

Youth Soft Skill Development Module



Strengthen PSNP 4 Institutions and Resilience (SPIR) Development Food Security Activity (DFSA)



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USAID
FROM THE AMERICAN PEOPLE



World Vision



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This document has been adopted from EDC's Work Ready Now (WRN) and USAID's youth employability training manuals. We sincerely acknowledge contribution from the above documents.

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I. Introduction

I.1 Who is this module for?

The module is an important training material for youth soft skill development prior to any other intervention. This module is designed to assist SPIR/DFSA implementing entities, including Advisors, woreda team leaders, officers, community facilitators and village agents for properly cascading of youth soft skill training to program target youth. The contents and tools provided in this module is very helpful for creating livelihood aspiration among the youth and to make the youth ready for employment. In addition, the methodology in the module and the training sessions are organized in the way it ensures active participation of the youth during the training. Lastly, the document is developed by referring the widely used youth soft skill training materials, mainly EDC's Work Ready Now training modules. still the module is not a static document but rather an organic compendium of resources that will be continuously updated to ensure the most holistic set of interventions for the DFSA program youth training.

I.2 Background

For many people today, a career for life is no longer an option. But employment special for young people is difficult if not very competitive today. Other people hold jobs with a variety of employers and move across different employment sectors through their working life. We all need to have a job and need to be flexible to our working patterns and be prepared to change jobs and/or sectors if we believe there are better opportunities elsewhere. In order to be earn jobs and flexible we need a set of transferable skill- skills that are not specific to one particular

The term soft skills, used interchangeably with nontechnical skills, is defined as the “interpersonal, human, people or behavioral skills needed to apply technical skills and knowledge in the workplace” (Weber, Finley, Crawford, & Rivera as cited by DeVilliers, 2010, p. 2). Soft skills are categorized as being related to human issues, such as communication, teamwork, leadership, conflict management, negotiation, professionalism, and ethics (Azim et al., 2010). However, technical skills, which are also referred to as hard skills, are defined by Litecky, Arnett, & Prabhakar (2004) as “those skills acquired through training and education or learned on the job and are specific to each work setting” (p. 69). Litecky et al. (2004) further noted programming skills as an example of a technical skill in the field of computing. A clear distinction exists between technical and soft skills

Unit 1

Self Development

Objectives

By the end of the module participants will be able to:

- List their value and skill
- Describe their personal weakness and strength
- Explain their long term and short term goals
- Make a plan to reach their goal
- Know how to review progress
- Explain how they like to learn



There is an opportunity for everyone and you must try to grasp it.

Overview

Activity	Time
<input type="checkbox"/> Session 1: Values and Skills	5 hrs 20 min
1: Introductory Activity (including Self-Assessment)	25 min
2: Values, Beliefs and Qualities	55 min
3: We Are All Unique	1 hr 20 min
4: Cultivating the Right Attitude	1 hr 10 min
5: Skills and Qualities Assessment	1 hr 05 min
6: Beliefs About Myself	1 hr 35 min
<input type="checkbox"/> Session 2: Setting Goals and Making Plans	5 hrs 40 min
1: Introduction and Dreaming Activity	45 min
2: Process for Setting and Achieving Goals	2 hr 20 min
3: What I Can Control	2 hr 15 min
4: Sessions 1 and 2 Review – Values, Skills, Goals and Planning	20 min
<input type="checkbox"/> Session 3: Learning New Skills	3 hrs 15 min
1: Introductory Activity	15 min
2: Learning Style Assessment	1 hr 40 min
3: Learning Strategies	1 hr
4: Session 3 Review – Learning New Skills (including Self Assessment and Post Assessment)	20 min

<input type="checkbox"/> Session 4: Gender aspect in Youth Soft Skills	
1: Activity 1 Daily clock	1 hr
2: Activity 2 Gender roles	1 hr
3: Activity 3 Act Like a Man, Behave Like a Lady	1 hr
	Total Time: 17 hrs 15 min

Self-Assessment: Personal Development

There is no right or wrong ways to answer this survey. It is for your own use. Read each of the statements and put a check next to each statement that is true today. Periodically during the training, you'll complete this assessment again so you can measure your progress.

My Experience					
Knowledge, Skills, Values and Abilities	I don't do this (1)	I do this a little. (2)	I do this sometimes. (3)	I do this a lot. (4)	I always do this. (5)
I have a personal vision for the future and goals for my life.					
I know what my personal values are.					
I can describe my ideal job.					
I can list my work-related skills and abilities.					
I know how to find information about job opportunities.					
I know how to dress appropriately for a job interview.					
I know how to dress appropriately for the job I seek.					
I can prepare a written resume/CV.					

I know how to complete a job application.					
I know how to interview for a job.					
I can speak confidently to a group of people about myself.					
I know how to listen.					
I know how to give someone feedback.					
I know how to ask for feedback.					
I am able to work well with other people.					
I know how to communicate my ideas and opinions.					
I know how to disagree politely.					
I know how to manage my time.					
I know how to make good decisions.					

Session 1: values and skills

Key Topics

- Values, beliefs and qualities
- Skills and qualities assessment

Handout 1.1: Values and Qualities

What is Value?

Values are principles, standards or qualities that an individual or group of people hold in high regard. These values guide the way we live our lives and the decisions we make. A value may be defined as something that we hold dear, those things/qualities which we consider to be of worth.

A 'value' is commonly formed by a particular belief that is related to the worth of an idea or type of behavior. Some people may see great value in saving the world's rainforests. However, a person who relies on the logging of a forest for their job may not place the same value on the forest as a person who wants to save it.

Values can influence many of the judgments we make as well as have an impact on the support we give clients. It is important that we do not influence client's decisions based on our values. We should always work from the basis of supporting the client's values

What is skill?

An ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carry out complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills).

When people describe you, what do you want them to say? Write the **5 most important qualities you want to have** on the lines under "my-self". Do the same for values and qualities you admire in family and friends and in an employer. Now think about 5 values and qualities an employer is looking for in you. Write those down.

My-self

- 1
- 2
- 3
- 4
- 5

Family and Friends

- 1
- 2
- 3
- 4
- 5

You Want in an Employer

- 1
- 2
- 3
- 4
- 5

An Employer Wants in You

- 1
- 2
- 3
- 4
- 5

Handout 1.2: Discovery Questions I

Instructions:

This activity will help you understand yourself. By answering the questions you will learn more about what is most important to you.

1. **Gifts from Family.** What really important things has your family taught you?

2. **Imagine the Future.** Imagine 10 years from now. Think about your family, co-workers, and community 10 years from now. Who are they and what are you doing with them?

3. **Like to Do.** List at least 5 things you love to do. It could be singing, hanging with friends, reading, drawing, texting, computers, etc. – anything you absolutely love to do!

4. **Five Years from Now.** Five years from now, your local TV station does a story about you. They interview a parent, a friend, and a work supervisor. What do you want them to say about you?

5. **Talents.** Everyone is born with talents. What are you good at?

6. **Personal Support Network.** Everyone needs people who encourage them and help them achieve their goals and dreams. Who supports you? List their names and how they support you.

Handout 1.3: Demonstrating the Right Attitude

What is Attitude?

Attitudes are a learned tendency to evaluate things in a certain, settled way of thinking and feeling. This can include evaluations of people, issues, objects or events. Such evaluations and opinions are often positive or negative, but they can also be uncertain at times. For example, you might have mixed feelings about a particular person or issue. Attitudes are either positive or negative.

An attitude is a state of mind influenced by feelings, thought and action tendencies. The attitude you send out is usually the attitude you get back. For example, if you are in a bad mood when you go to the store, you are more likely to be rude to the cashier. The cashier is more likely to be short with you than friendly and accommodating because you were projecting your bad mood. The attitude you project to others reflects the way you look at yourself and the way you look at others.

Choosing a Positive Attitude

Our attitudes, whether to persons, objects, situations or circumstances, are shown either with a like or dislike label. A positive attitude reflects an openness to try new things, willingness to be honest, and ability to admit when we made a mistake. A negative attitude can reflect a need to always be right and have things your own way.

Nothing is better than sending a positive attitude to all with whom you come in contact. Some good ways to demonstrate a positive attitude are through:

- **Your appearance:** - First impressions are critical because there may be no opportunity for a second impression. Dressing for success does not mean wearing a suit or tie, etc. It means dressing appropriately for the situation.
- **Your body language:** - Did you know that body language can account for more than half of the message you communicate?
- **The sound of your voice:** - The tone of your voice, or HOW you say something, is often more important than the words you use.
- **Your telephone skills:** - Skill on the telephone is important because you have only your voice to rely on. Body language, written messages and visual aids are unavailable.

Our attitude determines how we treat others, how others view us and interact with. Our attitude controls how we approach work can determine how well we perform on the job. It is important for us as individuals to examine our own attitudes and determine whether these are appropriate and beneficial to us and others.

Handout 1.4: Skills and Qualities Assessment

Rate yourself and put an X in the appropriate box.

	Great	Good	Not so bad	Needs a lot of work
Reliable (asamagn)				
Patient				
Honest				
Responsible				
Punctual				
Ambitious (Determined)				
Loyal				
Courteous				
Able to work in teams				
Able to lead others				
Initiative; self-starter				
Able to work without supervision				
Flexible				
Creative				
Self-confident				
Physically Strong				

Organized				
Optimistic (Hopeful)				
Learn quickly				
Work with hands				
Repair things				
Manage money				
Counsel people (give advice)				
Speak Clearly				
Listen				
Make decisions				
Negotiate (Bargain)				
Write				
Supervise				
Solve Problems				

Handout 1.5: Beliefs

Definition of Belief

A belief is what we think is the truth about the world. Our family and community shape our beliefs. One person can never fully understand another person's point of view. No two people share identical beliefs. Even twins don't! Beliefs help us organize our thinking. Sometimes they keep us from seeing other ways of thinking.

Shifting our Beliefs

Our point of view changes when we improve our understanding of situations. We need to understand what beliefs we have and what beliefs other people have. We need to understand everyone's point of view. At least, we need to understand that other people have different beliefs.

Examples

The following examples are of beliefs that can hold young people back:

1. "It's impossible to get a good job around here because nobody wants to employ a youth who has been in trouble with the law."
2. "No one in my family has ever graduated from secondary school. I'd be crazy to think I could make it."

Handout 1.6: Beliefs about Myself

Think about how you talk to yourself about yourself in your head. Do you tell yourself negative things? We can change our beliefs about ourselves. We can increase the "positive talk" in our heads about our potential. It is challenging to do because it takes time to break old habits. For example, if you are a girl or a boy you are raise often hearing about how being a man or a woman means strong or weak all the time. Your self image is constructed partly by what you hear about your gender role and it affects you. For example, you often hear that women are weak, not intelligent and boys are naturally aggressive, irresponsible But, with practice we can break old habits.

Examples of Beliefs about Ourselves

I'm smart.

I learn quickly.

I'm productive.

I'm good at _____.

I'm not good at _____.

I'm not from the right part of town.

I'm ugly.

I'm not good with people.

It's possible to have a fulfilling career:

Things are too hard for me to have a career:

I've been in trouble so no one will ever hire me.

I don't have enough education

1. List beliefs you have about yourself and your potential. List 3 positive and 3 negative beliefs.

Positive Beliefs

1. _____

2. _____

3. _____

Negative Beliefs

1. _____

2. _____

3. _____

2. Choose your negative beliefs to change. What new belief can you replace it with? Write it below. Make it a sentence.

Example:

Old belief I want to change: I'm not good at job interviews. I can't think of anything to say.

New belief: I am confident and comfortable talking about myself in job interviews.

Old Beliefs

1. _____

2. _____

3. _____

New Beliefs

1. _____

2. _____

3. _____

Session 2: setting goals and making plan

Key Topics

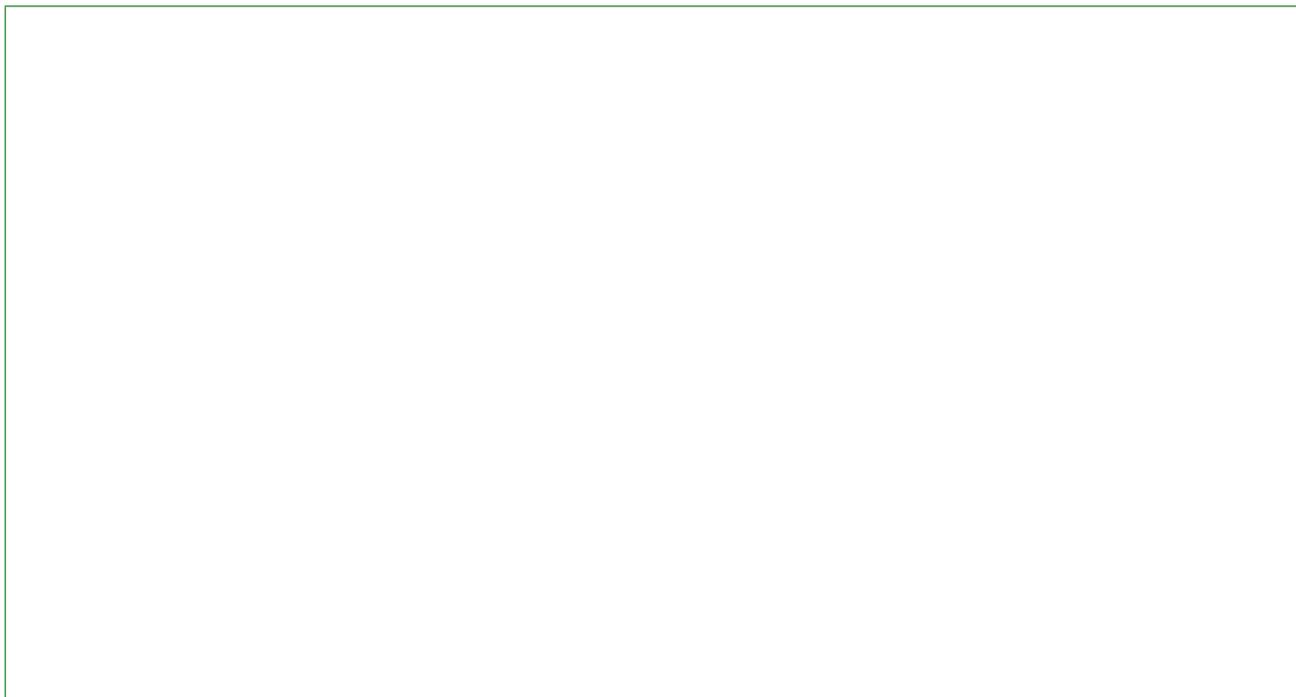
- Setting long and short term goals
- Identify steps, time frame and resources needed to carry out goals (plan)

Handout 1.7: My Dream World

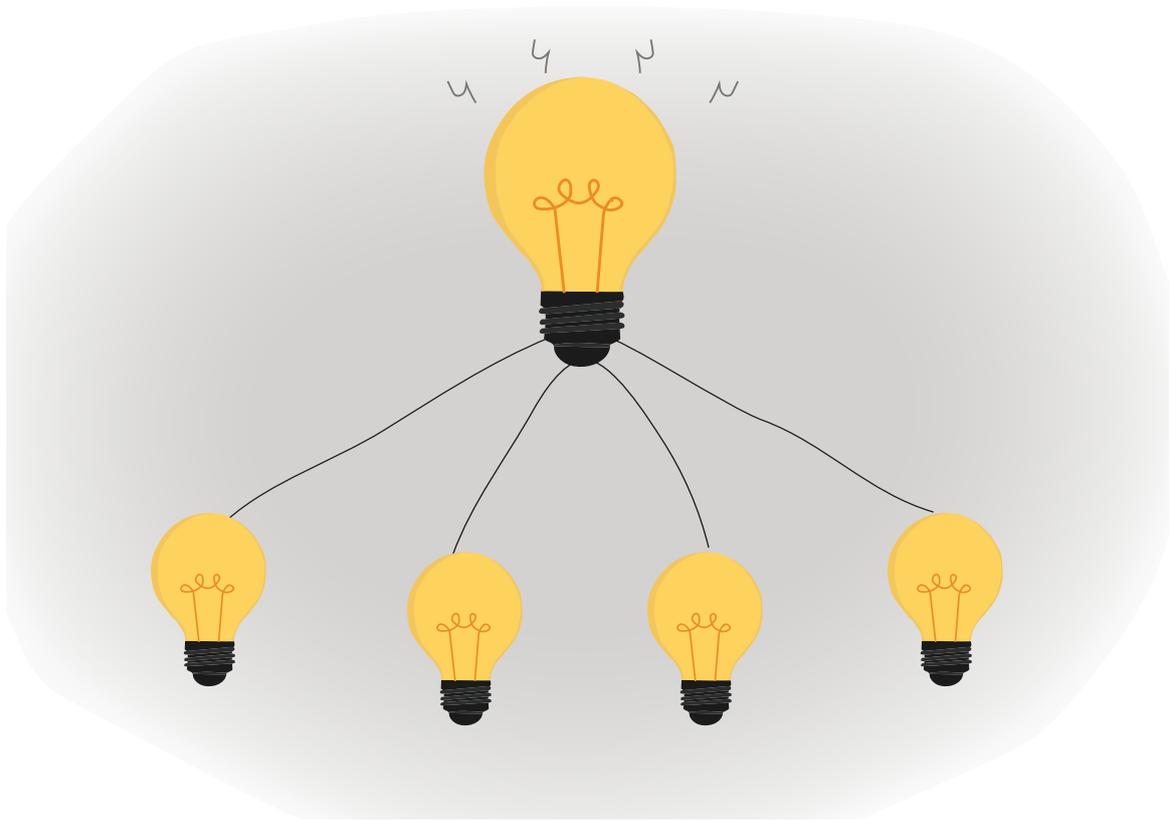
Draw your dream in the box below. When you finish, give the drawing a title.

Title: _____

My Dream World



Small idea makes big idea or start working toward your dream or start connecting to your dream so that you will make it real gradually and a light for your family.



1. Describe the scene where you were working in your visualization. Where were you? What were you doing?

2. How did it feel imagining your life as you would like it to be?

3. Are there parts of you that don't believe that you can achieve this dream? What do those voices say?

4. What can help you believe that this dream will come true?

Handout 1.8 (part 2): Setting and Achieving Goals

Setting Goals

Where do you want to go in life? That is your long-term goal. What do you have to do to get there? You need a plan. You must set short-term goals. Your short-term goals are your road map. You follow your road map to reach your destination. That is your long-term goal.

Steps to Setting and Achieving Goals

To set and reach goals, ask yourself these questions.

1. Where do I want to be in the next 6 months, 1 year and 3 years?

In 6 months, I want to _____

In 1 year, I want _____

In 3 years, I want to _____

2. What do I need to do to get there?

3. What obstacles might be in my way and how can I deal with them?

Example: my friend might discourage me from engaging in small business.

Example: I might find some of the work boring or difficult. I might not like my supervisor.

Example: list others your self _____

Handout 1.9 (a): Short and Long Term Goals

Long Term Goal: Wage employment
In two years' time I want to be wage employed in either government, NGO or the private sector work places
Short Term Goal 1:
Complete my CV or develop a clear verbal illustration of my skills, abilities, and expectations

Steps: By When:	Resources Needed:	
1.		
2.		
3.		
Short Term Goal 2:		
Complete five days of workplace based experience in one local workplace and produce a report		
Steps: By When:	Resources Needed:	
1.		
2.		
3.		
Short Term Goal 3:		
Look for vacant posts that are appropriate to them		
Steps: By When:	Resources Needed:	
1.		
2.		
3.		

Short Term Goal 4:

Apply for a job at five local workplaces or talk to five people who are well connected to relevant workplaces

Steps: By When:

Resources Needed:

1.

2.

3.

Handout 1.9 (b) Short and Long Term Goals

Long Term Goal: Livelihoods/self-employment

In two years' time I want to be earning an income from my small business I will open up

Short Term Goal 1:

Scan the environment and identify potential business based on my skill and market demand

Steps: By When:

Resources Needed:

1.

2.

3.

Short Term Goal 2:

Find someone in the village who can help me sharing experience

Steps: By When:

Resources Needed:

1.

2.

3.		
Short Term Goal 3:		
Develop an action plan for how I am going to start one of them in the next two months / Develop their business plans and books		
Steps: By When: Resources Needed:		
1.		
2.		
3.		
Short Term Goal 4:		
Acquire workplace from relevant government offices and individuals /		
Attempt to find 5 customers a month for 3 months who will buy my product		
Steps: By When: Resources Needed:		
1.		
2.		
3.		

Handout 1.9 (c): Short and Long Term Goals

Long Term Goal: Further Study / Skills Training	
In two years' time I want to be studying at a local TVET College / Continuing my education and training to upgrade my career further to higher levels	
Short Term Goal 1:	
Research the program offerings at the TVET Colleges or Skills Institutes	
Steps: By When:	Resources Needed:

1.		
2.		
3.		
Short Term Goal 2:		
Visit a TVET College or Skills Institute and find out about the courses and the entry requirements		
Steps: By When: Resources Needed:		
1.		
2.		
3.		
Short Term Goal 3:		
Apply for access to the TVET College or Skills Institute		
Steps: By When: Resources Needed:		
1.		
2.		
3.		
Short Term Goal 4:		
Enter into non-formal education and training programs (evening classes and technical training centers) as these fit to their times while working in odd jobs		
Steps: By When: Resources Needed:		

1.		
2.		
3.		

Handout 1.9 (d): Steps to Achieving My Goals'

The above examples are the possible long and short term goals for youth and it clarifies how one can develop own long and short term goals. Do prepare your own long and short term goals based on the examples

Handout 1.10 (a): Choosing How to Respond

The Choice Is Ours

Every day many things happen. For example, the weather is bad. You get rejected after a job interview. The bus is late. The power goes out for a long time. A co-worker talks behind your back.

How do you react to these situations? Do you get upset? Do you make the best of it? The choice is yours. You don't have to respond the way other people would respond. You don't have to respond the way you responded in the past.

For Example

For example, you are riding a bike to town. A vehicle cuts you off. You go off the road and almost crash.

What do you do? Do you get angry? Do you yell at the driver? Do you shout insults? Or do you let it go? Do you think about how lucky you are? You were not hit or hurt. Do you laugh about it and move on?

We can choose how to react in a bad situation. A "reactive" person gets angry. A

"Proactive" person says, "I'm not going to let that driver upset me and ruin my day." or "I will talk to the relevant person and this will not stop me from participating"

Characteristics of Reactive People

- Reactive people allow outside moods, feelings, or events to influence them.
- They let their emotions rule them.
- They do not think about the results of their action.
- They often choose to do nothing.
- They often blame others.

- They do not take responsibility for their own lives.
- They let small things bother them.

Characteristics of Proactive People

- Proactive people think before they act.
- Proactive people take responsibility for their own behavior.
- Proactive people do not take things that are out of their control, like the weather, personally.
- Proactive people do not let small problems bother them.
- They see that something needs to be done and do it. They do not wait for someone else to do it.
- They go after what they want in life
- They ask themselves, “How can I help this situation?”

Handout 1.10(b): How Will You Respond?

Scenario #1: You overhear a good friend speaking negatively about you to others. They don't know you overheard the conversation. You feel hurt and let down.

Reactive Responses		Proactive Responses

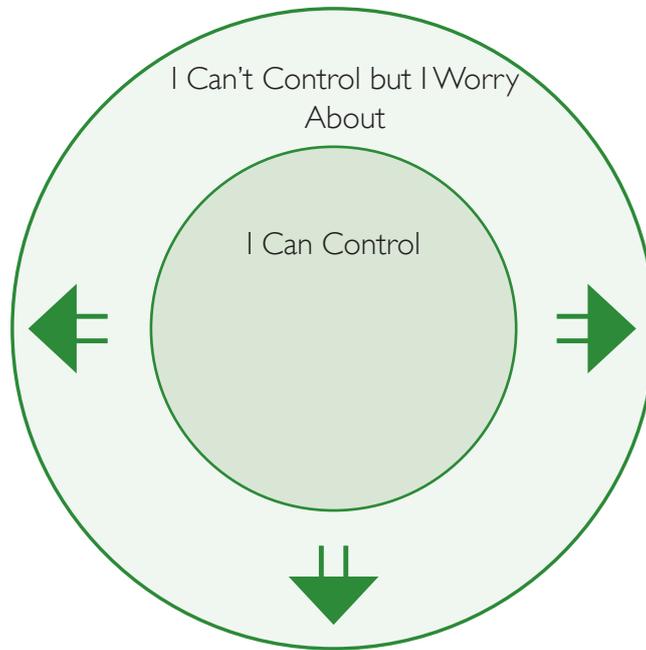
Scenario #2: You've been working at your job in a store for about a year. You are very committed and dependable. You would like the Saturday afternoon shift. Three months ago, a new employee joined the staff. Yesterday, he was given the Saturday afternoon shift.

Reactive Responses		Proactive Responses

Handout 1.1 I: Circle of Control

Instructions

1. In the larger circle below, write things that concern you but you can't control. Why do these things bother you?
2. In the smaller circle, write things you can influence. Consider things you can change just a little and things you control.



Continued...

What will you do to increase your Circle of Control?

1. _____
2. _____
3. _____

Session 3: Learning new skill

Handout 1.12: How Do You Learn Best?

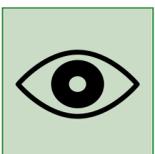
Put check marks next to the items that apply to you.



Listening

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

Your Learning Style

The areas where you have three or more check marks indicate your preferred learning style. You may

learn best when you are able to write down what you hear. Or, you may need to talk more about new information to really get it. Or, you might be able to assemble a model plane without having to look at the instructions. You may have more than one learning styles.

Source: <http://literacynet.org/licans/chapter03/learnbest.html>

Handout 1.13: My Way of Learning

If you learn best by listening...

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

If you learn best by observing/seeing...

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

If you learn best by doing...

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

If you learn best by writing...

- When you read, underline and take notes as you read along.
- Take notes when listening to instructions.
- Write down the things that you need to do.

- Make lists.
- Keep a written schedule.
- Get a job that involves writing.

If you learn best by reading...

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

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 in order to better remember them.
- Choose a job that requires a lot of talking.

Many people do not know that learning preferences exist. Let them know yours.

What you can say if your learning style is...

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

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

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

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

Speaking: "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.

Resource: <http://literacynet.org/licans/chapter03/myway.html>

Session 3 Writing Space

Session 4: Gender in Youth's Life

OBJECTIVE: to show how gender based discriminations in the community and household can leave young girls behind and affect their role and participation in groups.

Activity I: Daily Clock

Objective of this activity: to illustrate the inequality in workloads and to show the value of women's/girl's work. To practice sharing household responsibilities more equally.

Time: 1-1.5 hrs

Materials needed: Flip chart and marker. There should be enough for men and women to work separately before coming together to present their work for discussion.

Background

Women and men/boys and girls are assigned different roles and do different things throughout the day. Women often work longer hours when we count both their work at home and their work outside the home, while men often have more leisure and rest time. Many of the activities that women do—cooking, childcare, cleaning, fetching water—are not considered “work” because they are unpaid. If they were to stop these activities, however, the household would not continue to function. Girls play the biggest role in supporting their mothers with much of the household task.

Because women's household activities are not considered as important as men's, women often have less respect and less power in the family and the community. They may be overburdened but often cannot ask for support. Many women may also not realize that the work they do is important. Girls are trained to do the household work and learn not to value their contribution in the family from what they see at household and in the community.

When women are entirely responsible for household work, they may be unable to participate in meetings, get information, or gain skills to improve their farm production or other businesses. Sharing workloads more equally is important for the development of the household, and the relationships within the family.

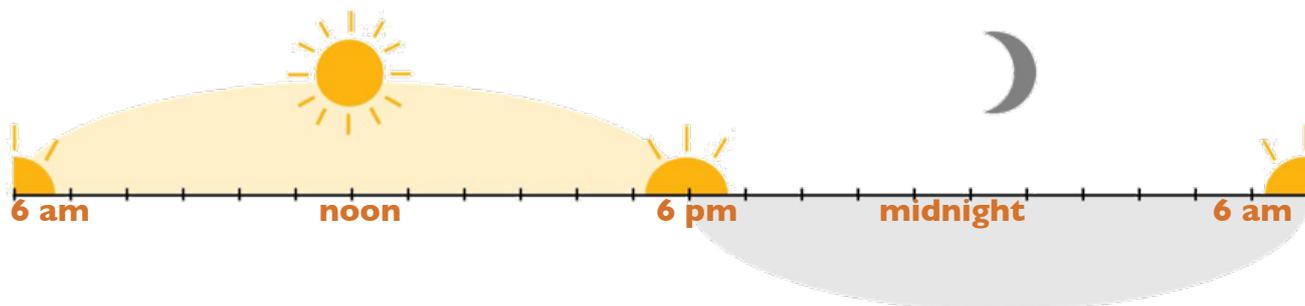
Note: This exercise is more effective if done with mixed-sex groups, but it can also be revealing for women-only or men-only groups to work separately and come together to share their discussion.

Steps to follow for the activity:

STEP I. Introductions. Explain that in this exercise, we are going to talk about all of the tasks that boys and girls do to support their family in a day to day life.

Divide participants into single-sex groups (separate boys and girls).

STEP 2. Drawing the clocks. Ask participants to imagine a typical day for a typical boy/girl like themselves, from the time they wake up to the time they go to bed.



- On a flip-chart, ask participants to draw a timeline that shows all the hours of a 24-hour day, from sunrise to sunrise.
- Have participants draw or write all of the tasks that they do throughout a typical day (from the time they wake up to the time they go to bed), include leisure and rest time, paid and unpaid work.
- Allow participants 30 minutes to draw the clocks or timelines.

STEP 3. After 30 minutes, bring the groups together. Have participants place their timelines/clocks side by side.

Have one member of each group explain the clocks to the other group.

Ask participants to briefly describe their timelines/clocks and point out:

- How are the days similar?
- How are they different?
- What happens during busy times of the year (i.e., harvest or planting)?

STEP 4. Lead a discussion, refer to the following questions as needed:

- Who is involved in earning income? How is paid work valued?
- Who is involved in growing food? How are these activities valued?

- Who is involved in caring and household activities? How are these activities valued?
- What would happen if these care-giving activities stopped for a day or several days? Are care giving tasks “work”? Are they easy?
- Who gets more sleep and leisure time? Why? Why is leisure time important?

STEP 5. Reflection and action:

- What do you think of this overall pattern? How would you like to switch tasks for a day?
- What changes would you like to see to make the picture more fair?
- Are there men in this community who share household work with their wives? What do people think about such men?
- Are there women who ask for support from their husbands and families? What do people say about such women?

Action: What is one specific practice that you may try this week in your own home to help balance your own clocks or support your sister?

Key points for conclusion of this session:

- Men and women both have the ability to be good caretakers and income-earners.
- Household work is very valuable and important to keeping the whole family going.
- When household tasks are shared more equally between men and women, women can be more productive on their schooling, participate in important group meetings, be leaders and have better health.
- When men/fathers and boys/brothers participate in caring work, they can enjoy more time with the family, be good role models for their sons/siblings, and feel proud of caring for the family.

Activity 2: Gender roles

Objective of this activity: to illustrate how our brains are wired to think in specific way through socialization and how these are reflected on daily choices boys and girls make. Gender socialization also dictates the role we play in productive arena and our interaction in group settings.

Time: 1 hr

Materials needed: Cards/papers and plaster. If there is no wall room to post, you can use the floor.

Note for facilitator: Have two separate places where the participants can post items for Male and Female and the in-between place to serve as items that both men and women equally do/share.

Background

Since childhood we are all taught to behave in a certain way. Most of the behaviors we are taught are gendered. That means, we are taught what it means to be a woman or a man. We often follow those learnings unconsciously.

Steps to follow for the activity

STEP 1. Before training preparation

Write the following in piece of card/paper separately. The list is not exhaustive. It could be items or jobs. Add more items, depending on the number of participants you have.

Land	farmer	Hair dresser	Cook
Judge	Elder	Livestock trader	Taylor
Brave	Mayor	Carpenter	Driver
Teacher	Animal-fattening	Onion trader	Feeding- children
Mobile	Guard	Petty-trader	Car
Cries a lot	Strong	shy	Bread-winner
Care-giver	Stay at home parent	Decision maker	Loud

STEP 2. Give each participant one paper each. When you say 'go' they all walk and post the item below the category 'male' or 'female'. Please remind participants not to rehearse their idea but to post it to according to the first taught they have when they see the item (did they first think male or female?) not to revise it according to what they rationally think is logical.

STEP 3. When the posting is, discuss the scenario by asking:

- What do you see in the postings? What are the behaviors assumed to be manly and feminine?
- Do men and women have equal number of choices for economic opportunities?
- What happens if a boy chooses to pursue a job/business which is considered to be for women? Is the challenge or response the same if a girl decides to pursue a career considered to be a man's?

- What type of assignments do women get when working in groups: such as animal fattening group? Do men and women youth groups discuss how they give assignments openly?

STEP 4. Action

What can you do to bring awareness to how you think and choose to work with others?

Activity 3: Act Like a Man, Behave Like a Lady

Objective: to identify the differences between rules of behavior for men and for women. To also understand how these gender rules can negatively affect lives of both women and men.

Time: 1 hr

Materials needed: flip chart and markers

Background

This activity is a good way to understand perceptions of gender norms. Remember that these perceptions may also be affected by class, race, ethnicity, and other differences. It is also important to remember that gender norms are changing in many countries. It is getting easier, in some places, for men and women to step outside of their “boxes.” If there is time, discuss with the group what makes it easier in some places for women and men to step outside of the box.

Note: This activity can be done in a mixed- or single-sex group. For more intimate conversations, you may want to work with single-sex groups. When working with a mixed-sex group, divide the groups into 2 when they are writing the lists. Bring them back together to share.

Steps to follow for the activity:

STEP 1. Ask the male participants if they have ever been told to “Act like a Man.” Ask them to share some experiences of someone saying this or something similar to them.

- Why do you think they said this? How did it make you feel?

Now ask the female participants if they have ever been told to “Behave like a lady.” Ask them to share some experiences of someone saying this or something similar:

- Why do you think they said this? How did it make you feel?

STEP 2. In large letters, print on one sheet of flipchart paper the phrase “Act Like a Man.” On another

sheet, write the words “Behave Like a Lady.” Ask participants to write all of the behaviors that women are told in their community and what men are told in their community about how they should behave to be a “proper” man or woman. (see the below chart for examples). Write these on the sheet.

STEP 3. When the group has no more to add to the list, ask one participant to read them aloud. Facilitate a discussion around the questions listed below.

- What do you think of these two lists? What are the differences between the two?
- Can any of these messages can be potentially harmful? Why? (Place a star next to each message and discuss one by one.)
- How does living in the box limit men’s lives and the lives of those around them?
- What happens to men who do not follow all of these gender rules (e.g. “live outside the box”)? What do people say about them? How are they treated?
- How does living in the box limit women’s lives and the lives of those around them?
- What happens to women who do not follow gender rules? What do people say about them? For example- what happens if a young woman who is not married decides to start a business that requires for her to travel out of town to bring necessary items for her business? How are they treated?
- Are these rules fair for both men and women?

Example:

ACT LIKE A MAN	BEHAVE LIKE A LADY
Be the breadwinner	Be passive and quiet
Do not cry	Be the caretaker and homemaker
Don't ask for help	Don't complain
Use violence to resolve conflicts	Be seen, not heard
Stay in control and do not back down	Follow men's lead
Drink alcohol	Be smart, but not too smart
Smoke	Produce children
Make decisions for others	Get married

STEP 4. Role-play the opposite sex: Ask for a male volunteer to do a silent role-play in which he is “acts like a lady.” Ask a female volunteer to do a role-play, in which she “acts like a man.”

- Why does this make us laugh?
- How do we learn these rules of behavior?
- What might be the benefits of “living outside the box” –for individuals, families and communities?
- How can you, in your own lives, challenge some of the unfair ways in which men/women are expected to act?
- What is one action you might try this week?

Input: Throughout their lives, men and women receive messages from family, media, and society about how they should act as men or women and how they should relate to other women and to other men. Many of these differences are constructed by society and are not part of our nature or biological make-up. Many of these expectations are completely fine, and help us enjoy our identities as either a man or a woman.

However, some gender stereotypes and rules can negatively impact our lives and communities, and limit our potential as human beings. We can think collectively about how to challenge them and promote more positive gender relations in our communities. We are all free to create our own gender boxes and rules and to decide how we choose to live our lives as human beings.

Self-Assessment: Self-Development

There is no right or wrong way to answer this survey. It is for your own use during this course. The facilitator will read a skill that is listed in the left column. Think about yourself: do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation. At the end of this module, we'll take this survey again.

Note to the Trainer: For low literacy participants read and explain options and have them rate themselves on a 1 to 5 scale with 1 being the lowest and 5 being the highest.

My Experience	I don't do this (1)	I do this a little. (2)	I do this sometimes. (3)	I do this a lot. (4)	I always do this. (5)
Knowledge, Skills, Values and Abilities					
I have a personal vision for the future and goals for my life.					
I know what my personal values are.					
I can describe my ideal job.					
I can list my work-related skills and abilities.					
I know how to find information about job opportunities.					
I know how to dress appropriately for a job interview.					
I know how to dress appropriately for the job I seek.					
I can prepare a written resume/CV.					
I know how to complete a job application.					
I know how to interview for a job.					
I can speak confidently to a group of people about myself.					
I know how to listen.					

I know how to give someone feedback.					
I know how to ask for feedback.					
I am able to work well with other people.					
I know how to communicate my ideas and opinions.					
I know how to disagree politely.					
I know how to manage my time.					
I know how to make good decisions.					

Unit 2

Interpersonal Communication & Teamwork

Objectives

- Listen actively and speak in a manner appropriate to the workplace
- Give and receive instructions effectively
- Identify non-verbal communication signs and their impact on people's perceptions
- Cooperate and work as a team member;
- Take written messages accurately
- Identify and practice good customer service, including handling difficult customers
- Motivate and organize others
- Use problem solving and decision making process
- Lead a team to accomplish a goal



Interpersonal Communication and Teamwork

Interpersonal communication: is the process by which people exchange information, feelings, and meaning through verbal and non-verbal messages: it is face-to-face communication. Interpersonal communication is not just about what is actually said - the language used - but how it is said and the non-verbal messages sent through tone of voice, facial expressions, gestures and body language.

Intra-personal communication: takes place within a single person, often for the purpose of clarifying ideas or analyzing a situation. Other times, intra-personal communication is undertaken in order to reflect upon or appreciate something. Three aspects of intra-personal communication are self-concept, perception and expectation.

- Self-concept is the basis for intra-personal communication, because it determines how a person sees him/herself and is oriented toward others. Self-concept (also called self-awareness) involves three factors: beliefs, values and attitudes.
- Whereas self-concept focuses internally, perception looks outward. Perception of the outside world also is rooted in beliefs, values and attitudes. It is so closely intertwined with self-concept that one feeds off the other, creating a harmonious understanding of both oneself and one's world.
- Meanwhile, expectations are future-oriented messages dealing with long-term roles, sometimes called life scripts. These sometimes are projections of learned relationships within the family or society.

Team Work: Teams are groups of people with complementary skills who are committed to a common purpose and hold themselves mutually accountable for its achievement. Ideally, they develop a distinct identity and work together in a coordinated and mutually supportive way to fulfil their goal or purpose. Task effectiveness is the extent to which the team is successful in achieving its task-related objectives. Shared goals are most likely to be achieved through working together and pooling experience and expertise.

Overview

Activity	Time
<input type="checkbox"/> Session 1: Listening & Speaking Effectively	4 hrs 50 min
1: Introductory Activity (including Self-Assessment)	55 min
2: Listening Role Play	1 hr 25 min
3: Non-Verbal Communication	25 min
4: Giving and Receiving Instructions	15 min
5: Verbal Communication	1 hr 20 min

6: Session 1 Review	30 min
<input type="checkbox"/> Session 2: Cooperating with Others	2 hrs 40 min
1: Introductory Activity	30 min
2: Self-Assessment of Working in Groups	50 min
3: Cooperating with Others	35 min
4: Cooperation Energizer	15 min
5: Session 2 Review	30 min
<input type="checkbox"/> Session 3: Customer Care	6 hrs 40 min
1: Introductory Activity	1 hr 5 min
2: Exceptional Customer Service	1 hr 30 min
3: Communication with Customers	1 hr 35 min
4: Resolving Conflicts with Difficult Customers	1 hr 10 min
5: End of Module 2 Review (including self and post assessments)	1 hr 20 min
<input type="checkbox"/> Session 2: Leading Teamwork / Group Cooperation	4 hrs 50 min
1: Introductory Activity	20 min
2: Blind Shapes – Communication Skills	50 min
3: Helium Stick – Working Together	1 hr 15 min
4: Conflicts with a Team	1 hr 55 min
5: Session 2 Review	30 min
<input type="checkbox"/> Session 3: Leading Problem Solving & Decision Making	3 hrs 45 min
1: Introductory Activity	20 min
2: The Human Knot – Group Problem Solving	45 min
3: Problem Solving Steps	1 hr 15 min
4: Session 3 Review – Problem Solving & Decision Making	30 min
5: Module 4 Review	55 min

Self-Assessment: Interpersonal Communication and Teamwork

There are no right or wrong ways to answer this survey. It is for your own use during this course. The facilitator will read a skill that is listed in the left column. Think about yourself: do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation. At the end of this module, we'll take this survey again.

My experience	I don't do this (1)	I do this a little. (2)	I do this sometimes. (3)	I do this a lot. (4)	I always do this. (5)
Knowledge, Skills and Abilities					
Listen carefully to others					
Use and understand non-verbal communication signs					
Give clear & detailed instructions to others					
Ask questions when I do not understand					
Speak clearly and effectively in front of individuals or groups					
Cooperate and work well with others					
Strive to provide exceptional customer service, in person or on the telephone					
Resolve conflict or disagreement with difficult customers					
Promote group cooperation					
Help others accomplish a task by providing guidance & leadership					
Understand my own leadership style					
Use necessary steps to successfully solve problems – identification; information gathering; generating, choosing and evaluating a solution					

Session 1: Listening and Speaking effectively

Key Topics

- Effective listening skills & strategies
- Non verbal communication
- Giving and receiving instructions
- Effective speaking skills & strategies
- Note taking

Handout 2.1: Thinking about Communications

Think about these questions. Then write your thoughts about them. Do not worry about spelling or grammar. These notes are for you.

1. What does it mean to listen and speak effectively?

2. How do you know when you are being listened to? How do you know when you are not being listened to?

3. When speaking, how do you get your point across?

How do you speak to a co-worker? Supervisor? Friend? Group of people?

4. How does it feel speaking to a supervisor, to a group, etc.?

Activity 2: Listening Role Play

Handout 2.2: Scenarios for Role Plays

Role Play 1: At the Hotel

There is a young girl, Kidist working as a front desk worker at the nearby guest house. She checks guests in. She answers the phone. She helps the guests.

She is upset with one of her friends. They have been arguing a lot lately.

An angry guest comes to the desk. She complains about dirty sheets. While she is complaining, the receptionist's mobile phone rings. It is her friend. She asks the guest to wait for a minute.

She argues with her friend. The guest becomes annoyed. The guest says she is going out and expects clean sheets by the time she returns. The receptionist nods her head yes. She says, "No problem, it will be taken care of."

The receptionist continues her phone conversation with her friend. She is upset when she hangs up. She gets busy. The hotel phone keeps ringing. A vanload of guests arrives. The angry guest comes back. The guest screams, "My dirty sheets have not been replaced!"

Role Play 2: At the Construction Site

A young man, Kediri is new on the job at Courtney Benn Construction. His job is to mix cement. The cement is for a cement wall around an office building.

His supervisor told him that he should mix five bags of sand in with every bag of cement. Distracted by all the noise, the young man forgot. He feared he would lose his job if he asked again.

The young man did what he thought was right. He put 10 bags of sand for every bag of cement. After the wall had been up a few days, it collapsed during heavy rain. His supervisor asked him what he had done.

Handout 2.3: Effective Listening Skills & Strategies

Listening carefully is Important

Workers need to listen carefully on the job. Workers who do not listen often make mistakes. These mistakes can cost the business money. These mistakes can cause safety problems.

How to Listen Carefully

- Here are some things to do to listen effectively.
- Use body language to show you are listening. Make eye contact. Sit upright. Nod your head.
- Listen without interrupting.
- Repeat what the speaker says to make sure you understand.
- Ask questions when you do not understand.
- Turn your mobile phone's sound off when talking with someone.
- Move to a quiet place to have a conversation.
- The speaker's clothes, accent, or attitude can distract you. Pay attention.
- Listen. Do not think about what you are going to say. When the speaker stops talking, then think about what to say.
- Be aware of your attitude. Avoid judging others.

Handout 2.4: Effective Listening Observation Form

Check (✓) yes if the speaker uses the strategy or no if she or he does not.

Strategy	Yes	No
Use body language to show you are listening. Make eye contact. Sit upright. Nod your head.		
Listen without interrupting.		
Repeat what the speaker says to make sure you understand.		
Ask questions when you do not understand.		
Turn your mobile phone's sound off when talking with someone. Move to a quiet place to have a conversation.		
The speaker's clothes, accent, or attitude can distract you. Pay attention.		
Listen. Do not think about what you are going to say. When the speaker stops talking, then think about what to say. * This standard will be difficult for an observer to determine.		
Be aware of your attitude. Avoid judging others.		

Handout 2.5: Effective Speaking Skills & Strategies

Speaking So Others Can Understand You is Important

Workers need to speak carefully. Bad instructions or bad information can cause mistakes. These mistakes can cost the business money. These mistakes can cause safety problems.

How to Speak So Others Can Understand You

- Be loud enough.
- Be concise.
- Use examples.
- Be polite and friendly.
- Be honest.
- Be respectful.
- When you need to be direct, speak with respect.
- Speak with confidence but not arrogance.

- Check the mood and attitudes of the people you are talking to. Adjust to fit the situation. (culture, gender...)
- Be aware of your body language. Be aware of the body language of others.

Handout 2.6: Speaking Scenarios

Scenario 1: At the Office

You work as a cleaner at a local cleaning company (give the company a name). There are 15 other cleaners. Recently, many of your co-workers come to work late. One of the cleaning company's clients (give the client a name) where you clean, has started complaining about dusty desks, unclean stairways, and dirty floors. You are worried. The Client may complain to your manager. You need this job. You decide to talk with your co-workers. You encourage everyone to work as a team. You encourage them to do a better job.

Scenario 2: At the Construction Site

A local Construction Company (give the company a name) hired you to work during the holidays. Your coworker is training you on the job. Your coworker has a negative attitude. He does not want to show you how to use the equipment. You want him to show you what to do. Then, the two of you will be able to get the job done quickly. The boss will be pleased. You decide to talk to your co-worker. You will not be confrontational. You hope you will convince him to train you properly.

Scenario 3: At the Restaurant

You are a waiter at local Restaurant (give the company a name). It is a busy lunchtime. You must tell an impatient customer that his meal will not be ready for 30 minutes. The customer gets angry and begins insulting you. You try to calm down the customer. You assure him that his meal will be delicious.

Handout 2.7: Effective Speaking Observation Form

Check (✓) yes if the speaker uses the standard or no if she or he does not.

Standards	Yes	No
Be loud enough.		
Be concise.		
Use examples.		
Be polite and friendly.		
Be honest.		
Be respectful.		
When you need to be direct, speak with respect.		
Speak with confidence but not arrogance.		
Check the mood and attitudes of the people you are talking to. Adjust to fit the situation.		
Be aware of your body language. Be aware of the body language of others.		

Session I Writing Space

Think about these questions. Then write your thoughts about them. Do not worry about spelling or grammar. These notes are for you.

1. Things I do well when listening

2. Things I do when speaking

3. Things that are hard to do when listening

4. Things that are hard to do when speaking

5. Ways to improve on the things that I find hard to do:

Session 2: corporating with others

Key Topics

- Self-assessment of how one tends to work in groups
- Elements of effective cooperation and team work

Handout 2.8: Working in Groups Self-Assessment

In groups, do you mostly:	Tick 3 boxes only
1. Stay quiet for some time and then join in?	<input type="checkbox"/>
2. Feel uncomfortable and wish you were working alone?	<input type="checkbox"/>
3. Want to lead?	<input type="checkbox"/>
4. Encourage others (Specially females who are quiet) to make contributions?	<input type="checkbox"/>
5. Come up with new ideas?	<input type="checkbox"/>
6. Interrupt others to ensure your point is made?	<input type="checkbox"/>
7. Keep the group focused on the task at hand?	<input type="checkbox"/>
8. Make everyone relaxed and promote harmony?	<input type="checkbox"/>
9. Get frustrated when there is too much talk and not enough decisions and action?	<input type="checkbox"/>
10. Make peace between those team members strongly disagreeing with each other?	<input type="checkbox"/>

Source: Pretty, Jules. *Participatory Learning and Action: A Trainer's Guide*. London: International Institute for Environment and Development, 1995.

Handout 2.9: Characteristics of an Effective Team Member

An effective team member ...

- Interacts with and includes others in courteous, respectful, and honest ways.
- Is respectful of differences in opinions, culture, ethnicity, gender, and age.
- Provides opinions and ideas.
- Seeks the opinions and ideas of others.
- Negotiates and discusses ideas.
- Is flexible.
- Wants to meet the goals of the group.
- Performs identified tasks to meet goals of the group.
- Listens without interrupting.
- Offers ideas without interrupting.
- Keeps emotions under control for the good of the group.
- Helps resolve conflict so goals can be met.

Session 2 Writing Space

Things I want to work on to be a better team member

Session 3: Customer care

Key Topics

- Importance of good customer service
- How to give exceptional quality service
- Communication with customers
- Handling conflict with difficult customers

Handout 2.10: Customer Service

What is Customer Service?

Customer service is how we meet the needs of the people who use our services.

Levels of Customer Service

Poor service is when those giving service do not seem to care. They do not try to please customers. For example, a server in a restaurant who does not bring the menu, does not ask if you need anything, and cannot be found when you want the check, is giving poor service.

Satisfactory service is when the service provided is acceptable. Those providing service care about customers but might not be able to meet the customer's needs. For example, a server in a restaurant is polite but cannot give information about the food.

Exceptional service is when the service is always excellent. The customers always feel happy and well taken care of. For example, a server in a restaurant brings the menu to the table as soon as the customers are seated. He explains what is available, asks how everything is going, and provides the check as soon as it is requested.

Many customers stop doing business with a company due to rudeness or indifference. Strive for exceptional service!

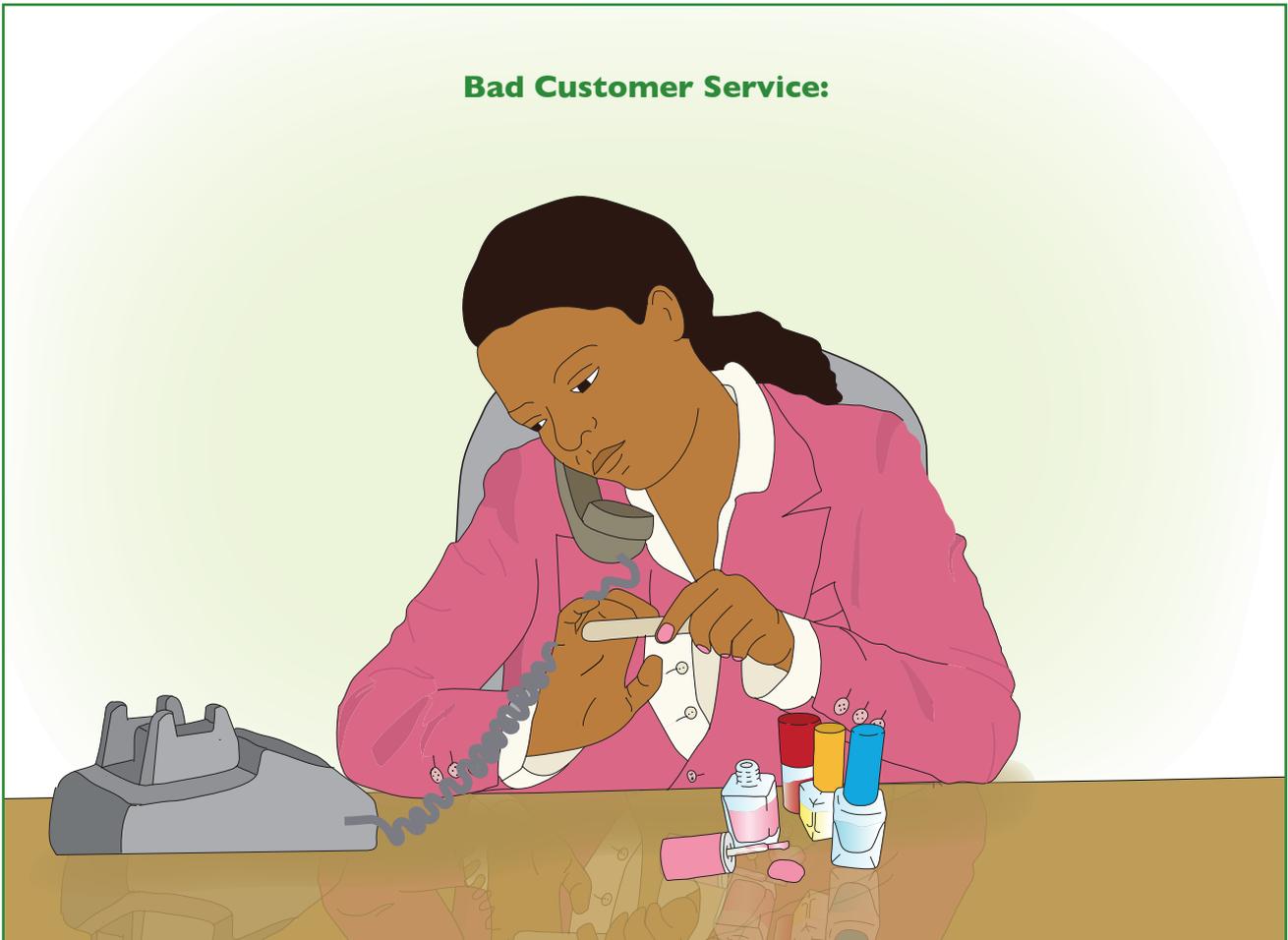
Customer Service Principles

- The customer is king.

- Never argue.
- Do not confront a customer. Always be respectful.
- Listen to the needs of the customer

Why Is Customer Service Important?

Bad Customer Service:



Bad customer service will have these **negative effects**:

- Your business will get a bad reputation.
- Customers will lose confidence and trust in your business.
- Customers will end their relationships with your business.
- You may get a bad reference for your career. · You may lose your job.
- Your business may fail

Good Customer Service:



Good customer service has these **positive effects**. Your Customers will be loyal.

- Your customers will recommend you to others.
- You will stand out from your competitors.
- It makes the workplace more enjoyable so staff turnover is reduced.
- It shows your customers they are important.
- Customers enjoy visiting you and buy more.
- It is the cheapest form of positive advertising.

Handout 2.1 I: Exceptional Customer Service

A. Exceptional Customer Service: is when the service is always excellent.

The staff anticipates the customer's needs. The staff tries to understand what the customer is thinking. The service meets and exceeds the customer's highest expectations.

B. Basic Customer Needs

A customer needs to feel:

- Welcome
- Understood
- Important
- Comfortable

C. Meeting Basic Customer Needs

To make a customer feel welcome:

- Be friendly
- Greet customer
- Introduce yourself
- Use a positive tone of voice
- Smile / lighten up

To make a customer feel understood:

- Listen carefully
- Repeat or rephrase to make things clearer

To make a customer feel important:

- Call the customer by name
- Show interest in customers' needs
- Ask questions about customers' needs
- Thank each customer for coming

To make a customer feel comfortable:

- Use open body language
- Show concern

A. Customer Perceptions

Perception is how we understand a situation. No two people see a situation exactly the same way. A customer does not always think the way you do. Always check to see what the customer is thinking. Never make assumptions!

B. Meeting and Exceeding Expectations

Make sure you know your customer's needs. Try to see things the way your customer does. This will help you meet and exceed his expectations.

C. Get Feedback on the Service You Provide

Find out from customers how they liked your service. Find out what can be done to make it better.

Handout 2.12: Communicating with Customers by Telephone or in Person

Communicating by phone (and in person) is an important part of customer service. You may **use the phone** to:

- Answer questions.
- Give information about the organization.
- Schedule an appointment.
- Take an order.
- Give directions on how to get to your site.
- Handle a complaint.
- Refer someone to another organization.

When you use the phone or talk to someone in person:

- Be ready.** Have pencil or pen and paper available.
- Answer promptly.** Answer within 2 to 4 rings.
- Be friendly.
- Be polite.** Use "please", "thank you" and "you're welcome."

- Identify yourself.** Say your agency's name first, and then your name.
- Repeat the caller's name.** Saying the caller's name helps her/him pay attention to what you say.
- Listen carefully.** Make sure you understand what the caller is saying.
- Give the caller your full attention.** If you need to deal with something during a phone call ask the caller if s/he can wait.
- Don't guess at answers.** If you are not sure about something, tell the caller you will find out and call back.

Taking Messages

When taking messages over the phone or in person, write down:

- The caller's name,
- The caller's telephone number,
- The date and time,
- What the caller needs,
- Who the caller would like to talk to, Any additional information, Your name or initials.

Make sure the message is accurate. Repeat information such as phone numbers, spelling of a name, or addresses back to the caller.

Handout 2.13: Role-Plays for Communicating with Customers

Role-Play 1:

A young security guard who looks after cars outside an office building is slow at helping cars park. Visitors hoot their horns while they wait for him. One visitor became so annoyed that he insulted the guard for taking so long to open the gate. The guard ignored him.

Role-Play 2:

A woman usually answers the main telephone line at work. She is just getting back from lunch. She is still talking to her co-worker about what happened to her last weekend. The telephone rings. The woman continues talking to her co-worker. On the seventh ring she picks up the phone. She says in a dull voice, "Hello, what do you want, Can I help you".

Role-Play 3:

Two young receptionists are chatting when a customer walks into the hotel. They see the customer but keep talking. The customer makes eye contact and asks if there is a room available. The two girls act as if they have been greatly inconvenienced. This makes the customer feel like he should go somewhere else.

Handout 2.14: Resolving Conflicts with Upset or Difficult Customers

Conflict is disagreement between people.

To **handle conflict** you may want to follow the steps listed below.

1. Stay calm and listen.
 - Think before you talk and control yourself.
2. Deal with the person's feelings first.
 - Listen to the person's whole story.
 - Do not interrupt.
 - Put yourself in the person's place.
 - Use words such as "I see" or "I can understand how you must feel." Do not become defensive.
3. Ask questions.

- Ask if it's okay to get more information. Use words as "Do you mind if I ask you a few questions to help me understand what happened?"
- Ask open-ended questions (questions that cannot be answered with "yes", "no" or short answers) to get more information.
- Ask closed-ended questions (questions that can be answered with "yes", "no" or short answers) to make sure what you heard is right.

4. Check that you understand.

- Restate what you think the person is thinking in your own words. For example, "It sounds like you were very disappointed with the way your appointment went."

5. Summarize the problem.

- Describe what you think the problem is.
- Describe the person's concern.
- Check to see if you have described the person's situation accurately.

6. Deal with the problem.

- Find out what the person wants. Use words such as, "What would you like us to do?" Suggest alternatives. If you cannot do what the person wants, offer other ideas.
- Try to reach a realistic compromise. If you cannot resolve the problem find someone who can help you.
- If your company caused the problem, admit the error and apologize.
- Agree on a solution and begin working on it.

Handout 2.15: Dialogue

Session 3 Writing Space

Customer Service: Things I'm good at:

Customer Service: Things I want to improve:

Session 4: Leading Team work/ Group cooperation.

Key Topics

- Communicating as a leader
- Fostering group cooperation
- Leading team work

Handout 2.16: Team Work



What is a team?

A team is a group of individuals working together to reach a common goal.

To be successful, teams need:

- **To understand the goal:** All team members must understand the goal.
- **Clear roles and tasks:** All team members must understand what is expected of them.
- **Decision making procedures:** All team members must know how decisions are made and problems are solved. An effective team works with defined procedures.
- **Trust among team members:** All team members should feel safe and supported.

To ensure good teamwork, a leader needs to:

- Make sure the team understands the goal.
- Nurture a sense of belonging. Focus on what team members have in common.
- Help team members feel that they have something to contribute.
- Help team members work together.
- Encourage members to set aside personal goals and desires for the benefit of the team.
- Treat team members fairly and equally.
- Structure the work of the team.
- Distribute work fairly.
- Manage the team efficiently.
- Create an environment that supports and rewards openness, creativity, trust, mutual respect and a commitment to high quality service.

Team leaders can use these strategies to support the team

- Encourage discussion.
- Ensure all team members know that their ideas and opinions are important.
- Encourage everyone to participate fully.
- Model respect towards everyone.

- Encourage people to work together regardless of differences.
- Remain calm.
- Use positive feedback.

To working well as a team, team members can

- Consult each other
- Help each other
- Complement each other
- Encourage and motivate each other

Handout 2.17: Win-Lose and Win-Win

Win-Lose

Most people want to win. They want to win an argument. They want to win a conflict. They think that there are only two choices in a disagreement. One choice is their way and the other choice is the other person's way. The only way to win is for the other person to lose. People use position, power, qualifications, possessions, or personality to win. One wins and gets. One loses.

Win-Win

But there is another way to resolve an argument or a conflict. You can find a "win-win" solution. Win-Win is a belief that there is a third alternative. It's not their way or the other person's way. It's a better way that neither imagined before.

People who choose to win and make sure others also win are practicing win-win conflict resolution. These people search for solutions that will make them happy and make the other person happy. Win-Win is cooperative, not competitive. People who practice winwin listen more, stay in communication longer, and communicate with more courage.

Handout 2.18: Passive, Aggressive, Assertive

People deal with conflict in one of three ways. Which describes you?

Passive	Aggressive	Assertive
<ul style="list-style-type: none"> • Avoiding conflict at all costs • Giving into the other side • Giving up own wants and needs • Giving in to unreasonable demands from others • Going along with the crowd • Afraid to say no 	<ul style="list-style-type: none"> • Being demanding, hostile, or rude • Dominating • Insensitive to the feelings of others • Intimidating others into doing what you want • Disrespectful 	<ul style="list-style-type: none"> • Meeting our own needs and considering the needs of others • Directly, appropriately, and honestly stating your thoughts, feelings, needs, and wants • Taking responsibility for yourself, recognizing that you are in charge of your own behavior • Recognizing that others are in charge of their own behavior. • Being respectful to others • Being a good listener and problem solver
<p>Result: We give control of our lives to other people—even when we don't want to do so.</p>	<p>Result: The feeling of power and justification usually fades quickly, leaving the individual feeling guilty for hurting others, and shame at not being able to deal with situations and people more rationally.</p>	<p>Result: Allows us to relate to others with less conflict, anxiety, and resentment. Allows us to be relaxed around others, because we know that we will be able to handle most situations reasonably well. Allows us to retain our self-respect!</p>

Handout 2.19: Working Together

My friend is a young man of 23 years old (Give him a name). He works at his uncle's small supermarket. The young man is lazy. He doesn't like to help around the store. He likes to talk to friends who come by. He plays with his phone as he waits for customers.

His younger cousin is a young girl of 18 years old. (Give her a name) She works at the supermarket too. She does a lot of work. The young man always tells his younger cousin what to do. She always does his work. She stocks the shelves and keeps the shop tidy. She is younger, so she does whatever her older

cousin wants her to do. If the tasks are not done, their uncle will get very angry. She does not want to get in trouble.

One day the young girl shyly approaches her cousin. She asks him to help with the work because it is too much for her to do alone. The sweeping isn't finished. She quietly asks her cousin if he could please put the milk delivery in the refrigerator. He gets angry. He does not like moving the milk. It is cold and heavy. He says that because he is older, he does not need to do the work. He says it is her job. The young girl gets frustrated and tears sting her eyes. Her cousin is always like this. He is unfair. He never helps with anything that requires him to get off his stool. If it weren't for her, the place would be dirty and disorganized. Nobody ever seems to thank her. She just gets more work!

Their mother and their uncle enter the shop with their uncle. The young girl is sweeping with tears in her eyes. The man is playing with his phone. He is sitting on the stool by the register. The mother can tell that there was a problem. She calls them aside. She asks why once again the cousins are fighting. The uncle walks in and gets annoyed. He reminds them very unkindly that they work for him and he pays their school fees. He will not have any of this. He tells them that the sweeping needs to be finished and the milk put away. He is busy preparing an order. He goes back into the backroom. The cousins know that their uncle is not happy.

The girl sits on the front stairs. Her aunt calms her. The young man doesn't notice. He feels guilty for making his uncle mad. As he sits and thinks, He realizes that maybe he wasn't being fair. The milk had been sitting on the floor for a long time and would spoil. The customers would create big problems if the milk was spoiled. While his mother was speaking to his cousin and helping her feel better, he quietly dragged the milk to the refrigerator and began to load them in. The girl sees that her cousin is helping. This makes her very happy.

The usual crowd comes into the store and the place is clean and the milk is cold.

Session 4 Writing Space

Draw a picture or write about how do you communicate and lead team work now?

Draw a picture or write about how would you like to communicate and lead team work?

What steps do you need to take to change?

Session 3: Problem solving and decision making.

Key Topics

- Problem solving steps
- REAL solutions
- Helpful hints when problem solving
- Conflict Management



Handout 2.20: Problem Solving Steps and Tips

People solve problems every day. The problems may be as simple as what to watch on television or as important as choosing a new career. It's important to know how to make good decisions.

Six Problem Solving Steps:



1. **Define the problem.** Keep emotions aside and state the problem.
2. **Get more information about the problem.** Get information from supervisors, colleagues, friends, and family, and from written materials.
3. **Generate many ideas on how to solve the problem.** Often there is more than one solution!
4. **Choose a solution.** If more than one person is involved, everyone should agree on the choice.
5. **Implement the solution.**
6. **Evaluate the solution.** Has the problem been solved?

Helpful Hints for Solutions:

Solutions should be:

- **Realistic:** applicable not only in theory but also in practice
- **Effective:** the solution is an answer to the problem
- **Acceptable:** the solution is accepted by all of those involved
- **Logical:** the solution is not based on emotion but is fair

Problem Solving Tips

- Often there is more than one solution to a problem. Be open to different possibilities!
- Your experiences, culture, and background will influence your thinking.
- Avoid making assumptions.
- Never give up!
- Listen openly to different points of view.
- Focus on the solution you want, not on things that cannot be changed.

- Use your good listening, speaking, and cooperation skills when problem solving with others.

Handout 2.2 I: Scenarios for Problem Solving

Scenario 1:

A young mother (give her a name) has been raising her young children. She has some part time jobs. She sells tomatoes and bananas and cleans houses. She is worried. She does not earn enough money to pay for rent and for day care for her young children.

Help the mother solve her problem.

Scenario 2:

You work at a construction supplies store. You notice that tools are disappearing from the worksite on a regular basis. What do you do?

Scenario 3:

Two boys and three girls, all orphans of AIDS, attend the local community high school. They are free from HIV. Teachers and other students do not want to go close to them or help them because they are afraid they will contract HIV.

As a leader of the community, how will you handle this problem?

Session 5: Writing Space (Problem Solving)

What is a current problem in your life or community? How can you use the problem solving steps to resolve it?

How do you feel about problem solving? How can you become better at it?

Session 5: Review Writing Space

What was most useful about the leadership module?

What are your leadership strengths?

What are your leadership weaknesses?

How can you become a better leader?

Self-Assessment: Unit 2 Interpersonal Communication and Teamwork

There is no right or wrong ways to answer this survey. It is for your own use during this course. The facilitator will read a skill that is listed in the left column. Think about yourself: Now that you have completed this unit, do you know much about this? Read the statements across the top. Put a check in column that best represents your situation. After you're done, we'll compare your rating now to your original rating.

My experience	I don't do this (1)	I do this a little. (2)	I do this sometimes. (3)	I do this a lot. (4)	I always do this. (5)
Knowledge, Skills and Abilities					
Listen carefully to others					
Use and understand non-verbal communication signs					
Give clear & detailed instructions to others					
Ask questions when I do not understand					
Speak clearly and effectively in front of individuals or groups					
Cooperate and work well with others					
Strive to provide exceptional customer service, in person or on the telephone					
Resolve conflict or disagreement with difficult customers					
Promote group cooperation					
Help others accomplish a task by providing guidance & leadership					
Understand my own leadership style					
Use necessary steps to successfully solve problems – identification; information gathering; generating, choosing and evaluating a solution					

Unit 3

Work Habits & Work Conduct

Objectives

By the end of the module participants will be able to:

- Identify informal work experiences from the past
- Explain what a wage job is
- Find and apply to job opportunities
- Write a basic CV and application letter
- Demonstrate appropriate workplace behavior and attitudes
- How to manage time
- Describe how to balance personal and work life



Overview

Activity	Time
<input type="checkbox"/> Session 0: Community Mapping (Optional)	4 hours / 2 sessions
1: Introduction to the need to Understand or Community	15 min
2: Introduction to Community Mapping	30 min
3: Individual / Group Drawing of Maps	1 hr
4: Feedback to Whole Group	1 hr
5. Discussion of Opportunities	30 min
6. Develop list of Opportunities	15 min
7. Discussion on Exit Opportunities (link to Goal Setting)	30 min
Additional Activity – Do a Whole Group Community Map	One Day
<input type="checkbox"/> Session 1: Finding a Job	5 hrs 50 min
1: Introductory Activity (including Self-Assessment)	90 min
2: Finding Information about job opportunities	2 hr
3:The Curriculum Vitae	1 hr 5 min
4:Writing your Curriculum Vitae and Application letter	2 hr
5: Interviewing Techniques	1 hr 45 min
<input type="checkbox"/> Session 2:Appropriate Workplace Behaviors & Attitudes	6 hrs 35 min
1: Introductory Activity	35 min
2:Workplace Behaviors & Attitudes	1 hr 5 min
3:Time Management	1 hr 30 min
4: Balancing Work and Personal Life	1 hr 25 min
5: Deciding to Leave Your Job	1 hr 10 min
6: Session 2 Review: Appropriate Workplace Behaviors and Attitudes	50 min

Self-Assessment: Unit 3 Work Habits and Conduct

There is no right or wrong ways to answer this survey. It is for your own use. The facilitator will read a skill that is listed in the left column. Think about yourself: do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation. At the end of this module, you'll take this survey again.

My Experience	I don't do this (1)	I do this a little. (2)	I do this sometimes. (3)	I do this a lot. (4)	I always do this. (5)
Knowledge, Skills and Abilities					
Can list my previous unpaid and volunteer work experience					
Can find information about job openings					
Can write a job application letter					
Can write a CV					
Respond to questions during a job interview with confidence					
Demonstrate good behaviour and a positive attitude at work					
Show up to work on time					
Dress appropriately for the job					
Balance work and family					
Manage time well					

Session 0: Community Mapping (Optional).

Participant Community Mapping

Notes to Facilitators and Participants

Description: Participants will examine their neighborhood on geographical, social, and personal levels with their own hand drawn maps. They will draw their own map of their community showing key roads and buildings and then identify possible workplaces. They will use this to decide where to try to find work exposure and experience opportunities.

Participants will be assisted to think about what municipal and government offices might be relevant, what family businesses or social network businesses might assist.

These maps are not supposed to be geographically accurate, but rather represent the Participants' mental landscape of where they live.

1. **Introduction:** Discuss that participants will draw a map or picture of their community.
2. **Personal Maps / Group Maps:** Participants draw a map of their community, showing key locations and activities. (Do this on flip chart paper if possible)
3. **Map Presentations:** Participants present their maps to the class, identifying personal connections to individual workplaces and discuss other possible additions
4. **Workplace and Opportunity List:** Participants develop a list of possible workplaces and opportunities that could be considered for the future
5. **Whole Group Mapping:** This activity involves the group developing a more detailed combined map. It is recommended as an activity to be conducted Two Weeks after completion of the

Unit 3. SPIR will provide more input during monitoring in Week 4

- In this exercise the participants could walk around different parts their communities drawing what they see in notebooks
- Then they bring the information back and together draw a big map of the community
- They could look for youth lead activities, things that youth are doing – to earn income as well as for fun
- They look for big business, small business, traditional, new activities

- Government and municipal building
- Youth and aid projects

Handout 0.1: Worksheet: Participant Community Mapping:

(this has been updated from the Trainers Manual)

- Draw a map of your immediate community and identify locations meaningful to you.
- Show key roads and government buildings and places of interest.
- Draw ten large businesses.
- Draw representations for many medium and small places of work as you can.
- Draw your home, your family homes, your friends homes.
- Houses, places you go to on a regular basis (borehole, school, place of worship), institutions, committees, TVET colleges, training institutions, markets.
- All places people work or earn an income are included. This includes those that people informally earn income.
- Using a Y symbol, identify those that might be possible workplaces for you to visit or work at. § These are workplaces that might employ someone with your qualification.

(Do this on flip chart paper or bigger page if possible)

Handout 0.2: Worksheet: Workplace List

- Develop a list of possible workplaces that could be considered for working or visiting.
- List any people you know working in these workplaces.

Workplace List			
Name of Workplace	Type of Workplace (Sector)	Name of People I know working there	Contact details if known

Session I: Finding a job

Key Topics

- Finding employment information
- Writing a resume and cover letter
- Interviewing techniques and follow up



Find apply for job opportunities

- Participants should use all their family and social networks to make enquiries about possible workplaces.
- If a participant cannot identify an appropriate workplace through their networks, then a participant can try to visit local companies in their local area. (see community mapping)

Handout 3.1: Who Am I?

My Skills / What I am good at (list below)			My Interests / What I Enjoy Doing (list below)
• •			• •
Unpaid Work or Volunteer Activities I have done		Draw a Pencil Drawing of Yourself	Paid Work Activities I have done
At Home			At Home
• • • •			• • • •
In the Community			In the Community
• • •			• • •

For Others			For Others
•			•
•			•
•			•
•			•

Handout 3.2: How to Find Job Openings

- **Word of mouth:** from friends, family, former colleagues, professional contacts, etc.
- **Newspaper:** employment section, advertisements (e.g. Reporter, Herald, Barisa, Kallacha, Bekura)
- Radio and Television Announcements
- Job Notices/Bulletins
- Potentialkidu
- Work Places Internet: Google; Facebook; Hello Jobs,

Hello Sera, <http://www.ethiojobs.net/>

- **Government agencies:** Civil Service Ministry; Ministry of Labor and Social Affairs; Ministry of Woman, Children, Ministry of Youth and Sport; Youth Associations, Micro and Small Enterprise Development Agency.
- Non-government organizations, especially those that focus on youth development
- Recruitment agencies
- Networking: informational interviews, networking with people you know in the area in which you want to work, volunteering, interning

What Employers Want

Usually, employers are looking for people who are committed, positive, hardworking, respectful, and trustworthy. They want people who will show up on time, work hard, and take initiative.

To gain some experience, volunteer or do an unpaid internship and learn by participating in the work. Sometimes these activities lead to paid opportunities.

Handout 3.3 (a): CV Template

Contact Information

First, Last Name

Lot Number and Street Name

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 3.3 (b): CV Content and Sample I

Eyerus Hailu

Kebele 16 Africa avenue Street

Addis Ababa, Ethiopia

+251 913 69 56 00 eyu.hailu34@yahoo.com

Skills Summary

- Making bricks and mixing cement
- Using a hand saw
- Decorating halls for events

Work Experience

September 1 – December 1, 2014

Casual labourer, Soweto Construction Company

- Dug foundations
- Made cement blocks
- Laid stones and blocks
- Plastered

May 24 - June 7, 2013

Assisted SAVE the Children prepare for a two-week youth camp

- Prepared the meeting hall
- Went shopping for foods
- Cooked and served visitors

January 29 – 30, 2013

Casual labourer for Mr. Zulu in Hall decoration for wedding

- Made sitting arrangements
- Mounted decorations on the walls and alley
- Supervised decoration team

Informal Experience

- Fetched water daily from the well for my home, for 4 years
- Assisted my uncle repair tents that he hired out, for 2 years
- Taught neighborhood boys to catch wild birds for eating

Education

School and Level Attained: Soweto Primary School, Primary Six (6)

Computer Skills: Microsoft Office (Word, Excel)

Language Skills: English

Interests and Hobbies: Football, fixing broken electronics

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

Handout 3.3 (c): CV Content and Sample I

Grace Machel

34 Pomosa Road

Maputo, Mozambique

+258 87 654 4321

Grace.machel@gmail.com

Skills Summary

- Use Microsoft Office and internet
- Operate telephone switch box and make reservations
- Fluent in English and French

- Write invoices and receipts

Work Experience

Dates Worked: Jan. 2009 - March 2010 Name of Business: Maputo Tourist Store

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 – November 2009

Name of Business: Pumoza Education Charity Project

Job Title: Data Entry Clerk

- Made field visits to distribute scholastic 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: March 2007-Dec Name of Business: Beach Bazaar

Job Title: Cashier and Sales

- Shopped for groceries
- Sold items to clients
- Payed Umurenge and Local Defense Levies for Iwacu Boutique
- 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 centre in the holidays and weekends

Education: School and Level Attained: Maputo 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.

Handout 3.4: My Activities

Note to Trainer: Participants can draw these much bigger on separate sheets of paper. Please make sure that all activities include any domestic work inside the house or work done outside of the house including simple things as giving food to siblings.

- **Daily Activities:** to think about ourselves and how we spend our time:

For daily activities, draw a clock and label what you do at different times of the day.

- **Weekly Activities:** think about ourselves and how we spend our time:

For a weekly schedule draw a square for each day of the week and draw pictures representing their activities

Handout 3.5: CV Writing Tips

- **Include relevant information only.** Your CV should not include all details about your life!
- Keep it simple, clear, and neat.
- **Keep it short.** Your CV should not be more than 2 pages long.
- **Be accurate.** Do not make any spelling or grammatical errors.
- **Be consistent.** Use the same punctuation, verb tenses, spacing, and boldfacing in every section.
- **Use action words to describe your previous experience.** Use verbs such as provided, managed, participated, and operated.
- In the skills section, use bullets before each skill in the list.
- If you use acronyms, the first time an acronym appears, spell the word out and put the acronym in parentheses after the word. After that, use the acronym.
- If you use a computer, use an 11- or 12-point font.
- Font styles used may be Calibri, Times New Roman or Arial.

- Use 1-inch margins.
- Ask someone to double check it before you send it.

Handout 3.6: 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

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 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 someone else to read it too.

Adapted from: Alison Doyle, About.com

<http://jobsearch.about.com/od/coverletters/a/aa030401b.htm>

Handout 3.7: Sample Application Letter

Local Application Letters are available

in a separate package

My Name

My Address

Tel: My Phone Number

Email: My.Email@ethiopia.co

March 15, 2017

Title of Person I am writing to

Address

Dear Sir/Madam:

Re/Ref: Job Application as Receptionist

I am applying for the position of receptionist. The vacancy was advertised on March 12, 2012, in the **(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 a cashier gave me exposure to different situations and working with varied people. Additionally, I have worked as a cashier in my mother's grocery store, where I gained a lot of experience in managing money and in customer care. My enclosed CV provides more details on my qualifications.

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

Yours faithfully,

My Name

Handout 3.8: 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 purpose of 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 that 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.

* Adapted from The Interview, A&E, DepED, EQUALLS, Bureau of Alternative Learning System (BALS), Philippines, 2001.

Handout 3.9: 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.
- 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...

- 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 3.10: Interview Practice

Trainer Tip

It might be a good idea to ask participants to develop their own role

Plays showing what they have learnt,

Job Description instead of using structured ones

Security Guard, Soweto Football Kit Factory

Greet visitors. Record of visitors in and out of facilities.

Check contents of incoming and outgoing vehicles against manifests.

Handle questions and phones.

Walk around factory and check for intruders.

This is a full time, permanent position.

Advancement is possible for the right person.

Requirements:

Available to work full time, day and night shifts and weekends.

Trainer Tip

Collect local job advertisements and

use those for role plays

Company Description

Soweto Football Kit Factory is one of the biggest sports clothing manufacturers in the country. It is modern! It produces and stores football branded clothing for all the football teams in the capital and many in rural areas. The quality is very good.

Soweto Football Kit Factory's head office, marketing division, manufacturing plant, export terminal and shipping offices are all located near the center of the city. The company has 100 employees. It is located in new and modern buildings. **Soweto Football Kit Factory** offers paid training and promotion to its employees.

Handout 3.1 I: Interview Observation Tool

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

Session 2: Appropriate work place behavior and attitudes

Key Topics

- Workplace behaviors and attitudes
- Time management
- Balancing work and personal life

Handout 3.12: Workplace Behavior Scenarios

(For the participants)

Scenario 1:

A young girl has been working at a local small company for 4 months as the receptionist. She greets visitors, takes orders, and answers any questions about the company. The young girl lives far from the office. It takes her an hour to get to work. Her supervisor noticed that over the last month she has often arrived half an hour late. The young girl is also often quarreling with her uncle on the phone. The supervisor has given the young girl two warnings.

One day, the young girl arrives 20 minutes late due to traffic. When she arrives she sees her supervisor helping a customer. Once the customer departs, the supervisor informs her that the company will no longer need the young girl. This small company needs someone who can be on time.

Discuss:

1. What happened?
2. Why did the young girl lose her job?
3. Do you think the company made the right decision to fire the young girl? Why or Why not?
4. Is it important to keep work and family life separate? How does one do this?
5. What could have the young girl done differently so that she would not have lost her job?

Scenario 2:

A man of 22 years old works for a local small construction company. He has good skills in construction but can be stubborn. The man was working on a new building. His supervisor is new to the company. His supervisor suggested how to cut the wood so it would provide more support to the floor above. The young man had always cut the support beams in a certain way. He thought his supervisor must not know much about construction. The young man complained to his co-workers but did not discuss the issue with his supervisor. The man cut the wood his usual way. The supervisor saw him doing this and yelled at him. Being yelled at in front of his co-workers embarrassed the young man. He threw down his tools, yelled at his supervisor and stormed away from the construction site.

Discuss:

1. What happened in the scenario and why?
2. What behaviors and attitudes led the man to his state of anger?
3. Do you think he could have handled it differently? How?
4. Do you think the man should lose his job? Why or why not?
5. What can the young man do to improve his relationship with his boss and succeed in his job?

Handout 3.13 (a): 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 3.13 (b): 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

Handout 3.14: Time Management

What is Time Management?

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.

How does Good Time Management Help?

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.

What does it take to Be Good at Managing Time?

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.

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.

Handout 3.15: My Time Management Strengths and Weaknesses

My Strengths

My Weaknesses

How I can Improve My Management of Time

Handout 3.16: Did she/he do the Right Thing?

1. A young woman (*what is her name*) 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 (*what is his name*) 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. Kebede 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. Yoseph 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 3.17: Our Scenario balancing personal and work life

Handout 3.18: 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.

Handout 3.19: Our Scenario

Leaving Your Job

Session 2 Writing Space

Self-Assessment: Unit 2 Interpersonal Communication and Teamwork

There is no right or wrong ways to answer this survey. It is for your own use during this course. The facilitator will read a skill that is listed in the left column. Think about yourself: Now that you have completed this unit, do you know much about this? Read the statements across the top. Put a check in column that best represents your situation. After you're done, we'll compare your rating now to your original rating.

My experience	I don't do this (1)	I do this a little. (2)	I do this sometimes. (3)	I do this a lot. (4)	I always do this. (5)
Knowledge, Skills and Abilities					
Listen carefully to others					
Use and understand non-verbal communication signs					
Give clear & detailed instructions to others					
Ask questions when I do not understand					
Speak clearly and effectively in front of individuals or groups					
Cooperate and work well with others					
Strive to provide exceptional customer service, in person or on the telephone					
Resolve conflict or disagreement with difficult customers					
Promote group cooperation					
Help others accomplish a task by providing guidance & leadership					
Understand my own leadership style					
Use necessary steps to successfully solve problems – identification; information gathering; generating, choosing and evaluating a solution					



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