

A young man with short dark hair, wearing a blue and white striped polo shirt, is smiling at the camera. He is holding a red pencil in his right hand and a piece of wood in his left hand, appearing to be working on a wooden project. The background is a blurred outdoor setting with green trees and a clear blue sky.

YOUTH WORK READINESS

LIFESKILLS & JOB PREPARATION

TRAINERS HANDBOOK

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



WORLD EDUCATION

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Acknowledgements

This manual was prepared by Transformation Africa (TA) with technical support from World Education Incorporated, Bantwana Initiative (WEI/B). This trainer's manual was designed and developed to be used for the Youth Work Readiness Program, an initiative sanctioned and funded by WEI/B.

The development of this manual would not have been possible without the input of various partner organizations who participated in the initial pilot phase of the Work Readiness Program namely Chiedza Child Care Centre, Howard Hospital and Mavambo Orphan Care. These partners provided invaluable technical input through feedback meetings and discussion forums.

A special tribute also goes to all the implementing partners who participated in the pre-testing Training-of-Trainers' sessions. These partners included Umzengwani Aids Network, Bekezela Home Based Care, Dot Youth, Inzisa Godlwayo AIDS Council, Jointed Hands Welfare Organisation, Silundika AIDS Health Council Zambuko Refugee and Rehabilitation Centre, Howard Hospital, Chiedza Child Care Centre, Child Protection Society and Mavambo Trust.

Funding for these publications was made possible by WEI/B.

Preface

The Life Skills and Job Preparation manual was developed to equip Community Based Organisations with information and skills required to prepare youth for the job market through training them on employability or soft skills. Employability skills are character traits and interpersonal skills that characterize a person's relationships with other people. In the workplace, employability skills are considered a complement to hard skills, which refer to a person's knowledge and occupational skills.

WEI/B Zimbabwe commenced this project by conducting 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 recruit interns; the number of interns they could absorb; and requirements they would need to manage an internship program. Table 1 below shows the skills and attributes highlighted as critical for young people seeking to enter the job market should have, in order of priority.

“ Employability skills are character traits and interpersonal skills that characterize a person's relationships with other people. In the workplace, employability skills are considered a complement to hard skills, which refer to a person's knowledge and occupational skills.”

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
11	Clarity of career interests and goals	Poise, self-confidence
	Appearance (professional dress, grooming)	Ability to adapt to changing circumstances
12	Basic computer skills	Mature attitude

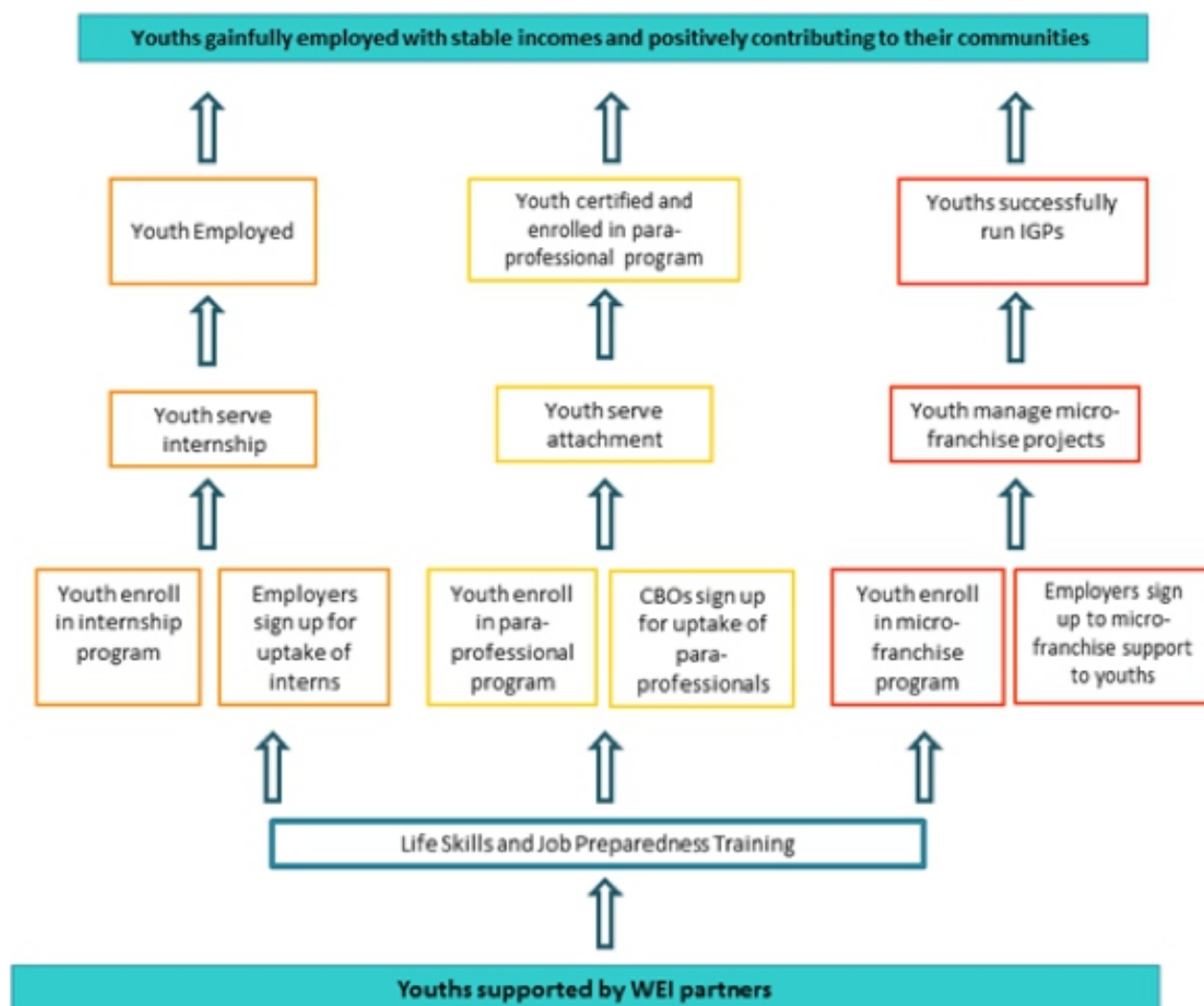
“The program enhances the employability of young people in Zimbabwe.”

The Youth Work Readiness Program is a highly specialised programme that aims to transform and empower unemployed young people to contribute meaningfully to the development of their community and country. Therefore the program enhances the employability of young people in Zimbabwe.

This manual is accompanied by the Student Handbook that was designed in response to the Work Readiness Survey; the result being a one week training aimed and designed to equip young people with the above listed work readiness skills. WEI/B believes the manual will help provide a solid career or entrepreneurial foundation for young people as they enter the job market.

Conceptual Framework of the Work Readiness Program

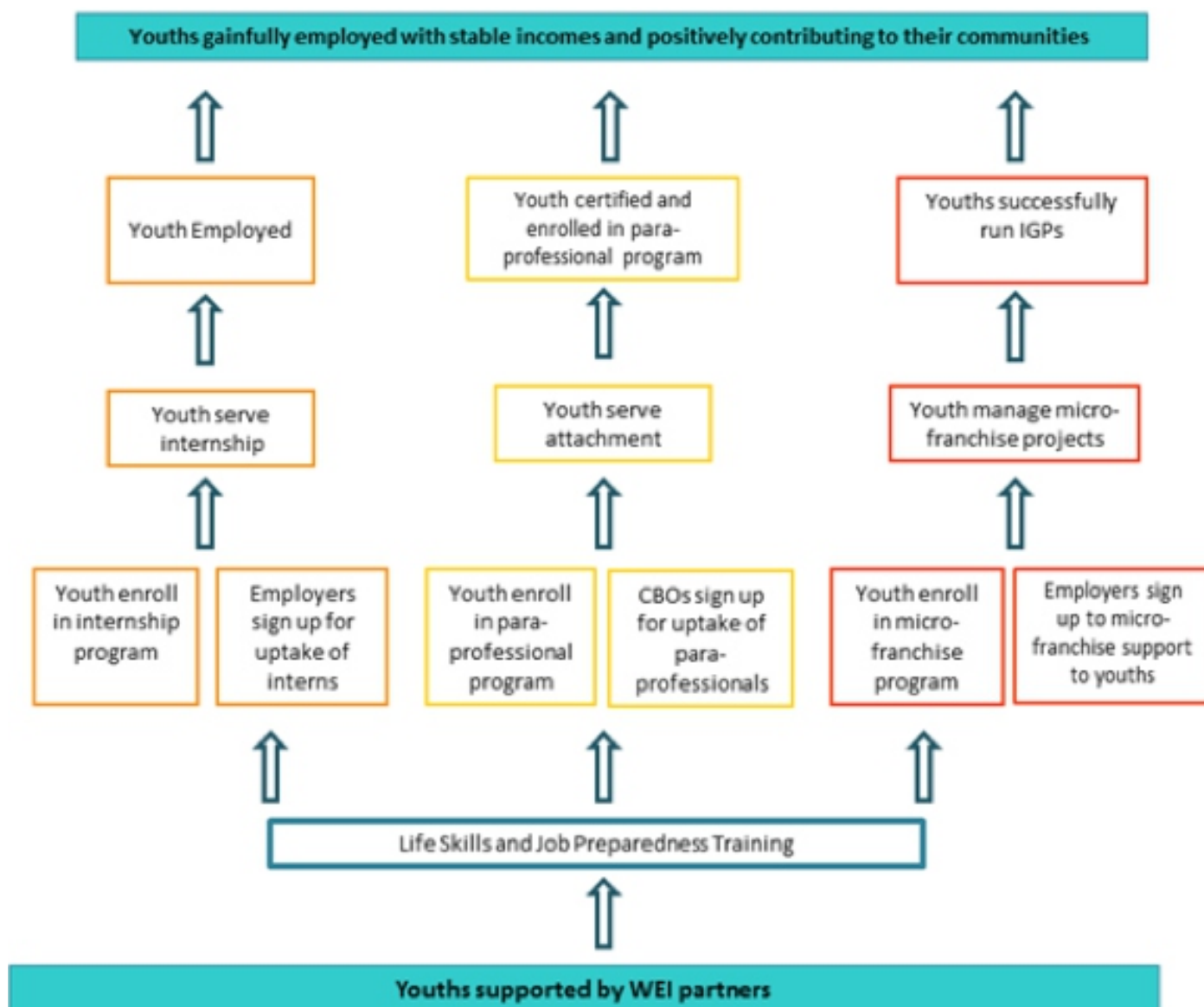
1. Conceptual Framework of the Work Readiness Program



1.1 Contextual Issues

World Education Bantwana (WEI/B)'s Work Readiness Program was crafted in response to the high unemployment rate (more than 70%) in the country. Most programs for orphans and vulnerable children focus on the 0 to 18 age group, stopping assistance when they reach the upper age limit. Youths who graduate from OVC programs are therefore not transitioned into self-sustenance. They are simply given basic assistance to get them through their adolescent years. **The Youth Work Readiness Program** seeks to prepare these young people for employment opportunities and link them to companies for internships, apprenticeships, micro-franchises and/or to Community Based Organisations for Para-professions. Figure 1 shows a diagrammatic representation of the Work Readiness Program.

Figure 1: Conceptual framework of the Work Readiness Program



1.2 Program Design of the Work Readiness Program

The entry level to the Work Readiness Program is the **Life Skills and Job Preparation Training**. This is a 5 day training that equips youths with the skills required by employers in the workplace. Selected youth undergo training in Leadership, Communication, Administration, Bookkeeping, Teamwork, Personal Grooming, and Basic Computer skills. After this training, youth are linked to internships or apprenticeships, micro-franchise opportunities or para-professions depending on their abilities and interests. Internships offer youth without working experience or the appropriate requisite skills for employability, a footing in the job market and open opportunities for permanent jobs and improved livelihoods.

Micro-franchising is a development tool that leverages the basic concepts of traditional franchising, but it is specifically focused on creating opportunities for the marginalised youths to own and manage their own businesses. WEI/B links youth with minimal educational qualifications, to micro-franchise opportunities by striking partnerships with companies and meeting the start-up costs or set requirements.

WEI/B also trains young people for para-professions and links them to their relevant areas of work. Para-professional work is a recognised avenue for youths to gain skills and be employed while simultaneously working towards professional certifications.

Skills and Attributes of a Good Trainer

2. Skills and Qualities of a Good Trainer

Good trainers must possess a certain range of skills that requires continuous improvement. Although not exhaustive, the following list reflects the critical skills and qualities needed by trainers.

2.1 Role Skills

A. Presentation – A trainer must be able to structure and communicate ideas, using visual aids. This manual comes with a set of PowerPoint presentations for each topic, but the trainer must be able to adapt these to suit their context and participants. The trainer can also develop his/her own presentations based on the content of the manual.



B. Facilitation – A trainer should be able to manage activities, elicit contributions from participants through various means as well as learn while they train. The trainer must prepare ice breakers, group work activities and have all the required equipment before the training commences. Group work is good for afternoon sessions since the participants' energy will be low if the workshop started in the morning. Make the whole process a journey of discovery and not just a lecture. Try and train with at least one other co-facilitator so that there is variety in your presentation. A facilitator should be able to study the audience and adapt the delivery method to suit their needs.



C. One-on-one coaching, counselling, mentoring, advising, assessing – A facilitator must be able to single out and assist participants on a one-on-one basis when necessary. A trainer may even need to counsel some participants.

D. Consultancy – A good trainer must be able to consult others when faced with challenging situations. They should be able to investigate, diagnose, advise, and evaluate situations.

E. Trouble-shooting – Every training session brings about challenging questions and situations. A good trainer must be insightful and innovative and be able to troubleshoot or resolve issues that arise.

F. Design – A good trainer must be able to design programmes, materials, activities, and opportunities. They should also be computer literate. A section of this manual will require the trainer to teach students the basics of computers. If the trainer is not comfortable with this topic, they can look for someone else to conduct it for them.

2.2 Personal Skills and Qualities

A. Communication – A trainer should be a good listener, have the ability to question, clearly explain concepts and give feedback. The trainer, thus, must ensure that clear communication has taken place throughout the training. The trainer thus must ensure that the participants understand the concepts and are able to apply what they are learning through simulation role plays, group work, discussions and feedback sessions. The training has various learning verification tools, videos and feedback forms that will assist the trainer in assessing whether effective communication has taken place.

B. Interpersonal skills – A trainer has to have the ability to build relationships, be sensitive to situations and people's issues, and know how to handle conflicts.

C. Assertiveness – A trainer must exude confidence; be able to challenge participants; and support them when needed.

- D. Flexibility** – Things are not always straightforward and it is important for a trainer to be responsive, creative, adaptable and have the capacity to manage change.
- E. Expertise** – It is very important for a trainer to be knowledgeable, experienced, insightful, and up to date with current trends and information.

3. Understanding Transformational Leadership

It is critical that the trainer has an understanding of **transformational leadership** as a transferable concept. Transformational leadership is a type of leadership that can inspire positive changes in those who follow. This implies that the trainer has to lead by example and the participants have to learn the lessons from the individual. It is a "do as I do" concept not only a "do as I say". Transformational leaders are generally energetic, enthusiastic and passionate. Not only are these leaders concerned and involved in the process, they are also focused on helping every member of the group succeed as well.

“Transformational leadership is a type of leadership that can inspire positive changes in those who follow. This implies that the trainer has to lead by example and the participants have to learn the lessons from the individual.”

- A. The Approach** - The Work Readiness training takes a transformational leadership approach which seeks to address the root cause of a problem and not just the symptoms. It comes from the perspective that change or transformation must first take place at a mental, psychological and personal level so that one can sustainably change the environment.
- B. Self-Awareness as a Trainer** - It is important that a trainer has a high level of self-awareness, cultural and emotional awareness, and a set of values that presents them as potential role models to the participant. The participant will only be transformed if the trainer is personally applying what they are teaching at some level and are able to represent the principles they are teaching.
- C. The Concept of Leadership Formation** – Leadership formation is the process one goes through in becoming a leader. In order to become a leader one needs to assess where they have come from, where they are, and where they are going.

Leadership formation hinges on the following four levels: Value Formation, Character Formation, Skill Formation, and Strategic Formation. The main focus of the training will be on Skill Formation so as to position each student for the workplace environment. This training will infuse transformational leadership dynamics as a general thread throughout the modules.

- D. Challenging the Worldview** – The worldview is how one views and interprets the world they live in based on life experiences. The training aims to challenge the worldview of the participant, highlighting the reality that "Ideas Have Consequences", so that the participant can be empowered to make informed decisions. The trainer must have the ability to integrate the training with their own life experience so that the participants are able to see the practical life application points within the training.

The trainer must also exude passion but with sincerity and honesty. The Life Skills and Job Preparation training material has a strong values component which must be streamlined throughout the training. No human being is perfect but one can share the lessons of life's mistakes and accomplishments, highlighting the wisdom of learning from life's journey and from others.

There are many tools that one can use as an effective facilitator.

A. The Voice – The trainer should know how to captivate and clearly communicate just by using the voice as a tool. This has to be appropriate depending on what one is communicating. One can also express different emotions, moods and metaphors by changing the tone of their voice.

B. Relevant Equipment – One should have the relevant equipment prepared. This includes teaching notes, the students' handbooks, the power point projector (LCD), relevant short film clips, flip charts, and markers for group work presentations.

C. Presentation Enhancement - Tools should enhance one's presentation but should not replace it. Therefore one should be careful as to when and how they are used. Funny quotations can be used (be careful not to offend anyone), inspirational quotations, acronyms, props, visual aids, examples and case-study references, analogies, fables, prizes, awards, book recommendations, and fascinating facts. One can also use statistics (which dramatically improve audience 'buy-in' to persuasion), games, and exercises (just beware of activities that take too much time; and always adapt ideas to

the situation). The trainer should encourage all participants to engage in discussions. One can use their imagination to enhance the presentation.



5. Final thoughts before you start the training

The trainer must be familiar with the manual in such a way that they are flexible with which training tools would be appropriate for the specific group or setting. This trainer's handbook is part of a training kit that contains a digital version of the trainer's handbook, student's handbook; power point presentations and

video clips which can be used where appropriate. A trainer is free to use other video clips that one might find appropriate and relevant in their context.

“Tools should enhance one's presentation but should not replace it. Therefore one should be careful as to when and how they are used.”

Preparing for the Training

3.1 Develop a Training Program

Developing a training program is very important and helps one plan and budget their time according to tasks that need to be done. As a trainer, one should think through entire training process and plan even for the ice-breakers and exercises their participants are going to carry out.

Below is an example of a training program:

Day One – Overview, Leadership & Communication

Time	Activity	Person Responsible
0900-0930hrs	Arrival of participants and Registration	John Dube – Minute Taker/Rappatouer
0930-1000hrs	Overview of the Work Readiness Program	Mark Bhebhe – Trainer
1000-1030hrs	Tea Break	
1030-1100hrs	Introduction of the Life Skills and Job Preparation Training	Susan Banda – Trainer
1100-1120hrs	Activity – The King wants a cup of coffee	Mark Bhebhe – Trainer
1120-1130hrs	Introduction to Work Readiness Behaviours	Susan Banda – Trainer
1130-1230hrs	Foundations of Leadership	Susan Banda – Trainer
1230-1300hrs	Video Presentation	Susan Banda – Trainer
1300-1400hrs	Lunch Break	
1400-1430	Self-Leadership	Susan Banda – Trainer
1430-1500hrs	Leading from any level	Susan Banda – Trainer
1500-1530hrs	Tea Break	
1530-1600hrs	Activity – Communication	Mark Bhebhe – Trainer
1600-1700hrs	Communication	Mark Bhebhe – Trainer
1700hrs	Closing	

3.2 Develop a Budget for the Training

It is important for one to develop a Workshop Budget so they will know how much money they will need for the training. The budget will also help in prioritising the expenses. Below is a typical sample training budget for 25 participants.

Budget – Life Skills and Job Preparation Training Workshop

	Line Item	Unit Cost	Unit	Amount	Total Cost	Notes
1	Venue	\$20	/day	5	\$100	Will conduct training at XYZ Community hall at a hire fee of \$20 per day
2	Accommodation	\$40	/night/ person	15	\$600	Three trainers will be accommodated at ABC Lodge at a cost of \$40 per night per person for bed and breakfast.
3	Refreshments					
	Lunches	\$2	/person/day	125	\$250	Lunches will be served for 20 people for 5 days at \$2 per person
	Teas	\$1	/person/day	125	\$125	Teas will be served twice a day at a total cost of \$1 per person per day
4	Stationery					
	Flipcharts	\$5	/flipchart	2	\$10	2 flipcharts will be bought at \$5 each
	Sticky Stuff	\$2	/packet	2	\$4	2 packets of sticky stuff will be bought at \$2 each
	Note pads	\$1	/notepad	25	\$25	25 notepads will be bought at \$5 each.
	Pens	\$0.20	/pen	30	\$6	30 pens will be bought at 20cents each.
5	Transport	\$1.50	/litre	20	\$30	20 litres of fuel at \$1.50/litre of petrol has been budgeted for fuel. Transport will be needed for do workshop logistical errands.
	Total				\$1,150	

3.3 Develop a checklist

A checklist needs to be compiled for all the resources needed before commencing the training. Below is an example of a typical workshop checklist.

- Facilitators
- Master of Ceremony
- Venue
- Markers
- Flip Chart, sticky stuff
- Laptop and Projectors with speakers
- Printed Facilitators Manuals and Student Manuals
- Pens and note pads
- Refreshments, Water and required meals
- Camera

3.4 Training environment

Make sure the environment is appropriate for the training .For example, select a venue that is not noisy, adequately ventilated, clean and with enough ablution facilities The participants must be comfortable and dressed appropriately for the activities that you will require them to do.



DAY 1: The Work Readiness Behaviours, Leadership, and Communication**4. Day One – The Work Readiness Behaviours, Leadership, and Communication****4.1 Part 1 - Work Readiness Behaviours**

Part of the Student Handbook contains a document entitled "The Work Readiness Behaviours". This is a fill-in document with 9 behaviours that students have to exhibit throughout the workshop. Students have to be aware of their actions and write down when they exhibit each of the nine behaviours during the five days of training. They can mention behaviours which they exhibited during the training workshop or at their homes after they break for the day. Please note, they should only write behaviours they exhibit within the five days of training.

Students can submit their booklets when they complete a certain behaviour to the trainer(s). The trainer must read what the students have written and put a tick if what they wrote shows that they really exhibited that behaviour or mark them wrong if it is not reflective of that behaviour. If the student is marked wrong, they must re-do the exercise until they get it right. All students must complete their sections before day five of the training. This booklet helps in evaluating whether the students understand what they are taught..

The trainer should develop a chart with the list of all the students against the 9 behaviours and tick whenever a student is marked correctly on a submission. Below is an example of a chart the trainer should develop.



Work Readiness Behaviours Chart

	Influence	Goal Setting	Effective Communication	Planning and Monitoring	Delegation	Creativity & Innovation	Information Seeking	Confidence	Problem Solving
John	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Susan		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
James	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							
Ruth	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				

The nine behaviours are:

1. **Influence** – Outline a situation where you influenced others to do an action of complete a task.
2. **Goal Setting** - Write a goal you have set for yourself. The goal should be Specific, Measurable, Realistic, and Time-bound
3. **Effective Communication** - Write an instance where there was a barrier to communication, and you used a defined strategy to overcome the barrier and communicate effectively.
4. **Planning and Monitoring** - Write about how you broke down an activity into small, time defined tasks.
5. **Delegation** - Write about a time you delegated a task to others and monitored them through to achieve a set goal.
6. **Creativity and Innovation** - Write about a time you showed creativity and innovation.
7. **Information Seeking** - Write about a time you sought out information so that you could accomplish a task.
8. **Confidence** - Write about a time you demonstrated confidence
9. **Problem Solving** - Write about a time you were faced with a difficult task or situation and how you used a defined strategy to solve it.

Trainer Instructions

1. Explain to the participants the 9 Work Readiness Behaviours.
2. Write each of the behaviour on the white board.
3. Ask participants to provide examples of each behaviour. If participants do not know the behaviour, the trainer should explain and provide an example.
4. Tell participants that they must fill out all 9 behaviours by the end of Day 5. Every time they finish one, they should show the trainer for credit. Completion of all 9 behaviours is a prerequisite for graduation.

Activity 1: Introduction

Objective: The group gets to know each other and start to feel comfortable together.

Duration: 1 hour

Instructions:

- Have everyone in the group introduce themselves (including facilitators). Ask everyone to give their name, where they are from, why they are here, and one "fun fact" about themselves.
- As a group, have youth articulate and write down expectations for training.
- As a group, write down ground "rules" for the training.
- Organize energizer activity: War Cries
 - a. Divide participants into groups of 4-5 people.
 - b. Have them identify a group leader, a team name and a war cry.
 - c. Each team should present their war cry for the group.
 - d. They will remain in these teams throughout the 5 days of training.

Activity 2: Foundations of Leadership

Objective: Introduce participants to the basics of leadership.

Duration: 1 hour

Instructions:

1. Write or project the question "What is Leadership?"
2. Participants should write down their responses and then share with their group.
3. Provide and discuss this definition of leadership:

“Leaders are individuals who establish direction for a working group of individuals, who gain commitment from these group members to this direction, and who then motivate these members to achieve the direction's outcomes.”

4. Next, ask "What is African Leadership?" Have students think individually and then ask participants to share.

5. Divide the participants into 3 groups and give each group 1 aspect of African leadership. Ask them to discuss the aspect with the group: In their own experience, do they think this aspect is true? Explain with examples. After 5 minutes, have groups stand and share their aspect with the class.

a. **Leadership as authority** (father figure): According to the traditional African context, leadership is authority. "What I say goes." Often authority is legislated – it is given an office or a position. "Father" is traditionally a position of authority within the family.

b. **Leadership as service** (mother figure and children): According to the traditional African context, mothers often lead families through various services to their family. Mothers model service through their self-sacrifice during pregnancy and within the traditional African home as the primary homemaker. A single mother looking after her family is another example of servant leadership. Children also model this as they are required to follow the instructions from their parents and carrying various chores that may be required in the home.

c. **Leadership as influence** (grandparents, mother, and children): A child will only catch the attention of their parents when they show responsibility and maturity. Mothers also model influence, because even though the father is the head of the family, many times, fathers are greatly influenced by the advice and guidance of their wives and parents.

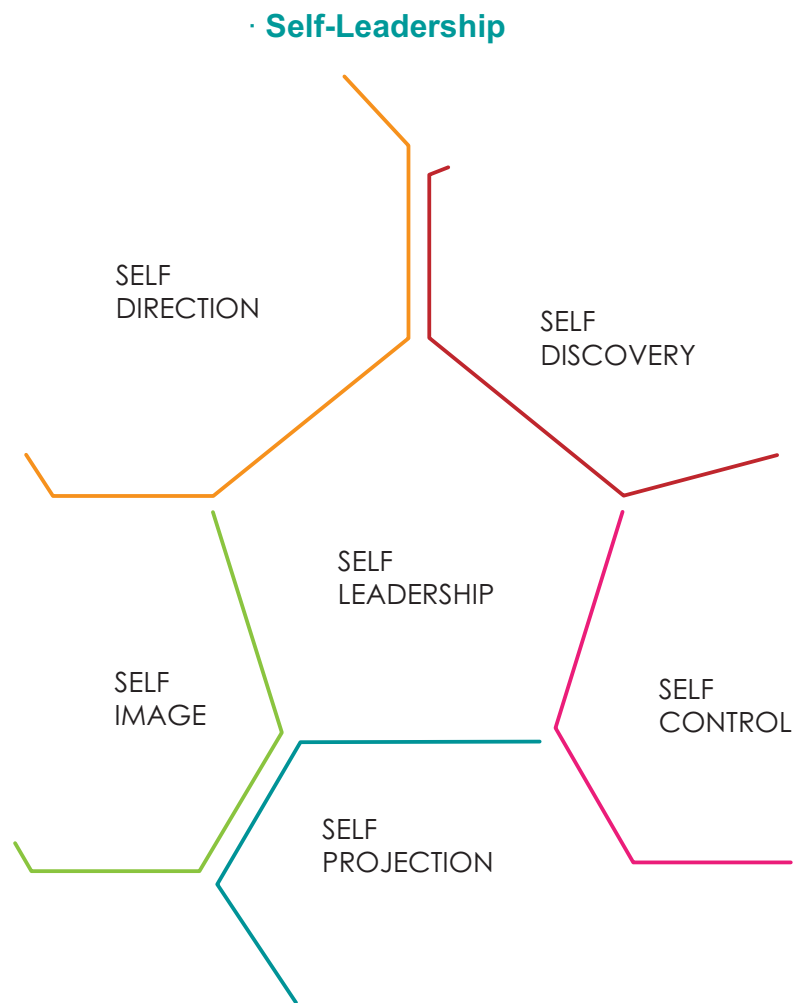
- **Show a video clip that depicts a leader e.g. Martin Luther King Jr-Mini Biography. Link:**

The Three Critical Questions to Ask Yourself

Where have you come from?

Where are you now?

Where are you going?



Self-leadership is the practice of influencing your own thinking, feeling and behaviours to achieve your objectives or goals. **Self leaders** have a force for independence, can make decisions, are more creative and persist, even when facing difficulties.

- **Self Image** - the idea you have of your own abilities, appearance, and personality
- **Self Control** - the ability to control yourself, in particular your emotions and desires, especially in difficult situations.
- **Self Discovery** - the process of getting to understand your own character
- **Self-Direction** – the process of directing and guiding your own behaviour
- **Self Projection** – the process of communicating your attitudes and desires onto others in a constructive way.

Activity 3: Who am I?

Objective: Participants recount their personal experience with self-leadership

Duration: 30 minutes

Instructions:

The Three Critical Questions to Ask Yourself

Where have you come from?

Where are you now?

Where are you going?

- Get participants to reflect on the 3 questions above.
- On the white board, draw a line graph like the one in the student book – X-axis is age and Y-axis is happiness (0,5,10). In front of the participants, map out your happiness level throughout your life. Then describe significant events in your life where you showed self-leadership.
- Then, ask participants to do the same in their student handbook. Label ages ranging from 0 to trainee's current age. *They can also do their ages in sets of 2 (2, 4, 6, etc.) or 5 (5, 10, 15, etc.)
- Have students think about their life and chart their happiness and emotional highs and lows at every age, with 0 = unhappy and 10 = extremely happy.
- After students finish, have them share their chart and discuss when in their life they had self-control or not, and highlight elements of emotional self-discovery, and any lessons on self-direction, self-projection, and self-image.

A. Defining your personal values

Activity 4: My values

Objective: Participants define their values and learn the 12 big decisions

Duration: 30 minutes

Instructions:

- Ask participants what they think values mean. Provide them with a definition below:
"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"
- 2. Ask participants to write down their values in the Student Handbook.
- 3. Draw a web (graphic organizer with the word values in the middle) on the white board.
- 4. Ask participants to share some of their values as you write them on the organizer.
- 5. Explain to participants: *"The challenge for the leader is to live a balanced life with regard to the personal, relational, and public aspects of their life."*

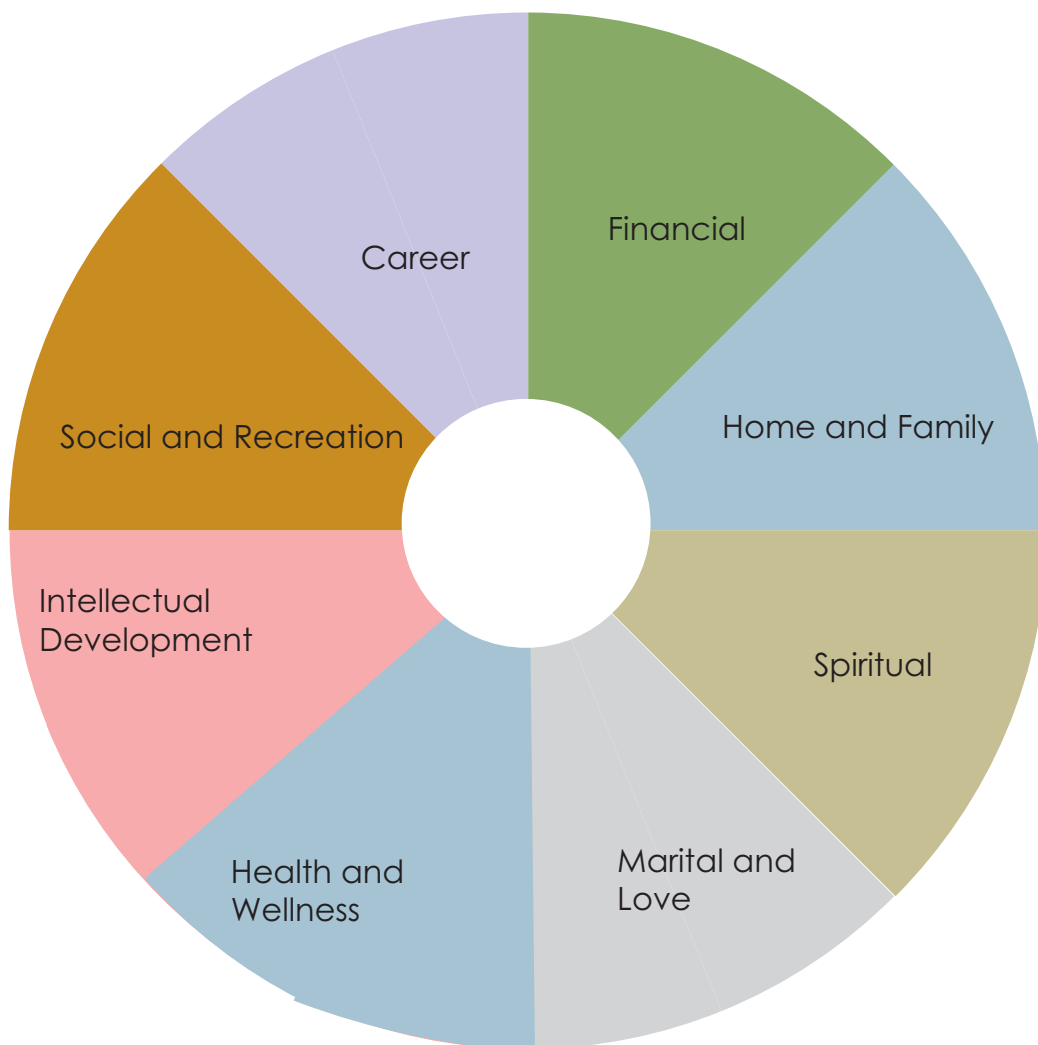
TASK: Team Building: Human Knot

Get the teams to stand in a circle with each individual hands crossed in front of them and then locked into the next persons fingers. The participants must find a way of untangling their hands without separating their hands.

B. My Wheel of Life

Life can become very busy quickly. That is why it is important to keep one's priorities balanced. Priorities are the things that are important to you. Everyone's life is made up of a number of important matters, such as: family, work, education, and religion. And everyone places a different amount of importance on the various aspects of their lives. But if you focus too much on one aspect of your life and ignore the rest, you will become exhausted, unhappy, and stressed.

The wheel of life is an attempt to get a quick and easy view- "helicopter view" of the major parts of a person's life. It helps you to consider each area of your life one by one and then assess what is off balance. It makes you identify how you are currently spending your time and how satisfied you are in the different categories of your life. This helps you identify areas that need more attention than others.



Activity 5: Understanding your Wheel of Life

Objective: For participants to understand their life priorities and how to balance them

Duration: 20 minutes

Instructions:

1. On the white board, draw a circle and label it *My Wheel of Life*.
2. Explain the 8 aspects of life. As the facilitator, draw your Wheel of Life on the board as an example. Grade each segment for each part of your life from 1 - 10.
3. Tell participants to draw their own Wheel of Life in the Student Handbook with percentages.
4. Ask participants to share their wheel with a partner.
5. Ask participants: "How are you balancing your life right now?"
6. Allow participants to reflect on areas of improvement

C. Where am I going? - Defining your Personal Vision and Mission Statement

Activity 6: Personal Vision and Goal Setting

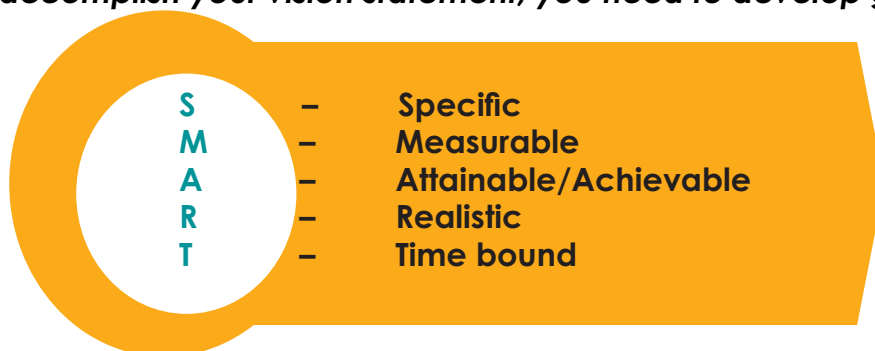
Objective: For participants to define their vision and goals

Duration: 15 minutes

Instructions:

1. Ask participants to write down what their dreams are/what they want to become in life.
2. Ask participants to write down how they will achieve this. Use SMART to help participants define how they will achieve their dreams

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



Example of a SMART goal:

To buy a car by December 2014

3. In one sentence ask participants to write down their goal
4. Call on participants to share with the whole group

D. Time Management

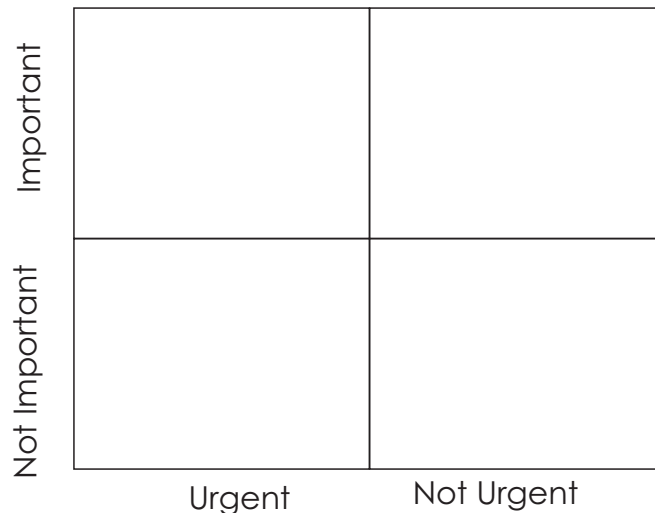
Activity 7: Time management

Objective: For participants to value time and manage it effectively

Duration: 45 minutes

Instructions:

- Show a video on Time. Link:
- 2. Ask participants their opinion on the video. Ask them: How is time viewed in your culture? What happens when someone shows up late for a meeting or misses a deadline?
- 3. On a white board/flip chart, draw the box shown below:



4. Explain each box to the participants and ask them to come up with examples for each type of task. Participants have to justify why their example fits into a specific category and not others.

- Urgent and important - Crisis, deadlines, problems
- Urgent and not important - Interruptions, calls (introduce the concept on delegation. See section F below for notes)
- Not urgent and important - Prevention, relationships, long term commitments
- Not urgent and not important - Time wasters

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.

E. Delegation & Self-Management

- Define the work you must do personally.
- Work out what others can do.
- Work that could be simplified.
- Tasks that could be eliminated.

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.

TASK: Energizer

Give each team this challenge: Try to join nine dots with only four strokes of a pen, without lifting the pen from the page.

4.4 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.

Activity 8: Role Play

Objective: For participants to comprehend leadership in different forms

Duration: 1 hour

Instructions:

1. Put participants in small groups of 3 to 5 people.
2. Ask each group to create a situational role-play that highlights leading from any level.
3. Walk around each group to offer help and opinions.
4. Each group will present their role play in front of the class.
5. After the presentations, ask participants to answer this question in their workbook:
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?
6. Ask participants to share with the group.

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 **TOUGH JOB**
- Work hard even if no one **NOTICES** you
- Learn to get along with **DIFFICULT** people.
- Take **CALCULATED RISKS**.
- Admit faults, but never make **EXCUSES**.
- Do more than is **EXPECTED** of you.
- Be the first to **VOLUNTEER** to help others.
- Be willing to take on tasks outside your **JOB DESCRIPTION**, if required.
- Know your leader's **PRIORITIES** regarding the organization's goals and objectives so that you can align with the direction of the organization.
- Know your leader's **STRENGTHS**.
- Support your leader's **VISION**.
- Understand your leader's **PERSONALITY**.
- Earn your leader's **TRUST**.

Trainer Instructions

1. Explain to the participants "Principles Leaders Practice to 'Lead Up'"

Principles Leaders Practice to "Lead UP"

- Lead Yourself – Don't Be Afraid to Take Initiative
- Be Willing to Do What Others Will Not Do
- Work hard even if no one **NOTICES** you
- Learn to get along with everyone, even **DIFFICULT** people.
- Admit faults, but never make **EXCUSES**.
- Know your leader's **PRIORITIES** regarding the organization's goals and objectives so that you can align with the direction of the organization.
- Earn your leader's **TRUST**.



4.5 Part 3 - Communication

Session Timing	1 hour
Session Objectives	<ul style="list-style-type: none">· Understand Effective Communication· Understand the Process and tools of Communication· Understand the barriers to Communication
Session Style	<ul style="list-style-type: none">· Participatory· Plenary or large group· Dramas and Role plays
Session Materials	<ul style="list-style-type: none">· Flip Chart· Markers· White Board

Activity 1: Introduction- Broken Telephone

Objective: Highlight the importance of effective communication

Duration: 20 minutes

Instructions:

This is a game where the whole group stands in a circle and someone whispers a message into their neighbour's ear, and that person then passes it onto the next person. The aim of the game is to see whether the message remains the same when it returns to the first person who originated the message. Get the students to discuss what they learned about communication from the group exercise.

What is Communication?

Communication is the passing on of ideas or information from point A to point B through a medium and receiving a response.

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 efficient, clear communicators in every facet of our lives.

- **Trainer Instructions**

1. Explain to the participants the 4 phases of communication by use of a flow diagram:

4.3.2 Barriers to Effective Communication

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

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

Sender: Using a different language, unclear speech, emotional baggage.

Message: Needs interpretation, needs to be audible.

Channel: Phone not working, voice gone.

Receiver: Unwilling to listen, unable to listen, confused, misunderstanding

Activity 2: What are the barriers of communication?

Objective: For participants to understand the barriers of communication

Duration: 30 minutes

Instructions:

- Ask participants to create a drama or play depicting the barriers of communication.
- In the Student Workbook, have participants write down examples of barriers for each phase.
- Call on participants to share with the group and discuss.

4.3.3 Professional Communication

- **Trainer Instructions**

1. Ask participants: What are the different ways that people communicate in work situations?
2. After taking some examples, explain to participants the 3 different ways to communicate in the workplace.

- **Written:** Newsletter, report, note, notice, forum, fax, advertisement, email, letter, memo, minute-taking.

- **Reading:** Emails, Internet, research, memos.

c) **Spoken:** Meeting, telephone call, interview, informal chat.

How Should I Communicate in the Workplace?

There are so many different ways to communicate effectively in a professional setting. It's important you choose the best format so your message is understood in an efficient and accurate way!

- **Trainer's Note:**
- Inform participants that there will be a fashion show on Day 3, and they should dress accordingly.
- Try to solicit a respected community member to be the guest of honour for the Graduation on Day 5.

How Should I Communicate in the Workplace?

There are so many different ways to communicate effectively in a professional setting. It's important you choose the best format so your message is understood in an efficient and accurate way!

Section 5

Day 2: Administration, Bookkeeping, and Finance

- 5. Day Two – Administration, Bookkeeping and Finance
- Part 1 – Administration

Session Timing	<ul style="list-style-type: none"> · 2 hour
Session Objectives	<ul style="list-style-type: none"> · Understand Administration · Know how to write a report, minutes and memo's
Session Style	<ul style="list-style-type: none"> · Participatory · Plenary or large group · Dramas and Role plays
Session Materials	<ul style="list-style-type: none"> · Flip Chart · Markers · White Board <p>Administration is the function of managing business or public affairs. It is also a function of someone's capabilities of organizing activities and resources.</p>

A. 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:

- **Planning**

The process of making plans for something.

- **Organizing**

The process of arrangements or preparations for an event or activity.

- **Directing**

The process of focusing operations toward a specific outcome.

- **Controlling**

The process of supervising the running of an event or activity.

B. Qualities of a Good Administrator

Trainer Instructions

1. Read the qualities of a good administrator.
2. Have participants fill in the missing words in their Student Workbook.
 - Provides clear directions
 - Encourages two way communication
 - Willing to coach and support people
 - Provides objective recognition
 - Establishes on-going controls
 - Selects the right people to staff the organisation
 - Understands financial implications of a decision
 - Encourages new ideas
 - Give clear decisions when necessary
 - Constantly demonstrating high levels of integrity

C. Report Writing

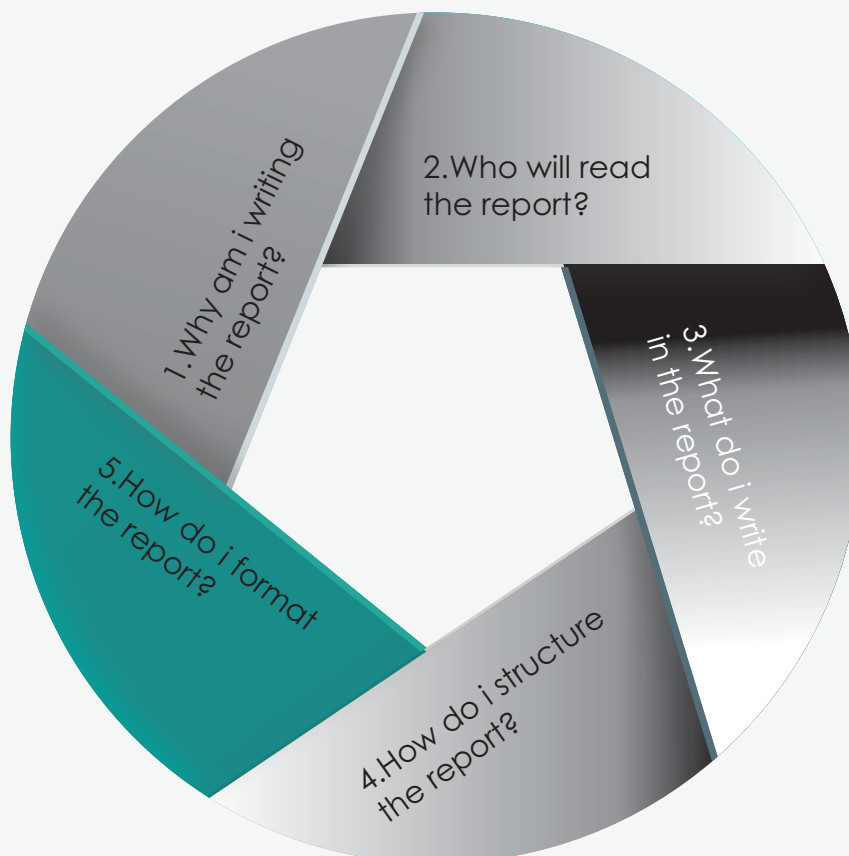
Activity 1: Application of practices in the workplace

Objective: For participants to comprehend report writing style

Duration: 30 minutes

Instructions:

1. Draw a web on the board with "pre-writing" in the centre (refer to student Work book.)
2. Ask participants: What questions should we ask ourselves before writing a report?
3. Ask participants to work in pairs to brainstorm additional questions they should ask themselves before writing a report?



- **Title**

The title is your first contact with the reader, and should inform them about what they are about to read.

- **Background**

This acts as an introduction which should explain the general ideas to come, as well as your thesis statement, which tells the reader what to expect from the rest of the report. The rest of the report should gather evidence and organize a case around your thesis statement.

- **Objectives**

This acts as a quick note summary of what activities or content will be highlighted in the report. These should be very brief and concise

- **Activities**

This is the substance of your report. The structure will vary according to the nature of the material being presented, with headings and sub-headings used to clearly indicate the different sections. It is not sufficient to simply describe a situation. You must also include a problem if applicable and a solution as well as an evaluation of the situation.

- **Recommendations**

Recommendations are not an essential part of a report; however, if you are including one, a brief statement clearly declaring your recommendations will suffice.

- **Conclusion**

The concluding sentence is used to reiterate the main points developed by the support sentences, and signal the end of a paragraph. They are also useful for adding emphasis to certain key points, through repetition.

Activity 2: Writing a report

Objective: For participants to have practical experience in writing reports

Duration: 30 minutes

Instructions:

- Create a scenario activity/event from which participants must prepare a report OR ask participants to write a report on an activity that they remember

D. 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

- Keep It Simple! – do not try to write down everything; focus on critical information and summarize.
- 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.
- Keep your notes rough – make them clear enough that you understand, but your notes can be simple. You should include:
 - Group name; date; time; place of meeting
 - Underline headings for separate items
 - Leave space between items so you can add extra info later if needed
 - Underline or highlight action items and name who is responsible for getting these items done
 - Make sure you give context when needed – especially when minutes are for people who weren't at meeting
 - Type up final notes soon after meeting, while they're fresh in your mind

Activity 3: Application of practices in the workplace

Objective: For participants to comprehend report writing style

Duration: 30 minutes

Instructions:

1. Ask participants why taking minutes during a meeting is important.
2. Show the participants the sample template and review the different parts in the minutes.
3. Conduct a short meeting (as an example) and ask participants to take minute of the meeting.
4. After the meeting, have participants compare their notes with a partner.
5. As a group, discuss what should be included in the minutes.
6. You should have the template drawn up on the board to fill out together.

Purpose of Meeting:

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

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

Meeting Agenda:

Discussion	Action Points	Person Responsible

What is a Memo?

E. Writing Memos

- 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.*



Memo:

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

To: _____

From: _____

Subject: _____

Signed

Requesting Person

_____/_____/_____
Date

Part 2 - Bookkeeping and Finances

Session Timing	<ul style="list-style-type: none">• 4 hours
Session Objectives	<ul style="list-style-type: none">• Understand the basic framework of accounts at a personal and company level• Understand wealth creation principles.
Session Style	<ul style="list-style-type: none">• Participatory• Plenary or large group• Dramas and Role plays
Session Materials	<ul style="list-style-type: none">• Flip Chart• Markers• White Board

TASK: Team Building

Get each team to have five girls and five guys sit in a straight line with one free chair and they must switch sides, getting all the boys to sit where the girls were sitting but a girl cannot jump a girl until they have rearranged themselves.



Activity 1: Introduction- Book keeping and Finances



Objective: To understand how money works in today's world.

Duration: 1 hour

Instructions:

1. Conduct a plenary session and get students to come up their net-worth profile, personal and organizational budgets.

A net worth profile is a comparison of all your assets compared to all your liabilities (money you owe). It is calculated by the following formula

$$\text{Net worth} = \text{assets} - \text{liabilities}$$

A. 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 these.

B. Understanding Money- Levels of Wealth Creation

- a) How does money work and how can it be created
- Unemployed and destitute
 - Self-employed (very small business i.e. selling juice cards)
 - Employed-shop floor or small but growing business
 - Employed middle management or self-employed (consultant)
 - Employed senior management or growing business
 - Medium sized business
 - Big business (Huge supermarket)
 - Very big business Franchise-chain of businesses
 - Investor

C. Budgeting

- What is a budget?
- A plan specifying how resources (in this case money), will be allocated or spent during a specific period.
- Why is it important for a company to have a budget?
- Planning for the organisation
- Controlling and guiding what the organisation and cannot do
- Projecting how much money needs to be raised

Activity 2: Drawing a Budget

Objective: To develop own budget.

Duration: 1 hour

Instructions:

1. Discuss budgets with participants.
2. Draw an example budget on the board and walk participants through it.
3. Have participants use the template in the Student Workbook to draw up their own budget.
4. Put participants in pairs and have them compare with each other.
5. Optional: You can draw a pie chart or graph showing what the class spends money on.

Budget

Title:.....
...



Budget Title:

Line Item	Base Cost (\$)	Units	Quantity	Total (\$)
Total (\$)				

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?

-
-
-

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%.

Activity 3: Writing a Receipt

Objective: To write a receipt.

Duration: 30 minutes

Instructions:

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

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.

Fixed Assets Register

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

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%.

Activity 4: Fixed Assets Register Activity**Objective:** To write a receipt.**Duration:** 30 minutes**Instructions:**

- Work with a partner to calculate the depreciated value of the fixed assets for the listed years in the Student Workbook.

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			

**E. 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

Income and expenditure accounts are also referred to as (1) a statement of income and expense, (2) an income statement or (3) a profit and loss account. It is a financial statement that summaries the results of a company's operations for a period. It presents a picture of a company's revenues, expenses, gains, losses, net income and earnings per share (EPS). It is calculated on the following equation:

$$\text{Net Income} = (\text{Revenues} + \text{Gains}) - (\text{Expenses} + \text{Losses})$$

Example of an Income and Expenditure Account

ABC Products Company Income Statement At End of October		
INCOME		
Cash Product Sales		18193.62
	Gross Income	<u>18193.62</u>
EXPENSES		
Pay Roll Taxes		128.55
Office Expenses		23.99
Telephone Charges		78.15
Travel Expense		763.55
Utilities (Gas & Electric)		216.53
	Total Expenses	<u>1210.77</u>
	Net Income (-Loss)	<u>16982.85</u>

Sample Products Co. Income Statement For the Five Months Ended May 31, 2013

Revenues & Gains	
Sales revenues	\$100,000
Interest revenues	5,000
Gain on sales of assets	<u>3,000</u>
Total revenue & gains	<u>108,000</u>
Expenses & Losses	
Cost of goods sold	75,000
Commissions expense	5,000
Office supplies expense	3,500
Office equipment expense	2,500
Advertising expense	2,000
Interest expense	500
Loss from lawsuit	<u>1,500</u>
Total expenses & losses	<u>90,000</u>
Net Income	<u>\$ 18,000</u>

Trainer Instructions

1. Ask participants to write down the definitions in the Student Workbook for income, expenditure, and why income statements are important.
- **What is income?** The money that the company earns
 - **What is expenditure?** The money that the company spends
 - **Why is it important for businesses to maintain an income statement?** Good management of resources, transparency and effectiveness.

Activity 5: Writing an Income and Expenditure Statement

Objective: To compose an income and expenditure statement.

Duration: 1 hour

Instructions:

1. Model an income and expenditure statement for participants. Provide an example with a list of incomes and a list of expenses.
2. In the Student Workbook, ask participants to compose their own.

Section 6

Day 3: Teamwork, Sexuality and Values, and Personal Grooming

6. Day Three - Teamwork, Sexuality and Values, and Personal Grooming

6.1 Teamwork

Session Timing	<ul style="list-style-type: none">• 2 hours
Session Objectives	<ul style="list-style-type: none">• Learn the importance and power of a team• Learn how to work in and for a team
Session Style	<ul style="list-style-type: none">• Participatory• Plenary or large group• Team building has been streamlined throughout the training.
Session Materials	<ul style="list-style-type: none">• Flip Chart• Markers• White Board

TEAM BUILDING TASK

Make the participants stand in a circle while joining hands. The participants are then instructed to find a way to face the opposite direction without letting go of each other's hands.

Activity 1: Introduction of Team work

Objective: To understand how Team work makes the Dream Work

Duration: 2 hours

Instructions:

After the team building exercise (e.g. traffic jam), you consolidate all of the team building activities that the students have conducted throughout the week through a discussion on teamwork. Show video of 4/100m relay finals at the 2012 Olympics in London and discuss the importance of team work.

Link:

"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"

Trainer Instructions

- Put participants into groups of 4-5, and together discuss the definition of the word "Team." Agree on one definition and write it in the Student Workbook.

Example definitions:

A team is a group of people who share a common vision and work together to achieve goals towards the fulfilment of that vision.

A team is a group of people with a specific task to be accomplished characterised by one vision, same objectives, shared responsibility and communication.

- Get 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?

- Take time to know your teammates, Support and encourage each other, Love and believe in each other, A team is as strong as its weakest link, so you don't look down upon each other, respect is important.

C. Forming, Storming, Norming and Performing

The trainer should explain the stages of team formation. Forming a team takes time, and members often go through recognizable stages as they change from being collections of strangers to united groups with common goals. Bruce Tuckman's Forming, Storming, Norming, and Performing model describes these stages.

Forming

In this stage, most team members are positive and polite. Some are anxious, as they haven't fully understood what work the team will do. Others are simply excited about the task ahead. The leader plays a dominant role at this stage, because team members' roles and responsibilities aren't clear. This stage can last for some time, as people start to work together, and as they make an effort to get to know their new colleagues.

Storming

Next, the team moves into the storming phase, where people start to push against the boundaries established in the forming stage. This is the stage where many teams fail. Storming often starts where there is a conflict between team members' natural working styles. People may work in different ways for all sorts of reasons, but if differing working styles cause unforeseen problems, they may become frustrated.

Storming can also happen in other situations. For example, team members may challenge a leader's authority, or jockey for position as their roles are clarified. Or, if work isn't defined clearly, people may feel overwhelmed by their workload, or they could be uncomfortable with the approach you're using. Some may question the worth of the team's goal, and they may resist taking on tasks.

- **Norming**

Gradually, the team moves into the norming stage. This is when people start to resolve their differences, appreciate colleagues' strengths, and respect the authority of leaders. Now that team members know one-another better, they may socialize together, and they are able to ask each other for help and provide constructive feedback. People develop a stronger commitment to the team goal, and you start to see good progress towards it. There is often a prolonged overlap between storming and norming, because, as new tasks come up, the team may lapse back into behavior from the storming stage.

- **Performing**

The team reaches the performing stage when hard work leads, without friction, to the achievement of the team's goal. The structures and processes that you have set up support this well. It feels easy to be part of the team at this stage, and people who join or leave won't disrupt performance.

"With an enthusiastic team you can achieve almost anything."

~ Tahir Shah

6.2Part 2 - Sexuality and Values

Session Timing 2 hoursSession Objectives

- Understand sexuality
- Define their values in relationships
- Understanding that ideas have consequences
- Participatory
- Plenary or large group
- Discussions
- Flip Chart
- Markers
- White Board

Session Style

Session Materials

Trainer Instructions

1. Ask the question: What is the difference between Hollywood relationships and Values-based relationships?
 2. Ask participants to define Hollywood and Values-based relationships in small groups.
- * It is essential that trainers create a relaxed and non-judgmental atmosphere, making it easy to talk about sex and sexuality.

A. Sexuality and Values

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

Activity 1: Relationships



Objective: To understand the difference between Hollywood based and Value based relationships

Duration: 2 hours

Instructions:

1. Hold a plenary discussion facilitated by the trainer with the whole group for a few minutes and then define the model for them below. Ask participants to write down notes in the Student Workbook.

- **Value based style relationships**
- **Become the right person**
- **Walk in love**
- **Fix your hopes on your vision for your life**
- **Failure? Repeat steps 1,2,3**

Hollywood style relationships

- Fall in love
- Have Sex
- Find the right person
- Fix your hopes on him/her
- Failure? Repeat steps 1,2,3

2. Continue discussion by contrasting the two models. Discuss the tension between what is real and what is ideal.
3. Break into 2 groups to defend each model and then contrast the results (If there is time. This can be in debate style.)

• **Trainer's Note:**

- Include ABC's (**A**bstinence, **B**eing faithful and **C**ondoms and Contraceptives) in the above discussions
- Health Personnel can be invited to assist with these discussions

Trainers' Instructions:

Use the following questions as discussion guide. At the end of the discussion cement the notion that ideas have consequences.

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?

Trainer's Note:

The following section can be explained in any way relevant to the trainer, as long as the life stages are highlighted and explained. The purpose is to make participants aware that what is happening to them is not a unique experience.

CASE STUDY- A young man who used a values approach

- 0-4 years: Innocence
- 4-10 year old- Sexual Awareness begins
- 6-9 yrs Show me yours Show mine
- 8-12 yrs Hollywood exposure or Television
- 13yrs onwards- Managing the conflict between Values and Hollywood
- 13-18yrs The battle begins: Thought life, masturbation, wet dream, infatuation, Sexuality versus my value position
- 18-23 yrs Falling in love- multiple interactions and relationships with different people e.g. H, V, B, R, N, F, Gcc, M, R (Hurt but Protected by boundaries and beliefs)
- 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

- Define your boundaries before you are committed to a relationship.
- Learn to say NO once your boundaries are set.
- Manage your sexuality by avoiding pornography and other sexually stimulating activities (sex can be addictive).
- If you are dating, being creative with your partner so that you do not base your relationship on physical intimacy only.
- Explore Abstinence.
- Be faithful to one partner.
- Use condoms if you are already engaging in sexual activity.
- Get circumcised, it reduces the chances of infection.
- 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.

Activity 1: Introduction- Fashion Show

Objective: To ensure that each student is well groomed for the workplace.

Duration: 2 hours 30 minutes

Instructions:

1. The students must put together a fashion show, showing the different types of dressing for different occasions. This will require creativity and planning so the students must be told on the first day of the training that, they will have to put together a fashion show.
2. After the fashion show, highlight a general overview of grooming and its relevance for the work place.

A. 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.

6.3 Part 3 - Personal Grooming

Session Timing 2 hour 30 minutes **Session Objectives**

- Empower the students to understand grooming
- Get the students to put together a fashion show
- Importance of personal grooming in the workplace
- Participatory
- Fashion Show

Session Materials

- Radio or Music
- Different clothing outfits
- Judges
- Catwalk
- Decorations (where possible)
- White Board
- Models

Trainer Instructions

1. Explain to participants the following information. Participants should write in the Student Workbook.

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

- You notice their professionalism, level of sophistication, intelligence and their credibility.

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

- Grooming involves all the aspects of your body:
 - Overall Cleanliness
 - Hair
 - Nails
 - Teeth
 - Uniform
 - Make-up

What Is Appropriate (Or Not!) In The Workplace

	DO	DONT
HAIR	<p>Wash often</p> <p>Keep trimmed and neat</p> <p>Tie it back if it's long</p> <p>Hair-holding devices should be plain and natural colours</p> <p>Gentlemen: keep facial hair neat and trimmed</p> <p>Natural colour, or one or two shade</p>	<p>Dirty hair</p> <p>Long, split-ends</p> <p>Long hair</p> <p>Bright or gaudy or large hair-holding devices</p> <p>Gentlemen: unshaven, shaggy facial hair</p> <p>Unnatural colours (green, pink, purple)</p>
NAILS	<p>Clean</p> <p>Short and natural-shape</p> <p>Neutral colour polish</p>	<p>Dirty</p> <p>Long or broken nails</p> <p>Chipped polish</p> <p>Bright/tacky polish</p>
TEETH	<p>Brush twice a day</p> <p>Rinse after every meal</p> <p>If you smoke, rinse after smoking</p> <p>Keep breath-mints/mouth freshener handy</p>	<p>Dirty, un-brushed teeth</p> <p>Food in your teeth after meals!</p> <p>Smoker's or stale breath</p>
CLOTHING	<p>Business Casual or Professional</p> <p>Clean</p> <p>Ironed</p> <p>Avoid logos or offensive graphics</p> <p>Well-fitted</p> <p>Cover up!</p> <p>Comfortable, but professional shoes</p>	<p>Casual</p> <p>Dirty</p> <p>Crumpled</p> <p>Large logos or offensive graphics</p> <p>Too large or too small</p> <p>Miniskirts</p> <p>Shorts</p> <p>Caps</p> <p>Tight clothing</p> <p>Saggy clothing</p> <p>Revealing clothing</p>
MAKE-UP	<p>Natural colours</p> <p>Mild perfume</p>	<p>Bright or dark or heavy make-up</p> <p>Strong-scented perfume</p>
JEWELLERY	<p>Minimal and conservative</p> <p>Only <u>ears</u> pierced</p>	<p>More than 5 pieces of jewellery</p> <p>Facial or multiple ear piercings</p>

- **Trainer's note:**
 - Divide participants into groups and ask them to begin preparing for short role plays of what they have learnt during the training. These role plays will be done during the graduation of Day 5.

Section 7

Day 4: Interview Skills, Mock Interviews and Basic Computers

7. Day Four – Interview Skills, Mock Interviews and Basic Computers

7.1 Part 1 – Interview Skills

Session Timing	<ul style="list-style-type: none"> • 3 hours
Session Objectives	<ul style="list-style-type: none"> • For each student to be empowered with interviewing skills
Session Style	<ul style="list-style-type: none"> • Participatory • Plenary or large group • Dramas and role plays
Session Materials	<ul style="list-style-type: none"> • Flip Chart • Markers • White board

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.
- **Objective/Keywords/Summary** - In 1-2 sentences, state what type of position you are looking for and what your key strengths are.
- **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
- **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.
- **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!
- **Skills (optional)** - You can list Languages you speak; Computer skills; other very specific technical skills, as relevant.
- **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!

B. 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.

Components of a Cover Letter

1. THE SALUTATION (THE HELLO)

Get a name, any name. Try your best to get a name. When you have absolutely failed then try To whom it may concern or Dear hiring manager.

E.G. - *Dear Hiring Manager:*

2. THE OPENING (THE GRAB)

Your opening paragraph is your introduction and presents the reader with some immediate and focused information regarding the position you are pursuing and a few core competencies that demonstrate your strength.

E.G. - *Having contributed as an operations and general business leader, I am writing to express my interest in [Name of Position] with [Name of Company]. You will see on the enclosed CV I turned around an under-performing business, substantially improved productivity and employee morale, and possess critical and creative thinking skills that will facilitate my swift contribution to your sustained growth.*

3. THE SECOND PARAGRAPH (THE HOOK)

This paragraph should define some examples of the work performed and results achieved. This paragraph should be connected to your CV. This does not mean you should copy and paste what is in the CV. Rather, cover some key competencies that you feel define your success.

In the event you are highlighting some information not contained in the resume (if you are switching careers, or have a unique value proposition), this is the perfect place to cover that information. Use bullets to define key areas of achievement and highlight what you bring:

E.G. - *My professional experiences include my recent position with XYZ Corporation as Operations Manager, and previous positions with ABC Corporation, and DEF Corporation. In all of my roles I guided the professional development of staff and gained consensus for the adoption of new ideas due to my demonstrated ability to clearly present value added recommendations.*

4. THE THIRD PARAGRAPH (PARAGRAPH OF KNOWLEDGE)

Here demonstrate something you know about the company that prompted you to write. This shows the reader that you did some preliminary homework and understand the company's drivers and goals.

E.G. - *After researching 123 Company, I understand your immediate goal is to improve business performance and establish key benchmarks within [Name of Industry]. Your recent acquisition of [Company Name], puts you in a position to gain market share and establish a unique brand presence with potential and existing customers. Given my professional achievements, I am in a position to help you quickly achieve your goals.*

5. THE FOURTH PARAGRAPH (THE CLOSE)

In the closing paragraph quickly summarize what you offer and close by either suggesting a meeting or indicating that you will call in a certain number of days. If you choose the latter approach, make sure you follow-up within the time frame you reference.

E.G. - I bring a tool kit comprised of leadership, strategic planning, and analytical skills; and I would be pleased to review my credentials with you to personally explore how I can contribute as a member of your senior leadership team. Please feel free to contact me at the number above to arrange a time to speak.

Sincerely,

Full Name

Activity 1: Prepare your CV

Objective: Compose your own CV.

Duration: 1 hour

Instructions:

- Ask participants to look at the CV sample in the Student Workbook.
- Review the parts of a CV as a group together.
- Ask participants to complete their own CV in the Student Workbook. Using the template provided.
- Participants should go and have their CVs typed and printed out. These copies should be left with the trainer on Day 5. The trainer will then use these CVs to negotiate for internships with companies on behalf of participants.

Trainer's Note:

Ensure participants have a solid grasp of the section on CV's and Cover Letter's as it is very important for the participants. Constant monitoring is required.

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

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

Overall

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	Mrs. Rita Michael
District Pastor	Sociology Lecturer
ABC Church	MNO College
123 Mbvuku Tafara	456 Mbare
Harare	Harare
0772 XXXXXX	0773 XXXXXX

Activity 2: Introduction – Interview Skills

Objective: Every student to be equipped with practical interview skills.

Duration: 1 hour

Instructions:

1. Put participants in groups of 4-5. Ask each group to create two roles plays, one that shows lack of interview preparation and skills and another one that shows an individual who is thoroughly prepared for their interview and one who knows what is required in an interview.
2. Call on groups to act out their role plays. Highlight the link between grooming and interview skills.
3. Conduct a few mock interviews, highlighting the seriousness of the whole process.

Trainer's Note

When conducting the mock interviews include situational questions that can spontaneously occur during interviews to test the participant's ability to respond to novel situations. Examples of such questions with good responses are given below:

You been placed in charge of a project team for a new project. What are your first steps to get the team going and complete the project?

Response:

I would call the team together for an initial meet and greet -- and make sure we all know each other on some basic level -- and to set some initial expectations for the team. Once the team has been established, I would move ahead with the project in these basic steps: First, make sure we fully understand the problem and task at hand. We need to define the problem that will be solved by the project. Second, we need to brainstorm possible solutions to accomplish the project. Third, we get back together and choose the best path/process to completing the project.



Who would you talk to if you discovered that a co-worker was disclosing confidential information that should not be divulged?

Response:

I would first sit down privately with my co-worker and let him or her know what is happening. I would make it a dialogue rather than a lecture -- with the goal of helping the co-worker realize what a serious mistake he or she is making and how it could impact both the company and his or her personal life -- and the lives of family and friends. If nothing comes of the meeting -- either the co-worker is defensive and denies it -- or does not agree to stop divulging confidential information, then I would be forced to go directly to my manager with the proof that I have of the unethical activities.

What would you do if you realized at deadline time that a report you wrote for your boss or professor was not up to par?

Response:

Hopefully this would never happen to me since I always make sure to plan my time properly to ensure that my work is always done. If it ever did happen I would meet with my boss and explain the situation and request an extension. I would also evaluate my actions and identify what I did wrong to not complete my work and make sure that it did not happen again.

You disagree with the way your supervisor says to handle a problem. What would you do?

Response:

I would evaluate why I disagreed with my supervisor and come up with a different way that I think the situation should be handled. I would then sit down with my supervisor -- in private -- and discuss the problem with him and how I think it should have been addressed.

C. Preparing for the big day

- **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, it keeps your nerves calm
- Do your research – make sure you are familiar with the company, the job description, and what the company is looking for.
- Update your CV or resume and make sure you have 2-3 printed copies to take to the interview.
- Dress appropriately (see Section 6.1.3 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.
- Shortlist and familiarize yourself with 5-6 of your top skills.

Activity 3: Good Impressions

Objective: Every student to be equipped with practical interview skills.

Duration: 1 hour

Instructions:

1. Participants are divided into groups. The groups are given cards with different impression scenarios. The groups will then categorise the scenarios into good or bad impressions.

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 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.
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

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Activity 4:

Mock Interviews

Objective: To provide participants with the experience of what real interviews are like

Duration: 45 minutes

Instructions:

- Pick out no less than 3 participants that have experience with or have potential to handle interviews
- Have a panel of interviewers, preferably external parties but if not possible the facilitators can do this
- Conduct a formal interview with each participant. The interviewers should ask very realistic questions that companies would ask
- The facilitators as well as other participants should take notes on the positives and negatives of each interview
- A discussion on what was observed should be conducted
- A few words of advice and raising of issues by facilitators that they see as important that they noted during the interviews.

7.3 CV/ RESUME WRITING

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- **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!
- **Skills (optional)** - You can list Languages you speak; Computer skills; other very specific technical skills, as relevant.
- **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!

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
0771 XXXXXX
mdube@xxx.com

Activity 1: Introduction – Computers

The main activity will be to get each student to sit by a computer to learn how it functions and operates.

Objective: Exposure to computers and basic introduction

Duration: 3 hours

Instructions:

1. Give a brief plenary facilitation on what computers are.
2. Show participants the different functions of a computer. (This is best done with hands-on experience for each individual participant, but if not enough computers are available, do a group demonstration.)

A. 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

• 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

• 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

B. Changing Font on 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



Activity 2: Writing a word document

Objective: To compose a word document.

Duration: 1 hour

Instructions:

1. 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

- Go to insert menu
- Highlight insert picture
- Select from the menu on the right the folder or gallery of the picture you want to use and click
- View and select picture
- Copy picture and close gallery or folder
- Place curser on the position you want to place picture
- Click on paste

7. Inserting Text Box

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

- Place curser where you want the text box
- Go to insert menu
- Highlight and click on text box
- Type text
- Either leave the boarder as it is or adjust to your liking

• Trainer's Note:

- If computers are available, each participant will get to practice lessons learned. (30 minutes)
- Remind participants of the graduation on Day 5. Inform participants that they can invite their caregivers to attend.

Day 5: Presenting the Final Product and Graduation

8. Day 5: Presenting the Final Product and Graduation

Session Timing 4 hours 30 minutes Session Objectives

- To provide students on the documents they will need to know during the internship
- To provide a clear framework for total self-empowerment
- To inspire and equip every student with a clear road map and tools for lifelong learning

Session Style

- Participatory
- Plenary or large group
- Video on finishing strong

Session Materials

- Flip Chart
- Markers
- White board

8.1 Our Final Product

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

Activity 1: Discussion of performance reviews and internship contract

Objective: For participants to be aware of their obligations during the internships as well as how they will be appraised and how they will appraise themselves

Duration: 45 minutes

Instructions:

- Work through the documents with the participants. Copies of these are provided below and in the student handbooks.
- With regard to performance reviews, highlight what each score means and enforce the importance of the reviews that supervisors give them. Provided are the meaning of the scores:

1 = task was not done at all

2 = task was attempted but not completed

3 = intern completed task but with difficulty

4 = Task was completed on time and done very well

5 = Task was completed. Intern went extra mile, taking an initiative to improve on the work that was assigned to him/her.



WORK READINESS PROGRAM
Intern Monthly Report Form

· **Basic Details**

Full Name: _____ NGO Partner Attached to: _____

Date of commencement: ____/____/2015 Company of Attachment:

Month Reporting: _____ Department of attachment:

Work Related Questions

What are the three (3) main activities you carried out during the period under review?

.....

Which area of your work do you enjoy the most

.....

Which area of your work do you find most challenging

.....

What sort of assistance would you need to do your work better?.....

Skills and Knowledge Questions

What new things have you learnt over the course of the month?

.....

From the Life Skills and Job Preparation Training, what lessons mostly apply to your daily work and why?

.....

.....

General Recommendations

What can you do to improve your work?

.....

.....

What can the company do to improve your work?

.....

What can the NGO partner do to improve your work?

.....

Attitude Related Questions

- Rate the intern's attitude towards work. Tick where applicable

Intern seems un-interested in the work			Intern is positive about some aspects of the work			Intern is very positive and self motivated	
--	--	--	---	--	--	--	--

Intern is positive about some aspects of the work

Intern is very positive and self motivated

- Is the intern receptive to learning new things?

Yes / No

Circle where applicable

- Is the intern willing to do more work outside their assigned duties?

Yes /

No

Circle where applicable

- On a scale of 0 to 5, rate the performance of the intern for the period under review under the following domains;

0=very poor, 1=poor, 2=moderate, 3=good, 5=very good

Time Management	
Assertiveness	
Innovativeness/Creativity	
Being a team player	
Communication skills	
Efficiency and effectiveness in delivery of work	

Has there been an improvement or decline in the intern's overall performance from the previous month? (Please tick where applicable)

Improvement			Decline			Remained constant	
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General Comments:

.....

.....

General Recommendations

What are your recommendations for improvement of the internship?

To the Host Company

.....

.....

To World Education, Inc

.....

.....

To the intern

.....

.....

Activity 2: What is an internship?

Objective: To manage the expectations of participants of what the program provides and what the internship will require of them.

Duration: 45 minutes

Instructions:

- Discussion with participants on their own expectations of what the internships will be like
- Explain what an internship really is according to the notes provided below
- Candid discussion of what the experience of an internship is actually like and highlight the opportunity that the internship will give them to grow
- Discussion on how to market themselves if the internship does not translate into permanent employment.

A. What is an internship?

An internship is carefully monitored work or volunteer experience in which an individual has intentional learning goals and reflects actively on what he or she is learning throughout the experience. It is temporary work that gives on the job training and practical experience. Internships for professional careers are similar to apprenticeships for trade and vocational jobs. Internships can get your foot in the door for your first full-time, permanent position. Employers are using internships as a way to gain a first in-depth look at prospective employees.

“An internship is carefully monitored work or volunteer experience in which an individual has intentional learning goals and reflects actively on what he or she is learning throughout the experience.”



B. Why is an internship beneficial?

- *Defining your career path* - One can use an internship to determine whether they have interest in a particular career, create a network of contacts or gain school credit. An internship is a way to explore career options, likes and dislikes, with little investment in terms of time and money.
- *Gaining work experience* - Experiential learning is the single most effective way to obtain employment after graduation from an academic or vocational program. Approximately 85% of interns receive a job offer from the parent company.
- *Skills application and development* - You get the opportunity to learn new skills, and apply the things you learned in the classroom in "real life situations."
- *Academic credit* - Some academic programs require one to have on the job training before graduation. Internship can earn you academic credit.
- *Earn money* - Some internships are paid.
- *Developing networks* - You can network and develop professional contacts in your field of study or career path.
- *Confidence building and professionalism* - You can increase your self-confidence and professionalism.
- *Learning* - You can learn more about a chosen field.

C. What types of internships exist?

- *Paid Internships* - these are internships where one gets paid for the work they do. The payment is usually a stipend or allowance. There may also be alternative forms of payment such as reimbursement for travel, housing or living allowances.
- *Travel, housing and/or other living expenses.*
- *Credit Internships* - these are internships that are related to a certain academic program of study and may enable one to get credits, write a dissertation or any other form of training required for them to graduate.
- *Volunteer Experiences* - these are normally unpaid help or assistance, unpaid internships show your excitement and commitment to the field.
- *Semester break Internships* - short term internships done during school, university, college breaks.
- *Part-time Related Work Experience* - a professional may take an internship to enter a different or more sophisticated job market so as to gain the relevant experience.

D. Do I need a career goal before I start an internship?

Not necessarily! While it is helpful to gain experience in a field that you want pursue a career in, it is not necessary. In fact, internships are a way to explore what exactly it is that you want to pursue as a career. Internships are a valuable, hands-on way to test those areas that you are considering as a future career.

E. What should I have prepared?

- *Curriculum Vitae (CV) and a Cover Letter* - CVs and cover letters are an essential part of the internship process. Without a solid CV and cover letter how are you going to market yourself?
In addition to the CV and cover letter, many organizations/companies will require an interview as part of the application process. One therefore needs also to prepare for the interview process.
- *A professional reference list.* (Former and present employers, members of faculty, staff and administration, advisors, coaches etc. No family members or friends.)
- *Interviewing skills* - Prepare for the interview. Practice and think ahead.

F. What will I do in an internship?

Each internship experience will differ because each organization has different needs and opportunities. Internships are designed to give practical, hands-on experience to the intern and therefore many internship sites include the following:

- Opportunities for research,
- Customer contact,
- Computer skills
- Management of databases,
- Basic administrative tasks like filing, requests (for money, fuel, materials etc.)
- Minute taking in meetings
- Report writing
- Staff and project management

G. What Employers look for in interns?

- Enthusiasm
- Professionalism
- Responsibility
- Communication skills (written and oral)
- Drive and desire
- Good grades/experience (how good depends on the employer)

H. What to do when the Internship ends? – Marketing your experience

- Ask your supervisor to serve as a reference and to write a recommendation letter for you.
- Write a thank you letter to your site supervisor or mentor
- Maintain your network!!
- Offer to assist the organization in marketing the internship to other students or young people.
- Assess the knowledge, skills, and abilities that you have developed at your internship.
- Write or update your Curriculum Vitae (CV) based upon your experiences and projects.
- Make a list of what you liked and disliked about your position and use this list to explore future internship and job opportunities.
- Redefine your career goals based upon your experience and clarify how your internship relates to these goals.
- Reflect upon the work environment, organizational structure, location, atmosphere – what will you look for in the future?
- Reflect upon your values and attitudes about work and how they correlate with those of the organization.
- Think about how specific experiences at your internship will be excellent examples to offer employers during the interviewing process.

Activity 3: Presenting the Final Product

Objective: To inspire and commission each student to become the best that they can be!

Duration: 45 minutes

Instructions:

- Show a video called "Finishing Strong", it tells the story of a man who has no hands and feet, but still manages to learn and do what most people with hands and feet can do. Link: www.youtube.com/watch?v=xYWPLxVJca0
- Explain that we have now come to the end of the training. Ask participants if they have any questions or concerns. And make sure you have cleared all outstanding issues with the work behaviours, CV's, graduation ceremony and internships. This is your final presentation so make sure, it's the best. Aim to inspire by using inspirational quotations and phrases, for example "See you at the top, Be the best you can be, if you are willing to do what other young people are not willing to do, you will do tomorrow what they cannot do".

Activity 4: Graduation

Objective: To acknowledge the work that participants have done and present certificates

Duration: 2 hours

- Ensure a simple graduation set up with a front table for the guest of honour if applicable to speak from and present certificates to participants.
- 2 minute group role plays of content learnt during the trainings.
- Motivational speech either from the trainer or an invited guest who is respected in the community or both.
- At most 3 testimonials from willing participants on their experience of the training.
- Handing over of certificates by guest of honour if applicable or the trainer
- The trainer may also give additional awards such as prizes for best dressed, most participation, etc.



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YOUTH WORK READINESS

LIFESKILLS & JOB PREPARATION

