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LIFE SKILLS AND EMPLOYABILITY: A TRAINING PROGRAM FOR YOUTH

Employability MANUAL



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HISTORY OF THE CURRICULUM:

Funded by the European Commission and the Austrian Development Agency, Aflatoun and SOS Kinderdorf Österreich are partnering for the EU4Youth: Employability and Stability in Armenia, Belarus and Ukraine project. The aim of the project is to help capture the interests and intrinsic motivation of learners, identifying personal strengths and corresponding work possibilities. This project intends to create better employment prospects for youth, increasing their active participation in the Armenian, Belarusian and Ukrainian labour market. This resulting curriculum, *Life Skills and Employability: A Training Program for Youth* intends to help achieve this aim in the region.

This resource has been built based on a consultation with partners.

All resources have gone through a process involving partners and stakeholders with expertise in pedagogy and curriculum development as well as thematic technical expertise in the focus areas.

©2018 Life Skills and Employability: A Training Program for Youth

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TABLE OF CONTENTS

<i>Welcome to the Employability Programme!</i>	5
SESSION ONE: Introductions and Overviews	11
SESSION TWO: Personal Reflection	19
SESSION THREE: My Kind Of Job	29
SESSION FOUR: Let's find out more about jobs	41
SESSION FIVE: Job Search	51
SESSION SIX: Making a Good Impression in the Workplace	59
SESSION SEVEN: Communication Skills for an Employee	73
SESSION EIGHT: CV Writing	85
SESSION NINE: Job Interview	99
SESSION TEN: Personal and Time Management	113
SESSION ELEVEN: Anticipating Challenges	123
SESSION TWELVE: Rights and Responsibilities	133

Welcome to the Employability Programme!

Now that participants have successfully completed the Core Life Skills curriculum, the next section of the curriculum focuses on employability. This manual for Employability will develop Core Life Skills concepts further and help participants to build the bridge between turning learning into action, with the ultimate goal being gainful employment for all.

This programme goes beyond the basics of job searching and workplace skills to include understanding your rights, identifying personal strengths and corresponding work possibilities, using effective communication and managing their time well. Participants will gain the skills, knowledge and confidence to search for a good job opportunity that aligns with their personal goals and interests, present themselves well and become a successful employee, colleague or manager.

The Employability curriculum follows a similar route as the Life Skills portion by encouraging and developing the participants' awareness from the very beginning on their skill sets, strengths, weaknesses, personal interests, confidence in their abilities, job possibilities and their employment goals. The programme then begins to individualise as participants are guided to look for opportunities, improve their resumes and motivation letters, and practice interviewing. Perhaps some of the most important sessions, however, are those that strengthen the participants' knowledge of what is and is not decent employment by looking at workplace rules and requirements and knowing their rights. The combination of the classroom learning on job place skills and the hands-on activities of writing resumes and practicing for interviews is necessary to prepare participants as they move out of the programme and into the working world.

Through this programme, the hope is to bring more and more local youth into the workforce in a meaningful way. The overarching goal of the programme is to inspire youth, improve local economies and increase financial sustainability. These are the same goals that you will be working towards with your participants throughout this Employability curriculum. We ultimately want to see all participants using goal setting, critical thinking, problem solving, intrinsic motivation and responsible decision making naturally in their day to day lives upon completion of the programme. By empowering a new generation of workers, communities and societies are also lifted up as there will be more inclusion, diversity, and higher quality employees in a variety of companies and industries.

RATIONALE FOR EMPLOYABILITY CURRICULUM

FOUNDATIONAL SKILLS

Participants, supported by facilitators, will focus on personal career development, workplace right and values, best practices for being in the workplace, practical activities

in searching and obtaining work and skills that make participants more hireable. These include but are not limited to critical thinking skills, resume writing, interviewing, recognizing and building on own strengths and goal setting. Concepts such as making a good impression, clear and concise writing, presenting oneself professionally and communicating effectively will also be covered and reinforced.

HOW DOES THE EMPLOYABILITY CURRICULUM WORK?

The sessions found in this curriculum are to be facilitated in the order presented to develop the participants' confidence and self-awareness and guide them in a sequential manner towards a complete idea of what to expect and to prepare for entering the workforce. The Employability programme requires flexibility on the part of the facilitator to track and use personal job aspirations of each participant in order to be able to offer a variety of contextual examples. Participants will most likely have a wide array of interests and come from a variety of educational backgrounds; therefore, it is important to allow for customization of activities based on the goal of the participant. In addition, the accompanying workbook allows participants to track their goal progress, develop their job application documents and keep notes. Feedback and reflection is key at each stage.

FACILITATOR'S ROLE

This programme lets the participants explore and develop their own image of what they want from a future job and build skills to help them reach that goal. Since participants have already completed the Life Skills curriculum, they should be ready for this deeper study. However, you will most likely still have participants that are much further along in their thought process or may already have employment but are looking to improve their position, while others may be only just beginning to think about how and where to join the workforce. This manual provides all facilitator session plans and supporting student materials to guide participants through the entire process.

As a facilitator, you will manage this employment search development process. The Employability curriculum is designed with a workbook so as to provide something beyond the standard instructional lessons and to provide participants with a place to professionally lay out the specifics on their job search plan and application documents, as well as a place to note their hopes and skills. Several sessions also include role play activities which are an engaging way to provide students with real-life simulation.

As a facilitator your role will be to:

- Aid participants in identifying their skills, dreams and goals
- Guide participants in reflection and challenge misconceptions they may have about working
- Help participants to broaden their perspective on what kind of work is available for them
- Lead them in job search techniques and actually seek out available positions while keeping their goals in mind
- Demonstrate a good attitude and help them identify what desirable skills are in the workplace
- Instruct participants on effective and positive ways to communicate in various situations
- Model behaviour on anticipating difficult situations and how to find solutions

- Provide feedback and guidance on resume writing and interviewing
- Deepen their understanding on their own personal management skills and personal responsibility
- Teach participants about fair workplace practices and their rights as an employee
- Be a resource to participants as they seek out gainful employment

PARTICIPANT'S ROLE

The Employability curriculum will provide information for the participants to develop the skills needed to find gainful employment as well as serve as a resource once they have completed the programme and are working or searching for a job. On this path of the programme, participants will take real-life initiative by narrowing down their most important job skills, identifying potential fields of work that suit them individually, prepare example job application materials and prepare for an interview. Participants will have to do a series of reflection and revision of ideas and they will be challenged with writing assignments. This process will help them to become financially independent and increase their understanding of the working world around them as well as see how to be successful in the workplace.

The following are key personal competencies that will be gained during the programme:

1. Personal reflection of strengths and job skills
2. Techniques for job seeking
3. Making a good impression in the workplace
4. Effective communication
5. Managing time effectively
6. Anticipating challenges and finding solutions
7. Developing self-awareness in work context
8. Understanding workplace rights and ethics

Practical Applications that will be employed throughout the program are:

1. Resume writing
2. Job searching
3. Interviewing and professional self-presentation

Participants will engage in writing projects, project preparation and reflection outside of class and the aim is that they will begin interviewing for jobs by the end of the programme. It is critical that all participants engage in all of the activities as it will bring them to this final step, and along with their workbook, give them a good foundation for entering the workforce quickly and successfully.

ASSESSMENT

The Employability phase of programme should be an exciting and interesting experience for both facilitators and participants. It is also important for the community and the future of families. The inclusion of all of the competencies and practical applications listed above are what will give participants the knowledge and practice to be confident as they move forward with their lives. Several of the sessions, but specifically the practical activities, provide the participants and facilitators with a concrete way to provide and

receive feedback. These feedback sessions are what will push the participants to improve and progress more quickly into finding the right job.

FINAL NOTE

The facilitator's role is instrumental in guiding participants through a very important time of growth. Preparing them for successes and failures as they work toward establishing a career or consistent employment will help them to manage their expectations and to keep their self-esteem high. They will indeed face challenges as they move into the workforce, but by continuously reminding them throughout the programme how each lesson has importance and encouraging them to keep their workbooks and notes, they will have a useful resource and a great amount of support later on. This should be a fulfilling experience for you as well as for the participants whom you work with. We hope you will enjoy the journey together.

HOW TO USE THIS MANUAL

This curriculum is divided into 12 sessions:

1. Introductions and Overview
2. Personal Reflection
3. My Kind of Job
4. Let's find out more about jobs
5. Job Search
6. Making a good impression in the workplace
7. Communication Skills for an employee
8. Resume Writing
9. Interviewing
10. Personal and Time Management
11. Anticipating Challenges
12. Rights and Responsibilities

CLASSROOM CONTENT

The facilitator content is designed for activities that can be done in the class with all participants. These classroom sessions are broken up into a schedule of activities that are designed to get students active, interested and engaged. The overall format is:

- Overall Session Objectives: main goals for the entire session
- Schedule of Activities: a suggested set of activities with their own specifications
- Setting a Target: a goal for work outside of class or to prepare for the next session

The schedule of activities are broken down into:

- Exercise: providing the name of the activity
- Objectives: identifying the main goal of the activity
- Materials: details what materials are needed
- Time: suggested amount of time to spend on this activity

Each activity usually follows this format:

- Presentation and/or Energizer
- Recap or Review
- Series of new activities covering topic
- Summary or Wrap Up

If a supplemental document or activity is referenced, this will be located in the coordinating session of the workbook.

SESSION ONE:

INTRODUCTIONS AND OVERVIEWS



OVERALL OUTCOME

To initiate the process of group formation



LESSON OBJECTIVES

1. Participants will start the process of growing comfortable with one another and understanding what will be expected of them as a classmate.
2. Participants will receive an overview of the program and begin setting goals, targets, and expectations.



MATERIALS NEEDED

- A ball or light object for throwing and catching
- A flipchart and a marker pen



METHODOLOGY

- Various introduction games and activities and program information sharing



DURATION

3 hours



KEY WORDS

- Managing expectations; Internship



INFORMATION FOR THE FACILITATOR

You, the facilitator need to explain to them quickly that in this workshop they will learn by playing games and doing activities and hands on practice, rather than by listening to lectures.

Prepare for participants by gathering any information you can in advance, including participants ages, background and work interests. Have all program curriculum in front of you and anticipate what questions they may have before this first session.

If your group size is large and your room space is limited, consider revising the exercises as whole group activities. However, active learning will keep participants more engaged. So the more you can move them, group them, pair them, send them around the room, have them get up and down—the better.



SCHEDULE OF ACTIVITIES

SUGGESTED SCHEDULE OF ACTIVITIES

1. Presentation/Introductions	20min
2. Program Overview	35min
3. Knowing Your Neighbour	35min
4. Rules of Thumb	40min
5. Understanding Employment Opportunities	35min
6. Summarizing and Prepping for Workbook	15min

EXERCISE	1. Presentation/Introductions
OBJECTIVES	To quickly welcome participants, thank them and give them an idea of the activity-based nature of the workshop.
MATERIALS	None
TIME	20min

- The participants are likely to be nervous and anxious about the nature and content of the coming course. They will have many questions. Reassure them that as they work through the day many of these questions will be answered.
- Start with an energizer. A simple, active example is to ask all participants to stand. Tell them that they will have to form a line starting at the front of the room and organize themselves by height. But the trick is that they can't talk. When you say go, they must hurry to try to get to the right place or coordinate others to stand in the correct places, all without speaking. Give them a timeframe to do it, such as they must do this in 1 minute (it is harder than it sounds!). The time limit pressure will also get them hurrying and it usually ends in a lot of laughing or good-natured frustration. If they get it right the first time or don't even get close, you can simply adjust the time and have them do it again, but with a different task, for example, they must get in order by birth month (January, February, etc.). But again, without talking, so the participants will have to get creative through using hand signals. When finished, they can take their seats and again. Ask a few volunteers to say if the activity was harder than they thought and why.
- Thank participants for coming. Remind them that you will all be working together over many weeks. In that time the group is going to think about who each individual is, where they want to go in life, what skills and talents they already possess that might help them, what skills they might need to learn or possess and how to reach their employability goals. Reassure them that this is a process that will take time, that you are all embarking on a journey together and that as well as learning many valuable skills they will also have great fun.
- Make sure everyone understands who you, the facilitator, are and that they are familiar with each other. Lead introductions if necessary. Otherwise, skip this step and move to Exercise 2.

EXERCISE	2. Program Overview
OBJECTIVES	To give participants critical information regarding the program and begin setting expectations
MATERIALS	None
TIME	35min

- Explain the overall schedule of the program. Give them dates and times of sessions and the session names and topics.
- Describe for participants what each session will look like: many interactive activities, some guest speakers, front of class presentations, written assignments, and also explain clearly that there will be homework and workbook activities that they will be expected to complete.
- Remind participants that the main goal of the Employability track is to help them to become a hireable candidate and a valuable employee and to give them the skills to know where and how to get gainful employment starting with a training based internship/job.
- Next guide participants in an expectation setting exercise:
 - Ask each participant to think of one expectation that they have for the program. Give them a few minutes to do so. You may need to define what an expectation is or encourage them to think about any aspect of the program (it can be what they expect to learn, what they expect from you, how much time they expect to spend, the level or quality of the program, etc.). By encouraging them to also suggest the behaviour of you and the other facilitators/coaches too, the participants will feel from the beginning that the workshop will be based on a dialogue between equals. What they are expecting from you is an important question.
 - Call on participants one by one to share their expectation. Encourage them to adjust it or offer another if it is the same as another classmate's. As each participant shares, quickly write a short version of their expectation. No need to repeat ideas that are mostly the same.
 - When finished, you should have a complete list of unique expectations from the participants. Also add any expectations that you have of them to the list. Some examples are:
 - Arriving on time
 - Being prepared for class
 - Completing all out of class assignments
 - Being willing to participate in the activities, even those that are in front of the class
 - Ask questions whenever something is unclear
 - Complete the course in full

EXERCISE	3. Knowing Your Neighbour
OBJECTIVES	To break the ice more and get participants thinking more deeply about what type of work they want to do while bonding with a partner.
MATERIALS	Flipchart or notepad
TIME	35min

- Have participants move their chairs, desks, or tables so that they are in a circle or horseshoe shape.

- Have all participants stand. Tell them that you will start to clap a rhythm or sing a song. When you pause, they must quickly sit down.
- When they sit, they will have two minutes to ask and answer a question to the person sitting next to them (or group of 3 if you have an odd number of participants). Once they have completed the first question you have given them, with both partners answering, you will start the beat or song again and they will have to move quickly. They have to move sporadically, not in a line, otherwise they will always be sitting next to the same person. You will repeat this 3 times total, with 3 different questions. Ideally, they should talk to three different participants during the activity. This question and answer portion of the activity should only take about 10 minutes. Remind them that they need to pay attention to the name of their partner and their answer from each of the 3 rounds. The questions are:
 - Say one thing you learned during the Core Life Skills course,
 - Say one interesting thing that has happened to you recently,
 - And at this moment, what kind of company/organisation would you like an internship/job with?
- After 10 minutes, ask for the group's attention and call on participants randomly to repeat the basic answers they learned from their partners. Each participant you choose should try to repeat the name and answer from one partner. Try to call on all participants.
- As they are speaking, take note on the board or flipchart or personal notepad the answers to the final question about, at this moment, what kind of internship/job they may like to have. Make sure that before moving on, you have found out the answer to this question from each participant and have noted it.
- Once all participants have been introduced, review the list of current work interests and have participants who had related answers sit near each other. This will rearrange the classroom seating for the rest of the session and will be helpful for future activities and sessions.

EXERCISE	4. Rules of Thumb
OBJECTIVES	To empower the participants by having them establish what guidelines they could follow as individuals and as a group to be successful in the course that would also make them successful in the workplace.
MATERIALS	A flipchart and a marker pen
TIME	40min

- To build upon the course expectations that were established, continue with a discussion of behaviour, attitude, and habits that will bring success to the course. Place a flipchart and pen on the floor in the middle of the room or taped to a wall.
- Ask participants to think about and suggest habits and behaviour that is "professional". As they are taking a few minutes to think about their first suggestions, guide them with a few other thought provoking questions, such as:
 - What does it mean to be professional in this classroom? At work?
 - What habits, attitude or behaviour do you expect from a worker when you enter a place of business?
 - If you were a boss, what would you want your employees to do?
 - Ultimately, what does being professional look like to your participants?

- Encourage them to provide all the answers by guiding them in different directions, but without giving them direct answers. For example, having them think about how and when they speak, how they share concerns or criticisms, what they wear, etc. beyond just basic behaviour. You may need to explain clearly that these are just suggestions and ideas. It is okay if they aren't sure or don't really know. Brainstorming sessions like this are valuable because it shows you what they already know. Explain that you may adjust some of their ideas and that is also okay.
- As participants make suggestions, ask the group first if they agree with the idea, and then if they agree with the wording before writing it down. This could lead to some interesting discussion. Encourage friendly debate over concepts. Your group may be slow to warm up in this first session. Try to get a discussion going, but simply move on if they are not ready for this type of interaction yet.
- Invite whoever contributed the idea to come into the middle and write the guideline on the paper. Some people think it helps to create a better atmosphere if the rules are positive rather than negative. Write down or have participants come and write down their ideas, in short commanding sentences, such as "Be on time". Another idea is to have participants draw the guideline rather than write it e.g. by drawing a picture of a mobile phone or cigarette with a line through it. If you have a very large class size, this could be done in pairs with each set of partners coming up to add one idea.
- Your class will now have a visible list of expectations and rules of thumb for being professional. If possible, tape these up in the room so that they are visible throughout the course. It could be very valuable to implement these same rules as 'class rules' and consider providing an incentive or a consequence for following or not following along.

EXERCISE	5. Understanding Employment Opportunities
OBJECTIVES	To guide participants through an understanding of what an internship and job are and to establish the goal and process of finding one.
MATERIALS	Flipchart/marker
TIME	35min

- To begin, as a class discussion, ask participants: "What is an internship?" See what kind of responses you get from participants. Write them down for the class to see if possible. Don't amend or correct any answers as they are given.
- You may find that participants don't have a favourable image of internships as they often cost money or are unpaid. If this is the case, lead an exercise on changing this perception and building up their understanding of why an internship can be beneficial:
 - It is a controlled-learning environment
 - You get to experience a workplace without committing to a full job
 - It provides great training experience that you can't get in your studies
 - Often you will see multiple positions in that employment to help you better understand what you want for a job
 - It will help give you the experience you need to be considered for a better job later on
- Now ask participants to give their idea on "What is a job?" Encourage them to come up with a definition or characteristics and not list types of jobs.
- Once you have received five or six comments and ideas about internships and jobs. Ask others in the class if they agree or have an adjustment to any of the answers. Then provide your

own feedback to any of the characteristics mentioned. This way participants will have a clear definition and understanding in the difference of the two.

- INTERNSHIP- a temporary, entry level position in a company or organization that focuses on on-the-job training and can be unpaid or provide a small stipend or salary.
 - JOB- an official offer of employment, possibly with a contract, with a clear job function and hourly or salaried pay.
5. Now ask participants to group together with those seated around them that had similar interests (from Exercise 4). If some groups are really large, break them into smaller groups. If there are single participants, place them in a group that is as similar as possible to their interest or place these individuals together as a group. Group sizes of about 5 are ideal.
 6. Explain to the groups that they are going to prepare a short, two or three-minute class presentation on what they expect from an internship or job. They should start by clarifying what industry/sector/type of work interests their group, if they think that an internship or a full-time job would be a more appropriate next step and why, what kind of tasks would they expect to be given from their internship/job, how many hours per week they would be willing to work at this internship/job, what kind of training and experience they would hope to gain from this first employment opportunity. Each person in the group should address at least one of these so that every person speaks.
 7. After all groups have presented, explain that the purpose of that exercise was to begin to build their confidence in sharing what they are looking for and set their own goals and expectations. Even if their interests change throughout the Employability program, they should remember these initial hopes and goals.
 8. Finally, ask for several volunteers to say one thing they are nervous about. This can be something about the program itself or something that they would be nervous about during the application, interviewing, or working element of job searching. The purpose of this, which you can explain to participants, is to show that everyone has expectations and worries about these next steps in their professional lives and that one great aspect about this program is that they get to support each other throughout the process.

EXERCISE	6. Summarizing and Prepping for Workbook Assignment
OBJECTIVES	To summarize the day's learning and challenge the participants to apply it to their own lives.
MATERIALS	A ball - made of rolled up paper possibly
TIME	15min

1. Gather the participants together and thank them for starting this Employment track journey.
2. Ask them to stand in a circle. Explain that you are going to throw the ball to someone. When they catch it, they should share one thing about today's session. It might be something interesting they learned about another participant. It might be an idea she or he had or a feeling experienced or a question they have.
3. Try and keep the ball moving until every participant has shared something.
4. Then ask participants to return to their seats.
5. Briefly summarize the day's key learnings and then ask for any outstanding questions or concerns. Take time to address all of these with the group.

6. Next ask the participants to open up their copy of the Employability Workbook at Session One.
7. Explain that the Workbook is there to remind them of the main points of each session. It also contains tasks for the participants to complete before the next session.
8. Ask for a volunteer to read the Key Messages. Ask another volunteer to read the Session One task(s) and check that all participants understand.
9. Ask for a volunteer to tell you what tasks and challenges they must complete.
10. ANSWERS:
 - Fill in your answer to the type of job/internship you are interested in and one to two sentences explaining why.
 - Write down three steps that you think you will have to take to achieve your goal of obtaining a job/internship by the end of this component.
 - Reflect on the discussion on "professionalism" from this session. Write down two habits or aspects that you currently have and which you could adjust to become or perceived as more professional.

Key Messages

- We now have clear expectations for the Employability course and better understand the classmates joining us on the journey.
- Between us, we have many different goals but one thing unites us – we're here to learn in an interactive way and gain valuable employment skills. Our goal is to get an internship at the end of the program! We have a better understanding of why an internship is valuable.
- We'll learn more and have more success if we all remember the expectations and rules of thumb of professionalism.

SESSION TWO:

PERSONAL REFLECTION



OVERALL OUTCOME

To access existing knowledge as a prerequisite for career planning.



LESSON OBJECTIVES

1. Participants will discover what valuable resources and skills they already possess which will help them in their employment search. Reflecting on our dominant personality traits can help bring focus to our search for a job.
2. Participants will reflect on the dominant personality traits which can help bring focus to the job search.



MATERIALS NEEDED

- Your own *Tree of Jobs* diagram drawn on a large sheet of flipchart paper in advance.
- One sheet of flipchart and some markers for every participant.
- Set of *Magnificent Seven Character Cards*, each written on a separate piece of paper. (Appendix)
- One complete set of *Personality Type* cards for every six participants. (Appendix)



METHODOLOGY

- Story-telling and listening
- Vote with your feet
- Jigsaw structured group-work



DURATION

Three hours



KEY WORDS

- Personality and character traits
- Skills and resources



INFORMATION FOR THE FACILITATOR

It is recommended that you prepare your own Job Tree ahead of time. By modeling your own *Job Tree* and sharing a good and detailed explanation of your own personal story about how you have arrived at this position of facilitator, participants are more likely to do the same for their Tree. This is just the beginning of helping them to map out the opportunities available in the community and broaden their perspective on what type of job/internship they should consider and look for.

The Magnificent Seven is the first of several exercises in this manual that might be labelled 'vote-with-your-feet' exercises. The idea is not to identify 'right' or 'wrong' answers but to enable participants to voice diverse opinions and then to justify those opinions. The cards from the appendix of this session should be cut prior to starting the class.

Hanging Out At The Party is based on the idea that if participants can describe the sort of people whose company they prefer, they can use that information to identify the sorts of careers that *might* be of interest to them. There is a correlation between our dominant personality traits and the sorts of employment where we often perform well. *Sometimes* we can categorize jobs into the sorts of people who tend to do them well. This can be an optional exercise depending on your group size, capabilities, job prospects and time.

The system used in this exercise was originally devised by Dr John L. Holland and is outlined by him in his book, *Making Vocational Choices*. That system was in turn adapted by Richard N. Bolles into a wonderful exercise called 'The Party' which you can find in his wonderful book, *What Colour Is Your Parachute? A practical manual for job-hunters and career changers*, published by Ten Speed Press. *Hanging Out At The Party* is a much simplified version of Richard Bolles'. In the original exercise participants should identify the *three* personality groups they feel closest too. That produces a three letter code which they can then enter into a database which in turn suggests many different sorts of jobs to which they might be suited. Our simplified exercise makes no claims to such precision. You should be transparent with participants that the exercise in this manual is not precise and that it is simply meant to start a process of reflection on how certain personality types tend to do better at certain jobs. They *should not* come out of this session believing that their future is restricted to the jobs that aligned with their personality test in this exercise. They *should* come out of this exercise understanding that certain jobs match better than others to our character.

You will need to print one complete set of *Personality Type* cards and cut them up, found in the appendix of this session, for every six participants.



SCHEDULE OF ACTIVITIES

- | | |
|-----------------------------|--------|
| 1. Review and Energizer | 5 min |
| 2. Tree of Jobs | 90 min |
| 3. The Magnificent Seven | 35 min |
| 4. Hanging out at the Party | 40 min |

EXERCISE	1. Review and Energizer
OBJECTIVES	Liven up the atmosphere and shake off inhibitions.
MATERIALS	None
TIME	5min

- Gather participants together and thank them for coming.
- Review the previous session by checking that they completed their workbook tasks. One task from last session in the workbook was to write down a few steps that they think they will have to take to

achieve their job/internship finding goal. Review some of their answers by choosing participants, but the participant's name you call will actually select someone else from the class to answer.

After the person they choose answers, they must ask them one follow up question. Try to hear from about five participants and review all workbooks as you have time throughout this session.

- Now run the energizer to get everyone engaged: Call out three things that each person must touch, in any order (e.g. a chair, something blue, something cold).
- When you call 'Go' they then race each other to do this and get back to the starting point.
- The last one back calls the next three things (e.g. something red, a shoe, a watch).

EXERCISE	2. Job Tree
OBJECTIVES	Enable participants to reflect upon what they already know about work opportunities and resources in their community
MATERIALS	You will need to have prepared your own Job Tree to model to the group. Each participant will then need one large piece of paper. There should be enough coloured marker pens for the whole group.
TIME	90min

WARM UP CHAT (20MIN)

- You may want participants to work on this activity individually, but they are able to work in groups if preferred. You may want to offer them them examples of jobs, or have them reflect on the jobs of people they know in their communities, that they admire.
- Ask participants if there is a specific person they know in their community (school, community centres, religious institutions, or even neighbours, shop owners, etc.) that they have great respect or even rely on for advice.
- Ask them to reflect on why this person is special to them. How often and where do they see them? What does this person do (for a job or in their daily life)? Why do they trust their advice?
- Ask the participants if they've ever asked adults in their community about what decisions and paths led them to their current jobs/life situation.
- Explain that today they are going to map out jobs and begin to map out their community, specifically focusing on the work that people are doing and how they found these opportunities.
- Gather the participants close enough so that they can see your Job Tree and talk them through it. Explain that today they are going to work on their own Job Tree and reflect on how different community members found these opportunities. Explain also that the tree they create in this session will be used again in the next session to expand to include others in the community. Review with them that this is a similar type of reflection activity that they did with the Tree of Life in the Life Skills component.

JOB TREE (30 MIN)

- Next give each participant one large piece of paper and pen and ask him/her to draw the outline of a tree. Reassure those who are not confident at drawing that this is not an art exercise – that the tree just provides a basis for their story-telling. Give them five minutes.
Leaves – Community Members
- Here the participants should draw one large leaf per person in the tree to represent different people in their communities and their jobs. Clarify that things like farming, gardening, child

care, etc which are sources of income are jobs that should be included and recognized. Inside each leaf, they should write that person's name and the job or type of work.

Trunk – Personal Job Ranking

- Next, ask the participants to write their own name in the trunk. Underneath their name they should consider all of the different jobs done by the people represented in their job tree and they should rank them. For example, they will think about which of those jobs interests them most and write it as #1 under their name on the trunk. They will continue this ranking until they have listed all or most of the jobs found in their tree.

Sun - Required Skills

- Now ask them to draw a large round sun in one corner above their tree. Looking at the top two jobs they ranked in their tree trunk, they should consider what kind of education, assets, training and/or experience is required to acquire that kind of job. They could also consider personal skills or characteristics. Have them list as many of these as they can fit into their sun. Explain how it is important to consider or find out how others have found their opportunities so that they can learn from them.

SHARING (30MIN)

- Optional, depending on how you organized the exercise: Encourage each participant to come up to show her/his job tree, or in a few groups if the class size is too large. They should spend time explaining their reasons for their ranking of those jobs and their list of 'how to achieve it' which they wrote in their sun image. Encourage participants to engage with the presenter to ask questions or suggest other skills, traits, experience they may have left out.

NEXT STEP- COMMUNITY (10MIN)

- Explain to the class that these drawings should be saved as they will be used in the next session. They are going to expand it to consider successful members of their community, what jobs they have, and how they achieved this goal or found this opportunity. Participants can begin thinking of who these other members of the community or the neighbourhood might be that they would include.

EXERCISE	3. The Magnificent Seven
OBJECTIVES	Start a process of further self-reflection
MATERIALS	Magnificent Seven Character Cards, each on a separate piece of A4
TIME	35min

- Ask some of them to suggest which of the different assets and resources that they possess would be most helpful to them in finding a job. Listen to some replies. Then suggest that a wonderful asset in any job-search is self-knowledge. Let them know that this next exercise will be the first of several helping them reflect on what strengths, skills and personality traits they possess and how these might help them find a job.
- Clear a wide space and in the middle of the room place an object like a bin. Have participants form a wide circle around the bin. Let them know you will read some statements. If they agree strongly with the statement they should stand as close as possible to the bin. If they disagree strongly they should stand far away from the bin. If they agree a little they should stand halfway to the bin. Read the following statement and give the participants a few minutes to take a position;
 - I like chocolate.

Ask those who stand near the bin to explain their response. Then do the same for anyone standing far away from the bin, or halfway to the bin.

- Try another statement.
 - Men should do more housework.

Again, ask those who stand near the bin to explain their response. Then do the same for anyone standing far away from the bin, or half-way to the bin.

- Now remove the bin and instead place the Magnificent Seven Character Cards found in the appendix of this session, against, along or on a wall. Make sure there is at least two meters distance between each card.
- Have some volunteers quickly read out the cards one-by-one. This way participants know what is on each card and where it is. Ask the volunteers to suggest jobs in which these characteristics might be an advantage.
- Now explain that you are going to ask some questions and that each participant should stand in front of the card they feel best answers the question for them. Reassure them that this is not a trick, or a test. There are no 'right' or 'wrong' answers. Rather, you expect different people to have different answers. Encourage them to go with their first instinct and not spend too much time considering which card. They should also be confident in their answer, even if they are the only standing in front of that card.
- Ask 'Which of these words best describes you?' Allow participants a few minutes to stand in front of a card of their choosing and then ask three or four of them, 'Why do you think this is you?' As some of the words are more work related and their experience could be limited, they can also think about their characteristics in day to day life.
- Ask 'Which of these words least applies to you?' Allow participants to move to a new card. Ask a few of them, 'Why do you say that?'
- Ask participants to form pairs of A and B. Ideally people in the pairs should know each other a bit and have different answers to 'Which of these cards best describes you?'. Ask 'A's to take 'B's to the word that best describes him/her. 'A's should explain to 'B's why they feel they belong there and what sort of jobs this characteristic might be particularly helpful for. They should also say why they think that. Next, 'A's should take 'B's to the word that least describes them. Again, 'A's should explain to 'B's why they feel they belong there.
- Reverse the process so that 'B's take 'A's to the word that best describes them and then to the word that least applies to them, answering the same questions.
- Ask the group if anyone was surprised by what they found out.

EXERCISE	4. Hanging Out At A Party
OBJECTIVES	To help participants discover which sorts of jobs they might naturally be suited for.
MATERIALS	One complete set of Personality Type cards for every six participants and their Workbooks
TIME	40min

- Suggest to participants that sometimes different personalities are suited to different jobs. Ask for some examples. What sort of person might you expect to join the police, to become an

engineer or to design clothes? Explain that this next exercise will help them think harder about the sorts of people they are, and the sorts of jobs they might enjoy as a result.

2. The types of jobs listed in the cards for these exercises may not all be common for your local context. Do your best to adjust for the type of work that your participants may be seeking. However, it is also good for them to see what other possibilities exist. Also, you may need to explain, just as you did with internships, that although these exercises are about matching their interests to a job, there is valuable experience in taking any decent job. They can build skills with any work, even if it is not ideal. Many people who have studied need to start in the lowest job to learn and work their way up to a better opportunity.
3. Divide participants into teams of six and give each team a name (e.g. *The Lions*, *The Tigers*, *The Elephants* etc) or let them choose their own depending on time. Give each team a set of the *Personality Type* cards and urge each team member to take one card. There are six.
4. Now break the teams up. Ask all those with D-Cards to sit together, all those with T-Cards to sit together, and all those with C, H, P and O-Cards to do the same. Now you have 6 new groups.
5. Explain that participants should work quickly in their new group to become experts on the information they find on their card. They should read these carefully and discuss them with their teammates, asking each other questions and helping each other understand. Give them five to ten minutes to do this.
6. Now bring everyone back into their original teams (The Lions, The Tigers, The Elephants etc). Explain that they will now take turns to teach one another about the information on their cards. D begins. She tells the others about the information that is on her card. They listen, take notes and ask her questions. When he/she is finished, the T Card holder now becomes the teacher. He tells the others about the information on his card. They listen, take notes and ask questions. And so on until each member of the team has played the role of teacher.
7. Since participants took one card at random but have now heard all of the cards, ask them, if these 6 types of people were at a party, which group would they would want to hang out with? Have participants open their Workbooks to Session 2 to see an image of what these 6 corners of the party would look like. Whose company do they think they would enjoy most? Allow them a few minutes to think about this and to make a record of it in their workbook.
8. Next, tell them that after 15 minutes everyone but them in the group they chose leaves for another party in another house so that they find themselves alone. Which group would they now join? Ask participants to note this second choice in their workbook. Which group would be their last choice to spend time with? Also write this in the workbook.
9. Ask the participants to write down the jobs associated with their 1st choice, 2nd choice and last choice group in their workbook. They may need to lay out their cards in the middle of the group so that they can review each one again but this information is also in the workbook. Give them time to record this information.
10. Now, have participants to make groups based on their first choice answer. This will hopefully still result in 6 groups but of varying sizes. Hopefully there are at least two participants per 'card type' but encourage them to be confident in their choice. If any participant is left alone, you will need to play the role of partner. If there are two groups or more with only one participant by some chance, then group them together but have them hold on to their top preference card and use that for the activity. Since there will not be an even number of participants per group, encourage someone who has the appropriate card to put it in the middle for all to see. In these groups and with their workbook, have them talk through the sorts of jobs listed on this top preference card that they might actually want to consider applying for. They should note this in their workbook in the correct section by identifying 3 jobs. Allow them time to do this.

Ask participants to discuss with this new group if the exercise felt true, if they are surprised at their own preference, and if they are surprised by some of the jobs recommended to them.

11. Finally, point out that this is not a scientific exercise. Reassure them that just because the exercise might have pointed them in the direction of certain jobs, that does not mean they have to apply on for those jobs. Conclude by sharing the following idea; if you can describe the sort of people you prefer to be around you are probably describing yourself. That insight might help you think about the sorts of jobs such people often do well at.
12. To prepare for the next session, participants should complete the remaining writing section tasks found in the workbook. Also, remind them to either leave behind or bring back with them their Job Tree diagram.

Key Messages

- Each of us is unique and special. We possess a wealth of talents and skills. There are people who can and will support us. All of these will help us in our search for suitable employment.
- Knowing who you are, what your personality and interests are will further guide you towards a suitable job.

THE MAGNIFICENT SEVEN CHARACTER CARDS

CALM
TEAM-PLAYER
COMPETITIVE
CREATIVE
GOOD AT DETAILS
LEADER
SOCIABLE

PERSONALITY TYPE CARDS

*D card***DOERS**

They are independent, sensible, practical, down-to-earth people. They prefer things rather than ideas or people. They like being outdoors, using tools, operating machines, growing plants, interacting with animals and working with their hands. Often they are athletic.

Examples of some of the jobs these people often prefer doing.

- Agriculture
- Carpenter
- Chef
- Driver
- Fishing
- Firefighter
- Forestry
- Vet

*J card***THINKERS**

People who are intellectual, introspective, curious, methodical, rational, analytical and logical. They prefer tasks that are scholarly, scientific, technical or medical. They like activities that involve thought, observation, investigation, exploration and discovery. They like to solve problems, perform experiments, and conduct research.

Examples of some of the jobs these people often prefer doing.

- Chemist/pharmacist
- Computer programmer
- Dentist
- Economics
- Engineer
- Physics
- Professor
- Psychologist

*C card***CREATORS**

People who are creative, intuitive, sensitive, articulate, expressive, unstructured, original, nonconforming and innovative. They rely on feelings and imagination. They are often spontaneous and open-minded. They also enjoy work that is literary or verbal.

Examples of some of the jobs these people often prefer doing.

- Art
- Broadcast journalism
- Chef
- Dance
- Fashion
- Media
- Musician

*H card***HELPERS**

People who are kind, generous, cooperative, patient, caring, helpful, empathetic, tactful and friendly. They often prefer tasks that involve helping others, teaching, teamwork, and relationship building.

Examples of some of the jobs these people often prefer doing.

- Clergy
- Community organizer
- Counsellor
- Teaching
- Nurse
- Social worker
- Trainer

P card

PERSUADERS

People who are adventurous, ambitious, assertive, extroverted, energetic, confident, dominant, persuasive and motivating. They often prefer work that involves leadership, business, politics, public-speaking, being in charge, taking risks, debating and competing.

Examples of some of the jobs these people often prefer doing.

- Business
- Buyers
- Entrepreneur
- Fundraising
- Managers
- Lawyers
- Public relations
- Real estate
- Politics

O card

ORGANIZERS

People who are logical, efficient, orderly, thorough, interested in details. They are people who value precision and accuracy. They do well in practical tasks, measuring results and following the rules. They often prefer work that involves accounting, statistics, maths, office work.

Examples of some of the jobs these people often prefer doing.

- Accounting
- Administration
- Tax advisor
- Customer service
- Economics
- Engineering
- Finance
- Math teaching
- Real estate
- Secretary

SESSION THREE: MY KIND OF JOB



OVERALL OUTCOME

To choose relevant criteria to assess their ideal job



LESSON OBJECTIVES

1. Participants will discover what is important to them in a job.
2. Participants will understand what key skills employers are looking for.



MATERIALS NEEDED

- Participants' Tree of Jobs from previous session
- 16 wall cards (see appendix)
- Five sheets of A4, with the numbers 1 – 5 written on them
- Set of memory cards (one full set of A and B for each group of 5 participants)
- Each participant will need their Workbook and a pen during this session



METHODOLOGY

- Running dictation
- Diagramming
- Vote with your feet
- Group Work



DURATION

3 to 3.5 hours



INFORMATION FOR THE FACILITATOR

As mentioned in the previous session, you may need to make a distinction for your participants between an ideal job and a decent job and the value that comes with any work experience. Contextualize all scenarios and examples to be appropriate for the local context in terms of people, situations and job prospects. This session is lengthy, so you may want to consider spreading it out into another session or cutting out exercises such as the energizer and making choices.

Make sure that all participants have left or will bring back their Tree of Jobs diagram from the previous session. For Exercise 4, cut the running dictation (16 Wall Cards from appendix) in advance and place each one randomly on the walls around the classroom. Also in advance prepare 5 large sheets of paper with the number 1 through 5 written on each. Finally, for exercise 7, prepare one set of memory cards, both set A and B, for each group of 5 participants.



SCHEDULE OF ACTIVITIES

- | | |
|---|----------|
| 1. Touching your spot- Energizer | 10min |
| 2. Session 2 Review & Community Mapping | 45-60min |
| 3. Making choices | 30min |
| 4. What is important to me in a job? | 30min |
| 5. The Big Five | 15min |
| 6. Vote With Your Feet – The Big Five | 20min |
| 7. Getting the basics right | 30-45min |

EXERCISE	1. Touching your spot
OBJECTIVES	Team-building game.
MATERIALS	None
TIME	10min

1. Arrange the chairs in the room in a big, wide circle.
2. Divide the participants into two groups. Ask one group to go and stand outside of the ring of chairs and simply to observe.
3. Ask the other group to form a wide circle inside the ring of chairs, facing the chairs and holding hands.
4. Tell all the participants in the circle that they must each quietly and privately determine one of the chairs to be "their" chair. They don't indicate to their teammates which chair they are focused on. When you say 'Go!' everybody must try and sit on their chosen chair for one second.

Facilitator's Note:

It is likely that participants will pull violently in different directions and that the circle will break. Usually participants will have picked a chair close to them, but the person on their right or left may have picked the same chair or are pulling others far away from the other side of the circle. When/if this happens, reform the circle and remind everyone that teamwork will be necessary to complete the task.

5. Allow the participants to try again, encouraging them to talk with each other so that they coordinate their efforts to achieve the goal.
6. Now invite the second group of participants to try two times. The first time they are to try it just like group 1. The second time, tell them you are going to give them an extra rule to make the task more difficult for them. They are not allowed to talk. They can only communicate through eye-contact.

EXERCISE	2. Session 2 Review and Community Mapping
OBJECTIVES	Review and build on the previous session by reviewing the workbook assignment and returning to the Tree of Jobs diagram and adding to it by mapping out jobs in the local community.
MATERIALS	Tree of Jobs that each participant completed the last session
TIME	45-60min

1. To review Session 2's workbook assignment, have participants switch workbooks with one other participant. Give them 10 minutes to read the entries from session two's writing assignment and have them make one to two short comments at the end for their partner. Examples of comments are: "Interesting ideas; I never thought about _____", "I am also very interested in _____ job because _____".
2. When finished and workbooks have all been handed back, give participants a few minutes to review their partner's comments.
3. Now, ask all the participants to take out their Jobs Tree from the previous session. Explain that you are going to continue with them their investigation into what kind of jobs people around them have and how did they get this work.
4. Give participants 5 minutes to think about these three statements:
 - I. The places of business they visit most often where they know an employee or the owner- 2 or 3 examples
 - II. What kind of jobs their neighbours have (not including any neighbours they may have already represented in the Job Tree)- 3 or 4 examples
 - III. One to two large businesses or organizations that employ many people from the community
5. **Draw Plants or Flowers- 15 min:** instruct them to draw one plant or flower on the ground around their tree per person they chose for statements 1 and 2 above. This should be 5 to 7. Inside the plant, bush or flower they will write the person's name they are thinking of, where they work, and what their job is.
6. **Building- 10 min:** instruct them to now draw one to two buildings to represent their answer for the third statement above. For the one to two organizations or businesses that employ many people in the community, several participants will probably have the same answers. They should write the name of the company inside the building and the number of people that they know personally who work there.
7. Once completed, divide participants into smaller groups of 5 or 6. Explain that the purpose of this community mapping addition to their picture is to continue to consider what paths local people take to achieve certain jobs and to start to build on their understanding of their own network. Explain that by networking (speaking with a variety of people they know or are connected to), they can gather great information and advice about finding a job that interests them and how to be successful in obtaining a position like that. Give the groups 15 minutes to let each participant share about 3 or 4 of the community members they know and ask each participant to say if they would ever be interested in working in one of those large companies/ organizations from their diagram. Why or Why Not?
8. When all groups are finished sharing, tell participants to save this diagram as they will be looking at it and thinking about it as homework as they go out into the community to interview some people in order to find out how they found their job and why they are qualified to do it.

EXERCISE	3. Making choices
OBJECTIVES	To help participants reflect on the concept of criteria they apply when making choices
MATERIALS	None
TIME	30min

In this exercise, we will first introduce the participants to the concept of making decisions informed by different criteria. Contextualize the product for something your participants can relate to. Later in the exercise we will help them define the criteria needed to make an informed decision about the sort of job they might search for.

- On the board write 'Pair of jeans' (or 'pair of trainers').
- Ask the participants to imagine that they have an afternoon in which to buy a pair of jeans. What are the different criteria that they would use to help them decide which pair of jeans to buy? Encourage a fast, brainstorming approach to suggesting criteria. Here are some possible answers;
 - Size
 - Price
 - Colour
 - Style
 - Strength/durability
 - How well they will go with clothes you already own
- When you have a good list of criteria on the board suggest that when we select a product or a service we make a list of decisions to ensure we get the best value for money.
- Put participants in groups of four and assign each group one of the following tasks. Tell each group they have five minutes to brainstorm a list of the different criteria they would apply as consumers in choosing the best product or service for them. Tell them the team with the longest list of criteria will be the winner.
 - Buying a mobile phone
 - Buying a laptop
 - Choosing a hairdresser
 - Choosing a place to eat
- Ask each team to name their type of product or service and the list of criteria they would apply in making a purchase. If any of the criteria sound unhelpful or unrealistic, challenge them gently by asking the rest of the group if they agree.
- Next, ask each group to spend a further five minutes brainstorming the criteria they would apply if they were deciding on what kind of job to take (i.e. how to determine it would be a job they would be happy with, that it would be a good job, etc.).
- After five minutes invite each team to share their criteria.

Facilitator's Note:

Examples of criteria you might expect to hear would include the following;

- Qualifications needed
- Availability
- Salary
- Work conditions
- Ethics
- Distance from home
- Flexibility around hours or days
- Enjoyability
- Chances for career development
- Pension plan

- Conclude by reminding participants that they will all be seeking different things from a job. For some people it might be very important to have regular hours, or to work outdoors. Some prefer to work alone. Some like to have a lot of flexibility in work hours and to get to travel around. Explain that in the following exercise they will have further chance to decide what is important to them in a job.

EXERCISE	4. What is important to me in a job?
OBJECTIVES	To help participants prioritize values in order to help them chose a job
MATERIALS	16 wall cards from appendix, Workbooks
TIME	30min

- Before the class you should arrange the running dictation slips (16 wall cards) randomly all around the four walls of the classroom. You may want to adjust or remove some of these, just alert participants to the changes so that it matches in their workbooks. It is understandable that not all of these are relevant to your particular group of participants.
- Put the participants into teams of three. Now count off each team 1 – 2 – 3! Explain that all those who are Number 2 are the writers. Make sure the Number 2s all have pens or pencils and some paper.
- Instruct all participants to open their Workbook to Session 3 and find the Running Dictation template. They will see a chart with 16 blanks to write in "Qualities". For the first part of the activity, only Number 2s will be writing in their Workbook.
- Explain that team members numbered 1 and 3 are the runners. It is their job to run around the classroom. They find a wall card on the wall and they read and memorise it. They **MUST NOT** write it down. They **MUST NOT** photograph it with their phones. They memorize it. Then they run back to their writer and tell him/her what they have memorized and (s)he writes it down. The runners need to communicate to make sure they don't give their writer the same answer twice.
- The winner is the first team to complete their Answer Template. They must have all 16 unique

- qualities written in the Workbook. Give all teams time to finish their templates before moving on.
- Next allow time for the two runners to also write down all of the criteria in their own Workbooks. In this way, each member of the team should have the same list.
 - Ask participants to decide what is most important to them when they think of a job and mark each item either VI (Very Important), SI (Somewhat Important) or NVI (Not Very Important). Allow five to ten minutes for this.
 - Ask some participants to share their top three or five priorities. Ask others to share what is *least important* to them. Participants with work experience might also be asked to share some of their experiences – both the good and the bad – about past jobs. Participants with no work experience could talk about their ‘ideal’ job. Also ask participants to think about and share which of the qualities they marked as *Very Important* is a quality that they still need to improve on themselves.

EXERCISE	5. The Big Five
OBJECTIVES	To ensure participants understand the basic skills all employers seek
MATERIALS	None
TIME	15min

- As a quick warm up, ask the participants what are The Big Five animals that people want to see when they visit countries in Africa (lion, leopard, buffalo, elephant, rhinoceros)
- Next ask them what they think are The Big Five Employability Skills i.e. the basic skills that all employers look for in a job applicant. Reassure participants that you only want to hear their ideas. There are no right or wrong answers. This concept could prove very new and possibly difficult to them. They may also not be aware of how to show or improve these skills but that is what will be covered in this and other sessions. It is okay that they are still insecure in their current skill sets. When you have listened to their answers for a few minutes, write the following on the board.
 - Communication
 - Numeracy
 - Basic Technology/Computer skills
 - Teamwork
 - Problem-solving
- Next, read out each of the following paragraphs and ask participants to identify which of the Big 5 skills are being demonstrated in each case. Rewrite these or contextualise as needed.
 - We had to write a report today. Sandeep came up with ideas, Jan is a brilliant researcher and I’m good at writing, so between us we produced a great report. [answer: Teamwork]
 - After doing the stock-take, I worked out how many pairs of shoes we might sell in the next month and placed an order for the new stock. [answer: Numeracy]
 - I just took a call from a customer needing help urgently with their website. It wasn’t something I’d handled before but I found a good way to keep the customer happy using what I already knew. [answer: Problem-solving]
 - I just used a design program to create a new logo, then I used a spreadsheet to calculate the budget for my project, which I emailed to my manager. [answer: Technology/Computer skills]
 - An upset customer ran this morning. I listened to his complaint and then explained why we hadn’t been able to deliver his order. He calmed down when he understood the situation and agreed to a new delivery date. [answer: Communication]
- Ask the participants whether they think these skills are only used in the workplace. Help them

to think of situations where they’ve already used each skill – either in or out of school.

- Explain to participants that being able to demonstrate these skills is important when they’re applying for a job. Additionally, on top of these skills, employers are also looking for applicants that have the relevant skills for that specific job (i.e the skills that may be included in the job posting).

EXERCISE	6. Vote With Your Feet – The Big Five
OBJECTIVES	To help participants rate themselves against The Big Five skills.
MATERIALS	Five sheets of A4, with the numbers 1 – 5 written on them. Each participant will need their Workbook and a pen.
TIME	20min

- Let participants know that this next activity will help them to rate themselves against The Big Five skills. Reassure them that this is not a test. Reassure them that this exercise only asks them to think about how good they are at each of the Big Five today. It does not mean they will not improve in the future.
- Ask each participant to quickly open their Workbook to the Big Five activity in Session 3. Under each they will see two questions. They should carry their Workbook and pen with them throughout the activity.
- Place the numbers 1 – 5 against a wall, making sure there is at least three meters distance between each number. Explain to the group that you will now ask 10 questions. No.1. Means ‘Not at all’ and No.5 means ‘Lots’. No. 2 would therefore mean ‘Not really’, No. 3 would mean ‘I’m just all right’, and No. 4 would mean ‘quite good’.
- Explain that each time you read a statement they should stand against the number that reflects them and that they should then write down that number against the question and Big 5 skill in their Workbook.

COMMUNICATION AND LITERACY

Q1. I listen well and make sure I understand instructions.

Q2. I am clear and concise when I talk or write.

NUMERACY

Q1. I can use maths to solve everyday problems.

Q2. I can work with tables, graphs and data.

TECHNOLOGY/COMPUTER SKILLS

Q1. I can communicate well using email or documents.

Q2. I am confident and safe when using technology and computer programs.

TEAMWORK

Q1. I work well with others and do my fair share.

Q2. I help others and respect differences.

PROBLEM SOLVING

Q1. I can usually work out what’s wrong.

Q2. I can come up with ideas and take action.

EXERCISE	7. Getting the basics right
OBJECTIVES	To give participants an insight into the skills employers generally seek
MATERIALS	One set of the Memory Cards for each group of five participants
TIME	30-45min

- Ask participants which skills they think are most valued by employers e.g. arriving at work on time. Not all of these skills need you to go to a college. Some you can gain from your social lives. Which? Brainstorm list on board and vote for top five. Explain that the previous Big 5 you introduced are often thought of as the most important Top 5. Then read second list – Other important skills from the next activity in the Workbook:
 - Personal Presentation
 - Enthusiasm and Initiative
 - Time Management and Organization
 - Negotiation and Decision-making
 - Integrity
- Explain that it's important not only to have these skills, but also to be able to talk or write about how you can demonstrate each one. Help participants see that they might need to provide this information to colleges or potential employers and that they might need to write it in letters, email or application forms, or talk about their skills in an interview or on the telephone.
- Ask participants to work alone to rank each of the ten skills in the corresponding sections of their Workbook. Which are they best at currently and which are they weakest at? Ask them how they can improve in their weakest areas?
- Put players into groups of five and give each a full set of memory cards. Explain that the set is made up of pairs. Half of the cards are 'skills definition' and half are 'examples' cards. For each 'definition' card there is a matching 'examples' card. Ask them to shuffle these and spread them out on the table/floor, face down.
- The first player turns up a card and reads it aloud. (S)He then turns a second card over and reads that aloud. If the two make a matching pair they are taken off the table/floor and the participant keeps them. Then she/he would take another turn. If the two cards do not make a pair, they are turned back face down in the same position they were in before and the turn is over.
- It is now the turn of the second player. He too turns over two cards and reads them aloud. If they make a pair he can keep them. If they don't make a pair he must turn them over face down again, and leave them where he found them.
- The game requires each player to try and remember the position of each card. It ends when all the cards have been removed. The winner is the person with the most card matches.
- Once a group has finished, they should set the pairs out together and review them.
- Finally, to end the session, have a volunteer read from the Workbook the tasks to complete before the next meeting:

Key Messages

- To make an informed decision about the sort of job to pursue you should think of lots of different criteria.
- Employers typically look for certain key skills, not matter what position they are recruiting for.
- You need to be able to demonstrate that you possess those skills.

Workbook Task

- Thinking about the ten skills discussed in this session and specifically the skills that you identified as very important and which you need to improve on, complete a list of three objectives on how you will improve your "Big 5" or "High 5" skills in order to obtain a good internship/job.
- Interview three people based on the Job Tree and Community Map of Jobs diagram. Ask them how they got their jobs.

RUNNING DICTATION WALL CARDS (16). WHAT IS IMPORTANT TO ME IN A JOB?

FLEXIBLE HOURS	ON-THE-JOB TRAVEL
GOOD PAY	RESPONSIBILITY
GOOD BENEFITS/HEALTH INSURANCE	WORKING WITH PEOPLE
SAFETY	WORKING ALONE
JOB SECURITY	JOB VARIETY
VACATION TIME/HOLIDAYS	PLEASE WORK ENVIRONMENT
ADVANCEMENT OPPORTUNITIES	REGULAR HOURS
CLOSE TO HOME	WORKING WITH MACHINES

MEMORY CARDS- CUT APART ALL SQUARES SO THERE ARE 20 INDIVIDUAL CARDS.

PERSONAL PRESENTATION	<ul style="list-style-type: none"> - Be clean and tidy - Dress for the job - Show courtesy and respect - Talk and act in the right way
ENTHUSIASM AND INITIATIVE	<ul style="list-style-type: none"> - Be enthusiastic about your work - Do things properly and finish them - Have ideas and act on them - Be willing to learn and improve
COMMUNICATION AND LITERACY	<ul style="list-style-type: none"> - Explain what you mean in writing or by speaking - Be clear and concise - Listen well to others and read information - Understand what you need to know or do
TIME MANAGEMENT AND ORGANIZATION	<ul style="list-style-type: none"> - Plan your work and what you'll need - Monitor your progress and meet deadlines - Check your work - Show attention to detail
NUMERACY	<ul style="list-style-type: none"> - Use maths to solve everyday problems - Understand tables and charts - Use maths to support your ideas or views where appropriate - Use maths in specialist roles

<p>INTEGRITY/HONESTY</p>	<ul style="list-style-type: none"> - Be honest and truthful - Do the right thing - Be consistent in what you say and do - Be trustworthy
<p>PROBLEM-SOLVING AND CREATIVITY</p>	<ul style="list-style-type: none"> - Ask questions to understand a situation - Break a problem into smaller parts - Come up with new ideas - Decide what will work best
<p>TEAMWORK</p>	<ul style="list-style-type: none"> - Work well with other people - Share the workload and be fair - Help others - Respect and value other people
<p>NEGOTIATION AND DECISION-MAKING</p>	<ul style="list-style-type: none"> - Express your own ideas - Listen to what others think - Use the facts to guide you - Avoid arguments and seek agreement
<p>TECHNOLOGY/COMPUTER SKILLS</p>	<ul style="list-style-type: none"> - Use computers and electronic equipment - Communicate clearly using email and documents - Find information - Be safe and secure

SESSION FOUR: LET'S FIND OUT MORE ABOUT JOBS



OVERALL OUTCOME

To begin to plan ways of finding a job



LESSON OBJECTIVES

1. Participants will learn to analyse how people end up in the wrong job.
2. Participants will understand how/where to find jobs.
3. Participants will improve their planning and goal setting skills.



MATERIALS NEEDED

- For the *Mango Pickers* team-building game you can make balls by rolling up old scrap paper.
- Before the Problem Tree exercise you will need to draw the tree outline on a piece of flipchart paper.
- For the Employment Card Ranking Exercise you will need one set of cards for every four participants. These are found in the Appendix.



METHODOLOGY

- Team-building game
- Group presentations
- Image Theatre
- Problem Tree
- Ranking exercise



DURATION

Three hours



KEY WORDS

- job advertisement, job search, preferences, rejections



INFORMATION FOR THE FACILITATOR

This session continues the participants' investigation of finding satisfying employment. The workbook assignment requires participants to find a job advertisement and to note and analyse the qualifications required for the position. It is important that you are prepared to guide participants as to where they can find or learn about real job postings, ideally having one already to show as an example at the end of this session. This may be difficult as internet could be limited, online postings may be rare or buying newspapers impractical. Work with your own network and with coaches to help guide participants in a productive way.



SCHEDULE OF ACTIVITIES

- | | |
|-------------------------------------|-------|
| 1. Mango pickers | 15min |
| 2. What did we learn? | 45min |
| 3. Image Theatre | 30min |
| 4. Problem Tree | 30min |
| 5. Employment card ranking exercise | 45min |

EXERCISE	1. Mango pickers (team-builder)
OBJECTIVES	Start team-building and flag up team work as a skill employers require
MATERIALS	Four balls (scrunched up balls of paper)
TIME	15min

1. This game is played with teams of four participants. Take four balls. Put one ball in each corner of the room.
2. Ask for volunteers to come and stand in the middle of the room. They form a tight, outward facing circle by linking arms at the elbow with the people on either side of them.
3. Tell the team that each person in it must pick up one 'mango'. They must not break the circle. Tell them you are going to time them.
4. Once the first team has picked up all the mangos, let the second team try, then the third team, etc. The fastest team is the winner.

Facilitator's Note:

What usually happens with the first team is that they all pull in different directions until the circle breaks. If this happens, bring them back to the middle of the room, reform the circle and start again. Hopefully they will soon realize that the game is only possible if they work with each other and not against each other. Also, if you have several groups participating you may want to have all other groups who have not yet tried the activity turn around, close their eyes or go outside so as to not gain an advantage at a technique.

After the game, make sure everyone understands that the only way to complete this exercise is by working as a team.

EXERCISE	2. What did we learn?
OBJECTIVES	Look at the workbook assignment that was set the previous week.
MATERIALS	Piece of paper/pen, flipchart/marker
TIME	45min

1. Remind participants of the work you assigned them at the end of the last session i.e. to interview three people on how they have found their jobs and a final ranking of all of the job skill criteria if they did not finish during the lesson.
2. First, simply walk around to check that everyone completed their criteria ranking assignment and check for any questions they might have. Explain to participants that these kind of assignments are important for their own discovery of what kind of job or internship will suit them best.
3. To review the interview assignment, ask them to form groups of five. They should combine their findings to produce one overall list stating the jobs and how they had been found (so if the group has five participants and they all interviewed three people, they will have one list of 15 people along with their job and how they found it written on one sheet of paper). They should identify which means of finding a job were the most common. Give them freedom to decide how they will analyse this data. Give them 15 minutes.
4. Ask each group to stand up at the front and present. Each person in the group should say one thing they learned. For example, one person may comment that the most common job on their list was a retail store owner and another person will comment on the #1 way these jobs were found. A good idea is to choose a group that understood the assignment easily to present first so as to set a good example of different results they can present for others. As they present, ask a volunteer to write down the top two jobs mentioned by each group and the top two ways these jobs were found. As you go through each group, instruct the volunteer to not repeat any answers on the flipchart.
5. Review this master list with the participants to show the most common ways that people

found jobs. Ask participants if they are surprised by the answers. Ask for two or three volunteers to add one more idea each to the list about how to find a job and more specifically an internship. Point out that the process for finding a job could be different than an internship. If your list is already quite long, then you can skip this step. The idea is to have a list of 6 or 7 common and useful ways of looking for and obtaining a job/internship.

- Pair up participants and ask them to look at the new list and share with their partner one or two ways this information might help him/her with his/her own job search. What steps can they take in a job search by using this information they've learned through the interviews and today's activity? Give them five minutes to discuss this.

EXERCISE	3. Image of a problem
OBJECTIVES	To reflect on the fact that often people end up in a job that doesn't make them happy
MATERIALS	None
TIME	30min

- Ask some volunteers to share briefly stories they know about people who are unhappy in their own work or who for whatever reason have ended up in the wrong job.
- Next, put participants into groups of five. Tell them they have ten minutes, as a group, to create one image of someone who has ended up, unhappily in the wrong job. Remind them of what this Image Theatre looks like: they cannot move, speak or use props; everyone in the group has to have a role even though most people in this case will be a supporting role (such as a boss, other employees) or some participants might even be imitating an animal, building, or other object; once they get set in front of the class they have to freeze in position for 20 seconds to give everyone in class the chance to figure out their image.
- After ten minutes, bring the class back together and let each group present their image. After each group does their Image Theatre, facilitate a discussion with the audience using the sorts of questions you practiced in your training workshop. See the note below.

Facilitator's Note:

Think back to the sorts of questions you were encouraged to ask during the training session on Image Theatre. Your questions should encourage debate and help participants to explore the roots of the problem portrayed. Examples of helpful questions might include:

- Who are these people?
- Where are they?
- What sort of job are we looking at? Why do you say that?
- Are the employees happy or not? How can you tell? Who has a different idea?
- Is this an image you recognize from your own life or community?
- Why do you think this person has ended up in this situation?
- If you could give this person one piece of advice, what would it be?

EXERCISE	4. Problem Tree
OBJECTIVES	To analyse reasons why people sometimes end up in the wrong job
MATERIALS	A Problem Tree template prepared in advance, small cards if available
TIME	30min

- Make sure that the participants recognize that the illustration is a tree! Ask them what role the roots play in a tree ('they feed it and make the tree grow bigger') and ensure they can recognize the branches.
- Write or draw the name of the problem on the trunk of the tree – 'People ending up in the wrong job'.
- The next step is to identify the causes of the problem. Ask the participants to identify causes ('Why is the problem there? What are the causes of this problem?'). Listen to their answers and ask them to justify their reasons. (***Why do you think that? Who has a different opinion?***). If the participants struggle at first, you might suggest some possible answers such as 'Lack of opportunities', 'lack of qualifications'.
- When participants have agreed on a cause write it down on a card or a piece of paper. Keep going until you have found five or six causes for the problem. Alternatively, simply write the answers directly onto the roots.
- If you have time, ask them to place the cards on the roots in such a way that the most serious are to the left and the less serious are to the right.
- Now repeat the process by asking them to identify the effects. Again ask them to justify their answers (***Why do you think that? Who has a different opinion?***)
- Write or draw them on separate cards. Ask them to place the cards on the branches so that the most serious are to the left and the less serious are to the right or simply write them directly on the branches.
- Once the diagram is ready, ask them to explain the whole thing. Also ask them to reflect on the diagram and what it means.

9. To create action out of this activity, now ask them to focus on the roots (the problems). Ask participants the following more specific question; 'What might you do to prevent finding yourself in a similar position?'
10. Place them in small groups and start a discussion among the participants exploring possible 'solutions' to deal with the causes of the problem. Make it clear that many people themselves can be responsible for many of these solutions. From solutions you can move to the actions that people might take. Encourage this full reflection and discussion amongst each group. Tell them that when finished, they should have a few solutions and actions ready to share.
11. Ask for a volunteer from each group to come up to your drawing and add the solutions/ actions to the tree in the form of fruit. Each volunteer from each group should add just one, trying not to repeat any answers.

EXERCISE	5. Employment card ranking exercise
OBJECTIVES	To provide participants time and space in which to rank various possible jobs
MATERIALS	One set of cards for every four students, workbooks and PENCIL
TIME	45min

Before the exercise, ask the participants to reflect on the fact that even though the previous exercise investigated why and how people end up in a job that is not good for them, they should remember that for a first, real job, they should look for any good, learning opportunity.

1. Ask volunteers to share what they are or have studied. Then ask them to list what kinds of jobs they think they could get with that study. Ask others to join the conversation to think of even more jobs.
 - Also ask them at what level would they expect to be hired? For example, if they studied business at a university, should they expect to be offered a manager position? Why or why not? How could they benefit from taking an entry level position instead of only looking for higher level jobs?
2. Ask volunteers what were the main criteria we should apply in choosing a job that will be decent and useful? Try and elicit the following. We want jobs that:
 - Provides a learning experience
 - Offers a safe work environment
 - Will provide a challenge and the opportunity to gain new skills
 - Expectations on pay and hours is clear and fair
3. Write down those four criteria and put them somewhere that everyone can see them. Now ask them to add a set of other important criteria, what would make us happy in a job:
 - Appeal to our interests
 - Involve skills or resources that we possess – our strengths (maybe from previous experience or studying)
 - That fit with our personal values
 - Match our personalities
4. Put participants into groups of four and give each a set of cards.
5. Ask them to divide the cards equally so each participant has nine cards. They should all follow along in their workbooks for Session 4. They really need to use a pencil with an eraser so that

they can rearrange their answers at the end of the activity. They will see two columns:

- i. Preference list (jobs that appeal to me)
- ii. Reject list (jobs that do not appeal to me)

6. Explain that each participant should now look at her cards and rank them in order of preference with the most attractive job on the top of the pile and the least on the bottom and the others ranked accordingly. Tell them they have five minutes to do this. They should finish by noting down in their workbooks their top two preferences and their two least preferred jobs.
7. After five minutes they should swap cards with another participants and repeat the exercise. Again they have five minutes. Again they should write down in their workbooks their top two preferences and note down the two jobs that appeal to them least.
8. Repeat this process twice until each student has ranked each set of nine-cards.
9. Now give students a further ten minutes to work alone. In that time they must rank the eight jobs in their *Preference list* and the eight jobs in their *Reject list* (note: for the reject list they place the job that appeals to them least at the top). This is where they will need to use their eraser to move around some of their answers to reflect their final ranking for each column.
10. Now ask the groups of four to have a shared discussion around the following questions. Each of the four participants in turn should explain;
 - What my top two preferred jobs are.
 - How these reflect my interests, skills, values and personality.
 - What my top two rejects are.
 - How these reflect my interests, skills, values and personality.
11. Finally, point out that they have a place in their workbook to write down these reflections.
12. Ask a volunteer to read the Key Messages and Workbook Assignment below. For the job advertisement search activity, save time to be able to explain to participants where they can find advertisements and to show them an example so that they know what to expect.

Key Messages

A suitable job should do all of the following;

- Provides a learning experience
- Offers a safe work environment
- Will provide a challenge and the opportunity to gain new skills
- Expectations on pay and hours is clear and fair
- Appeal to our interests
- Involve skills or resources that we possess – our strengths
- That fit with our personal values
- Match our personalities

Workbook Assignment

- Use the space in your workbook to make further written comments justifying your choices from the job ranking exercise.
- Choose a Real Job Advertisement: following your facilitator's advice and recommendation, find one job advertisement that really interests you. Write down all of the key information requested from the advertisement and be prepared to discuss it in the next session. When considering which advertisement to choose, think back through all of the criteria and ranking exercises you have completed so far so that you pick a job or internship that would really be a good fit for you.

Facilitator's Note:

Advise participants that they can find job postings online, through their network (friends, neighbours, etc) as well as on job boards in community centres and local businesses, and through employment agencies.

CARDS FOR 'EMPLOYMENT CARDS RANKING EXERCISE'.

ART AND DESIGN	MINING/QUARRYING
BEAUTY AND APPEARANCE	MEDIA – T.V., RADIO, JOURNALISM
BUILDING/CONSTRUCTION (PAINTER, PLUMBER, ELECTRICIAN, CARPENTER)	MUSIC
BUSINESS/ENTERPRISE	POLICE/ARMED FORCES
CARING FOR OTHERS	POLITICS AND CURRENT AFFAIRS
CHILDREN	REAL ESTATE/PROPERTY/RENTALS
EDUCATION (TEACHING, TRAINING, LIBRARIES)	RELIGION/CHURCHES/FAITH
ENGINEERING	RESEARCHING THINGS
ENTERTAINMENT (MUSIC, ACTING, PERFORMING)	CONSISTENT/FIXED SCHEDULE
FARMING/FISHING/HUNTING/FORESTRY	SHOPS/RETAIL/SALES

FOOD (PREPARATION/SERVING)	SPORTS
HEALTH (HOSPITAL/DOCTORS/NURSES/MEDICINE/PHARMACY)	THINKING TASKS
HOTELS AND TOURISM	TRANSPORT – DRIVING, PLANES, BOATS, TRAINS
HELPING OTHERS	USING NUMBERS
INSTRUCTING OTHERS	VARIETY
IT (COMPUTERS/WEBSITE/TELECOMMUNICATIONS)	WORKING ALONE
MANAGING OTHERS	WORKING OUTDOORS
MANUFACTURING/FACTORIES	WORKING IN A TEAM

SESSION FIVE: JOB SEARCH



OVERALL OUTCOME

To discover more about where and how to find suitable jobs and internships.



LESSON OBJECTIVES

1. Participants will learn how to look for a job.
2. Participants will learn where to look for a job and how to use their own network.
3. Participants will learn to analyse and communicate their personal skills with those listed in a job posting.



MATERIALS NEEDED

- Flipchart/marker
- Small ball or ball of paper



METHODOLOGY

- Group work scenarios
- Guest speaker
- Categorization
- Writing and critical thinking



DURATION

Three hours



KEY WORDS

- Industry, Internship, Candidate, Network



INFORMATION FOR THE FACILITATOR

Take time to find the right guest speaker for the exercise on learning about Internship Programmes. Ideally, a professional in a Human Resources or managerial role from a company that is willing to provide or already provides internship opportunities. Prepare them well in advance using the facilitator's note from that exercise (on timing and what to cover). Again rely on your network and the coaches to help with the details of the job or internship search.

Revise scenarios and case studies as necessary. You may want to consider some common issues that confront young people when looking for employment, for example:

- Many women may be asked to stop working after getting married or having children
- Some youth get university degrees and then don't want to accept a lower level
- Some social structures encourage people to take long breaks from working. This may create a mistrust of lower jobs or internships and/or creates large gaps in employment history.
- Another issue is some youth never finished school but are now older and want to work.

Additionally, be prepared to review several concepts already learned such as community mapping and the Big 5 traits. Also, be prepared with several local, contextualized examples on how to find and search for jobs as well as agencies and organizations that will be useful as participants try to network and search for opportunities.



SCHEDULE OF ACTIVITIES

1. Where to start	45min
2. Internship programmes	35min
3. Job advertisements	30min
4. My skills, capabilities and limitations	25min
5. My network	30min
6. Review group activity	15min

EXERCISE	1. Where to start
OBJECTIVES	Participants start to think about what is important when looking for a job
MATERIALS	None
TIME	45min

1. Welcome participants and explain to them that they will be engaging in exercises that will teach them how to look for a suitable job. This builds on the short presentation and assignment from the previous session. Tell participants that you will review their workbook assignment of a job advertisement a bit later in today's session.
2. Divide the participants into three groups. Read or give each group one of the following three scenarios:

SCENARIO 1:

Alexander finished secondary school about one month ago. He wants to continue on to university but he needs to work and save some money first. He did very well at school, especially in science and he will probably attend university to get a higher degree in a science field. Over the last few years he did a lot of volunteer work with his school. Because of his volunteer experience, he is considering finding work in a retail store, or as an office assistant for the next year to save money.

SCENARIO 2:

Maria left school at age 16 to work and earn money. She is married now but does not have any children yet. She would like to find a different job (she has been working on fruit farm). She would like a job that has daytime hours and is not too far from home. She wants to learn something new; that is why she would like to leave her job on the fruit farm.

SCENARIO 3:

Anna is attending university for a degree in business. She is nearly finished and is looking for a job opportunity. She completed one internship last year, but she asked and that company does not have a job for her. She is a very organized person and had a good reference letter from her the boss at her internship, but she does not have very good computer skills.

3. After you have assigned and read/given each group one of the above scenarios, tell them that they need to discuss and answer the following:
 - Should this person be looking for a job or an internship? Why do you think that?
 - Do you agree with the person's choice for a job industry and/or which type of job or type of industry would you recommend they look for?
 - Where do you think your person will be the most successful in finding the right job advertisements (i.e. where should they look or how should they look for the new job/ internship)?
 - What should he or she consider when looking for the job? What skills and qualifications are going to be helpful or hurtful to them? Look back in your workbook to the Big 5 for help with this answer.
4. Let participants know that there are not necessarily any wrong answers. This is a good opportunity for them to use critical thinking skills and engage prior knowledge from this Employability component when considering how to analyse job advertisements and structure a job search.
5. Give participants 15 minutes to discuss their answers. Then ask each group in turn to present. Each person in the group should participate. One to two people in each group needs to read the scenario for the rest of the class. Others in the group will then present briefly on their answers. When each group is finished, gently push them to explain their reasoning for any answer that was unclear. Encourage other participants to comment or debate an answer.

EXERCISE	2. Internship Programmes
OBJECTIVES	Participants learn about finding an internship
MATERIALS	Guest Speaker
TIME	35min

1. As group one above most likely pointed out, Alex from Scenario 1 in Exercise 1 would benefit more from taking an internship in order to learn more and prepare for university. If participants didn't point this out, you can mention that since he is on track to have a good level of education, it would be better for him to immediately take an internship in a science field and possibly take a side job so that he can earn money to pay for his studies.
2. Explain to participants that you will now have a guest speaker from the Human Resources department of a company that offers internships. Encourage all participants to give the speaker their undivided attention and to be prepared to ask questions once the speaker has finished.

Facilitator's Note::

Prepare your guest speaker by giving them a concrete time frame to speak (exact time to arrive, how much time they have to present and how much time they will have to take questions). It is recommended to have them speak for only 15 to 20 minutes and save the rest of the time for questions. Also prepare the speaker to cover certain topics, such as:

- Clearly explain their company, industry and the roles offered to interns
- The application process for becoming an intern
- What type of person they are looking for in an intern (skills, qualifications, interests, personality)
- What amount, if any, of payment or other benefits are offered
- The benefits of taking an internship
- What kind of challenges they could expect from the internship as well as what kind of things they could expect to gain

3. Note down any questions that there wasn't time for and thank the speaker for coming. Encourage the students to all thank the speaker appropriately.

EXERCISE	3. Job Advertisements
OBJECTIVES	Participants review their job advertisement they have chosen, clarify the industry and companies they are going to look at, and learn more about where to find advertisements as well as the basics of applying.
MATERIALS	Workbook with completed job advertisement assignment
TIME	30min

1. If some participants still did not find a job advertisement, ask for a few volunteers who did find one to pair up with and share theirs with them. First, have participants open their workbook to Session 5 and based on what they have learned so far, answer what industry would be their top choice to work in and then list two to three companies or organizations from their community or surroundings that are in that industry. They are welcome to ask others in the class for ideas if they are having trouble thinking of names of companies. Give them a few minutes to complete this.
2. Ask them to keep this in mind as they will come back to it later in the session.
3. Next, have everyone open to their job advertisement workbook assignment. Then ask all participants to stand in a large circle
4. With their workbooks in their hands, you will indicate a person to begin. Each person on their turn will quickly say the name of the job and the company/industry the job is in based on their advertisement. They will then step inside the circle. Then the next person will do the same. If their job falls into the same industry or similar company, they will stand next to the participant inside the circle. If it doesn't match, they will step into the circle but stand farther away from the other participant. Try to have them group together only if it is a very close match.

5. This continues on and on around the circle and with each person then stepping inside to either join a participant or group of participants that are in the same industry or to stand alone until someone similar announces their job and joins them. This activity will be a little chaotic as it will become crowded inside the circle. Make sure that each similar group inside is staying together and also keeping distance from other groups.
6. As soon as everyone has shared and stepped inside the circle, you will stop the activity and have each inner circle "unit" say their industry/company. You may have a few individuals who didn't find a match. Having each "unit" say their industry again will help to find a close enough match for these remaining individuals.
7. If you have a large variety of industry answers then this is even better as the units will stay small. If you have one or two units that are very large, you may want to break them up into two smaller groups. However, for the remainder of this exercise it doesn't really matter what the group size is as long as no one is working alone.
8. Once all the units are organized, have them sit down together. Give them 15 minutes to discuss the details of their various job advertisements from their workbooks. Have them take note of if the qualifications and skills required are similar or very different. Have them give each other feedback on why or why not that may be a good job for that person to apply for based on the description, salary, location, or qualifications required. Remind them to use constructive feedback and not to say things like: "that job is too hard for you" or "you're not good enough for that job".
9. Keep participants in these groups for the next exercise.

EXERCISE	4. My skills, capabilities and limitations
OBJECTIVES	Participants identify their strengths and weaknesses in applying for a particular job
MATERIALS	Workbook
TIME	25min

1. With participants still in these same units, ask for volunteers to shout out the Big 5 and High 5 qualifications learned before.
2. With these in mind and with their job advertisement in front of them, ask each participant to consider what their three strengths would be if they were to apply for this job. That means, based on the job advertisement, what are three facts about themselves that would make them look like a good candidate for the job. These are skills, qualifications, or experience that would help them stand out. They should write this down along with a brief explanation for each in their workbook. They are doing this individually for their own advertisement. The benefit of having them stay in their units is in case they want to check ideas with other group members.
3. Next, they should consider what would be three challenges for them as a candidate if they applied for this job. Again, they should think about years of experience, type of experience, education, skills, or abilities. They should also write these three down in the appropriate place in their workbook along with a brief explanation for each.
4. Once they finished writing their list of strengths and challenges ask for a few volunteers to present. When presenting on their strengths they can answer:
 - Why their strengths are important
 - How they think they would adapt in the organisation

5. When presenting on the challenges the participants can consider:
 - What they plan to do to overcome the challenge
 - Identify individuals, organisations and institutions that can help them in overcoming challenge.

EXERCISE	5. My Network
OBJECTIVES	Participants are aware of their network
MATERIALS	Workbook
TIME	30min

1. Ask participants to reflect back on the community mapping exercise they completed earlier with the Job Tree.
2. Now share with the participants that every person has a network of people who:
 - Might assist them in getting a job
 - May know someone who is looking for someone to employ
 - Might recommend you to an organization or company that is hiring
3. Ask the participants to identify someone from their community map who works in a company or industry that they have now ranked highly. Then they should think about other people they know who might be a good resource for them. They should list at least three people they know that could support them in getting a job. They will find a place to write this in their Workbook. It could be a neighbor, a community group or forum, a relative or colleague of a relative, etc.
4. Next to each person's name, they should write:
 - The position they currently hold
 - The organisation they are working for
 - Why they think they can assist in getting a job
5. Now explain the Workbook Assignment for the next session:

Workbook Assignment

- Participants should talk to two of the three people they listed under the network exercise
 - They should ask each person three questions and note their answers
6. Work with the whole class for a few minutes on coming up with appropriate questions to ask these professionals in their network. This may overlap some with their community interviews they did earlier but now they are going back to those people and/or approaching new people with the goal of finding out information about specific opportunities.
 7. Give participants helpful advice:
 - a. They should call, speak to or write these people in advance to find out when a good time to

speak would be. This shows the person that they have something serious to discuss. When they ask for this 10 or 15 minute meeting, they should inform this person briefly on what they want to discuss.

- b. Their three questions for each should be tailored to the person and their type of job/ industry.
 - c. Remind participants that they are not asking for a job from this person. They are investigating what kind of opportunities are available and are asking their network to let them know if they know or hear of anything.
 - d. Finally, remind participants that they should be clear and confident about what kind of job/ internship they would like and what their skills and strengths are. This is good practice for interviewing.
8. Afterwards, you can have participants begin writing their three questions for each person in their network.
 9. Have them pair up with a partner and carry out a role playing activity. One participant will play an either aunt/uncle, neighbour, local shop owner or anyone that was identified as being part of the network. The other participant will then practice approaching them and asking the questions they previously came up with. Have them think strategically about how they will approach this person, how they will explain what they're looking for, and how they will pose their questions. After a few minutes, have the participants switch roles so that they can both practice approaching their network.

EXERCISE	6. Review group activity
OBJECTIVES	Participants review what they have learned in the session
MATERIALS	Ball or rolled up paper
TIME	15min

1. Gather the participants together in a circle and thank them for having come along and participated so well.
2. Explain that you are going to throw the ball to someone. When they catch it, they should share one thing about today's session they learned. It might be an idea or feeling experienced during the session, or a question that has arisen.
3. Try and keep the ball moving until every participant has shared something.
4. Keep on passing the ball until all participants have had a chance to name something they learned.
5. If time, to finish, divide the participants into five groups and read out loud to the whole class the following case study:

CASE STUDY

Anton has just completed her high school education. He has 3 months left before he starts his study at a nearby college. Anton wants to study engineering and he believes that in the months leading to him starting his studies he can get a job and gain some work experience which will be helpful for this engineering degree. He has been seeing various job postings at the local supermarket, and reads through all the notices and advertisements.

6. Ask each group to quickly discuss and then share as a class some advice for Anton. Ask them to consider the following:
- How can Anton identify the appropriate job?
 - What other options are there for his job search? Who could he speak to or where else could he find job advertisements?
 - How can he respond to a job once he finds one that he likes? Which strengths and experiences should he put emphasis on?

Facilitator's Note:

If no one mentions this- share about the role of employment agencies and using internet to search for a job beyond printed advertisements or networking. However, tailor this information to your local situation, considering what services and organisations are available not only in the community but specifically for each participant as each participant may have a vastly different situation and access to resources.

7. Have a volunteer read the key messages from the Workbook:

Key Messages

- Each person has their own unique situation, goals skills and qualifications. It is important to be ambitious but also realistic.
- Learning how to identify and present our strengths will become more and more important as we begin to interview.
- Understanding challenges or skills/qualifications that we are missing should not be discouraging but inspiring. Finding out what we need to do to improve is an important life skill.
- Networking and knowing where and how to look for the right jobs are all critical in the job search process.

SESSION SIX:

MAKING A GOOD IMPRESSION IN THE WORKPLACE



OVERALL OUTCOME

To gain soft skills that employers are increasingly prioritizing by building on networking skills and building up to effective communication and interviewing skills.



LESSON OBJECTIVES

1. Participants will become aware of how verbal and non-verbal communication can influence how others perceive them and they gain self-awareness about their own habits and tendencies.
2. Participants will discover that by modifying their speech and body language they can exert a positive influence on how others perceive them.
3. Participants will gain an understanding of how to create an advantage for themselves by using this in future interviewing or workplace situations.



MATERIALS NEEDED

- Flipchart and markers or slides
- Several small pieces of paper
- Four small bags if available



METHODOLOGY

- Image Theatre
- Group work and presentation
- Anagrams
- Running dictation
- Theatre exercises/Role Play
- Class discussion



DURATION

Three hours



KEY WORDS

- Body language, Conduct, Assertiveness



INFORMATION FOR THE FACILITATOR

This session begins by introducing the idea that participants will need to conduct themselves appropriately in the workplace and that this might differ from how they conduct themselves at home or at school. It proposes appropriate conduct in terms of behaviour, talk and dress. Again there are many exercises in this session and you may need to carry them out across two meetings or select exercises which are most professional-oriented and relevant.

Prepare in advance a slide or a flipchart of the Code-of-conduct anagrams found in the exercise of the same name. On one slide/paper, you will have the mixed-up sentences and once participants are finished, you can flip to the next slide/paper to show the answers.

Different 'prompts' for the body language exercise can be found in the appendix. They should be written on small pieces of paper and folded up. You will need four sets of each. Ideally, you can put each set in its own little bag.

It then focuses on non-verbal communication, verbal communication and assertiveness. For that reason you will need to do a short recap with participants of some of those elements of communication skills that they looked at in the Core Life Skills component as well as their discussion of Professionalism in Session One.

For the Assertiveness exercise, you will need to prepare by putting this on a flipchart or into a slide:

ASSERTIVENESS MEANS...

- Respecting people's rights – and your own.
- Expressing yourself honestly
- Achieving a win/win outcome
- Controlling your feelings and actions
- Having self-worth

Also, you will need to place each individual Being Assertive running dictation card (from the appendix) around the room in advance of the lesson.

Several of the exercises require participants to use their workbooks.



SCHEDULE OF ACTIVITIES

1. Assignment Review and Energizer	20min
2. How to conduct ourselves in the workplace	20min
3. Code-of-conduct anagrams	20min
4. Body language	15min
5. Listening Skills	25min
6. Assertiveness running dictation	45min
7. Bringing it all together	35min

EXERCISE	1. Assignment Review and Energizer
OBJECTIVES	Review Networking Assignment and introduce concept of body language through energizer
MATERIALS	None
TIME	20min

1. As soon as participants begin coming into the classroom, ask them to open their workbooks to their Network Assignment from the previous session. Start checking to see that all participants completed this.
2. Once everyone is gathered and you have had a chance to look at most or all of the workbooks, ask a few volunteers share how they felt interviewing these people. Were they nervous? Was it difficult? Did they act professionally? What was their experience- did they get good answers? Did anyone receive really useful information, such as a connection to another person or an alert about a job opening? Did anyone feel like this was not useful? And why? Be open to any form of discussion surrounding this topic. Many participants may have found this activity difficult or frustrating if it was their first time trying to network. If time, you can also have a few volunteers share some of their questions and the responses they received.
3. Give all participants a few minutes to look and choose the one question they asked which they received the best and most useful answer to. Ask each person to stand and quickly share this one question with the group. Encourage participants to take notes if they like some of these questions/ideas so that they can use it in a future networking situation.
4. Finally, explain the participants that this session will build on the ideas of professionalism which were discussed in Session One and will focus on making a good impression in the workplace. This first energizer is to increase their awareness on body language.
5. Ask the participants to stand up and form a wide circle facing outwards. You should be in the middle of the circle and the participants should have their back turned to you.
6. Explain that that you are going to call out a word and that you want them to turn around and make a physical image of it immediately. Stress the need for them to respond immediately and spontaneously. They should show their image without thinking.

Facilitator's Note:

If you do not stress the need for an immediate response, the participants will try and mimic one another. You may need to demonstrate one word first.

7. Call out words (see suggested list below) one-by-one. Everyone makes an image of it. Make sure everyone is still and silent. There should be no movement after they've turned around. There should be no sound. Ask them to stay in position but look around at the other participants. Work through a list of words in this way.
 - Hot
 - Angry
 - Tree

- Frightened
- House
- Horse
- Cold
- Soldier
- Shy
- Love

EXERCISE	2. How to conduct ourselves in the workplace
OBJECTIVES	To introduce the idea that workplaces expect appropriate conduct in terms of how we dress, talk and behave and that these might not be what participants are used to.
MATERIALS	Flipchart and markers, Workbooks
TIME	20min

Start by suggesting that the way in which we behave in school or at home may not be what is expected or required in the workplace. Advise participants that employers place a lot of importance in how their employees conduct themselves at work. In this exercise we are going to explore some of those further.

- Put participants into three groups and assign one of the following subjects to each group:
 - Dress
 - Talk
 - Behave
- Ask each group to discuss how they might need to do these differently in the workplace. They should then create a list of 'Dos' and 'Don'ts' surrounding their assigned topic. Ask them to open their workbook to the appropriate place. Give them ten minutes. They should write down four 'Dos' and four 'Don'ts' for their topic.
- Now ask each group to present their Do/Don't lists to the rest of the group. All participants should follow along in their workbooks to write down the answers for the other topics. It would be helpful for the facilitator to also write these down on a flipchart.
- Wrap up the exercise by asking the following questions to all participants:
 - How might your job prospects be affected by how you talk, dress and behave?
 - How will professional behaviour help you?
 - How might inappropriate behaviour harm your career?
 - Do you disagree with any of the answers from any of the groups? Which ones? Why?

EXERCISE	3. Code-of-conduct anagrams
OBJECTIVES	To help participants consolidate what they learned in the previous exercise
MATERIALS	Flipchart of the anagrams
TIME	20min

- Display the anagrams from chart below on a flipchart and put participants in pairs.
- Give them five minutes to rewrite the anagrams in their workbooks so that they reveal some advice on how to conduct yourself in the workplace.
- After five minutes check the answers (these are provided for you, the facilitator, in column two below). It would be helpful if you already had the correct answers written on the following page of the flipchart so you can immediately show them to the group.
- Now ask each pair to take five minutes to come up with three further pieces of advice they would give to a friend on how to conduct oneself in the workplace. They should write this into their workbooks.
- After everyone has shared their pieces of advice, review the list with the group and see if they can agree on the top five pieces of advice on workplace code-of-conduct. They can circle or write these top five into their workbooks as well.

ANAGRAMS TO DISPLAY ON FLIPCHART	ANSWERS FOR FACILITATOR
expected is out what find	FIND OUT WHAT IS EXPECTED
properly times all dress at	DRESS PROPERLY AT ALL TIMES
around attention pay on going what's to you	PAY ATTENTION TO WHAT'S GOING ON AROUND YOU
why understand accept exist rules these the and	ACCEPT THE RULES AND UNDERSTAND WHY THESE EXIST
the be team of part	BE PART OF THE TEAM
best your do	DO YOUR BEST
other the respect employees	RESPECT THE OTHER EMPLOYEES

EXERCISE	4. Body language
OBJECTIVES	Help participants grow more aware of their body language so that they might begin modifying it more positively
MATERIALS	Different 'prompts' from appendix written on small pieces of paper folded up. Four sets.
TIME	15min

- Ask participants, 'What are some of the non-verbal ways in which we communicate with one another in a conversation?' Try and elicit the following answers:
 - Eyes
 - Facial expression
 - Posture
 - Tone of voice
 - Volume of voice
 - Head movements
 - Hands
- Ask participants for personal examples of instances in which people have communicated one thing to them in speech but something different with their body language.
- Ask them why we might need to be aware of our body language in our future dealings with a boss and colleagues.
- Divide participants into four teams and give each a set of the folded up prompts, preferably in a small bag.
- Each participant takes a word out of the bag and reads it without showing it to anyone else. Participants then take it in turns to stand next to another participant and model the appropriate body language. The others in the group have to say what sort of body language is being modelled.
- When each member in each team has modelled different body language, place a chair in the middle of the room and ask participants to imagine that the chair is in an office where job interviews are being conducted. The interview panel is sitting in front of the chair. Ask volunteers to come up and demonstrate different ways of sitting in the chair that would create a good impression. After each volunteer shows their posture, ask the rest of the group if they agree that such a posture would create a positive impression. Ask them why. Now ask more volunteers to model ways of sitting that would create a negative impression. Again, ask the rest of the group if they agree that such a posture would create a negative impression. Ask them why. Approximately three positive and three negative postures is enough.

Facilitator's Note:

Encourage participants not to overact. The body language they model must be the sort of body language they would expect to see in realistic, everyday situations. 'Aggression' for example should NOT be modelled by aiming a punch. However it might involve one participant standing too close to another with head jutting forward, chin raised. Fear should not be portrayed as wide-eyed terror. But it might be shown as eyes lowered.

EXERCISE	5. Listening Skills
OBJECTIVES	To further practice good communication skills
MATERIALS	None
TIME	25min

- Remind participants that a key to communication is the ability to listen. Ask participants which most people find easier – talking or listening? Inform them that in this exercise we are going to look together at the skills of good listening.
- Ask participants to form pairs of A and B. A is going to be the talker and B is going to be the listener.
- Explain that A's are going to spend 30 seconds telling Bs about something that happened to them recently which they feel very strongly about. For those 30 seconds B should demonstrate the behaviour of a good listener.
- Explain that when you clap your hands at the end of 30 seconds, person A should continue with her story but B should now start demonstrating the behaviour of a bad listener.
- After another 30 seconds clap your hands and ask As and Bs to switch roles so that B is now the talker and A is the listener. Repeat the exercise as above.

Facilitator's Note:

This exercise will be more successful if you model it clearly first with a volunteer. Ask the volunteer to start telling you about a time she recently felt very happy. For a few seconds, model aspects of good listening such as staying silent, nodding your head, keeping strong eye-contact and making encouraging noises such as 'uh-huh'. Then after a few seconds start to demonstrate aspects of a bad listener such as breaking eye-contact, looking around you, yawning, looking at your watch, checking your phone, interrupting, etc.

- Now put participants into groups of four and give them ten minutes to discuss the following questions:
 - How can you tell if someone is a good listener?

- How does it feel to talk to a good listener?
 - How can you tell if someone is a bad listener?
 - How does it feel to talk to a bad listener?
7. Finally ask them why listening is a skill that will help them in their job? Ask participants to add "be a good listener" to the 'Do' section of 'Behave' in their workbook from the earlier exercise. If time, you can also have them add notes about what good listening is/looks like. Tell participants that this is a skill and behaviour you will return to several times throughout upcoming sessions.

EXERCISE	6. Assertiveness training – running dictation
OBJECTIVES	To encourage assertive behaviour as being appropriate and productive and positive.
MATERIALS	'Assertiveness means...' flipchart as shown below and Being Assertive running dictation messages (from appendix) around the walls. Workbooks and pencils.
TIME	45min

1. Ask participants to form pairs and give them five minutes to discuss the following questions:
 - What does it mean to be assertive?
 - How does this differ from being aggressive?
 - Tell your partner about a time you acted assertively.
 - Why do you think it might be a good idea to be assertive in the workplace?
2. Listen to some of their answers. Ensure they understand that being assertive is about being calm, constructive, patient and gently forceful. It is unlike aggression which is impatient, destructive and threatening.
3. Now direct participants' attention to the flipchart and ask a volunteer to read it out.

FLIPCHART

ASSERTIVENESS MEANS...
<ul style="list-style-type: none"> • Respecting people's rights – and your own. • Expressing yourself honestly • Achieving a win/win outcome • Controlling your feelings and actions • Having self-worth

4. Now ask for volunteers to suggest an example illustrating each of these five points.
5. Put the participants into teams of three. Now count off each team 1 – 2 – 3! Explain that all those who are Number 2 are the writers. Make sure the Number 2s all have pens or pencils and some paper.

6. Explain that team members numbered 1 and 3 are the runners. It is their job to run around the classroom. They find a slip on the wall with some words on it and they read and memorize it. They MUST NOT write it down. They memorize it. They memorize it. Then they run back to their writer and tell him or her what they have memorized.
7. Tell the writers to open their workbooks and find the correct chart for the running dictation exercise. The writer needs to write down the messages as the runners relay them to her. He or she must decide if it is a "how to" or if it is an "example" and try to place and match each one correctly. Once they have written down all ten messages they should raise their hand and the facilitator can check to see if they are correct. It is recommended that all participants are writing with a pencil in order to correct mistakes.
8. The winner is the first team to complete their Answer Template correctly. Give all teams time to finish their templates and then check answers as a group. The winning team or other teams that finish quickly can begin to have the runners also copy the answers into their own workbooks. You can check the answers using the Facilitator's key below. At the end of the activity, make sure there is time for all participants to fill out the chart in their workbook accurately.

BEING ASSERTIVE RUNNING DICTATION – FACILITATOR'S KEY

HOW TO BE ASSERTIVE	EXAMPLES
Express your needs or feelings simply	'I need to leave at 5 o'clock.' 'I am happy that we have sorted this out.'
Find out the other person's feelings	'What are you annoyed about?' 'What do you want to do?'
State what you need and want, but show you see the other person's point of view.	'I appreciate that you are busy but you promised to help and I'd still like your assistance'.
Point out how the other person's behaviour affects you. This can include: When...I feel...I'd prefer...	'When you tell colleagues that I will stay late, I feel annoyed. I'd prefer you to ask me first.'
Tell the other person gently but firmly what will happen if they don't change their behaviour.	'If you're not polite to me then I'd rather not spend lunch break in your company'.

EXERCISE	7. Bringing it all together
OBJECTIVES	Give participants a chance to practice the communication skills they learned today
MATERIALS	Workbooks
TIME	35min

1. Explain how confident or powerful people will generally hold eye contact and certain body postures. Less powerful or less confident people will either look down or away and make themselves smaller or off to the side. Model these different positions for the participants.
2. Ask them which of the following people tend to demonstrate more confidence or authority: doctors, teachers, police officers, shop owners, local officials, farmers. Ask them to give reasons for their answers. Why do they think this is?
3. Divide everybody into two groups. One group is 'high confidence' and the other is 'low confidence'. As they walk around the room saying hello to everyone else, those in the high confidence group hold eye contact with people they greet, use firm handshakes, take up a lot of space, and use a louder volume of voice usually. Those in the low confidence group lower their eyes when they greet people, have a weak or no handshake, make themselves small or pull away from people and may talk in a quiet voice. Each group should walk around introducing themselves and acting out the position you gave them, either high confidence or low confidence.
4. When finished, ask: how did each group feel? Superior? Inferior? Powerful, or Powerless? Did they feel comfortable or uncomfortable with the role they were given?
5. Ask how they might apply this lesson in their own dealings with bosses and colleagues in the workplace?
6. Next, ask participants to form pairs of A and B to perform a quick role play. You may want to add additional scenarios or act out one of the roles yourself.
7. Give them the following scenario which they can also find at in their workbooks.

ROLE PLAY SCENARIO

In each pair, person A is to play an office worker in her first week at work. Person B is to play a bossy colleague who has been in the job for years. A and B sit beside each other in the office. A is annoyed with aspects of B's behaviour. B has been leaving her belongings on A's desk and making long, loud personal phone conversations which make it hard for A to concentrate. A wants to resolve this issue without causing a fight or making an enemy out of B.

8. Give the pairs a few minutes to prepare and then try and watch as many performances as possible.
9. Explain to the group that while a pair is performing they should look at the Feedback Chart in their workbooks and use this to rate each of the A actors. Prepare them by first reading all of the criteria in the chart to make sure participants know what they are ranking/what they are going to be judged on.

10. After each performance ask some of the participants to share the scores they awarded A.
11. Once complete, ask participants why you only had them rank person A? (answer: because he/ she was the new colleague just as they will be as they start their internship or job)
12. Have a volunteer now read out the workbook assignment and key messages:

Key Messages

- How you talk, dress and behave at work can affect your career and your boss and colleagues view you. Make sure it reflects your personality but also your level of professionalism.
- By modifying these things, you can have a positive effect on how others perceive you.
- There are many ways to show assertiveness and confidence- make sure you are aware of your body language and style of communication.
- Assertive and aggressive are not the same thing.
- Being a good listener is a skill that you have to practice. Listening is equally as important as being good at speaking.

Workbook Assignment

Reflect on today's information by completing the reflection questions.

- Why do you think it might be a good idea to be assertive in the workplace?
- Describe an occasion when you acted assertively.
- What kind of opportunities do you think projecting confidence can bring you in your future job?
- Write down two to three ways that you can use what was learned today to be successful either in an interview and/or on your first days at a new job.

BODY LANGUAGE WORD PROMPTS

BORED	ATTENTIVE
CONFIDENT	INSECURE
EAGER	DISTRACTED/ NOT PAYING ATTENTION
INTERESTED IN WHAT YOU ARE HEARING	AGGRESSIVE
ARROGANT/SUPERIOR	SHY

BEING ASSERTIVE RUNNING DICTATION – WALL CARDS

Express your needs or feelings simply
'I need to leave at 5 o'clock.'
State what you need and want, but show you see the other person's point of view.
Find out the other person's feelings.
'What are you annoyed about?'
'I appreciate that you are busy but you promised to help and I'd still like your assistance'
Point out how the other person's behaviour affects you. This can include: <i>When...I feel...I'd prefer...</i>
'When you tell colleagues that I will stay late, I feel annoyed. I'd prefer you to ask me first.'
Tell the other person gently but firmly what will happen if they don't change their behaviour.
'If you're not polite to me then I'd rather not spend lunch break in your company.'

ROLE PLAY FEEDBACK CHART

Watch each role play and give the 'A' actor a mark from 1 – 5 for each of the following categories.
(in workbook)

Name of performer playing A	Voice projection	Body language	Eye contact	Assertiveness	TOTAL

SESSION SEVEN: COMMUNICATION SKILLS FOR AN EMPLOYEE



OVERALL OUTCOME

To gain a deeper understanding of the different facets of communication and across multiple contexts.



LESSON OBJECTIVES

1. Participants will understand basic communication methods and listening skills
2. Participants will learn how to apply best communication practices in all forms: verbal, non-verbal and written
3. Participants will understand how communicate well for job applications, cover letters and job interviews
4. Participants will be able to identify barriers to communication
5. Participants will complete a self-assessment of their current communication skills



MATERIALS NEEDED

- 10 note cards
- Sample job application/cover letters
- Flipchart/marker, slides



METHODOLOGY

- Teamwork
- Role play
- Writing exercise
- Self-assessment
- Group discussion



DURATION

Three hours



KEY WORDS

- Verbal, non-verbal and written communication, job application, cover letter, self-assessment



INFORMATION FOR THE FACILITATOR

Prepare for the Non-verbal contact activity by writing down one of the following on separate cards:

- Folding arms
- Anger
- Happy
- Sad
- Fearful
- Surprised

Bring in an example of one job application for a real job that is currently available and use the sample cover letters found in the appendix. You will use this as an example to explain the various parts of the application process (and CVs will be covered in the next session). Have a way to share the sample cover letters in advance either through copies or in a slide.

For the final Barriers to Communication activity, prepare in advance one scenario card for each group. The scenarios are written into the lesson. Also review in advance the communication skills assessment in order to be prepared to explain it clearly or answer questions for participants.

You may need more time for this session, reduce it to just applicable exercises or put more work on the coaches to carry out during the coaching session.



SCHEDULE OF ACTIVITIES

- | | |
|--|------------|
| 1. Whisper game | 10 minutes |
| 2. Elements of Communication | 35 minutes |
| 3. Non-verbal Communication in Interview | 30 minutes |
| 4. Practicing Non-verbal Communication in Interview | 20 minutes |
| 5. Do's or Don'ts for Job Applications/Cover Letters | 50 minutes |
| 6. Barriers to effective communication & Communication skills assessment | 35 minutes |

EXERCISE	1. Whisper Game
OBJECTIVES	Icebreaker game and intro to communication skills
MATERIALS	None
TIME	10min

1. Begin by telling the participants that in today's lesson they will learn about communication skills, both verbal as well as written and they will continue to practically apply what they learn to real aspects of the job application process.
2. Ask the group to stand in a circle about an arm's length apart.
3. Ask the first member to whisper something to the group member on their right. This should be a short sentence. It has to be long and complicated enough because the fun of the game is to see how much it has changed. An easy phrase like "I like dogs" will be too easy.
4. That member must pass on the message by whispering to the next member on their right. An important rule for the game is that you can only say the sentence one time. Repeating the phrase

will only help to clarify it, going against the point of the game. Only allow those playing one chance to whisper the word or phrase on their turn. They should say it not too loud but also not too soft.

5. Go around in the circle and ask the last person what they heard. Is the message still the same?
6. Ask the participants what they have learned from the game. Does a message get lost when not communicated well or when it has been passed through too many people? Have them think about how different the outcome would be if person one had just told the last person directly what the sentence was. How could this apply in the workplace?

Facilitator's Note:

When the groups are confirming their message, they must discuss how the message was changed, distorted, incomplete, lost its meaning from one member of the group to the next.

EXERCISE	2. Elements of communication
OBJECTIVES	Participants review previous session and distinguish between different kinds of communication and how this affects a message
MATERIALS	Workbooks
TIME	35min

1. Ask for one volunteer per question to review their workbook assignment from the previous session. Encourage a class discussion based on their answers.
2. Explain how you are going to dive deeper into effective communication, also in writing, beyond just the impression they can make in the workplace.
3. Tell the participants they have to act out the following story:

A customer is not satisfied with the service she has received in a clothing shop when she tried to exchange the shirt which she bought the week before. She insists on seeing the manager to share her side of the story and her feelings and opinion about the shop and the product. She wants to make her points clear of how she was treated and will not be coming back to the shop again.

4. Divide the participants into three groups. Give them 15 minutes to plan how they would act out the scene using different methods. Each group will be assigned one method. They should try to act out the various parts of customer, employees, other customers in the shop at the time, and the manager. The third group however is using written communication so they should write two to three short emails representing what the customer and manager might say and if time what the initial employee who provided the service might say:
 - The first group has to communicate verbally (face to face or phone conversation)

- The second group has to use only non-verbal communication (gestures and facial expressions).
 - The third group has to write one to two emails discussing the complaint.
5. Ask the first group to act out their scene. Discuss with the group what they have seen and how the tone of voice influences the messages.
 6. Ask the second group to act their play. Discuss with the group how gestures and facial expressions influence the messages sent and received from each party.
 7. Lastly ask the third group to read out their letter. Discuss with the group the tone of voice of the emails (for the various voices) and how and if it being written down changes their perception of the conflict.

EXERCISE	3. Non-verbal communication in an interview
OBJECTIVES	Discuss the effect of different gestures and facial expressions in a job interview context
MATERIALS	Cards with facial expression or gesture
TIME	30min

1. Ask 5 volunteers to sit in front of the participants. Give them secretly a card with one of the following facial expressions or gestures and ask them to show this to the group without talking.
 - Folding arms
 - Anger
 - Happy
 - Sad
 - Fearful
 - Surprised
2. Then ask the rest of the participants what they see from each person (identify the expression) and how it makes them feel.
3. Remind participants that this is a continuation of the discussion of the previous session. But now you will discuss how important this non-verbal communication is in an interview.
4. Sit in a circle and ask the participants what each of the following gestures mean to them and which gestures will or will not be acceptable in an interview room. Give an example of the gesture, and/or let the participants show how some of the gestures might work well and others might not during an interview. Ask them to explain the reasons for their answer:
 - Eye contact when talking to someone
 - Looking around the room or checking the time frequently
 - Waving of hands
 - Open arms
 - Sit with legs relaxed apart
 - Sit with legs crossed
 - Right hand on the chin
 - Place hand over mouth
5. They may have different answers. In fact, some of these may be more appropriate than others in the local context. Encourage participants to give their reasons.

6. Now give participants one minute to think of other things, possibly discussed in the previous session that would or would not be acceptable non-verbal behaviour for an interview.
7. Ask all participants to open their workbooks to the appropriate session to write down five things that they think would be most critical in terms of non-verbal behaviour when arriving for an interview.
8. Ask some volunteers to share and encourage participants to adjust their own answers if they find another idea even better than one of their own. For example:
 - a. Arriving on time
 - b. Smiling
 - c. Confidently introducing self at the front desk or to the first person they see
 - d. Being dressed appropriately
 - e. Not looking at the time or at the door
 - f. Not looking around
 - g. Enacting good listening skills
 - h. Sitting up straight in the chair
 - i. Keeping arms more still; not constantly touching hair or face

EXERCISE	4. Practice Good (nonverbal) communication in an interview
OBJECTIVES	To allow participants to practice their communication skills in a job interview
MATERIALS	None
TIME	20min

1. Ask the participants to stand in two lines facing each other over a distance of about 2 meters. They must each have a partner facing them in the opposite line. You may need to form a group of three or act as a partner yourself.
2. Tell them they will now practice some of these communication skills in a job interview. Tell them you will give them specific actions to carry out.
3. Indicate that the participants in line 1 are the employers and the participants in line 2 are the job searchers.
4. Ask them to walk towards each other. The job searchers walk with their shoulders rolled forward so they look smaller. The job searchers must not look the employers in the eye. They introduce themselves and tell the employer about their education or work experience (very brief) but whisper quietly and hold their hand for their mouth, play with their hair, or hold their neck when they talk.
5. Now they should walk back and stand in their original place. Ask the job searchers how they felt. Did it feel like they were leaving a good impression? Ask the interviewers how it looked to them.
6. Ask the line of job searchers to move one person to their right so that now they are lined up in front of a different partner. This time the job searchers should use their best (non-verbal) communication skills and present themselves in a confident way, make eye contact, use active body language and speak with a clear voice.
7. Ask the job searchers how this felt different from the first time.
8. Repeat this last task, but have the employers take the role of job searchers and vice versa.

EXERCISE	5. Do's and Don'ts for Job Applications/ Cover Letters
OBJECTIVES	Participants realise how they communicate differently with different people and discuss Do's and Don'ts in job applications
MATERIALS	Job Application Example/Cover Letter Samples and Workbooks
TIME	50min

1. Ask the participants to sit in pairs.
2. Ask them to briefly describe how their communication differs when communicating to:
 - Friend
 - Neighbour
 - Potential Employer
 - Teacher
3. Give them 10 minutes to discuss this and have four volunteers to share their discussions.
4. Then bring the discussion to job applications. Explain that there are many forms of job applications. Sometimes there is a physical paper or online form that they must fill out that asks them to input certain information or answer certain questions. Usually there will always be the requirement to write in, add or attach a cover letter (or motivation letter- many names are used) along with their CV. Say that you are going to focus on advice for completing job applications and cover letters successfully by discussing proper communication in writing.
5. Ask participants to close their eyes. Explain you will read a statement. If they agree and think it is a "Do", they should stand up. If they disagree and think it is a "Don't" they must stay seated (or sit down if they are already standing).

	DO'S OR DON'TS FOR COVER LETTERS:
✓	It isn't important to consider the person or company you are sending your application/ cover letter to. I send the same letter for everything and to everyone.
✓	In the job application/cover letter I talk about many things. Some are to sell myself and make myself look good. I also indicate my challenges and weaknesses.
✓	I send a job application with cover letter and CV by email.
✓	I send a job application with cover letter and CV by mail or hand deliver.
✓	I don't pay much attention to the layout (what I write in which part) of the letter.
✓	Jargon and long and difficult words make me look smart.
✓	I prefer to send the letter as soon as I write it.
✓	I ask others to check my letter for spelling mistakes.

6. Ask participants to now reflect and mark their answers in their workbook for each statement. When finished, ask participants if there were a few statements that they aren't sure about or they think may be good in some situations but not in others. Ask them to explain.
7. Guide a discussion of each and have participants give ideas on why it is a "Do" or a "Don't".
8. Next give participants this guideline for the layout (also featured in the workbook):
 - a. Heading
 - b. Date
 - c. Addressing to the contact person or recruitment manager
 - d. Motivation why you are interested in the job [1 to 2 paragraphs]
 - e. Examples for your strengths [1 to 2 paragraphs]
 - f. Stating availability for interviews and interest in being invited for interview [1 to 2 sentences]
 - g. Sign off and name
 - h. Not longer than 1 page in total
 - i. No spelling or grammar mistakes
 - j. Don't just repeat your CV
 - k. Stay focused and write simply and to the point
 - l. Give real examples as much as possible to highlight your strength, skill or interest
 - m. Be professional and use mature, professional terminology
 - n. It is good to show your interest and personality, but not be too casual
 - o. Always adjusted to match the job, company and/or person addressed to. Never send a standard letter that you have sent to several other jobs.
9. Now show them your example of a job application and/or the sample Cover Letters (from the appendix) so they can see how the format and advice above relates to real samples. Walk them through each part of what they would be expected to complete.
10. Ask participants to follow along to the next activity in the workbook and give them 20 minutes to outline (not fully write) what they would include for the paragraph on their motivation/ interest in the job and the other paragraph on their strengths. They can and should be thinking about the job which they found an advertisement for in the earlier session.
11. After 20 minutes the participants will go in pairs, share what they have already written and will give feedback to each other.
12. Encourage the participants to give feedback which will help the writer to improve the letter. The following questions can be asked:
 - To who are you writing?
 - Is it adjusted to the vacancy or situation?
 - Are you addressing your strengths/skills with examples?
 - Do you use the correct language for the type of job and or organisation you are writing to?
 - Are the sentences smooth and without spelling/grammar mistakes?
13. It may be difficult for some participants to give this kind of feedback, but as an assignment, participants will be writing a full cover letter and professionals will aid them in reviewing it in the next session.
14. Let participants know that there will be a workbook assignment (to be explained later at the end of this session) that will allow them to practice good tactics for completing a full job application/cover letter.

EXERCISE	6. Barriers to effective communication and Communication assessment
OBJECTIVES	Participants realise the different barriers that can prevent good communication
MATERIALS	Scenario cards and Workbooks
TIME	35min

- You may want to do this all as one group so that participants can get more out of it. You may also want to make the scenarios more generic. Divide the participants into four groups. Give them a card with one of the following scenarios below.
- Ask one person from each group to read their scenario to the other members of their group. Then ask them to discuss in their group two things that would be challenging about this conversation and two things they would do to make sure the communication went very well.

GROUP 1

Imagine you are selling African jewelry designs to someone in Europe whilst you are in Africa. You have decided to call the potential client in Europe to explain the jewelry and designs and materials they come in. The client has never been to Africa.

GROUP 2

Imagine you are a female salesperson selling a shaving lotion to a male client. The female salesperson has to explain how to use the shaving lotion and the advantages of using it.

GROUP 3

You are a salesperson selling make-up to a female client with a toddler. The toddler is irritable and crying. You need to test the make-up on the potential client.

GROUP 4

You are the potential client who all his life has never used a computer. The only technology you have ever had access to, is a basic mobile phone which can make calls and receive and send text messages. When in town you meet an experienced salesperson selling you an iPad using all the technical jargon.

- Ask each group to present their scenario in front of the whole group and share their two tactics and their two challenges regarding the scenario.
- After each group has presented, ask all participants:
 - What are some barriers that make communication difficult? (possible answers: not being able to speak face to face, cultural differences, different levels of education or experience, gender, prior knowledge, etc.)
 - What are some possible solutions to eliminate the barriers to communication? Inform participants that there is not one correct answer. This is to help them brainstorm techniques they can try to make sure they communicate effectively. Their next exercise will help solidify these answers.
- Ask the participants to open their workbook and look at the communication skills and descriptions (also listed below). Have different volunteers read out each skill and description.
- Ask a few volunteers to shout out some of the skills they already feel they strongly possess.

- Now ask them to take ten minutes to identify which ones they feel they need to develop more and what they can do to practice these. There is a place to write these answers in their workbook.
- If time, when finished, have participants share their answers in pairs.

COMMUNICATION SKILL	DESCRIPTION
Listening	<ul style="list-style-type: none"> Being a good listener is one of the best ways to be a good communicator. Practice active listening.
Nonverbal communication	<ul style="list-style-type: none"> Your body language, eye contact, hand gestures, and tone all colour the message you are trying to convey Pay attention to other people's nonverbal signals while you are talking. Non verbal signals convey how a person is really feeling.
Clarity and Concision	<ul style="list-style-type: none"> Try to convey your message in as few words as possible. Say what you want clearly and directly, whether you're speaking to someone in person, on the phone, or via email. If you ramble on, your listener will either tune you out or will be unsure of exactly what you want. Think about what you want to say before you say it; this will help you to avoid talking excessively and/or confusing your listener.
Friendliness	<ul style="list-style-type: none"> Through a friendly tone or simply a smile, you will encourage your listener to engage in open and honest communication with you. This is important in both face-to-face and written communication.
Confidence	<ul style="list-style-type: none"> Confidence ensures your listeners believes what you are saying.
Empathy	<ul style="list-style-type: none"> Even when you disagree with your listener, it is important for you to understand and respect their point of view.
Open-Mindedness	<ul style="list-style-type: none"> Be open to listening to and understanding the other person's point of view, rather than simply getting your message across. Be willing to enter into a dialogue, even with people with whom you disagree, you will be able to have more honest, productive conversations.

Respect	<ul style="list-style-type: none"> • People will be more open to communicating with you if you convey respect for them and their ideas. • Simple actions like using a person's name, making eye contact, and actively listening when a person speaks will make the person feel appreciated. • On the phone, avoid distractions and stay focused on the conversation. • Convey respect through email by taking the time to edit your message. • If you send a sloppily written, confusing email, the recipient will think you do not respect her enough to think through your communication with her.
Feedback	<ul style="list-style-type: none"> • Appropriately give and receive feedback is an important communication skill. • Similarly, you should be able to accept, and even encourage, feedback from others. • Listen to the feedback you are given, ask clarifying questions if you are unsure of the issue, and make efforts to implement the feedback.
Picking the Right Medium	<ul style="list-style-type: none"> • Know what form of communication to use. • Some conversations are always best done in person. • You should also think about the person with whom you wish to speak - if they are very busy people, you might want to convey your message through email. • People will appreciate your thoughtful means of communication, and will be more likely to respond positively to you.

9. Finally, have a volunteer read the key messages and explain the workbook assignment.

Key Messages:

Good communication skills (verbal, non-verbal, and written) are essential for making a good impression on a job application, in an interview, and later in the workplace. There are some basic, important communication "Do's" that apply in all situations and several techniques to use or improve on to create a better experience when communicating with a potential employer, boss, colleague, or client.

Workbook Assignment

Attempt to get the job application for the job advertisement you found in the Job Search session. If there's no official application, use the idea of this job to complete a cover letter. You should fill it out to the best of your ability and/or complete a full cover letter, keeping in mind the "Do's" and guidelines learned today. Use your outline and the peer feedback. Bring with you to the next session.

SESSION EIGHT:

CV WRITING



OVERALL OUTCOME

To gain an understanding of all aspects of a CV and leave with or be prepared to bring a final version in time for the following session.



LESSON OBJECTIVES

1. Participants will receive mentoring on job applications/cover letters
2. Participants will understand the elements and structure of the CV and understand its importance
3. Participants will identify their skills, achievements, education and experiences
4. Participants will learn about the importance of references and who to include
5. Participants will know how to write a CV and avoid common mistakes when writing a CV



MATERIALS NEEDED

- One paper card and pen/pencil for all in attendance
- Large pieces of paper and/or slides
- Slides, copies, or projections of several documents mentioned in Information for the Facilitator



METHODOLOGY

- Whose story is it?
- Breakout, mentoring workshops
- Small group and large group discussion
- What's the skill?



DURATION

Four hours



KEY WORDS

- CV and resume, achievements, skills, experience, education, references



INFORMATION FOR THE FACILITATOR

Spend time preparing and organizing well before leading this session. All coaches and/or professionals and speakers will need to know where to go, what to prepare, when to arrive/leave/speak, what to cover and what to bring. Decide in advance which topics to assign to which coaches as a presentation and help them to prepare their timing and what to discuss. The clearer

your plan is and the more you have explained to the professionals in advance, the smoother the session will run. If you're not able to have guests, then make an alternative plan for how give participants proper support while working on their CVs.

Also, decide in advance exactly which participants will be with which coach/professional during all of the break out working sessions and make sure you have appropriate space and resources. Have copies of sample CVs and Elements of CVs available either as copies or on projections for the coaches/professionals. Participants have this in their workbooks.

Prepare the 6 statements from Identification of your Skills exercise on separate large pieces of paper or on separate slides.

Prepare projections or copies of the sample CVs from this appendix in advance.



SCHEDULE OF ACTIVITIES

- | | |
|--|-----------------|
| 1. Introductions of Participants and Coaches | 30 minutes |
| 2. Workshop on Job Applications | 50 minutes |
| 3. Identification of your Skills/Elements of CVs | 55 minutes |
| 4. Workshop on CV Writing | 50 - 60 minutes |
| 5. Importance of References | 30 minutes |
| 6. Recap: Key Messages and Workbook Assignment | 15 minutes |

EXERCISE	1.Introductions of Participants and Coaches
OBJECTIVES	To familiarize everyone with each other and the plan for the session
MATERIALS	One paper card and pen/pencil for all in attendance
TIME	30min

- Explain that today's session will run like a workshop where participants will be working one on one, in pairs or small groups with a coach or professional guest. They will review their work on their job application and work step by step, in line with the exercises of the session to work on and complete their CV.
- Although there are already many known connections in the group between specific coaches and participants or of course the participants themselves, there are still people who are not familiar with each other. Carry out the following introduction game:
 - Give everyone (coaches/professionals and participants) five minutes to write down a brief story about themselves. It needs to be a true story, but the stranger the better. It should only be two to three sentences. For example: "One time when I was a child, I was climbing a tree and accidentally put my hand on a snake. I screamed and fell down a few branches. I had to see a doctor, but luckily I wasn't seriously hurt...and no snake bite!" or "Every winter I like to go swimming in the freezing cold river."
 - They shouldn't write their names on their slips, but they also shouldn't show it to anyone else. When finished, they will fold it up so as to hide their story.
 - Next, you should arrange three to five chairs (depending on how large the group size is- if it

is very large, do five chairs) at the front of the room facing the rest of the group.

- Select any three to five people. Collect their card as they walk to the front.
 - Behind your back, select one of the cards at random and read it aloud to the rest of the group. Everyone at the front needs to act like this is their story. Ask each person at the front to say their name. Give the rest of the group a couple of minutes to ask a few quick questions- they should target their question to any one person. That person should do their best to make up an answer.
 - After a few questions, ask everyone to vote as to who they believe the story belongs to. A simple way to do this is to hold your hand slowly over the head of each person at the front. Instruct the group in the audience to clap and make noise for the person they believe wrote the story. Whichever person receives the most and loudest noise is the 'winner' of the vote.
 - Finally, ask the person who was the honest writer of the story to step forward. Hand back all of the cards to the correct person and have them sit down.
 - Repeat this until everyone has had a chance to be at the front of the class.
 - To finish introductions, ask each person whose story was selected to stand in a separate part of the room. Then divide up the rest of the group by sending some people to each part of the room. They should stand in these groups and finish the introductions by sharing their names and reading their stories to each other.
- Bring everyone back together. Check if there are any questions about the basic plan for this session.

EXERCISE	2. Workshop on Job Applications/Cover Letters
OBJECTIVES	Receive feedback on quality and completeness of job application and/or cover letter. Confirm, approve and reflect.
MATERIALS	Workbooks with completed Cover Letters and/or Job Application
TIME	50min

- Ask participants to get out their workbooks and/or job applications as assigned the session before. They should have completed, to the best of their ability, a job application or if the job only required a cover letter, their finished cover letters from the template in the workbook. This should be for a real job or internship which they would like to apply for.
- Ask the predetermined coach/professional to speak for 15 minutes about what a good job application and cover letter looks like.

Facilitator's Note:

Prepare the speaker in advance to cover a job application and cover letter by section and highlight things such as spelling, handwriting (if applicable), grammar, complete sentences, how much to include, what to focus on, tone of answers, honesty, confidence, etc. This will be somewhat of a repeat of the previous session but it is good for them to hear it again from a professional.

- Break up the group now into their first working session. Use your predetermined plan for who is in what group with which coach/professional and where they will be sitting.
- Give everyone 20-30 minutes depending on the size to share, review, and edit their job application and cover letters with their assigned coach and peer group. The goal is that all participants will have a satisfactory job application/cover letter, approved by the coach, by the end of this working session.
- Bring everyone back together and check for questions. If time, you could have a coach recommend one person who did a great job to read their cover letter for the whole group.

EXERCISE	3. Identification of your Skills/Elements of CVs
OBJECTIVES	To recognise relevant skills that can be added in a CV
MATERIALS	6 statements on paper/slides, Workbooks, Elements of CV plus example CVs as copies or projections
TIME	55min

- Introduce why a CV is so important and why it should be very professional.
- Ask participants to say out loud the Big 5 categories that employers are looking for related to potential employee skills (answer: Communication, Numeracy, Technology/Computer skills, Teamwork, Problem-Solving). Now ask them if they can remember the Top 5 personal skills that were also desirable. They can look back at the workbook if they need to (answer: Personal Presentation, Enthusiasm and Initiative, Time Management and Organization, Negotiation and Decision-Making, and Integrity).
- Explain that skills are developed through their experiences and both those skills and experiences are what they want to show on their CV.
- On your flip chart, pieces of large paper or slides, show the six statement examples, one by one. For each one, ask participants to say which of the 10 skills this could be related to. Let them know that there could be several answers for each statement. Ask them to give justification for their answers. It's important that they understand why a fact about their experience is easily relatable to several 'desirable' skills in the workplace.

[For example, on the statement: "I wrote articles for the school newsletter", your related skills are 'communication' because it was writing, 'time management and organization' as there were deadlines to meet, and possibly 'computer skills' if the newsletter was done digitally.]

<ul style="list-style-type: none"> I have worked part-time for two years. My boss and colleagues would give me a good reference. 	<ul style="list-style-type: none"> I can speak, read and write two languages.
<ul style="list-style-type: none"> I have helped in a local business including the accounting. 	<ul style="list-style-type: none"> I am/was a member of a student representative council and/or any charity organization

<ul style="list-style-type: none"> I wrote articles for my school newsletter 	<ul style="list-style-type: none"> I listen/watch the news every day
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- Introduce the Elements of CVs chart (also let participants know that a CV can also be called a resume). This chart is in their workbook, so they can follow along there but make sure the coaches/professionals have a copy or can see it projected somewhere.

ELEMENTS OF CVS	
Heading	<ul style="list-style-type: none"> Start your CV with your name, home address, email, and telephone number.
Education and qualification	<ul style="list-style-type: none"> Unless you have recently left school or college, only include your higher academic qualifications. Follow with any professional qualifications, vocational qualifications, relevant training and further relevant educational achievements or certifications.
Employment experience	<ul style="list-style-type: none"> Names of employers, dates of employment, appointments and responsibilities (keeping the Big 5/Top 5 skills in mind) Employment history is shown in reverse chronological order, starting with your most recent relevant job.
Achievements	<ul style="list-style-type: none"> Relate your achievements to your work such as, increased productivity; increased sales or profits, improved design, increased efficiency. Aim to convey the benefits of what you have done.
Additional skills	<ul style="list-style-type: none"> State any skills or talents that have a general use, such as: language skills, computer literacy, driving license and first-aid training.
Hobbies and interests	<ul style="list-style-type: none"> State interest and pastimes that complement and enhance your skills and experience. This is often a short section.
References	<ul style="list-style-type: none"> You may state 'available on request' rather than to give actual names and addresses on CV but is recommended to already provide two to three reliable references.
Optional extras	<ul style="list-style-type: none"> This can be a personal profile and career aim. This is usually at the top after your name and contact information.

- Ask the assigned coach/professional to spend 15 minutes walking through this chart and explaining each section. Make sure all participants are following along in their workbook and

taking notes as needed. Also ask the speaker to point out how these sections correspond to the CV template also found in their workbook. Also ask the speaker to show CV Example 2 (from this appendix or one they've brought that is good).

7. Either you or the speaker can conclude this exercise by asking participants to share what they notice about the style, phrasing, word choice, length, etc. of the good CV example.

EXERCISE	4. Workshop on CV Writing
OBJECTIVES	Complete own CV; recognize the good and the bad
MATERIALS	Example CVs, Workbooks
TIME	50min

1. Show the examples of the good CVs first, or only good examples, if participants don't have much experience with writing one. Otherwise, show the participants Example CV 1 and Example CV 3. Then show them Example CV 2 again. Ask for volunteers to share what they notice to be different and why Example 2, overall (although it is not perfect), is better. You can also use sample CVs that the coaches may have brought in and the others sent with this session. It may be better to go ahead and begin the breakout session and let special speakers guide them through this comparison while they work on their own CVs.
2. Ask everyone to return to their workshop groups and locations. They will have plenty of time to start filling in their own information into the CV template in their workbook with the help and guidance of the coach/professional and their peers in their group. This does not have to be a quiet activity as they can work together to confirm how best to write something and compare with good examples so that they are using a professional format.
3. They should complete all sections except for the Optional Extras and the References to the best of their ability in the time that they have. What isn't finished will become a homework assignment.

EXERCISE	5. Importance of References
OBJECTIVES	To understand what a reliable reference is and why it's important on a CV
MATERIALS	Workbooks
TIME	30min

1. Keep participants in their breakout sessions but encourage them to move around a bit so they can see the front of the room.
2. Introduce that the final section you will cover in this session is the References section. Encourage participants to reflect on who they have spoken to during the network assignment as well as previous teachers, professors, and employers. These are all potential references.
3. Invite the final speaker up to discuss the importance of references in finding a job, placing them on your CV, how to notify your references in advance and get their permission, and what the choice of reference says about the participant as a candidate. They can speak for 15 minutes but should save time within that to take questions.

4. After questions have been completed, in their final breakout session they should discuss with their small group, getting feedback from their coach and peers, about who to include. Two to three references is a good standard. They can write this into their CV template but can add the contact information later if they don't have it.

EXERCISE	6. Recap: Key Messages and Workbook Assignment
OBJECTIVES	To review today's learnings and thank coaches
MATERIALS	Workbook
TIME	15min

1. Ask the participants what they think are the key messages from today's session. This is different than usual. As a group, settle on 3 key messages from today. Once decided, have everyone write this in the appropriate space in their workbooks.
2. Read them the workbook assignment:

Workbook Assignment

- Fully complete CV and/or improve it before the next session (including references)
- Based on the job/internship they found which they would like to apply for, they should add two or three sentences to the Optional Extras section of their CV by adding a bit of information and motivation about themselves which would be appropriate for this job/internship.

3. Ask the participants to help you in giving a big thank you to all of the coaches and professionals who spoke and participated today.

CV SAMPLES

CV 1 - Sophie

Sophie Miles
 125 Parent House Lane, New Road, WE2 TYD
 +256 4674 3562 sophybaby@youmail.com

OBJECTIVE: Awesome person seeking any fun position requiring a cool girl with a great sense of humour and style

SUMMARY: Mostly free, except every day between 3-5pm (gym time). Good at holding conversation about anything. Great at updating Facebook and anything I can post pictures on

EDUCATION: High School Diploma

WORK EXPERIENCE: High school year book photographer

- Shot pics of friends
- Added cute details in Photoshop
- Went to weekly meetings

HOBBIES: Dancing, Photography, Social Media

CV 2 – Mathew

Mathew Simpson
 217 Any Street, Newtown EE4 TFY +465 4657 3547

QUALIFICATIONS

- Creative and versatile designer who understands it's all about branding
- Experience designing brand identity, brochures, packaging, advertising, signage, posters and websites
 - Social media savvy and up-to-date with current web brands
 - Strong interpersonal communication skills
 - Work well independently and in a team setting
- Able to work directly with clients to discuss ideas and present design solutions

SOFTWARE

- Photoshop, Acrobat, HTML, Audacity, Word, Excel and PowerPoint

EDUCATION

Bachelors of Science and Marketing Major

EXPERIENCE**Graphic Designer**

- The Graphics Ltd, 2014 – 2015
- Designed and produced a monthly college newspaper (20 issues total)
 - Consistently met our monthly design and printing deadlines
- Redesigned the logo and format to update the look and follow industry trends
 - Contributed stories, photos, and original artwork for publication

Receptionist

- Newtown Dental, 2016 – present
- Assist office manager with payroll, bank deposits and patient scheduling
 - Responsible for stocking and ordering all dental supplies
 - Facilitate new employee orientation (5 sessions to date)

Achievements

- Vice President, Graphic Design Youth Club
- First Place Portfolio Review Poster at College
- Third Place Newtown City Council Award, Poster Design

CV 3 - Zipper

Zipper Smith

Address: 345 Upper Street, Southtown WE2 5RT

Tel: 079542232566

Email: coolguy034@nomail.com

DoB: 26 March 1993

Nationality: Nigerian

Gender: Male

Marital status: Single

Personal Profile:

I am a hard-working individual who enjoys working. I am excellent at meeting deadlines. I have two years of experience in business and I would like to contribute to a business with my excellent skills and past work experience.

Education:

1999 – 2000	Beginnings Nursery
2000 – 2006	Hope Primary School
2006 – 2011	Evidence Secondary School
2011 – 2013	A-levels Honest Sixth Form College

Work:

2015 – Present	IT Support Assistant	ABC Electronics
2014 – 2015	IT Admin	CW Corporation
2013 – 2014	IT Assistant	Paul Vehicles
2013	Cleaner	Washer Ltd
2011 – 2013	Housekeeper	Now Hotel
2010	Packer	Packaging Products Ltd
2008 – 2009	Cleaner	Happy Company

Hobbies:

I enjoy hiking, playing football, bird watching and going to church on Sundays.

Reference:

Mr S. Henwood, Total Shoes, Southtown, NH5 2MR, World, Universe. Tel: 075 5481 5865
Email: Henwood36@dgmail.com

Example of a Traditional CV

SARAH BARTHOLOMEW

3 Rockwell St. Windsor, CT 06095

Email: sarahb@gmail.com

Tel: 0783200638333

I am an ambitious and personable individual with experience in customer service and administration. Soon to graduate, I am seeking a role to build on my biology studies.

Education and qualifications

2012-2015	University of Connecticut
	BSc. Marine Biology
2010-2006	Sacred Heart High School

Work Experience**Jan 2014 – Sept 2014****Retail Assistant, Student Union**

In this role I served customers, worked the cash/till, took deliveries, stocked shelves and undertook general cleaning duties. Working quickly as part of a team to ensure waiting times were kept to a minimum. I was also the nominated first aider for the shop and this required training and review on a regular basis.

October 2013**Student Ambassador**

I was responsible for meeting and greeting new students to the university and advising them on locations and functions within the campus. As part of this role, I was asked to present a full cohort of students as part of an open day and manage questions from students and parents to best promote the university.

July 2013 – Oct 2013**Administrative Assistance, The Fringe Festival**

This was mainly office-based but also involved taking to the street to deliver promotional material and sell tickets. In the office, I was responsible for taking customer orders over the telephone and processing tickets for dispatch. I also had the responsibility for updating the show area of the website and contributing to social media feeds.

Summer 2012**Customer Service Assistant**

As front-of-house, I was the first point of call for all visitors. Advising customers on the different exhibitions and feeding times, I generated tickets and upsold additional experiences. This was a busy role with a strong focus on customer service and I was awarded the 'Gone Beyond' award at the

end of the summer in recognition of the positive customer comments that had been received about me.

Summer 2010 Aquatic Centre Assistant
Working in the penguin enclosure I carried out general cleaning, feeding and maintenance duties. At feeding times, we encouraged the penguins to interact with the visitors. I worked as part of a team of assistant, rotating duties and ensuring the penguins were well cared for.

2009 – Present Voluntary Centre Assistant
I became involved with the student volunteering service at school and have continues to volunteer during the university holidays. I assist with vulnerable and injured animals, clean and maintain animal enclosures, feed and exercise the animals. I also welcome visitors to the centre and encourage responsible ownership.

Additional skills and achievements

IT Skills:

- Confident in Microsoft Office Packages.
- Experienced in social media feeds and web content.

Recognition:

- First Aider at work
- Gone Beyond Award

Interest and Hobbies:

- Active member of the USCC (University Student Conservation Club)
- Active campaigner for animal rights
- Enjoy surfing, horse riding and playing badminton

Basic Curriculum Vitae Example

Curriculum Vitae – Donald Sunter

P.O. Box 2526 • Polokwane • 2069 • 073 555 9897 • dsunter@onetwo.co.za

Personal details

ID number: 891211 5586 225
Date of birth: 11 December 1989
Nationality: SA Citizen
Languages: English, Tswana, Afrikaans
Driver's license: Yes Code 10

Objective

An objective gives focus to your CV – the reader will know immediately what you are looking for and if you are a good candidate for the advertised position.

Educational Background

University education:		
Institution	Degree	Date of completion
Institution	Degree	Date of completion
High School education:		
Institution	Degree	Date of completion

Relevant experience

Work experience

Job Title	Month/Year – Month/Year
Recent Employer Name, City, Province	
<ul style="list-style-type: none"> • List your most relevant accomplishment for this job. • Another accomplishment which is related to the target job qualifications. • Name a skill perfected and required for the target job. 	
Job Title	Month/Year- Month/Year
Employer Name, City, Province	
<ul style="list-style-type: none"> • State a global summary of the scope of the job and add your proudest accomplishment as it relates to the target job • State another accomplishment which is relevant to the qualifications needed for the target job. • Name a skill perfected and required for the target job. 	

Your address could also be in table format underneath your name and surname.

Your email address should be professional. Avoid nicknames.

Font should be easy to read, size should be between 10 and 12. Avoid colour.

Make sure you include the institution, degree, and date of completion. Start with the most recent qualification. The older you are, the less important your school information will become.

Highlight briefly how your skills and abilities fit the vacancy. Organize your experiences in categories.

SESSION NINE: JOB INTERVIEW

Demonstrate that you understand the nature of the job being advertised and explain why you want to work in that area.

Leadership experience

- List activities where leadership has been developed.

Computer skills

- Microsoft Office, Adobe PageMaker, Adobe Illustrator, Adobe Photoshop, Dreamweaver, Unix, Linux, Oracle.

Community involvement

- List all relevant community projects.

Conference Papers (if applicable)

It is absolutely vital that you separate conference papers and presentations from published works. If you have only given a few of each type of paper, it may be better to group them together. Use your judgment.

Publications (if applicable)

This section typically appears near the end of the CV, followed only by the list of references.

Interests

- Enjoy reading traveling magazines.
- Avid wildlife photographer with the goal of writing and photographing travel destinations.
- Participate in outdoor activities, including hiking, canoeing, backpacking and skiing.

This is optional and not always recommended or needed.

References

A list of 3 people who are providing the reference letters that accompany your application. Always ask an individual to be a reference for you prior to mentioning his /her name to prospective employers. Prepare a list of three references to provide at the interview. This list should include name, title, employer, address, telephone number and e-mail address.

Be concise. Continue revising and fine-tuning your resume. Proofread!

Ensure that your CV is well spaced and visually attractive.



OVERALL OUTCOME

To build participant confidence in knowing what to expect and how to be successful at an interview.



LESSON OBJECTIVES

1. Participants will prepare final versions of the CV
2. Participants will determine how to dress appropriately for an interview
3. Participants will prepare for an interview using frequently asked questions
4. Participants will hear and learn from an expert on preparing for and carrying out an interview



MATERIALS NEEDED

- Paper/pen (several pieces)
- Slideshow and or flipchart/marker
- Copies or slides for professionals
- Workbooks



METHODOLOGY

- Biggest Number
- Peer review
- Group and small group discussions and presentations
- Breakout sessions
- Real interview practice



DURATION

3.5 hours



KEY WORDS

- Interview, Preparation, Integrity



INFORMATION FOR THE FACILITATOR

Spend time preparing and organizing well before leading this session. All coaches and/or professionals and speakers will need to know where to go, what to prepare, when to arrive/leave/speak, what to cover and what to bring. Decide in advance who to assign to give the talk on

interviews and help them to prepare their timing and what to discuss. The clearer your plan is and the more you have explained to the professionals in advance, the smoother the session will run.

Also, decide in advance exactly which participants will be with which coach/professional during all of the break out working sessions and make sure you have appropriate space and resources.

Prepare the various scenarios and charts in advance either by putting them into slides, making copies, or writing onto flipcharts. The Interview Question Chart is in the workbook of the participants, but the coaches and professionals will need a copy or be able to see it on a slide.

This session can be run in one day with Session 8 CV Writing as both require the attendance of your professional network. In that case, aspects of Session 8 and this session can be modified so that you have time to cover everything.



SCHEDULE OF ACTIVITIES

- | | |
|--------------------------------------|--------|
| 1. Welcome and Review | 45 min |
| 2. Dressing for an Interview | 30 min |
| 3. Interview Preparation | 55 min |
| 4. Preparing for Interview Questions | 40 min |
| 5. Interview Practice | 40 min |

EXERCISE	1. Welcome and Review
OBJECTIVES	Participants will feel confident about their CVs and understand the topic of this session- Interviews
MATERIALS	Workbooks, Extra paper
TIME	45min

- Welcome all participants, coaches and professionals back to this session.
- Lead a round of introductions if necessary.
- As an energizer, give everyone (including the professionals) a few minutes to count up how many interviews they have personally had. For some people this will be zero whereas for others, this could be 20. Once they have had a chance to estimate their number, ask everyone to stand. Give the group 5 minutes to spontaneously walk around the room shaking hands, exchanging names, and exchanging their number of interviews with each other. The goal is to talk to as many people as possible. What they are listening for is a high number of interviews. Any person they meet who has a high amount of interview experience is someone they should remember. When finished, ask about 10 volunteers to say the highest number of interviews they heard and the name of that person. Then check with the group as to who actually has had the highest amount.
- Explain that after they review their CVs, they will begin preparing for a job or internship interview during this session.
- Ask everyone to go to/return to their small groups (pre-determined) with their coach/professional and do a 'CV swap'. This means once they sit down, they will all hand their CV to

the peer to the right of them. On the extra piece of paper the peer will write the person's name and a few comments about their CV. They should be helpful feedback notes, either positive or constructive. They should only spend about 5 minutes per peer CV until all CVs have been read and commented on. The coach/professional should read over the shoulder as many CVs as possible and make his or her own comments.

- When finished, each person will tear apart their paper and give each person the correct one with the comments on it.
- Each participant should have some time to review and reflect on the comments and ask the coach/professional for theirs as well. The coach/professional should also answer any questions who clarify if the comment made is actually necessary.
- Bring the group back together. Explain:
 - Many employers make a decision based on a CV very quickly. That's why the 5 minute time frame was important for reviewing each other's work.
 - Although it is always great to ask for and be open to feedback, this doesn't mean that they have to make every change that another person suggests. It's good for them to learn how to be confident in their own decisions as well.
 - Encourage them to revise their CV again at home, incorporating the feedback they think is most valuable.

EXERCISE	2. Dressing for an interview
OBJECTIVES	Participants will be aware of appropriate clothing for an interview.
MATERIALS	One piece of paper and pen per group.
TIME	30min

- Share with the participants that when they're invited for a job interview there are many things they have to be aware of and need to prepare for. Some of this has been discussed in the previous sessions on communication, but some things, such as, how to dress and how to respond to the questions is the focus for today. This first activity is about how to dress for an interview. Divide the participants into four groups and give each group one of the following scenarios.
- Each group must state whether the candidate is dressed appropriately for the interview.
- They must also state the reason(s) for their answer and write down recommendations on what would be appropriate. Let them know that there is more than one correct answer depending on how they relate the scenario.

SCENARIO 1

Sophie has been invited for a job interview to be a part-time receptionist of a law firm. The law firm is located next to her old school and since the interview would end at 15:00, Sophie decided she would go say hello to her former teachers after the interview. Sophie put on her new jeans, a nice t-shirt, and nice sneakers.

SCENARIO 2

Portia has been invited for an interview to be a customer assistant in a clothing store. She took her a nice blouse and dress pants or a skirt. She is wearing her big earrings and bracelet with colourful charms.

SCENARIO 3

Phillip was invited to attend an interview with at a restaurant. He put on his latest fashionable tracksuit and flip-flops.

SCENARIO 4

Rose was invited for an interview to be a receptionist in a pediatric hospital. She wore her leggings and a nice top. She decided to wear her make-up, bright shades of eye shadow and lipstick. She had her nails properly manicured in bright red decorated with golden glitter.

4. Once finished, have a volunteer or two from each group come to the front, read their scenario and explain their answers. After each team sits down, encourage a class discussion or debate over the answers for each scenario.
5. After the presentations, ask the group the following questions:
 - a. Why is it important to dress appropriately for an interview?
 - b. What kind of assumptions can employers make based on how you are dressed?
 - c. What are the top things to remember when preparing what to wear and how to get ready for an interview based on what was covered?

EXERCISE	3. Interview Preparation
OBJECTIVES	To get participants thinking about how to prepare responsibly for an interview and hear from an expert.
MATERIALS	None
TIME	55min

1. Read the scenario to the participants.

SCENARIO

Peter has an interview scheduled on Monday at 9am. To get to the interview it will take him an hour. The weather forecast for the Monday morning rainy but it will get hot later in the day. Whenever it is raining, there is heavy traffic and buses usually run late. For the interview, the company asked Peter to complete a short form and bring it with him. On Sunday early evening, when he was about to start preparing for the interview and fill out the form the company had requested him to complete, he received an invitation from a friend in another city about 3 hours away, inviting him to a surprise birthday party for another friend. The party was to start at 9pm. Peter spent one hour reviewing information about the company and thinking through how he would answer a few of the interview questions. He decided to do the form in the morning. Then he left for the party. The party was great and they had a lot of fun talking, dancing and listening to music all night. Since the drive was far, he only managed to get back home at about 3am in the morning. Peter set his alarm clock for 7am, but slept instead until 7:30 am. He dressed very professionally and hurried out the door at ten minutes before 8am. He managed to get to the interview at 9:05am but realized he had forgotten the form at home.

2. Ask the following questions:
 - What did Peter do right in preparation for the interview? [answers: spent one hour preparing, considered his timing for arrival, left a bit early, and dressed professionally]
 - What are the things that Peter should not have done? [answers: should not have stayed at the party so long, should not have arrived home so late, should not have gone to the party perhaps]
 - What should have Peter done differently? [answers: prepared more the evening before, filled out the form the evening before, gotten a good night's sleep, woken up and left earlier in the morning]
3. Let as many volunteers as possible give answers to the above questions as you ask each one. Encourage discussion. Ask participants to be honest and raise their hand if they have done or could see themselves doing something like Peter. Remind them that even though it can be difficult, being prepared and responsible is very important in the workplace and especially at an interview.
4. Invite the guest speaker up to present for 15 minutes on good interviewing etiquette. Remind participants to prepare questions as they are listening. Save time for questions and answers.
 - a. The guest speaker should be prepared to talk about their experience as a human resources officer or hiring manager. They should talk about good habits, behaviour, dress, timing, best practices on answering questions, etc.

EXERCISE	4. Preparing for Interview Questions
OBJECTIVES	To empower the participants by practising with the most common questions asked during an interview and discussing strategies for answering.
MATERIALS	A flipchart and a marker pen, Workbooks, Interview Question Chart for professionals
TIME	40min

SHARING EXPERIENCE ACTIVITY

Ask from the participants if there is anyone who has ever been interviewed for any job. The interview might have been formal or informal.

1. Ask 3 to 4 of the participants to share their experience in terms of the questions that they were asked, how the interview went, how they prepared, and how they stayed confident and relaxed (or not) during the interview.
2. Summarize some of the answers for the group and relate back to what the speaker may have touched on.

GUIDANCE ACTIVITY

1. Ask participants and coaches/professionals to return to their workshop groups. Everyone will need their workbook for this activity and the professionals will need access to the chart.
2. Participants should go over the questions in the Interview Questions Chart and mark the questions they find the most difficult to answer.
3. After 5 minutes they share in the group which questions they marked and why.
4. Remark that these will be questions they can from now on prepare in advance.
5. In pairs within their groups they will practice the questions from the table. The coaches/professionals should move around listening in as much as they can and providing feedback as necessary. One of the participants is the interviewer and the other the interviewee. The interviewer can choose the question to ask and the interviewee needs to give a brief and honest answer. Inform the participants it is important to take this exercise very seriously as this gives them the opportunity to practice their real answers.
6. After asking three questions, they will switch roles and then ask and answer a different set of three questions. This means each pair will have covered six questions of their choosing.
7. This should take about 20 minutes.
8. Instruct the coach/professional to ask their group the following questions and tell participants to follow along and answer in their workbooks:
 - a. What was the most difficult question?
 - b. How will you prepare your answers?
 - c. What can you do if you can't think of a good answer?
 - d. Is it okay to exaggerate or lie during an interview?
 - e. What should be your goal for each answer? [answer: be honest, be positive, refer back to your CV and highlight a relevant skill from your experience and achievements as much as you can]
 - f. How long should your answer be?
 - g. What can you do at the end of the interview? [answer: ask questions/ask for the next steps/thank them properly]

THIS INTERVIEW QUESTION CHART IS IN THE PARTICIPANTS' WORKBOOK.

INTERVIEWER QUESTION	GUIDE TO RESPONSE
TELL ME ABOUT YOURSELF?	<ul style="list-style-type: none"> • Begin by describing yourself in a work situation. • Prepare a summary of your work experience as well as your career achievements. • Briefly detail your education accomplishments as well as any other accomplishment or transferrable skills that are relevant to the job vacancy. • Only once you have discussed information that is specific to the available position, should you then give a short explanation about your interests and character traits.
DESCRIBE YOUR WORKING EXPERIENCE?	<ul style="list-style-type: none"> • Study your CV prior to your job interview and identify areas of your work experience that is specifically relevant to the job that you are being interviewed for. • Your answer should be concise and relevant; the recruiter has already seen your Curriculum Vitae and already has a good idea of your experience. • Try to get the recruiter to specify what areas they would like you to discuss so as to avoid digressing off the topic with long winded explanations. • Your verbal explanation must be consistent with the information detailed in your CV.
WHAT ARE YOUR STRENGTHS AND WEAKNESSES?	<ul style="list-style-type: none"> • When discussing your strengths highlight roughly three positive attributes or strengths that specifically apply to the available post based on what you consider to be the recruiter's specific requirements. • When indicating your weaknesses, never detail a character defect or poor performance areas that have no opportunity to be improved on. • Try to explain where you identified a problem area where you were able to remedy this and explain how you did so.

HOW DO YOU DEAL WITH CONFLICT OR CRITICISM?	<ul style="list-style-type: none"> • Answer this question with a positive approach. • Explain where you may have experienced conflict in the workplace in the past and how you dealt with it. • Explain in a positive light, how you managed this conflict and what you learnt from the experience. • The job interviewer is looking to identify areas where you may experience a problem when working with difficult personalities and how well you handle negative situations and reverse them into positive ones. • Never say never and always be open to the idea that you are willing and able to learn from each working experience - whether positive or negative.
WHAT DO YOU KNOW ABOUT OUR COMPANY?	<ul style="list-style-type: none"> • You will need to prepare for this typical job interview question far in advance in order to ensure that you are comfortable discussing the employer's company. • Don't be a know it all, you are talking with someone who may have been part of the company for several years and will know greater detail that you will. • Never argue about details and be open to correction should you have interpreted research information incorrectly.
WHY DO YOU WANT TO WORK HERE?	<ul style="list-style-type: none"> • Specify what interests you about the industry or company and how you feel you could contribute to its longevity. • Express admiration and respect for the company and include an explanation as to what value you feel you will be able to bring to the company that other candidates may not be able to. • Try to get a good understanding of the company's objective as well as their vision and mission and how you plan on sustaining this or improving on it, based on your relevant skills and attributes.
DESCRIBE A SHORT TERM GOAL YOU HAVE SET FOR YOURSELF AND HOW YOU INTEND ON ACHIEVING THIS GOAL?	<ul style="list-style-type: none"> • A short term goal generally falls within a one to two year delivery period. • The goals that you describe should be career focussed, based on areas where you would like to improve on a skill or achieve a qualification that will boost your career growth. • When answering to how you intend on achieving these goals to the employer, never leave a door closed. • Opportunity and drive is your number one objective in order to achieve any goal and this is why your explanation needs to be realistic and attainable within this short period. • Display your enthusiasm and desire to succeed, this will indicate to the employer that you are a motivated and inspired employee.

WHERE DO YOU SEE YOURSELF IN FIVE YEARS?	<ul style="list-style-type: none"> • Stay focussed on career goals and aspirations. • Keep these career aspirations realistic and attainable within a 5 year period. • Discuss ways in which you anticipate attaining your career goals as well as steps you have already taken to reach these career goals.
WHY DID YOU LEAVE YOUR LAST JOB?	<ul style="list-style-type: none"> • Stay positive regardless of the circumstances. • Never refer to a major problem with management and never speak ill of supervisors, co-workers or the organization. • Keep smiling and talk about leaving for a positive reason such as an opportunity, a chance to do something special or other forward-looking reasons.
ARE YOU WILLING TO WORK OVERTIME? NIGHTS? WEEKENDS?	<ul style="list-style-type: none"> • This is up to you. Be totally honest.
WOULD YOU BE WILLING TO RELOCATE IF REQUIRED?	<ul style="list-style-type: none"> • Do not say yes just to get the job if the real answer is no. This can create a lot of problems later on in your career. • Be honest at this point and save yourself future grief.
WHAT ARE YOUR SALARY REQUIREMENTS?	<ul style="list-style-type: none"> • A good place to start is to research the industry standard or market related salary that employees in similar roles are earning. • Generally this information can be found on the internet or alternatively recruitment agents will be able to give you a good indication of your market related salary. • In your interview, try not to discuss exact figures but rather give a ballpark figure that you will be able to negotiate on later on should the employer makes you an offer. • Never discuss your salary goals unless asked by the interviewer.
DO YOU HAVE ANY QUESTIONS?	<ul style="list-style-type: none"> • Always have a few questions prepared to ask the interviewer. • It is important to ask questions as this will illustrate your enthusiasm and desire to join their company. • Research and prepare some typical interview questions for the recruiter.

EXERCISE	5. Interview Practice
OBJECTIVES	To build confidence for interviews by giving real practice with a professional.
MATERIALS	Workbooks
TIME	40min

1. Staying in the workshop groups, now participants will get real practice with their coach/professional. Depending on the size of the break out groups, these can be short one on one interviews where everyone else listens and observes or it can be a three on one group interview where each person has to answer the same questions. Regardless, each person should receive about ten minutes in "hot seat" having to professionally answer a few questions posed by the professional.
2. The coach/professional can use the chart but they should also add questions of their own or amend the above questions to make it more challenging.
3. During the interviews, notes should be made so that the coach/professional can provide a general feedback session to everyone when finished. Also, a way to end on a positive note is to have all participants in the group vote for who they think performed best during this trial interview. That person can be acknowledged in front of the entire group before leaving for the day.
4. Once all trial interviews and feedback sessions have been completed, bring everyone back together.
5. For the final recap activity, ask everyone to open their workbooks to the Interview Do's and Don'ts tips. This will function as the **Key Messages**. There are five entries for each, but as a group just focus on the top 3 Do's and the top 3 Don'ts. When you have a group consensus as to what these are, ask everyone to copy that into their workbooks. They can each personally add another two to each column later.
6. Have the participants thank their coaches and professionals.

EXAMPLES OF COVER LETTERS:

John Donaldson
8 Sue Circle
Smithtown, CA 08067
909-555-5555
john.donaldson@emailexample.com

5 January 2017

George Gilhooley
XYZ Company
87 Delaware Road
Hatfield, CA 08065

Dear Mr. Gilhooley,

I am writing to apply for the programmer position advertised in the *Times Union*. As requested, I am enclosing a completed job application, my certification, my resume, and three references.

The opportunity presented in this listing is very interesting, and I believe that my strong technical experience and education will make me a very competitive candidate for this position. The key strengths that I possess for success in this position include:

- I have successfully designed, developed, and supported live use applications
- I strive for continued excellence
- I provide exceptional contributions to customer service for all customers

With a BS degree in Computer Programming, I have a full understanding of the full lifecycle of a software development project. I also have experience in learning and excelling at new technologies as needed.

Please see my resume for additional information on my experience.

I can be reached anytime via email at john.donaldson@emailexample.com or my cell phone, 909-555-5555.

Thank you for your time and consideration. I look forward to speaking with you about this employment opportunity.

Sincerely,

Signature (for hard copy letter) John Donaldson

EXAMPLE 2:

Your Address
 Your City, State, Zip Code
 Your Cell Phone Number
 Your Email

Date

Name
 Title
 Company
 Address
 City, State, Zip Code

Dear Mr./Ms. Lastname,

I would like to express my interest in an entry-level analyst position with XYZ Company. Throughout my job search and conversations with investment advisors, I have come to respect the professionalism that characterizes your firm and its employees. I am confident that XYZ Company's values and objectives would highly complement my own strengths and enthusiasm. I would like to be considered for your Investment Banking Analyst Program, or a similar position that requires refined analytical and communication skills.

I was impressed to learn of your recent acquisition of Hamburg Group, a tactic which I see as indicative of XYZ Company's commitment to achieving growth and success in the future. Innovative and exciting approaches such as this, coupled with XYZ Company's highly regarded Analyst Program, convinced me that this is the ideal environment to begin my business career. Evidence of my leadership and analytical skills can be seen in my responsibilities as analyst intern at ABC Company, and my commitment to academics.

My educational background in government and business, combined with my internship experiences, has been excellent preparation for an analyst career with XYZ Company.

Please review the enclosed resume and references, and consider my application for your Investment Banking Analyst program. I would appreciate the opportunity to meet with you in New York and explore the company environment, as well as possible job opportunities. I will call your office next week to discuss these possibilities.

I look forward to exchanging ideas with you concerning a career at XYZ Company and the positive contributions I would offer as a member of your organization.

Thank you for your consideration.
 Signature (hard copy letter)

First name Last name

EXAMPLE 3:**Your Contact Information**

Address
 City, State, Zip Code
 Phone Number
 Cell Phone Number
 Email

Employer Contact Information

Name
 Title
 Company
 Address
 City, State, Zip Code

Date

Dear Mr./Ms. LastName,

I am writing to apply for the position of Media Relations Assistant Manager, which I saw advertised on MediaJobs.com. ABCD is a fast-moving global institution and an outstanding communications pioneer, now poised to guide the direction of print journalism. I believe that my extensive experience in media makes me an ideal candidate for this position at your company.

As a recent graduate of the State University, I have a significant background in media. As a media major, I held multiple internships, including Media Relations Coordinator Intern at XYZ Company. I also served as president of the Media and Marketing Club at school. We successfully developed and pitched an advertisement campaign for a local nonprofit, which helped increase donations to the nonprofit by 22%.

You state in your job listing that you are looking for someone with strong writing skills and an attention to detail. Throughout all four years of college, I worked part-time as a copy editor for an online journal.

This job required great attention to detail in writing and editing. I would love to bring my editing skills to a position with your company.

These strengths, combined with deep and varied academic, internship, and employment experience, prepare me to make a strong and immediate impact at ABCD.

I am excited about the opportunity to join the ABCD team as it moves to the center of the print media conversation. Thank you for your time and consideration.

Sincerely,

Your Signature (*hard copy letter*)

Your Typed Name

SESSION TEN:

PERSONAL AND TIME MANAGEMENT



OVERALL OUTCOME

To help participants be better able to manage their personal and work lives, including their time, efficiently and effectively both in preparation for finding a job as well as in the workplace.



LESSON OBJECTIVES

1. Participants will become more aware of their own time management
2. Participants will learn some strategies for better managing their time
3. Participants will identify personal management skills they possess
4. Participants will understand how to better prioritize in order to have more success professionally



MATERIALS NEEDED

- Running dictation slips (one set)
- Paper/pen
- Flipchart/slide
- KWL Chart on flipchart/slide
- Workbooks



METHODOLOGY

- Image Theatre
- KWL Chart
- Running Dictation
- Ranking exercise
- Self-reflection
- Group Discussion



DURATION

Three hours



KEY WORDS

- effective, efficient, time management, priorities, daily routine



INFORMATION FOR THE FACILITATOR

Try and save time by drawing the KWL chart on the board or flipchart before the session or put into a slide. Also prepare the running dictation exercise in advance so that the slips of paper (found in appendix) are already up around the room. Review the daily routines log exercise from the workbook in advance so that you are clear on how to explain it to participants.

This session is a bridge between all of the work they have done preparing to apply for jobs and actually carrying out this process. It also bridges the connection between personally preparing and managing time to being a good employee and managing their time and tasks at work. The next session will bring them more into contact about behaviour at work and anticipating challenges.



SCHEDULE OF ACTIVITIES

- | | |
|--|-------|
| 1. Image of the hour | 10min |
| 2. KWL Chart | 15min |
| 3. Time Management Skills | 35min |
| 4. Running Dictation | 30min |
| 5. Ranking exercise and personal commitment | 35min |
| 6. Personal Reflection & Workbook Assignment | 35min |
| 7. Review/Finish KWL chart | 20min |

EXERCISE	1. Image of the hour
OBJECTIVES	Energizer looking at daily routines
MATERIALS	None
TIME	10min

- Stand the participants in a circle. Tell them you are going to call out a time of day. Ask them to immediately make an image to show what they are normally doing at that time. If you shout out "5 am", most of the students should mime sleeping for example.
- Work your way through the day calling out different times at random. Participants must not be given time to think about their image. Remember that they should not talk or move as they present their image. It should be immediate and spontaneous.
- After going through the times of the day, explain to participants that today will be a review of preparing to find a job and will focus on how to manage themselves and their time when doing so, as well as discuss time management in the workplace.

EXERCISE	2. KWL Chart
OBJECTIVES	To bring structure to the session and to allow them to share what they already know and to stimulate their curiosity further.
MATERIALS	Chart on slide or flipchart, Paper/pen
TIME	15min

What do you Know about preparing to find a job (think also preparing for applying and interviewing)?	What do you still Want to know about the job preparation process or about what it's like to have a job/internship?	What did we Learn about personal and time management (this is done at end of day's session)?

- Direct everyone's attention to the chart (on the board/slide).
- Tell them that for now, you are only going to focus on and fill in the first two columns. Give them a few minutes to read those columns and begin thinking of answers.
- Next, ask for volunteers to come up and write in, type in, or share ideas for the first column.
- After you have a good list, ask for different volunteers to do the same for the second column. You may need to help more with column 2 as they may have less concrete ideas. This will be a shorter list, but it is a great way for you to find out what information they are still missing.
- Explain to the students that you will ask them to fill in the third column at the end of the workshop.

EXERCISE	3. Time Management Skills
OBJECTIVES	To be aware that certain tasks take time and need to be planned accordingly
MATERIALS	Pen/Paper
TIME	35min

- Place the participants into four or five groups.
- Give participants a few minutes to talk about their own day to day routines and how they prepare for any work related activity.
- Then instruct that the youngest person in the group to be the writer. Make sure each group has one pen and piece of paper.

- Read or show the scenario. If you're able to show it, have a volunteer read it. If you need to read it, you may need to read it twice and encourage the group's to take notes, especially of the timeline.
- Ask each group to answer the questions below the scenario and to give their reasons for their answers. The writer will note it all down.

SCENARIO

Daniel has been looking for a job for several weeks. He spends about two hours per week on job searching - that includes talking to people (networking), job searching in the community, and applying to advertisements. He has not been invited for an interview yet. During the week he has classes, homework, plays football with friends, and spends his weekends relaxing and sleeping a lot. Daniel had seen two new jobs posted on Friday that he wanted to apply for, but he didn't start on them over the weekend. It is now Monday, and he has until Friday to write a job application letter for both and submit that along with his CV. Both applications are due by Friday at noon. One of his applications can be delivered in person but the other one has to be sent in. Daniel set a reminder for Thursday at 9:30am to make sure that his application letter for the one position was sent in time. However, during the week, Daniel spends most of his time in classes, on homework, and spending time with friends. On the Friday that the applications are due, he woke up early and finished a very nice application letter, but he did not have time to update his CV. Regardless, he put it all together and went to meet his friend. While with his friend, they were talking so much that Daniel lost track of time and at 11:30am he rushed out the door to go deliver his job application. In the process, his papers become folded up and did not look very professional. He arrived and delivered them at 12:10pm to the company. The front desk assistant accepted it because it was only ten minutes late.

- Do you think Daniel is spending enough time on his job search? What would have happened this week if he had also been called in for an interview on Friday for a job he previously applied to?
 - What time management skills does Daniel already have (meaning, what are ways that he managed his time in a good way)?
 - What are some mistakes that Daniel made with his time management? What are the possible outcomes of those mistakes?
 - Give Daniel some advice either in general or what he could have done differently this week to better manage his time.
- Facilitate a group discussion to hear and debate all of the answers given. Ask participants if they have ever experienced a similar situation or regret a time where they didn't manage their time well. Ask them, what happened because of it? The next exercise will go more into tips for effective time management.

EXERCISE	4. Running Dictation
OBJECTIVES	To allow participants to learn ten tips for effective time management through a lively game
MATERIALS	One set of running dictation information slips. Participants will need their workbooks
TIME	30min

- Before the class you should arrange the running dictation slips randomly all around the four walls of the classroom.
- Divide the group in half, making one half 'red' and the other half 'blue'.
- Now, put all the participants into teams of three. Count off each team 1 – 2 – 3! Explain that all those students who are Number 2 are the writers. Direct them to the answer template in their workbook. Explain that is where they should record their answers. Make sure the Number 2s all have pens or pencils.
- Explain that team members numbered 1 and 3 are the runners. It is their job to run around the classroom. They find a slip on the wall and they read and memorise it. They MUST NOT write it down. They memorize it. Then they run back to their writer and tell him or her what they have memorized and the writer writes it down in the correct space in the template.
- Give the extra instruction that "Red" teams only search for information slips numbers 1 – 5. "Blue" teams only search for information slips numbers 6 – 10.
- Once a team has finished, ask them to work together to check their answers and to allow the runners to also copy these into their workbooks quickly.
- Finally, pair up one red team with one blue team until all have been paired. Red teams teach blue teams messages 1 – 5. Blue teams teach red teams messages 6 – 10. In this way every participant should finish the activity with all ten tips recorded in her/his workbook. The box that says "Ranking" is for the next activity.
- Ask the group if there are any questions or confusion about any of the tips. Explain that in the next exercise they will have time to consider each and discuss/understand the tips further.

EXERCISE	5. Ranking exercise and personal commitment
OBJECTIVES	Participants commit to behaviour change
MATERIALS	Workbooks
TIME	35min

- Explain to participants that you want them to take ten minutes to work alone. In that time they should re-read the Ten Tips for Effective Time Management out of their workbooks. They should then rank them from 1 – 10 in order of which they feel is the best advice for them individually. They should use the ranking boxes in their workbooks. They should rank '1' for the piece of advice they feel they should act on most urgently, and '10' for the piece that is least relevant to their current needs.
- When they have done that they should use the space in their workbook to commit to following three of the Top Ten Tips throughout the next week.

3. Leave them to work alone. Monitor and observe and help participants who may have questions for you.
4. Keep or put participants back into their small red or blue teams. Give them 10 minutes to discuss their rankings with each other and to explain why their top three are especially important to them now.
5. Bring everyone back into a big group and ask the following questions:
 - What are three tips from the list that you could give to Daniel from the above scenario? Why?
 - Most of these tips apply to both personal time (especially when preparing for the important task of getting a job) as well as in the workplace. Are there some tips that only apply for personal vs. work time management?
 - Are there any tips that you don't find relevant to you? Why? Maybe one that you would have a lot of trouble doing? Why is that?
 - Are any of these tips new to you? Is there one that you find to be a really great piece of advice that you've never tried before?
6. This is a critical part of today's session so be sure to leave plenty of time for the above discussion and reflection. It is something they will need to internalize and start to implement in their daily routines.

EXERCISE	6. Personal Reflection/ Workbook Assignment
OBJECTIVES	To encourage participants to reflect on their daily routines
MATERIALS	Workbooks
TIME	35min

1. Suggest to participants that the key to behaviour change is to first become aware of our own behaviour. If we want to start managing time more effectively, we should first take a step back and look at how we are currently managing our time. Just like how we assessed Daniel's time management skills in the scenario.
2. Direct their attention to their workbooks and to the Activity Log for Three Days. Read through the example shown. Explain that this is a tool they are going to use to monitor their own activity over the course of three days.
3. Explain that this is only an example and give them 20 minutes to complete Day 1 and Day 2. Day 1 will be yesterday and Day 2 will be today. They will have to finish Day 2 later in the evening.
4. Listen to the information some participants have filled in. Ask everyone to take a moment to personally assess how they think they managed their time yesterday and so far for today. Ask them to reflect on if this represents their normal routine or is something different at the moment? Are they normally more or less organized? Take a few responses from volunteers.
5. Workbook Assignment: Explain that Day 2 will need to be finished and Day 3 will be completed about tomorrow. Next guide them to the questions that follow the time log in their workbooks and ensure that students understand these. These will all need to be answered after they have filled in their time log for all three days.
6. Stress that over it's important for each participant to complete the three-day activity log, answer the questions and bring their workbooks back to the next session.

EXERCISE	7. Review
OBJECTIVES	To help participants reflect on today's learnings and apply to real life.
MATERIALS	KWL Chart
TIME	20min

1. Bring back up/out the KWL chart.
2. Place participants into pairs.
3. Ask them come up with three good answers to the third column of the KWL chart: What did we **Learn** about personal and time management?
4. Invite each pair to share one of their ideas. Encourage them not to repeat something another pair already said. Add as many of these as possible to the chart.
5. Finally, ask participants to consider and share:
 - Which goals that you have right now are more important or time-sensitive than others?
 - How can you re-prioritise your current commitments to make sure you can achieve this goal at the right time?
6. Ask a volunteer to read the key messages out of the workbook:

Key Messages

- Set goals that are achievable.
- Plan, manage your time and tasks by completing them by the due date.
- Never wait to do something important at the last minute.
- Organise and prioritise time between your personal life, school life, and work life.
- Stay positive and have confidence in your work.
- Being organized and on time = being professional.

RUNNING DICTATION INFORMATION SLIPS

Red 1. Delegate Tasks: You can't do everything on your own. Give tasks to others if possible. Delegating tasks to others doesn't mean you are lazy so long as you are being fair.

Red 2. Prioritize Work: Before the start of the day, make a list of tasks that need your immediate attention. Often it is the unimportant tasks can take up lots of your precious time. Ask yourself, 'What tasks do I need to finish today and what ones can wait till tomorrow?'

Red 3. Don't put off doing things: Putting things off instead of getting on with them is a bad habit. It can result in wasting essential time and energy. It should be avoided at all costs.

Red 4. Schedule Tasks: Carry a planner or notebook with you and list all the tasks that come to your mind. Make a simple 'To Do' list before the start of the day, prioritize the tasks, and make sure that they are achievable. Try making three lists: work, home, and personal.

Red 5. Avoid Stress: When we accept more work than we are able to do we become stressed. Try to agree realistic goals with your boss. Delegate tasks to others. And make sure you have enough time to rest and relax.

Blue 6. Set up Deadlines: When you have a task at hand, set a realistic deadline and stick to it. Try to set a deadline a few days before the task so that you can complete all those tasks that may get in the way. Challenge yourself and meet the deadline. Reward yourself for meeting a difficult challenge.

Blue 7. Avoid Multitasking: Most of us feel that multitasking is an efficient way of getting things done but the truth is that we do better when we focus and concentrate on one thing. Multitasking hampers productivity and should be avoided to improve time management skills.

Blue 8. Start Early: When you get up early, you are more calm, creative, and clear-headed. As the day progresses, your energy levels start going down which affects your productivity and you don't perform as well.

Blue 9. Take Some Breaks: If possible, take a few minutes break while at work when given a chance. It is really helpful to do some quick stretches as well if that is available. Make sure to take your holiday leave too. This will make you more productive.

Blue 10. Learn to say No: Politely refuse to accept additional tasks if you think that you're already overloaded with work. Take a look at your 'To Do' list before agreeing to take on extra work.

SESSION ELEVEN: ANTICIPATING CHALLENGES



OVERALL OUTCOME

To prepare for the future by anticipating challenges and experimenting with solutions



LESSON OBJECTIVES

1. Participants will look at common sources of unhappiness or conflict in the work place.
2. Participants will experiment with possible courses of action for those eventualities.
3. Participants will do action planning for overcoming personal obstacles and challenges.



MATERIALS NEEDED

- Workbooks
- A ball or rolled up rags or paper for throwing
- Flipchart
- Case Study Cards (below)
- Dealing with Difficult Colleagues- Tip Slips



METHODOLOGY

- Peer Review
- Group discussions
- Role play
- Small group work
- Action Planning Timelines



DURATION

Three hours



KEY WORDS

- Barriers, Challenges, Action Planning, Colleagues/Co-workers



INFORMATION FOR THE FACILITATOR

Participants may feel that finding employment represents the greatest challenge to them. And certainly they are likely to have to overcome many obstacles as they search for work. But finding employment is not the end of the story. Participants will very probably continue to face many challenges at work, often relating to conflict. The purpose of this session is to help participants

understand that finding work, although a cause of celebration, does not of itself constitute a 'happy-ever-after' scenario. Participants are encouraged to anticipate such challenges and experiment with strategies and solutions for coping.

Take the time to create a good example of an action planning timeline in advance so that participants will have an example to follow. Put this onto large paper or into a slide in advance. Use the workbook template for the participants as a guide.



SCHEDULE OF ACTIVITIES

- | | |
|--|-------|
| 1. Personal Time Management Review | 25min |
| 2. Identifying barriers | 35min |
| 3. Identifying problems and developing solutions | 60min |
| 4. Dealing with difficult co-workers | 40min |
| 5. Action Planning | 20min |

EXERCISE	1. Personal Time Management Review
OBJECTIVES	To get participants moving and to review their daily routine logs and answers from Session 10's workbook assignment.
MATERIALS	Workbooks
TIME	25min

1. Ask participants to open their workbooks to the session 10 workbook assignment- keeping it open to their daily logs and the answers to the questions. Give them five minutes to review their own answers. Explain that they need to focus on two of their own answers and remember this for the activity.
2. Now ask all participants to stand up, leaving their workbooks on their tables, open.
3. Give them ten minutes to walk around the room looking at other participants' logs and answers. They do not need to read every answer, but just the two they decided to focus on. This should be enough time for them to review about 5 other workbooks. They should be mentally comparing the answers they see to their own answers for those two questions.
4. After 10 minutes, ask participants to return their own seat/workbook. Ask the whole group the following questions:
 - Which questions were you focusing on? Why do you think you chose those?
 - How did your peers' answers differ from yours? Did you notice big differences, small differences, or were your answers very similar?
 - Ask several volunteers to share about themselves from question 6: What did you learn about yourself from your time log? Were you surprised to see where and how you spent most of your time?
 - Ask other volunteers about themselves from question 7: What changes would/could you make to your routines to improve your time management? How would that be different if you were looking for a job versus already working?
 - Do you think you're a good time manager? If yes, share the one thing you believe helps you the most. If no/not really/unsure, how can you work to improve this so that it isn't a problem after you get a job/internship?

EXERCISE	2. Identifying barriers
OBJECTIVES	To illustrate how some barriers to personal fulfilment are internal and others external
MATERIALS	A ball or rolled up rags or paper for throwing, Flipchart, Workbooks
TIME	35min

1. Gather participants around and suggest that on the road to securing further education, training or employment they are likely to encounter challenges. Further suggest that even when they do secure further education, training or employment they will most likely continue to face challenges. Suggest that while not every problem has a solution, anticipating problems and how to respond to them increases our chances of finding remedies. Let them know that this will be the focus of today's session.
2. Gather participants in a wide circle. Ask each to spend a moment on their own in quiet reflection thinking about the job or education or training placement they most desire. Allow them at least one minute for this.
3. Now ask everyone to keep their goal in mind. Explain that you will say, 'I could get there if...' and then throw the ball to someone. Whoever catches the ball must then complete the sentence bearing in mind their own personal goal. Here are some examples of how participants might finish that sentence depending on their individual goals and circumstances.
 - "I could get there if...I passed all my exams."
 - "I could get there if...I overcome my shyness in job interviews."
 - "I could get there if...my father agrees to let me find a job."
 - "I could get there if...I managed to write a good c.v."
 - "I could get there if...someone looked after the children during the day."
4. When a participant has finished completing the sentence, he or she says "I could get there if..." and throws the ball to someone else whose turn it is then to complete the sentence.
5. Each time a participant finishes the sentence, write down whatever it is they mention in the second half of that sentence.
6. Continue the exercise until each participant has completed the sentence on their own terms.
7. Now direct their attention to the flipchart paper where you recorded their answers. Work through these one-at-a-time and ask the group to categorize them into those which are 'within me'/internal barriers, or 'outside of me'/ external barriers.
8. Ask them which category had more answers for this exercise – internal or external barriers.
9. Suggest that inner barriers are often to do with our own lack of confidence or our own negative attitudes.
10. Conclude by asking participants to reflect individually once more on what might be some of the internal and external barriers facing them, and how they might tackle these. Have them open their workbooks and fill in three internal and three external barriers that they face personally. They can use some of the ideas already presented.
11. In pairs, have them share these six barriers and let them work together, helping each other, to complete the "What I will do..." part for each barrier. They will have different barriers and answers, but explain that one way to get the best possible answers for a task, is by talking it out with a trusted friend, or in the case of the workplace, a colleague.

EXERCISE	3. Identifying problems and developing solutions
OBJECTIVES	Moving beyond problem identification to solution development
MATERIALS	Case Study Cards (appendix)
TIME	60min

1. Explain that in this exercise participants are going to focus further on potential problems in the workplace or at school.
2. Do a brainstorming session of potential problems participants might encounter in school or on the job. These are different than the barriers discussed above as this is more specific to being in the workplace already. Use the list in the tip below as a supplement to what answers you receive from the participants. Ask for volunteers to try to give an example or think of time that one of these things have happened to them or someone they know.

Facilitator's Note:

If nobody has yet mentioned them, suggest the following as potential problems:

1. Fear of asking for help
 2. Health and safety problems
 3. Unclear instructions
 4. Unfair demands
 5. Problems with co-workers
 6. Unfair pay structure
 7. Sexual harassment
8. Next have volunteers read out the Case Study Cards. Then ask people to suggest what the main character should do in each scenario. Have them identify the problem and give two to three pieces of advice, as a whole group, to the character.
 9. Finally, put participants into groups of five and ask them to make a role play based on either one of the case card scenarios, or ideally a new idea that presents both a problem and a solution that could be experienced in the workplace.
 10. For a role play, each participant in the group must be involved, play a part, and have speaking lines. The role play should last for a few minutes. Don't announce, or have the team announce, their problem and solution in advance. When they are finished, ask the audience to say what problem and solution was being presented in the role play.
 11. It's important that the role play shows the scenario and what the main character does about the problem.
 12. After each group has shown their role play, ask the audience if they might suggest different ways of dealing with the problem.

EXERCISE	4. Getting along with your colleagues
OBJECTIVES	Developing professional maturity in preparation for dealing with difficult situations in the workplace
MATERIALS	One set of co-worker tips (appendix) per group of 11. Participants will use the template in their workbooks.
TIME	40min

1. Ask participants if they ever encountered difficulties at school or work with a difficult fellow-student or colleague, like T in the case study example before. Encourage them to share stories describing how these difficulties arose and how they dealt with them. Remind them not to use anyone's name. Spend five or ten minutes on this. Examples could be:
 - A new co-worker not being accepted into the group, or not being helped with training
 - Jealousy
 - Competitiveness
 - Dishonesty
 - Being taken advantage of, i.e. a co-worker who always asks them to cover for their bad habits or mistakes or always being asked to take extra shifts
 - Claiming others' work or ideas
2. Tell participants that this next exercise will explore strategies for dealing with difficult colleagues/co-workers.
3. Divide them into groups of 11. One group may have slightly less than 11. Ask them to open their workbooks and find the Getting Along with your Colleagues template.
4. Explain that each person in the group will read one of the 11 slips of paper. As they read it, everyone will copy this down into their workbook. If one group has less than 11, then they will continue around the circle until all 11 slips have been read.
5. These slips all represent ideas and strategies about how to deal with difficult situations at work regarding colleagues.
6. Once they have read and copied down all 11 tips, have them discuss the following in their small groups:
 - Can anyone think of a time, or share a story of when they used one of these tips? Or when they should have but instead did not and the situation became worse?
 - Which of these tips do you think is hardest to follow? Why? This will be different from person to person based on personality.
 - List the tips that you think are common sense and easy to follow. Does anyone disagree? Say why and share an example.
7. As a team, or if they prefer, as individuals, participants should follow along in their workbooks and write down the three tips that they think give the best advice. They should also give a reason for this.
8. Finally allow a few participants to share one or two. The additional reflection piece in the workbook can be assigned as homework, but it is optional.

EXERCISE	5. Action Planning
OBJECTIVES	To reflect on several sessions and prepare a planning tool to keep them on track as they go forward.
MATERIALS	Flipchart/ Example Timeline
TIME	20min

- As a final activity, participants are going to make a timeline based on what they have done and discussed over the past several sessions. For the next questions, ask them to think about the specific actions and physical documents they would need.
- Ask participants to list out what they:
 - Have to do to be accepted for an internship or job. [examples: finish the program, network, job search, create a good CV, write good application letters, interview]
 - Have to do to overcome personal challenges to meet their goal of a particular job (this question means what to do if they have a internship as a goal but they are not yet qualified) [examples: get a diploma, finish another course, study another language, complete a certificate training program, gain experience through an internship]
 - Have to do to accept an internship or job. [examples: give notice to their other job, ask their parents, find someone to take care of children, get training, read an employment manual, buy new clothes/uniform, learn about the company, take a computer course]
 - Have to do to get along with coworkers and bosses after obtaining a job. [examples: be on time, turn in work on time, keep good communication, be honest, don't talk about people behind their back, be a team player, always be professional in dress, speaking, and writing]
- You can do this listing as a whole class and create a large brainstorm of ideas on the flipchart/board or everyone can yell out ideas, but only write down the ones that are relevant to them on a separate piece of paper.
- Now show your example timeline and explain that they are going to be making something similar based on all of the ideas just discussed. Remind them that this is a real action planning timeline which will also help them get organized as well as remind them about many of the good tips learned throughout the session. It should be thorough but not contain too much detail or words. It should reflect their personal situations and include only things that matter most to them. Their timing will be more specific for the job preparation side of the timeline.
- Give them some time to ask questions and get started. They should finish it before the next session.

Workbook Assignment

- Optional: complete the reflection on advice about how to deal with difficult colleagues.
- Completely finish their action planning timeline.

Key Messages

- Preparation is necessary to stay on task and to achieve goals.
- Finding a job is not the end of the road- there will be many inevitable challenges to face in the workplace.
- Some challenges will be more serious than others. Following the tips received in this session will help avoid more minor conflicts. Large problems that deal with rights will be covered in the next session.
- Everyone has personal challenges that they need to overcome to reach their goal. Good planning, a willingness to learn, and a focus on professionalism is always helpful.

IDENTIFYING PROBLEMS AND DEVELOPING SOLUTIONS CASE STUDY CARDS

HELPING A SICK FRIEND

X has been taking care of a friend who is sick. She has just started working full-time at a popular restaurant in town. They have told her that they think she would be a good manager and she is thinking about applying for the training position. She was unemployed for a long time before finding this job so she wants to make the most of the opportunity.

The next day at 12pm, just before lunchtime, the busiest time of day at the restaurant, X receives a message from her friend that she has a temperature of 39 degrees. The owner of the restaurant has told her that if she leaves during a busy period, she won't be allowed to apply for the training program/manager position.

A TEACHER WITH A BAD ATTITUDE

Y is attending an accounting training program at the local community college. She likes the other students and several of her teachers are friendly and supportive. But she really has trouble with the accounting teacher. The woman is cold in her manner, makes no allowances for any problems the students might have, 'corrects' their speech and expects them to do a great deal of work at home. She always wears very expensive clothes and seems to look down her nose at her students.

Y is getting average grades in her accounting studies but she wishes she understood some things better. In addition, every time she comes to class she feels angry at her teacher's attitude. Even though she is doing what she wants to do, she is thinking of dropping out of the class.

SPEED-UP

W works cleaning an office building with three other people. When Z, one of the other men, gets hurt and has to be off for two months, the cleaning company says they don't want to replace Z and have him lose his job. So for the next two months (or the time it takes for Z to get well), the company wants W and his two fellow-workers to clean the entire building. When all four people worked, they had to move fast to do a good job. They aren't sure they can do it with only three of them, but they don't want Z to lose his job.

CHICKEN ON THE FLOOR

S has worked at a local cafe for three weeks and has just been promoted to assistant manager. She feels pretty good until one evening the cook drops some cooked chicken on the floor. You notice how dirty the floor is. The cook picks it up and goes towards the bin with it when the manager yells, 'Wait! There's nothing wrong with that chicken! Put it back on the plate and serve it to the customers!' S asks if it isn't against company policy (she has been reading the policy book). He laughs and tells her that it is against written policy, but that the real policy is to make as much money as possible and if she wants to succeed as a manager, that's the policy she must follow.

WHAT DOES HE WANT?

T works for a construction firm. He delivers materials to the building site and keeps track of what has been received. When his boss asked him to stay late to go over some records he didn't think anything about it and his boss was very complimentary to him about his work. Several of T's colleagues saw that he was called in to help the boss directly with the extra work that evening. The next day, the boss announced that four people had to be laid off because there wasn't enough work, so four of T's colleagues were fired. These colleagues and others who were not fired think that T had something to do with the decision. He is a new employee and they don't understand why he isn't one of the people being fired. He still has a good relationship with his boss, but not a good one with his colleagues.

GETTING ALONG WITH YOUR COLLEAGUES – TIP SLIPS

1. Forgive the co-worker if they did something to hurt you.

2. Decide if it is really important for the co-worker to know that you are right.

3. Don't respond or wait to respond if someone says something negative.

4. Don't talk with a co-worker about your negative feelings for another co-worker.

5. Try to understand how your co-worker feels.

6. Try to understand how other people see your actions.

7. Look for lessons to be learned through conflict.

8. Ask yourself what is the worst-case scenario if you do or do not respond.

9. Avoid heated discussions or raising your voice.

10. Step outside or close your office door for a few minutes to calm down.

11. Be nice to someone, even if they aren't nice to you.

SESSION TWELVE: RIGHTS AND RESPONSIBILITIES



OVERALL OUTCOME

To understand both employee and employer rights and responsibilities.



LESSON OBJECTIVES

1. Participants will understand the idea that rights imply corresponding responsibilities.
2. Participants will learn about the rights employees have and consider what the corresponding responsibilities might be.
3. Participants will discover the rights employers have and consider what the corresponding responsibilities might be.



MATERIALS NEEDED

- For *Human Sentences* and *It's None of the Boss's Business* you will need to write out some signs – preferably on A4.
- There follows a sequence of three activities designed to help participants gain an overview of the rights and responsibilities of both employers and employees. In the first of these, 4. *Rights and Responsibilities Running Dictation*, 'Red' teams learn about employer rights and responsibilities while blue teams learn about employee rights and responsibilities. In the next exercise, 5. *Rights and Responsibilities Pair-Teach*, Red and Blue teams take turns to teach each other. Finally in exercise 6. *Rights and Responsibilities Memory Cards*, they have a final opportunity to consolidate learning on this important subject.
- This sequence will require some prior preparation on your part. For the *Employment Rights and Responsibilities Running Dictation* you need to print/write out the wall cards in advance and place them on the walls of the room before participants arrive. It would be ideal to print one set of wall cards in red and other in blue. If that isn't possible, distinguish them with simple markings in blue and red ink, or in any other easily understood way. You will also need to print/write out a set of the Memory Cards for every five students.



METHODOLOGY

- Group discussion
- Human sentences
- Vote with your feet
- Running Dictation
- Pair-Teach
- Memory Cards

DURATION

Three hours

KEY WORDS

- Employer, Employee, Rights, Responsibilities

INFORMATION FOR THE FACILITATOR

In *It's None of the Boss's Business*, participants need to understand that employers are prevented from asking employees certain questions because these might facilitate discrimination, exploitation, harassment or manipulation. Note: employment law will differ from country to country. As this manual has been written for roll-out in multiple countries we have restricted this exercise to generalities. You may well wish to look further into the specifics of employment law in your country. Some good advice on where to find this information is from the local city hall, an NGO that specializes in this information, a local trusted business where you can ask the human resources department (or even better, have them come as a guest speaker), or a legal firm. It is also good to keep in mind what is policy and how/if those policies are enforced. Some rules are not always equally enforced and it's good to challenge your participants with this.

SCHEDULE OF ACTIVITIES

- | | |
|--|-------|
| 1. Warm up discussion | 25min |
| 2. Human sentences | 25min |
| 3. It's none of the boss's business! | 30min |
| 4. Rights and responsibilities running dictation | 30min |
| 5. Rights and responsibilities pair-teach | 30min |
| 6. Rights and responsibilities memory cards | 40min |

EXERCISE	1. Warm up discussion
OBJECTIVES	To review their action planning timelines from Session 11 and introduce the general concept of rights
MATERIALS	Workbooks
TIME	25min

- First, guide participants in an activity to review their action planning timelines from the session before.
- If you have a large board, draw a long line. If you don't, explain to participants that the imaginary timeline runs from one wall to the other (indicate which walls). Tell them that you will point or stand in a place along this imaginary timeline and then ask two volunteers to stand up and say what action they have listed at that same place (approximately) on their own timeline. Ask them for details and a real timing, such as is that something that are going to do this month, next year, tomorrow, etc.
- Do this with several positions on the timeline until you have been able to hear from most of the participants about one place on their action plan.

- Check for any questions before moving on. Remind participants that one of the key messages from the last session was about how some challenges or problems they may face in the workplace could be more serious. Today you will be focusing on that.
- Put students into groups of three and give them five minutes to discuss the following questions:
 - What do you know about rights?
 - What are some examples of rights that people have?
 - What are some examples of rights that under 18s have?
- Listen to some answers. If students have not already provided them, here are some suggested answers you might share as examples.
 - People in democracies have the right to vote.*
 - Children have the right to free primary education.*
 - People have a right to healthcare.*
 - In many countries, workers have a right to strike.*

EXERCISE	2. Human sentences
OBJECTIVES	To help further help students understand the concept of rights
MATERIALS	Pieces of A4 paper each with one word written on it (see below)
TIME	25min

- Divide participants into teams of eight. Clear some space and ask the participants to stand up in their teams.
- Next explain that they must quickly arrange themselves into a line by order of height, with the shortest participant standing on the left and the tallest on the right. The first team to complete the task is the winner.
- Now tell them they must arrange themselves into the following lines. Again, the quickest team each time is the winner.
 - Age (youngest on left, oldest on right)
 - Alphabetical order of name (letter closest to 'a' on left, letter closest to 'z' on right)
 - Who has the shortest distance to travel to school (participant living closest to school on left, participant living furthest away on right)
- Keep participants in their teams of eight. Shuffle the word cards and place a pile in front of each team so that some teams get a pile of Sentence A Cards, some get a pile of Sentence B Cards and some get a pile of Sentence C Cards. Tell them they must each pick a word and hold it up, then arrange themselves into a line in such a way that their words spell a sentence (see illustrations below to see what 'human sentences' should look like at the end of this exercise).

SENTENCE A CARDS

PEOPLE	IN	ELECTIONS	HAVE	THE	RIGHT	TO	VOTE
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SENTENCE B CARDS

CHILDREN	HAVE	THE	RIGHT	TO	FREE	PRIMARY	EDUCATION
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SENTENCE C CARDS

WORKERS	IN	MOST	COUNTRIES	HAVE THE	RIGHT	TO	PAYMENT
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- When the participants have formed their sentences, ask each participant in a line to read his or her word out loud so that the team reads the full sentence one-by-one.
- Ask the participants if they can think of any more examples of rights.
- Ask them to sit down. Next ask them if they can try and define what we mean by 'a right'. Accept all answers at this stage. Encourage the participants to try and explain what a right is.
- Now tell them they will play one more round of the game. This time put a pile of shuffled Sentence D cards in front of each team. Say 'go' and see which team is first to arrange the sentence in the correct order.

SENTENCE D CARDS

RIGHTS	RULIES	WHAT	ARE	TO	OR	THEY	ENTITLED
ARE	SAYING	PEOPLE	ALLOWED	DO	WHAT	ARE	TO.

- Ask one team to read out the correct sentence participant-by-participant.
- Ask the participants if they can think of an example of a right as something people are allowed to do (e.g. People have a right to express an opinion) and of a right as something people are entitled to (e.g. People have the right to privacy). Check that they see the difference.

Exercise	3. It's none of the boss's business!
Objectives	To help participants think through the reasons that employers are forbidden from asking employees certain questions
Materials	Two A4 signs; one reading Legal and one reading Not Legal
Time	30min

- Begin by explaining that just as there are rules all employees must follow, there are also rules that all employers must follow. Some of these rules were created to prevent unfair discrimination against employees on grounds of religion, ethnicity, gender, sexuality, political opinions, lifestyle or age. Tell the students this lesson will focus on topics that employers are not allowed to ask their employees for these very reasons.
- Write the following words on a flipchart so the group can see them. Ask why each of the following topics is inappropriate for your employer to ask you about.
 - Race
 - Age
 - Religion
 - Where an employee is from
 - Marital (i.e. who the employee lives with)
 - Sexuality
 - Disabilities

Facilitator's Note:

These topics are all inappropriate because none of them are relevant to how well you perform your job. An employer is generally forbidden to discriminate against an employee on these grounds. An employer's interest in the above categories may be innocent. Or it may reveal a prejudice which the employer harbours. For example, the question about 'where an employee is from' may signify innocent curiosity. Or it may signal an attempt by the employer to discern your class, caste, religion or ethnicity. However, make sure you check this first in the local context in case some of these are different where you live. You may want to discuss with participants if there is no clear rule established to find out what they think- should employers be able to ask or make decisions based on any of the above categories?

- On one side of the room place a sign reading 'Legal'. On the other side of the room place a sign reading 'Not legal'. Explain to the participants that you are going to read out some imaginary questions an employer might ask you. After they hear the question, they should go and stand in front of the sign that they think is correct i.e. would it be legal or not legal for an employer to ask an employee this question.
- Read out the following questions one-by-one. After each question, allow participants a few minutes to stand in front of whichever they feel is the correct sign. Then ask for a few volunteers from each group to explain their decision. Challenge them to explain their thinking by asking, 'Why do you think that?'
- After you have heard several volunteers from each group, ask if anyone wants to change their position. If so, allow them to do this.
- Finally give them the correct answer then ask them why the question is deemed inappropriate/illegal.

QUESTION	LEGAL OR NOT LEGAL?
What do you know about our company?	Legal
How old are you?	Not legal
Where were you born?	Not legal
Do you like to read?	Legal
With whom do you live?	Not legal
Where did you go to school?	Not legal
Why are you in a wheelchair?	Not legal
What are your hobbies?	Legal
Are you married?	Not legal
What is your favourite TV show?	Legal
Do you go to church? Which church?	Not legal
Do you live with your parents?	Not legal
How far would your drive to work be?	Legal

- Ensure that everyone understands why some of these questions are deemed inappropriate for an employer to ask.
- Direct participants' attention to those questions that are generally not legal. Explain that how they would answer such questions is a matter for them to decide. Ask some volunteers which of these questions would make them feel most uncomfortable and why? Listen to as many answers as you can.
- Ask participants to describe some of the different ways which they might answer questions they feel uncomfortable being asked. Write a list of these. If nobody suggests the following answers, you should contribute them:
 - Provide an answer you feel like sharing (sometimes you might sense that the question is being asked innocently for the purposes of making conversation rather than for the purposes of exploiting, manipulating or discriminating against).
 - Ask the employer to rephrase the question. They may not have intended to ask the question in a way that made you feel uncomfortable.
 - Explain to the employer that you don't feel comfortable answering the question.
- As participants suggest different ways of responding to inappropriate questions, ask the group what might be some of the pros and cons of these strategies. How can they do this professionally, or if they believe that several questions were inappropriate and asked purposefully, is this a job they would want to take?

EXERCISE	4. Rights and responsibilities running dictation
OBJECTIVES	To help participants gain an overview of the rights and responsibilities held by both employers and employees
MATERIALS	Red and Blue Running Dictation Wall Cards Templates in workbook
TIME	30min

- Begin by asking participants to suggest different rights that they think all children are guaranteed under the United Nations Convention on the Rights of the Child. Try and elicit at least some of the following.
 - Right to play
 - Right to education
 - Right to express an opinion
 - Right to food
 - Right to water
 - Right to medicine
- Now suggest that whilst we are guaranteed rights, it helps if we also reflect on what our responsibilities might be. For example if a child has the right to education, the corresponding responsibility would be to try her hardest at school. Ask participants to suggest what responsibilities would match the following rights (suggested answers are filled out for you in second column in case participants are struggling).

RIGHTS	RESPONSIBILITIES
RIGHT TO PLAY	Responsibility to play fairly Responsibility to play safely
RIGHT TO EXPRESS AN OPINION	Responsibility to express your opinion politely Responsibility to allow others to express their opinions, and to listen to them respectfully even if you disagree
RIGHT TO FOOD	Responsibility not to waste food
RIGHT TO WATER	Responsibility not to waste water Responsibility not to pollute water

- Write 'employment rights' on the flipchart/board and elicit suggestions about what this means, and examples.
 - Minimum wage
 - Holiday
 - Contract
 - Rest breaks
 - Tax and national insurance paid
- Now ask if participants can suggest employment responsibilities. Explain that this next exercise will help them learn more about employer and employee rights and responsibilities.

- Divide the group into two. Designate one half red and the other blue.
- Put the participants into teams of three. Now count off each team 1 – 2 – 3! Explain that all those who are Number 2 are the writers. Make sure the Number 2s all have pens or pencils and some paper.
- Explain that team members numbered 1 and 3 are the runners. It is their job to run around the classroom. They find a slip on the wall with some words on it and they read and memorize it. They MUST NOT write it down. They memorize it. They memorize it. Then they run back to their writer and tell her what they have memorized.
- Further explain that the red teams are memorizing only those slips of paper that are printed on red paper/or have a red mark on them. The Blue Team are memorizing only those slips of paper that are printed on blue paper/or have a blue mark on them.
- The writer jots down the messages in their workbook as the runners relay them. Once they have written down all in the writer's workbook, the three should sit together and each transfer their information to their own templates in their workbooks.

Facilitator's Note:

Note! The Red Team will be gathering information on **employers' rights and responsibilities**. They should put the rights into the column on the left and the responsibilities into the column on the right. They should not expect these to form matching pairs. They don't.

The same is true for the Blue Team who will be gathering information on **employees' rights and responsibilities**.

EXERCISE	5. Rights and responsibilities pair teach
OBJECTIVES	To help participants learn from one another
MATERIALS	Templates in Workbook
TIME	30min

- As participants complete the Running Dictation exercise match them up so that each Blue Team is working with a Red Team.
- Blues should teach Reds everything they learned about Employee Rights and Responsibilities. Reds should listen carefully, and write down this new information into the space provided in their template in the workbook.
- Next, Reds should teach Blues everything they learned about Employer Rights and Responsibilities. Blues should listen carefully, and write down this new information into the space provided in their template in the workbook.
- After 20 minutes, ask teams to read out their answers and check with the broader group for agreement.

EXERCISE	6. Memory Cards
OBJECTIVES	To help participants gain an overview of the rights and responsibilities held by both employers and employees
MATERIALS	One set of Memory Cards (see below) for every five players
TIME	40min

- Put players into groups of five and give each a set of cards. Explain that the set is made up of pairs. Half of the cards are 'rights'; they name the rights that either employers or employees have. The other half are 'responsibility' cards; they explain what responsibilities employers and employees have. Ask them to shuffle these and spread them out on the table/floor, face down.
- The first player turns up a card and reads it aloud. He or she then turns a second card over and reads that aloud. If the two make a matching pair the person takes them off the table/floor and keeps them. Then they get to take another turn. If the two cards do not make a pair, he or she must turn them back face down, in the same places where they were picked up.
- It is now the turn of the second player. Following the same rules.
- Players can tell if they have a matching pair by checking the printed letters at the bottom of each card. So Employee Right Card 3, for example, belongs with Employee Responsibility Card 3. The game requires each player to try and remember the position of each card. It ends when all the cards have been removed. The winner is the person with the most cards.

Facilitator's Note:

Modelling or demonstrating how to play a game is always more effective than trying to explain it. Ask for five volunteers to come and sit on the floor in the middle of the room. Ask everyone else to come and stand beside them so they can see. Play a few rounds of the game so everyone gets the idea.

The reason players must not move the cards is to enable others to memorize their position. This is a concentration game.

The reason players must read out each card every time they turn it over, is that this constant repetition helps them to memorize the content.

Some rights imply more than one responsibility. This is true for example of the Employer Rights Card that states; To expect work to be carried out to required standards. There are two responsibilities cards linked to this.

- Before ending, check that everyone has a better understanding of their own rights, what is expected of them at work, and how they can deal with difficult situations in a professional way.
- Ask a volunteer to read the Key Messages:

Key Messages

Remember, there are laws that govern how employers treat employees. These are rules created to prevent unfair discrimination against employees on the grounds of religion, ethnicity, gender, sexuality, nationality and political opinions.

An employer is generally forbidden to discriminate against an employee on these grounds. An employer's interest in the above categories may be innocent. Or it may reveal a prejudice which the employer harbours. For example, the question about 'where an employee is from' may signify innocent curiosity. Or it may signal an attempt by the employer to discern your class, caste, religion or ethnicity – all of which are frequently related to your address.

Decline to answer politely and professionally but consider if it is a place you want to work. If any discrimination is occurring after you have been hired, talk to a trusted manager at the company, the human resources director, or if necessary a legal firm.

RED TEAM RUNNING DICTATION WALL CARDS – EMPLOYERS RIGHTS AND RESPONSIBILITIES

To expect employees' co-operation on Health and Safety matters

To provide appropriate training

To expect work to be carried out to required standard

To provide protective clothing/equipment and training on how to use it

To expect punctuality

To ensure equal opportunities

To expect regular attendance

To provide employee facilities e.g. rest area

To expect appropriate behaviour in the workplace

To pay at least minimum wage and to provide a written a written pay slip

BLUE TEAM RUNNING DICTATION WALL CARDS – EMPLOYEES RIGHTS AND RESPONSIBILITIES

To work in a safe environment
To cooperate on Health and Safety issues
To receive training appropriate to the job role
To inform employer if unable to come to work
To be provided with protective clothing if necessary
To take reasonable care of own safety and that of others
To receive minimum wage
To use work items correctly
To be treated fairly (i.e. treated equally, regardless of race, gender, social status. Being treated based on your needs).
To come to work on time
Women to have up to 52 weeks maternity leave
Women to inform employer if pregnant by end of 15 th week before due date

FACILITATOR'S KEY – WHAT COMPLETED TEMPLATE SHOULD LOOK LIKE AFTER PAIR-TEACH

EMPLOYER'S RIGHTS	EMPLOYER'S RESPONSIBILITIES
To expect employees' co-operation on Health and Safety matters	To provide appropriate training
To expect work to be carried out to required standard	To provide protective clothing/equipment and training on how to use it
To expect punctuality	To ensure equal opportunities
To expect regular attendance	To provide employee facilities e.g. rest area
To expect appropriate behaviour in the workplace	To pay at least minimum wage and to provide a written a written pay slip
EMPLOYEES' RIGHTS	EMPLOYEES' RESPONSIBILITIES
To work in a safe environment	To cooperate on Health and Safety issues
To receive training appropriate to the job role	To inform employer if unable to come to work
To be provided with protective clothing if necessary	To take reasonable care of own safety and that of others
To receive minimum wage	To use work items correctly
To be treated fairly	To come to work on time
Women to have up to 52 weeks maternity leave	Women to inform employer if pregnant by end of 15 th week before due date

SET 1 - EMPLOYER RIGHTS AND RESPONSIBILITIES MEMORY CARDS

<p>Employer Right Card 1</p> <p>To expect employees to co-operate on Health and Safety issues</p>	<p>Employer Responsibility Card 1</p> <p>To provide protective clothing and equipment and training on how to use it.</p>
<p>Employer Right Card 2</p> <p>To expect punctuality</p>	<p>Employer Responsibility Card 2</p> <p>To communicate maximum and minimum working hours as agreed by staff/unions</p>
<p>Employer Right Card 3</p> <p>To expect work to be carried out to required standards</p>	<p>Employer Responsibility Card 3</p> <p>To pay at least minimum wage and to provide a written pay slip</p>
<p>Employer Right Card 4</p> <p>To expect all staff to work equally hard</p>	<p>Employer Responsibility Card 4</p> <p>To ensure equal opportunities for all staff and not discriminate against any of them on grounds of race, sex, sexuality, gender, age, disability or ethnicity.</p>
<p>Employer Right Card 5</p> <p>To expect work to be carried out to required standards</p>	<p>Employer Responsibility Card 5</p> <p>To provide appropriate training</p>

SET 2 - EMPLOYEE RIGHTS AND RESPONSIBILITIES MEMORY CARDS

<p>Employee Right Card 1</p> <p>To work in a safe environment</p>	<p>Employee Responsibility Card 1</p> <p>To cooperate on Health and Safety issues</p>
<p>Employee Right Card 2</p> <p>To work in a safe environment</p>	<p>Employee Responsibility Card 2</p> <p>To take reasonable care of own safety and that of others</p>
<p>Employee Right Card 3</p> <p>Women to have minimum number of months maternity leave</p>	<p>Employee Responsibility Card 3</p> <p>Women to inform employer if pregnant by 15th week before due date</p>
<p>Employee Right Card 4</p> <p>To receive training appropriate to the job role</p>	<p>Employee Responsibility Card 4</p> <p>To take part in all training opportunities offered and to work hard at it</p>
<p>Employee Right Card 5</p> <p>To receive at least minimum wage</p>	<p>Employee Responsibility Card 5</p> <p>To pay all due taxes other than those deducted at source</p>

