning review you will lead as a facilitator. From now on, all energizers, morning reviews and end of the day reviews will be led by participants themselves according to the activity matrix created in the previous day. Refer back to the activity matrix and remind today's assigned youth their responsibility for the day.

3. FRAME UP:

Communication

🕒 10 minutes

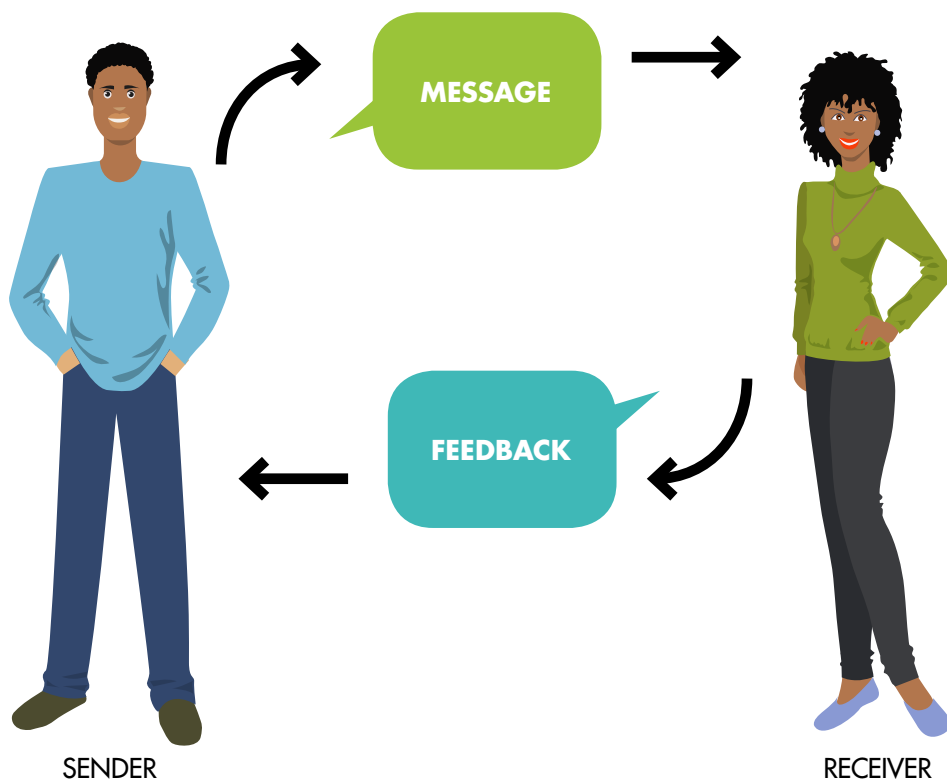
Introduce participants to today's agenda. Explain that we are going to start by learning about communication.

Have participants stand in a circle. Have one participant think of a sentence or phrase – make sure it is a little long or complicated, like 'I went to the shop to buy some soap but all I found was an apple'. They must whisper this phrase in the ear of the person to their left. The next person whispers the phrase to the person to their left and so on until everyone has gone. The last person in the circle announces the phrase out loud.

ASK: Was the last phrase different from the original phrase?

Conclude that communication can be difficult. Meaning can easily be distorted, and things often not easily understood. This is why we need to try very hard to communicate clearly.

Present the definition of communication: communication can be defined as sending, giving, or exchanging information and ideas either with words or without. Present the following image on a flip chart:



Explain the elements of the picture that shows how people communicate:

- The sender (can be a person or a group) creates and sends a message.
- The message includes information from the sender. It also includes the interpretation by the receiver.
- The receiver is the person (or group) who receives and responds to the message, by giving feedback.
- Feedback is the way the receiver acknowledges the message and sends information about the message received. Feedback also includes how the sender in turn interprets that acknowledgement.

Make the point that the message is not only the actual words that a person is saying, but also the meaning of those words. Sometimes, the sender may have more than one meaning and/or the receiver may understand more than one meaning. Make the point that feedback is the way the receiver lets the sender know she or he got a message and the way the sender finds out if the receiver correctly understood the message.

4. ACTIVITY:

Verbal communication: Drawing Back to Back

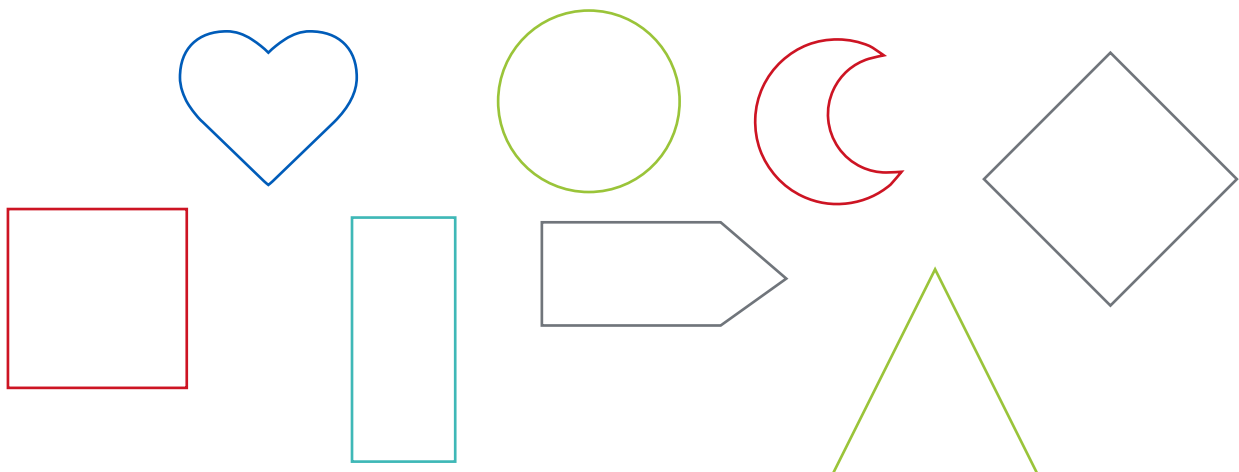
🕒 10 minutes

Divide participants into pairs, and have each pair sit back to back on chairs. Give one person in each pair a picture of a shape and give the other person a marker and sheet of paper. Ask the participants holding the pictures to give verbal instructions to their partners on how to draw the shape – without actually telling the partners what the shape is. Give them just one minute to do this. Then switch roles by passing out a new shape to the other person in the pair. Make sure the pairs do not have the same shape (e.g. one pair should not have two diamonds).

Once finished, ask each pair to compare their original shape with the actual drawing. Discuss the following questions:

- ❓ How well did the first person describe the shape?
- ❓ How well did the second person interpret the instructions?
- ❓ Were there problems with both the sending and receiving parts of the communication process?

Explain that communication breakdowns occur when there are problems with sending information, receiving information or both. The person giving information needs to speak clearly and accurately while the receiver needs to listen and accurately interpret. Verbal communication is a two-person activity!



5. ACTIVITY:

Act It Out – Non-Verbal Communication

🕒 30 minutes

Prepare "emotion index cards" and put them in a bag or a bowl and mixed them up

Ask for 7 volunteers.

One at a time bring a volunteer to front of the room.

Let them choose a piece of paper (if they can't read it whisper what it says in their ear).

Each volunteer should act out the emotion written on their piece of paper but they CANNOT use words.

Other participants have to shout out what the emotion is.

Ask: 'How do we communicate with each other without using words?'

Use a flipchart and draw pictures of eyes, arms and mouth.

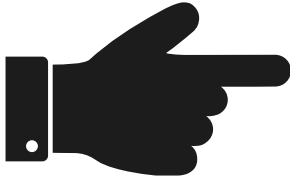
Explain that together the group will think of common non-verbal communication gestures using their eyes, arms and mouth.

Tell participants that each time you will call out one gesture. Ask everyone to copy the gestures and then say out loud what they think each could be communicating. (Ex. Eyes closed could mean sleeping or tired. Mouth frowning could be upset.)

Eyes – squinting, closed, wide open, tears, ‘rolling eyes’



Arms – hand gestures, hugging, pointing



Mouth – frowning, smiling



Ask participants to think of more examples (ensure the issue of physical appearance/clothing comes up).

ASK:

- ❓ Why is communication important in the workplace and business? (Possible answers: *to speak to the boss, co-workers, resolve conflict, work with clients and customers, interview, negotiate salary*)
- ❓ Can you share a situation or experience of good communication? Why did this show good communication?
- ❓ Can you share a situation or experience of bad communication? Why did this show bad communication? What could you have done differently?
- ❓ What makes good communication? What makes bad communication?
- ❓ What communication style would they like to improve or prevent from doing?

6. ACTIVITY:

Communication Styles

🕒 30 minutes

Explain there are 3 communication styles – passive, aggressive and assertive.

Demonstrate ‘passive’ then explain the definition using **handout communication styles**. (You might look hunched over, shy, quiet, speak quietly, don’t share true feelings or thoughts.)

Demonstrate ‘aggressive’ then explain what it means using handout communication styles. (you might look angry, rude, loud, act like you are above the others, don’t care about what others say or how they feel)

Divide participants into 4 groups.

Assign 1 different scenario and communication style to each group (2 groups passive and 2 groups aggressive).

Read the scenario given for each group and ask them to create a role play based on their response to the scenario.

Role Play Scenarios:

Groups 1+2 – Aggressive:

Tigist wants to take 1 day of work off to go to her best friend’s wedding up-country. Tigist tells her boss. Her boss acts like it is not a big deal and says “maybe. I will think about it”.

Groups 3+4 – Passive:

Daniel has been a waiter in a small restaurant for 2 years. He thinks that he deserves a raise in pay. He goes to his boss one day and asks her for a raise. His boss looks at him and says “I don’t think I can give you a raise this year but maybe next year.

Ask participants to identify any aggressive and passive behavior after watching each of the role-plays and label (determine) the type of role play it is. They should also try to identify the body language that accompanies these behaviors.

Explain to the participants that a third way of communicating and getting your message across is called assertive behavior. Give a few examples of what behaving assertively means, for example:

- Telling someone exactly what you want in a way that does not seem rude or threatening to them
- Standing up for your own rights without putting down the rights of others
- Respecting yourself as well as the other person
- Listening and talking
- Expressing positive and negative feelings in a “balanced” manner
- Being confident, but not “pushy”
- Staying balanced, focused and showing empathy
- Knowing what you want to say while listening to the other person;
- Being specific;
- Using “I” statements
- Talking face-to-face with the person
- Using body language that shows you are standing your ground and staying centered.

Ask participants to go back to their groups. Each group will be asked to play out the same scenario, now using the assertive communication style. Remember to apply the communication to both the sender and the receiver of the message.

7. PERSONAL APPLICATION:



My Communication Style

🕒 10 minutes

Have everyone stand up.

Explain one corner is now labeled ‘aggressive behavior’. The opposite wall is labeled ‘passive behavior’ and the middle of the room is ‘assertive behavior’.

Ask participants to go stand where they think their communication style is right now. Give a few minutes.

Remember to tell participants there is no wrong answer here, this is a self-assessment.

Next have everyone stand where they wish their communication would be some day.

Explain assertive communication can help participants to build honest, healthy relationships.

This could be a good time for assigned youth to facilitate an energizer, encouraging participants’ involvement and interaction!

UNIT 2.5

TEAMWORK AND LEADERSHIP

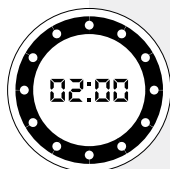
WHAT?

- Participate in activities that help understand the key concepts of teamwork and leadership, identify key positive leadership qualities and explore its application to their personal life

WHY?

- To help participants identify the characteristics of effective and cooperative team member;
- To help participants understand the importance of leadership and what qualities characterize a positive leader;
- Empower youth in becoming positive leaders in their personal and professional lives.

MATERIALS: ⌚ Cross the River materials: one sheet of paper for each person
✂ The construction: scissors, tape, balloons, wooden sticks ⌚ Flip Chart with leadership qualities list ⌚ Stickers or other voting materials (2 for each participants)



1. FRAME UP:

Leadership and Teamwork

5 minutes

Frame Up the teamwork and leadership unit: explain to participants that the last session's activities we focused on communication skills. Explain that in this session we will focus on teamwork and leadership. Whether it is working in a shop with one other person or being a member of a livelihoods group, the ability to work effectively with others and develop our leadership skills are important skills to have. Building relationships is the heart of our social interactions and determine the connections we have across many social structures.

2. ACTIVITY:

Cross the River

⌚ 30 minutes

Prepare the training space: clear chairs and tables from the room to create a space to play the game. Or play outside in large open space. Mark a start point and end point.

Divide the group into two teams. (At least 4 people per team)

Give each person one sheet of paper. (A4)

NOTE TO FACILITATOR:

See "Cross the River Game" in the following link: <https://bit.ly/2DCsc7E>

Instructions

- Bring the groups to the starting point in the room
- Explain that between the start and end point there is a river – they cannot touch it.
- The piece of paper each person holds is a stepping stone.
- The stone can touch the water but a foot or hand must be on it AT ALL TIMES. If a foot or hand is not touching a stone it will be washed away (and the facilitator will pick it up)
- Everyone must cross the river and get to the end point.
- The first team across wins!

Things to keep in mind when playing the game:

1. No more than two feet can step on a stone at any time
2. Once a person moves from a stone (and it has no feet on it), the stone will sink to the bottom of the river.
3. If someone steps off the stone and into the empty space, you need to assume an alligator got them and has pulled the rest of the group into the water. The group will need to restart the process from the river island.
4. You will have 5 minutes for strategy and then 5 minutes to attempt to cross the river without losing people, limbs or stones.

Once completed, discuss with the group using some or all of the following questions:

- ❓ What worked well? What didn't work?
- ❓ What are the challenges that the group encountered during the game?
- ❓ Were there any suggestions to address the challenges?
- ❓ Were these suggestions taken into consideration?
- ❓ How well did your group communicate?
- ❓ What are the roles that each member played?
- ❓ Was a leader designated?
- ❓ What are the key skills in the exercise that could be applied in the work environment?

Explain that teamwork is important because:

- You can achieve more and achieve it faster than when you are alone.
- Other people will have different perspectives.
- Other people will have different skill sets.
- Teams bring a sense of belonging, trust and acceptance.
- You can avoid unproductive conflicts.
- You can build a network.

Explain that teamwork starts with you! Teamwork involves communication, values and coordination. There are many different things that are needed for teams to work well – some are related to communication, some about rules, some about attitudes. These can generally be summarized by the following 4 things. Write them on a flip chart and make sure this is clearly put up somewhere for the length of the session:

- I. Work in collaboration, not competition
- II. Set guidelines or rules where appropriate
- III. Have good feedback and conflict management skills
- IV. Play your part and be positive!

Explain that the last one is often forgotten – although teamwork is about groups, remember that you are one of the group! Leaders can guide a team, and individuals can hold a team back. Play your part. When you can, go the extra mile for the team. And crucially, be positive. Having a good attitude even when it is difficult or challenging sets you apart from others!

3. PERSONAL APPLICATION TEAM WORK:

Reflection Journals

🕒 5 minutes

Ask participants to reflect on the session. Have them write down their greatest strength as a team member as well as one thing they would like to commit to improving throughout their time together.

4. ACTIVITY:The Construction²

⌚ 40 minutes

Explain that we will play another game that requires teamwork and creativity. There will be groups of four to five people. Each group receives the same set of materials and they have to create a useful product out of it. It can be something that actually functions or something from fantasy i.e. that doesn't exist in the real world. All the materials have to be used in this product. Each group has 20 minutes to do the task and about two minutes to present it to the rest of the participants.

Separate the participants into groups.

Give each group scissors, 10 sheets of paper, six wooden sticks, 5 balloons, and tape.

Ask the groups to start work and give them reminders along the way of remaining time, particularly at the 10 and 5 minutes left markers. After 20 minutes, invite each group to present their product. Give about 2 minutes to each group for their presentations. Encourage discussion by asking the following questions:

- ❓ How did you find this exercise?
- ❓ What roles were there in your group?
- ❓ Who was the leader?
- ❓ How would you describe his or her leadership style in this activity?
- ❓ What did the leader do well? What could he or she have done better?
- ❓ To the leader: How was it to lead the group in this activity? What was easy? What was challenging?
- ❓ What do you think is the message of this exercise?

Wrap up the activity by saying the following:

Different people play different roles in a group. Some prefer to be the leader, some to be the deputy leader and others to be led. What role we feel most comfortable with depends on a range of factors, including our own personalities, our self-esteem and confidence, previous experiences, learning abilities and social relationships in the group.

We all have different styles of leading others. Different groups also have different needs. Some groups need a leader giving clear expectations of what needs to be done, when and how it should be done. Other groups need less guidance and decision-making can be left to the group members.

Finally, some groups perform best when the leader offers guidance to the members and encourages participation and input from other group members. A strong leader needs to be able to read what the group needs to perform well and adapt his or her style accordingly. A positive leader also needs to be aware of him or herself and manage his or her way of functioning in a group.

5. ACTIVITY:

Inspiring Leaders

⌚ 30 minutes

Post pictures of well-known great leaders on the wall (past and present, national and international). Make sure you include female leaders as well! Below the picture, post a flip chart paper. Distribute sticky notes and have participants move around the room in pairs, writing the qualities/ characteristics that the leader is known for.

FACILITATOR NOTE:

If the group is mostly illiterate, request volunteers from the group to write out the responses so it is more peer led or have them do the exercise orally.

² Adapted from Save the Children: The Youth Resilience Programme: Psychosocial support in and out of school

Summarize participants list of qualities on a flip chart paper and congratulate them on a well-developed list. If not in the list, ensure to add the leadership qualities below:

- **Determination**
Great leaders do not give up. Projects are completed and goals are met because of great leaders' determination.
- **Flexibility**
Great leaders can adapt to any situation. They see situations from many different angles. They can adjust.
- **Resourcefulness**
Great leaders find quick and clever ways to overcome difficulties.
- **Creativity**
Great leaders think of new possibilities.
- **Self-confidence**
Great leaders believe in themselves but are not arrogant.
- **Positive Attitude/Optimism**
Great leaders assume things will work out. Great leaders make the best out of everything.
- **Responsibility**
Great leaders understand that whatever happens is their responsibility. They do not take all the credit for work well done. They do not blame others for failure.
- **Good Communication Skills**
Great leaders share information. Great leaders make sure everyone understands. Great leaders listen.
- **Consistency/Reliability/Accountability**
Great leaders are dependable. Great leader always do their best. Great leaders take action and deliver good results. Great leaders take responsibility for their actions.
- **Planning Ahead**
Great leaders know what is happening next. Great leaders think about the future. Great leaders are ready for the future.

- **Patience**
Great leaders can accept delay or challenges. They do not get upset.
- **Being Objective**
Great leaders do not take sides. Great leaders look at the facts, not the feelings.
- **Perceptive**
Great leaders understand the people they lead.

Lead a discussion using the following guiding questions:

- ❓ Why are these leadership skills necessary in work, business and in your personal life?
- ❓ Are there differences in male and female leaders? If so, what are they?
- ❓ Do both men and women have the above leadership qualities?

Explain that leadership qualities are necessary whether you own your own business or you work for someone else in wage employment. Good leadership qualities will help participants to work better with others and in teams. Explain that there is a vast range of different kinds of leaders. Leadership is not always about being 'the supervisor'. Emphasize that everybody is a leader at some point in their lives. They don't need to be famous to have the same traits as a person like General Tadesse Beru or Lema Megersa.

You can demonstrate leadership at any level using different qualities. Several studies showed differences between the leadership styles of men and women. However, both leadership styles are effective.

6. PERSONAL LEADERSHIP

🕒 35 minutes

Read the following quote:

When spider webs unite, it can tie up a lion.

- ❓ Discuss as a group the meaning of the quote. What does it mean to them?
- ❓ Additional question: Have you seen someone demonstrate this characteristic? Who and how did it impact you or your community?

Explain that personal leadership is taking responsibility for your life. Personal leadership is discovering being the best YOU can be. Personal leadership is acting **proactively** to achieve your goals. Personal leadership is having a positive impact on your community. Personal leadership is doing the best you can. Personal leadership is making a positive difference.

People who practice personal leadership know and live by their values. They set personal goals. They respond positively to new situations. They keep promises and commitments. They see opportunities and solutions during challenging times. They look for ways to use their talents to serve others and their community.

You must lead yourself before you can lead others.

Before you can lead others, you must be able to lead yourself. Learn your values and principles. Identify your talents and strengths. Use them to direct your life. Don't let life direct you.

Personal leadership never ends.

You never finish growing. You change. No matter how old you are, know your talents and strengths. You develop more of them as you age.



NOTE TO FACILITATOR:

If participants are comfortable, give your own personal example as a facilitator.

Refer participants back to the leadership qualities and the quote. Form pairs and have them share with a partner their reflection on the following questions:

1. What leadership qualities come most naturally to you?
2. What leadership qualities and skills do you want to develop?

Ask if there are volunteers who would like to share what they have said or present their partners answers.



End of the day Review:

Ask assigned participants to lead an end of the day review if this unit ends your second training day. Ensure the review covers all topics discussed during the day including communication, teamwork and leadership skills. The aim of this review is to summarize the unit and clarify any remaining questions from the participants.

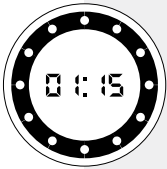


NOTE TO FACILITATOR:

If this is the last session of the training day, approach assigned youth for tomorrow's energizers and end of the day reviews to ensure they understand their task and to provide support if needed.

UNIT 2.6

TIME MANAGEMENT



WHAT?

- Explore the concept of time management
- Brainstorm examples of “time stealers” and propose possible strategies to mitigate them

WHY?

- Help participants understand key elements that can help use time more efficiently

MATERIALS: 4-5 Glass Jars (like mayo jars) Stones Rocks Sand Gravel

1. FRAME UP:

Time Management

🕒 10 minutes

Have all participants stand up in two different sides of the room: those who came either early or on-time to this training session. Ask everyone to look around the room.

Explain that showing up early or on-time is a necessity in the workplace. It shows you are professional, you care about your job and you respect your employer. However, managing our time can sometimes be complicated. Explain that in the following session we will explore the topic of time management and give participants some useful tips to manage their time.

2. ACTIVITY:

The Mayo Jar

🕒 30 minutes

Create groups of 5 people. Provide each group a large glass container and distribute the materials evenly: be rocks, stones, gravel, sand etc. Explain that the objective of the activity is for the jar is to be filled with as much material as possible within an agreed upon time. Ask the participants how many minutes they need for the activity and to execute the activity (no more than 3 minutes all together). Let them begin work!

Once the timeline is up, ask them to stop where they are. Have everyone look at the other groups' jars.

Debrief the activity by asking:

- ❓ How do you rate your work? What aspects do you think you did well?
- ❓ Did you have a plan to put materials in specific order?
- ❓ Did you follow the plan? If not, what happened to your plan?
- ❓ What was the order selected?
- ❓ How did you manage your time?

Explain that time management means using time wisely. At work, good time management means your work is done on time, or even early! In your personal life, good time management may give you more family time, more time with friends, and less stress. The rocks in the activity symbolize the most important items to complete. The stones would be day to day tasks. Sand can be the extra work that was just assigned to you, without previous notice.

Ask participants to think about the activity and ask what does it take to be good at managing time.

Mention the following points if they did not come up:

Prioritizing is an important part of time management. Prioritizing means deciding what to do first, second, third, etc. Sometimes this means deciding what to do now and what to do later. Sometimes it means deciding what to do today and what to do tomorrow. Sometimes it means deciding what to do this week or this month.

Estimating how long it will take to do something is another important part of time management. It lets you know how much time to allow for the task. Some tasks take less time than you think they will. Some tasks take more. Experience helps. After you have done something a few times, you can guess how long it will take to do it in the future.

Organization is important to managing time well. People who are bad at managing time are often disorganized. They must look for what they need before they can do their work. This takes time! Keep your desk or work area neat and organized. You will be able to work more quickly. It can also mean writing important notes, tasks or meetings down so you do not forget to do them.

Self-discipline and motivation is important to managing time well. People who are bad at managing time are often interrupted or distracted. They stop their work to answer their cell phones or send texts; they talk to people; and the television, radio, and computer distract them. People who are good at managing time focus their attention on their task.

Focus is needed to manage your time well. People who are bad at managing time often procrastinate. People who are bad at managing time are often also bad at saying “no”. They agree to do too many things at the same time and can’t do any of them well.



NOTE TO FACILITATOR:

For higher functional literacy groups this can also be done as a table exercise with each group receiving all 5 that they need to categorize correctly.

3. ACTIVITY:

Time management examples

🕒 5 minutes

Collect the below 5 scenarios and mix them up so they are not in order. Read each statement and have the participants determine which category it belongs to (Prioritizing, Estimating Time, Organization, Self-discipline or Focus).

Scenarios:	Answer
I give myself an extra 20-30 minutes to get to work on time just in case there is a lot of traffic or need to pick something up for lunch along the way.	Estimating Time
I use a diary (daily planner) to write down appointments or messages so they are all in one place and associated with a date and time. or I make sure I get 8 hours of sleep each night so that I am well rested and am not tired the next day (and can concentrate on my work).	Focus
I do the hardest task first thing in the morning as I am the most awake and fresh to apply my mind and skills to the task.	Prioritizing
While at work, I put my phone on silent and only check it during breaks or lunch.	Self-discipline
Items are categorized by type of product with a label on the shelf and prices are well marked so that I and my customers can find what they are looking for with ease.	Organization

Make sure they have categorized them correctly. Some can even have two categories.

Optional Add-on activity: At the end of the activity, have one or two participants come up with their own examples and have the group classify them correctly.

4. GROUP WORK:

Time Stealers

🕒 25 minutes

Ask participants to think about things that might be getting in the way of completing the tasks on time. Once participants generate some examples, divide them into different small groups. Ask the groups to brainstorm and to write them on a flip chart. Ask the groups to divide their answers into two:

- i. Things that distract you. (E.g. Facebook)
- ii. Things that make you lose track of time because you planned poorly, were disorganized or had a bad attitude.

Include any from the below table that they missed.

Time Stealers – Distractions	Time Stealers – Planning, Attitude and Organization.
<ul style="list-style-type: none">• Facebook, Twitter, or social media• Skype chats• Texting• Receiving and making calls• Internet games• Too many visitors• WhatsApp• Office gossip• Political discussion• Football game discussion• Cracking jokes• Playing with phones• News paper• Emails• Other family responsibilities.	<ul style="list-style-type: none">• Poor planning• Poor communication• Putting things off/procrastinating• Can't say "No"• Misfiling• Performing unrelated task• Disorganized office• Sleeping long hours• Paying too much attention to a particular person or thing• Going off track

Have participants stay in their groups and brainstorm solutions to wasting their time.

5. PERSONAL APPLICATION:



Reflection Journals

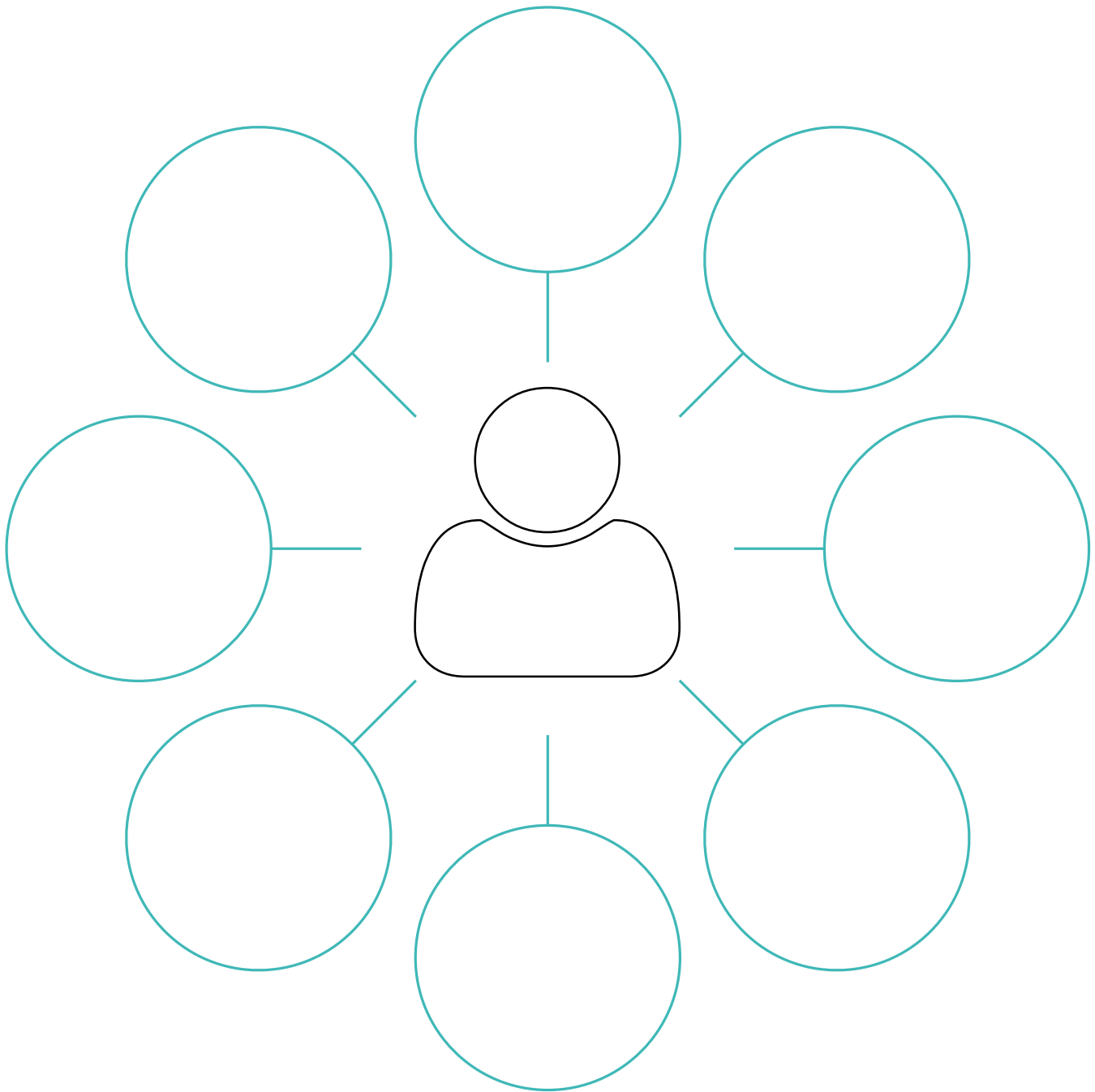
🕒 5 minutes

Ask participants to reflect on the session. Have them reflect about their time management abilities. Have them write down or draw their greatest strength as well as one thing they would like to commit to improving this week in terms of time management. It can be either in their daily lives or related to the training.

Conclude by summarizing what was covered in the session today. This is a great opportunity for participants to lead the session!

HANDOUT 1:

Positive Identity Circles



HANDOUT 2:

Passive, Aggressive and Assertive Communication Style

PASSIVE COMMUNICATION STYLE

- Giving in to the will of others;
- Hoping to get what you want without actually having to say it;
- Leaving it to others to guess or letting them decide for you
- Taking no action to assert your own rights
- Putting others first at your expense
- Giving in to what others want
- Remaining silent when something bothers you
- Apologizing a lot
- Acting submissive, for example: talking quietly, laughing nervously, sagging shoulders, avoiding disagreement, hiding face with hands.

AGGRESSIVE COMMUNICATION STYLE

- Expressing your feelings, opinions, or desires in a way that threatens or punishes the other person
- Standing up for your own rights with no thought for the other person
- Putting yourself first at the expense of others
- Overpowering others
- Reaching your own goals, but at the sake of others
- Dominating behaviors, for example: shouting, demanding, not listening to others; saying others are wrong; leaning forward; looking down on others; wagging or pointing a finger at others; threatening; or fighting.

ASSERTIVE COMMUNICATION STYLE

- Telling someone exactly what you want in a way that does not seem rude or threatening to them
- Standing up for your own rights without putting down the rights of others
- Respecting yourself as well as the other person
- Listening and talking
- Expressing positive and negative feelings in a "balanced" manner
- Being confident, but not "pushy"
- Staying balanced, focused and showing empathy
- Knowing what you want to say while listening to the other person
- Being specific;
- Using "I" statements; talking face-to-face with the person;
- Using body language that shows you are standing your ground, and staying centered.

MODULE 3

WORK READINESS SOFT SKILLS



UNIT 3.1 INTRODUCTION TO WORK READINESS SOFT SKILLS

- ✔ Understand what are work readiness soft skills
 - ✔ Be familiar with the content of the transferable skills module
- ▶ Frame Up: Work Readiness Soft Skills Module ⌚ 20 minutes

UNIT 3.2 CAREER PLANNING

- ✔ Understand the meaning of a career and how is it different than a job.
 - ✔ Learn about the different components that make up one's individual career.
 - ✔ "Research" current market demands related to their skills and interests
- ▶ Frame up: Career Planning ⌚ 5 minutes
 - ▶ Case study: Jamilla ⌚ 10 minutes
 - ▶ Activity: Identifying my career goals ⌚ 40 minutes
 - ▶ Personal Application: market demands ⌚ home work

UNIT 3.3 SAFE, EQUITABLE AND DECENT WORK

- ✔ Reflect on diversity in the workplace
 - ✔ Be informed about their rights at the workplace
 - ✔ Understand what is decent work
- ▶ Frame Up: Safe and Decent Work ⌚ 10 minutes
 - ▶ Activity: Equitable Work Environment – Exploring Diversity at Work ⌚ 30 minutes
 - ▶ Activity: sex and age at the work place ⌚ 30 minutes
 - ▶ Quiz: Respect for Rights ⌚ 20 minutes
 - ▶ Activity: Staying Safe at Work ⌚ 1 hour

UNIT 3.4 IDENTIFYING WORK OPTIONS

- ✔ Identify methods and networks that will help them look for a job
- ▶ Recap of previous session and frame up of identifying work options unit ⌚ 30 minutes
 - ▶ Activity: Mapping Work Opportunities ⌚ 1 hour
 - ▶ How and where to find information about jobs ⌚ 30 minutes
 - ▶ Activity: using networks to find jobs ⌚ 30 minutes
 - ▶ Understanding Job Advertisements ⌚ 45 minutes

UNIT 3.5 HOW TO WRITE A CV

- ✔ Prepare a personal CV and a cover letter
- ▶ Heart Contract Review: ⌚ 10 minutes
 - ▶ Frame Up: C.V and Cover letter ⌚ 35 minutes
 - ▶ Activity: Tips for CV Writing ⌚ 20 minutes
 - ▶ Practical Application: Writing My CV ⌚ 1 hour
 - ▶ Activity: Application / Cover letters ⌚ 30 minutes

UNIT 3.6 HOW TO INTERVIEW

✔ Prepare for successfully completing a job interview

- ▶ Heart Contract Review ⌚ 10 minutes
- ▶ Frame Up: How to Interview ⌚ 30 minutes
- ▶ Discussion: Interviewing Skills and Behaviors ⌚ 20 minutes
- ▶ Activity: The Hot Seat ⌚ 40 minutes
- ▶ Activity: Preparing myself for an interview ⌚ 20 minutes
- ▶ Personal Application: Preparing Myself for Common Interview Questions ⌚ 35 minutes
- ▶ Practical Application – Lets Interview! ⌚ 40 minutes
- ▶ Activity: What’s Next? After the interview ⌚ 10 minutes

UNIT 3.7 PROFESSIONAL WORK HABITS AND ATTITUDES

✔ Understand proper etiquette in a professional work environment

- ▶ Heart Contract Review ⌚ 10 minutes
- ▶ Recap and Frame Up: Professional Work Habits and Attitudes ⌚ 50 minutes
- ▶ Activity: My Personal Work Habits and Attitudes ⌚ 30 minutes
- ▶ Activity: Being Reliable ⌚ 45 minutes
- ▶ Homework Personal Application: ⌚ 10 minutes

FRAME UP: WORK READINESS SOFT SKILLS



WHAT?

→ An introduction to what will be learned during the Work Readiness Soft Skills module.

WHY?

→ To help participants better understand what work readiness soft skills are and their importance to getting and keeping a job

MATERIALS: ▶ Ball of string ▶ Flip chart with work readiness module topics

NOTE TO FACILITATOR:
Some sessions in this module require moderate literacy levels. Ensure you adjust your methodology according to your group's literacy levels.

1. HEART CONTRACT REVIEW:



🕒 10 minutes

If this unit starts a new day of training, welcome participants to the training. Lead a review the heart contract. Ask participants to look at their heart contract again and reflect whether the guidelines are still relevant to the group. Ask if the guidelines were followed in previous sessions. If not, it is important to find out why. The next step is deciding with the group what can be done to prevent this from happening again and if needed, to adjust the heart contract guidelines.

2. MORNING REVIEW:



🕒 10 minutes

Request assigned participants to lead today's morning review activity covering all topics discussed during the previous training day. The aim of this review to lead a reflection on the content of the previous day. The focus should not necessarily be on what the participants learned, but rather on how they might apply what they learned in their daily lives.

3. FRAME UP:

Work Readiness Soft Skills Module

🕒 20 minutes

Present a flip chart with work readiness soft skills module frame up.

Explain that we are here to start the work readiness soft skills module. Work readiness soft skills are set of skills or competencies that help youth get, and then keep, a job.

Ask participants to stand up in a circle.

Give one of the participants a ball of string. Explain that you will ask a question linked to work readiness skills. The person with the string will be the first one to answer the question, before he or she throws it across the circle to another participant (without letting go of his or her own part of the string

The answers to the question should be short, e.g. the first word that comes to the participant's mind.

Note that it is important that each person who gets the string holds on tight to his or her piece without letting go to produce a network of string between the participants. (It is often a good idea to unravel the string a bit before tossing it so it doesn't pull too much when tossed and cause someone to let go of their piece). Remind them to remember who tossed them the ball as they will need to return it at the end of the game to wind up the ball again!

Start the game. Ask participants to give examples of key skills or competencies that are important for youth to get and then keep, a job.

When each participant has had the ball of string and answered a question, present the topics that will be explored in the work readiness soft skills unit:

- Career Planning,
- Identifying Work Options,
- Safe Equitable and Decent work,
- How to Write a CV,
- How to Interview,
- Work Ethics and Habits

Encourage the group to reflect on the pattern the string has developed through the game. Give time for the group to respond and then suggest the following: each skill has a role in creating this unique web. The spider's web is a symbol of how all of the different skills and qualities we will discuss are connected to each other.

End the game by letting the person who last got the string to throw the ball back to the person he/she received it from. This person rolls up the string and throws it to the next person who does the same, until the string is back with the person who started the game, and the string is rolled into the shape of a ball.

FACILITATOR NOTE:

Consider taking a photo to document this part of the training.

CAREER PLANNING



WHAT?

- Understand the meaning of a career and how is it different than a job.
- Learn about the different components that make up one's individual career.
- "Research" current market demands related to their skills and interests..

WHY?

- To support participants setting realistic career goals taking into account their skills, interests and market demands

MATERIALS: ▶ Flip chart with career planning frame up (why/what) ▶ Different magazines/newspapers, glue, scissors ▶ Collage template for each participant
▶ Sample completed collage

1. FRAME UP:

Career Planning

🕒 5 minutes

Present a flip chart with career planning frame up

Explain that in the following session, we will understand more about what a career is, and why it is very important to plan for a career. We will begin looking at how to set career goals and what components are important to take into account when setting these goals.

2. CASE STUDY:

Jamilla

🕒 10 minutes

Read each part slowly, and review to check for understanding.

Part 1

Jamila, 19 years old, worked without pay in her uncle's carpentry shop, sanding wood. When her uncle was ill or had to leave for a wedding she would look after the shop. To make more money Jamila also started hustling on the streets, selling cell phone chargers in the market. Over time she learned that she had an interest in sales and was naturally good at talking to people. She also enjoyed working in business.

Part 2

Jamila began to save money and with her savings opened up a small store selling used and new cell phone batteries and equipment. She had been interested in opening up a shop since the previous year. With the money she earned, she went to trade school, completing a vocational training course in electronic repair. With this skill, she expanded her shop to also fix phones for her customers.



Part 3

She worked in her shop for 15 years then she handed management of the businesses over to her son when she decided she wanted a quieter lifestyle looking after her grandchildren.

ASK:

1. In the case study Jamila has more than one job. Which job is her career? (Have 2-3 participants answer. Note: This is a trick question-they are all parts of her career- even her education and unpaid work. Overtime you build experience and recognition of your work.)
2. Can you identify points in the case study when Jamila's career grew? (Her career grew when she learned about her interests in sales, talking to people and business)
3. What is the difference between a job and a career?

EXPLAIN: A career is a person's engagement with work over their whole lives, combining skills, interests and life and work experiences. Jamila's succeeded because she used her work experience and interests to her advantage. She planned for her career goals. Learning your interests and skills will help you develop and plan for your career goals.

Explain to participants that building a career is like building a house.



Draw a house on a flipchart. There are different materials needed to build a house such as bricks, cement and tools. There are also different steps to take such as laying the foundation of the house, stacking bricks, building the roof, painting the exterior etc. All of these layers are built over time. A career is similar, it involves a variety of building materials and takes time and steps to create. It also has to be maintained and improved once it has been initially built.

EXPLAIN: Your career is not the first job you have or the last job you have. It is not your biggest interests or your most developed skill. One's career is a combination of everything and may involve self-employment, wage employment or a combination of both. It can also include doing research, taking a training like this one or learning a new skill to continue accomplishing your goals.

3. INDIVIDUAL WORK:

Identifying My Career Goals

🕒 40 minutes

Tell participants that in order to build our house we need to have a clear vision of what the house will look like when completed. Like our house, in order to pursue our career, we need to have clear goals in mind.

Explain that career goals are important, but they must be realistic and appropriate for us. If we are aiming for the wrong thing, we will make wrong decisions on how to get there. We may all want to be accountants, but there are few jobs for accountants. We may want to be footballers, but we don't have the natural skills to do so.

Start the activity by saying the following:

- ❓ I would like you to imagine your future career goal – what do you want to do in about 10 or 20 years? What kind of jobs you want? How you will make a living?

Explain to the participants that they will each make a collage (show an example of a collage This will help those learners who need a visual aid). A collage is a picture made from printed images cut out from newspapers and magazines and stuck on a piece of paper.

Give each participant a piece of paper and old magazines, scissors and glue. Explain that the first collage will have the title: **MY CAREER GOAL**.

As the participants are working on the collage, go around the room and ask them what they are making. Encourage them to talk with each other about their work as they are doing it.

When they have finished, ask some volunteers to share with the group what it is they want to be. Encourage those who did not talk much during the previous activity to express themselves, without pushing them.

Now prepare the participants for the next step in the activity, by saying the following: to achieve our career goals, we need to understand the skills we have and how they may or may not contribute to our future career goal. Ask participants to think about the **skills** that they already have. This can include technical skills as well as transferable skills which can be used in different contexts. Ask the participants to go back to their collage page and find new symbols that represent their skills.

Now divide the participants into groups of three and let them spend some more time discussing their **interests**. Interests are things that a person is passionate about or has a desire of doing or learning about.

Ask the participants to go back to their collage page and add symbols that represent their interests.

When they have finished, display their collages for everyone to see in a space you have chosen for this. Remember to keep their work. We will use it in the next session!

Complete the activity by thanking the participants for their hard work and praising the collages they have made. Explain that when developing a career goal, we need to think about these three things: skills, interests, and market demands.



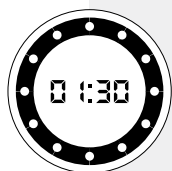
Personal Application:

Explain that the third step is going to be done as homework. Participants should “research” **the demands of the market**. They should be creative, and ask business people or family members for advice. What market demands are there? What jobs or self-employment opportunities are appropriate for your skills and interests? Participants should keep in mind that career options may vary greatly depending on where they live.

When they come back tomorrow they will use their collage again, and list a number of different work-related opportunities of what is demanded which matches their skills and interests. Emphasize that market demand does not stay the same – new opportunities arise, and some disappear. For example, mobile phone repair did not used to be a possibility, but is now.

Conclude by summarizing what was covered in the session. This is a great opportunity for assigned participants to lead the session!

SAFE EQUITABLE AND DECENT WORK



WHAT?

- ➔ Explore the way different identity categories impact work place experience
- ➔ Discuss the rights of young Ethiopians at work
- ➔ Identify potential safety threats in a workplace setting

WHY?

- ➔ To encourage participants to reflect on diversity in the workplace
- ➔ To increase participants' knowledge about youth rights at the workplace
- ➔ To help participants understand what is decent work

MATERIALS: ➤ Flip chart with decent work definition ➤ Script with legal rights statements ➤ Handout "know your rights" ➤ Safety Pictures

1. FRAME UP:

Safe and Decent Work

🕒 10 minutes

Frame up today's unit using the what/why/what slide. Explain that the expression 'decent work' and present it on a flip chart. Explain that decent work refers to work performed in conditions of **freedom, equity, security and human dignity**, to which women and men have access on equal terms. Decent work is about:

- Respect for the rights at work laid down in international labour standards.
- Access to employment with fair income and working conditions.
- Access to social protection: safe work and social security.
- Representation in decision-making through social dialogue & organizing.
- Voice for both women and men to address their needs and priorities.

Explain that in the next unit, we will discuss some aspects of decent work, with particular focus on young people and the specific context in Ethiopia.

2. ACTIVITY:

Equitable Work Environment - Exploring Diversity at Work³

🕒 30 minutes

Explain that we are going to look at the many different identities we carry, and how they impact our work.

Have the group stand up, push all the chairs back and make a clear space on the floor

Tell participants that you will name different "identity groups". Then participants, without speaking, should go to the place you indicate in the room if they identify themselves with that group.

Express that people can use whatever criteria they choose to make their decision on where to stand. Acknowledge there may be some categories where the choice is obvious or easy; other categories where the affiliation is not obvious, or multiple. Tell them in those cases just to choose a destination on whatever basis they wish.

³ Adapted from CARE Gender, Equity, and Diversity Training



Call out any of the groups found in the following table and designate where in the room people should stand if they belong to the group.

First, ask everyone who is participating in the training to come to the center of the room. Then, begin with an easy category, such as, “If you are left-handed go to this side of the room. If you are right-handed go to the other side”. In each place, they are to stand quietly and look around the room. Notice where they are, and where others are. They should pay attention to how they feel in this configuration, what they notice and experience-then ask them to talk amongst their group about why they chose that particular group.

NOTE TO FACILITATOR:
Adjust the categories based on your local context.

Below is a list of categories:

Region of origin	Babile, Deder, Midega Tola, Dire Dawa Arsi Zeway, Dugda, West Arsi, Shala, Arsi Negele
Sex/Gender	Male, Female
Age	15-18, 19-24, 25-30
Educational Level	Elementary, High school, University graduate
National/ International	Ethiopian/Non Ethiopian
Ability	If you have a family member or a friend who have physical or mental disability/If you don't know anyone with physical disability

To end the categorization, ask everyone who participates in the training to go back to the center of the room and to look at each other again. This time ask what they feel or see. Ask whether this is any different than when they first came together in the beginning of the exercise.

Lead a short reflection discussion on the exercise:

- 🕒 Ask participants how did they feel doing this exercise
- 🕒 Ask them to consider which groups they felt most comfortable in?
- 🕒 What did they learn?
- 🕒 How does this connect to work?

Conclude the session by saying that people’s work experience is influenced by different identity groups. Some belong to more than one at a time: for example, a young female with a disability. Highlight that this exercise teaches us to appreciate the multiplicity of our identities. We can choose to ignore these identities yet in reality each one brings with it a very unique experience.

We will now look into gender and age and how they both may impact our work experiences.

Tell participants we would like to look at what they believe are the expectations of young men and young women in a typical work environment.

NOTE TO FACILITATOR:
This might be a good timing for assigned youth to lead a brief energizer to help participants stay alert and engaged.

3. ACTIVITY:

Gender and age in the work place

🕒 30 minutes

Divide participants into 4 groups. Distribute a flip chart with two columns. One with the headline “adolescent boys age 15-18”, adolescent girls age 15-18”, “young men 20-29”, “young women 20-29 ”.

Ask each group to brainstorm and use their materials to create an image of what they believe is the “ideal professional working women/men/ adolescent girls/adolescent boy” (according to their group). Ask them to think about what are the

expectations or demands of their group in a typical work place.

Place groups work in different areas of the space/ room. Ask for a representative to stay in their" station "and welcome participants to walk through the space, look at the different illustrations and ask questions.

Lead a discussion using the following guiding questions:

- ❓ What are the similar expectations?
- ❓ Are there different expectations for males and females?
- ❓ Are there different expectations specific to their age?
- ❓ What are the effects of these expectations on young people?

Ask participants to go back to their original groups and distribute a new flip chart.

Ask each group to imagine a typical Ethiopian society in 10 years from now and discuss:

- ❓ What would you like to change in terms of the different expectations for male and female workers?
- ❓ How do you think it can be changed?
- ❓ How can we/our organizations contribute positively to changing the situation?

Draw an iceberg on a flip chart as a way of discussing how some elements of our identity are visible – such as behavior and appearance – and some are invisible. Often, we allow surface traits to give meaning to an entire person. Emphasize that by talking about diversity, you lift up what is not visible to the eye. We learn how to appreciate and to go below the surface to bring up resources and experiences. We're a diverse group, even though we may be lumped in the same category. Although we come from the same country, we think differently, because our experiences are different.

4. QUIZ:

Respect for Rights

🕒 20 minutes

Refer participants back to the definition of decent work and remind them about "respect for rights" component. Tell participants we will now do a short exercise covering this topic.

NOTE TO FACILITATOR:

Consider inviting a resource person who knows the laws and regulations on youth work in your training area. This will enrich participant's experience and they can ask some questions in the end of the session.

Prepare the Room: label three corners of the room with signs or symbols reading "AGREE" "DISAGREE" "NOT SURE."

Read one of the statements aloud and ask participants to move to the corner of the room that best represents their opinion. Once students are in their places, ask for volunteers to justify their position.

After each question, give participants the correct answer.

In Ethiopia the law says that a child must be older than 18 years to before they can engage in any form of employment.	False
A 15 year-old can work at night.	False
A 15 years old can do work in manual handling or transport of heavy burdens.	False
A 17 years old in Ethiopia cannot work underground work, such as mines, quarries.	True
If you have a complaint about workplace safety, you have nowhere to report to.	False
The law says your employer must give you training about health and safety hazards on your job.	True
The law limits on how late you may work if you are under 15.	True



If you're injured on the job, your employer must pay for your medical care?	True
It is up to the worker to obey all health and safety instructions issued by the employer or by the competent authority.	True
An employer can terminate the contract of employment of a women during her pregnancy and can rehire her after delivery	False
The law says a pregnant woman worker shall, upon the recommendation of a medical doctor, be entitled to a leave with pay	True
Women shall not be discriminated against as regards employment and payment, on the basis of their sex	True

Ask participants to turn back into their seats. Distribute handout and review key legal provisions in Ethiopia.

ASK participants:

- ❓ What do you do when you don't have these answers or if you have a complaint about an employer?
- ❓ Is there somewhere or someone you turn to ask?

NOTE TO FACILITATOR:

It is important that you familiarize yourself with the local reporting mechanisms to ensure you can provide participants appropriate guidance. For example, be aware of the local Labour and social affair department representative contact details.

5. ACTIVITY:

Staying Safe at Work

🕒 1 hour

IMPORTANT NOTE TO FACILITATOR:

This discussion could be a sensitive issue for participants who are involved in unsafe situations. It is advised to only conduct this activity with an experienced facilitator. The facilitator should not force anyone to speak and let participants leave if they are uncomfortable with the discussion. Learn about the relevant referral pathways in your area/ organization and make yourself available after the session to discuss any personal issues and help direct participants where to get help.

Explain that the next exercise is about bringing together what individuals regularly do in order to be and stay safe at work. Tell participants that groups will create lists of their own, and then will share them and discuss their findings together.

Form sub-groups. These should be single-sex groups, each of a maximum of four or five people. Tell the groups that they should share and brainstorm on the subject of 'staying safe' at work, in other words, participants should think about things people do to avoid different types of threats at the workplace. They should think about the kind of threats to their safety they may face on a regular basis or even one time.

Ask each group to go to the prepared working spaces in the room or close by. Give the groups about 20 minutes for the reflection and to make a list on the flip chart.

Get the groups back together, and ask each to report. Hang all the flipcharts next to each other in a visible place. If there were several sub-groups of the same sex, place those flipcharts next to each other.

Ask for a round of first impressions about the exercise and about the results. A good way to kick off this discussion is to check if anyone is surprised by the discussion they had in the group, or by the results of their or other groups' work.

Typical results that arise may include the lists prepared by the women's group/s are often far more detailed and longer than that of the men's group/s and cover more types of threat to women's safety. You can use the following guiding questions:

- ❓ Were there any differences between the male and the female groups?
- ❓ What do you think about this difference?
- ❓ Where do you think it comes from?

Explain that these threats can be things that can hurt you either physically or mentally. We will now do another visual activity, looking at some additional potential threats.

Divide the students into four small groups. Give each group one of the workplace scenes, with enough copies for each member of the group. Have groups identify as many hazards in the picture as they can, as well as offer suggestions to address the safety concern.

If they didn't come up, ensure the following are mentioned:

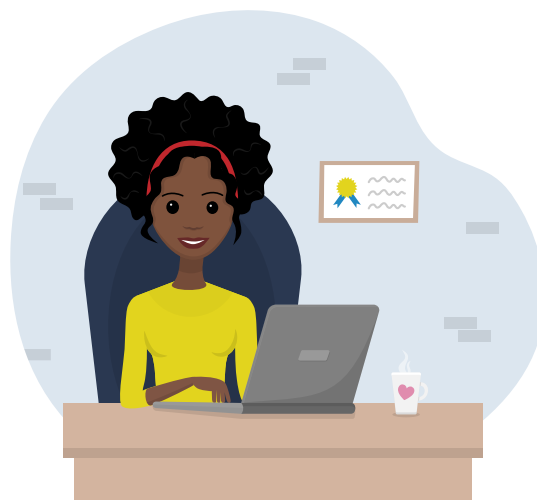
- **Safety hazards:** knives, hot grease, hot surfaces, slippery floors, etc.
- **Chemical hazards:** dusts, gases, vapors, acids, asbestos, lead, etc.
- **Biological hazards:** living organisms, viruses, molds, used needles, etc
- **Other health hazards:** noise, radiation, repetitive movements, heat or cold
- **Unwelcome or unwanted behavior in the workplace:** harassment, severe stress, sexual harassment.



End of the day Review:

Ask assigned participants to lead an end of the day review if this unit ends your training day. Ensure the review covers all topics discussed during the day. The aim of this review is to summarize the unit and clarify any remaining questions from the participants. Remind participants they can discuss anything that was talked about today with you separately if they wish.

Picture 1. Office work



Picture 2. Fast food Kitchen



NOTE TO FACILITATOR:

If this is the last session of the training day, approach assigned youth for tomorrow's energizers and end of the day reviews to ensure they understand their task and to provide support if needed.

Picture 3. Petrol Station



Picture 4. Grocery Store



IDENTIFYING WORK OPTIONS



WHAT?

- Map potential jobs in their area
- Learn about the different methods of finding a job
- Learn about the importance of networks and explore their personal one
- Learn how to analyze job advertisements

WHY?

- To help participants identify methods and networks that will help them look for a job

MATERIALS: ▶ Flip chart papers ▶ Markers ▶ Handout "networks"
▶ Handout "job vacancy"

1. HEART CONTRACT REVIEW:



🕒 10 minutes

If this unit opens a new training day lead a review the heart contract. Ask participants to look at their heart contract again and reflect whether the guidelines are still relevant to the group. Ask if the guidelines were followed in previous sessions. If not, It is important to find out why. The next step is deciding with the group what can be done to prevent this from happening again and if needed, to adjust the heart contract guidelines. For example, if a participant arrives late, ask for the reason and find out what could they do to make sure they come on time the following day. Adjust the heart contract in a new heart shaped flip chart if needed.

2. MORNING REVIEW:



🕒 10 minutes

Request assigned participants to lead today's morning review activity covering all topics discussed during the previous training day. The aim of this review to lead a reflection on the content of the previous day. The focus should not necessarily be on what the participants learned, but rather on how they might apply what they learned in their daily lives.

3. FRAME UP OF IDENTIFYING WORK OPTIONS UNIT

🕒 30 minutes

Distribute the personal collages to participants. Remind them that their homework task was to complete the activity "researching "market demands. Invite 2 or 3 participants to share their findings. They could also share in smaller groups (same groups as the previous day if confidence levels are still low). Ask them to describe their career goals, interests, skills and what they found out about the market demand.

Explain that we will play a short game now. Give participants only 4 minutes to find all the other people with similar career goals and to make groups of all people with similar goals.

When complete, ask the groups:

- ❓ What are the groupings? (hear from every group)
- ❓ While in groups as participants to share their experience of the process of setting their career goal. Ask them to discuss whether they learned something new about themselves or about the market demand? Did they have to (or think they should) modify their career goal after looking into their skills, interests, and the market demand?

Ask for some volunteers to share their group's reflections.

Reinforce that change and adaptation is not a bad thing. It is important to know what is realistic. This process prevents investing more time, money or other resources and later realizing that something may not work out. This is a key skill to have particularly in regard to entrepreneurship or other business ventures. Career paths are fluid and often have various turns and changes along the way. Being adaptable is key to continuing to build the future you want to have.

Explain to participants that in the next session we will "dive deeper" into the market demand side of their career plan and engage in getting a better understanding of work availability.

4. ACTIVITY:

Mapping Work Opportunities

🕒 1 hour

Discuss the word 'map' with participants – meaning, uses – and explain that you want them to draw one of their community maps.

Instruct participants to draw a map of their worded town and identify locations meaningful to them. Participants will first draw a map of their neighborhood showing key roads, government buildings, and places of interest.

Ask participants to mark all of the places that might be possible workplaces using a symbol. Tell participants to use their past experiences and the past experiences of people they know.

Ask participants to place their maps on the ground. Ask everyone to go around the room and look at the different maps.

Tell participants that we will now create a whole group map using a large area of flip chart paper (many pages next to each other). Ask them to map more details of all places where they can find work.

ASK:

- ❓ Did you mark many places on your map to find jobs or just a few? Why?
- ❓ What are some of the jobs you marked?
- ❓ Were all of these paid jobs? Did you mark any work opportunities that didn't include paid jobs? If not, why? (You may need to give them additional time to add these other places of unpaid opportunities.)

Explain that when we think about job opportunities we should not only think about paid work. We need to consider internships, apprenticeships and volunteering. Gaining work experience even if unpaid can help you get a job in the future.

Keep the map with you. We will use it later in the day!

5. ACTIVITY:

How and where to find information about jobs

🕒 30 minutes

EXPLAIN that it is important for youth to understand the job market realistically. There are many different ways to find jobs in both rural areas and large cities. In this activity, participants will learn about some ways to find jobs.

Divide participants into teams of 5 people. Ask each group to come up with a list of different ways to find jobs in Ethiopia and write them down on a flip chart. Ask groups to present their work. While they answer, write them on a new flip chart and ensure all of the below methods are included.

The next step would be to give each participant one sticky dot or other material to use as a voting tool. Ask each participant to go to the flip chart and place their dot next to the **methods they find (or think is)** most effective for looking for a job. Count the votes and mark the top three.

Review and discuss the below questions:

- ❓ What are the 'best practices'? Do participants have tips for using these methods effectively?
- ❓ Are these approaches different for males versus females? How?

Method	What works/tips
Contacts	
Newspaper	
Notice boards	
Internet	
Radio	
Recruiters	
Formal Networks	
Visiting friends at their work	
Submitting CVs directly to employers (even though no job is advertised)	
Other	

Conclude the session by emphasizing that there are many different methods for finding jobs. Some of these methods may work better for you than others. Methods can vary greatly depending on where you live in Ethiopia, and the sort of jobs you are looking for. In addition, not all of these methods will lead immediately to jobs, but could place you in a good position to know when jobs are available. The broader your search is the better your chances are of finding job opportunities and potential work. Therefore, it is a good idea to use more than one method at a time and to follow-up or return to the same or a different method after some time has passed.

NOTE TO FACILITATOR:

It's natural for a group to lose attention or feel tired. Engage assigned youth and asked them to lead an energizer to increase the energy level of a group!

6. ACTIVITY:

Using networks to find jobs

🕒 30 minutes

Present the following story:

Ibsa graduated from the Ardayita TVET college in Metal Work. He was very good at developing his contacts, and presenting his 30 second pitch. One time at an event, he had the opportunity to present his skills. In 30 seconds, he explained that he won the prize as the best welder when he was at the training school. After the event, many people asked for his contact details. Three months later, one of the gates at the office of one of the employers was broken, and they immediately called Ibsa as they had his contact. Ibsa therefore got this job through building his contacts.

ASK:

- ❓ What made Ibsa successful?
- ❓ When you hear the term 'networking' what comes to mind?
- ❓ How do you think contacts can help you to find jobs?

Write their answers on a flip chart paper to determine if they came up with the same list as below.

Give the definition of networking. *Networking is interacting with others to exchange information, build relationships and develop professional and social contacts.*

Explain that often people see this negatively, as they think of contacts as corruption. People think that if you have a 'contact' in an organization or company, they can 'cheat' the interview/application process to help you get a job even if you do not have the qualifications and skills. However, if you will get a job **based on your qualifications** using contacts, contacts can offer the following:

- Provide information about vacancies or opportunities when they arise.
- Give you specific job recommendations that fit their knowledge of your skills and qualifications
- They can directly link you to bosses or supervisors who are doing the recruitment.

Ask participants if they feel they are 'well connected' or 'badly connected'. Ask them to raise their hands for each option.

Distribute handout networking tree.

Ask participants to write down their own name at the bottom (root) of the tree. Then they should write the names of the two people who have previously been effective contacts in helping them to get jobs or they think might be effective. Next, ask them to think about 2 other people that each of those individuals introduced them to. Then, ask them to list two other people that those individuals have introduced them to.

ASK:

- ❓ Did you mostly fill out family and friends? Who else?
- ❓ How do you know these people?
- ❓ How can you expand your contacts?

EXPLAIN:

- Your network is like growing a butter pear tree. It may start off as a young tree, but as they continue to keep the contact information of people they meet month to month and year to year, it will grow to become a mature tree full of fruit.
- Each person you wrote down also has their own network of contacts that may be different from yours. Their contacts also have contacts and so on and so on!
- This can add up to a lot of people in many different places and they all might help you find a job or help in an aspect of your business.
- When you meet new people try to keep names, phone numbers and email information – so you can utilize their knowledge as needed in the future.

Conclude that we often build our network naturally, but if we make an effort, we can build it quicker and make sure the contacts are more useful. Remember the example of Ibsa – he built a big network of people who knew well about his skills. Developing a network can take time but it will be well worth it in the end.

Point to the tree and ask:

- ❓ How can you keep the tree from dying and the roots able to support the new fruit?
- ❓ Once you have collected these contacts, it is important to maintain the tree and prevent it from dying (figurative language). You can do this by maintaining connections to these contacts. Remember, no one wants to feel used only for who they know or the information they have. It is important that you keep in contact with them. Call or talk to them on occasion, even if it is merely to ask how they are doing and general information about their job. By doing this, when you ask them again or at a later point to assist you, they will be more likely to do so. Also affirm, that you would be happy to assist them if you can (particularly if they are your peers).

7. UNDERSTANDING JOB ADVERTISEMENTS

🕒 45 minutes

Explain that in this activity participants will examine real job advertisements and learn how to understand and analyze them. They can determine if they are appropriate for them or not. Learning how to read job advertisements will help them consider if a job is appropriate for their skill set or not.

Ask participants to look at their handout titled, "Job Vacancy." Tell participants these are sample job advertisements found in Ethiopia. These are real job descriptions.

Explain that the left hand side of the handout shows tip bubbles that may help them to better understand the job advertisements. Go through the two examples as a group. Ask if they have any questions or need clarification.

Divide participants into pairs and have them review the job descriptions and tips on both handouts. Ask each couple to answer these two questions for each of the postings:

1. Am I appropriate for the job? (Do I have the skills, education, experience, and attitude required?)
2. Is the job appropriate for me? (Do I like the institution? Is the position of interest? Is the location appropriate? Will I learn something good in this position? Does it have potential for promotion?)

Bring the group back together and ask the following questions:

- 🗣️ How was this process?
- 🗣️ Looking back, have you ever applied for jobs, which you were not really qualified for? What happened?
- 🗣️ Have you ever applied for jobs, which were not appropriate for you?
- 🗣️ How will you look for jobs better in the future?

Explain that sometimes when you don't have the skill set required, it can help you learn how you need to build your skill set. For example, you may need to get further education or experience before you are qualified to apply for this job. By reading and understanding job advertisements you can better understand the market demand.

FACILITATOR NOTE:

Allow time for sharing of experiences by those who have applied to jobs before as this allows for peer to peer learning and applicable examples



Personal Application:

Explain that as one homework task, each participant should find two vacancies which are applicable to their skill set. In the next session, you will be asked to explain (1) Where you found it; (2) Why you are appropriate for the job; and (3) Why the job is appropriate for you.

Conclude by summarizing what was covered in the unit today. Ensure youth lead the summary session!



UNIT 3.5

HOW TO WRITE A C.V AND A COVER LETTER



WHAT?

- Learn about the importance of CV and cover letters
- Review tips for writing an effective CV and cover letter
- Apply learning by exercising writing personal CV and cover letter

WHY?

- To support participants by preparing a complete personal CV and a cover letter

MATERIALS: ➤ Pencil with eraser for each participant
➤ Handout: [CV and cover letter package](#)

1. HEART CONTRACT REVIEW:



🕒 10 minutes

If this unit opens a training day, lead a review of the heart contract. Ask participants to look at their heart contract again and reflect whether the guidelines are still relevant to the group. Ask if the guidelines were followed in previous sessions. If not, it is important to find out why without humiliating anyone. The next step is deciding with the group what can be done to prevent this from happening again and if needed, to adjust the heart contract guidelines. For example, if someone laughs at or ridicules another participant, it is important to take time and reflect on the guidelines set. Ask participants: did you feel that all guidelines here were followed? In particular, did we follow the guideline saying we need to actively help people feel safe? Without mentioning specific people, ask participants to reflect how he/she would feel if he/she was the one being laughed at. Make it clear that treating each other with respect is essential for creating a trusting and safe environment and getting the most out of the workshop series.

Adjust the heart contract in a new heart shaped flip chart if needed.

2. MORNING REVIEW



🕒 10 minutes

If this unit opens a training day, request assigned participants to lead today's morning review activity covering all topics discussed during the previous training day. The aim of this review to lead a reflection on the content of the previous day. The focus should not necessarily be on what the participants learned, but rather on how they might apply what they learned in their daily lives.

3. FRAME UP:

C.V and Cover Letter

🕒 35 minutes

Frame up the activity using the what/why/how slide.

Explain that we will first focus on CV writing. Ask participants if they know what a CV is and what it is used for?

Explain that CV stands for 'Curriculum Vitae'. It is brief history of your work experience, activities, skills, education, accomplishments and any other information relevant to getting a job. The purpose of a CV is to get the candidate invited for an



interview. Employers often get many CVs in response to an advertisement. A CV is one of the most important things in an effective job application, as it is your opportunity to demonstrate why you are the best applicant for the job.

Divide participants into small groups of 4 people and provide them with sample CVs found in CV writing handout package. Ask them to read through the samples and write down on a flip chart **what type of information** can be found in CVs. Ask groups to present their work.

Refer participants to “Elements of a well written CV.” Present the content on a flip chart and explain the elements of a CV:

Element	Type of Information
Required	
Personal Details	Name, phone number, email, city where you live
Education	Name of school, location, dates attended
Work Experience	Name of company, dates worked, job title, job duties-specific
Recommended	
Skills & Languages	Including local languages can sometimes be helpful to employers
Others	Certificates, Awards, Publications
References	people who are able to genuinely talk about your work or personal strengths and experiences

Ask participants to go back into their previous group. Each group will be asked to review the CVs samples found in CV Handout Package and look for the required and recommended sections. Ask groups to use different colors or symbols to mark the different elements.

4. ACTIVITY:

Tips for CV Writing

🕒 20 minutes

Refer participants to “Tips for CV Writing” and present the content on a flip chart:

SHORT

Don’t make your CV longer than 2 pages. The employer won’t have time to read all – focus on the best points.

JOB SPECIFIC

Don’t use the same CV for every job. Present details which show why your experience/skills have prepared you for this particular job.

HONEST

Never lie on your CV! You may be caught during the interview (particularly if they test you). If you lie and get the job, you will be bad at it (and may get fired).

CONSISTENT

Use the same punctuation, verb tenses, spacing, and boldfacing in every section.

ACCURATE

Be a perfectionist. Double and triple-check spelling and grammar. Ask someone to double check it before you send it.

FOCUSED

Use short sentences. Use action words to describe your previous experience. Use verbs such as provided, managed, participated, and operated.

CLEAR and SIMPLE

Keep it simple, clear, and neat. For acronyms, spell out first time, then use the acronym eg. Ethiopian Football Federation (EFF).

STYLE

Font space should not be smaller than 10 pt. or larger than 12 pt. Avoid formatting errors (changing fonts, extra spaces).

RELEVANT

Don’t include everything about you if it is not relevant.

Explain that we learned what to include in a good CV. We are now going to look at common errors in CV writing.

Using one of the grouping techniques, ask participants to get into pairs. Ask participants to look at “What am I doing wrong?” in their CV writing handout.

Explain that the CV in the handout package includes many common mistakes. Ask participants to review the CV examples and find the mistakes. When they do, ask them to circle all of the areas they find to be wrong and write down what should be written instead.

Refer participants to “What am I doing Wrong” in their CV package Ask participants to complete the exercise and then come back together as a group to review the corrections.

5. PRACTICAL APPLICATION:

Writing My CV

🕒 1 hour

Have participants look at handout Sample CV Template and distribute pencils to each participant. Ask participants to review each section and fill up the areas according to their real experiences, skills and education. They can take the time to carefully think about the different sections, draft it on their reflection handbook and write it down. Remind participants to look at the tip sheet and think about the key themes from previous activities.

Move around the room, helping participants as necessary. Encourage participants to reach out to their colleagues in the room and get some advice/help from others.

NOTE TO FACILITATOR:

If you notice that participants are losing attention, it is time to think about an energizer!

When participants finish filling up the template, ask volunteers to reflect on the process: how would you describe the process of writing your CV?

What were your main challenges in doing so? Were any tips particularly helpful?

Refer participants to Evaluating my Resume. Ask them to use the form to evaluate their CV. Distribute another copy of the Sample CV template and ask them to use it in case they want to make any changes based on their review.

When they are finished, divide participants into pairs. Ask them to evaluate each other's resume and provide constructive feedback.



Homework: Ask participants to create another version of their C.V at home and bring it with them to tomorrow's session.

Participants that will be interested can bring their CVs tomorrow and the facilitator will provide final feedback.

6. ACTIVITY:

Application/Cover letters

30 minutes

Ask participants if they know what the differences between a CV and a cover letter are. Explain that an application letter should not merely re-state your CV, it should emphasize those skills and experiences that are most relevant to the job you are applying to.

Ask participants to review Cover Letter Format and Cover letter sample.

Using their personal journal notebooks, ask participants to draft an application letter. Move around the room providing assistance. After they have all completed drafting the layout, allow participants to share their application letters in pairs for assistance and suggested improvements. Continue to move around the room providing support.

When finished, discuss how they felt it went.

Based on availability of the facilitator: tell participants that if anyone is interested, encourage them to create a final version of their application letters and you will be able to provide them with additional feedback. Make sure you role model and give a realistic time frame of when it will be returned and honor that date. Be mindful, it could mean as many as 25 cover letters!

Provide the following practical tips:

- Keep language professional. Do not use uncommon or simplified words like you use in spoken language, in text messages, or as emojis.
- Spell check and proofread your cover letter and CV
- Make sure you have all the supporting documents attached (photo copies of letters of recommendation, certificates, high school or college diploma, etc) **DO NOT SUBMIT ORIGINALS!**
- Submit the documents in a nice large envelope so there are no folds in the package
- Submit all information needed prior to the deadline. Late submissions mean you can be disqualified as it shows that if you don't keep the deadline in this process you won't keep deadlines or follow directions in the work environment
- After one to two weeks (determine locally appropriate custom), follow-up on the application/CV submission to check-in on process and re-affirm interest.

Ask the assigned youth to conduct a review activity for the C.V unit. Make sure the session includes all topics and activities are covered. Remind participants that you will be available to provide personalized support adjusting their CV. Tell interested participants that they are welcome to come and talk to you at the end of the day or during breaks.

HOW TO INTERVIEW



WHAT?

- ➔ Learn about the structure and common questions in a professional job interview
- ➔ Review key effective interview behaviors
- ➔ Practice learned interview skills

WHY?

- ➔ To support participants gain the knowledge and skills required to prepare and complete a successful interview

MATERIALS: ➤ Handout “The Interview Process” ➤ Handout “Interview Tips”
 ➤ Handout “Tell me about yourself” ➤ Handout “Observation Tool”

1. FRAME UP:

How to Interview

🕒 40 minutes

Frame up today’s unit using the what/why/what slide. Explain to participants that obtaining a job interview is an accomplishment in itself. An interview means that the employer thinks you may be a good match for the job and wants to meet you in-person.

NOTE TO FACILITATOR:

Although the group recently did a number of things, it can actually be hard to remember! Let the group help each other to remember and, as a facilitator, remember to help as necessary to ensure a fun, safe and inclusive environment.

Call on one volunteer to perform a short role play for the group. Bring this person outside of the room and ask them to do the following when you ask them interview questions:

- Don’t smile
- Don’t shake my hand
- Don’t use eye contact
- Mumble your words
- Speak very quietly

Bring the volunteer back into the room and start the role play. Tell the group you will be role playing an interview. You are the interviewer and you will ask the volunteer a few introductory questions:

1. Hello! What is your name?
2. Where do you come from?
3. Did you find the building alright?
4. Why did you apply for the job?

Ask participants what they observed and lead a discussion about the problems displayed in the role-play. Use the following questions as guiding questions for the discussion:

- ❓ Did the interviewee make a good first impression? Why or why not?
- ❓ What could the interviewee have done differently? Better?

Tell participants that interviews are not easy and can make people nervous.

NOTE TO FACILITATOR:

This is a good time to share your own personal experiences interviewing. You can share a good interview experience, bad interview experience or both!

- ❓ Can someone share a good interview experience they had? what made it good?
- ❓ Can someone share a bad interview experience they had? What could you have done better?

2. DISCUSSION:

Interviewing Skills and Behaviors

🕒 20 minutes

Ask participants to form 4-5 groups and brainstorm behaviors they think interviewees should demonstrate during the interview process and to write them down on a flip chart. Ask groups to present their answers.

Note the behaviors on a flip chart; add the below behaviors if they were not shown in role plays:

- Relaxed and friendly look
- Being interested in the job
- Giving examples while answering the questions
- Smile early on and whenever it is possible
- Stand with your back straight on the chair to seem alert
- Speak slowly and clearly
- Think before speaking
- Be a good listener – wait until the interviewer has finished talking before you respond
- Stay calm
- Ask the interviewer to repeat or rephrase a question if you have not fully understood it
- If you do not know the answer to a question, be honest and let the interviewer know why
- Be honest in your answers but present any negative experiences in a positive light or as lessons learned
- Present yourself as being confident that you can do the job
- Look Smart– Dress Professionally and suitable for the position
- Never answer questions with a simple “yes” or “no”. Explain whenever possible but not too long.
- Keep your answers concise and clear
- Do not “over answer” questions and just keep talking
- Do not make negative remarks about your present or former employers or companies
- Use positive hand gestures
- Demonstrate enthusiasm, passion and excitement about this company or position
- Ask the interviewer the necessary questions
- Thank the interviewer

Emphasize that it will not be easy to remember all of the good behaviors needed in an interview. Practicing will bring perfection over time.

3. ACTIVITY:

The Hot Seat

🕒 40 minutes

Tell participants you will play a game called “The Hot Seat.” One at a time you will be called to the front of the room and sit in the interview chair. The facilitator will ask real interview questions. You will have 30 seconds to answer this question. If you answer the question within the time frame, you get to return to your chair and choose someone for the hot seat who has not gone yet. If you don’t answer in 30 seconds you must stay in the hot seat and get asked another question.

Tell participants they will not be told what type of job they are applying for so they must use their imagination but answer the questions truthfully.

Call the first participants and start with the following scripts: Good morning. My name is **XXX** and I am the HR manager of Oromia International Bank. We will be spending an hour together and I will be asking you some questions about yourself, your experience and interest in this job. Let’s begin!

Below is the list of questions to be asked. Play the game until all questions are completed.

1. Tell me about yourself.
2. Why are you interested in this job?
3. Why do you want to work here?
4. Do you have any experience in this type of job?
5. What are your top big strengths?
6. What are your top big weaknesses?
7. What qualities and skills do you have that will help you perform this job?
8. What is your long term career plan?
9. Do you have any hobbies?
10. How do you perform under stress?

11. Describe the responsibilities you had in your previous job.
12. Are you familiar with this company/business/organization?
13. How did you learn about this company/business/organization?
14. Do you prefer working with others or alone?
15. Tell me what you currently do in your current position.
16. What did you like/dislike about your last job?
17. Have you done the best work you are capable of doing?
18. What would you like to be doing 5 years from now?
19. Why should we hire you?
20. What is your expectation regarding the salary?
21. You can work during the weekends?
22. Do you want to ask any questions?

Conclude the exercise using the following script with the last participants:

“ Thank you for taking the time to interview today. We hope to make a decision in the next two weeks and will get back to you with our answer. Have a safe travel home.”

Thank all the participants who took a turn in the hot seat.

Facilitate a discussion with the participants using the following questions:

- ❓ Were some questions more difficult to answer than others? Which ones?
- ❓ Was it hard to come up with a response in 30 seconds?

Ask participants to identify the **main parts of an interview** based on what they saw in the role plays, their own experience or what they have heard others share (opening – greetings & purpose of the interview; body – interviewer asks questions & interviewee responds; closing – summary, next steps, thank you & goodbye’s). Explain that that handout “[The Interview Process](#)” includes questions they were just asked as well as new questions and a few example responses. This is an important handout to keep.

When participants go on their next interview they should use these questions to practice their responses before the real interview. They will be much better prepared for the real thing if they practice first!

4. ACTIVITY:

Preparing myself for an interview

🕒 20 minutes

ASK PARTICIPANTS: if you had a real interview, how could you prepare yourself **before the interview?**

On a flip chart with the web drawing: Fill up the web with the participants ideas.

Once complete, distribute handout [Interview Tips](#) and ensure to add the following if they didn’t come up with these responses yet:

- Know your route. Know your alternative routes in case of bad traffic or delays.
- Know where you are meeting including the room#, floor or building etc.
- Read the job advertisement again. Think about the skills you have. Compare your skills to the skills needed to do the job.
- Try to learn something about the company or the job.
- Make a list of 5-7 questions to ask. Don’t ask too much about breaks and vacations. Do ask about the company’s product or what the interviewer thinks what characteristics help an employee be successful.
- Have your Interview Tool Box ready: copies of CV (resume), notepad & pen.
- Practice answering questions that are often asked at interviews. If you role-play your answers with a friend or out loud in front of a mirror, you’ll probably feel less nervous during the real interview.

NOTE TO FACILITATOR:

This is great timing for some for laughs and relaxation! Add a youth led energizer here.

5. PERSONAL APPLICATION:

Preparing Myself for Common Interview Questions

🕒 35 minutes

Tell participants that we will now practice answering some common “tricky” questions that usually come up in interviews. Explain that interviewing can be tough and it can involve a lot of trial and error, meaning that we get good at them through practice. Even if an interview is not successful, every time a participant is interviewed they will gain experience on what went well and what could go better next time. We can make things easier and more effective by being prepared, practicing, and doing certain things right.

Ask participants to close their eyes and imagine they are about to be interviewed. They just sat down in the interview room. They are interviewing for a front desk position at the Ethiopian Airlines in Addis. The interviewer asks you the first question. **“Tell me about yourself.”**

Ask them to now open their eyes and have each participant prepare his/her own scripts for answering this question. They can either write it down or memorize it.

Explain that “Tell me about yourself” often means “Tell me about experiences, qualifications and interests that will benefit the company you are applying to.” Tell participants that planning a 2-3-minute script before an interview can help you prepare.

Refer participants to [handout “Tell me about yourself”](#) and read the following example scripts for participants. Use yourself as a real example!

EXAMPLE SCRIPT:

“I graduated from _____ with a degree in _____ and started my _____ career with _____ where I progressed up to _____. From there I went with _____ as a _____. One of the areas I was responsible for at this company was in _____ where I implemented a _____ and increased the _____ by _____.”

I am currently _____ at _____ where I am responsible for _____.

What I am looking for in my career is to work with a good company like _____, in the _____ area where I have an opportunity to bring to the table my years of experience and background in the _____ field.

Ask participants to go back to their original script and revise it if needed. Tell them to be honest and use the facts from their own experience. Tell participants to always prepare a script before an interview. They should use their own words when preparing the script so that it sounds natural when spoken.

Tell participants that another question that usually repeats and can be difficult to answer is the question about **salary expectations**. Tell participants that if the employer does NOT ask you about salary and does not mention salary, you should NOT bring it up! However, if you are asked about salary you should be prepared.

Read the short scenario below:

Degene told his interviewer that his salary requirement was 5000 Birr per month. He did not know that Muna, the other candidate was asked the same question, but she told the interviewer her salary requirement was 4500 Birr per month. The interviewer decided that both candidates were very equal in skill, so she offered the job to Muna because it was more cost effective for the company.

❓ Ask participants, “How can you best answer this tricky salary question?”

Explain that there is no perfect way to answer the salary question. Different employers may want different replies and some employers will not even give you the option. Just like interviewing this will come easier with practice. Give the following tips:

- Try to research the salary scale.
- If you state too high salary expectations, an employer may feel they cannot afford you, but if you note too low salary expectations, you may not be satisfied with the salary if you get the position.
- You might want to mention your current salary and explain the increase you are looking for and why, but still offer to be flexible and negotiate.
- Many organizations have salary scales on which all employees are placed regardless of what you want.

6. PRACTICAL APPLICATION:

Lets Interview!

🕒 40 minutes

Tell participants that we will now try to practice everything that we learned so far.

Divide participants into pairs. One partner will be the interviewer and the other partner will be the person being interviewed. You will have 10 minutes each to prepare yourself for the interview. You can use the handouts to review key behavior tips, common questions etc.

Distribute handout [Observation Tool](#) to participants.

Explain that each one of them will practice being the interviewers and then the interviewed.

Tell participants that while they perform as the interviewers they should observe the interviewee's interviewing skills such body language, the answers they provide, their behavior etc. They will have 15 minutes to interview using the handout questions.

When the interview is over, he/she should take 5 minutes to note down what he heard and saw for himself. He can use the observation tool to do that.

When the pair finish the first round, ask them to switch roles. When the interview is over, he/she should also take 5 minutes to use the observation tool to note down what he heard and saw to provide feedback to the interviewee.

After both interviews are complete, they should first self-analyze themselves and share how they felt they did. Remind participants to not feel bad if they need to improve. Tell them that the more they practice the easier it will be. Next ask them to provide feedback to each other.

- 🗣️ Thank the pairs and ask the participants to think back to the first role plays they conducted for interviewing. How did they compare?

Explain that participants are already better interviewers now than from the start of the session. This is because they have gained new knowledge about interviewing and because they have spent some quality time practicing. Encourage participants to continue practicing these skills in their own time even if they don't have any interviews in the near future soon.

7. ACTIVITY:

What's Next? After the Interview

🕒 20 minutes

Ask participants to close their eyes. Wait a few seconds in silence.

Tell them: Imagine you just left an interview. You feel very good about the interview and you think it went very fine! Comfort, the interviewer told you she would be in contact with you in about 1 week. "What is the first thing you do next after the interview?" Ask participants to open their eyes.

- 🗣️ Call on 1 or two volunteers to answer the question and write the answers on a flipchart. Does everyone agree?

Write the following on the flipchart: Follow-up/ Thank You Letter.

- 🗣️ Ask participants if they have ever written a thank you letter to an employer after an interview. If so, what did it say?

Tell participants the main objective of the “thank you” letter is to thank the employer for the interview. The thank you letter should be brief and to the point. They can include a sentence or two about their excitement for the position and their qualifications for the position.

Read the example thank you letter below but emphasize that participants should not just copy and paste this sample! Participants should always use their own words when writing a thank you letter. Employers know when something is copy and pasted.

Dear Mrs. Belete,

Thank you for the opportunity to interview for the position of clinical assistant at Dilchora Hospital. After speaking with you and learning more about the position I feel very strongly that my prior experience would make me a good fit for the job. If you have any further questions, please feel free to contact me on my mobile phone or through email at Dejene2010@gmail.com. I hope to hear from you soon.

Best,

Dejene Tesfaye (real signature)

Djnetesfaye@gmail.com

Conclude by explaining that writing the thank you letter after an interview can be just as important as writing a CV and Cover Letter. It shows your interest and commitment.



End of the day review

Conclude by summarizing what was covered in the unit today. Ensure youth lead the summary session!

PROFESSIONAL WORK HABITS AND ATTITUDES



WHAT?

- Brainstorm professional behaviors and attitudes in the workplace
- Understand the importance of being reliable

WHY?

- Understand the importance of positive professional work habits and attitudes

MATERIALS: ⌚ Facilitator script with role play scenarios
 ⌚ 12 voting materials for each participant (i.e. sticks, stickers, or stones)

1. HEART CONTRACT REVIEW:



⌚ 10 minutes

If this unit opens the training day, lead a review of the heart contract. Ask participants to look at their heart contract again and reflect whether the guidelines are still relevant to the group. Ask if the guidelines were followed in previous sessions. If not, it is important to find out why without humiliating anyone. The next step is deciding with the group what can be done to prevent this from happening again and if needed, to adjust the heart contract guidelines. For example, if a participant arrives late, ask for the reason and find out what they could do to make sure they come on time the following day.

2. MORNING REVIEW



⌚ 10 minutes

If this unit opens a training day, request assigned participants to lead today's morning review activity covering all topics discussed during the previous training day. Remember that a morning review should be an interesting and engaging way to lead a reflection on the content of the previous day. The focus should not necessarily be on what the participants learned, but rather on how they might apply what they learned in their daily lives.

3. FRAME UP:

Professional Work Habits and Attitudes

🕒 50 minutes

Frame up today's unit using the what/why slide. Explain to participants that one of the expectations of employers is for employees to 'Be Professional.'

ASK PARTICIPANTS: What does it mean to "be professional"? What do 'professional' people do?

Practice professionalism through role-plays: divide participants into 5 groups and distribute the following scenarios to each group. Ask each group to prepare a role-play twice and perform the role play once unprofessionally and then the second time professionally (the right way). Each one should be no more than 5 minutes.

Role Play Scenarios:

1. You are waiting for the bus to go to an interview, but it is already 10 minutes late and you still don't see it. If it does not get here in the next five minutes, you will be late for your interview.
2. You had a great interview for a summer job that you really want. You thought it went really well, especially because they called your references who told you they spoke very highly of you. However, it has been a week and you have not heard back about the job. You decide to call to check in about your application. You speak to the person who interviewed you and he tells you that they hired someone else for the position.
3. You are working at the reception desk of your company. Someone comes over to you to complain about the dirty bathroom.
4. Three of your friends ask you to buy them some sneakers with your employee discount at your new job; they all wear different size shoes.
5. Two weeks ago you told your supervisor that you are going outside of your woreda to visit your family in the upcoming weekend. Yesterday he informed that you are scheduled to work the same weekend.

Discuss the situations after the role-plays to see if there are other 'professional' ways to deal with the various situations.

EXPLAIN: How you look, talk, write, act and work determine whether you are a professional or not. Tell participants that many employers in Ethiopia believe that lack of "professionalism" is one the biggest challenges they face when hiring youth. Why do you think this is the case?

4. ACTIVITY:

My Personal Work Habits and Attitudes

🕒 30 minutes

Place 12 flip charts in the training space. Each should contain one "work habit/attitude headline." Distribute 12 voting materials to each participant. Tell participants that you will all walk through the room to the different "stations." At each station, you will read the themes and some personal statements. Ask them to honestly reflect on their own work habits and put their voting material next to the statement that most accurately describes them. They should then proceed to the next station and vote again until they have voted at all 12 stations.

1. COOPERATION (ability to get along with others)

- ___ I work against rather than with others
- ___ I find it difficult to get along with others
- ___ I usually get along with others
- ___ I get along with others
- ___ I get along well with others, I am friendly and helpful

2. INITIATIVE (tendency to go ahead)

- ___ I need to be reminded to do things
- ___ I need to be urged to do things
- ___ I do routine work acceptably
- ___ I am resourceful. I work well by myself
- ___ I am resourceful. I look for things to learn and do

3. COURTESY

- I am often impolite to others
- I am sometimes not polite in action or speech
- I am usually polite and considerate of others
- I am considerate and polite of others
- I am always very polite and considerate

4. ATTITUDE TOWARD CONSTRUCTIVE CRITICISM

- I resent any criticism
- I do not pay much attention to criticism
- I accept constructive criticism and try to change
- I accept constructive criticism and improve greatly

5. SUPERVISION

- I usually need constant supervision to complete routine tasks
- I need frequent supervision to complete routine tasks
- I need occasional supervision while doing routine tasks
- I need little supervision while doing routine tasks
- I do not need supervision while doing routine tasks

6. ACCURACY OF WORK

- I am very careless about my work
- I am frequently inaccurate and careless
- I make errors; I show average care and neatness
- I make few errors; I am careful and neat
- I seldom make errors and do work of very high quality

7. WORK ACCOMPLISHED

- I am very slow; output is unsatisfactory
- I am slower than average; output is less than average
- I work with ordinary speed; output is generally satisfactory
- I work rapidly; output is above average
- I am fast and efficient; output is well above average

8. TIME USAGE

- I waste time and need to be pushed along
- I waste time and need some supervision
- I waste time occasionally but am usually reliable
- I seldom waste time and am reliable
- I am hardworking and concentrate very well

9. ADAPTABILITY

- I can't adjust to change
- I have difficulty adapting to new situations
- I adjust to change after instruction
- I adjust to change readily
- I find it pleasant to adapt and meet changes

10. PERSONAL APPEARANCE (neatness and personal care)

- I am careless about my appearance
- I sometimes neglect my appearance
- I make an effort to improve my appearance
- I care about my appearance; I look neat most of the time
- I am extremely careful about my appearance; I look very neat all of the time

11. ATTENDANCE (to work, or organizations to which I belong)

- ___ I am frequently absent
- ___ I am not regular enough in attendance
- ___ I am average in my attendance
- ___ I am almost always in attendance
- ___ I am never absenting except for an unavoidable emergency

12. PUNCTUALITY

- ___ I am frequently late
- ___ I am very often late
- ___ I could improve my punctuality
- ___ I am seldom late
- ___ I am never late except for an unavoidable emergency

Ask participants to use their personal journals and take 5 minutes to either write or draw their reflections on where they marked themselves, what would they like to improve and how can they get there.

5. ACTIVITY:

Being Reliable

🕒 45 minutes

Explain that another important quality both for employment and overall life is being reliable! Explain that we are going to do a fun quick energizer. I will read out some sentences that you may have said at some point in your life. If you have ever said them, stand up. Be honest!

- 'Yes I can do it' (when you can't)
- 'I will be there in 2 minutes' (when in reality you will be there in 10 minutes)
- 'I'm coming' (when you're not coming)
- 'I was afraid to tell you'
- 'I thought you would get vexed with me'

- 'I ran out of battery'
- 'The money you gave me was not enough'
- 'I ran out of minutes'
- 'I called you but your phone was off'
- 'There was too much cold'
- 'I never had transportation'
- 'My child is sick and I need to take him to the doctor'
- 'I lost my relative'
- 'I had some personal problems'
- 'The traffic was too bad'

Explain that people and especially employers expect you to be reliable. They want to be able to believe what you tell them. The last activity showed that almost everyone has made a false promise or an excuse before. Sometimes the excuses we use are unacceptable and promises that we make are unrealistic. Even when we have valid excuses, we often do not communicate those clearly or acceptably.

- ❓ Ask if anyone can give examples of people losing, friends, business or jobs because of being unreliable?

Present a flipchart with the below columns and explain the headlines:

- A.** Unacceptable Excuses (excuses that are never acceptable under any circumstances – you need to organize yourself better to avoid these)
- B.** False Promises (when you say something to make the person happy, even though you know that it is not true)
- C.** Excuses which require communication in advance (an honest and fair excuse, but which you need to communicate in advance so that your supervisor can plan accordingly)

Divide the participants into three groups (or 6 groups if there many participants), each with a flipchart. Each group will be assigned with one column. They should come up with as many examples for their assigned topic relevant to a working environment. Below are some examples. Give them one example of each to generate the discussion. Ask groups to present their work.

Unacceptable excuses
'I ran out of battery'
'The money you gave me was not enough'
'I ran out of minutes'
'I called you but your phone was off'
'There was too much rain'
'I never had transportation'
False promises
'Yes I can do it' (when you can't)
'I will be there in 2 minutes' (when in reality you will be there in 10 minutes)
'I'm coming' (when you're not coming)
'I was afraid to tell you'
'I thought you would get vexed with me'
Excuses which require communication in advance
'My child is sick and I need to take him to the doctor'
'I lost my relative'
'I had some personal problems'
'The traffic was too bad'

6. PERSONAL APPLICATION:

🕒 10 minutes

Remind participants of the key professional attitudes and behaviours discussed during today's session. Ask participants to imagine the following scenario: *You have a briefcase with money in it and 2 laptops that need to be sent to a family member up-country as a birthday present. You are out of town and unable to go to the post office. You have to ask a friend to do this for you.*

❓ Who do you ask? (someone you can trust and rely on?)

Tell participants this is an easy decision to make. Employers think the same way. Explain that while most people follow certain values and attitudes in their personal lives, sometimes they do not apply the same values at the workplace from home.

❓ Ask why is this the case for some people?

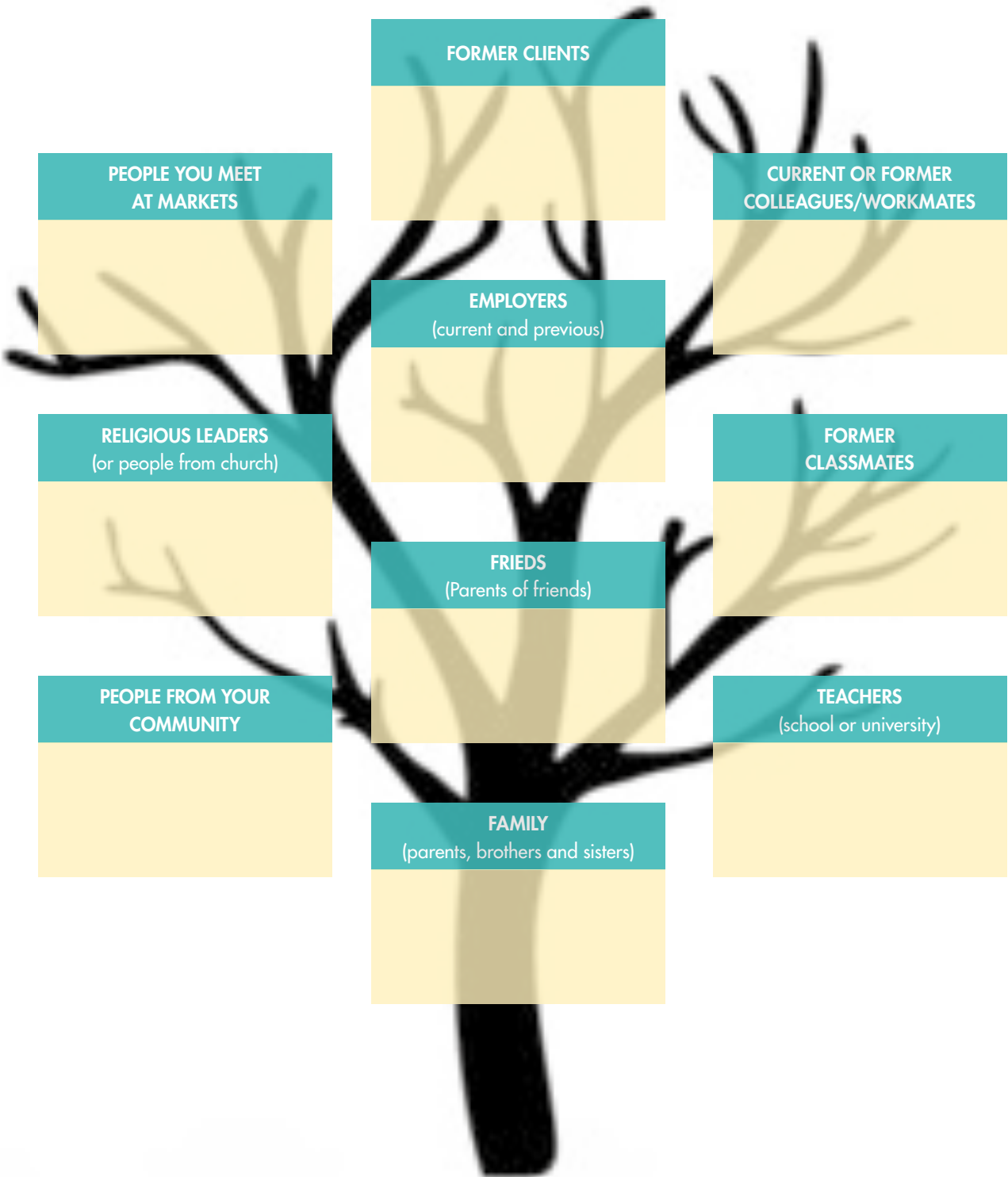


Homework: Tell participants that they will have some homework in relation to these questions. When they get home ask participants to inquire among family and friend show will they describe their key values. Tell them they can use the following question: when your family and friends describe you, what do they consider as your key values and/or attitudes they admire about you? Ask participants to record their answers in their personal journals.

Conclude by summarizing what was covered in the unit today. Ensure youth lead the summary session! Remind participants that the next session is going to be our last one!

HANDOUT 5:

Contact Map



HANDOUT 6:

Job Vacancy: Office Assistant

Job Title: Office Assistant

Location: Based in Dire Dawa

Job purpose: The Office Assistant will assist the Office Manager in administrative tasks.

This will be your boss

Reports to: Office Manager

Responsible for: Database organization, organizing client files, administrative duties

Every task you will do in this job

Main Responsibilities:

- Assist Office Manager in daily administrative tasks and duties.
- Responsible for data entry for all databases.
- Responsible to make weekly reports in meetings.
- Write meeting minutes.
- Answer all phone calls.
- Greet guests with a friendly demeanor.
- File any related documents
- Meet all required deadlines.

Skills you need before you can apply

Experience: Minimum 1 year professional experience in a similar position. Must have experience in working with Excel.

Education: Applicant must possess a senior high school certificate or its equivalent.

Languages: Good command of spoken and written English.

Working knowledge means real experience and practice

Computer skills: Good knowledge of MS Office (especially in Excel and Word).

Good **working knowledge** of modern communication systems preferable knowledge in GPS.

Personal Skills: Good written and oral communication skills.

Creative, Good Customer Service skills, flexible and capable of working in a fast moving environment.

Team player, able to work in a multi-cultural environment.

Ability to take initiative and work independently.



ASAP means 'as soon as possible'. This company wants this position to start very soon!

Starting date: ASAP

Applications for this position should be sent to: Please send your letter of application, résumé and other relevant documents to:

Send your application to all 3 staff mentioned. You should address these staff members in your cover letter and email.

Yousuf Ahmed
Human Resource Officer
Yousuf@ITcompany.net

Tadesse Alamu
Administrator
Tadessel@ITcompany.net

Doni Jiru
Office Manager
Doni@ITcompany.net

You must submit your application by this date!

Closing date: July 30, 2018

Learning the background of the company can be useful when writing your cover letter and resume as well as during an interview. All the information will not be here, so try doing further research.

COMPANY PROFILE/OVERVIEW:

The Black Lion Hospital has been operational in Addis Ababa since 1954. The Black Lion Hospital provides quality patient care and services in Addis Ababa, Ethiopia.

1. We work at the highest standard of Black Lion health care for the people of Ethiopia
2. We engage in sharing health information, developing strategies and sharing the available health and other resources.
3. Identified and define common health needs.

Overall Objective of the Position:

The Ambulance driver has the responsibility for maintaining the vehicle, and safely driving patients in emergencies while using road safety and precaution.

Duties and Responsibilities:

- Provide transport services to patients in emergencies.
- Ensure assigned vehicles are regularly maintained and serviced.
- Keep accurate track of vehicle millage to facilitate calculation of fuel consumption.
- Report immediately to the Hospital Administrative Manager if any problem experienced with assigned vehicle.
- Any other duties as may be assigned by HR.

JOB REQUIREMENT:

- A high school diploma or equivalent working experience.
- Demonstrable commitment to Catholic values and member of a local church.
- At least one (1) years' experience driving ambulance vehicles.
- Prior working experience with a hospital preferred.
- We encourage all qualified candidates to apply, irrespective of race, gender or age.

Always pay very close attention to the application instructions. It is easy to make mistakes and employers may not even look at your application if it is wrong!

Conditions:

- Availability: Immediate

APPLICATION SHOULD BE ADDRESS TO:

You are welcome to contact (Ms.Abeba Fikadu and Mr. Doni Samson) at (abeba@yahoo.com / doni @gmail.com) for more information about the position.

Application process:

Only motivated applications that address the stipulated duties and meet the required qualifications will be considered. Send a letter of motivation together with a CV. CV-only application will not be considered.

Rolling Basis means an organization will view applications as they are sent in. There is no deadline. The sooner you send in your application the sooner the organization will review it.

Due to the urgency of this position, The Catholic Hospital reserves the right to recruit a qualified candidate who fits the required profile before the above deadline. Recruitment is on a **rolling basis**.

HANDOUT 7:

C.V and Cover Letter

CV SAMPLE

Mr. Ahmed Ali
Sabian ko2
Dire Dawa
Phone# 00251921468
ahmedli@hotmail.com

PROFILE AND CAREER OBJECTIVE:

I am an accountancy graduate with over 3 years' experience in administration and accountancy. I have a demonstrated passion for good organization, and have a track record of using computer programs to enhance efficiency. My immediate career objective is to widen my accountancy experience in a larger organization that has a mission I believe in.

SKILLS AND QUALIFICATION SUMMARY:

- Financial data analysis
- Database management
- Proficient with computer technology, including Microsoft Excel
- Ability to multi-task and adapt to new work environment
- Effective problem-solver
- Good interpersonal skills
- Knowledge of accounting software
- Administration experience

EDUCATION:

- Bachelor's Degree Accounting (GPA 3.1), Dire Dawa University, 2010-2014
- Dire Dawa Comprehensive and Secondary High School, 2000-2006

WORK EXPERIENCE:

Book Keeper **DD Food Complex Factory** **February 2008 – present**

Under this role I took the lead on managing multiple accounting projects. I created all of the reports and budgets for each account while managing all financial data.

Responsibilities and achievements included:

- Managing financial data of over \$50,000 per year using QuickBooks.
- Analyzing financial data to guide program strategy. Insights provided in my monthly reports led to opening of four new accounts.
- Collecting data information
- Preparing reports weekly, monthly, and annually
- Creating financial and budget planning

Administrative Assistant **DD Cement factory** **November 2006 – October 2007**

Under this role I served the mission of the organization by acting as the single liaison between executive staff and colleagues. I handled all administrative tasks in the office and organized the central schedules, files and reports.

Responsibilities and achievements included:

- Preparing and maintaining the office files and document. Created a new filing system which increased efficiency and accessibility of files.
- Organizing and monitored financial records
- Keeping proper check
- Managing all important files and documents
- Preparing data and information to make regular reports

Treasurer (Volunteer) **ETHIOPIAN CENTER FOR DISABILITY AND DEVELOPMENT(E added CDD)** **May 2005 – present**



Under this role I was trusted with my church ministry's' finances. I documented all contributions and donations, aided in creating the annual budget and created the end of year financial report.

Responsibilities and achievements included:

- Managing and documenting all collections from services
- Working with the Pastor to create annual budget for Church
- Developing financial report at end of year
- Managing all files and financial records
- Troubleshooting discrepancies

LANGUAGES:

English (native), Kpelle (native), French (beginner)

COMPUTER SKILLS:

Microsoft Word (intermediate), Microsoft Excel (advanced), Microsoft PowerPoint (basic), Internet and social media (advanced)

REFERENCES:

Available upon request

John Doe

123 MAIN STREET, WORCESTER, MA

614-555-1212 • johndoe@yahoo.com

Skills

- Excellent customer service, interpersonal and communication skills
- Flexible team player with the ability to complete tasks independently
- Bilingual: Spanish and English
- Computer proficiency: Internet search, Microsoft Word, Excel and PowerPoint

Education

High School Diploma, North High School, expected June 2012

Experience

Worcester Teen Center

Worcester, MA

Team Member, Summer 2010

- Performed general facilities maintenance work, including painting and cleaning
- Worked on a team to organize a community backpack drive for local students
- Completed professional development training

Worcester County Food Bank

Worcester, MA

Volunteer, March 2010-present

- Aided in the collection, organization and distribution of food baskets to families in need
- Worked with a diverse staff to complete projects in a timely manner
- Maintained a clean and safe working environment

Extracurricular Activities

- Basketball Team North High School Spring 2009/2010
- Writing/Drawing Teen Center's monthly newsletter March 2010-present

Michael White

123 Washington St, Springfield MA

413-987-6543

michael_white@gmail.com

SUMMARY OF QUALIFICATIONS

- Motivated, responsible, hard worker
- Excellent communication and organizational skills
- Initiative-taker and problem-solver
- Team player with strong customer service skills

EDUCATION

Earned GED, Smith Community Center

May 2010

Springfield Central High School

2007-2009

TRAINING

Massachusetts Career Development Institute

Nov. 2009-May 2010

Culinary Arts Program

- Learned the basics of food preparation and kitchen management
- Followed directions and worked on a team to prepare and serve food
- Adapted to different job assignments and completed all tasks

EXPERIENCE

St Patrick's Soup Kitchen

June 2010-present

Kitchen Crew Volunteer

- Help to prepare meals for people in need
- Maintain a clean working environment: wash dishes and mop as needed
- Serve meals and provide excellent customer service

CERTIFICATION

Earned ServSafe Certificate

Jan. 2010

Earned OSHA Certificate

April 2010



ELEMENTS OF WELL WRITTEN CV

Element	Type of Information
Required	
Personal Details	Name, phone number, email, city where you live
Education	Name of school, location, dates attended
Work Experience	Name of company, dates worked, job title, job duties-specific
Recommended	
Skills & Languages	Including local languages can sometimes be helpful to employers
Others	Certificates, Awards, Publications
References	people who are able to genuinely talk about your work or personal strengths and experiences

TIPS FOR C.V WRITING

SHORT	Don't make your CV longer than 2 pages. The employer won't have time to read all – focus on the best points
JOB SPECIFIC	Don't use the same CV for every job. Present details which show why your experience/skills have prepared you for this job.
HONEST	Never lie on your CV! You may be caught during interview (particularly if they test you). If you lie and get the job, you will be bad at it (and may get fired).
CONSISTENT	Use the same punctuation, verb tenses, spacing, and boldfacing in every section.
ACCURATE	Be a perfectionist.
	Double and triple-check spelling and grammar.
	Ask someone to double check it before you send it
FOCUSED	Use short sentences
	Use action words to describe your previous experience.
	Use verbs such as provided, managed, participated, and operated.
CLEAR and SIMPLE	Keep it simple, clear, and neat.
	For acronyms, spell out first time, then use the acronym. eg. Ethiopian Football Federation (EFF)
STYLE	Fontspace should not be smaller than 10 pt or larger than 12 pt. Avoid formatting errors (changing fonts, extra spaces)
RELEVANT	Don't include everything about you if it is not relevant.

WHAT AM I DOING WRONG?

Ibro Ali
Akaki
, Addis
Christian Religion
Height 5 feet 8 inches
Male

CAREER OBJECTIVES:

To make big money and become Bossman.

SKILLS AND QUALIFICATION SUMMARY:

- Experienced in analyzing financial data and information for building financial record system
- Experienced in making balance in short-term and long priorities
- Proficient with advance computer technology
- Able to adapt with new work environment quickly
- Able to manage multi task
- Capable for problem solving
- Good Christian

LANGUAGES: English and local dialect

WORK EXPERIENCE:

- Teacher 2010-2012

I had a job teaching for two years but was fired for drinking on the job. I do not have that problem anymore and I am able to work.

SALARY: I would lik more salry than my lat job.

EDUCATIONAL BACKGROUND:

- Bachrs Degree 2012



WHAT AM I DOING WRONG - CORRECTED VERSION

Watch for spelling and formatting errors

Ibro Ali
Akaki
, adsi
Christian Religion
Height 5 feet 8 inches
Male

Never include your religion or personal facts like height and weight, gender.

Think of more thoughtful and professional sounding career objectives.

CAREER OBJECTIVES:

To make big money and become Bossman.

SKILLS AND QUALIFICATION SUMMARY:

- Experienced in analyzing financial data and information for building financial record system
- Experienced in making balance in short-term and long priorities
- Proficient with advance computer technology
- Able to adapt with new work environment quickly
- Able to manage multi task
- Capable for problem solving
- Good Christian

Again, never put your religion on your resume!

LANGUAGES: English and local dialect

WORK EXPERIENCE:

- Teacher 2010-2012

Do not share personal problems like drinking on the job.

I had a job teaching for two years but was fired for drinking on the job. I do not have that problem anymore and I am able to work.

Remember the tricky salary questions. Do not put your salary or desired salary on your CV!

SALARY: I would like more salary than my lat job.

Spelling errors

Educational Background:

- Bachrs Degree 2012

SAMPLE CV TEMPLATE

Contact Information

Name _____

Address _____

City _____

State _____

Zip _____

Phone Number _____

Alternate Phone Number _____

E-mail _____

Employment Goal

What is your objective or job target?

What industry do you want to work in? (Construction, finance, maintenance and repair, hotel/hospitality, human services, healthcare, education, etc.)

Skills

List all your skills (if you speak another language that is also a skill) and your strengths. For computer skills include software that you know. (Example: Microsoft Word, Excel, Internet Applications, etc.)

Job Readiness Level

Education Information

Name of your school _____

Tow/location of your school _____

Year you will be graduation _____

Awards

List all awards that you have ever received. If you were involved in sports also list any medals you may have won. (E.g.: perfect attendance, gold in 100 m hurdles)



Certificates

List any certifications you have ever received. (E.g.: CPR, First Aid, Workplace Readiness, etc.)

List any student activities or internships here

Work History and Volunteer Experience

List your work history and/or volunteer history starting with your most recent job/volunteer work

<u>Start</u>	<u>End</u>	<u>Name of company</u>
		<u>City and State</u>
		<u>Your title/Position</u>

Describe what you did on the job (action words)

<u>Start</u>	<u>End</u>	<u>Name of company</u>
		<u>City and State</u>
		<u>Your title/Position</u>

Describe what you did on the job (action words)

<u>Start</u>	<u>End</u>	<u>Name of company</u>
		<u>City and State</u>
		<u>Your title/Position</u>

Describe what you did on the job (action words)

Your name
Your street address
City,

Contact's Name
Contact's Title
Organization Name
Street Address
City

Date

Dear Mr./Ms./Dr. Last Name (if you are unsure of gender, only write full name)

RE: Application to the position of at (RE: stand for 'Regarding')

Opening Paragraph

In one sentence explain the position you are applying for. In the second sentence explain where you heard about the position (if you learned it from someone at the organization, mention it here). Tell the employer briefly in one or two sentences why you are interested in this position and in their organization.

Middle Paragraph(s)

Explain the relevant skills, experience, and achievements which make you the best candidate for this position. You should specifically outline how you fulfil the Terms of Reference/Scope of Work of the position. Also tell the employer why you are particularly interested in that organization. Avoid generic reasons that are taken right from the organization's website.

It is important to use examples that support your relevant skills. You do not need to have directly related experience but think about the skills you have gained from what you have done and how those could be used in this position. Remember, the goal of these 1 – 2 paragraphs is to make your case for what you have to offer and why you want to offer it to this particular organization

Last Paragraph

State that you are interested in an interview or further discussing this opportunity. Provide your contact details. The last sentence should be thanking them for their time and consideration.

Closing

Sincerely,
Your signature (leave 3-4 blank spaces for this; for email messages just type your name)



SAMPLE COVER LETTER 1

Mr. Almed Ali
Sabian ko2
,Dire Dawa
Phone# 00251345

Ali@hmail.com
Mrs. Mahlet Sileshi
HR Manager.
DD TVET Inc
Dire Dawa, Ethiopia

January. 10, 2018

Dear Mrs. Mahlet,

RE: Application for the position of Technical Assistant at Tech Inc

I am interested in applying for the position of Technical Assistant at TVET Lab Tech Inc. I learned about this position through an advert Ethiojobs.net. I am interested in this position because it matches my passion for ICT, and my 6 months' experience volunteering in IT shops.

I recently graduated from University of Gonder where I studied computer science. This area of study has given me knowledge in computers that would help me to succeed in this position. While in school I gained computer skills in MS office and typing. These skills would help me to fulfill the daily duties of typing documents in Word and Excel as required by this position. In 2013 I worked as a technical assistant in the University of Gonder's computer lab. I aided other students in the use and operation of computers which I would also be able to do in this position.

As an innovative and expanding business, I think that I will be able to help the business grow through my committed, hard-working attitude, and creative ideas.

I am very interested in discussing this position with you further. You may contact me at 0025193222 or Ali@hmail.com. Thank you for your consideration. I hope to hear from you soon.

Sincerely,
Ahmed Ali

SAMPLE COVER LETTER 2

My Name

My Address

Tel: My Phone Number

Email: My.Email@ethiopia.com

March 15, 2012

Title of Person I am writing to

Address

Dear Sir/Madam:

Re/Ref: Job Application as Receptionist

I am applying for the position of receptionist. The vacancy was advertised on March 12, 2012, in the Reporter (local Newspaper). My experience and career interests fit the position very well.

Your position requires experience in computer applications, financial literacy, and the ability to speak English and French. I have completed (4th Level – Level of Schooling), and am fluent in English and Afaan Oromo (local Language). I can use Microsoft Word, Excel, and PowerPoint.

My practical experience at Bole Secondary School as a typist, front desk officer and as a cashier gave me exposure to different situations and working with varied people. Additionally, I have worked as a cashier in my mother's grocery store, where I gained a lot of experience in managing money and in customer care. My enclosed CV provides more details on my qualifications.

I am very interested in discussing this position with you further and will be happy to come for an interview at your convenience. You may contact me at 555-5555 or firstname.lastname@hmail.com. Thank you for your consideration. I hope to hear from you soon.

Yours faithfully,

My Full Name



The Interview Process

INTRODUCTION

A job interview is an opportunity for the employer to find out more about the applicant. The employer wants to learn about the applicant's education, work experience, interests, and personality. The applicant should use the interview to find out more about the employer, the business, and the job for which he or she is applying.

There are three general parts to a job interview. They are explained in the following sections.

OPENING THE INTERVIEW

The first part is the opening. During the opening, the employer and the applicant exchange greetings. They introduce themselves. The employer states purpose of interview.

THE MAIN PART OF THE INTERVIEW

During the main part of the interview, the employer asks questions. The applicant responds. Typical questions are listed below. After the employer is finished, he or she might ask the applicant whether he or she has any questions about the job. The employer answers them.

TYPICAL QUESTIONS THAT EMPLOYERS ASK APPLICANTS:

1. Tell me about yourself. (Suggested responses: I like to be sure that everything I do is to the best of my ability; I enjoy learning new things)
2. What qualities and skills do you have that will help you perform this job? (Suggested responses: honesty, determination, discipline, good customer service)
3. What previous experiences do you have that are related to this position? (Suggested responses: In my volunteer activity I did...., which is relevant to)
4. Describe the responsibilities you had in your previous job. (Suggested responses: In my previous job I...
5. Are you familiar with this company/business/organization? (Suggested responses: Yes, I am. I know you have been in operation for xx years, you provide xx services)
6. How did you learn about this company/business/organization? (Suggested responses: I did some research after seeing your advertisement)
7. Why do you want this job? (Suggested responses: I feel that this job suits my skills and will let me contribute to the success of the organization)
8. What are your strengths and weaknesses? (Suggested responses: My strength is the ability to work in a team and with minimum supervision. My weakness is that at times I tend to over commit my time to assisting others on the job.)
9. Why should we hire you? (Suggested responses: I am confident that I have the required skills and attitude to get the job done.)
10. What are your salary expectations?

CLOSING OF THE INTERVIEW

In the last part of the interview, or "closing", the employer thanks the applicant. The employer often explains the next steps of the hiring process. The employer and the applicant say goodbye and shake hands. The applicant thanks the employer. The applicant repeats his or her interest and enthusiasm for the job. If the employer does not have a copy of the applicant's CV with contact information and references, the applicant provides one before leaving.

HANDOUT 9:

Preparing for Interview Tips



- Know your route. Know your alternative routes in case of bad traffic or delays.



- Know where you are meeting including the room#, floor or building etc.



- Read the job advertisement again. Think about the skills you have. Compare your skills to the skills needed to do the job.



- Try to learn something about the company or the job.



- Make a list of 5-7 questions to ask. Don't ask too much about breaks and vacations. Do ask about the company's product or what the interviewer thinks what characteristics help an employee be successful



- Have your Interview Tool Box ready: copies of resume, Notepad & pen



- Practice answering questions that are often asked at interviews. If you role-play your answers with a friend or out loud in front of a mirror, you'll probably feel less nervous during the real interview.

HANDOUT 10:

Tell Me About Yourself!

EXAMPLE SCRIPT:

"I graduated from _____ with a degree in _____ and started my _____ career with _____ where I progressed up to _____. From there I went with _____ as a _____. One of the areas I was responsible for at this company was in _____ where I implemented a _____ and increased the _____ by _____.

I am currently _____ at _____ where I am responsible for _____.

What I am looking for in my career is to work with a good company like _____, in the _____ area where I have an opportunity to bring to the table my years of experience and background in the _____ area.

HANDOUT 11:

Interview Observation Tool

Standards/Good Interviewing Practices	Yes	No	Comments
During the interview...			
Greeted interviewer properly			
Spoke slowly and clearly			
Reflected on responses before speaking			
Was respectful			
Was a good listener			
Was calm			
Asked the interviewer to repeat questions as needed			
Was honest if did not know the answer to a question			
Answered questions honestly and positively			
Presented oneself as confident in being able to do the job			
Thanked the interviewer properly			



MODULE 4

CLOSING SESSION



UNIT 4.1 CLOSING SESSION

- ✔ Provide instant feedback on what people learned from the training
- ✔ Get a sense of closure of the training
- ▶ Activity: Recap Transferable and Work Readiness Soft Skills ⌚ 15 minutes
- ▶ Activity: Memorable Moments Ball ⌚ 25 minutes
- ▶ Activity: Encouraging fold-ups ⌚ 10 minutes

CLOSING SESSION



WHAT?

- ➔ Review training key themes and messages
- ➔ Engage in individual reflection
- ➔ Provide positive feedback from each other to take forward

WHY?

- ➔ To obtain instant feedback on what people learned from the training
- ➔ To provide a sense of closure of the training

MATERIALS: ➤ Plastic beach ball with the prompts clearly written on it
 ➤ Sheets of paper and pens/pencils/markers

1. ACTIVITY:

Recap Transferable and Work Readiness Soft Skills

🕒 15 minutes

Tell participants that Just like the norms we established with our heart contract, there are some qualities, skills and attitudes that everyone should follow in the work place and their personal lives.

Hang 2 flip charts in different locations of the room. Each should have a list of the topics covered during the training. Encourage participants to look at the flip charts and think back on other sessions we have had.

- ❓ Having done the previous exercises, what would you say are the most important things to be mindful of?
- ❓ What are some other important transferable skills to follow and practice?

Write them on a flip chart. Have them explain why this is important.

Have the participants give you a list of about 10-12 responses.

Include or discuss these below if they did not mention them:

- Surround yourself with people that see the good in you
- As you set your goals and aspirations – check them against your values
- Be a team player. Participate. Listen to the ideas of others. Help your co-workers.
- Believe in yourself and what you do. Be positive about your job and how you do it. This will help you to succeed. This will help you achieve your goals.
- Good communication will improve relationships in the workplace, in business, when networking and with family and friends
- Planning your goals gives you a realistic path to achieve them in a timely manner
- Everyone has leadership qualities and the qualities you don't have you can develop with practice and time
- A career is your work, interests, and life experience, combined over your lifetime

- Manage time well. Focus on doing your work during work hours. Follow break times.
- Speak to co-workers in a positive and respectful tone of voice. Use polite language
- Be honest on your CV and do not embellish your accomplishments
- You should be able to exercise principles of freedom, equity, security and human dignity, in your work
- Practice interview questions beforehand to be prepared and ready to have a successful interview
- If your work environment is not physically or psychologically safe, report it.
- Use 2-4 different methods for finding a job.
- A CV is your chance to demonstrate a history of your work experience, activities, skills, education, accomplishments and any other information relevant to getting a job.
- Networking and establishing contacts are important to get a job.
- Positive professional work habits and attitudes will help you get and maintain a job

2. ACTIVITY:

Memorable Moments Ball

🕒 25 minutes

Have the group stand in a circle. Tell the participants that in this activity they can reflect on their experiences together in the workshop. Toss the ball from one side of the circle to the other three times while everyone sings "Let Youth Lead"! The person who catches the ball on "Lead" must finish the phrase near his right thumb. Continue tossing the ball from one side to the other until everyone has had a chance to participate.



NOTE TO FACILITATOR:

For lower literacy levels read the phrases instead of placing them on a ball.

- My favorite session was ...
- I learned the most from ...
- I am glad I participated because
- My least favorite session was ...
- I had the most fun when ...
- I will never forget
- I could not stop laughing when
- The most difficult activity was
- From now on I will ...
- The most important thing I learned was ...
- I never thought I could ...
- I still have doubts about ...
- I will tell my organization that the training was...

Thank participants for their honesty and contributions. Explain that the next activity will be the last activity of the training.

3. ACTIVITY:

Encouraging fold-ups

🕒 10 minutes

Ask participants what was it like to ask close people close to them to describe their values and positive attitude?

Explain that we will now engage in a similar activity, this time providing feedback to each other.

Have participants comfortably sit in a circle. Explain that you will end the workshop with an activity about giving and receiving positive feedback.

Give participants a sheet of paper and ask them to write their name on the top of the paper. Place all of the papers in the center of the circle.

Invite each participant to take a sheet from the center (not their own) and ask them to write or draw one thing or idea about that person at the bottom of the sheet, with a focus on what they can imagine him/her doing in future and why (which strength they see in him/her). The rule is that only positive statements are allowed.

Then, ask the participants to fold the paper over to cover the words/image they have written.

Have them place the sheet back in the center, take a new sheet and repeat the activity.

Participants continue to take sheets from the circle to add their comments, until the name is the only thing showing on the paper. The papers are then given to their owners to keep.

Ask participants to stand in a circle and end the training by saying: Now we have reached the end of today's unit and the end of all the training in this series. Today is both a happy day and a sad day. It is sad because we will not see each other in the training anymore. It is a happy day because we spent this time together and that you have learned so much about each other during these days. I have been impressed with all your hard work in this training and the many good ideas you have had. Thank you for taking time to come to these workshops and I wish you all the best.

Explain to the participants what comes next. For example, there may be a follow up entrepreneurship training.

Greet each participant and wish him or her good luck before closing the training.

FUN WAYS TO ARRANGE PARTICIPANTS FOR PARTNER OR GROUP WORK

Groups:

1. **Use sticks or names from a hat.** Write participant's names on popsicle sticks, shake them up in a cup, and pop out the number of names you want in a group. Or you can literally pull names from a hat.
2. **Use colored index cards.** Let participants choose colored index cards from a stack, and sort them based on the colors they picked up. You can even write items on the cards that further indicate tasks or topics.
3. **Count off.** Count off by numbers, but maybe try some fun group categories such as Apple, banana, cherry, apple, banana, cherry...
4. **"Left Out" Game.** Have your participants stand up, and then you shout out a number. Participants must immediately cluster themselves according to that number. Anyone left out gets a bonus task.
5. **Use a pack of cards.** Playing cards are effective and versatile. Pass out cards and group participants based on having similar or different suits, black or red cards, cards in a specific order, the same numbers, or any other values you assign to the deck.
8. **Puzzle pieces.** Take small puzzles and have students randomly select a piece. Then have them find the other students who have the rest of that puzzle's pieces.
9. **Arrange desks.** If students have assigned desks, confuse them by rearranging the desks before they come in for the day.
10. **Birthday buddies.** Who has their birthday in the same month as you? Ask students that question, and group them accordingly.
11. **Pick colored pencils/markers.** When creating a poster or colorful project, have students grab one colored utensil and ask them to mix with others with different colors.

Pairs:

12. **Use synonym vocab word cards.** Have sets of synonyms written on different index cards and randomly pass them out. Then have students find the other person in the room who has the word that means the same as their card.
13. **Famous pairings.** A variation on the synonym cards, pass out cards that have various pairs of duos that pertain to your course. Have a "Haile" and a "Selassie" cards, or "Ahmed" and "Abey" cards.
14. **Line up.** Get them lined up and then ask them to go in order of height (from smallest to tallest). You can then put them together with the student next to them or reorganize them into small groups
15. **Work with someone.** Ask participants to pair up with someone using one of the following pairing categories: partner with someone who...

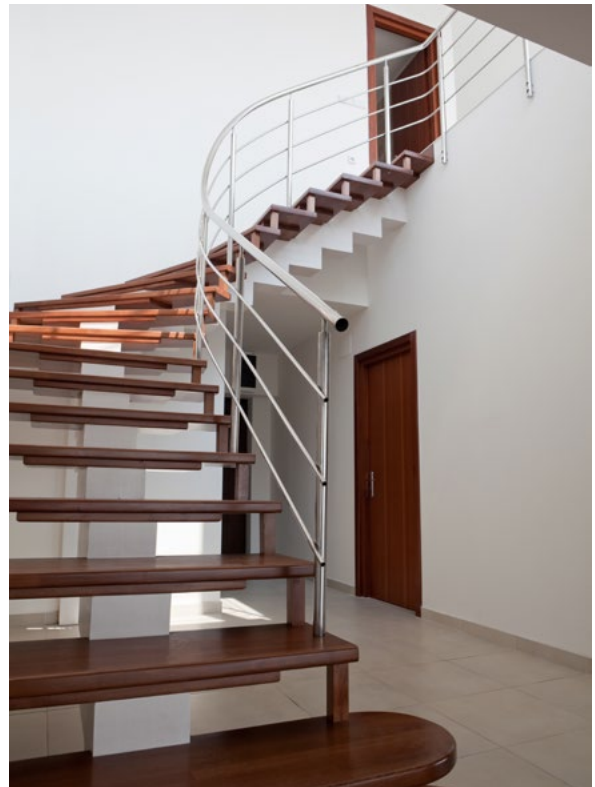
... you have never worked with before
 ... who has the same colour socks as you
 ... you think you'll strongly disagree with
 ... whose home is as far away from yours as possible
 ... who smiles at you across the room now

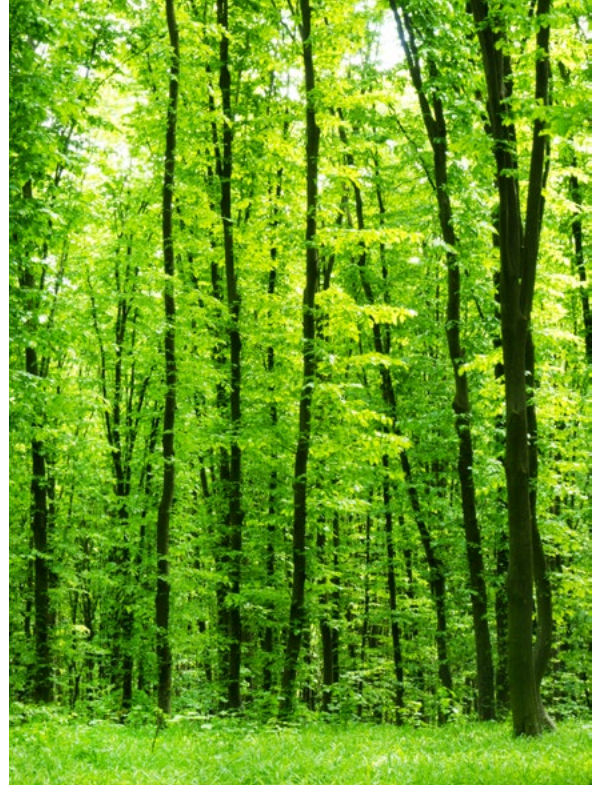
REFLECTION CARDS



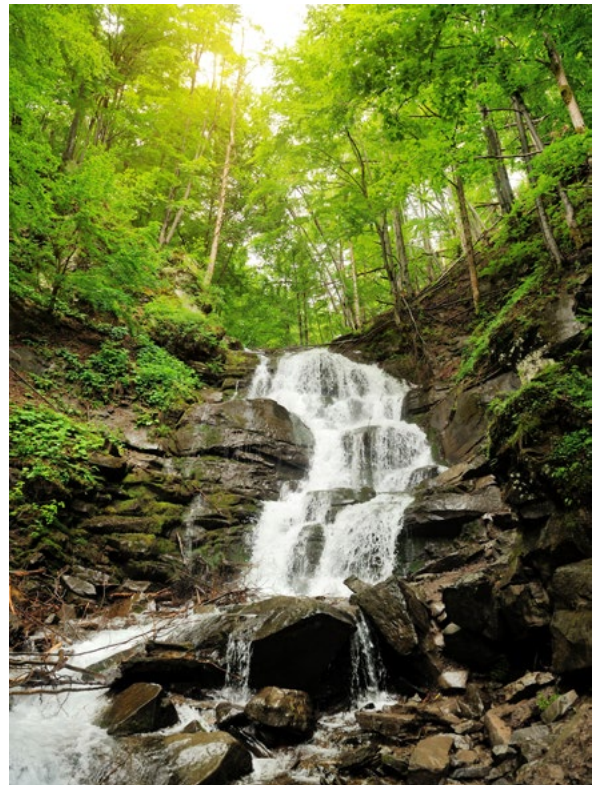






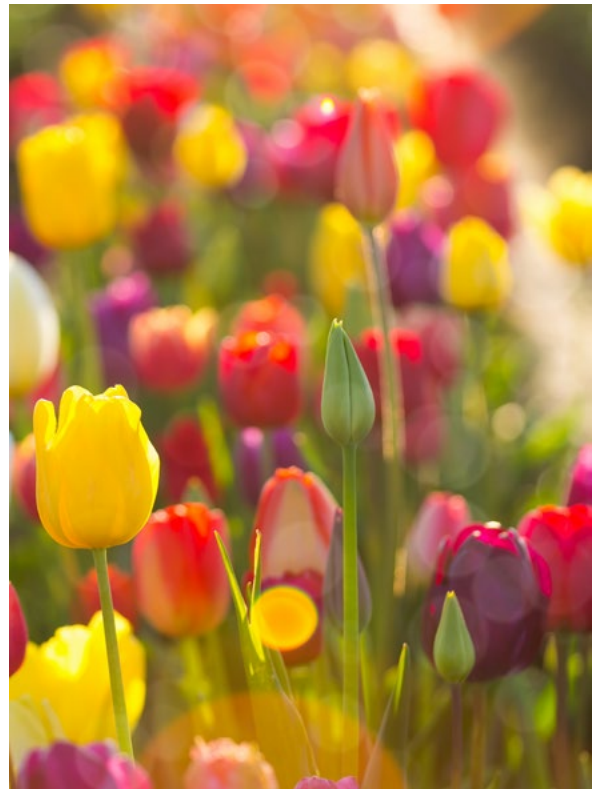




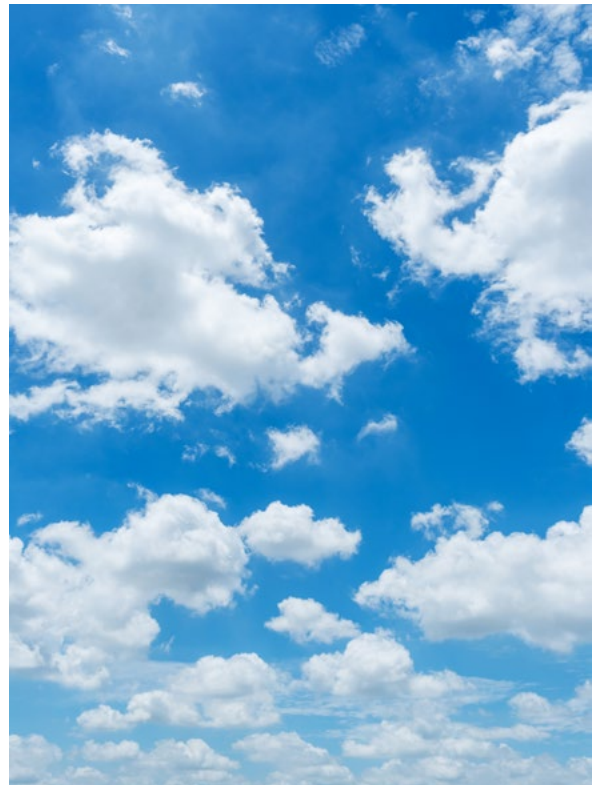


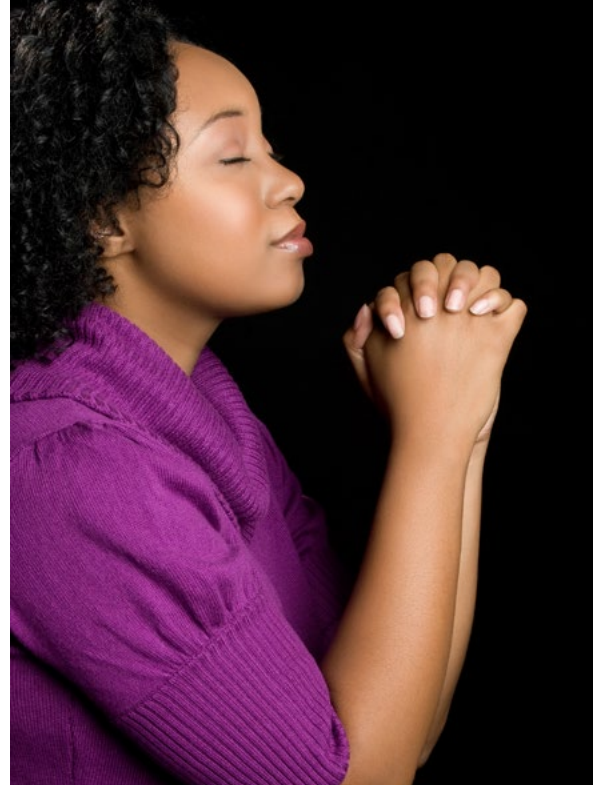








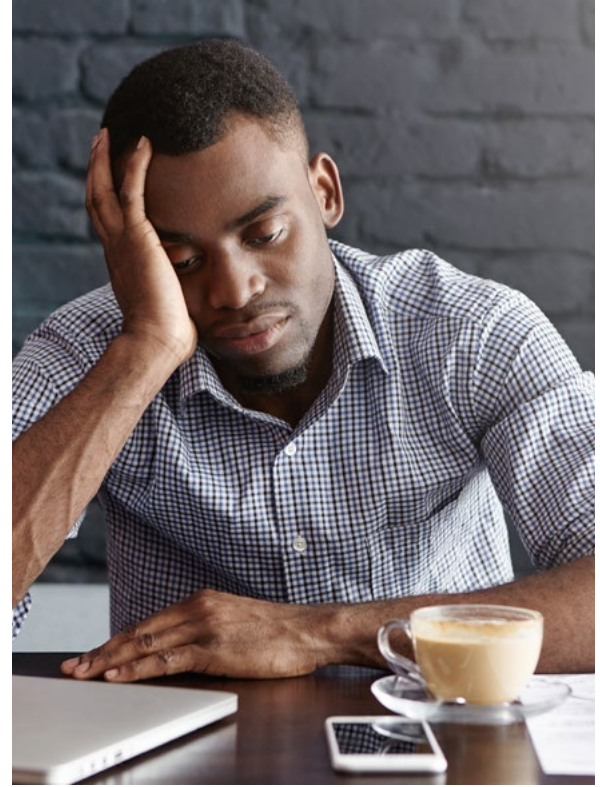


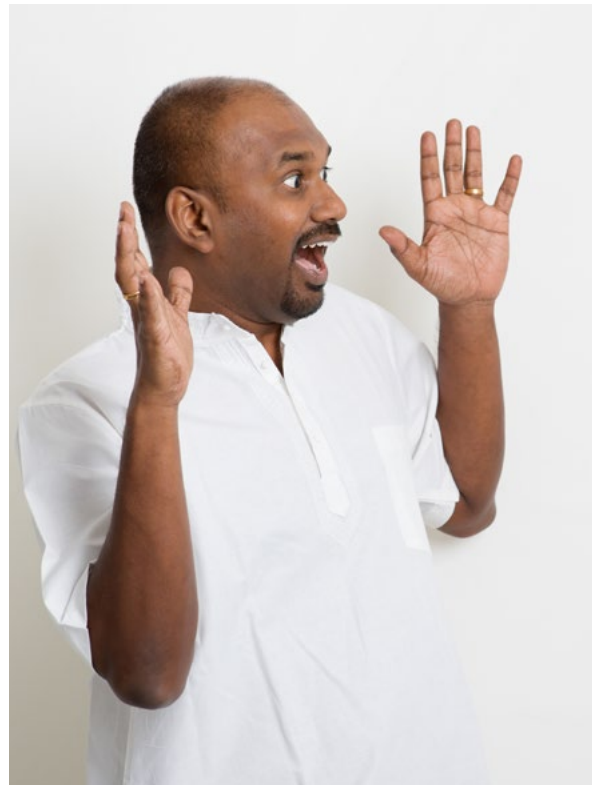




ANNEX 3:

Emotion Index Cards









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