

Youth Work Readiness

Life Skills &

Job Preparation

Student Handbook

A student manual developed to equip youth with skills
needed in today's workplace



Table of Contents

Introduction	3
1. Day 1 - LEADERSHIP	5
2. Day 1 - COMMUNICATION	14
3. DAY 2 - ADMINISTRATION.....	15
4. Day 2 - BOOKKEEPING AND FINANCE	21
5. Day 3 - TEAMWORK.....	27
6. Day 3 - PERSONAL GROOMING	28
7. Day 4 - INTERVIEW SKILLS	32
8. Day 4 - INTRODUCTION TO COMPUTERS.....	39
9. Day 5 - OUR FINAL PRODUCT	43
Bibliography.....	44

Introduction

This training is aimed at equipping young people with work readiness skills. Work readiness skills are a set of skills and behaviors that are necessary for any job. Work readiness skills are sometimes called soft skills, employability skills, or job readiness skills.

In September 2012, World Education Inc. Zimbabwe conducted a Work Readiness survey amongst 450 selected companies in Bulawayo, Harare and Mutare to ascertain the skills and attributes required from young people entering the job market. The companies were a mix of Small to Medium Enterprises (SMEs) and Zimbabwe Stock Exchange (ZSE) listed companies from various sectors. The survey also sought to establish the willingness of the companies to take interns; the number they can take in and requirements they would need to manage an internship program. Table 1 show the skills and attributes highlighted as critical for young people seeking to enter the job market should have, in order of priority.

Table 1: Skills and Attributes Required by Employers from Young People Entering the Job Market

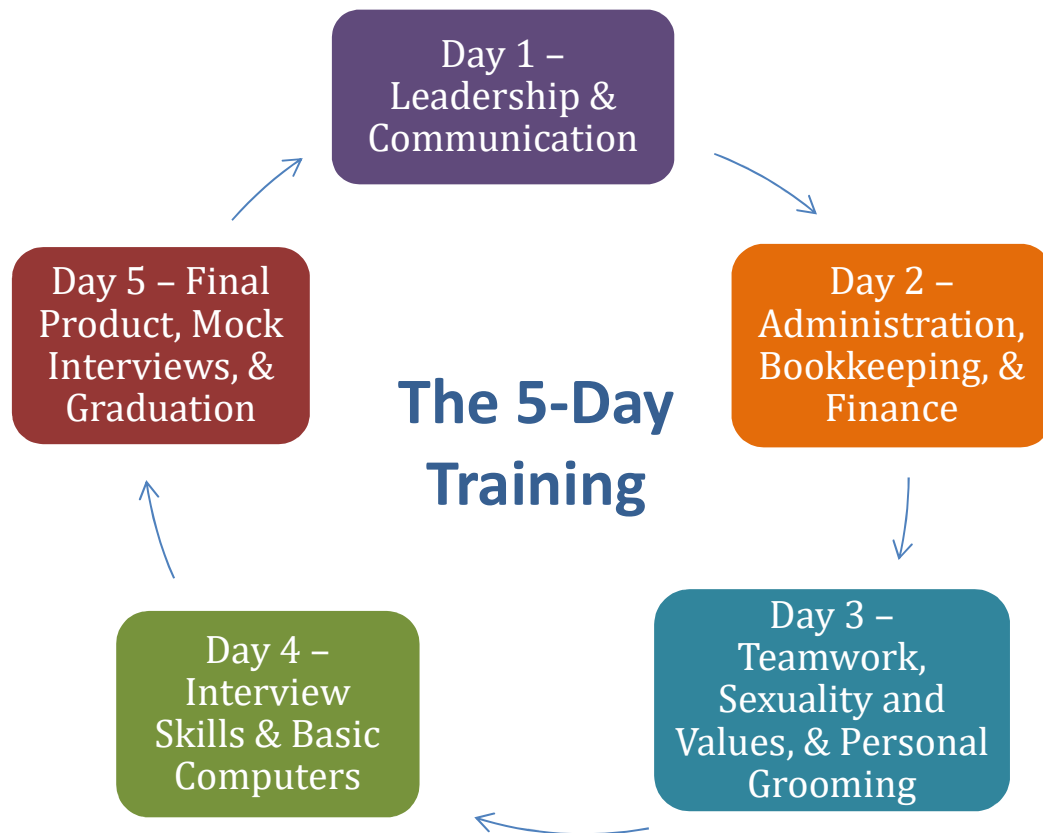
	SMEs	ZSE Listed Companies
1	Teamwork or Collaboration	Time management skills
2	Good verbal and non-verbal communication skills (articulate, clear and listening ability)	Teamwork or Collaboration
3	Poise, self confidence	Ability to build and maintain relationships with colleagues and superiors
4	Creativity and Innovation	Good verbal and non-verbal communication skills (articulate, clear and listening ability)
5	Candidate knowledge of Industry, company & position	Self-discipline
6	Strength of skills for position or work	Creativity and Innovation
7	Critical thinking or problem solving	Ability to link prior work experience to position
8	Ability to link prior work experience to position	Strength of skills for position or work
9	Interest and enthusiasm towards opportunity	Good Negotiation skills
10	Clarity of career interests and goals	Poise, self-confidence
11	Appearance (professional dress, grooming)	Ability to adapt to changing circumstances
12	Basic computer skills	Mature attitude

This workbook was designed as a follow on to the Work Readiness survey. It is a manual to a one week training, designed to equip young people with the above listed work readiness skills. World Education believes this manual can lay a good foundation for young people before employment or internships.

Curriculum Outline

This manual is guidance to a five day training course. The five day training will take the following outline:

Table 2: Diagram showing the outline of the training workshop



1. DAY ONE – PART 1: LEADERSHIP

1.1. Foundations of Leadership

What is leadership? *Write down your responses.*

.....

.....

.....

.....

How does this understanding of leadership prepare you to be effective in the workplace?

.....

.....

.....

.....

The Three Critical Questions to Ask Yourself

Where have you come from?

Where are you now?

Where are you going?

1.2. Self-leadership

Skill Activity: Defining Self Leadership

The facilitator will guide you through an activity of self-leadership using the diagram and graph below:

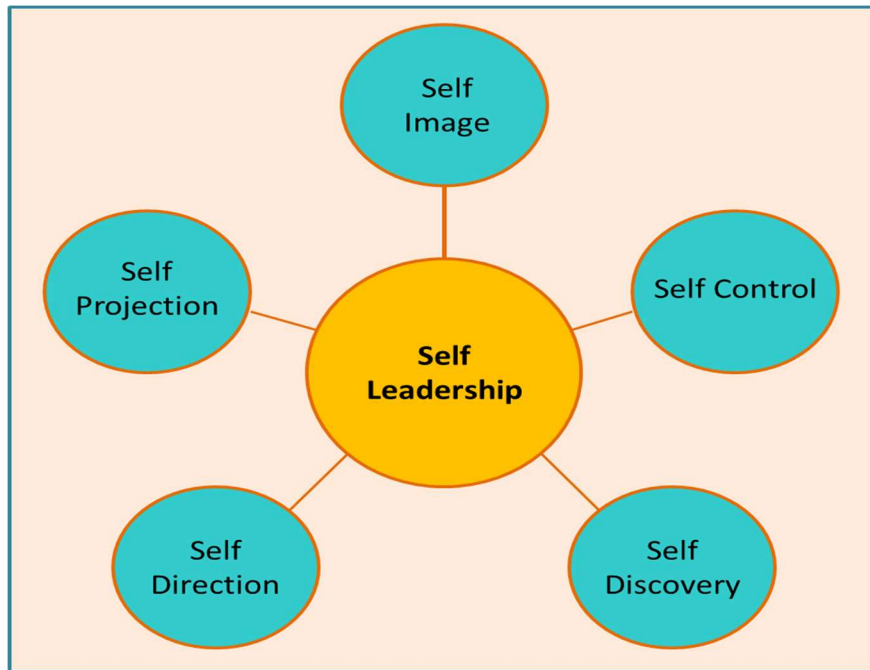


Figure 1: The five domains of self-leadership

Happiness

10

5

0

Age

A. Defining your personal values

Values are the motivating factor behind everything we do as individuals. Our worldview and values system drive us to act and behave in certain ways. Our values define our purpose - the one thing that we should be willing to die or live for. The challenge for the leader is to live a balanced life with regards to the personal, relational, and public aspects of their life. To succeed, we should focus on twelve big decisions:

Focus On These Twelve Big Decisions

1. **Attitude:** Choose and display the right attitudes daily.
2. **Priorities:** Determine and act on important priorities daily.
3. **Health:** Know and follow healthy guidelines daily.
4. **Family:** Communicate with and care for your family daily.
5. **Thinking:** Practice and develop good thinking daily.
6. **Commitment:** Make and keep proper commitments daily.
7. **Finances:** Earn and properly manage money daily.
8. **Faith:** Deepen and live out your faith daily.
9. **Relationships:** Initiate and invest in solid relationships daily.
10. **Generosity:** Plan for and model generosity daily.
11. **Values:** Embrace and practice good values daily.
12. **Growth:** Seek and experience improvements daily.

➤ **TASK: What are your values?** *(Write down your values)*

.....

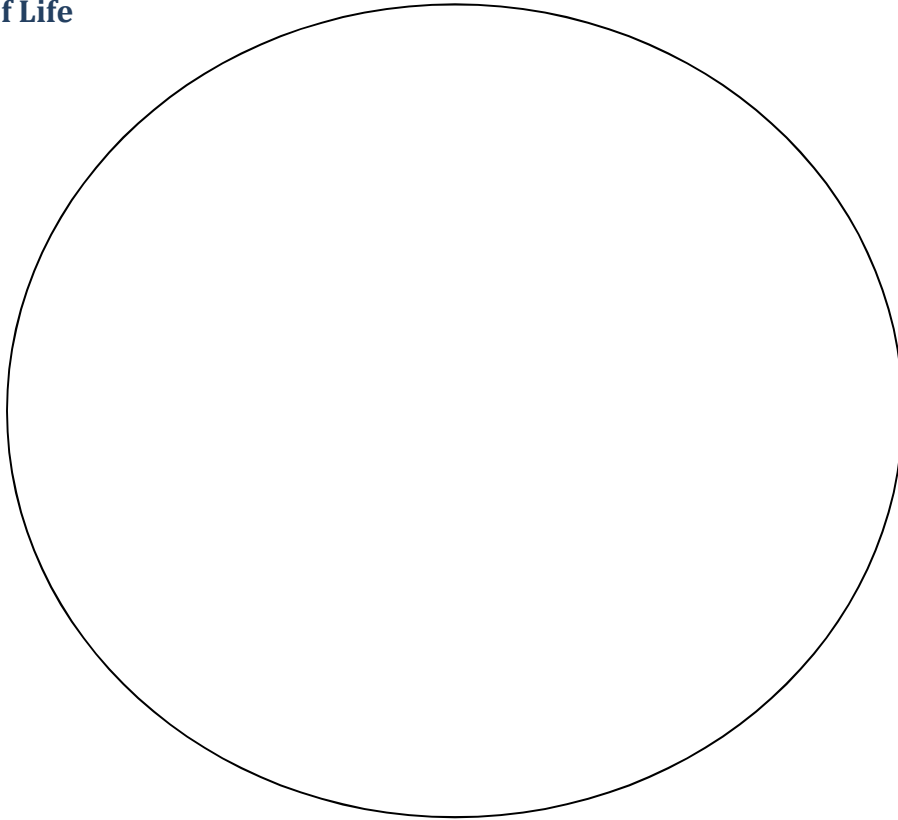
.....

B. My Wheel of Life

Skill Activity: Understanding your wheel of life

The facilitator will guide you through an exercise that will help you understand your wheel of life and how you should balance your life's priorities.

My Wheel of Life



Aspect	Percentage of Life
Financial	
Marital and Love	
Intellectual Development	
Home and Family	
Social and Recreation	
Spiritual	
Health and Wellness	
Career	

C. Defining your Personal Vision and Mission Statement

Write your own Vision and Mission Statements.

My Vision Statement

.....

.....

My Mission Statement

.....

.....

D. Goals and Self-Management

Today Matters Principles: Fill in the blank.

1. Effective people make right decisions _____, and then manage them daily.
2. Making right choices may go against the trends of popular _____
3. The secret to your success is determined by your daily _____.
4. When opportunity arises, it is too late to _____for it.
5. You never change your life until you change something you do _____.
6. Decisions help us _____. Discipline helps us _____.

In order to accomplish your vision statement, you need to develop goals. Goals should be SMART:

S	-	Specific
M	-	Measurable
A	-	Attainable/Achievable
R	-	Realistic
T	-	Time bound

My vision statement is: _____

_____.

Write down 3 goals to help you achieve your vision statement:

1. _____
2. _____
3. _____

Are my 3 goals smart? Check off the SMART traits for each goal.

SMART	Goal 1	Goal 2	Goal 3
Specific			
Measurable			
Attainable/Achievable			
Realistic			
Time Bound			

E. Time Management

In **Self-Leadership**, you need to evaluate which of your goals are number one, two, three, or four. When you find yourself spending more time on the “urgent and important” goals, it means that you are failing to manage your deadlines and crisis items. If you spend your time on “urgent and not important” things, you are being managed by events in your life instead of managing those events. If you spend your time on the “not urgent and important” tasks, you have managed

to focus on the future and are investing in things that last. If you spend time on “not urgent and not important,” you might as well be sitting at home doing nothing! Let us look at ways you can be goal-driven through better time management

1. Define the work you must do personally.
2. Work out what others can do.
3. Work that could be simplified.
4. Tasks that could be eliminated.

Urgent and important - Crisis, deadlines, problems

Urgent and not important - Interruptions, calls

Not urgent and important - Prevention, relationships, long term

Not urgent and not important - Time wasters

F. Delegation & Self-Management

Delegation is an effective tool for self-management. Learning how to delegate and self-manage will enhance the opportunity for any individual to reach their maximum potential. Delegation, dividing up responsibilities, allows you to raise the standard and achieve more in less time because the level of production when working alone is limited. Therefore, delegation increases your capacity, allowing you to achieve many things at the same time.

When used effectively, delegation can increase effectiveness of a high performing individual who has learned the art of delegation. Most people who live unfulfilled lives and have not accomplished their dreams may be the result of mismanaged living.

1.2 Leading from any level (Adapted from John Maxwell's Million Leader Mandate)

It is important to understand that leaders can be found at all levels of organizations. You can be a leader wherever you are! However, leading from the bottom, middle, or top is going to take different forms.

Think about how you can stay true to yourself and be a leader no matter where you are in an organization.

What are the challenges faced by leaders at the bottom of an organisation?

.....

.....

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.....

Principles Leaders Practice to “Lead UP”

- Lead Yourself – Don’t Be Afraid to Take Initiative
- Lighten Your Leader’s Load – Make their job easier!
- Be Willing to Do What Others Won’t Do
- Take on the
- Work hard even if no one you
- Learn to get along withpeople
- Take calculated
- Admit faults, but never make
- Do more than is.....of you.
- Be the first to to help others
- Be willing to take on tasks that go beyond your **J**.....
D....., if required.
- Know your leader’s regarding the organization’s goals and objectives so that you can align with the direction of the organization.
- Know your leader’s **S**.....
- Support your leader’s **V**.....
- Understand your leader’s **P**.....
- Earn your leader’s **T**.....

1.3 Avoid Office Politics

1. Avoid **GOSSIP**.
2. Stay away from **ARGUMENTS**.
3. Stand up for what is **RIGHT**, not just what is popular.
4. Look at all **SIDES** of the issues.
5. Don’t protect your **TURF**.
6. See the **BIG PICTURE**.
7. Always tell the **TRUTH**.

2. DAY ONE - PART 2: COMMUNICATION

It is important to have clear, strong communication skills in all aspects of your life. This is especially true in the workplace. You will need co-workers to understand your verbal and written communications so you can be efficient and effective in your work. Breakdown in professional communications means a breakdown in your work – costing you and your organization valuable time and money. We are living in what is called the “Information Age” and we all process enormous quantities of communications every day. It is therefore critical that we become good, efficient, clear communicators in every facet of our lives.

What is Communication?

.....

.....

2.1. Barriers to Effective Communication

It are important to know what the barriers could be to effective communication. That way you can avoid making these mistakes too! Here are some key areas to pay attention to:

- a) **Technical Problem** – *HOW* is the message transmitted and what could go wrong
- b) **Semantic Problem** – the *MEANING* of the message could be misunderstood
- c) **Effectiveness Problem** – how *EFFECTIVELY* does the received message effect behaviour

What barriers could you run into in these phases of communication?

Sender:

Message:

Channel:

Receiver:

2.2 Professional Communication

What are the different ways in which people communicate in work situations?

- a)
- b)
- c)

3. DAY TWO - PART 1: ADMINISTRATION

Administration is the function of managing business or public affairs. It is also a function someone's capabilities of organizing activities and resources.

3.1 Functions of an Administrator

An administrator has to be an effective supervisor or coordinator and there are four functions that are critical in this role:

- a) Planning
- b) Organizing
- c) Directing
- d) Controlling

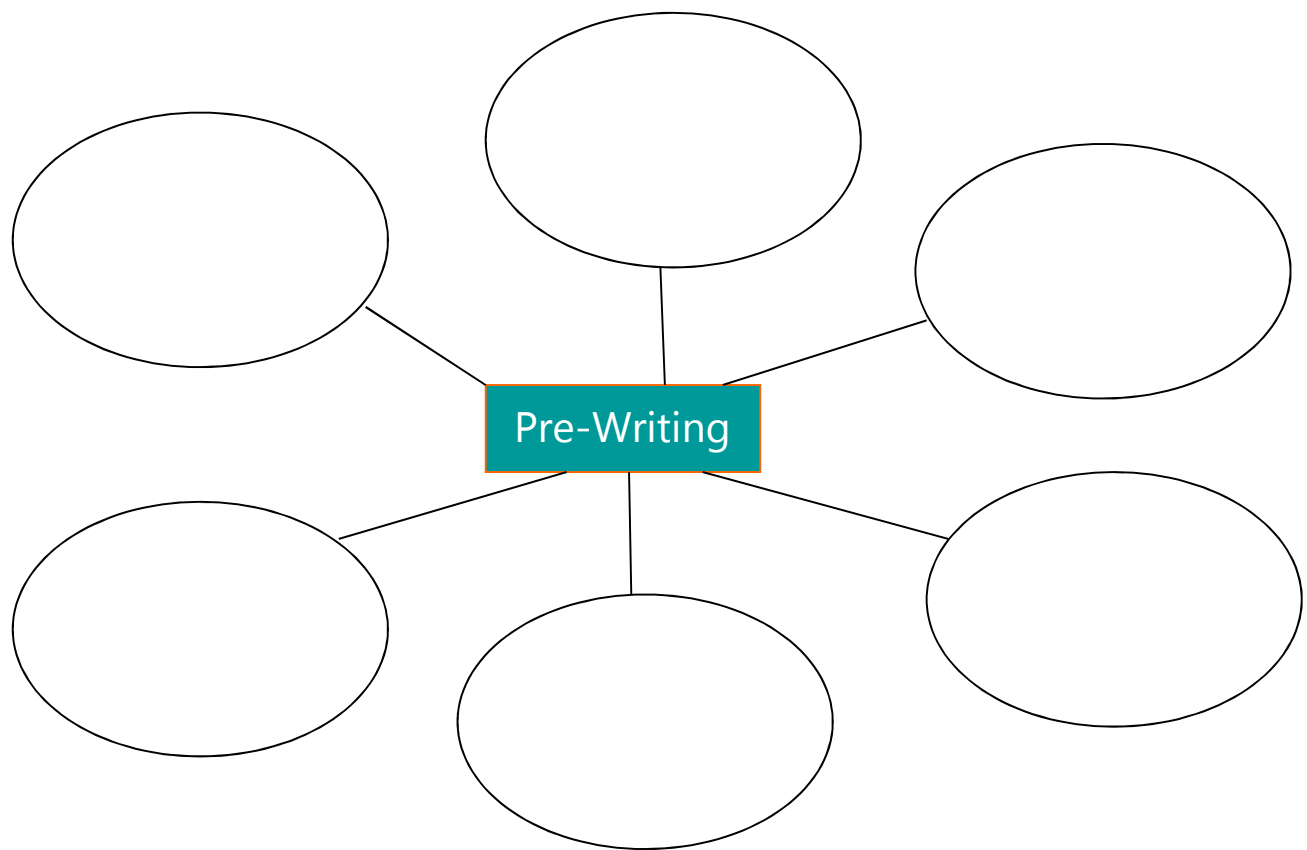
3.2. Qualities of a Good Administrator

- Provide clear _____.
- Encourage two way _____.
- Willing to coach and support _____.
- Provides objective _____.
- Establishing on-going _____.
- Selecting the right people to staff the _____.
- Understanding financial implications of a _____.
- Encouraging _____.
- Giving clear _____ when necessary.
- Constantly demonstrating high levels of _____.

3.3. Report Writing

What questions should you ask yourself before writing a report?

Brainstorm additional questions in the categories below that you should answer **BEFORE** you start writing a report.



3.4 Taking Minutes

Minutes are notes taken during a meeting to remind you what was discussed and agreed on. They do not need to be long, complicated, or fancy. They do need to record clearly and simply what decisions were made at the meeting and who is going to carry them out.

Minute-taking Tips

1. Keep It Simple! – do not try to write down everything; focus on critical information and summarize.
2. Keep the basics under control – make sure you have a pen, paper, and agenda, make an attendance sheet in advance, have copies of previous meeting minutes and other materials you may need.
3. Keep your notes rough – make them clear enough that you understand, but your notes can be simple. You should include:
 - a. Group name; date; time; place of meeting
 - b. Underline headings for separate items
 - c. Leave space between items so you can add extra info later if needed
 - d. Underline or highlight action items and name who is responsible for getting these items done
 - e. Make sure you give context when needed – especially when minutes are for people who were not at meeting
 - f. Type up final notes soon after meeting, while they are fresh in your mind

Skill Activity: Writing Minutes

The facilitator will conduct a short meeting with a few people. You are going to observe, listen attentively and take down the minutes.

The template has been provided for you below:

Purpose of Meeting:

Date of Meeting: / /
(Day) (Month) (Year)

Present in the Meeting:
(Write names of people present in the meeting)

Meeting Agenda:

- 1)
- 2).....
- 3).....

Discussion	Action Points	Person Responsible

3.5. Writing Memos



What is a Memo?

- Memos are used to make requests, to give announcements, and sometimes to communicate reports.
- Memos that make requests or announcements are ready quickly. In these memos you need to get to your point quickly – first paragraph; first sentence, if possible. *Do not make the reader dig for information – keep everything short and simple!*
- Memos should be less than a page!
- Memos should list the names of sender(s) and receiver(s) at the top of the document – this includes those who are Carbon Copied (CC'd)
- *Action items should be clear – make sure you say at the beginning and the end of the memo what you need the reader to DO or what you will do for them.*

Skill Activity: Writing a memo

The facilitator will give you a scenario where you need to write a memo. You will have to develop a memo from that scenario. A simple template of a memo is provided below:

Memo:

Date: /...../.....

To: _____

From: _____

Subject: _____

Signed

Requesting Person

_____/____/____

Date

4. DAY TWO - PART 2: BOOKKEEPING AND FINANCE

Bookkeeping is the recording of financial transactions in a business. Transactions may include purchases, sales, receipts, and payments by an individual or organization. During this unit we will explore:

4.1 Understanding Money- Levels of Wealth Creation

a) How does money work and how can it be created?

4.2. Budgeting

a) What is a budget?

b) Why is it important for a company to have a budget?

Skill Activity: Drawing a budget

Draw your own budget from the notes given to you by the facilitator. A simple budget template is provided for you below:

Budget Title:

[illegible]

4.3 Bookkeeping

Bookkeeping is the management of a company's financial transactions – money received or spent by an organization. The system with which you do this can be manual or electronic. Electronic versions include accounting software (such as QuickBooks) or Microsoft Excel.

A. Receipt

a receipt is a written acknowledgement that money (or something of value) has been given to the person who issues the acknowledgement. A receipt may be manual or electronic (e.g. a till slip). During your career you may need to write receipts, receive receipts, or record receipts for your company.

B. Accuracy

It is very important when working with receipts, as this is a document that proves you received or exchanged money or valuables on behalf of your company. This is important for documenting company expenditure or income.

Information that should be included on a receipt:

Date
Items purchased/exchanged
Itemized Cost
TOTAL Cost

What other information can you think of that may sometimes need to be included on a receipt?

- a)
- b)
- c)

d) **Activity 2: Receipt**

In the box below, write a receipt for someone who has just bought 15 books from your company. Each book is worth \$3.

C. Cash Book (record of receipts and payments)

- A book for **keeping a record** of money spent and received.
- It has **two sides**: one for recording receipts and another for recording payments.
- As the name suggests, it is specifically for **recording cash**, and not any other assets.

D. Fixed Assets Register

A book for **recording your assets** e.g. equipment like machinery, computers, motor vehicles.

E. Depreciation

Depreciation is the value that any asset loses and is written off against that asset per period. Depreciation for each category is worked out and recorded so that the value of an asset is known at any given time. Rate of depreciation is according to the category e.g. motor vehicles at 20% each year and furniture 10%.

Skill Activity: Fixed Assets Register Activity

In the table below, calculate the (depreciated) value of the fixed assets for the listed years:

ITEM	CURRENT VALUE	VALUE IN 2014	VALUE IN 2016	VALUE IN 2020
2012 Nissan Hardbody 4X4	\$25,000			
Flat screen television	\$10,000			
10 Desks	\$5,000			

4.3. Banking and Bank Reconciliation

A. Opening a bank account and depositing cash

Why do I need to keep records of money even if I receive a bank statement regularly?

B. Bank reconciliation is the process of ensuring that what you have recorded in the cash book agrees with what is on the bank statement, and vice versa.

The next step is to **note** any differences and **act** on them.

C. Income and Expenditure Accounts/Profit and Loss Account

- What is Income?

- What is expenditure?

- Why is it important for businesses to maintain an income statement?

Design a 1-page Income and Expenditure Statement for the business of your choice

Design a 1-page Income and Expenditure Statement for the business of your choice

[illegible]

5. DAY THREE - PART 1: TEAMWORK

"Teamwork makes the dream work!"

"Finding good players is easy. Getting them to play as a team is another story." ~ Casey Stengel

A. Defining the word "Team"

Get into groups of 4-5 people, and together discuss the definition of the word "Team."

Agree on one definition and write it in the space below:

- One person to represent the team and read out the definition to the whole class.

B. How can you develop team spirit in the workplace?

Skill Activity: Teamwork Activity

In groups of 4-5, come up with a team-building activity that you could use in the workplace to develop better team spirit. Then pair up with another group and teach your activity to them and vice versa.

"With an enthusiastic team you can achieve almost anything." ~ Tahir Shah

6. DAY THREE – PART 2: SEXUALITY AND VALUES

6.1 Sexuality and Values

What is the difference between the Hollywood Model and the Values-based Model concerning dating?

Hollywood style relationships

Value based style relationships

How do we find our way?

- Values or Hollywood?
- We are a mixture of both
- You can be primarily a values person who has Hollywood moments or primarily a Hollywood person who has value moments.
- What are the consequences?

Ideas have Consequences

- Lies a Community holds to be true: What are some of the lies our community believes about sexuality and HIV and AIDS?
- Truth the Community embraces: What are some of the truths that we believe about Sexuality, HIV and AIDS?

CASE STUDY- A young man who used a values approach

1. 0-4 years: Innocence
2. 4-10 year old- Sexual Awareness begins
3. 6-9 yrs Show me yours Show mine
4. 8-12 yrs Hollywood exposure or Television
5. 13yrs onwards- Managing the conflict between Values and Hollywood
6. 13-18yrs The battle begins: Thought life, masturbation, wet dream, infatuation, Sexuality versus my value position
7. 18-23 yrs Falling in love- H, V, B, R, N, F, Gcc, M, R (Hurt but Protected)
8. 24 -36 yrs Finding love- It's a Journey, It's Painful, It's a Song, It's a Commitment

Discuss and share: Do you still believe in marriage?

- Marriage worked better with the older generation
- Divorce rate is high
- Monogamy is overrated-it does not work
- Our culture allowed polygamy and this has mutated into the small house syndrome
- What made marriage work with the older generation

Define your boundaries: How far should you go?

- Genital intercourse
- Oral Sex
- Mutual masturbation
- Heavy Petting
- Petting
- Prolonged Kissing (French kissing)
- Kissing
- Cuddling
- Embracing
- Holding hands

Some general guidelines when dating

1. Define your boundaries before you are committed to a relationship.
2. Learn to NO once your boundaries are set.
3. Manage your sexuality by avoiding pornography and other sexually stimulating activities (sex can be addictive).
4. If you are dating, being creative with your partner so that you do not base your relationship on physical intimacy only.
5. Explore Abstinence.
6. Be faithful to one partner.
7. Use condoms if you are already engaging in sexual activity.
8. Get circumcised, it reduces the chances of infection.
9. Seek Wisdom: Wisdom is the accurate and sincere application of knowledge and information in a sensible and honourable manner resulting in fruitful benefits for one's self, others and the greater good

7. DAY THREE - PART 3: PERSONAL GROOMING

Personal grooming is important for a positive self-image and every effort should be made to encourage and assist the resident to maintain a pleasing and attractive appearance.

A. What do you notice when you look at someone for the first time?

B. What are the things you need to pay attention to in order to make a good first impression?

What Is Appropriate (Or Not!) In The Workplace

	Do	Don't
HAIR	Wash often Keep trimmed and neat Tie it back if it's long Hair-holding devices should be plain and natural colours Gentlemen: keep facial hair neat and trimmed Natural colour, or one or two shade	Dirty hair Long, split-ends Long hair Bright or gaudy or large hair-holding devices Gentlemen: unshaven, shaggy facial hair Unnatural colours (green, pink, purple)
NAILS	Clean Short and natural-shape Neutral colour polish	Dirty Long or broken nails Chipped polish Bright/tacky polish
TEETH	Brush twice a day Rinse after every meal If you smoke, rinse after smoking Keep breath-mints/mouth freshener handy	Dirty, un-brushed teeth Food in your teeth after meals! Smoker's or stale breath

	Do	Don't
CLOTHING	Business Casual or Professional Clean Ironed Avoid logos or offensive graphics Well-fitted Cover up! Comfortable, but professional shoes	Casual Dirty Crumpled Large logos or offensive graphics Too large or too small Miniskirts Shorts Caps Tight clothing Saggy clothing Revealing clothing Midriff-baring clothing Very high heels
MAKE-UP	Natural colours Mild perfume	Bright or dark or heavy make-up Strong-scented perfume
JEWELLERY	Minimal and conservative Only <u>ears</u> pierced	More than 5 pieces of jewellery Facial or multiple ear piercings

8. DAY FOUR - PART 1: INTERVIEW SKILLS

8.1 Preparing for the big day

- a) Do your research – make sure you are familiar with the company, the job description, and what the company is looking for.
- b) Update your CV/resume and make sure you have 2-3 printed copies to take to the interview.
- c) Dress appropriately (see Section 5 on Personal Grooming) – Ask your point of contact at the company what their dress code is. You do not want to show up too dressy or too casual.
- d) Shortlist and familiarize yourself with 5-6 of your top skills.

First Impressions

- Make sure you are on time – give yourself enough time for things to go wrong with transportation
- Smile and make eye contact.
- Give a firm handshake – but do not be aggressive.
- Keep breathing – keeps your nerves calm

Skill Activity

In pairs, do role-plays where you 'meet each other for the first time and try to make a good impression. One person can be the one trying to make the impression and the other can be the judge. Swap places and assess each other.

Interview Do's and Don'ts

DO	DON'T
Smile	Frown or grin too much!
Focus on Professional Experience	Talk about your Family/Personal Life
Discuss what you are looking for in a job	Make negative comments about your old boss or company
Relax!	Stress!
Maintain eye contact	Look at the ground or avoid of eye contact
Ask what they are looking for in a candidate	A job search can be hard work and involve frustrations; do not exhibit frustrations or a negative attitude in an interview
Have a printed copy of your CV or resume and the job description	Do not give the impression you are only interested in salary; do not ask about salary and benefits issues until the subject is brought up by your interviewer.

DO	DON'T
Dress Smartly	Untidy personal appearance
Listen to be sure you understand your interviewer's name and the correct pronunciation.	Do not be late for the interview. Arrive at least 10 minutes early.
Ask for clarification if you do not understand a question.	Lack of enthusiasm for the job
Be thorough in your responses, while being concise in your wording.	Inability to express information clearly
Even when your interviewer gives you a first and last name, address your interviewer by title (Ms., Mr., Dr.) and last name, until invited to do otherwise	Do not assume that a female interviewer is "Mrs." or "Miss." Address her as "Ms." unless told otherwise. Her marital status is irrelevant to the purpose of the interview
Sit still in your seat; avoid fidgeting and slouching.	Do not take cell phone calls during an interview. If you carry a cell phone, turn it off during the interview to be sure it does not ring

7.2 After the Interview

- Thank the interviewer for his or her time.
- Reiterate your interest in the position.
- Ask if you can telephone in a few days to check the status of your application. If they offer to contact you, politely ask when you should expect the call.
- Send a Thank you note/email.

7.3 CV/ RESUME WRITING

A Curriculum Vitae (CV) or resume is a summary of your experiences and skills relevant to the field of work you are in. It highlights your accomplishments to show a potential employer that you are qualified for the work you want. It is NOT a biography of everything you have ever done. The purpose of a CV/resume is to get you an interview.

How to write a Good CV/Resume - Key Elements to Include

- Name and Address** - Be sure to put this at the top of the document. Include your email address and phone number.

- b) **Objective/Keywords/Summary** - In 1-2 sentences, state what type of position you are looking for and what your key strengths are.
- c) **Experience** - List dates, companies, and job titles of all paid/voluntary positions you've held. You can include 2-3 bullet points of your specific responsibilities
- d) **Education** - List your university/high school names and dates attended, with most recent education listed at the top. If your coursework is relevant to the job, list specific courses you'd like to highlight. If you won awards/had leadership opportunities at school/university, list these too.
- e) **Interests/Hobbies** - Include these, especially if they give your future employer a better sense of who you are. Employers like to know they're hiring interesting people!
- f) **Skills (optional)** - You can list Languages you speak; Computer skills; other very specific technical skills, as relevant.
- g) **References** - List 2-3 references, including: name, job title, company name, phone number, email address. Make sure you've checked with your references that they know you've listed them!

7.4 The Cover Letter

A cover letter is a professional letter that accompanies your CV. It describes why you are sending the CV and also summarises your experiences and job educational background relevant to the reason of application.

Below is a sample of a cover letter and CV.

SAMPLE COVER LETTER

10 September 20XX

The Director, Human Resources
World Education Inc.
29 Lawson Avenue, Milton Park
Harare

Dear Ms. Moyo

RE: APPLICATION FOR AN INTERNSHIP

I am writing to apply for an Internship with World Education Inc. I am a recent graduate of a BSc. in Sociology from the University of Zimbabwe where I passed with a 2.1 pass mark.

I have gained hands-on experience in basic book keeping working at my local church, where I am a volunteer secretary. My main duties are to receive money, receipt people and bank funds.

Your internship will offer me an opportunity to strengthen my current work history and give me more focused experience in the field of development work.

Enclosed is my CV. I look forward to the prospect of speaking to you further about this position.

Yours Sincerely,

Mary Dube
154 Mabvuku Street
Harare
0773 xxx xxx
MDube@xxx.com

SAMPLE CURRICULUM VITAE

Mary Dube

01/01/1995
154 Mabvuku Street
Harare
0771 xxx xxx
mdube@xxx.com

Summary

I am a creative, self-motivated person with strengths in journalistic writing and project planning and monitoring.

Professional Experience

January 2014 to present - Volunteer Secretary at Church

Duties

- Collects money at services
- Receipts individuals who make contributions
- Banks money after services

EDUCATION

Bsc. Sociology – September 2010 – September 2012

Overall Pass 2.1

Courses

- Business Writing Journalism I
- Advertising Theory Copy & Line Editing
- English Media Advanced Composition
- Writing for the Workplace Magazine Writing

A' Level - Maths C, Shona A, English Literature B

O' Level – Maths A, Shona A, English B, Economic C, Accounts C

PROFESSIONAL AND ACADEMIC AWARDS

- Won an Award for best journalistic writer at XYZ Secondary School in June 2009

LANGUAGES

Shona, Ndebele and English

HOBBIES AND INTERESTS

Playing tennis, Blogging

REFERENCES

Pastor John Moyo
District Pastor
ABC Church
123 Mbvuku Tafara
Harare
0772 XXXXXX

Mrs. Rita Michael
Sociology Lecturer
MNO College
456 Mbare
Harare
0773 XXXXXX

Curriculum Vitae

Name

Date of Birth:/...../.....

Address:

Phone:

Email:

SUMMARY OF PROFESSIONAL EXPERIENCE

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PROFESSIONAL EXPERIENCE

..... to Present (Company worked for)

Position

Duties

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-

..... to Present (Company worked for).....

Position.....

Duties

-
-
-
-

EDUCATION

Tertiary Qualification

.....
Write degree attained or studying towards *year attained* *grade attained*

.....
Write degree attained or studying towards *year attained* *grade attained*

A' Level

.....
Subject *grade attained*

O' Level

.....
Subject *grade attained*

PROFESSIONAL AND ACADEMIC AWARDS

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-
-

LANGUAGES

.....

HOBBIES

.....

REFERENCES

Name (with title)

Position

Company/Organisation/School

Address

Phone number

Name (with title)

Position

Company/Organisation/School

Address

Phone number

Name (with title)

Position

Company/Organisation/School

Address

Phone number

8. DAY FOUR - PART 2: INTRODUCTION TO COMPUTERS

A computer is made up of two parts, Hardware and Software.

- **Hardware** is the frame that makes the computer e.g. inbuilt hard drives, modem, mother body, screen, keyboard and the memory.
- **Software** is the programs installed into the computer to make it work e.g. Microsoft and Apple, IBM.

1. How to Handle the Computer

- Have clean hands when switching on and off the computer
- No food or drink around the computer
- No direct contact with heat e.g. don't leave it in the sun
- Do not touch the screen unnecessarily
- Have a power surge to protect the computer when you leave it on.
- Keep the bag clean and make sure laptop is secure when in the bag
- Cleaning is done once in a while by using methylated spirit and cotton wool

2. Switching On and Off the Computer

- Never switch off computer when its booting up
- Follow the proper procedures
- When switching off, first save the document that you are working on, then close the window that you are working in

3. Common Terminology

a) Hardware

- Keyboard contains function keys which executes instructions from end user.
- Touchpad or finger pad is equivalent to mouse
- Space bar used to space work

b) Software

All software has programmes with special functions that help you work thru them. One thing in common is the format toolbar

4. Finding a Program

- Go to start menu
- Press enter or click once on the touch pad or you can click left button once
- Choose a programme and highlight it
- Press enter or click once left button

5. Saving onto a Flash Disc

- Go to file
- Go to save as
- Find saving medium on task menu. For flash disk its either G,E,or F. It will be written removable disk

- Press enter
- You are now in flash disk then give your file a name.
- Press enter, it automatically saves your document.

6. Saving on C Drive

- Go to file
- Go to save as
- View task menu
- Choose relevant folder
- Press enter
- Give your file a name
- Press enter then document is saved
- When working on a document you can automatically save the save icon on the formatting tool bar

7. Retrieving a File

- Go to file
- Go to open
- View task menu
- Choose relevant folder
- Press enter
- Choose file
- Press enter
- File opened

8. Creating a File

- Go to file
- Highlight new
- Press enter and you get a new page

9. Deleting a File

- Go to file
- Highlight delete
- Press enter
- Golden rule NEVER DELETE UNLESS YOU ARE VERY SURE YOU WANT TO DELETE. NEVER DELETE PROGRAMMES

10. Creating a Folder

- Go to file
- Press save as
- Press enter and view task menu
- Go to new folder icon and press enter
- Name the folder
- Press enter and you are in the folder

11. Printing a File

- Go to file
- Highlight print preview- in preview you have an opportunity to edit document before you print
- Close preview
- Save Document
- Press print by either pointing to the print icon with the arrow key

8.2 Changing Font an a Document

1. CAPITAL LETTERS

- There are three ways to change font to capital letters.
- Press down the shift key and type in the letters you want, there will be capital letters. E.g. PRECIOUS
- Press caps lock once – letters will be in capitals
- Highlight the word or paragraph you want change. Go to format on the task menu, highlight **change case**, highlight **upper case**. E.g. DOCUMENT
- Automatic using the Caps icon
- Homework- Discover and write notes on how to copy and how to paste

2. Copy and Paste

- Highlight the document you want to copy
- Go to edit and highlight copy
- Go to position where you intend to paste
- Go to edit and highlight paste and click
- Homework- Discover and write notes on how to copy and how to paste

3. The Difference between Copying and Cutting

- When coping text from a document, the original document is not adjusted.
- When cutting text from a document, the original document is adjusted because you permanently remove text from the document.

4. Moving Within Text

- The down arrow helps you to move to the next line
- The up arrow helps you to move to the previous line
- The right and left arrows help you move along a line- letter by letter
- The end key helps you move to the end of the line
- The home key helps you to go to the beginning of the line
- Page down helps you to move to the next screen or page
- Page up goes to previous screen or page
- Control key plus the right arrow helps you move to the next word
- Control key plus the left arrow helps you move to the previous word
- Control key plus end key helps you move to the end document

- Control key plus home key helps you move to the beginning of the document
- The enter key helps create space between lines and also to start a new sentence
- Shift key helps you activate second function key
- Backspace key helps you delete space within a line and to delete extra space line by line
- The delete key helps you delete larger amounts of text
- Insert key helps you to insert new text by writing over old text
- The scroll key helps you the curser key move through the document faster.
- Escape key is like the backspace key that delete the last instruction
- Tab key helps you indent or move margins in a document
- Control key helps works in conjunction with other keys
- Window key takes you to start menu
- Alt key plus control and delete key helps you end a program
- Space bar helps create space between words

Skill Activity: Writing a word document

Open a word document and write any topic of your choice. Write two paragraphs with proper demarcations between them. Save the document on your desktop.

5. Inserting page numbers in a document

- Go to insert menu
- Highlight and click page numbers
- Select position of page numbers either top or bottom
- Select alignment of page numbers left, right or centre

6. Inserting a picture in a document

1. Go to insert menu
2. Highlight insert picture
3. Select from the menu on the right the folder or gallery of the picture you want to use and click
4. View and select picture
5. Copy picture and close gallery or folder
6. Place curser on the position you want to place picture
7. Click on paste

7. Inserting Text Box

A text box gives text a boarder. This is useful for fliers, newsletters

1. Place curser where you want the text box
2. Go to insert menu
3. Highlight and click on text box
4. Type text
5. Either leave the boarder as it is or adjust to your liking

9. DAY FIVE - OUR FINAL PRODUCT & GRADUATION

As we come to the end of this training, our final product is to develop an empowered young leader – **YOU** – who is able to function effectively within any organisation they find themselves in. We seek to present an empowered young leader who is **excellent** at what they do; **efficient** in how they do it; and **effective** in the final outcome. Africa requires a new breed of leaders who will be able to provide solutions to various challenges and situations. ***Transformational leaders of integrity*** are going to be foundational to this process of change on our continent. In this training, you have received the tools to become a young leader who understands leadership formation at its various levels to ensure productivity, excellence, efficiency, and effectiveness in the workplace. You now have a foundation for long-lasting and sustainable leadership, and understand that character formation is a building block for leadership effectiveness. You have developed skills so you can produce results at the level you will be expected to function. You must build on this training in your professional life, and become the leader you have the potential to be.

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