

Integrated Youth Activity (IYA)

Effective Work Habits Trainer's Guide



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Introduction to the Manual

The United States Agency for International Development (USAID) Ethiopia's Integrated Youth Activity – Kefeta, is a five-year project, led by Amref Health Africa (Amref) and implemented by its consortium partners since August 2021. Integrating democracy and good governance, basic education, higher education, economic empowerment, and sexual reproductive health, Kefeta takes a comprehensive approach in advancing the economic and social opportunities for youth in Ethiopia.

One of the program components focuses on improving youth's skills and capacity development that are the key aspects for employability. Kefeta designed the effective work habit training for youths whose preference of livelihood pathway is wage employment for securing their job as well as explore job opportunities in the labor market. The development of skills is key for increasing the outcome and sustainability of businesses and improvement of working conditions. To secure that first job as well as navigate in the labor market, young candidates need not only the technical skills to perform specific tasks but also core work skills like learning to learn, communication, problem-solving and teamwork. Along with good technical understanding and subject knowledge, employers often outline a set of skills that they would prefer from an employee. These skills are what they believe will equip the employee to conduct their role to the best of their ability. Employability depends on your knowledge, skills, and attitudes, how you use those assets, and how you present them to employers.

This document has been adapted from Rise-Up' Dot Career Development Program for University Students 2016 and Education Development Center (EDC)'s Work Ready Now (WRN) youth training module. We sincerely acknowledge contribution from the above two manuals.

1.1 Objectives of the manual

The overall objective of this manual is to equip trainers, civil society organizations (CSOs), community-based organizations, target youth as well as other partners with the importance effective work habit for effective for young people in searching and securing of jobs. ,

Specifically, this manual is designed to help participants:

- Identify their passion, skills and qualities for their effective improvement of their future employment prospects.

- Identify how they effectively search for a potential job that appropriate for their career path.
- Practice to write an effective CV and cover letter.
- Practice an interview that helps participants gain confidence with the chance to reflect on their non-verbal and verbal communication abilities.
- Learn the importance of being professionalism at work

1.2 For whom is this manual designed?

This manual will support the trainers at different level for strengthening and developing of young people employability skills and will assist for planning, designing, and implementing employability and job searching skill trainings. Therefore, the manual helps for the following Kefeta's capacity building implementation methodologies:

- **Training of Trainers (TOTs) or Master Trainers**

The manual serves as a trainers' guide for both Trainers of Trainers (TOTs) and Master Trainers, training facilitators should ensure the contents, sequence, and structure for each Master trainers, TOT for CSO staffs to acquire all the necessary knowledge, information and skills that will enable them to conduct trainings for target youth in turn.

- **Target youth trainings**

After the ToT training, the participants who are, CSO staff, HEI and other volunteers will use this training manual to cascade for targeted youths who are interested in wage employment pathway. This training is immensely helpful for job seekers find search jobs, prepare appropriate CV and cover letter and perform during an interview.

1.3 Structure

This manual is divided into nine lessons.

Lesson one discusses strength, skill & passion (Asset Mapping), lesson two discusses career assessment (vision Development), lesson three deals with learning new skills, lesson four deals with understanding Effective Employment Channels (Internship, and Volunteering), Session five deals with job/career searching, lesson six talks about curriculum vitae (CV) development, lesson seven deals with job interviewing, lesson eight is about work ethics (Professionalism) and lesson nine is about time management.

In each session you will find the following structures:

- **Objective:** Specific participant learning objectives for the lesson described that the facilitators aware and prepare before the lesson.
- **Materials Needed:** All materials are listed that are needed to conduct the lesson to support trainers to prepare a head of the training.
- **Length of the lesson:** The estimated amount of time to conduct the lesson provided.
- **Definition of Terms:** If needed, a definition or brief explanation of the skill or topic being discussed is presented.
- **Activities:** in each lesson different activities are stated as an element of the lesson that follow effective instructional methodologies.

I.4 How to use this manual

This manual can be used in various ways.

For the facilitation of TOTs, it is recommended that trainers use this manual as a compact and holistic training outline and toolkit. It is designed to enable coherent three days training if each lesson is worked through as outlined in the manual and based on the intake capacity of the participants.

In cascading the training to the young people, it is good to consider proper seating arrangement, participatory training methodologies and performing energizers. The trainers should ensure applying experiential instructional methodologies that allows young people to participate in the learning process and use. To satisfy the learners learning preferences, trainers will facilitate the session with different methodologies and use participatory instructional strategies. Similarly, during main concept explanation we need to keep our lectures to be short to benefit all learners.

I.5 Effective Work Habit Training Pre and Post Test

Participant's name/code: _____ **Date:** _____ **Location:** _____

Please take about 10 minutes to answer the following questions as honestly as possible. You will be provided this test again at the end of the workshop to compare knowledge on these topics at that time.

Multiple Choice Questions

Question 1: Each Effective Work Habit (EWH) lesson shares knowledge, builds skills and helps strengthen self-confidence, but who is most responsible for establishing a supportive environment for learning in EWH? Select one.

- A. Families should provide such support.
- B. The same EWH lesson creates this environment.
- C. The trainer should create this classroom environment.
- D. The unaided group creates the supportive environment through learning together.

Question 2: What are the advantages of building a safe learning environment? Select all that apply:

- A. People feel more confident to participate
- B. Helps improve group relations
- C. The group learns to self-regulate
- D. It will prevent conflicts of any kind from arising

Question 3: Which of the following statements is true about the delivery of EWH lessons?

- a) "You should never change a lesson. It's incredibly important to deliver it exactly as written in the curriculum, with no changes."
- b) "As a teacher I am responsible for using my creativity and building the experience with my students. This means that I should add or remove activities as I see fit."
- c) "I am responsible for making lessons culturally relevant to our students, but the sequence and content of all activities must be preserved."

Question 4: the process of determining which job (s) might be the most interesting and most appropriate for a person?

- A. Career
- B. Career path
- C. Career assessment

Question 5: write at least 4 components of CV:

-----, -----, -----, -----,

Question 6: write the three parts of the interview.

-----, -----, -----, -----,

Question 7: How much wait time should a trainer give after asking a question to provide participants and opportunity to respond?

- A. 1 second
- B. 3 seconds
- C. 7 seconds
- D. It doesn't matter. Choose whoever raises their hand first to respond.

Question 8: _____ is an example of an equal-level or unbiased response to participation in a group discussion session:

- A. "Thank you"
- B. "Right!"
- C. "I'm not so sure about that..."
- D. "I can't believe you think that..."

Questions 9: Thinking about how to encourage whole class participation. How would you rate the level of risk associated with participating in a large or full group discussion, such as raising one's hand to answer a question the Trainer has asked the class?

- A. Low
- B. Medium
- C. High

Question 10: the way one acts or conducts oneself specifically in relation to others

- A. Attitudes
- B. Values
- C. Behaviors

True or False Questions

Question 11: If necessary for my group, I can adapt the sequence of activities within the EWH lesson.

- A. True
- B. False

Question 12: It is valid to use notes when facilitating our lessons.

- A. True
- B. False

Question 13: It is valid to read directly from the curriculum manual facilitating our lessons in order to follow the lesson precisely.

- A. True
- B. False

Question 14: A Popole who are good at managing time are often not like to say “no”

- A. True
- B. False

General Self-Efficacy Scale (GSE)

About: This scale is a self-report measure of self-efficacy.

Items: 10

Reliability: Internal reliability for GSE = Cronbach's alphas between .76 and .90

Validity:

The General Self-Efficacy Scale is correlated to emotion, optimism, work satisfaction. Negative coefficients were found for depression, stress, health complaints, burnout, and anxiety.

Scoring:

	Not at all true	Hardly true	Moderately true	Exactly true
All questions	1	2	3	4

The total score is calculated by finding the sum of the all items. For the GSE, the total score ranges between 10 and 40, with a higher score indicating more self-efficacy.

References:

Schwarzer, R., & Jerusalem, M. (1995). Generalized Self-Efficacy scale. In J. Weinman, S. Wright, & M. Johnston, *Measures in health psychology: A user's portfolio. Causal and control beliefs* (pp. 35-37). Windsor, UK: NFER-NELSON.

General Self-Efficacy Scale (GSE)

	Not at all true	Hardly true	Moderately true	Exactly true
1. I can always manage to solve difficult problems if I try hard enough				
2. If someone opposes me, I can find the means and ways to get what I want.				
3. It is easy for me to stick to my aims and accomplish my goals.				
4. I am confident that I could deal efficiently with unexpected events.				
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.				
6. I can solve most problems if I invest the necessary effort.				
7. I can remain calm when facing difficulties because I can rely on my coping abilities.				
8. When I am confronted with a problem, I can usually find several solutions.				
9. If I am in trouble, I can usually think of a solution				
10. I can usually handle whatever comes my way.				

Session I: Strength, Skill, and Passion (Asset Mapping)

LEARNING OBJECTIVES

- Create Personal Asset Maps
- Collect lists of assets within the room that resonate with them
- Create a Community Asset Map
- Select relevant assets from all the assets available to them

MATERIALS NEEDED

- Flip charts
- Markers
- Masking tape
- Writing cards/paper

LENGTH OF LESSON

- 120minutes

DEFINITION OF TERMS

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

Activity I: Right Side or Left Side - 30 min

Steps:

1. Explain to participants: "We are going to play a self-reflection game to think about our traits and characteristics. I will ask a question and for your answer is 'Yes' you will move to the right side of the room and for the 'No' answer you will move to the left side of the room. If you are not sure or are in-between stand in the middle of the room. Remember, there is absolutely no wrong answer, and all traits are valued.
2. Do a practice round, with 1-2 random questions to make sure all participants understand the game.

3. Play the game. Use the following questions to discuss and have participants move to either side of the room. After each question, ask 1-2 participants to share why they are in the spot.
 - Do you like indoors or outdoors?
 - Do you like the mountain or the beach?
 - Do you like singing or playing sports?
 - Would you rather solve a math problem or write an essay?
 - Do you like depending on people or being independent?
 - Do you like being a leader or a follower?
 - Do you like doing activities or watching/listening?
 - What is a more important value to you: justice/fairness or harmony/forgiveness?
 - What do you think is more important: rules/deadlines or free space/flexibility?
 - Are you spontaneous and enjoy new situations or prefer to make plans and organize details?
 - Do you think things through in your head or work out ideas with others?
 - Do you enjoy being the center of attention or rather observe others and not be the center of attention?
 - Do you make decisions based on what is most logical or how a decision would impact others?
 - Do you prefer facts and statistics or abstract concepts?
4. Bring participants back together. Lead a discussion on the activity using the following questions:
 - What were some of the traits that you identified about yourself and about others in the activity? Write down the list of different traits on flipchart paper.
 - Did any traits surprise you?
 - What do these traits tell us about ourselves and about our group?
 - What does it mean if someone is on the opposite side of the room as us?
 - Why is it important to reflect on who we are as individuals?
 - How can being self-reflective help, us grow as individuals?
5. Explain to participants: “Self-reflection is a practice that can help us build our confidence and self-worth. We can recognize what is working and not working for us and monitor ourselves and improve on them. Many times, as young people we are being challenged by our changing environment and our own physical and social development. We are developing our own values and beliefs that make it important to be self-aware and reflect.”

Trainers note:

Idea about Strength, Skill, and Talent

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

Activity 2: My Positive Qualities – 30 min

Steps:

1. Have participants find a partner whose clothing is a similar color and who is not sitting next to them. Ask each pair to discuss someone they admire and why they admire this person. The person could be a family member, friend, community leader, celebrity, etc.)
2. Have pairs get into groups of 6-8 participants and form a circle. Have participants go around and name their partner's special person and one reason why they admire the person.
3. Give each participant three pieces of paper and drawing materials.
4. Next, ask participants to write down three things they like about themselves. They can also use pictures from magazines or newspaper of pictures. Encourage participants to think about physical characteristics, as well as skills and talents.
5. Display the outline of a young female and outline of a young male on large posters. Ask females to give the female outline a name and males to give the male outline a name.
6. Next ask girls to give their person one of their qualities by drawing a symbol or writing the quality on the outline. Have participants one-by-one go up and post their qualities on the posters. As they do this, explain to participants that these qualities are gifts. For example. I am giving you, my kindness.

OPTION: If there is a large class size have 4-6 girl and boy outlines and have participants work in groups in different areas around the classroom.

7. As a group, lead a discussion using the following questions
 - Was it easy to find something good to say about yourself? Why or why not?
 - Why do you think we call these qualities gifts?
 - What are the similarities and differences of the qualities for girls and for boys? What surprises you about these similarities and differences?
 - How do you think these people that we have created would act in the world? Why?

Activity 3: Describe self “I am...” Statements – 30 min

Steps:

1. Explain to participants: “When we think of the ways that we describe ourselves, we may think about whom we are in relation to other people. For example, I am a student, brother, Filipino, etc. We also may describe ourselves based on values. For example, I am caring, loving, kind, a good cook, etc.). Both are important in shaping our identity and our behaviors.”
2. Ask participants to write 10 sentences that start with words, “I am...” to describe themselves. They can also draw pictures. Examples might be: “I am an intelligent girl” or “I am a good friend”.
3. Have participants work independently to complete their 10 sentences. Guide participants as they work to recognize that the sentences should be based on how everyone sees themselves, not how other people see them. Explain that this will only be for their personal use; they do not need to share with anyone else.
4. Ask participants to review their lists. Ask them to put a checkmark next to things they really like about themselves and a question mark next to the things they may want to improve. Lead a discussion using the following questions:
 - Why do we have negative descriptions of ourselves?
 - What can make us lose our confidence?
 - What things or which people influence the way you describe and think about yourself?
 - How could positive or negative descriptions of ourselves influence our decisions and actions?

Activity 4: Self-Esteem Assessment – 30 min

Steps:

1. Ask participants to reflect on what self-esteem means to them.
2. Lead a discussion about self-esteem using the following questions: Ask the following question
 - What does self-esteem mean to you? Write participants’ answers on flipchart paper and add the following additional points: *Acceptance, confidence, and satisfaction about yourself as a person how you respect yourself*
 - Why is self-esteem important in our career paths and work? Write participants’ answers on flipchart paper.

Trainer's Notes: Importance of self-esteem

- Motivate us to work hard in our jobs
 - Handle mistakes in our work
 - Deal with disappointment or challenging work experiences
 - Feel happy and appreciate our accomplishments
 - Make healthy and safe decisions in our work
- What are strategies to build self-esteem or work through an issue of low self-esteem?
3. Discuss the importance of being unique and share key points for participants to remember:
- Never underestimate yourself
 - You have special talents and gifts
 - Believe in yourself. Set goals for yourself and work towards them
 - Never be afraid to try, it might be your breakthrough
 - Never put down others
 - Take care of yourself
 - Check back in on your self-esteem assessment every once and awhile and see if there have been any changes. Think about what causes those changes, both positive and negative and focus on ways to make the positive changes happen more.

Session 2: Career Assessment (Vision Development)

LEARNING OBJECTIVES

- Identify jobs they find interesting and those they do not find interesting.
- Explore their talents, interests, and appealing job characteristics to identify possible work settings.
- Identify the jobs of people they know and admire to gather information on possible careers.

MATERIALS NEEDED

- Paper, flipchart paper or white/chalk board and markers/chalk)
- Handout: “What Does the World Around You Say About Jobs You Might Find Interesting?”
- A pencil or pen for each participant
- Trainee Handbook

LENGTH OF LESSON

- 60 minutes

DEFINITION OF TERMS

Career Assessment	The process of determining which job(s) might be the most Interesting and most appropriate for a person
Career:	A series of related job experiences that fit into a meaningful pattern.
Career Path:	A sequence of positions necessary to achieve a goal.

Activity 1. Understand carrier development path – 25 min

Steps:

- I. Explain your career development path by describing the following aspects:
 - a) Your first job
 - b) How you found your first job
 - c) The most interesting jobs you have had
 - d) The worst jobs you have had
 - e) Any patterns you noticed as you moved from one job to another or from one set of jobs to another set of jobs

- f) For example: if your list of jobs included babysitting, youth worker at human service agency, a mechanic in a car garage, and now counselor at this school or center, the pattern would be an interest in working with young people.
- g) Jobs you had that were similar to jobs your family or friends had earlier in their lives and explain how they were similar
- h) How your current job fits your interests and needs for meaningful employment

Trainer's Note: If this is your first job or you haven't had a long career path, you can use your parents or someone you know as an example. It is also important to let participants know that your career path is just an example. They will face a different reality and different challenges.

2. Encourage participants to ask questions about your prior jobs and pathway to your current position.
3. Draw a line down the middle of a piece of chart paper or the white/chalk board. Title one side "More Interesting Jobs" and the other side "Less Interesting Jobs."
4. Ask participants to suggest jobs they might find interesting to do at some time in their lives. Record their ideas under the title "More Interesting Jobs." Ask participants to share their reasons for finding specific jobs interesting.
5. Ask participants if there are any jobs they would not like to have during their lifetime. Record their ideas under the title "Less Interesting Jobs." Ask participants to share their objections to the listed jobs.

Trainer's Note: It may happen that the same job could be on both lists.

Activity 2: Determine interesting jobs – 35 min

Steps:

1. Have participants find a partner who has a different number of siblings. Ask the partner with the fewest number of siblings to be the speaker and the partner with the most siblings to be the listener.
2. Allow the groups (pairs) to discuss and share their thoughts guided by the ten questions (**Handout 2.1**). Encourage the listener to pay close attention to the information shared by the speaker and to ask clarifying questions.
3. To summarize to the speaker what he or she heard from the speaker and to say which jobs seemed to generate the most excitement from the speaker. Using the following sentence stems may help.
 - "Some of the jobs I heard you mention were...."

- “It seems to me you were the most excited when discussing the jobs of....”
4. Now tell the participants that they are going to complete the summary section of the handout, “What Does the World Around You Say About Jobs You Might Find Interesting?” individual work.
- Ask participants to complete it using words, pictures, or symbols.
 - Volunteers to tell the group some of the jobs they listed in this section.
 - Tell participants examine career path will help you to choose your jobs you are most interested at.

HANDOUT 2.1: What Does the world around you say about jobs that you might find interesting

1. Is there a job you have always dreamed of doing? What is it? _____

2. What do you do well? _____

3. What do you enjoy doing? _____

4. Is there a job characteristic that is important to you? If so, it might influence the type of job you want to seek. For example, if you like to talk to people, you may not want to have a job where you work alone but would rather work in a sales or human service job.

5. Here are some examples of characteristics that might influence the type of job you want. Tick those that appeal to you.

Working with other people

Working alone

Working outside

Using your mind

Earning lots of money

living in one community

Working overtime

Helping other people

Working inside

Not working overtime

Working with your hands

Moving around the country

6. Have you ever stopped and watched someone do a job that seemed interesting to you? What was it?

7. If you have friends that work, what jobs do they have?

8. What jobs have your mom, dad, aunts, uncles, other close adult friends and family members had?

9. Who are some people you admire? What do they do for work?

10. Where are some of your favorite places? What jobs do you see when you are there?

Summary:

After answering the questions and listening to your partner's comments, what job(s) seem the most interesting to you? Explain your reason in the space provided

Session 3: Learning New Skill

LEARNING OBJECTIVES

- Identify your learning Style through practicing learning style assessment.
- Identify learning Strategies that are appropriate to your learning preference.
- Set goal for your future learning and skill development.

MATERIALS NEEDED

- Paper, flipchart paper
- Handout: “What Does the World Around You Say About Jobs You Might Find Interesting?”
- A pencil or pen for each participant
- Trainee Handbook

LENGTH OF LESSON

- 50 minutes

Activity 1: How Do You Learn Best? 30 min

Steps:

1. Ask participants to find a partner in the class, someone who is a similar height than themselves and discuss and brainstorm in pair how do they learn best? While one will speak the other will take note and vis versal
2. Let the volunteers share how they are best learning
3. Ask Participants to read **Handout 3.1** and put check marks next to the items that apply to them, it is an individual exercise.

Handout 3:1: How Do You Learn Best

- **Listening**

- ☐ I like to listen to people talk about things.
- ☐ I remember most of what I hear.
- ☐ I would rather watch a movie than read a book.
- ☐ I learned more in school by listening to the teacher's explanation rather than by reading the textbook.

- ☐ I prefer listening to the news on the radio than reading the newspaper.
- ☐ I want someone tell me about upcoming meetings at work. I do not want to read about them in memos.

Total number of check marks: _____

Observing/Seeing

- ☐ I get pictures in my head when I read.
- ☐ I remember faces better than I remember names.
- ☐ When I spell a word, I see that word in my mind.
- ☐ When I take a test, I can see in my mind what the notes I took in class look like. That helps me get the answer.
- ☐ I remember what pages in a book look like.
- ☐ I remember past events by seeing them in my mind.

Total number of check marks: _____

Doing

- ☐ When I'm solving a problem, I pace around or move around a lot.
- ☐ It's hard for me to sit still and study.
- ☐ I would rather learn by doing something with my hands than read about it in a book.
- ☐ I like to make models of things.
- ☐ When I see something new and interesting, I usually want to touch it.
- ☐ I would rather go out dancing than stay home and read a book.

Total number of check marks: _____

Writing

- ☐ I write things down that I need to remember.
- ☐ I make fewer mistakes when I write than when I speak.
- ☐ I like it when someone who is explaining something writes the main points on a blackboard or a piece of paper. I like to copy what s/he writes.
- ☐ I write down the things I need to do. I would be lost without my daily planner.

- ☐ After I take notes, I rewrite them to understand them better.
- ☐ When I read, I often take notes? This helps me understand the ideas.

Total number of check marks: _____

Reading

- ☐ I would rather read a report myself than be told what is in it.
- ☐ I like to read in my free time.
- ☐ I usually remember information that I read better than information that I hear.
- ☐ I would rather read the newspaper than watch the news on TV.
- ☐ I read the instructions to learn how to put something together.
- ☐ I like it when teachers write on the board. Then I can read what they write.

Total number of check marks: _____

Speaking

- ☐ When I have a problem to figure out, I often talk to myself.
- ☐ People ask why I talk to myself.
- ☐ I remember things better when I say them out loud. For example, if I have to learn a new phone number, I repeat it again and again to myself.
- ☐ I communicate better by speaking than by writing.
- ☐ I enjoy talking on the phone.
- ☐ I learn best when I study with other people, and we discuss the information.

Total number of check marks: _____

3. Explain to the participants that about their individual Learning Style

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

Activity 2: My way of Learning ----- 20 minutes

Steps:

1. Ask Participants to read **Handout 3.2** “my way of learning” and determine what to do for personal application.

Handout 3.2: My Way of Learning

If you learn best by listening...

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

If you learn best by observing/seeing...

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

If you learn best by doing...

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

If you learn best by writing...

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

If you learn best by reading...

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

If you learn best by speaking...

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

2. Tell the participants that many people do not know that learning preferences exist. Let them know yours.

What you can say if you're learning style is...

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

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

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

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

Speaking: "Let's talk through this together."

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

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

Activity three: Think-Pair-share ----- 10 minutes

Steps:

- Ask participants to think individually a job which is most related to their learning style.
- Let them to share list of job to their partner they formed in the previous activity.
- Ask some of the participants share their preference job in terms of their learning style
- Summarize the lesson by explaining if they work to find a job based on their preference they easily strengthen their career.

Session 4: Understanding Effective Employment Channels (Internship, and Volunteering)

LEARNING OBJECTIVES

- Create awareness around various employment models
- Understand volunteering for development and networking opportunity
- Understand internship process and how to maximize the opportunity

MATERIALS NEEDED

- Flip chart paper
- Markers
- Tape
- Drawing materials

LENGTH OF LESSON

- 120 minutes

Activity 1: Possible Channels of Employment in Ethiopia – 30 min

Steps:

1. Let the participants brainstorm about possible channels of employment they know in pair
2. In large group ask what the participants believe employment channels to be.
3. Ask if there are other ways the participants think they could use to get into the labor market.
4. Ask what the participants think an ideal workspace looks like.

Explain that since the job market refers to the supply of and demand for labor, in which employees provide the supply and employers provide the demand, it would be important of the participants to place themselves in an appropriate circumstance where their skills are highly demanded. In order to achieve this, many channels of approach may need to be used. Volunteering, Internship and self-employment are all avenues to navigate into the labor market.

Trainers Note: Moving away from the regular study schedule and moving into the working space can be quite daunting. The ideal solution would be you get to your graduation date and acquire a paying job immediately. Even though this happens in some scenarios, it would be important to note that you might need to use other channels to finally gain that coveted first paid job.

Activity 2: Volunteering - 30 min

Steps:

1. Ask the participants to share what they know about voluntarism
2. Lead a discussion on how volunteering helps the participants find their sense of purpose.

Trainers Note: Volunteering offers vital help to people in need, worthwhile causes, and the community, but the benefits can be even greater for you, the volunteer. Volunteering and helping others can reduce stress, combat depression, keep you mentally stimulated, and provide a sense of purpose.

3. Discuss how much time is expected to be invested in the volunteering role.
Ask how many of the participants have ever volunteered and how much involvement they had in terms of time and responsibilities.
4. Discuss some of the organizations that offer volunteering opportunities.

Trainers Note: Explain that volunteerism is a form of prosocial behavior that involves a freely chosen decision to commit a sustained amount of time and effort to helping another person, group, or cause, typically through a nonprofit organization.

Activity 3. Volunteering as a Connector and Tool for Advancement – 30 min

Steps:

1. Ask the participants to share their thoughts on how volunteering could help them to connect to other people.

Explain that volunteering helps with increasing the social capital of an individual as well as adding to the number of friends the person has. People come with fresh ideas, and this is where other work opportunities may arise.

2. Ask how they now think volunteering can advance their career.
 - Explain that just because volunteer work is unpaid does not mean the skills you learn are basic. Many volunteering opportunities provide extensive training. For example, you could become an experienced crisis counselor while volunteering for a women's shelter. Volunteering can also help you build upon skills you already have and use them to benefit your community. For instance, if you hold a successful sales position, you can raise awareness for your favorite cause as a volunteer advocate, while further developing and improving your public speaking, communication, and marketing skills.

- Volunteering offers you the chance to try out a new career without making a long-term commitment. It is also a great way to gain experience in a new field. In some fields, you can volunteer directly at an organization that does the kind of work you're interested in. For example, if you're interested in nursing, you could volunteer at a hospital or a nursing home.
- Your volunteer work might also expose you to professional organizations or internships that could benefit your career.

There are numerous volunteer opportunities available. The key is to find a position that you would enjoy and are capable of doing. It's also important to make sure that your commitment matches the organization's needs. Ask yourself the following:

- Would you like to work with adults, children, animals, or remotely from home?
- Do you prefer to work alone or as part of a team?
- Are you better behind the scenes or do you prefer to take a more visible role?
- How much time are you willing to commit?
- What skills can you bring to a volunteer job? What causes are important to you?
- Where To Find Volunteering Opportunities
- Community centers (Kebeles and Woredas),
- Community Libraries and Museums
- Service organizations such as Rotary and Rotaract Clubs
- Local animal shelters, rescue organizations, or wildlife centers
- e) Youth organizations, sports teams, and after-school programs
- f) Places of worship such as churches

When it comes to volunteering, passion and positivity are the only requirements. To get a good volunteering fit, match up your personality with your interests and opportunities available.

Activity 4: Internships – 30 min

Steps:

- I. Ask participants what they know about Internships and let the participants discuss in group the importance of internship

Trainer's Note: An internship is an opportunity to integrate career related experience into an undergraduate education by participating in planned, supervised work. Career advancement experience can also be referring to as:

- cooperative education
 - practicum
 - externship
 - apprenticeship
2. Ask participants the different types of internships
 3. Begin a conversation on the characteristics of internships.

Explain that Internships:

- May be paid or unpaid
- May be required as part of the participants school curriculum or optional
- May be attached to earning academic credit or no credit is associated with the experience
- Can be from 5 hours a week to 40 hours a week: fulltime or part-time
- Can take place during school breaks or across the year.
- Can last for one quarter or part of one quarter or extend over several quarters
- May be off campus or can take place on campus
- 2. Ask what they think a participant stands to gain from the experience of an internship
- Opportunity to work in career related or professional environment
- Provide career awareness for the students
- Give the students the chance to evaluate, reflect upon and try a career field
- Provide valuable experience that helps secure future employment
- Can earn money or school credits towards your graduation
- Provide professional networking contacts
- Make classroom learning more interesting
- Help the student develop job search skills
- Develop self-confidence as they identify skills, abilities and talents

Where to get Internships in Ethiopia

Explain: In order to secure an internship, it would be important to begin with knowledge of the people that you know. They may be able to link you with individuals or organizations that have an internship program already running, also very important is keep your mind open to opportunities posted on the daily and weekly press. Organizations have also began cooperating with the Jobs Creation Commission of Ethiopia to sensitize the public on available internship opportunities both at universities, TVETs as well as private

Session 5: Job/Career Searching

LEARNING OBJECTIVES

- Identify places and resources for finding a job.
- Identify people in their personal and professional networks that can assist in the job search process.
- Confidently approach members of their job search network about potential jobs.
- Identify all necessary documents to be developed during a job search process.

MATERIALS NEEDED

- Pens and pencils for writing
- Copies of Handout 4.1
- Flip charts, paper, markers, and masking tape

LENGTH OF LESSON

- 120 minutes

DEFINITION OF TERMS

Curriculum Vitae (CV)	is “a short account of one's career and qualifications prepared typically by an applicant for a position” – in other words, a résumé. Curriculum vitae is abbreviated CV and is pluralized as curricula vitae. The length tends to be shorter and dictated by years of experience (generally 1-2 pages).
Cover Letter	A document sent to prospective employers, along with your CV, to provide more detailed information about your relevant skills, experience, and qualifications for the job to which you are applying. Cover letters can also emphasize why you are excited to work for the organization or company. Cover letters emphasize that you understand what experience and skills the job requires and how your experience and skills fit well.

Activity 1: Ways to Job Search – 60 min

Steps:

1. Explain to participants: “To succeed in securing a job, the first thing you need to know is where to look and what to look for. Searching for a job can be a job in itself. We are going to do a brainstorm activity to think about all of the possible ways you can search for a job.”

2. Have participants get in groups of 3-4 and handout a piece of paper to each group.
3. Explain to participants: "We are going to have a brainstorm competition. Each group will have 2 minutes to write down on a piece of paper as many possible ways to search for a job as possible. The group with the most legitimate ways wins."
4. Give groups 2 minutes and then stop the brainstorm.
5. Have groups share out their list and describe each response. Write responses on flipchart paper at the front of the room and decide together as a group if there are any non-appropriate responses. Go through groups' responses and determine the winner.
6. As a group, ask participants if there are any additional ways to search for a job not on the list. Add any missing ways to search for a job from the list below based on what applies to participants in your context:
 - Newspaper
 - Job Fair
 - Company Website
 - Job Search Websites or Mobile Applications (i.e., dereja.com, LinkedIn)
 - Door-to-Door search (i.e., Visit Company to handout a resume)
 - Employer Partner Staff
 - Department of Labor Employment Service Office
 - Recruitment Agencies
 - Family, neighbor, or community member
 - Community board posting
 - Others...
7. Explain to participants: "There are many ways to search for jobs. As we are looking it is important consider all these different possible ways and look at all opportunities. As we look, it is also important that we make sure we are safe and not putting ourselves in danger. We are going to look at these different job search options and determine advantages and disadvantages, so we know the best ways to search for a job for us."
8. Display the flipchart shows Different Ways to look for a Job at the front of the room for everyone to see. As a group think through different relevant ways to look for a job in your local community. Fill in the positives and negatives for each one.
9. Lead a discussion with participants using the following questions:
 - Have you or anyone you know ever been successful looking for a job through one of these different ways? Please describe what you did and how you got the job.
 - What have been some of the challenges you face when looking for a job?
 - What are ways to overcome those challenges?
 - How could you use these different ways to search for a job in the future?

- What are key things you want to look for in a job positing?

Guide participants in thinking about their skills, qualifications, interests, income needs, career, and future goals.

10. Divide participants into groups of 5-6. If possible, separate participants into groups with similar job interests. Distribute newspapers or job postings from the newspaper.
11. Ask participants to spend 10 minutes researching different job opportunities related to their field
12. Visit each group and provide assistance and encouragement as needed.

OPTION: If computers or mobile phones and internet are available, have participants work online to find 2-3 companies or jobs.

13. Have participants share back their findings and discuss the findings and process.

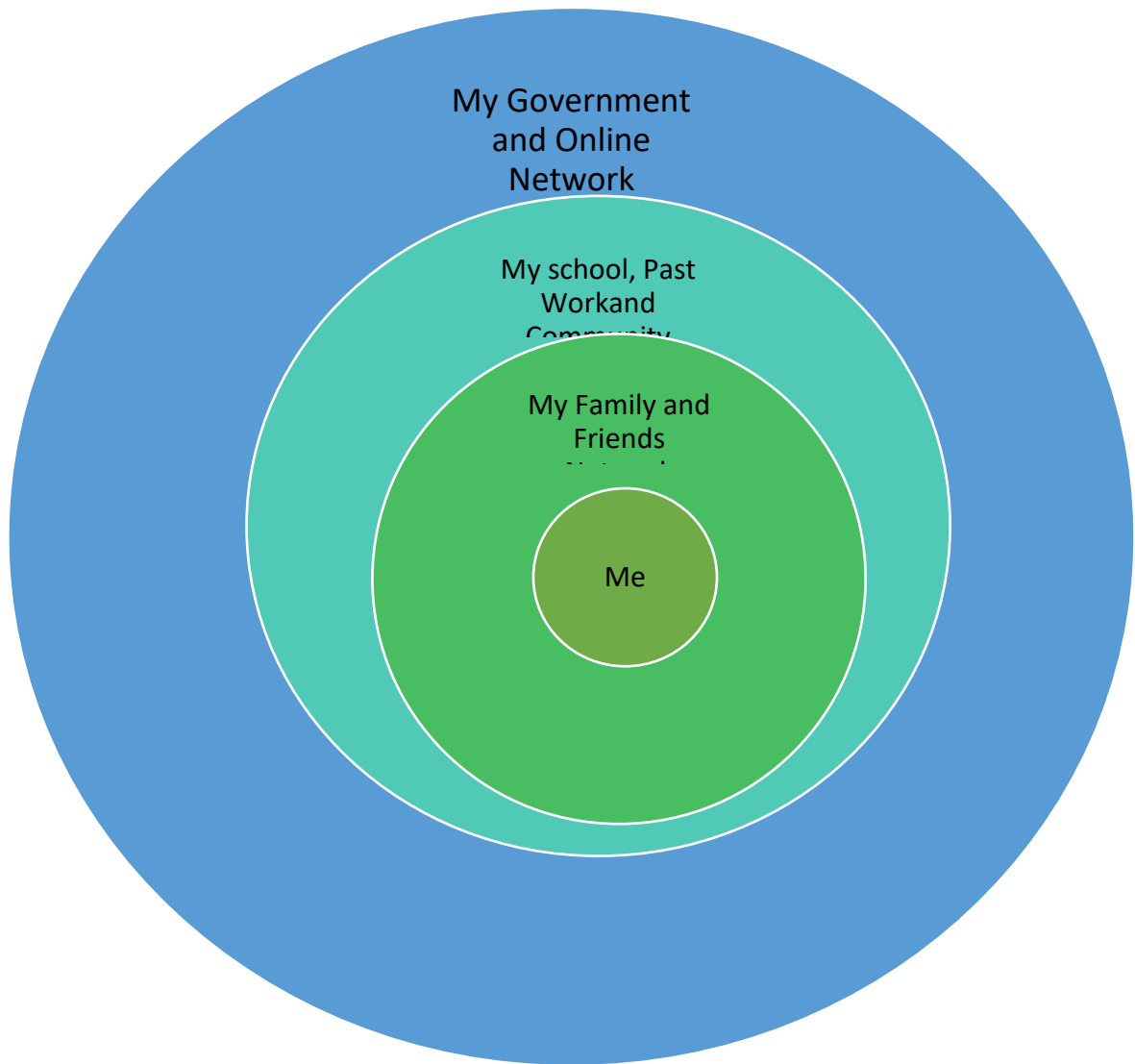
Trainers note: Job searching can be very challenging and time consuming, especially for young people. It can be very discouraging when a young person's efforts do not land them a job. It is important for participants to understand the job search process and look at as many ways to search for a job as possible in the area. As participants look, it is also important to ensure they are looking at safe job opportunities and to recognize if a job posting on the internet or in a newspaper is a legitimate opportunity.

Activity 2: Networking – 60 min

Steps:

1. Write the word “Networking” on flipchart paper at the front of the room.
2. Participants “What does networking mean to you?”
3. Write participant's responses around the word.
4. Lead a discussion with participants using the following questions and write participant's responses on flipchart paper:
 - Why is networking important when looking for a job?
 - Who are people who could be in your network?
5. Explain to participants: “Networking is building support around participants to help you in your career. Sometimes this can involve reaching out to people we know in our surrounding environment who can help us look for a job, but it could be new people we want to meet to help us as well.”
6. Display a flipchart version of Networking Map at the front of the room for everyone to see.

2. NETWORK MAP



Session 6: Curriculum Vitae (CV) Development

LEARNING OBJECTIVES

- Inculcate the concept of VC development and its importance
- Create understanding on components of CV
- Identify key elements of curriculum vitae and cover letter.
- Prepare curriculum vitae or resume and cover letter.

MATERIALS NEEDED

- Pens and pencils for writing
- Copies of “Sample CV handouts 6.1 and 6.2.
- Copies of “CV Template” worksheet 6.1
- Flip charts, paper, markers, and masking tape

LENGTH OF LESSON

- 120 minutes

Activity 1: Understanding why CV is important -40 min

Steps:

1. Tell the participants that, the next discussion is about Curriculum Vitae (CV).
2. Ask the participants what they understand by CV and how often do people develop their own CV
3. What is the key consideration when developing of a CV?
4. Discusses/brainstorm the purpose of CV development in pair and share the discussion output in the large group
5. After brainstorming, ask participants to read sample CVs (**handouts 6.1 and 6.2**) and take 15 minutes to discuss with their partner the following question:
 - Have you ever prepared CV?
 - How similar with the sample you have read?
 - What do you learn from the sample CV?
 - Is that simple to prepare CV based on the sample you have seen?

Explain to participants the following points:

- Employers may request a CV or similar document for all types of jobs.

- The CV is an important tool used to market yourself and your special mix of skills, abilities, knowledge, and experience to potential employers with the aim of obtaining an interview.
- Your CV should be presented in a way that makes employers want to know more about you.
- Investing the time and energy to create a strong, clear CV will pay off.

Handout 6.1 CV Template

Contact Information

- First, Last Name
- Lot Number and Street Name (if applicable)
- Town, Ethiopia
- Phone (Mobile/Landline)
- Email Address (if any)

Skills Summary

- Key achievements, skills, and experience relevant to the position for which you are applying

Work Experience

- Name of Business or Activity
- Dates Worked
- Job Title
- Responsibilities / Achievements
- Name of Business or Activity
- Dates Worked
- Job Title
- Responsibilities / Achievements

Informal Experience

- Type of Work Done
- Dates Worked
- Responsibilities / Achievements

Education

- Primary/Secondary/Vocational School Name and Level
- Awards

Computer Skills:

Language Skills:

Interests and Hobbies:

- I declare that the information above is true to the best of my knowledge

Handout 6.2 Sample CV

Bekele Ahmed

5 bole road, Addis Ababa, Ethiopia

+251 - 9112345xx

Bekele.A@gmail.com

Skills Summary

- Use Microsoft Office and internet
- Operate telephone switch box and make reservations
- Fluent in English and Amharic
- Write invoices and receipts

Work Experience

Dates Worked: Jan. 2020 - July 2022

Name of Business: Ethiopia hotel

Job Title: Receptionist

- Received and made calls
- Managed petty cash
- Made appointments for the managing consultants
- Typed training manuals and other tasks

Dates Worked: June 2019 – Jan. 2020

Name of Business: Education Charity Project

Job Title: Data Entry Clerk

- Made field visits to distribute educational materials to beneficiaries
- Recorded beneficiaries' progress at school and needs at school and home
- Entered new beneficiaries' information in application forms and into database
- Compiled reports on field visits

Dates Worked: April 2017-June 2019

Name of Business: Addis Grocery

Job Title: Cashier and Sales

- Shopped for groceries
- Sold items to clients
- Oversaw all operations when the manager was absent

Informal Experience

- Assisted my mother to sell food she made, every weekend while at high school
- Worked as a volunteer in a youth center in the holidays and weekends

Education: School and Level Attained: Bole High School, Grade 10)

Computer Skills: Microsoft Office (Word, Excel, Cash Point)

Language Skills: English

Interests and Hobbies: travelling, cooking, reading

I declare that the information above is true to the best of my knowledge

Activity 2: -CV Preparation – 40 min

Steps:

1. Ask participants to turn to a partner and discuss the following questions
 - a. What was the most challenging aspect of creating your CV?
 - b. How do you anticipate using your CV in the future?
2. Let all participants to develop their own CV using **worksheet 6.1**
3. If time permits, ask each pair to exchange copies of their CV Template Worksheet and provide constructive feedback to each other based on the tips and strategies discussed during the lesson.
4. In a large group, ask participants to reflect on the following questions:
 - What was easy about developing CV? What was difficult?
 - What do you think will be the most difficult thing about developing CV in the future?
What will you have to look out for when writing a CV?
 - How did you and your partner tailor your cover letter to respond to the specific requirements outlined in the sample job opportunity?
 - How can you imagine tailoring your own experience to respond to a future job opportunity in a cover letter?

Worksheet 6.1

Personal information

Your Name: _____

Street Address: _____

City: _____

Phone Number: _____

Email address: _____

Work Experience

Company Name: _____

Dates of Employment (month/year): _____

Job Title: _____

Description, & responsibilities

Company Name: _____

Dates of Employment (month/year): _____

Job Title: _____

Description, & responsibilities

Company Name: _____

Dates of Employment (month/year): _____

Job Title: _____

Description, & responsibilities

Training/Education

A

School/Organization Name: _____

Dates of attendance: _____

Qualification (e.g., Certificate, Diploma): _____

B

School/Organization Name: _____

Dates of attendance: _____

Qualification (e.g., Certificate, Diploma): _____

C

School/Organization Name: _____

Dates of attendance: _____

Qualification (e.g., Certificate, Diploma): _____

Achievements/Awards

List employment, academic, sport or other achievements

Professional Skills and Abilities

List computer, language or other personal skills here

Relevant Interests and Activities

References

List three individuals who can attest to your ability and attitude towards work and their contact information.

1. Reference Name: _____

Address: _____

Telephone Number/s: _____

Email Address: _____

2. Reference Name: _____

Address: _____

Telephone Number/s: _____

Email Address: _____

3. Reference Name: _____

Address: _____

Telephone Number/s: _____

Email Address: _____

Activity 3. Cover Letter Preparation – 40 min

Steps:

1. Tell participants that they are going to spend the rest of the lesson working in pairs to create a draft cover letter using the “Cover Letter Template.”
2. Tell participants to read **Handout 6.4 how to write cover letter** for 10 minutes
3. Tell the participants to select partner with similar profession or interest and take time to discuss on the sample cover letter
4. Let the participants prepare cover letter by assuming open vacancy in his/her interest refer **handout 6.5**
5. Tell the participants to exchange their cover letter with their partner. Give participants 10-15 minutes to review each other’s cover letter and to provide concrete feedback
6. In a large group, ask participants to reflect on the following questions:
 - What was easy about writing a cover letter? What was difficult?
 - What do you think will be the most difficult thing about writing a cover letter in the future? What will you have to look out for when writing a cover letter?
 - How did you and your partner tailor your cover letter to respond to the specific requirements outlined in the sample job opportunity?
 - How can you imagine tailoring your own experience to respond to a future job opportunity in a cover letter?

Handout 6.4 How to Write an Application Letter

What to include in each paragraph?

1. First Paragraph - Why you are writing
2. Middle Paragraphs - What you have to offer
3. Concluding Paragraph - How you will follow-up

Details on Each Paragraph

1. Why You Are Writing

- In some cases, a friend or acquaintance may have referred you to an employer. Be sure to mention this person.
- If you are writing in response to a job posting, say what the position is and where you saw the job posting. Express your enthusiasm and the likely match between your credentials and the position's qualifications.
- If you are writing a letter in which you inquire about possible job openings, state your specific job objective.

2. What do you have to offer

- In responding to an advertisement, refer specifically to the qualifications listed. Show how your abilities and experiences relate to the position for which you are applying.

3. How you will follow up

- Close by restating your interest in the job. Let the employer know you can make yourself available for an interview.
- You may indicate that your references are available on request. Also, if you have a portfolio or writing samples to support your qualifications, state their availability.

Tips

- Employers want to know that you can write, not just copy. Find your own way to say things.
 - Employers want to know that you are careful. Read your letter and look for mistakes.
- Ask

Handout 6.5: Sample Application Letter

My Name

My Address

Tel: My Phone Number

Email: My.Email@ethiopia.org

August 4, 2022

Title of Person I am writing to

Address

Dear Sir/Madam:

Re/Ref: Job Application as a data clerk

I am applying for the position of data clerk. The vacancy was advertised on August 2, 2022, in the (local) Newspaper. My experience and career interests fit the position very well.

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

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

I will be happy to come for an interview at your convenience. I hope to hear from you soon.

Yours faithfully,

My name

Session 7: Job Interviewing

LEARNING OBJECTIVES

- Understand the purposes of an interview for the person seeking a job and for the employer
- Understand how to prepare for and behave during an interview to increase the possibility of getting the job
- Practice using the guidelines for successful interviews
- Identify unexpected events that can occur during an interview

MATERIALS NEEDED

- Paper, flipchart, paper, plaster
- Handout: 7.1, 7.2 and 7.3
- A pencil or pen for each participant

LENGTH OF LESSON

- 100 minutes

Activity 1: Interview Technique -50 min

Steps:

1. Introduce the activity: start by asking a question about what they understand of job interviewing.

Trainer's Note: Job Interview is a conversation between a job applicant and one or more representatives from a potential employer. It is conducted to assess whether an applicant will be hired or not.

2. Remember when we discussed “oral self-marketing”? What is it? How does this relate to interviews?

Trainers note: When you are marketing something, you are trying to sell it. In an interview, the product is you! Your job is to convince the person hiring that you are the best person for the job and that you will be a great addition to the team.

- Ask participants if they were ever interviewed for a job before. Have them describe what the process was like, what worked well and what did not.

- With a co-facilitator, perform a mock interview (**use Handout 7.1 - section Typical Questions those Employers ask Applicants**).
- Ask participants what they observed and lead a discussion about the strengths and problems displayed in the role-play.
- 3. Ask participants to identify the main parts of an interview based on what they saw in the role play, their own experience or what they have heard others share.

Remind participants that any contact with a potential employer should be treated as if it is an interview. For example, if you stop by a possible place of employment to ask if they have job openings, behave as you would in an interview.

- Ask participants to brainstorm (a) examples of questions that interviewers ask and tips for successful interviewing. Write them on flipchart paper.
- Finalize the activity by discussing the below note:

Trainers note: A job interview is a way for employers to find out whom are the participants and if they are the best candidate for a job position. As a young person, participants also need to determine if this position, company, and opportunity is a right fit for them. An interview helps decide those things. In an interview employers want to discuss qualifications, skills and learn about a person's personality. It is really just a conversation between two people to learn about each other.

It can be a daunting and nerve-racking task, however with the right preparation and practice, participants can succeed. This activity and the following activity will help participants prepare for an interview and practice interviewing amongst their peers.

Activity 2: Interview process – 15 min

Steps:

1. Have participants turn to **Handout 7.1: The Interviewing Process** in their Handbooks and in groups of three (3) discuss the subheads of the Interview Process
2. Discuss the headings (The Interviewing Process), check for understanding.
3. Ask for a volunteer to read the introductory session aloud while the others follow along. When the volunteer has finished, ask someone to summarize the introductory section.
4. Ask for a volunteer to read the opening section aloud while the others follow along. Have someone summarize the opening section.

5. Ask for a volunteer to read the body section aloud while the others follow. Have someone summarize the section.
6. Ask for a volunteer to read the closing section aloud while the others follow along. Have someone summarize the closing section.

Check for comprehension. Ask:

- When in the interview does the applicant ask questions?
- When in the interview do applicants explain how their experiences prepare them for the job?
- What are some typical questions an applicant is asked in an interview?
- What does an applicant do at the beginning of an interview?
- What does an applicant do at the end of an interview?

Activity 3: Interview Tips and practice -35 min

Steps:

Have the participants turn to Handout Interviewing Tips and get ready to read by reviewing the bold headings.

1. Discuss the headings (Interviewing Tips); check for understanding
2. Ask for a volunteer to read the “before” tips aloud while the others follow along. Have someone else summarize the tips for before the interview.
3. Ask for a volunteer to read the “during the interview” tips aloud while the others follow along. Have someone summarize.
4. Ask for a volunteer to read the “after the interview” tips aloud while the others follow along. Have someone summarize. Check for comprehension:
 - What are two important things an applicant should do before the interview? Why do you think they’re important?
 - What is important to do during an interview?
 - What should you do after an interview?
 - How do the interview tips compare with the role play of an interview at the beginning of the activity?
5. **Interview practice:** Give participants the opportunity to do a role play using **Handout 7.1: Interview Practice** and with the assistance of an observer comment on strengths and weaknesses of interviewee and interviewer. Participants observe and complete Worksheet: **Handout 7.3: Interview Observation Tool.**

Handout 7.1: The Interviewing Process

Introduction

A job interview is an opportunity for the employer to find out more about the applicant. The employer wants to learn about the applicant's education, work experience, interests, and personality. The applicant should use the interview to find out more about the employer, the business, and the job for which he or she is applying. There are three general parts to a job interview. They are explained in the following sections.

The Opening of the Interview

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

The Body of the Interview

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

Typical Questions those Employers ask Applicants

- a. Tell me about yourself. (Suggested responses: I like to be sure that everything I do is to the best of my ability; I enjoy learning new things)
- b. What qualities and skills do you have that will help you perform this job? (Suggested responses: honesty, determination, discipline, good customer service)
- c. What previous experiences do you have that are related to this position? (Suggested responses: In my volunteer activity I did..., which is relevant to)
- d. Describe the responsibilities you had in your previous job. (Suggested responses: In my previous job I...)
- e. Are you familiar with this company/business/organization? (Suggested responses: Yes, I am, I know you have been in operation for xx years, you provide xx services)
- f. How did you learn about this company/business/organization? (Suggested responses: I did some research after seeing your advertisement)
- g. Why do you want this job? (Suggested responses: I feel that this job suits my skills and will let me contribute to the success of the organization)

- h. What are your strengths and weaknesses? (Suggested responses: My strength is the ability to work in a team and with minimum supervision. My weakness is that at times I tend to over commit my time to assisting others on the job.)
- i. Why should we hire you? (Suggested responses: I am confident that I have the required skills and attitude to get the job done.)

The Closing of the Interview

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

Handout 7.2: Interviewing Tips

Before the interview... Learn as much as you can about the organization or business to which you are applying for a job. Make sure you know what they do, where they are located, how big they are, and who their clients are. Look online or get brochures from the company to get information. Look in newspapers. Ask a librarian to help you.

- Consider the questions you may be asked and how you plan on responding them.
- Review your CV. Think about how your previous work experience, schooling, and activities will help you perform the job to which you are applying.
- Dress appropriately. Wear neat, clean clothing and shoes.
- Allow plenty of time to get to the interview.
- Bring copies of your CV and a list of references. The references should include names, addresses, phone numbers, and, if possible, email addresses.
- Write down questions you may have for the interviewer.

During the interview... Remember – sell yourself! You want to convince the interviewer that you are the best person for the job.

- Greet the interviewer with a firm handshake.
- Speak slowly and clearly.
- Think before speaking.
- Be respectful.
- Be a good listener. Wait until the interviewer has finished talking before you respond.
- Stay calm.
- Ask the interviewer to repeat or re-phrase a question if did not understand it.

- If you do not know the answer to a question, be honest.
- Be honest in your answers but present any negative experiences in a positive light or as lessons learned.
- Present yourself as being confident that you can do the job.
- Shake the interviewer's hand at the end and thank him or her for meeting with you to discuss the position.

After the interview...

- Send a thank you letter by post or email if appropriate. *
- Follow up with a phone call after a week if appropriate.
- Thank you, letters are not typically practiced in Ethiopia. However, analyze the situation and decide if it is appropriate or not.

Handout 7.3: Interview Observation Tool

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

Session 8: Work Ethics (professionalism)

LEARNING OBJECTIVES

- Understanding the process of maintaining and growing on the job
- Understand and practice components of professionalism
- Understanding work environment and common workplace terminologies

MATERIALS NEEDED

- flip charts, paper
- markers
- masking tape

LENGTH OF LESSON

- 180 minutes

DEFINITION OF KEY TERMS

Attitudes	The way of thinking about something or someone and reflected in one's behavior. Workplace attitudes are a way of thinking about a job and tasks to be completed in the workplace, as well as how one thinks about colleagues, supervisors, and the organization.
Values	The way one acts or conducts oneself, especially in relation to others
Behaviors	One's principles or standards of behavior. One's judgment of what is important in life. Workplace values are what one judges as important in the workplace.

Activity 1: Professionalism -60 min

Steps:

1. Leads a discussion on what it means to be professionalism—ask for a few participants to define what 'professional' means to them.

Trainer's Note: Professionalism: The actions, values, attitudes, and appearance that make a person successful in the workplace.

2. Post the key characteristics on flipchart.

3. Explain that professionalism is not only about wearing a suit or carrying a briefcase; it also means conducting oneself with responsibility, integrity, accountability, and excellence. It means communicating effectively and appropriately and always finding a way to be productive.
4. Explain that employers want new workers to be responsible, ethical, and team oriented, and to possess strong communication, interpersonal, and problem-solving skills. Wrap these skills up all together and you've got professionalism.
5. Explain that participants will rate themselves on workplace behaviors that are typically thought of as "professional" in the workplace. **Handout 8.2: Work Habits Inventory**
6. Participants should be encouraged to be honest, as the handout can be kept 100% confidential.
7. Ask the group to share the skill about which they feel the proudest.
8. Without asking who wanted to improve, discuss some of the strategies people could use if they wanted to improve a few of these skills (select two or three).
9. Ask the group if there are any additional skills missing from this list. What are they?

Trainer's Note: Being a professional is about both acting the part and looking the part. It is about holding the values, attitudes, and mindsets, and acting in the workplace in ways that other people respect and admire. It involves helping colleagues and the organization as a whole grows. Being a professional also involves having specialized knowledge and competencies that grow over time and with experience.

Activity 2: Workplace Value, Attitude, Behaviors - 60 min

Steps:

1. Explain to trainees: "In the last activity, we have looked at the ideal professionalism in general. In this activity, we will review some situations in which our values, attitudes and behaviors can affect how people see us and respond to us, which can impact how we succeed in the workplace."
2. Ask the group to form two teams.
3. Explain: "We are going to play a game of Charades. Inside this bag are different positive values in a workplace. Each team will have one volunteer come to the front, select a value from the bag and act it out without speaking. Each person will have one minute to get their team to guess the correct value. If the team gets it right, they get a point. If their team cannot get it in one minute, the other team has one opportunity to guess and steal a point."
4. Have trainees play the game for 10-15 minutes.

5. Lead a discussion with trainees on the different values portrayed using the following questions. Write down their answers on flip chart or blackboard:
- What does a value mean to you?

Trainers Note: Guide trainees to understand that values are the principles or standards we have. They are the judgments we make of what is important in life and in work. They play a large role in our lives and guide us in shaping our attitudes and behaviors. Values are learned and formed through different experiences that we have. Values may not necessarily be “right” and people may have opposing values.

- What values do you think are important in the workplace and by employers? Why?
 - What values do you have about work? Why?
 - What values would help you do your work in a job you are interested in? Why?
6. Have trainees work in pairs and brainstorm a list of values they have for their life, work, and ways they should treat others. Have them write their list in their Trainee journals. Ask them to rank their top 5 values and discuss with their partner. Visit each group and provide assistance as needed.
7. Have 1-2 trainees present their values to the class. Use the following questions to lead a discussion:
- Are any of you fulfilling your values now? How are you doing this?
 - Whose values do you think are more important, your values or your peers? Why?
 - Have you ever had a situation where your values were different than others? What happened?

Trainer’s note: Our values, attitudes and behaviors can affect how people see us and respond to us, which can impact how we succeed in the workplace. Explain “No one’s values are more important than anyone else’s. The key to avoiding or resolving conflict with others is to be aware of other people’s values and perspectives and try to understand where they are coming from so a compromise can be found.”

Activity 3: Attitudes Role-Play - 60 min

Steps:

1. Divide Trainees into 2 groups. Ask the first group to lead a role-play of 2 different scenarios that show a Trainee working with a negative or indifferent attitude.

Different negative attitudes or behaviors to act out could include:

- An employee is not polite to a customer on the phone
- An employee is distracted by others around him or her
- An employee is not assisting the client with their request
- An employee does not listen to their boss
- An employee talks on the phone or texts when they should be working

2. Lead a discussion with the whole group using the following questions:

- How did the customer or boss react? What was the overall outcome?
- Was the work done well or poorly? Why?
- What was the attitude of the employee?
- Why do you think someone might have this attitude when working?
- How could this attitude change?
- How would a positive attitude change what happened in this situation?

3. Ask the second group to lead a role-play, this time with a positive attitude.

Different positive attitudes or behaviors to act out could include:

- An employee politely greets a customer and helps them find what they are looking for
- An employee offers suggestions and helps a colleague in their work
- An employee makes sure their task is complete
- An employee encourages and motivates others around them
- An employee is proud of the work they do

4. Lead a discussion with the whole group using the following questions:

- How did the customer or boss react the second time? What was the overall outcome?
- What did the employee do differently?
- How did the employee show a positive attitude?
- What are some things you can do to stay positive at work?
- Why is a positive attitude important in your work?
- How can you help your friends have a better attitude?
- Can attitudes change during the day or week? What are some reasons for an attitude to change?
- Who or what affects the attitudes you have towards your work?

Ask Trainees to share one strategy they have that will help them maintain a positive attitude at work and how to convince others to do the same. Write their answers on flip chart or blackboard for everyone to see.

At last, explain **Handout 8.1 - appropriate workplace behaviors and attitudes** to participants

Handout 8.1: Appropriate Workplace Behaviors and Attitudes

- **Dress neatly and appropriately for work.** If you wear a uniform at work, make sure it is clean and neat. Clothing should not get in the way or prevent you from doing your job. Clothing should not be distracting to you or others. Males should wear pants on their waist, shirts tucked in, and shoes appropriate. Females should cover cleavage. Dresses and skirts should be just above, on, or below the knee. Blouses should not be transparent or too close fitting.
- **Be on time.** Attendance and punctuality are essential. Call or text your supervisor if you are going to be late.
- **Contact your supervisor.** If you are going to be late or must be absent, ask for permission from your supervisor ahead of time. If there is an emergency, call in as soon as possible.
- **Manage time well.** Focus on doing your work during work hours. Follow break times.
- **Speak to co-workers in a positive and respectful tone of voice.** Use polite language. No swearing!
- **Be honest.**
- **Keep discussions and interactions related to work.** Don't bring your personal problems to work. Don't let personal problems affect how you do your job or interact with others. Avoid topics or comments that might make others feel uncomfortable.
- **Stay positive.** Don't complain. Don't be pulled into negative discussions about work. Have a positive attitude. If there are problems, think about how to improve the situation.
- **Be respectful of others and of your environment.** Take proper care of equipment. Put things back where they belong. Keep the environment tidy.
- **Be a team player.** Participate. Listen to the ideas of others. Help your co-workers.
- **Respect the roles of others.**
- **Believe in yourself and what you do.** Be positive about your job and how you do it. This will help you to succeed. This will help you achieve your goals.

- **Mobile Phone Usage in the Workplace.** Only use your phone during breaks. Keep it on silent.

Handout 8.2: Work Habits Inventory

Directions: Read the descriptions given for each of the qualities listed below. Place a check mark on the blank next to the statement that most accurately describes you.

1. COOPERATION (ability to get along with others)

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

2. INITIATIVE (tendency to go ahead)

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

3. COURTESY

- ___ I am often discourteous to others
- ___ I am sometimes not courteous in action or speech
- ___ I am usually courteous and considerate of others
- ___ I am considerate and courteous of others
- ___ I am always very courteous and considerate

4. ATTITUDE TOWARD CONSTRUCTIVE CRITICISM

- ___ I resent any criticism
- ___ I do not pay much attention to criticism

- ☐ I accept constructive criticism and try to change
- ☐ I accept constructive criticism and improve greatly

5. SUPERVISION

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

6. ACCURACY OF WORK

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

7. WORK ACCOMPLISHED

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

8. TIME USAGE

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

9. ADAPTABILITY

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

10. PERSONAL APPEARANCE (neatness and personal care)

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

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

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

12. PUNCTUALITY

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

Session 9: Time Management

LEARNING OBJECTIVES

- Understanding the importance of time at work
- Understand how to improve time management at work
- Learn the action steps to improve time management

MATERIALS NEEDED

- flip charts, paper
- markers
- masking tape

LENGTH OF LESSON

- 60 minutes

Activity I Concept of Time management – 20 min

Steps:

1. Ask participants what do they know about time Management?

Trainer's Note: Time management means using time wisely. Good time management takes planning and prioritizing. Good time management takes knowing what to do and what not to do.

2. Let the participants discuss in pair how does good time management help at workplace? Let them share their thought in a large group

Trainer's Note: good time management has many benefits. At work, good time management means your work is done on time, or even early! You have time to do a good job. Good time management may help you get promoted. In your personal life, good time management may give you more family time, more time with friends, and less stress.

3. Let the participants discuss in big group what it takes to be good at managing time?

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

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

Trainer's Note: Organization is important to managing time well. People who are bad at managing time are often disorganized. They have to look for what they need before they can do their work. This takes time! Keep your desk or work area neat and organized. You will be able to work more quickly

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

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

Are You a Good Time Manager?

Do you procrastinate? Do you get distracted? Are you disorganized? Do you have trouble prioritizing? If you can answer “no” to these questions, you probably manage your time well.

4. Allow the participants to complete **Handout 9.1**

Handout 9.1: My Time Management Strengths and Weaknesses

My Strengths

My Weaknesses

How I can Improve My Management of Time

Activity 2: discusses on different time management Scenarios – 40 min

Steps:

1. Divide the participants into four groups
2. Assign one scenario from handout 8.2, 8.3 and 8.4 for each group
3. Give 10-15 minute to discuss on scenarios
4. Let each group read the scenarios and present groups discussion points in the large group

Handout 9.2: Did she/he do the Right Thing?

1. A young woman (Fenet Chala) mobile phone rang while she and her co-workers were preparing the dining room for a banquet. She answered her phone. It was her mother. Her mother wanted to talk about a family problem. The young woman excused herself from her co-workers. She was talking to her mother for 15 minutes outside of the dining room.
2. One of your friends (Abel Abera) was working at an unpaid internship. It was giving him good experience. His parents thought he was earning money so they were asking him to buy things. Your friend did not want to disappoint them. He was borrowing money from friends to buy what his parents needed. When he got home one evening, his parents told him that his uncle died. They needed money for the funeral. Belay told them he didn't have money. They got into an argument. His parents accused him of wasting his paycheck on his friends.

3. A young man was working at the local company (think of a company name and what kind of company it is). At the end of his shift, his manager was always asking him to stay on for a few more hours. He was not getting paid extra for this. Joseph felt that he needed to stay or lose his job. This was going on for months. His friends and family were complaining that he was never around. His girlfriend started thinking he must have been seeing someone else.
4. A 19-year-old girl you know (what is her name) was working as a cook's helper in a restaurant. Her mother needed to travel for family business for the day. The woman was needed to watch after her baby brother. The young woman knew she should not miss work. She knew her mother needs help. She decided to bring the baby with her. After all, he would be sleeping most of the day.

Handout 9.3: Our Scenario balancing personal and work life

Handout 9.4: Leaving Your Job

1. A young man (give him a name) from our village works at a small guest house as a cleaner. It is a decent job. It pays enough for him to pay for his rent and buy food. A new hotel is opening soon. They are hiring new staff. He applied for a job and received an offer. He starts when the hotel opens in two months. Meanwhile, he knows that he is leaving so he stops being as careful as he used to be. He comes to work a little late. Sometimes he says that a room is "good enough" when before he would have been extra careful. His supervisor is starting to get annoyed. One of his best employees is now becoming one of his worst!
2. My friend, a young man (give him a name) is an assistant at a busy restaurant. He cleans tables, fills water glasses, and helps the serving staff. The waitresses like him because he is always willing to help. The problem is the cashier. One day, the waitress was really busy, so Simon

went to get change for the customers from the cashier. The cashier was really slow. Simon could see the customers getting impatient. Simon is getting impatient too. He tells the cashier that the table is ready to go. She snaps at him to be patient. She adds, "Why are you doing this? You're not a waitress." Simon loses it. He starts yelling at her and then storms off. If he can't get appreciation around here, he's out of here.

3. A man (give him a name) has been a gas station attendant for six months. He pumps gas and sometimes works the cash register. Every day is the same. Pumping gas, making change. Pumping gas, making change. He is starting to get dissatisfied with the job. He should be doing more! He has been here forever! He should be getting better pay and more respect! He decides that enough is enough. He's been here long enough and it's time to quit.
4. A woman (give her a name) in our community looks after the children in a wealthy woman's home. She is devoted to the family and loves the children. One day her child gets very sick. The child looks terrible. She is extremely worried. She is by her son's bedside every moment. She notices her phone ringing but doesn't pick it up. When she finally looks at her phone there are 10 messages from her employer. It had been three days. She hadn't remembered to call. Now she is so embarrassed and scared to talk to the woman. She knows it will be an unpleasant call. She decides that her son is most important and continues to care for him.